
THE WHITE HOUSE
WASHINGTON

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TRIP OF PRESIDENT CLINTON TO MINNESOTA AND OHIO

May 4, 2000

On Thursday, May 4, President Clinton will continue his two-day School Reform Tour with stops in St. Paul, Minnesota and Columbus, Ohio. Over these two days, President Clinton will visit schools in four cities -- Owensboro, Kentucky; Davenport, Iowa; St. Paul, Minnesota; and Columbus, Ohio -- to show what works to close the achievement gap: higher standards, targeted investment, and accountability for results. The visits on the tour will underscore the importance of turning around low-performing schools, supporting charter schools, boosting teacher quality and funding school construction. Throughout the tour, the President will call on Congress to pass an education budget and education accountability bill to invest more in our nation's schools and demand more from them.

ST. PAUL, MINNESOTA

On Thursday morning, the President will visit City Academy where he will address students, faculty, community leaders and local elected officials on the importance of supporting charter schools. The President also will participate in a webside chat on school reform hosted by ChannelOne.com with students from across the country.

Minnesota passed the first charter school law in the country, and President Clinton will visit City Academy -- the nation's first charter school -- to highlight the success of the charter school movement. Charter schools are public schools that are granted some freedom from regulations governing other public schools in exchange for a commitment to meet or exceed a state's academic standards. When the President was first elected, City Academy was the nation's only charter school. Today, there are more than 1,700 nationwide, and thirty-six states and the District of Columbia have passed charter school laws. Since 1994, the federal government has invested almost \$400 million in charter schools and the President's budget this year provides an additional \$175 million to help reach the President's goal of 3,000 charter schools by 2002.

Remarks to City Academy

President Clinton will make remarks to students, teachers, community leaders and local elected officials in the gymnasium at City Academy. The President will be joined on stage by Milo Cutter, Principal, City Academy; Representative Bruce Vento; Mayor of St. Paul Norm Coleman, and Tomas Gonzales, a 1994 graduate of City Academy.

Tomas Gonzalez, 24, was born in Mexico City and moved to South Minneapolis when he was 13 years old. During his early high school years his family moved three times, and he attended three different, very large high schools. At each of those schools, Tomas felt as though he had no support or encouragement. He found out about City Academy, and immediately went to talk to Milo Cutter, the principal, to find out if he could attend the school. He attended the school for two years, and during that time was able to take college courses through Concordia University. He feels that the biggest benefit to him was the personal attention he received there and the encouragement to utilize his skills to reach his full potential. Tomas currently works for US Bank as a project manager for the Fraud Prevention Unit. He has worked there for 5 years, and has been promoted several times. He plans to begin college courses again in September, with the assistance of US Bank, to finish his degree.

Order of Speakers

Milo Cutter, Principal, City Academy

Representative Bruce Vento

Tomas Gonzalez, City Academy graduate

President Clinton

Webisode chat with students

President Clinton will participate in a webisode chat hosted by ChannelOne.com with students and teachers from around the country to talk about school reform. The President will take questions from students on a range of issues including the role of technology in the classroom, creating strong learning environments, improving America's schools, and others. The chat will be moderated by Tracy Smith, a Channel One television anchor.

COLUMBUS, OHIO

President Clinton will conclude his School Reform Tour at Eastgate Elementary School in Columbus, Ohio where he will focus on teacher quality. The President will greet the students of Eastgate Elementary before participating in a roundtable discussion on the central role that teachers must play in school reform.

The Columbus Public Schools have led the way in raising standards for teachers. For example, the district's Peer Assistance Review program offers mentors for new teachers and helps struggling teachers improve or leave the profession. In addition to discussing teacher quality, President Clinton also will underscore his agenda of investing in proven strategies such as reducing class size, expanding after-school and summer school programs, and raising standards for all students. The Columbus Public Schools are using these strategies to boost student achievement in their lowest-performing schools. The President's budget includes a \$1 billion Teaching to High Standards Initiative that would support high quality professional development for teachers -- including the type of peer review program that the Columbus schools have pioneered. His education accountability bill would require teachers in every state to know the subjects they teach.

Roundtable Discussion on Teacher Quality

President Clinton will participate in a roundtable discussion with teachers, parents, students and local officials to discuss the important roles that teachers play in school reform. Joining the President in this discussion will be Columbus Mayor Michael Coleman; Columbus Schools Superintendent Rosa Smith; Barbara Blake, Principal, Eastgate Elementary School; Darrell Byrom, teacher, Eastgate Elementary School; Shirley Goins, teacher, Monroe Middle School; Linda Hoetger, parent; Laura Avalos-Arguedas, City Year-Americorps volunteer in Columbus; Heather Knapp, teacher, East Linden Elementary School; and John Grossman, President, Columbus Education Association.

Order of Speakers

Barbara Blake, Principal, Eastgate Elementary School makes remarks

President Clinton makes remarks

Rosa Smith, Superintendent, Columbus Public Schools, opens and moderates discussion

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PRESIDENT CLINTON VISITS NATION'S FIRST PUBLIC CHARTER SCHOOL, ANNOUNCES NEW STEPS TO SUPPORT CHARTER SCHOOLS

May 4, 2000

Today President Clinton will visit the City Academy public charter school in St. Paul, Minnesota, to highlight the success of the charter school movement and to unveil new steps to help charters. City Academy is the nation's first charter school and was the only charter school in operation when the President was first elected in 1992. Thanks in part to the Administration's leadership, there are now over 1,700 charter schools. Today the President will meet with students from City Academy, release an Executive Memorandum directing the Secretary of Education to develop guidelines for businesses and faith-based organizations to help charter schools succeed, announce the release of \$16 million in new grants and \$121 million in continuation grants for charter schools, and participate in an online webside chat with students from around the country. May 1-5 is National Charter Schools Week and the President will take this opportunity to challenge communities to create more high quality public charter schools to increase choice and competition in public education.

CHARTER SCHOOLS: IMPROVING PUBLIC EDUCATION AND EMPOWERING

PARENTS. Public charter schools exemplify a standards-based approach to education. Every charter school works with a public authority to establish clear performance standards. A charter school that fails to meet the terms of its charter is closed down. The federal government helps fund charter schools through the Department of Education's Public Charter Schools Program. The program, reauthorized with the President's leadership in 1998, gives priority to states that have strong standards for academic accountability. Charter schools receiving funding from the federal government must be measured by the same state assessments as any other public school. A recent national survey found that 65 percent of parents rated their child's public charter school as better than their former public school (only 6 percent rated them worse), and the Education Department reports that seven out of ten charter schools have a waiting list of students who want to enroll.

AWARDING NEW GRANTS TO EXPAND THE CHARTER SCHOOL MOVEMENT.

President Clinton has long been a champion of charter schools. When he was first elected, there was only one public charter school open in the United States. Now, thanks in part to almost \$400 million in federal funding and efforts to disseminate effective strategies, there are now 1,700. Thirty-six states, Puerto Rico and the District of Columbia now have laws on the books that enable the creation of charter schools. The President's FY 2001 budget includes a \$30 million increase in funding for charters, bringing total funding to \$175 million annually. Today, the President will announce the release of \$16 million in new grants to charter schools and \$121 million in continuation grants. Local charter schools use federal funding for planning, development, and start-up costs.

DRAWING SUPPORT FROM BUSINESSES AND FAITH-BASED GROUPS. The President today will also release an Executive Memorandum that calls on the Secretary of Education to develop guidelines explaining how business groups and faith-based organizations can be involved with charter schools. The President believes that employers can play a key role in helping launch and sustain charter schools, and the proposed guidelines will help local businesses understand how they can be involved. There are now more than 100 employer-linked charters nationwide. Likewise, although charter schools must be non-sectarian in their admissions and practices, faith-based groups can play a positive role in creating and supporting public charter schools. There are successful partnerships between public schools and faith communities across the nation in after-school programs, school safety, discipline and student literacy.

ONLINE WEBSITE CHAT WITH STUDENTS FROM AROUND THE COUNTRY. While at City Academy, the President will participate in a live “Webside Chat,” hosted by ChannelOne.com, with middle school and high school students from across the country. In the tradition of President Franklin Roosevelt’s Fireside Chats, the President will use the latest technology to communicate directly with students on a range of topics. Last fall, the President conducted his first live Internet chat. He plans to host other “Webside Chats” on other vital issues.

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PRESIDENT CLINTON HIGHLIGHTS EDUCATION REFORM AGENDA WITH ROUNDTABLE ON WHAT WORKS

May 4, 2000

Concluding his national School Reform Tour today at Eastgate Elementary School in Columbus, Ohio, President Clinton will highlight his education reform agenda with a roundtable discussion of what works. Columbus is raising student achievement by improving teacher quality, reducing class size, and investing in what works. By demanding more through high standards and real accountability, and by investing more in smaller classes, reading, and teacher quality, the Columbus Public Schools are achieving measurable results in some of their lowest-performing schools. Joining with educators, parents and students in a roundtable discussion, President Clinton will call on Congress to follow Columbus's lead by passing an education budget and education accountability bill to invest in our nation's schools and demand more from them.

REDUCING CLASS SIZE TO INCREASE STUDENT ACHIEVEMENT. The President will highlight the impact in Columbus of his initiative to hire 100,000 new teachers to reduce class size in the early grades. The Columbus Public Schools used funding from the President's initiative to add 58 teachers in 13 elementary schools, targeting funds to the lowest-performing schools as part of a broader effort to turn them around. With these additional teachers, all of whom are fully certified, the Columbus Public Schools have been able to reduce class sizes in grades 1-3 by about 10 students per class to an average of 15 students. At Eastgate Elementary test scores are up after just one year of this intensive effort. The percentage of 4th-graders who are proficient in reading has gone from 9.5 percent to 45.4 percent, and in math, from 9.5 percent to 30.3 percent in just one year. Science and writing scores are up as well at the school.

REFORMS THAT WORK. The Columbus Public Schools are applying a number of proven strategies: reducing class size, improving teacher quality through mentoring and peer review, providing after-school help, and ending social promotion the right way. The President will take part in a roundtable discussion with educators, parents, and students on what is working in Columbus, and how to apply those lessons elsewhere.

INVESTING IN OUR SCHOOLS AND DEMANDING MORE FROM THEM. The President will conclude his School Reform Tour by calling on Congress to send him education legislation that invests more in our schools and demands more from them. The President has sent a plan to Congress that would increase accountability and invest in successful strategies such as reducing class size, expanding after-school and summer school programs, modernizing schools, and improving teacher quality to ensure that all students receive the high quality education they need. The President's budget includes a \$4.5 billion increase in education funding – up 12 percent from last year. The President has also sent Congress strong accountability legislation that would continue the work of identifying low-performing schools, require states to end out-of-field teaching, end social promotion the right way by ensuring that all students can meet high standards, and require school report cards for parents.

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EDUCATION REFORM ROUNDTABLE PARTICIPANTS

May 4, 2000

Rosa Smith – Superintendent, Columbus Public Schools. Rosa Smith has served as the Superintendent of the Columbus Public Schools since September 1997. Her initiatives include reshaping the district's reading program, expanding student access to technology by establishing a computer to student ratio of 1:5 and purchasing 13,400 new computers, and reforming high schools by raising standards and offering career-related coursework. Prior to coming to Columbus Public Schools, she served as Superintendent of Schools for the Beloit School District in Wisconsin, and was selected by the Wisconsin Association of School District Administrators as the 1997 Superintendent of the Year. Dr. Smith also has worked as a teacher in South Bend Public Schools in Indiana and St. Paul Public Schools in Minnesota.

Barbara Blake – Principal, Eastgate Elementary School. Barbara has been the Principal of Eastgate Elementary School since 1989, and has focused on improving the overall reading and mathematics skills of her students. To accomplish this goal, Barbara has worked with her staff of teachers to develop innovative teaching strategies, utilize the latest reading programs, and increase overall time that the students spend on reading and math. Because of Ms. Blake's commitment, the test scores of her students have improved dramatically. Ms. Blake also instituted a teacher-home visits program, which requires teachers to visit students and parents at home to increase communication between the school and the family, and improve the overall education for the student. She has worked in the field of education for 22 years, previously as an elementary school teacher in Ohio. Throughout her career, she has received a number of awards, including Ohio's Teachers of the Year for Social Studies Award; the Jennings Scholar Award; Ohio Excellent Teaching in the Field of Economics Award; Columbus Board of Education commendations; and Woman of the Year for the National Association of University Women. She has also been recognized by Who's Who Among Black Women.

Heather Knapp – Teacher, East Linden Elementary School. Heather was hired with the help of federal class-size reduction funds in the fall of 1999 as a first-grade teacher at East Linden Elementary School. Ms. Knapp team-teaches a class of 18 first-graders with Karen Johnston, a 25-year veteran of Columbus public schools. Due to a large immigrant population in Columbus, students in early grades often lack adequate reading and language skills. Thanks to their small class size and ability to team teach, Ms. Knapp and Ms. Johnston are able to give individual attention to the students falling behind because of a language barrier. Without the federal class-size reduction funds, both Ms. Knapp and Ms. Johnston would each be teaching a first-grade class with over 30 students. Prior to coming to East Linden, Ms. Knapp taught pre-school and worked as a nanny. She graduated in 1996 from Ohio University with a teaching degree.

John Grossman, President, Columbus Education Association. Mr. Grossman has served as the President of the Columbus Education Association, an affiliate of the National Education Association (NEA), since 1978. John was instrumental in implementing the Peer Assistance & Review Program (PAR) program in Columbus. This partnership, with the Columbus Public Schools and the Columbus Education Association, provides a "coaching/mentoring" program so that successful teachers can help new teachers develop the skills they need to increase teacher quality. In a system of over 4,800 teachers, PAR has served almost 3,300 teachers since its beginning in 1986, through the 1996-97 school year. Mr. Grossman is a former Vice Chair for the NEA Commission on the Crisis of the Urban Child, and served on the NEA Legislative Committee for four years. Currently he is a charter member of the TURN Network, on the Holmes Partnership Board, Co-Chair of the Unite Project, and Vice President for the Midwest region for the Holmes Partnership.

Michael B. Coleman – Mayor of Columbus, Ohio. Mayor Coleman took office on January 1, 2000, as Columbus' first Democratic Mayor in 28 years and first African American mayor. Mayor Coleman created the first Office of Education, which works to coordinate the efforts of the city, families and schools to help develop after-school opportunities for children city-wide. Prior to becoming mayor, Coleman served as President of Columbus City Council. Since he was first elected to Council in 1992, he focused his efforts on enhancing the economic vitality of neighborhoods and generating jobs for residents. On Friday, May 5, the Mayor will host an education conference – “The Promise of After-School: A Forum on Extended Day Programs in Columbus” – which will focus on the benefits of extended-day programs in helping schools, parents and communities meet their goals.

Linda Hoetger – Parent, East Columbus Elementary School. Linda and her husband, Ray, have four boys, ages 9, 13, 14 and 15, who are all in the Columbus Public School System. Linda and Ray both volunteer full time at their 9 year old's school, East Columbus Elementary School, which received a federal “21st Century Community Learning Center” grant to start an after-school program. The after-school program includes a 4th grade proficiency tutoring program to help students prepare for their proficiency tests. Linda's youngest son participated in the program, and Linda believes the extra help definitely helped her son. The after-school program also offers homework assistance for students and programs on “kindness and justice.” Linda's 15 year-old son also volunteers at the school by baby-sitting children of adults who participate in the adult education/computer courses that are offered at the school.

Laura Avalos-Arguedas – Americorps, City Year. Laura is a City Year-Americorps volunteer in Columbus. Laura was born in San Jose, Costa Rica, and moved to the United States with her family when she was 6 years old. After graduating from Grandview Heights High School in 1998, she began a two-year volunteer program with City Year-Americorps. She tutors four 1st grade students in reading at Second Avenue Elementary School. These students, who read below their grade level, greatly benefit from the one-on-one attention that the City Year volunteers provide them. City Year also runs a Peaceful Playground program during recess to eliminate youth violence and to promote a more structured playground environment. In addition to tutoring, Laura also coordinates an after-school program at East Columbus Elementary School – the After-School Activities Program, (A.S.A.P.), which teaches students to become caring and contributing citizens in their communities. At the conclusion of her work with City Year, Laura plans to attend Ohio State University.

Darrell Byrom – Teacher (Troops to Teacher program), Eastgate Elementary School. Darrell is a second-year teacher at Eastgate Elementary School. He teaches a 4th/5th grade split class with 23 students. With the help of the “Troops-to-Teachers” program, Mr. Byrom began a career in teaching in 1998 after serving in the Air Force for 20 years and retiring in 1996 at the rank of Master Sergeant. After volunteering as a tutor while in the military, he decided to change careers and become a teacher. He believes that his military experience makes him a better teacher because it drives him to impose higher expectations on his students. Mr. Byrom is very enthusiastic about his new career.

Shirley Goins – Teacher, Monroe Middle School. Shirley is a 6th grade teacher at Monroe Traditional Middle School. She has worked as a teacher for 30 years and has taught at Monroe for the last 18 years. To allow students to better concentrate on their studies, Monroe recently instituted a school uniform policy, which requires all of the children to wear white shirts and blue bottoms. The school adopted this uniform policy with full support of the parents of the student population.

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**President Clinton and Vice President Gore:
An Unprecedented Commitment to Education and Unprecedented Results**

President Clinton's School Reform Tour will highlight the Clinton-Gore strategy of investing more in our schools and demanding more from them. Since 1992, President Clinton and Vice President Gore have nearly doubled the federal investment in elementary and secondary education while dramatically increasing accountability in education. On the tour, the President will highlight this record of reform -- and also push Congress to move on unfinished business.

A RECORD OF REFORM

Providing Quality Early Education to Nearly 900,000 Children with Head Start. The President and Vice President have expanded Head Start funding by 90 percent since 1993. Head Start will reach approximately 880,000 low-income children in FY 2000; with the President's proposed increase, it will be on the way to reaching his goal of serving 1 million children and their families by 2002. The Administration also created Early Head Start, bringing Head Start's successful comprehensive services to families with children ages zero to three.

More High-Quality Teachers with Smaller Class Sizes. The Administration last fall secured a second installment of \$1.3 billion for the President's plan to hire 100,000 well-prepared teachers to reduce class size in the early grades, when children learn to read and master the basic skills. Already, 29,000 teachers have been hired through this initiative. This year's budget provides \$1.75 billion, a \$450 million increase -- enough to fund nearly 49,000 teachers.

Turning Around Failing Schools. Last year, the President pushed for and won a \$134 million accountability fund to help turn around failing schools and hold them accountable for results by overhauling curriculum, improving staffing, or even closing schools and reopening them as charter schools. This year, the President is proposing to double the resources for this fund.

Providing Safe After-School Opportunities for 850,000 Students Each Year. The 21st Century Community Learning Centers program will provide enriching after-school and summer school opportunities for 850,000 school-age children in rural and urban communities in FY2000. Extended learning time has been shown not only to increase achievement in reading and math, but to decrease youth violence and drug use. Funding for this program more than doubled from FY99 to FY00. For FY01, the President's budget calls on Congress to double funding again, by investing \$1 billion to ensure that all children in failing schools have access to quality after-school and summer school opportunities. This proposal will double funding and triple the number of students served to 2.5 million.

Expanding Choice and Accountability in Public Schools. The Clinton-Gore Administration has worked to expand public school choice and support the growth of public charter schools. When the President was first elected, there was one charter school in the nation; today there are more than 1,700. More than 250,000 students nationwide are now enrolled in charter schools in 30 states and the District of Columbia. The President won \$145 million in FY00 -- and has proposed \$175 million in his FY01 budget -- to continue working toward his goal of establishing 3,000 quality charter schools by 2002.

Teaching Every Child to Read by the 3rd Grade. The President has challenged Americans to unite to be sure that every child can read well and independently by the third grade. In response to his America Reads challenge, more than 1,100 colleges have committed Work Study students to tutor children in reading, and more than 2 million children have been taught, tutored or mentored by national service programs like AmeriCorps, VISTA, and Foster Grandparents.

Expanding Access to Technology. With the Vice President's leadership, the Administration has made access to technology a top priority. The President and Vice President created 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. They increased overall investments in educational technology from \$23 million in 1993 to \$769 million in FY00, and tripled funding for Community Technology Centers to reach at least 120 low-income communities. Through the E-rate program, they secured low-cost connections to the Internet for schools, libraries, rural health clinics and hospitals, benefiting more than 80 percent of America's public schools. They also increased investment in education research to ensure all children benefit from educational technology. In 1999, 95 percent of public schools were connected to the Internet – up from just 35 percent in 1994

Opening the Doors of College to All Americans. In 1997, President Clinton proposed and passed the HOPE Scholarships and Lifetime Learning tax credits to provide tax relief to nearly 13 million Americans each year who are struggling to pay for college. The Hope Scholarship helps make the first two years of college universally available to about 5.6 million students annually by providing a tax credit of up to \$1,500 for tuition and fees for the first two years of college. The Lifetime Learning tax credit provides a 20 percent tax credit on the first \$5,000 of tuition and fees for students beyond the first two years of college, or those taking classes part-time (in 2003, this increases to \$10,000). In his FY01 budget, the President proposes to expand the Lifetime Learning tax credit with a 10-year, \$30 billion College Opportunity tax cut, which will give families the option of taking a tax deduction or claiming a 28 percent credit for the first \$5,000 of college tuition and fees until 2002, and \$10,000 thereafter.

Expanding Work Study and Pell Grants. One million students will be able to work their way through college because of the President's expansion of the Work Study Program, and nearly four million students will receive a Pell Grant of up to \$3,300, the largest maximum award ever. The maximum award has increased 43 percent under the Clinton-Gore Administration. This year President Clinton proposed a \$77 million increase in Work Study to continue to support one million awards, and a \$200 increase in the Pell Grant maximum award, to raise it to \$3,500.

MORE WORK STILL REMAINS

Despite this record of reform, the President believes there is much more to be done. Throughout his School Reform tour, he will push Congress to:

Enact Critical School Construction And Modernization Legislation. School buildings begin rapid deterioration after 40 years, and the average public school in America is 42 years old. One third of all public schools -- about 25,000 schools -- need extensive repair or replacement.

Record enrollments are exacerbating this problem, with 52.7 million children enrolled in elementary and secondary school today, and 54.3 million projected by 2008 -- meaning that 2,400 new public schools will be needed by 2003 to accommodate these rapidly rising enrollments. The President has proposed a plan that would help local communities build and modernize 6,000 schools and has also proposed an emergency school renovation plan that would help local communities do emergency repairs on an additional 5,000 schools per year.

Pass an Elementary and Secondary Education Act that will support high standards for all students. Standards-based reform is a powerful tool for raising student achievement and for closing the achievement gap between economically disadvantaged students in high poverty schools and their more affluent peers. The Clinton-Gore proposal to reauthorize ESEA would reinforce state and local efforts to bring high standards into every classroom, strengthen teacher and principal quality, increase accountability for student performance, and support safe, healthy, disciplined, and drug-free learning environments.

Pass a budget that invests in what works for children. The President has put forward a balanced budget that makes landmark investments in strategies that work to raise student achievement. The President's FY2001 budget would increase the federal investment in education by \$4.5 billion, or 12 percent. It invests in turning around low-performing schools, expanding access to after-school and summer school programs, improving teacher quality, reducing class size, and modernizing schools. And it reflects the President's core principle that we must invest more in our schools and demand more from them to ensure that all students receive the high quality education that they need.

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FORUM

“The Promise of After School”

A Forum on After-School; School-Age Programs in Columbus/Franklin Cty.

May 5, 2000

Ramada Inn Airport

Sponsored by:

1. Office of Education, Mayor’s Office – City of Columbus
2. Columbus Public Schools
3. Education Vision Council of the United Way of Franklin County
4. Columbus Education Association
5. African American Advisory Council
6. Federation of Settlements
7. AfriCentric Personal Development Workshop

Facilitated by:

Phi Delta Kappa International
Lowell Rose, Former Executive Director

The time is right for a public forum to discuss after-school and school age education programs.

The purpose of the forum is to:

1. Begin the discussion about quantity and quality of after school and school age programs.

Method:

2. Involve community people in the discussion of three fundamental questions related to **educational purposes, measuring effectiveness and changes necessary** to achieve excellence in our community’s after school and school age programs.
3. Discuss these issues thoughtfully in small group settings; and
4. Reach agreement with other participants about how to improve the quality and quantity of after school and school age programs.

This forum will close on the question ***“What action(s) will be taken to accomplish the goal of improved quality and quantity of after school and school age program?”***

OUTCOMES:

1. An outline for a set of community guidelines (standards) for the quality and quantity of after school and school age programs.
2. A commitment on the part of participants to take action and to implement the ideas generated in the forum.
3. To gain “buy in” on the part of the broader community to participate in the creation and implementation of after school and school age programs.

Attendance:

Limited to 125

School Name: Eastgate Elementary School

School Address: 1939 Stratford Way, Columbus, Ohio 43219

Principal: Barbara Blake

Demographics:

78 % free/reduced lunch

195 enrollment

98 % African American

2 % Caucasian

0 % other

200
KIDS

Academic Performance:

A.) 4th Grade Proficiency Scores

	<u>1997-98</u>	<u>1998-99</u>
Reading	9.5%	45.4%
Math	9.5%	30.3%
Citizenship	28.6%	54.5%
Science	9.5%	33.3%
Writing	57.1%	63.6%

	<u>1st Nine Weeks</u>	<u>2nd Nine Weeks</u>	<u>3rd Nine Weeks</u>
Reading	58%	55%	66%
Math	46%	52%	57%

C.) Kindergarten Assessment*

	<u>Start of Year</u>	<u>Mid-Year</u>
Reading	32.3%	76.0%
Math	48.3%	92.0%

Program Initiatives:

School-wide reading program – Direct Instruction (grades K-3)
– Comprehensive Literacy (grades 4-5)

Teacher specialists work with individuals & small-groups in grades 3, 4. A half-time instructional assistant tutors grade one students as a part of the Direct Instruction Reading Program.

- Moogie Math – a computer program for supplemental instruction in grades 3, 4.
- Science Done Daily – a computer program for supplemental instruction in grades 1-5, concentrating on science problem solving.
- Math Done Daily – a computer program for supplemental instruction in grades 1-5, concentrating on math problem solving.

Class-Size Reduction

Two additional classroom teachers are utilized in grades 1, 2 to reduce class size to a student-teacher ratio of 1:15.

Expanded Learning

None

Teacher Training and Support:

- Four first-year teachers have teacher mentors as a part of PAR (Peer Assistance and Review) Program.
- Monthly early-release staff meetings, one weekend retreat, four all-day meetings, regular staff meetings and other after-school sessions have been devoted to staff training and support in the areas of reading instruction, implementing the new reading programs, science and math instruction.
- All teachers have attended 2-3 after-school workshops devoted to additional training in DI (Direct Instruction) and Comprehensive Literacy.

Community Support:

- Employees of The Ohio Civil Rights Commission tutor approximately 25 K-5 students weekly to enhance and support student learning in science and math.

Other Initiatives That Have Led To School-wide Improvement:

- Home visits have been made by all teachers to over 75% of students' homes.
- Evening parent sessions have been provided to help parents support their children in the areas of science, math and proficiency test-taking.
- After-school tutoring sessions were held for 30 grade 4 students twice weekly from January to mid- March.
- Focused school-wide instructional emphasis on science one day per week.
- All grade 4 students have been "adopted" by a teacher or community person to help support their success on the proficiency tests.

PRESIDENT CLINTON CALLS ON FEDERAL, STATE AND LOCAL GOVERNMENTS TO RAISE EXPECTATIONS AND SALARIES FOR AMERICA'S TEACHERS

May 4, 2000

Concluding his Education Reform Tour at Eastgate Elementary School in Ohio today, President Clinton highlighted the impact that his strategy of investing more and demanding more is having on the Columbus Public Schools. The Columbus schools are raising student achievement by improving teacher quality, reducing class size, and investing in what works. By demanding more from their schools through high standards and real accountability and by investing more in smaller classes, reading, and teacher quality the Columbus Public Schools are already achieving measurable results in some of their lowest-performing schools.

USING PEER ASSISTANCE AND REVIEW TO IMPROVE TEACHER QUALITY

The President highlighted the Columbus Public Schools' Peer Assistance Review (PAR) program that since its inception 12 years ago as part of a collaborative effort between the Columbus Teachers Association and the Columbus Public Schools has served as a national model for improving teacher quality. The primary goal of this program is to provide help to teachers entering the profession and to improve the performance of experienced teachers who are not performing at an acceptable level. The program provides mandatory mentoring for all newly hired teachers, including those with previous experience, as well as intervention to help struggling teachers and remove low-performing ones. Eastgate Elementary School is using both the Columbus Peer Assistance and Review program and President Clinton's class size reduction initiative to dramatically improve student achievement.

REDUCING CLASS SIZE TO INCREASE STUDENT ACHIEVEMENT

The President also highlighted the impact that his Class Size Reduction Initiative has had on the Columbus Public Schools. CPS used their grant from the President's class size reduction initiative to add 58 teachers in 13 elementary schools. CPS is targeting the class size funds to their lowest performing schools as part of an overall effort to turn them around. These additional teachers allowed them to reduce class sizes in grades 1-3 by about 10 students per-class to an average of one teacher for 15 students. All of the new teachers hired in Columbus are fully certified. At Eastgate Elementary test scores are up after just one year of this intensive effort. The percentage of 4th-graders who are proficient in reading has gone from 9.5 percent to 45.4 percent and in math from 9.5 percent to 30.3 percent. Science and writing scores are up as well.

INVESTING IN OUR SCHOOLS AND DEMANDING MORE FROM THEM

The President concluded his education tour by again calling on Congress to send him an Elementary and Secondary Education Act Reauthorization bill that he can sign. The President has sent legislation to Congress that would increase accountability and invest in successful strategies such as reducing class size, expanding after-school and summer school programs, and improving teacher quality to ensure that all students receive the high quality education they need in the information age. The President's proposals include a landmark \$1 billion investment in teacher quality that would help recruit, train and reward good teachers. In addition, the Teaching to High Standards Initiative includes a \$50 million proposal based in part on the Columbus Peer Assistance and Review Program. The President has also sent Congress strong accountability legislation in his Education Accountability Act that would continue the work of identifying low-performing schools, require states to end out of field teaching, end social promotion the right way by ensuring that all students can meet high standards, and require report cards for parents. The President's budget includes a \$4.5 billion or 12 percent increase in education spending to ensure that there is investment to support this accountability.

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facsimile transmittal

To: **Andy Rotherham** Fax: **202.456.5581**
From: **Terri Gehr** *Terri* Date: **04/21/00**
Re: Pages: **15**
CC:

☐ Urgent ☐ For Review ☐ Please Comment ☐ Please Reply ☐ Please Recycle

Notes:

Andy, hello. Here is information about two additional schools in the Columbus Public Schools that fit your criteria.

I've also attached a summary of our Class Size Reduction program, and a piece that appears in this month's issue of *The Urban Educator* about our model tutoring program.

Please call me at home (614.263.4252) through Tuesday, April 25, if you need additional information. With everyone on spring break, it may be difficult to gather, but we'll give it our best shot.

COLUMBUS PUBLIC SCHOOLS

270 East State Street • Columbus, Ohio 43215

Columbus Public Schools Class-Size Reduction: The Basis of Student Success

Introduction

The number one goal of the Columbus Public Schools is to insure all students can read at or above grade level by third grade.

The \$3.0 million Federal Class-Size Reduction grant allocated to the Columbus Public Schools ("CPS") perfectly complements our district's reform efforts to achieve this goal.

The grant was used to add 58 teachers in 13 Title I elementary schools, extending the smaller learning community philosophy already in place as a result of state support for class size reduction in all of the district's full-day kindergartens.

The additional teachers provide a ratio of one teacher to 15 students in grades one through three, reducing the number of students per teacher by an average of 10.

Different Needs, Different Support

Research supports the need for one-to-one connections with adults and customized learning plans for all young children, particularly those from low socio-economic families. In short, children from poverty need more and different support than children who are not, and who come to school better prepared to learn.

A Focus on Smallness

The National Institute on Education of At-Risk Students outlined six components essential to a successful school reform model. One of the critical components is a focus on smallness. Small class sizes serve to facilitate language and communication skill development -- the basis of all learning. Students can engage in frequent and ongoing dialogue in small groups, and receive constant feedback.

Small Group Strategies

Small class sizes allow for the implementation of instructional strategies that are impractical to implement with large numbers of students. Several successful research-based reading models, three of which are being implemented this fall by CPS, are constructed around small group strategies. *Success for All*, for example, uses a cooperative group structure requiring frequent and ongoing dialogue, and constant feedback.

Columbus Public Schools
Page Two

A focus on social skills development is essential to school effectiveness and to turning around a low-performing school. Small class sizes facilitate much-needed guided interaction between students, and between students and adults.

The CPS Reading Initiative

A strong literacy program is another component of a successful school reform model. CPS is implementing a reading initiative that consists of three research-based reading instructional programs: *Success for All*, Comprehensive Literacy, and Direct Instruction. Each building chose one program from this menu, and also chose from a menu of research-based programs for their reading and math safety net programs.

Sustained Staff Development

The National Institute of Education also cites sustained staff development as a critical component of successful school reform.

Over the summer, more than 90% of our teachers voluntarily participated in staff development to learn how to implement the district's new reading programs, demonstrating a solid commitment to a successful implementation.

Teachers will receive additional support throughout the school year from a Literacy Facilitator assigned to each building. These facilitators work to make *every* teacher a successful teacher of reading.

All Teachers Are Reading Teachers

Every building has a 90-minute block each day during which every teacher and instructional aide is responsible for teaching some aspect of the reading program. In the past, a limited number of students received additional support in a targeted assist format. In the new program, *all* children will receive strong core instruction, and have access to additional support through safety nets in a timely manner.

Clear Standards and Frequent Assessments

Last year, the district's curriculum instruction team developed benchmarks which clearly define what students need to know at every grade level. These benchmarks give everyone involved in a child's education clear indicators of what the child should learn.

Every nine weeks, students are assessed to determine what they learned and whether they are on target in meeting the benchmarks. This data drives instruction and clearly defines what children have learned, and focuses the teaching for the next nine weeks. Additionally, these ongoing assessments match the format of the high-stake proficiency tests, allowing them to become familiar with the test formats identical to the state proficiencies.

School Name: Cassady Elementary

School Address: 2500 N. Cassady Ave., Columbus, Ohio 43219

Principal: Diane Osterwise

Demographics:

91% free/reduced lunch

389 enrollment

92% African American

5% Caucasian

3% Other

Academic Performance:

A.) 4th Grade Proficiency Scores

	<u>1997-98</u>	<u>1998-99</u>
Reading	8.7%	25.9%
Math	4.4%	5.6%
Citizenship	24.4%	29.6%
Science	6.7%	14.8%
Writing	15.6%	38.9%

B.) Target Teach Benchmark Assessments*

	<u>1st Nine Weeks</u>	<u>2nd Nine Weeks</u>
Reading	68%	50%
Math	35%	52%

* The percentage of tested objectives mastered by students in grades 1-5, thus measuring their attainment of benchmarks (criterion reference tests). These are diagnostic tests.

C.) Kindergarten Assessment*

	<u>Start of Year</u>	<u>Mid-Year</u>
Reading	37.1	55.3
Math	30.9	55.3

* The percentage of children who passed criterion reference tests.

Program Initiatives:**Reading (Title 1 – School-wide)****School-wide Comprehensive Literacy**

Comprehensive Literacy is a balanced approach to teaching literacy that depends on effective and systematic instruction coupled with continuous assessment and intervention.

“Four block” is an instructional framework used for the comprehensive literacy program. The four blocks are 1) guided reading; 2) writing; 3) self-selected reading; and 4) working with words.

The Developmental Reading Assessment is given to students to level them for instruction in reading. Results of further assessments are used to change students’ reading groups.

The program facilitator plans the program, helps with assessing students and scheduling, visits classrooms, teaches classes as a means of modeling instruction, provides staff development on literacy, and works with parents to provide understanding and support in the child’s education.

Math/Science (Eisenhower Funds)

- Manipulatives are used in math and science to provide hands-on learning.
- The district's staff development department has provided training to improve instruction, sharing effective teaching strategies and offering opportunities to make instructional materials for classroom use.

Class-Size Reduction

- Federal class size reduction funds have provided four additional certificated teachers.
- An additional teacher in first grade has reduced class size to 1:18; an additional teacher in second grade reduced ratio to 1:23; and two additional teachers in third grade reduced ratio to 1:15.

Expanded Learning

- After school tutoring for fourth graders prior to the proficiency.
- For ten weeks , certificated and classified staffs provided two additional hours of intervention instruction.

Teacher Training and Support:

- Three staff development days were devoted to literacy instruction and one day was devoted to math/science instruction.
- Grade level team meetings provide opportunities to discuss instructional strategies, share materials and ideas, and collegial support.

Community Support:

- The state's Department of Aging, through the district's Adopt-A-School program, provides one-on-one tutoring to third grade students, a fourth grade pen pal program, a nutrition study to second and third graders, speakers for fifth grade classrooms during Black History Month, and a holiday Fun Day in December for all students, kindergarten through fifth grade.
- The Columbus Christian Center will provide tutors for the 2000-2001 school year as part of the *ColumbusReads* tutoring program, a

program that receives state funds to support the community's participation in its tutoring efforts.

Other Initiatives That Have Led To Schoolwide Improvement:

- As an alternative school focused on math, science and the environment, Cassady Elementary School will implement two new initiatives during the 2000-2001 school year:

Second Step, a discipline intervention program, and *Everyday Mathematics*, a full kindergarten through grade five math curriculum. Cassady will pilot this program for the district.

- Head Start
- English as a Second Language Program
- Safe Schools grant

School Name: Pilgrim Elementary

School Address: 440 Taylor Avenue, Columbus, OH 43203

Principal: Melissa Hackett

Demographics:

96% free/reduced lunch

274 enrollment

<u>96.5%</u>	African American
<u>3.5%</u>	Caucasian
<u>0.0%</u>	other

Academic Performance:

A.) 4th Grade Proficiency Scores

	<u>1997-98</u>	<u>1998-99</u>
Reading	7.3%	15.2%
Math	9.8%	9.1%
Citizenship	19.5%	27.3%
Science	4.9%	6.1%
Writing	26.8%	24.2%

B.) Target Teach Benchmark Assessments*

	<u>1st Nine Weeks</u>	<u>2nd Nine Weeks</u>
Reading	56%	50%
Math	40%	51%

* The percentage of tested objectives mastered by students in grades 1-5, thus measuring their attainment of benchmarks (criterion reference tests). These are diagnostic tests.

C.) Kindergarten Assessment*

	<u>Start of Year</u>	<u>Mid-Year</u>
Reading	32.3%	46.9%
Math	26.9%	48.1%

* The percentage of children who passed criterion reference tests.

Program Initiatives:**Reading (Title 1 - School-wide)**

School-wide program is Success for All.

- Reading Program – Success for All uses a reading curriculum based on research, on effective practices in beginning reading, and on effective use of cooperative learning.
 - Reading Roots is typically introduced in the second semester of kindergarten or in the first grade.
 - Reading Wings is used when students reach the primer reading level.
- Eight-week Reading Assessments – At eight-week intervals, students are tested and the results of the assessment are used to change students' reading groups, suggest other adaptations in students' programs, and to identify students who need other types of assistance.

- Reading Tutors – One on one tutoring is provided for 20 minutes daily to students who are having trouble keeping up with their reading groups.
- Program Facilitator – The facilitator helps plan the program, helps the principal with scheduling, and visits classes and tutoring sessions frequently to help teachers and tutors with individual problems.
- Family Support Team – A family support team works to serve the families in supporting the child's education as well as providing specific services.

Math/Science (Eisenhower Funds)

- Two certificated teachers work in classrooms to provide support and instruction in math and science.
- Manipulatives are used in science and math to provide hands on learning for students.
- Staff development is provided for teachers to improve delivery of instruction and the effective use of manipulatives for students.

Class-Size Reduction

- Three teachers have been added in grades one through three to reduce the class size ratio to 1:18.
- Pilgrim ES was featured in an *Ed Week* article on class-size reduction, copy attached.

Expanded Learning

- Includes after school and summer learning opportunities in reading, math and science.

Teacher Training and Support:

- All first year teachers in Columbus Public Schools have the benefit of support from the Peer Assistance and Review Mentoring Program.
- Follow up visits are made to the school by project staff, who visit classrooms, meet with school staff, and conduct in-service presentations on such topics as classroom management, instructional pace, and cooperative learning.
- Facilitators organize many informal sessions to allow teachers to share problems and solutions, suggest changes, and discuss individual children.

- Teachers received detailed teacher manuals supplemented by three days of staff development at the beginning of the school year.

Community Support:

- Volunteers from Tifereth Temple come to the school to work one on one in reading and math. The Temple has book drives, started a Brownie Troop, teach a Junior Achievement class to fifth graders, and support new initiatives.
- Corporate support from Pepsi funds the YWCA After School program.
- Partnership with Columbus State Community College provides on-site training on computers for parents of Pilgrim students. Also provide tutors for weekly one-on-one tutoring.
- Columbus Firefighters tutor weekly. They mentor students and provide fire safety training and support for special projects.
- Veteran Clinic provides school supplies and hats and gloves during the winter for every child.
- Columbus Foundation (the community foundation) gave a grant to Pilgrim ES that helped establish a family focus center, a center that is open daily for support, service and information for families.
- OhioReads provides funds for after school tutoring in reading for students in grades one through four. Volunteers from the Ohio Board of Regents and the Ohio Insurance group tutor students two evenings per week.

Other Initiatives That Have Led To Schoolwide

Improvement:

- As an Urban Systemic Initiative (USI) school, Pilgrim receives funds to improve teaching and learning in math, science and technology.
- The Peaceful Schools program emphasizes positive and peacemaking behaviors. Children learn how to resolve conflict peacefully and work together cooperatively.
- Participate in the Reading is Fundamental program.
- In partnership with the Columbus YWCA participate in an after school and summer program. This 6-year old program provides a place for students to complete homework and enjoy recreational activities.
- Participate in the Urban Mentoring Program in which a Columbus Public Schools high school student tutors children at Pilgrim.
- Engage in other instructional and enrichment programs including D.A.R.E., Rolling Readers, "Right to Read" Week, Red Ribbon Week, COSI on Wheels, and Sea World.

Districts Put Clinton Plan To the Test

Class-Size Effort Sees Variations, Criticism

By Erik W. Robelen

Washington

Not long after she finished work on her elementary education degree from Pennsylvania State University last spring, Denise Wisniewski packed her bags and headed for Columbus, Ohio, with the promise of teaching a small class of 1st graders.

For Ms. Wisniewski, class size was one of the main attractions of Columbus' Pilgrim Elementary School, which serves about 260 low-income students. With just 11 children under her watch, she felt she would be able to provide more personal instruction. "When there are 30 kids, that's very challenging," she said.

Ms. Wisniewski is one of the 29,000 new teachers that the Department of Education estimates have been hired under President Clinton's much-touted program to reduce class sizes in the first three grades.

In recent weeks, the future of the 1-year-old program has been ensnared in a bruising budget battle between Mr. Clinton and

Continued on Page 24

Districts Put Different Twists on Clinton's Class-Size Plan

Continued from Page 1

Congress. As of late last week, the two sides had worked out a compromise that would allow the program to continue with slightly more flexible rules on spending and the money to be used for professional development. See *school story, Page 23*.

Outside the halls of Congress, meanwhile, school districts nationwide have been spending the \$1.2 billion that federal lawmakers set aside for the program last year. In some cases, creative approaches—like a targeted initiative in the 64,000-student Columbus system, which has cut class sizes on average from 26 to 15 in a select group of high-need schools—are just what advocates in the Clinton administration were hoping for.

"That's a dramatic change," Michael Cohen, a senior adviser to Secretary of Education Richard W. Riley, said of the Columbus effort. "Those teachers ought to be able to do something quite different."

Yet questions remain about Mr. Clinton's push for class-size reduction. As Republican critics on Capitol Hill have pointed out, class size is not the most pressing issue in all districts. And, critics stress, not all researchers are convinced that reducing class sizes is the best way to improve schools. Even those who find the research compelling caution that success hinges on the quality of the extra teachers hired.

Each school district has unique students with unique needs—needs that cannot be adequately addressed by a one-size-fits-all approach," Sen. Slade Gorton, R-Wash., wrote in a recent letter to the president.

District Variations

Currently, districts receive federal class-size dollars based 80 percent on poverty and 20 percent on the size of their total enrollments. Most of the money must pay for the recruitment, training, and hiring of new teachers to reduce class sizes to an 18-1 student-teacher ratio in grades 1-3. Up to 15 percent of the money may finance staff development of new and current teachers, and up to 3 percent may cover administrative costs. Under the new

agreement between the White House and Congress, that figure would shift to up to 25 percent of funds. President Clinton says that, if funded over seven years, the effort would allow schools to hire 100,000 new teachers.

On Nov. 8, the Department of Education released preliminary data from nearly 46 percent of all school districts. Based on the numbers, the department estimates that 29,000 teachers have been hired, and that average class sizes have dropped by about five students, from 23 to 18, in participating schools. The respondents reported that 42 percent of the teachers hired were assigned to 1st grade, 23 percent to 2nd grade, and 24 percent to 3rd grade. The final 11 percent of the teachers were hired to teach other grades.

The department estimates that nearly all of the nation's roughly 13,000 districts are participating in the program.

The Columbus schools received \$3 million under the program and hired 87 new, certified teachers, who were placed in 18 of the district's neediest schools. Rather than make slight class-size reductions in all elementary schools, said Dee T. Morgan, the chief academic officer for the Ohio district, Columbus wanted to make a more dramatic impact in selected schools.

Because of space constraints, some of the district's schools are trying different options, such as team teaching and providing smaller instructional blocks for certain subjects. And the district has incorporated a research component into its approach to see which strategies are most effective, Ms. Morgan said.

But the team-teaching concept, which Columbus and many other districts with limited space are using as part of their class-size-reduction strategies, worries some observers. The research often cited to promote the benefits of smaller classes, they say, does not recommend team teaching as a successful approach.

"That defeats the purpose," said Jeremy D. Finn, an education professor at the State University of New York at Buffalo who is well-versed in the class-size research. "It absolutely depends on there being a small number of children



First-grade teacher Deanne Westwood took a job in the Columbus, Ohio, schools in part because of their small class sizes. Federal officials lauded the district's use of class-size-reduction funding.

in the classroom."

Another big challenge for many districts has been finding fully certified teacher applicants. Federal guidance stipulates that all teachers hired with the aid must be progressing toward full state certification, though alternative-certification routes are permitted. Under last week's agreement, emergency certified teachers may no longer be hired. Teachers already hired under the program have one year to become certified.

In California, the state's existing class-size-reduction program has already exacerbated a significant teacher shortage. As a result, the state asked for—and received—a waiver from the 18-1 federal class-size ratio. Many districts there that have met the state's class-size requirements are using the federal dollars for staff development rather than teacher hiring.

Mr. Cohen of the Education Department said no reliable data were available on how many of the new hires under the federal program lacked full teaching credentials.

The 216,000-student Philadelphia system, which received \$12.6 million, addressed the issue in an innovative way. "We were already in the midst of a

teacher shortage," said Nancy J. McGinley, the executive director of the Philadelphia Education Fund, a nonprofit organization that works with the district. As a result, the district hired about 276 "literacy interns" with bachelor's degrees, who received intensive summer training and have been paired in classes with veteran teachers. They are also enrolled in an alternative-teacher-certification program.

Rural Concerns

In addition, many small, mostly rural districts were concerned earlier this year about a provision requiring any district that does not receive enough funding to hire a full-time teacher to enter into a consortium with others to share one. But the federal Education Department has granted waivers to dozens of states, and the new agreement reached last week would allow all such districts to automatically use the money for staff development.

Mark Mansell, the superintendent of the 112-student Mansfield school district in north-central Washington state, said his state received a waiver that allows districts to use the federal dollars for staff development or to pay part of a new teacher's salary.

Mr. Mansell, who chairs the

small-schools coalition of the Washington Association of School Administrators, said, since the waiver, "I haven't heard anybody complain about wanting to have more flexibility."

In October, the Pennsylvania Department of Education released results from a survey it conducted last spring that asked districts whether they would prefer to use the additional money to supplant special education costs rather than to hire teachers. Of the 458 districts that responded, 62 percent said no, while 42 percent said yes, the other 6 percent said they were not sure.

Pennsylvania's secretary of education, Eugene W. Hickok, a Republican appointee who is critical of prescriptive federal programs, said he does not believe class-size reduction is a top concern for most school leaders in his state. "We're not experiencing this huge hue and cry over class size," he said.

Many Colorado districts were generally pleased with the program once the state gained waivers of certain provisions, according to Patrick B. Chapman, who coordinates the program for the state education department there.

"With the waivers we've obtained, [the program] has worked well," Mr. Chapman said.

Inside the Council**Saint Paul Schools Receive Largest Grant in History**

St. Paul Public Schools in Minnesota recently received a \$2.35 million award—the largest in the school district's history—to improve student achievement, define school goals, shape school policy and solve problems.

The \$2.35 million grant from The McKnight Foundation will be used specifically to train school site councils, which include principals, teachers, staff, families, students and community members, to work together to help their schools be successful. The grant will also fund community dialogues, student forums and an evaluation of the plan to determine its effectiveness.

Site councils have the opportunity to help shape and support the school's mission, participate in the development of the school improvement plan, provide input into the selection of the school principal and staff and help plan and prioritize the school's budget.

"When we created our strategic plan last summer, we made the creation of effective site councils at each school a priority," said Superintendent Patricia Harvey. "...We are pleased that the McKnight Foundation is willing to invest in our schools and students through this initiative."

The school district has implemented site councils for the past 10 years and plans to have site councils in all schools by June 30.

Columbus School District Develops Model Reading Program in Ohio

When Ohio Gov. Bob Taft asked for 20,000 volunteer tutors to help students improve their reading skills, Columbus Public Schools heeded the call and partnered with a major corporation to develop the state's first model reading tutor program.

ColumbusReads, a partnership between the school district and The Limited, Inc., a Columbus-based retailer, provides one-on-one reading tutoring to students in selected low-performing schools. More than 600 employees use company time to serve as reading tutors in five Columbus schools.

The program was created in response to a bill passed in Ohio called OhioReads, an initiative to recruit 20,000 volunteers statewide to help children read at or above grade level before finishing the fourth grade. Beginning this year, fourth-graders who do not pass a grade-level reading proficiency test will not be promoted to the fifth grade.

ColumbusReads began last year as a 15-week pilot program in three schools with 400 volunteers from the Limited Inc., 225 students and a bud-

continued on page 12

Newark Students Collaborate with Architectural College Students

A partnership between Newark Public Schools and the New Jersey Institute of Technology (NJIT) has provided gifted and talented students from Newark's Abington Avenue School the opportunity to train as architects.

Third-through eighth-grade students from the school spend one day a week taking a two-hour Environmental Education course with architectural students from NJIT. The course engages students in weekly hands-on experiments, drawing, graphing and model-making.

The collegians also serve as role models and demonstrate to the students how they might consider pursuing a career in architecture as well as transportation, engineering, and technology.

The students recently completed a glider experiment in which they built gliders using wood, fishing line, tracing paper and thread and launched them from the top of a building at NJIT. Each glider had to carry an egg as cargo and faculty judges from the college evaluated the launches while the students videotaped the event.

Teacher Elizabeth Barton says that her students get very excited about the projects they complete with the NJIT students. "The students recently completed a model of our school to scale and it is on display at NJIT," said Barton. "They did an excellent job and many students are interested in studying architecture in college."

Inside the Council

Continued from page 8

Columbus...

get of \$250,000. The pilot produced significant results with a 15 percent improvement in eight educational categories and after receiving positive feedback from educators, parents and students, the project was expanded to a year-long program for the 1999-2000 school year.

Tutors are trained to work with the students and keep records of their pupil's progress by the HOSTS Corporation (Helping One Student to Succeed), a national company, which has worked with 1,400 schools in 42 states. Columbus Public Schools is spending \$1.4 million over two years on the HOSTS program.

The basic elements that make ColumbusReads successful include: a commitment from participating businesses' CEOs, recruitment processes

that allow all employees to volunteer if they choose, tutor criteria to select dedicated volunteers whose skills meet school needs, substitute procedures that ensure no child is ever disappointed, transportation to guarantee that tutors arrive safely and on time and feedback from tutors, students, parents and administrators to measure results.

Because of the success of ColumbusReads, Gov. Taft proclaimed the program as "the first model program".

add 13 additional schools for the 2000-01 school year.

Because of the success of ColumbusReads, Gov. Taft proclaimed the program as "the first model program" for the statewide OhioReads initiative.

"It works," said Columbus Superintendent Rosa Smith in the *Columbus Dispatch*. "When implemented correctly, this program produces dramatic results."

The tutoring initiative has also managed to attract several other local organizations to participate and will

Continued from page 6

Senate Hears Medicaid...

only health professional the student sees."

Also testifying was the General Accounting Office (GAO), the investigative arm of the Congress, which pointed to the difficulties in administering the school-based Medicaid program and to disturbing evidence of improper practices by some states, schools, and consultants hired by schools.

The administrator of the national Medicaid office acknowledged the GAO findings and defended proposed new guidelines, which national education groups have labeled as unnecessarily restrictive.

Senate Finance Committee Chairman William Roth (R-Del.) underscored the Committee's commitment to federal aid for proper school-based Medicaid services, but expressed frustration and impatience with complexities inhibiting school participation and the continuing improprieties that were identified nearly a year ago.



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EXECUTIVE DIRECTOR OF COMMUNICATIONS
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COLUMBUS PUBLIC SCHOOLS
270 EAST STATE STREET
COLUMBUS OH 43215

2654100
School Name: Sullivant Elementary School

School Address: 791 Griggs Avenue, Columbus, Ohio 43223

Principal: Maria Stockard *HI 614-837-9055*

Roy Koff 614-252-1369

Demographics:

95 % free/reduced lunch

401 enrollment *400-458*

49 % African American

50 % Caucasian

1 % Other

400

K 100

*} - NATURAL
ASTHMA
ALCA*

Academic Performance:

A.) 4th Grade Proficiency Scores

	<u>1997-98</u>	<u>1998-99</u>
Reading	16.3%	27.3%
Math	8.2%	12.7%
Citizenship	28.6%	34.5%
Science	14.3%	21.8%
Writing	42.9%	41.8%

*K - 4th
Low in
Dist.
Bottom 20 -
to top 20*

STAFF

0 } compares to class

Class-Size Reduction

Two additional classroom teachers are utilized in grade one as part of the DPIA Program, reducing class size to a student-teacher ratio of 15:1.

Expanded Learning

- \$60,000 OhioReads Grant to fund HOSTS Program.
- ELO Grant to expand students' knowledge of grade 4 proficiency test-taking skills. Served 40 students after school, two days per week from January to mid-March.

Teacher Training and Support:

- One first-year teacher has a teacher mentor as part of PAR (Peer Assistance and Review) Program.
- Monthly early-release staff meetings, four all-day meetings, regular staff meetings and other after-school sessions have been devoted to the Comprehensive Literacy Reading Program, focusing on program implementation, student assessment and monitoring of instruction.

Community Support:

Adopt-A-School partners include:

- Victoria's Secret Catalogue – provides books to each classroom monthly, as part of a school-wide author of the month program.
- Columbia Gas – provides one-on-one structured weekly math tutoring for 15 third grade students.
- HUD – funds school projects.
- Franklin County Women's Correctional Pre-Release Center – participates in school-wide projects for students, such as providing individual blank books for all students.

6 LIMITS are added

B.) Target Teach Benchmark Assessments*

	<u>1st Nine Weeks</u>	<u>2nd Nine Weeks</u>	<u>3rd Nine Weeks</u>
Reading	70%	57%	72%
Math	36%	53%	70%

* The percentage of tested objectives mastered by students in grades 1-5, thus measuring their attainment of benchmarks (criterion reference tests). These are diagnostic tests.

C.) Kindergarten Assessment*

	<u>Start of Year</u>	<u>Mid-Year</u>
Reading	27.2%	74.9%
Math	27.9%	67.9%

* The percentage of children who passed criterion reference tests.

Program Initiatives:**Reading (Title 1 - School-wide)**

- School-wide reading program - Comprehensive Literacy (grades K-5)
- Safety Net for reading - Utilize additional teachers to lower student-teacher ratio to 15:1 school-wide during literacy block. All instruction is done in the classroom. There are no "pullout" programs.
- HOSTS (Helping One Student to Succeed) Program serves 60 kindergarten students through one-on-one tutoring twice weekly for 30 minutes per session.

Math/Science (Eisenhower Funds)

Used funds to help build a courtyard learning center, including weather station.

Other Initiatives That Have Led To School-wide Improvement:

- Systematic selection of qualified classroom teachers.
- Community for New Directions' "Young Ambassadors for Peace Program" helps students in grades 4 and 5 learn conflict-resolution and problem-solving skills.
- Project SMART (Student Mediation and Reduction of Truancy) provides early intervention at the building level to increase student achievement by promoting regular school attendance.
- Home visits and grade level parent breakfast meetings familiarize parents with the literacy program and how each grade level is important to successful grade 4 proficiency.
- A school-wide focus on maintaining only those initiatives that positively impact student achievement. All unrelated initiatives have been discontinued.

→ Home Sessions w/
Parents of Truant Kids

School Name: Linden Elementary

School Address: 2626 Cleveland Avenue, Columbus, Ohio 43211

Principal: Mrs. Monica Gant

Demographics:

87 % free/reduced lunch

500 enrollment

77 % African American

19 % Caucasian

4 % other

Academic Performance:

A.) 4th Grade Proficiency Scores

	<u>1997-98</u>	<u>1998-99</u>
Reading	10%	17.0%
Math	1.4%	7.5%
Citizenship	8.6%	22.6%
Science	5.7%	11.3%
Writing	10%	30.2%

B.) Target Teach Benchmark Assessments*

	<u>1st Nine Weeks</u>	<u>2nd Nine Weeks</u>	<u>3rd Nine Weeks</u>
Reading	59%	57%	66%
Math	41%	54%	58%

* The percentage of tested objectives mastered by students in grades 1-5, thus measuring their attainment of benchmarks (criterion reference tests). These are diagnostic tests.

C.) Kindergarten Assessment*

	<u>Start of Year</u>	<u>Mid-Year</u>
Reading	46.7	64.7
Math	44.7	69.8

* The percentage of children who passed criterion reference tests.

Program Initiatives:**Reading (Title 1 – School-wide)**

School-wide program is Success for All

- Reading Program – Success for All uses a reading curriculum based on research, on effective practices in beginning reading, and on effective use of cooperative learning.
 - Reading Roots is typically introduced in the second semester of kindergarten or in the first grade.
 - Reading Wings is used when students reach the primer reading level.
- Eight-week Reading Assessments –At eight-week intervals, students are tested and the results of the assessment are used to change students' reading groups, suggest other adaptations in students' programs, and to identify students who need other types of assistance.

- Reading Tutors – One on one tutoring is provided for 20-minutes daily to students who are having trouble keeping up with their reading groups.
- Program Facilitator – The facilitator helps plan the program, helps the principal with scheduling, and visits classes and tutoring sessions frequently to help teachers and tutors with individual problems.
- Family Support Team – A Family support Team works to serve the families in supporting the child's education as well as providing specific services.

Math/Science (Eisenhower Funds)

- Manipulatives are used in science and math to provide hands on learning for students.
- Staff development is provided for teacher training to improve the delivery of instruction and the effective use of manipulatives for students.

Class-Size Reduction

- The class size reduction initiative has provided six additional certified teachers.
- Two teachers have been added to each grade level to reduce the class size ratio to 1:18 in grades 1 through 3.

Expanded Learning

- The Expanded Learning Opportunities funding provided after school tutoring to fourth grade students in reading and math.
- Certified and classified staffs provided 3 additional hours of one-on-one intervention to students per week.

Teacher Training and Support:

- All first-year teachers in Columbus Public Schools have the benefit of support from the Peer Assistance and Review Mentoring Program.
- Follow-up visits are made to the school by project staff, who visit classrooms, meet with school staff, and conduct in-service presentations on such topics as classroom management, instructional pace, and cooperative learning.

- Facilitators organize many informal sessions to allow teachers to share problems and problem solutions, suggest changes, and discuss individual children.
- Teachers received detailed teacher's manuals supplemented by three days of in-service at the beginning of the school year.

Community Support:

- HOSTS ("Helping One Student To Succeed) offers personalized structured mentoring programs in Readiness and Language Arts that has proven to accelerate student learning.
- Volunteers from the Limited Corp are trained to provide the HOSTS program to 75 kindergartens.
- Through Project GRAD, Communities In Schools have coordinated efforts with City Year, Linden McKinley School students, and community volunteers to offer an after school "Homework Club." City Year has also supported school-wide efforts by painting playground maps and beautification of the grounds by planting trees.

Other Initiatives That Have Led To Schoolwide Improvement:

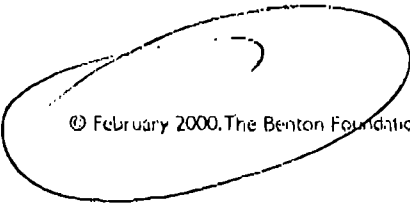
- "Graduation Really Achieves Dreams" (GRAD) Program is a research-based school reform model designed to produce college-bound school graduates. The model prescribes a strong and well-articulated kindergarten through 12th grade curriculum that ensures that all students, regardless of socioeconomic status, are insulated from academic failure, eventually graduate from high school with distinction, and pursue higher education. Linden is one of seven elementary schools that is a part of this K- 12 initiative.
- Linden has implemented two of the five Project GRAD research-based programs as noted by the asterisks:
 - Success for All Reading*
 - Move It! Math
 - Consistency Management and Cooperative Discipline*
 - Communities in Schools (CIS)
 - Merit Awards

THE E-RATE IN AMERICA: A TALE OF FOUR CITIES

BENTON FOUNDATION
COMMUNICATIONS POLICY AND PRACTICE PROGRAM

Edited by Andy Carvin

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IV. THE E-RATE IN PRACTICE: RESEARCH FINDINGS IN FOUR MIDWESTERN CITIES

To assess the impact of the E-Rate, The Benton Foundation commissioned researchers from the EDC/Center for Children and Technology to visit four large, urban school districts during the fall semester of the 1999-2000 school year: Chicago, Illinois; Cleveland, Ohio; Detroit, Michigan; and Milwaukee, Wisconsin. These four districts serve approximately 800,000 students, most of whom live in poverty.

COMMON THEMES

While each of the districts has pursued its own path through the process of planning, applying for and using E-Rate funding, several common themes emerge from their experiences:

Network infrastructure deployment accelerated, and Internet access improved dramatically.

The E-Rate initiative has made it possible for these districts to create robust, high-quality networks that would never have been put in place without E-Rate funding. The E-Rate has had an especially high impact for several reasons: the funding it provides was not capped at a certain level; it requires intensive planning and implementation; and it encourages leveraging of multiple funding sources. Several district administrators said E-Rate funding enabled them to make a quantum leap in their districts.

E-Rate funding has enabled school districts to leverage existing financial resources.

Resources freed up by E-Rate funding, as well as money from state-level initiatives, are now being used to pay for elements of technology programs that are not covered by the E-Rate. For example: because of E-Rate subsidies, Detroit has been able to combine money from a state-level program with funds saved at the district level to pay for much of its electrical upgrades.

Professional development needs are increasing geometrically.

Schools must provide adequate professional development to help teachers learn how to use these newly accessible tools. Otherwise, the gap between technologically sophisticated and technologically weak schools will grow wider. Even though the need for training will only grow, departments often must support these efforts on insecure or inadequate funding. District leaders must be convinced of the importance of continuing to emphasize sustained, creative professional development for teachers around the use of these new tools.

School districts are highly dependent on E-Rate funding, even though the advances they are making are highly vulnerable to changes in the political environment.

Although the E-Rate is enabling school districts to leverage important resources, it is not generating significant local expenditures for technology infrastructure. On the contrary, district budgets often rely on the E-Rate to ensure that they will be able to sustain their newly established networks. Several district administrators expressed concern that the Schools and Libraries Division is not yet emphasizing to schools and districts the need to plan how they will meet ongoing costs. For example, as schools make the transition to conducting district-wide administrative business online, telecommunications bills will be high; meeting them will require continuing discounts via the E-Rate program.

The E-Rate has led to changes in school district planning practices.

The E-Rate has forced school administrators to acquire new knowledge and to learn new forms of collaboration. The result has been better planning, new lanes of communication and improvements in billing and accounting practices. In some cases, staff members from educational technology departments have gained significant influence in other departments such as information technology or operations departments. Improved coordination—particularly among curriculum and instruction, educational technology and information technology departments—will be crucial to ensuring that the E-Rate leads to long-term improvements in teaching and learning at the classroom level.

The current E-Rate process taxes relationships with vendors.

In every district, the E-Rate has stretched relationships with vendors to their limits. Many factors complicate the bidding, including payment and reimbursement processes required by the Schools and Libraries Division; the SLD's requirement that districts have in hand the full (pre-discount) cost of the services they request; delays in receiving reimbursements from vendors; the strain placed on vendors' inventories and labor supplies by bidding and awarding processes (described as "hurry up and wait" by some); and the time constraints placed on implementation of annual plans. Implementation phases were so intense that in each of the four cities delays were caused when contractors ran out of qualified labor. As an administrator explained, "We were using every electrician in the city of Chicago. They had to bring people in from downstate to get all of the jobs done."

"Building basics" delay the deployment of information technology.

These school districts faced an acute need for at least two important resources that the E-Rate program does not support: electrical upgrades and hardware. In several of the districts, state grant programs were crucial to creating plans for electrical upgrades. But hardware purchasing is largely the responsibility of individual schools in these districts. District administrators should be careful to track whether individual schools increase their investments in hardware in order to take advantage of the networks that have been brought into their classrooms.

High-level school administrators and community stakeholders need to be made aware of the impact of the E-Rate.

In some districts, though not all, high-ranking administrators were initially dubious that the E-Rate was a "real" program that would produce actual funding. Even now, administrators in some districts report that their superiors are not fully aware of the impact of this program. In order to realize the maximum benefit from the E-Rate program, community members and administrative leaders in these districts need to be better informed about this program and about the work that it is supporting at the local level.

CASE STUDIES

In this section, the impact of two full years of E-Rate funding on the four school districts studied is summarized. Each site visit included meetings with district-level administrators, principals, technology coordinators and teachers. Interviews focused on four sets of issues:

- 1. The planning process:** Past technology planning efforts; planning for E-Rate funding; plans for the future.
- 2. The application process:** The challenges and opportunities afforded by the application process; the complexities of working with vendors within the constraints of the E-Rate process; the impact of the application process on administrative procedures within the district.
- 3. Impact of the E-Rate program:** Impact on technology infrastructure; on financial planning for technology; on instructional programs; on professional development programs.
- 4. School/district relationships:** How the district offices communicated with individual schools about the E-Rate process; how new infrastructure supports or changes school/district communication; how school-level input is included in the design and deployment of the networking infrastructure.

The four districts are among the 50 largest school districts in the U.S., ranging from Chicago, the third largest, to Cleveland, which ranks 40th. Large urban districts such as these have a particularly great need for the E-Rate, but they also face major hurdles in taking advantage of it.

The most obvious challenge is the scale of investment needed to bring modern technology into their schools. The four districts each operate between 100 and 600 individual school buildings and thousands of classrooms. Undertaking any systematic capital improvement in such districts is especially daunting because funds are rarely available to support intensive investment. State funding arrangements rarely account for the disproportionate size of large districts. One recent state-level funding program is TEACH—Technology for Educational Achievement—in Wisconsin (<http://www.teachwi.state.wi.us>). Since 1997, the governor and state legislature have committed up to \$100 million per year in order to support investment in educational technology and telecommunications access for schools, libraries and colleges. This program intentionally complements E-Rate funding in some areas and allows some assistance with electrical service upgrades. However, the financial burden on the local school district is still substantial. The district still bears at least 75 percent of the full cost for internal electrical and network infrastructure.

Even if scale were not an issue, large urban schools are more likely than other districts to face large capital challenges. Their school buildings are more likely to be very old (over 100 years old in many cases), as well as to have inadequate electrical wiring and widespread asbestos problems. The most consistent criticism of the E-Rate program in these districts is that the program does not cover the cost of electrical upgrades. However, these districts have been able to re-allocate other funds to meet—partially or entirely—the need for electrical upgrades.

Three of the four school districts studied (as well as many others) have gone through significant transformations in their systems of governance within the past two to five years. These changes include the takeover and reconstitution of the Chicago Board of Education by Mayor Richard M. Daley in 1995, a move followed by similar actions in Cleveland and Detroit in 1998. These shifts have led to substantial changes in the business practices, educational policies and instructional emphases of these districts. But they have placed burdens on administrators, complicating efforts to undertake long-term planning required if schools are to make the most effective use of the E-Rate program. Many administrators also suggest that the challenge of applying for E-Rate funding has led to changes in planning and budgeting processes that otherwise would not have been nearly as high a priority.

Large urban school districts also face persistent challenges in attracting and retaining highly qualified teachers. The E-Rate program may seem far removed from such issues, but administrators say that installing modern information technology has significantly helped them overcome this problem. Technology gives schools an opportunity to transform the day-to-day communication and information-sharing practices of teachers and administrators in the district and beyond. It enables school administrators to reconceptualize how professional development activities are delivered, sustained and extended into the classroom. Technology also helps attract new teachers, often from outside of the district, because it offers them access to up-to-date resources.

CHICAGO

The Chicago Public School District includes about 578 schools and serves approximately 430,000 students, 84 percent of whom receive free or reduced-price lunches. Many school buildings in the district are over 100 years old, but the district has undertaken a major capital improvement program funded by a bond issue of over \$1.9 billion. In the past two years, 15 new schools have been built and 12 more are under construction. Almost all schools have received capital improvements over the past two years, focused largely on upgrading their electrical capacities in anticipation of the installation of E-Rate-funded networks. The budget for the Capital Improvement Program includes significant funding for electrical upgrades.

Before receiving E-Rate funding, the district had developed a plan for a wide area network (WAN), but it never secured adequate funding to support full implementation. Individual schools pursued their own networking on an ad-hoc basis. A few schools had sophisticated networks, while others had partial networks or connections to the Internet. But the large majority of schools did not have Internet access or networking within their buildings.

Every school in Chicago has a Local School Council (LSC) that wields significant control over discretionary funds, makes some curricular and instructional decisions and manages the physical plant of the school. These schools were able to apply for E-Rate funds independent of the district-wide application submitted by the district administration. Information reported here reflects the outcomes of the district-level

E-Rate investment, and does not include the work of those individual schools that have applied for or received E-Rate funding.

Impact of E-Rate. In the first year of the E-Rate, Chicago received \$27 million. As of November 1999, Chicago had received over \$74 million in E-Rate funding, making it the second largest beneficiary of the program. Only New York City received a higher E-Rate subsidy.

Chicago's plan for E-Rate-funded networking included two major components. First, it established a WAN for both administrative and classroom use (an initiative known as the ShortScope program). This network was completed in September 1999, with T1 lines running to administrative drops in every school. Second, during the second year of the E-Rate program the district moved to establish a "Local School Education Network." This \$57 million initiative is intended to complement local school investments in internal wiring. The district estimates that approximately 260 of its schools have received some E-Rate funding, including a total of approximately \$40 million for individual school local area networks. The Local School Education Network funds will be used to ensure that all schools meet a minimal technology standard, with a goal of networking at least 10 classrooms, as well as libraries and computer labs, in every school.

Coordinating the district's investments with the plans and applications of individual schools to create a single, uniform district-wide infrastructure has been a complex challenge. For Year Three, the Department of Learning Technologies has asked individual schools in the district to identify their needs for further E-Rate funding and to forward them to the district. They will then submit a single E-Rate application for the entire district, which should streamline the coordination process. E-Rate funding has also generated significant savings in other parts of the district budget, and those savings are being funneled into professional development, educational intranet development efforts and electrical upgrades for the schools.

Challenges of pursuing E-Rate funding. The primary challenge administrators faced in pursuing E-Rate funding was designing and coordinating their application so it was integrated with the capital improvement program, the ShortScope wide area network and individual schools' own networking efforts.

The administrators described the E-Rate program as a "cross-functional project" because it requires an unusual level of collaboration among many departments that are rarely required to coordinate with one another around an individual project. Submitting successful applications to the Schools and Libraries Division has required pulling people from many different departments (such as legal, purchasing, information technology and school operations) into the same room. Many of these departments are rarely asked so explicitly to coordinate their work, and the unusual requirements of the E-Rate application process challenged many of the normal business practices of the district. As one interview subject said, "E-Rate gets into everybody's business."

Instructional issues. The primary focus of Chicago's Department of Learning Technologies is supporting the professional development of teachers. This group has been devoting significant resources to developing tools and resources that will be made available to teachers over the intranet network. A district-wide curriculum resource, organized around the state and city standards and the Chicago structured curriculum, already is available and is growing rapidly. The schools are also rolling out a "Curriculum Wizard" designed to support teachers in writing technology-rich and standards-based curricula.

Chicago has had a district technology plan since 1997, as well as standards and guidelines for technology infrastructures within schools since 1994. Schools are not required to follow these specifications but cannot receive technical support from the district if they

The administrators described the E-Rate program as a "cross-functional project" because it requires an unusual level of collaboration among many departments that are rarely required to coordinate with one another around an individual project...As one interview subject said, "E-Rate gets into everybody's business."

do not follow them. The district office also supports 28 former teachers as a "Technology Resource Network" of consultants responsible for helping the schools develop their infrastructure and improve their use of technology.

CLEVELAND

The Cleveland Municipal School District includes approximately 118 schools and serves 77,000 students, 75 percent of whom are eligible for free or reduced-price lunches. Until 1996, little educational technology was available in the Cleveland schools, and what was available was concentrated in specialized magnet schools. The district had no history of investing local funds in instructional technology other than a network for administrative functions.

The Ohio SchoolNet project gave Cleveland's educational technology infrastructure a major push in 1996. This project made \$500 million available to network every elementary school classroom in the state. Cleveland did not apply for the program initially because it was run on a cost-reimbursement basis and the district did not have adequate funding available to cover costs up-front. This requirement was later changed, and Cleveland eventually participated in the program. Another initial obstacle was that SchoolNet did not originally supply computers, but this changed as well. As a result, all K-4 classrooms in Cleveland have now been wired, with each possessing four SchoolNet computers.

Anticipating the introduction of the E-Rate program, Paul Karlin, manager of the district's Educational Technology Office, brought together a cross-departmental group of administrators and teachers in 1997 to develop a technology plan for the district. This effort did not stimulate new funding from the district budget, but the school board set aside \$20 million for a new administrative network, which was seen as necessary primarily because of Y2K concerns. At the time, the existing administrative network—which ran over 9600-baud dial-up lines—was still the only inter-school network in the district. The instructional technology staff developed plans to coordinate the upgrading of the administrative network with the implementation of an educational network that would reach into classrooms as well.

Impact of E-Rate. Cleveland received \$26 million in E-Rate funding in the first year of the program—the third largest commitment in the country, behind New York City and Chicago. These funds were dedicated to supporting the implementation of a wide area network for the district as well as for internal wiring in all schools not already wired under the SchoolNet project. Some \$12.5 million in Year 2 E-Rate funding will support various enhancements to the network.

The district is establishing the largest and most robust school-networking system in Ohio. A T1 network runs throughout the district, and multiple T1 lines run from the district data center to the state Internet provider agency. In addition, all classrooms in the Cleveland public schools are now wired for internal communications and Internet access.

Challenges of pursuing E-Rate funding. Applying for E-Rate funds was an intensive and collaborative process, involving administrative staff from many parts of the district. The process required a high level of coordination across the departments. Going forward with the implementation process is becoming increasingly burdensome because the district continues to pay for the administration and management of its Educational Technology Office exclusively through grants. Schools, therefore, can only seek support from the district for parts of their programs that are supported by specific grants.

Limited access to hardware in the district's 23 middle schools and 16 high schools also constrains implementation of E-Rate funding in Cleveland. Additionally, the cost of electrical

upgrades—not partially but not adequately by state and federal programs—is being addressed incrementally. In the meantime, this problem continues to impede full utilization of the networks the E-Rate program has made available.

Instructional issues. Besides coordinating development of the E-Rate-funded technology, the Educational Technology Office is placing a strong focus on supporting professional development opportunities for teachers. The district is participating in several grant-supported professional development initiatives including the Alliance Program, funded by the Joyce Foundation, and the Savvy CyberTeacher Program led by the Stevens Institute of Technology. The district aims to use a U.S. Department of Education Challenge Grant to train every elementary teacher in the program over five years. The technology office, which oversees these programs, is emphasizing the Savvy CyberTeacher training as a mechanism to familiarize teachers with the Web-based resources that are now available to them in their classrooms.

The efforts of Cleveland's Educational Technology Office are not fully coordinated with the programs of its Curriculum and Instruction Department. This disconnect has limited the influence of the instructional technology group on district-level planning for the use of technology. At the same time, technology initiatives originating in other parts of the district have not been coordinated with the networking initiatives of the Educational Technology Office. For example, the district has invested in test preparation and integrated learning systems (mostly free-standing) and is considering increasing their presence throughout the district. These are technological investments that do not leverage or take advantage of the E-Rate-funded networking infrastructure that has been put into place over the past two years.

DETROIT

The Detroit Public School District includes approximately 250 schools and serves about 175,000 students, 84 percent of whom receive free or reduced-price lunches. Previously organized into six regions of 43 schools each, the district has been reorganized into clusters of elementary and middle schools feeding individual high schools. The average age of a Detroit school building is 66 years, and 20 of the district's 250 schools were built in the 1890s. Some schools are still burning coal for heat.

Before 1996, only a handful of schools in Detroit were connected to the Internet. The district was running an administrative network that supported only dial-up connections. Very few classrooms had Internet access. In 1996, the district received \$500,000 from the state of Michigan to support school networking, part of a settlement Ameritech was required to pay as a reimbursement for overcharging customers. The district used funds as seed money to begin the process of establishing prototype networking projects in several high schools. Although some schools were beginning to use Title I funds to purchase computers, the vast majority of Detroit schools had little or no technology in place. The central administration had yet to define standards for technology purchases, its resources were extremely limited and there was no coordinated plan in place for the distribution and deployment of technology. While efforts like Net Day were important catalysts for introducing network technology into some schools, Detroit was not ready to contemplate establishing a robust networking infrastructure that could support instructional practices at the classroom level.

Impact of E-Rate. Detroit Public Schools received \$18 million in the first year of E-Rate funding. Their initial goal was to wire half of the schools in the district—all the high schools and middle schools, along with a select group of elementary schools—and to

begin establishing a wide area network. In the second year of the E-Rate, Detroit received just under \$18 million. This money will support continuation of the wiring program and completion of the wide area network. The schools aim to have every building wired and the wide area network in place by the spring of 2000. During the third year they will focus on getting every classroom wired.

Jim Davis, director of information systems management for the district, described the E-Rate program as "a godsend." Previous efforts to design and implement a systematic networking structure never had adequate funding behind them. Even now, he reported, the district's technology efforts would come to a "complete standstill" if the E-Rate program were canceled. The E-Rate program has also generated at least \$6 million in savings for the Detroit Public Schools. Davis anticipates that these savings will be transferred to the instructional technology department and used to support professional development programs.

Challenges of pursuing E-Rate funding. Other than the E-Rate, the major source of funding for infrastructure in Detroit is a portion of a large bond that was approved in 1995. Eventually this will provide as much as \$110 million for technology-related resources, but the money is not yet in hand and it is unclear when it will arrive.

Electrical upgrades are a problem in Detroit as in the other districts, but this problem has been effectively addressed through a state-level fund that was established to make up for past underspending on special education. This resource, called the Durant Fund, has provided \$12 million for electrical upgrades in the Detroit schools, largely solving the district's electrical upgrade problem.

Instructional issues. Unlike the other districts in this study, where departments responsible for educational technology have managed the E-Rate program, the Detroit E-Rate program has been managed within the Office of Information Systems Management. The district's instructional technology program falls within the curriculum and instruction department and has not been involved in E-Rate planning or implementation.

Parents and community members have brought significant pressure to bring technology into the district's instructional program. In order to meet this need and to make use of the infrastructure now in place, principals are beginning to spend significant portions of Title I funds—most of which are controlled at the school level—to purchase new computers.

Compounding the challenges of providing technology-related professional development in Detroit is the fact that a large portion of the teaching staff is nearing retirement age. Most teachers in the district are either very experienced or brand new, making the task of designing appropriate professional development activities difficult. No new professional development planning has yet taken place in connection with the increased access being made available by the E-Rate.

There is also a strong local emphasis on developing community technology centers and keeping schools open at night for neighborhood use. District contributions and an \$8 million dollar grant from the Annenberg/CPB Projects are supporting 15 new community technology centers, five of which are now in place. IBM and Compaq are also providing hardware for these sites.

MILWAUKEE

The Milwaukee Public School District includes approximately 160 schools serving 113,000 students, 80 percent of whom are eligible for free or reduced-price lunches. Some 70 of the district's schools were built before 1930, and 20 were built in the 19th century. Five new schools were built in 1991.

Jim Davis, director of information systems management for the district, described the E-Rate program as "a godsend." Even now, he reported, the district's technology efforts would come to a "complete standstill" if the E-Rate program were canceled.

In 1995, the district had few computers and almost no networking infrastructure. In order to spur investment in educational technology, a group of teachers, principals, university-based collaborators and district administrators came together to develop a district-wide technology plan that articulated an overall vision for using technology to support teaching and learning. The price tag associated with the plan was around \$300 million. The school board supported the plan in principle, but provided little funding to help move it forward.

Over the next three years, the district's Department of Technology pursued other funding sources, including grants from private foundations and federal and state programs. The department also worked with individual schools in allocating their individual budgets. By the fall of 1998, some important components of the plan were in place, including the beginnings of a wide area network and internal wiring in some school buildings.

The statewide TEACH program has also been a key point of financial leverage for the district. This project partially pays for electrical upgrades, which are not eligible for E-Rate funding, as well as other kinds of infrastructure investments.

Impact of E-Rate. In the first year of the E-Rate, Milwaukee received \$23.4 million, the fourth highest allocation funds, after New York, Chicago and Cleveland. As of October 1999, approximately half of all district classrooms were wired with fiber-optic cable and had a minimum of 12 drops each. As a result of the first two years of the E-Rate, the district expects to complete a fiber-based wide area network. They hope to have all classrooms fully wired by December 2000. The district is installing in-school wiring in high schools first, followed by middle and elementary schools. District administrators report that the technical infrastructure outlined in the original 1996 technology plan is now 80 percent realized; this result is largely because of the E-Rate program. While the vision articulated in that plan continues to guide the district's technology investments, a revised technology plan is now being developed. This plan will reflect the rapid progress the district has made, as well as help guide new phases of development.

Challenges of pursuing E-Rate funding. Leadership for technology development in Milwaukee is strong. The superintendent and the director of technology both have long histories within the district, and they share a commitment to using technology to support teaching and learning.

The administrators in Milwaukee who have managed the E-Rate process have a variety of backgrounds—some are educators and some are primarily business or technical people. They have collaborated intensively on the E-Rate application process, which they described as highly challenging. In particular, administrators cited difficulties in seeking appropriate bids from vendors, coordinating electrical upgrades with wiring efforts and finding adequate funding to guarantee contracts with vendors who sometimes were unwilling to sign agreements unless the district had money in hand. Administrators had trouble finding enough skilled labor, a problem other districts reported having as well. Vendors also faced problems; there were often time lags between when they signed legal contracts and when the district actually secured its E-Rate funding. Only then could the district authorize vendor work to begin.

In spite of these challenges, the process of applying for the E-Rate has led to new types of relationships among district departments, between the district and local businesses and universities, as well as between the district's central office and individual schools.

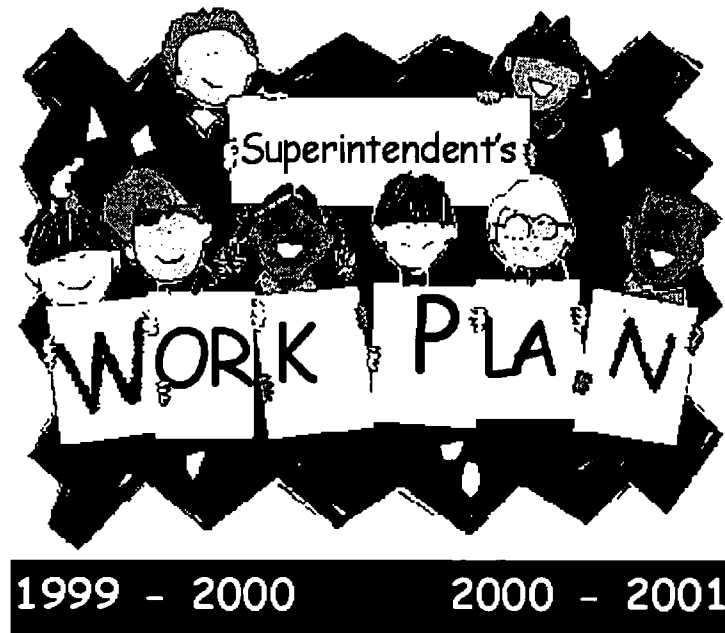
Instructional Issues. The Milwaukee school district is committed to providing professional development, instructional resources and additional support to ensure the integration of new technology into classroom teaching. For example, the district has developed an intranet site that provides an environment of resources and communication

tools where teachers can collaboratively develop a standards-based curriculum. Bob Nelson, director of the district's Department of Technology, describes his ultimate goal as having students using the technology frequently and taking the lead in helping teachers learn to use the technology. He wants every student to have email and to use these resources frequently. The district also provides teachers with free email but requires them to take a 12-hour training course in order to have their accounts activated. More than 8,000 of the district's approximately 11,000 staff members have taken this course so far.

The growing availability of network resources at the classroom level is raising many new challenges for principals, such as revising curricula to take advantage of the new resources, changing in-school communication practices, setting security and acceptable use policies and providing adequate technical support and professional development for teachers. But one administrator described these challenges as "pleasurable problems" that will require the district to figure out how to maintain and expand the infrastructure—and, more importantly, how to use it on a regular basis to support real progress in day-to-day teaching and learning. ■

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COLUMBUS PUBLIC SCHOOLS

Superintendent's Work Plan

1999-2000, 2000-2001

Goal 1: Increase Student Academic Achievement

Objective A: Maintain or improve performance on the 27 state standards: maintain or improve performance on standards the district has met; improve performance by 5% each year on proficiency-related standards it has not met; improve attendance rate by 0.5% each year; and improve graduation rate by 3% each year.

Implementation Strategies

1. By *June 2000*, use aligned district draft content standards and grade level benchmarks in reading, writing, math, social studies and science, with technology goals embedded, as the basis for instruction. By July 2001, monitor implementation and evaluate effort.
2. By *June 2000*, develop and deliver banks of classroom assessment and research-based instructional strategies aligned with reading and math content standards and benchmarks. By June 2001, design a system to monitor implementation, evaluate, and gather feedback.
3. By *September 2000*, monitor and refine school classification system based upon student performance and implement programs of support, rewards, and consequences, as appropriate.
4. By June 2001, through engagement of district-wide school-based learning community, determine graduation standards that align to state and district goals.
5. By June 2001, design a formal recognition and support plan for parent/community partnerships to improve academic achievement and behavior for all students. By September 2001, implement recognition and support system.

Objective B: Close the gaps in student achievement between various demographic groups: decrease the gaps between free/reduced lunch and paying lunch students by 3% each year; decrease the gaps between black and non-black students by 2% each year; and decrease the gaps between male and female students by 1% each year.

Implementation Strategies

1. By December 1999, design and implement a plan for low achieving schools. By *June 2000*, implement, evaluate, and revise plan for low-achieving schools.
2. By *January 2000*, provide one-to-one tutoring support through the *ColumbusReads* HOSTS program to each kindergarten student in 11 schools. By *June 2000*, evaluate *ColumbusReads* HOSTS program and determine if district should remain at the kindergarten level or expand to other levels and sites.
3. By *June 2000*, implement approved Safety Net programs. By October 2001, evaluate two year experiences and develop a comprehensive support system based on student needs to ensure that all students have equitable opportunities to meet and exceed standards.

4. By *June 2000*, expand Gifted and Talented programs to students in identified low achieving elementary and middle schools. By June 2001, expand resources to Gifted and Talented program and increase staff development.
5. By *July 2000*, develop plan to create expanded learning opportunities in low achieving elementary schools.
6. By *July 2000*, evaluate and revise English As Second Language (ESL) program and systems. By *October 2000*, provide first annual comprehensive report to the Board of Education on the status of ESL in Columbus Public Schools.
7. By *August 2000*, evaluate and determine special education equity priorities. By January 2001, create plan to address, monitor, and evaluate special education equity priorities.
8. By *October 2000*, provide opportunities for private providers to communicate and participate with Columbus Public Schools in collaborative staff development activities to enhance school readiness. By October 2001, conduct second annual conference.
9. By March 2001, increase after school tutoring through collaborations with the City of Columbus and the business community.

Objective C: By 2001, increase the district's leadership capacity as measured by increased staff development opportunities for all employees which support all three goal areas.

Implementation Strategies

1. By *January 2000*, identify the leadership skills requisite for achieving the district's three goals.
2. By *August 2000*, develop a professional development and leadership plan aligned to the district's goals and objectives. By January 2001, initiate professional and leadership development plan.

Goal 2: Operate the District More Efficiently and Effectively.

Objective A: By *July 2000*, redesign and revise the existing District Continuous Improvement Plan to incorporate the

requirements of improved productivity, student academic achievement, equity, key initiatives contained in other district plans, and their relationship to curriculum management audit recommendations.

Implementation Strategies

1. By *March 2000*, establish an oversight committee to review, condense, and integrate district plans into a five-year District Continuous Improvement Plan.
2. By *June 2000*, develop and implement a communications plan for informing and getting input from stakeholders of the District Continuous Improvement Plan.
3. By *July 2000*, complete a five-year District Improvement Plan and submit for Board of Education approval.
4. By *August 2000*, initiate implementation of new District Improvement Plan.

Objective B: By *June 2000*, submit an enhanced budget for Board of Education approval measured by increased program and equity alignment as compared to the FY 2000 budget.

Implementation Strategies

1. By *January 2000*, convene District Budget Advisory Committee and begin FY 2001 budget process.
2. By *May 2000*, prepare and present budget document and timeline to meet program budgeting goal to Finance Panel.
3. By *June 2000*, present FY 2001 budget to Board of Education for approval.
4. By *July 2000*, develop a monitoring process that will provide necessary reports and communication to ensure FY 2001 budget is meeting the objectives outlined.
5. By *August 2000*, report on budget monitoring process to Board of Education.
6. By *October 2000*, develop and begin implementing a quarterly monitoring report. By August 2001, complete assessment of the implementation of the FY 2001 budget using the annual monitoring report.

Objective C: By *March 2000*, redesign the organizational structure of the district and by July 2001, fully implement the new design to support district goals.

Implementation Strategies

1. By *March 2000*, submit redesigned organizational structure to the Board of Education.
2. By *June 2000*, complete job description revisions to reflect new organizational structure.
3. By *August 2000*, begin implementing the organizational structure. By July 2001, complete implementation (and revise if necessary).

Objective D: By February 2001, complete a long-term facilities plan that delineates specific projects, priorities, cost estimates, and funding as measured by Board of Education's approval of final recommendations.

Implementation Strategies

1. By *February 2000*, develop a list of equity questions that can be used in the facilities decision-making process.
2. By *March 2000*, establish a facilities advisory committee to advise, monitor, plan, and review progress of the facilities plan.
3. By *May 2000*, revise the facilities plan and report to the Board of Education the current district budget, facilities, enrollment, and trend data.
4. By *November 2000*, submit facilities recommendations to the Board.
5. By February 2001, initiate implementation of established facilities timeline and activities.

Goal 3: Raise Hope, Trust and Confidence in the Columbus Public Schools.

Objective A: By *April 2000*, provide staff support necessary to enable the Board of Education to revise/ create the 9000 board policy series on Board Governance for implementation by January 2001.

Implementation Strategies

1. By *January 2000*, facilitate the Board's discussion on the philosophy of board governance at its annual retreat.
2. By *March 2000*, assist the Board to engage a consultant with experience in board policy development to facilitate the Board's work on objectives A and B.
3. By six weeks following the Board's creation of board policies 9000, promulgate 9000 series regulations as needed.
4. By July 2001, recommend timelines and a process for periodic review of the 9000 policy series, Board Governance.

Objective B: By *June 2000*, provide staff support necessary to enable the Board of Education to revise/create the 6000 board policy series on instruction, including direction on curriculum management and quality control for implementation by May 2001.

Implementation Strategies

1. By *June 2000*, convene an advisory group to assist with policy review.
2. By *November 2000*, create 6000 board policy series.
3. By May 2001, promulgate regulations and implement 6000 board policies.
4. By July 2001, establish timelines and a process for periodic review of the 6000 series policies, Curriculum Management and Quality Control.

Objective C: By *August 2000*, negotiate a contract with the Columbus Education Association that focuses on support for

teaching and learning, accountability and performance.

Implementation Strategies

1. By *February 2000*, provide training on the bargaining approach that is mutually agreed upon between management and the labor union.
2. By *April 2000*, secure input from stakeholders and develop the contract proposal.

Objective D: By March 2001, negotiate a contract with the Columbus School Employees Association that focuses on support for teaching and learning, accountability, and performance.

Implementation Strategies

1. By *September 2000*, select chief negotiator.
2. By *October 2000*, provide training (if necessary) on the bargaining approach that is mutually agreed upon between management and the labor union.
3. By *November 2000*, select negotiations team, secure input from stakeholders, and develop the contract proposal.

Objective E: Prepare and implement pay and benefit packages for district administrators by *November 2000*, and for classified supervisors by April 2001.

Implementation Strategies

1. By *September 2000* for the district administrators and by March 2001 for the classified supervisors, begin the process of information sharing and preparing proposed pay packages, and establish a process for communicating with stakeholders.

Objective F: Annually, increase the number of first-time hired minority teaching staff to ensure equitable employment and assignment of teachers from underrepresented groups.

Implementation Strategies

1. By *May 2000*, develop a minority teacher recruitment, hiring, and retention plan. By *September 2000*, implement the plan.
2. By July 2001, develop a partnership with a local college/university to implement an alternative licensure program and pathway to teaching program.

Objective G: By 2001, enhance school safety and crisis preparedness as measured by a reduction in expulsions, out-of-school suspensions, and safety/security incident reports.

Implementation Strategies

1. By *April 2000*, establish a district-wide safety/discipline committee, comprised of representatives from the public and private sectors, to review school crisis plans, monitor safety/discipline data and advise on the district's safety issues.
2. By *June 2000*, assess the effectiveness of classified personnel serving as safety and security specialists.
3. By *August 2000*, provide strategies to schools to improve understanding on the part of students, staff, and parents of the district's discipline policies.
4. By *November 2000*, provide staff development on student management to all school staff that do not demonstrate a decrease in expulsions and out-of-school suspensions from the previous academic year.
5. By 2001, implement grant requirements of the first two years of the Safe Schools/Healthy Students Initiative.

Objective H: By 2001, enhance the public's hope, trust and confidence in the district as measured by the results of community surveys and by increases in enrollment, partnerships, and "good news" news articles.

Implementation Strategies

1. By *April 2000*, create an internal and external communications plan and secure Board of Education approval. By July 2001, implement the plan.
2. By *May 2000*, create and secure Board of Education approval for a district development plan that will increase support for the district's goals through university partnerships, *OhioReads* and *ColumbusReads*, *Project GRAD*, grants, and other resource opportunities. By July 2001, implement the plan.
3. By *September 2000*, report on the district's results through the annual *State of the District* address and the annual report to the community.

Objective I: Throughout 1999-2001, serve as an advocate for public urban education as measured by the advocacy activities in which the Superintendent engages.

Implementation Strategies

1. Throughout 1999-2001, create and engage in opportunities to provide advocacy for public education to include speeches, legislation, lobbying, development efforts, and participation in efforts where the goal is to support public urban education and enhance outcomes for its students.
2. By January 2001, develop in cooperation with the Children's Defense Fund and others, a plan to support the tenets of the Children's Defense Fund's Agenda for Children.
3. Throughout 1999-2001, participate in professional development activities benefiting Columbus Public Schools and/or promoting public education.

APPENDIX

This Appendix includes specific references to the Phi Delta Kappa International's Curriculum Management Audit Recommendations of the

Columbus Public Schools (September 1999) that directly related to the Goal and Objective. The alphanumeric references listed in parentheses note the specific sub-recommendations.

Goal 1

Objective A:

In response to curriculum management audit Recommendation 2: Develop a comprehensive set of board policies that provide direction for curriculum quality control. (G.2.1, G.2.2, G.2.3, G.2.4, G.2.7, G.2.8, G.2.10, G.2.11, G.2.12, G.2.13)

In response to curriculum management audit Recommendation 4: Refocus and refine the "Steps of Change" list of actions, and organize, connect, and reinforce approved goals through district plans to be congruent and focused on system direction. (G.4.1, A.4.5, A.4.6, A.4.7)

In response to curriculum management audit Recommendation 5: redesign and implement a comprehensive and aligned curriculum management system to provide for consistency, continuity, and quality control across all grade levels and schools. (G.5.1, G.5.2, G.5.4, G.5.5, G.5.8, A.5.3, A.5.4, A.5.5, A.5.6, A.5.10, A.5.11)

In response to curriculum management audit Recommendation 6: Develop and implement a comprehensive feedback and assessment system and clarify staff responsibilities to provide clear and useful data to drive decision-making in student learning, staff development, and improvement of teaching. (G.6.2, G.6.5, A.6.6, A.6.7, A.6.9, A.6.10)

In response to curriculum management audit Recommendation 10: Adopt a four-year plan for implementing a program-based budget and allocation system to improve cost-effectiveness and tighten the linkage between resources and results. (G.10.3)

Objective B:

In response to curriculum audit Recommendation 1: Restructure system policies and plans to provide aggressive action to erase the gaps in achievement and drop out rates among socio-economic and ethnic groups. (G.1.1, G.1.2, A.1.2, A.1.3, A.1.4, A.1.5, A.1.6, A.1.7, A.1.9, A.1.11, A.1.12, A.1.13)

In response to curriculum management audit Recommendation 6: Develop and implement a comprehensive feedback and assessment system and clarify staff responsibilities to provide clear and useful data to drive decision-making in student learning, staff development, and improvement of teaching. (A.6.6)

In response to curriculum management audit Recommendation 10: Adopt a four-year plan for implementing a program-based budget and allocation system to improve cost-effectiveness and tighten the linkage between resources and results. (G.10.1, G.10.2, G.10.3, A.10.2, A.10.6)

Objective C:

In response to curriculum audit Recommendation 8: Delimit and Focus System Staff and Professional Development programs and Services on Needs of Learners and Teachers with Congruence to System Goals and Objectives. (G.8.1, A.8.1, A.8.2, A.8.3, A.8.4)

Goal 2

Objective A:

This objective does not specifically address a curriculum management audit recommendation.

Objective B:

In response to curriculum audit Recommendation 1: Restructure system policies and plans to provide aggressive action to erase the gaps in achievement and drop out rates among socio-economic and ethnic groups. (A.1.6)

In response to curriculum management audit Recommendation 2: Develop a comprehensive set of board policies that provide direction for curriculum quality control. (G.2.13)

In response to curriculum management audit Recommendation 4: Refocus and refine the "Steps of Change" list of actions, and organize, connect, and reinforce approved goals through district plans to be congruent and focused on system direction. (A.4.3)

In response to curriculum management audit Recommendation 5: redesign and implement a comprehensive and aligned curriculum management system to provide for consistency, continuity, and quality control across all grade levels and schools. (G.5.9, A.5.8)

In response to curriculum management audit Recommendation 10: Adopt a four-year plan for implementing a program-based budget and allocation system to improve cost-effectiveness and tighten the linkage between resources and results. (G.10.3, G.10.4, G.10.5, A.10.2, A.10.3, A.10.4, A.10.5)

Objective C:

In response to curriculum management audit Recommendation 7: Refocus and redefine administrative roles and responsibilities in instructional supervision for continuous improvement of the curriculum and instruction. (G.7.1, G.7.2, G.7.3, G.7.6, A.7.1, A.7.2, A.7.3, A.7.4, A.7.6, A.7.7)

Objective D:

In response to curriculum management audit Recommendation 9: Consolidate and strengthen the facility improvement plans with attention to eliminating disparities and shortcomings to provide an environment that meets the needs of learners. (G.9.3, G.9.4, A.9.3, A.9.4, A.9.5, A.9.6, A.9.7)

Goal 3

Objective A:

In response to curriculum management audit Recommendation 3: Take steps to improve governance role of the Board and relationship among Board members and the Chief Executive Officer. (G.3.1, G.3.2, G.3.6)

Objective B:

In response to curriculum management audit Recommendation 2: Develop a comprehensive set of board policies that provide direction for curriculum quality control. (G.2.14, A.2.1, A.2.3)

Objective C:

This objective does not specifically address a curriculum management audit recommendation.

Objective D:

This objective does not specifically address a curriculum management audit recommendation.

Objective E:

This objective does not specifically address a curriculum management audit recommendation.

Objective F:

In response to curriculum management audit Recommendation 1: Restructure system policies and plans to provide aggressive action to erase the gaps in achievement and the drop out rates among socio-economic and ethnic groups. (A.1.8)

Objective G:

In response to curriculum management audit Recommendation 1: Restructure system policies and plans to provide aggressive action to erase the gaps in achievement and the drop out rates among socio-economic and ethnic groups. (A.1.10)

Objective H:

In response to the curriculum management audit Recommendation 3: Take steps to improve the Governance role of the Board and relationships among Board members and the Chief Executive Officer. (G.3.8)

Objective I:

This objective does not specifically address a curriculum management audit recommendation.

