

Withdrawal/Redaction Sheet

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DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. resume	Personal (Partial) (1 page)	ca. 2000	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Bethany Little
OA/Box Number: 18522

FOLDER TITLE:

Education Tour: Owensboro Kentucky

2013-0371-S

ms654

RESTRICTION CODES

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

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

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

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

RR. Document will be reviewed upon request.

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

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

May 2, 2000 FINAL

MEMORANDUM FOR THE SECRETARY OF EDUCATION

Subject: Additional Guidelines for Charter Schools

This Administration has taken landmark steps to help states and localities improve educational opportunities for students by providing much needed resources to reduce class size, improve teacher quality, and expand summer school and after-school programs. Last year, for the first time ever, the Federal Government provided funds to states and localities specifically to intervene in low-performing schools. Our School Improvement Fund will provide \$134 million to states and localities this year to help them turn around low-performing schools. In addition, through the 1994 reauthorization of the Elementary and Secondary Education Act and Goals 2000, states have developed standards and accountability systems to identify schools that are low performing. Already, we are seeing results from this focus on standards-based reform and greater investment including a rise in test scores among our most disadvantaged students. Nonetheless, much work still remains to be done. In too many communities, predominately low-income communities, there is still a shortage of high quality educational options available to students.

One of the most heartening educational trends under this Administration is the extraordinary growth of public charter schools during our time in office. In 1992, when this Administration was voted into office, there was only one charter school in the country, City Academy in St. Paul, Minnesota. Since then, because of strong leadership at the local, state, and federal level, the number of charter schools has exploded and it is now estimated that there are more than 1,700 charter schools nationwide. The Federal Government has invested almost \$400 million in charter schools since 1994 and advocates of charter schools credit this investment for the remarkable growth of charter schools. The Budget that I sent to Congress this year will provide \$175 million for charter schools in FY2001. By 2001, this program will have helped nearly 2,400 charter schools since its inception supporting our goal of creating 3,000 public charter schools by 2002.

Charter schools are a vital engine of school reform because they promote accountability for results, competition, and choice within the public system. Unlike vouchers, which do nothing to increase the number of high quality educational options for students in a community, charter schools allow local community groups, teachers, or parents to open public schools that meet their needs. And, unlike vouchers, charter schools do not drain taxpayer dollars from the public school system and are accountable to the public for results. Because charter schools are truly community-based schools created by local communities to address their own particular needs, it is essential that all institutions in a community understand how they can play a role with regard to charter schools. Every entity that can play a positive role in school reform needs to be

engaged in ensuring that children and parents have high quality public schools and choices among those public schools.

Among the community institutions that can provide important support for the goals of charter schools are local faith-based and business institutions. Both harbor resources that can support the efforts of charter schools to create high-quality, innovative learning environments that serve all children and help them to meet high standards.

Faith-based and community-based organizations play an important role in feeding the hungry, caring for the sick, and educating our children in communities around this nation. Already many faith and community-based organizations partner with government at the federal, state, and local level to help our nation's families. Under this Administration, faith-based organizations have also become eligible to receive federal funds in an array of social programs on the same basis as other community-based organizations, consistent with the constitutional line between church and state. For example, states can use their welfare reform funds to contract with faith-based organizations on the same basis as other non-government providers to provide services such as job preparation, mentoring, childcare, and other services to help families moving from welfare to work. The 1998 Human Services reauthorization similarly allows faith-based organizations to provide services under the Community Services Block Grant to reduce poverty, revitalize low-income communities, and help low-income families become self-sufficient.

Vice President Gore and I support such efforts and believe we can do even more to increase the valuable partnership role religiously-affiliated and community-based organizations can play in addressing some of the most important issues facing our families and communities. The Administration has proposed in its budget to increase the involvement of such organizations to help improve the quality of life in our nation's communities, education, housing, community-development, criminal and juvenile-justice programs, in breaking the cycle of teen pregnancy, and in promoting responsible fatherhood and helping families move from welfare to work. To help support these worthy causes, our budget will provide tax breaks to encourage all Americans to give to charity.

Schools and faith communities should be reaching out to each other, in constitutional ways, to support their common goals for children and families. There are successful partnerships between public schools and faith communities across the nation in after-school programs, school safety, discipline and student literacy. These range from mentoring programs jointly run by schools and interfaith groups to statewide summits on the role of faith-based groups in college preparation. In 1995, we sent every school district in the country the guidebook *Religion in the Public Schools: A Statement of Principles*. Last December, building on those principles I announced a comprehensive set of guidelines to be mailed to every public school in the nation and to leading religious organizations encouraging greater cooperation, within constitutional limits, between public schools and community groups, including faith-based organizations. The guidelines emphasized both the protection of private religious expression in schools and the prohibitions against coerced student participation in religious expression. These guidelines were the culmination of the Administration's four-year effort to forge consensus on the role of religion

in the schools.

Likewise, business institutions have proven themselves to be valuable partners in helping schools and districts better prepare students to develop the skills and knowledge they need to be part of the twenty-first century workforce. Over the last two decades, businesses have played a leadership role at the local, state and national levels in supporting the need for schools reform and advancing the standards-based movement. Although school-business partnership can be little more than a donation, there are many examples across the country of businesses that are working actively with schools to help improve the quality of public education. In these partnerships, businesses are working to help bolster school curricula, train teachers, implement technology effectively, offer mentors and tutors to students, and provide lessons in management and leadership. If this nation's public schools are to offer the kind of high-quality education that prepares students for the world of work and active citizenship, then businesses must play a key role in this process.

Businesses have much to offer the charter movement. Because charter schools are exempt from many regulations governing traditional public schools, they have more freedom to develop innovative educational programs and to partner with business institutions in creative ways. Currently, there are over 100 employer-linked charter schools in operation across the country. These schools vary from those offering very focused career preparation, to those that incorporate modest exposure to jobs, careers, and employers. What they share in common are innovative environments that offer work-based and career-focused educational experiences for students from a wide variety of backgrounds.

But I believe that businesses can do more to work with charter schools to develop stimulating educational environments that prepare our students for the challenges of the workforce in the twenty-first century. I especially believe that employer-linked charter schools offer a new range of possibilities for those students who are not finding success in our more traditional public schools.

Accordingly, because there is still a great deal of confusion about how different entities can be involved in the charter movement, I would like you to work together with the Department of Justice to develop guidelines to be released prior to the 2000-2001 school year to help faith-based and other community-based and business institutions understand the role they can play in the charter school movement. Public charter schools must be non-sectarian and non-discriminatory in their admissions and practices. In addition, as with other public schools, charters schools should not offer opportunities for the commercial exploitation of its students and/or its mission. However, there are numerous ways that faith-based groups and employers can play a positive role in creating and supporting public charter schools, just as other community organizations do. These guidelines would augment the existing guidelines for public charter schools and the guidelines for religious expression in public schools that I released in December.

Increasing the quality of education in this country for disadvantaged students is a national priority but requires the active involvement of every affected community. In economically distressed communities, faith-based organizations and business partners can play critically important roles in providing needed support services and job-focused experiences for students who too often lack either. Ensuring that faith-based and business institutions can play a vigorous role in expanding educational opportunities while respecting the separation of church and state and the limitations on commercial involvement in schools is an important step to providing high quality educational experiences for all children.

THE WHITE HOUSE,

MEMORANDUM FOR THE PRESIDENT

FROM: Jacob J. Lew
Director

SUBJECT: Proposed Memorandum Entitled "Additional Guidelines for Charter Schools"

SUMMARY: This memorandum forwards for your consideration a proposed memorandum that was prepared by the Department of Education. The proposed memorandum would direct the Secretary of Education to develop guidelines to help faith-based organizations participate in charter schools.

BACKGROUND: In 1992, there was only one charter school in the country. Since then, the number of charter schools has increased dramatically and it is now estimated that there are more than 1,700 charter schools nationwide. Charter schools contribute to school reform because they promote accountability for results, competition, and choice within the public system. Charter schools allow local community groups, teachers, or parents to open public schools that meet their needs. Because charter schools are truly community-based schools, every institution that can play a positive role in school reform needs to know how it can be engaged with charter schools.

One kind of community institution that can provide important support for the goals of charter schools is the local faith-based organization. Faith-based organizations already play an important role in feeding the hungry, caring for the sick, and educating our children in communities around this nation. Under this Administration, faith-based organizations are also playing a effective role in helping to boost student learning and school success. There are successful partnerships between public schools and faith communities across the nation in after-school reading programs, school safety, discipline, and student literacy.

However, more can be done to educate faith-based organizations about participating in charter schools. The proposed memorandum, therefore, would direct the Secretary of Education to work together with the Department of Justice to develop guidelines to be released prior to the 2000-2001 school year to help faith-based organizations understand the role they can play in the charter school movement. The guidelines would augment the existing guidelines for public charter schools and the guidelines for religious expression in public schools that were released by the Administration in December 1999.

None of the affected agencies objects to the proposed memorandum.

RECOMMENDATION: I recommend that you sign the proposed memorandum.

Attachments

MEMORANDUM FOR THE DIRECTOR

FROM: Robert G. Damus
General Counsel

SUBJECT: Proposed Memorandum Entitled "Guidelines for Faith-Based
Organizations and Charter Schools"

Purpose: The proposed memorandum would direct the Secretary of Education to develop guidelines to help faith-based organizations participate in charter schools.

Action Forcing Event: The White House Domestic Policy Council requests that you approve the memorandum as soon as possible. It is to be announced by the President this Wednesday May 3, 2000, in Kentucky in connection with the low-performing schools initiative.

Discussion: In 1992, there was only one charter school in the country. Since then, the number of charter schools has increased dramatically and it is now estimated that there are more than 1,700 charter schools nationwide. Charter schools contribute to school reform because they promote accountability for results, competition, and choice within the public system. Charter schools allow local community groups, teachers, or parents to open public schools that meet their needs. Because charter schools are truly community-based schools, every institution that can play a positive role in school reform needs to know how it can be engaged with charter schools.

One kind of community institution that can provide important support for the goals of charter schools is the local faith-based organization. Faith-based organizations already play an important role in feeding the hungry, caring for the sick, and educating our children in communities around this nation. Under this Administration, faith-based organizations are also playing a effective role in helping to boost student learning and school success. There are successful partnerships between public schools and faith communities across the nation in after-school reading programs, school safety, discipline, and student literacy.

However, more can be done to educate faith-based organizations about participating in charter schools. The proposed memorandum, therefore, would direct the Secretary of Education to work together with the Department of Justice to develop guidelines to be released prior to the 2000-2001 school year to help faith-based organizations understand the role they can play in the charter school movement. The guidelines would augment the existing guidelines for public charter schools and the guidelines for religious expression in public schools that were released by the Administration in December 1999.

None of the affected agencies objects to the proposed memorandum.

Views of Affected Agencies and Staff: Externally, the memorandum has been approved by the Departments of State, Defense, the Interior, Justice, Education, White House Domestic Policy Council, White House Counsel's Office, White House Staff Secretary's Office, Presidential Personnel, and the Office of the Vice President. Internally, the memorandum has been approved by Chow, Gotbaum, Katzen, Mathews and me.

Recommendation: Sign the Memorandum for the President and forward it and the proposed memorandum to the President.

Attachments

MEMORANDUM FOR THE FILE

FROM: Mac Reed
Assistant General Counsel

SUBJECT: Proposed Memorandum Entitled "Guidelines for Faith-Based
Organizations and Charter Schools"

The following Executive departments and agencies do not object to the proposed memorandum:

1. Department of StateJ. Norton (647-4463)
2. Department of DefenseS. Brick (703-697-1305)
3. Department of the InteriorB. Peterson (208-5340)
4. Department of JusticeR. Hart (514-2027)
5. Department of EducationP. Riddell (401-8313)
6. White House Domestic Policy CouncilB. Reed (456-6515)
7. White House Counsel's OfficeB. Nolan (456-3632)
8. White House Staff Secretary's OfficeL. Loy (456-2702)
9. Presidential PersonnelB. Nash (456-6676)
10. Office of the Vice PresidentC. Burson (456-6605)

OFFICE OF MANAGEMENT AND BUDGET
ABSTRACT OF CORRESPONDENCE

TO: THE DIRECTOR

FROM: Mac Reed

OUTGOING TO: THE PRESIDENT

SUBJECT: Proposed Memorandum Entitled "Guidelines for Faith-Based Organizations and Charter Schools"

The enclosed memorandum is self-explanatory.

SECRETARIES PLEASE NOTE: When Abstract has been signed off by designated official, please handcarry to next office (if near).

When Director has signed memorandum, please call Mac Reed for pickup. He will ensure entire package is transmitted to Justice prior to submission to the White House as required by Executive Order No. 11030.

Control No. _____

	465	8236	260	262	254	260	252
	PREPARED BY	CLEARED BY	CLEARED BY	CLEARED BY	CLEARED BY	CLEARED BY	CLEARED BY
SURNAME AND DIVISION	REED	UPSHAW	CHOW	DAMUS	GOTBAUM	KATZEN	MATHEWS
INITIALS AND DATE							

	PREPARED BY	CLEARED BY	CLEARED BY	CLEARED BY	CLEARED BY	CLEARED BY	CLEARED BY
SURNAME AND DIVISION							
INITIALS AND DATE							

ACTIONS TO IMPROVE LOW-PERFORMING SCHOOLS

By the authority vested in me as President by the Constitution and the laws of the United States of America, including the Elementary and Secondary Education Act of 1965, the Department of Education Appropriations Act, 2000 (as amended by Public Law 106-113), and in order to take actions to improve low-performing schools, it is hereby ordered as follows:

Section 1. Policy. Since 1993, this Administration has sought to raise standards for students and to increase accountability in public education while investing more resources in elementary and secondary schools. While much has been accomplished – there has been progress in math and reading achievement, particularly for low-achieving students and students in our highest poverty schools – much more can be done, especially for low-performing schools.

Sec. 2. Technical Assistance and Capacity Building. (a) The Secretary of Education ("Secretary") shall work with State and local educational agencies ("LEAs") to develop and implement a comprehensive strategy for providing technical assistance and other assistance to States and LEAs to strengthen their capacity to improve the performance of schools identified as low performing. This comprehensive strategy shall include a number of steps, such as:

- (1) providing States, school districts, and schools receiving funds from the school improvement fund established by Public Law 106-113, as well as other districts and schools identified for school improvement or corrective action under Title I of the ESEA, with access to the latest research and information on best practices, including research on instruction and educator professional development, and with the opportunity to learn from exemplary schools and exemplary State and local intervention strategies and from each other, in order to improve achievement for all students in the low-performing schools;
- (2) determining effective ways of providing low-performing schools with access to resources from other Department of Education programs, such as funds from the Comprehensive School Reform Demonstration Program, the Reading Excellence Act, the Eisenhower Professional Development Program, the Class Size Reduction Program, and the 21st Century Community Learning Centers Program, and to make effective use of

these funds and Title I funds;

(3) providing States and LEAs with information on effective strategies to improve the quality of the teaching force, including strategies for recruiting and retaining highly qualified teachers in high-poverty schools, and implementing research-based professional development programs aligned with challenging standards;

(4) helping States and school districts build partnerships with technical assistance providers, including, but not limited to, federally funded laboratories and centers, foundations, businesses, community-based organizations, institutions of higher education, reform model providers, and other organizations that can help local schools improve;

(5) identifying previously low-performing schools that have made significant achievement gains, and States and school districts that have been effective in improving the achievement of all students in low-performing schools, which can serve as models and resources.

(6) providing assistance and information on how to effectively involve parents in the school-improvement process, including effectively involving and informing parents at the beginning of the school year about improvement goals for their school as well as the goals for their own children, and reporting on progress made in achieving these goals;

(7) providing States and LEAs with information on effective approaches to school accountability, including the effectiveness of such strategies as school reconstitution, peer review teams, and financial rewards and incentives;

(8) providing LEAs with information and assistance on the design and implementation of approaches to choice among public schools that create incentives for improvement throughout the local educational agency, especially in the lowest-performing schools, and that maximize the opportunity of students in low-performing schools to attend a higher-performing public school;

(9) exploring the use of well-trained tutors to raise student achievement through initiatives such as "America Reads," "America Counts," and other work-study opportunities to help low-performing schools;

(10) using a full range of strategies for disseminating information about effective

practices, including interactive electronic communications;

(11) working with the Department of Interior, Bureau of Indian Affairs (BIA), to provide technical assistance to BIA-funded low performing schools, and,

(12) other steps that can help improve the quality of teaching and instruction in low-performing schools.

(b) The Secretary shall, to the extent permitted by law, take whatever steps the Secretary finds necessary and appropriate to redirect the resources and technical assistance capability of the Department of Education ("Department") to assist States and localities in improving low-performing schools, and to ensure that the dissemination of research to help turn around low-performing schools is a priority of the Department.

Sec. 3. School Improvement Report. To monitor the progress of LEAs and schools in turning around failing schools, including those receiving grants from the School Improvement Fund, the Secretary shall prepare an annual School Improvement Report, to be published in September of each year, beginning in 2000. The report shall: (1) describe trends in the numbers of LEAs and schools identified as needing improvement and subsequent changes in the academic performance of their students; (2) identify best practices and significant research findings that can be used to help turn around low-performing LEAs and schools; and (3) document ongoing efforts as a result of this order and other Federal efforts to assist States and local school districts in intervening in low-performing schools, including improving teacher quality. This report shall be publicly accessible and available.

Sec. 4. Compliance Monitoring System. Consistent with the implementation of the School Improvement Fund, the Secretary shall strengthen the Department's monitoring of ESEA requirements for identifying and turning around low-performing schools, as well as any new requirements established for the School Improvement Fund by Public Law 106-113. The Secretary shall give priority to provisions that have the greatest bearing on identifying and turning around low-performing schools, including sections 1116 and 1117 of the ESEA, and to developing an ongoing, focused, and systematic process for monitoring these provisions. This improved compliance monitoring shall be designed to: (1) ensure that States and LEAs comply with ESEA requirements; (2) assist States and LEAs in implementing effective procedures and

strategies that reflect the best research available, as well as the experience of successful schools, school districts, and States as they address similar objectives and challenges; and (3) assist States, LEAs, and schools in making the most effective use of available federal resources.

Sec. 5. Consultation. The Secretary shall, where appropriate, consult with executive agencies, State and local education officials, educators, community-based groups, and others in carrying out this Executive order.

Sec. 6. Judicial Review. This order is intended only to improve the internal management of the executive branch and is not intended to, and does not create any right or benefit, substantive or procedural, enforceable at law or equity by a party against the United States, its agencies or instrumentalities, its officers or employees, or any other person.

THE WHITE HOUSE,

ACTIONS TO IMPROVE LOW-PERFORMING SCHOOLS

By the authority vested in me as President by the Constitution and the laws of the United States of America, including the Elementary and Secondary Education Act of 1965, the Department of Education Appropriations Act, 2000 (as amended by Public Law 106-113), and in order to take actions to improve low-performing schools, it is hereby ordered as follows:

Section 1. Policy. Since 1993, this Administration has sought to raise standards for students and to increase accountability in public education while investing more resources in elementary and secondary schools. While much has been accomplished – there has been progress in math and reading achievement, particularly for low-achieving students and students in our highest poverty schools – much more can be done, especially for low-performing schools.

Sec. 2. Technical Assistance and Capacity Building. (a) The Secretary of Education ("Secretary") shall work with State and local educational agencies ("LEAs") to develop and implement a comprehensive strategy for providing technical assistance and other assistance to States and LEAs to strengthen their capacity to improve the performance of schools identified as low performing. This comprehensive strategy shall include a number of steps, such as:

(1) providing States, school districts, and schools receiving funds from the school improvement fund established by Public Law 106-113, as well as other districts and schools identified for school improvement or corrective action under Title I of the ESEA, with access to the latest research and information on best practices, including research on instruction and educator professional development, and with the opportunity to learn from exemplary schools and exemplary State and local intervention strategies and from each other, in order to improve achievement for all students in the low-performing schools;

(2) determining effective ways of providing low-performing schools with access to resources from other Department of Education programs, such as funds from the Comprehensive School Reform Demonstration Program, the Reading Excellence Act, the Eisenhower Professional Development Program, the Class Size Reduction Program, and the 21st Century Community Learning Centers Program, and to make effective use of

these funds and Title I funds;

(3) providing States and LEAs with information on effective strategies to improve the quality of the teaching force, including strategies for recruiting and retaining highly qualified teachers in high-poverty schools, and implementing research-based professional development programs aligned with challenging standards;

(4) helping States and school districts build partnerships with technical assistance providers, including, but not limited to, federally funded laboratories and centers, foundations, businesses, community-based organizations, institutions of higher education, reform model providers, and other organizations that can help local schools improve;

(5) identifying previously low-performing schools that have made significant achievement gains, and States and school districts that have been effective in improving the achievement of all students in low-performing schools, which can serve as models and resources.

(6) providing assistance and information on how to effectively involve parents in the school-improvement process, including effectively involving and informing parents at the beginning of the school year about improvement goals for their school as well as the goals for their own children, and reporting on progress made in achieving these goals;

(7) providing States and LEAs with information on effective approaches to school accountability, including the effectiveness of such strategies as school reconstitution, peer review teams, and financial rewards and incentives;

(8) providing LEAs with information and assistance on the design and implementation of approaches to choice among public schools that create incentives for improvement throughout the local educational agency, especially in the lowest-performing schools, and that maximize the opportunity of students in low-performing schools to attend a higher-performing public school;

(9) exploring the use of well-trained tutors to raise student achievement through initiatives such as "America Reads," "America Counts," and other work-study opportunities to help low-performing schools;

(10) using a full range of strategies for disseminating information about effective

practices, including interactive electronic communications;

(11) working with the Department of Interior, Bureau of Indian Affairs (BIA), to provide technical assistance to BIA-funded low performing schools, and,

(12) other steps that can help improve the quality of teaching and instruction in low-performing schools.

(b) The Secretary shall, to the extent permitted by law, take whatever steps the Secretary finds necessary and appropriate to redirect the resources and technical assistance capability of the Department of Education ("Department") to assist States and localities in improving low-performing schools, and to ensure that the dissemination of research to help turn around low-performing schools is a priority of the Department.

Sec. 3. School Improvement Report. To monitor the progress of LEAs and schools in turning around failing schools, including those receiving grants from the School Improvement Fund, the Secretary shall prepare an annual School Improvement Report, to be published in September of each year, beginning in 2000. The report shall: (1) describe trends in the numbers of LEAs and schools identified as needing improvement and subsequent changes in the academic performance of their students; (2) identify best practices and significant research findings that can be used to help turn around low-performing LEAs and schools; and (3) document ongoing efforts as a result of this order and other Federal efforts to assist States and local school districts in intervening in low-performing schools, including improving teacher quality. This report shall be publicly accessible and available.

Sec. 4. Compliance Monitoring System. Consistent with the implementation of the School Improvement Fund, the Secretary shall strengthen the Department's monitoring of ESEA requirements for identifying and turning around low-performing schools, as well as any new requirements established for the School Improvement Fund by Public Law 106-113. The Secretary shall give priority to provisions that have the greatest bearing on identifying and turning around low-performing schools, including sections 1116 and 1117 of the ESEA, and to developing an ongoing, focused, and systematic process for monitoring these provisions. This improved compliance monitoring shall be designed to: (1) ensure that States and LEAs comply with ESEA requirements; (2) assist States and LEAs in implementing effective procedures and

strategies that reflect the best research available, as well as the experience of successful schools, school districts, and States as they address similar objectives and challenges; and (3) assist States, LEAs, and schools in making the most effective use of available federal resources.

Sec. 5. Consultation. The Secretary shall, where appropriate, consult with executive agencies, State and local education officials, educators, community-based groups, and others in carrying out this Executive order.

Sec. 6. Judicial Review. This order is intended only to improve the internal management of the executive branch and is not intended to, and does not create any right or benefit, substantive or procedural, enforceable at law or equity by a party against the United States, its agencies or instrumentalities, its officers or employees, or any other person.

THE WHITE HOUSE,

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(b) The Secretary shall, to the extent permitted by law, take whatever steps the Secretary finds necessary and appropriate to redirect the resources and technical assistance capability of the Department of Education ("Department") to assist States and localities in improving low-performing schools, and to ensure that the dissemination of research to help turn around low-performing schools is a priority of the Department.

Sec. 3. School Improvement Report. To monitor the progress of LEAs and schools in turning around failing schools, including those receiving grants from the School Improvement Fund, the Secretary shall prepare an annual School Improvement Report, to be published in September of each year, beginning in 2000. The report shall: (1) describe trends in the numbers of LEAs and schools identified as needing improvement and subsequent changes in the academic performance of their students; (2) identify best practices and significant research findings that can be used to help turn around low-performing LEAs and schools; and (3) document ongoing efforts as a result of this order and other Federal efforts to assist States and local school districts in intervening in low-performing schools, including improving teacher quality. This report shall be publicly accessible and available.

Sec. 4. Compliance Monitoring System. Consistent with the implementation of the School Improvement Fund, the Secretary shall strengthen the Department's monitoring of ESEA requirements for identifying and turning around low-performing schools, as well as any new requirements established for the School Improvement Fund by Public Law 106-113. The Secretary shall give priority to provisions that have the greatest bearing on identifying and turning around low-performing schools, including sections 1116 and 1117 of the ESEA, and to developing an ongoing, focused, and systematic process for monitoring these provisions. This improved compliance monitoring shall be designed to: (1) ensure that States and LEAs comply with ESEA requirements; (2) assist States and LEAs in implementing effective procedures and

strategies that reflect the best research available, as well as the experience of successful schools, school districts, and States as they address similar objectives and challenges; and (3) assist States, LEAs, and schools in making the most effective use of available federal resources.

Sec. 5. Consultation. The Secretary shall, where appropriate, consult with executive agencies, State and local education officials, educators, community-based groups, and others in carrying out this Executive order.

Sec. 6. Judicial Review. This order is intended only to improve the internal management of the executive branch and is not intended to, and does not create any right or benefit, substantive or procedural, enforceable at law or equity by a party against the United States, its agencies or instrumentalities, its officers or employees, or any other person.

THE WHITE HOUSE,



Daviness County Public Schools

Developing Students Who Will Succeed for Life

1622 Southeastern Parkway
P. O. Box 21510
Owensboro, Kentucky 42304-1510

Stuart Silberman
Superintendent
Phone: (270) 685-3161
Fax: (270) 684-5465

FACSIMILE COVER SHEET

No. of Pages (Including Cover Sheet) Being Transmitted: 5

Date: 5/1/00

Fax Number 1-202-456-5581

To: Mr. Andrew Rotherham

Message: Enclosed is the information on the three high school students that Mr. Silberman talked about. They will be present at the President's visit.

From: Stu Silberman, Superintendent

Daviness County Public Schools
1622 Southeastern Parkway
P.O. Box 21510
Owensboro, KY 42304-1510

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Inklebarger, Peggy - DCPS

From: Young, Jan - AHS
Sent: Monday, May 01, 2000 8:23 AM
To: Inklebarger, Peggy - DCPS
Subject: Katie Griffin

Katie Griffin is president of the Student Council Executive Board and has served as an officer on the Student Council for the past three years. Katie has shown exceptional leadership qualities when leading meetings, delegating responsibilities, speaking to underclassmen regarding the importance of setting goals and values. Katie has been very involved in our school ever since her freshman year and recently she received the nomination of Honor Graduate submitted by the faculty. Only 6 other students were nominated for this award and it is an honor to be considered. Her fellow students elected her as Ms. Apogee of the senior class. This honor is for a senior that has demonstrated strong leadership qualities, a commitment to the school, and is held in great respect by the students.

This past summer, Katie had set a goal for herself that she would raise money in order to attend the Presidential Classroom in Washington, D.C. Her experience with the project gave Katie a great respect for the history of our country and the leaders. Katie has a strong interest in political science and has been a part of the Kentucky Youth Assembly as well as Kentucky United Nations Assembly.

Katie's commitment to the community is shown through the amount of volunteer hours that she gives. She helped raise \$800 for the United Way by making phone calls and getting students involved. She presented skits to middle school students to make them aware that drugs and alcohol is not something you need in your life. Katie has taught vacation Bible school, traveled to Florida to build a home for foster children, helped organize a community walk/run called "Hustle for Heating" and solicited 15 Apollo students to help.

Leadership is something that Katie feels strongly about. She developed a survey that could be sent out to area schools to see what they would like to learn about leadership. She help develop and plan a symposium for high school student leaders, she was involved with the program Leadership 2000 that was led by the Superintendent, Stu Silberman. Katie also created a curriculum for kindergarten, first, and second grade students to use when visiting the Wendell H. Ford museum.

Katie's resume continues on, but I tried to highlight a few of the outstanding accomplishments. She is one of the finest young adults that I have had the privilege of knowing.

Jon David Willingham

2635 Eastland Drive • Owensboro, KY 42303-9625
Phone: (270) 683-3916 • E-mail: jondavid82@hotmail.com

Education:

1996-present

Daviess County High School, Liberal Arts Honors Diploma, 2000
4255 New Hartford Road, Owensboro, KY 42303
Cumulative GPA: 3.885 on a 4.0 scale Class Standing: 5 of 380

Honors:

Target All-American Scholar (12); National AP Scholar (12); National Merit Program *Commended Scholar* (12); Author of Legislation (12); Kentucky Governor's Scholars Program (11); Education Ambassadors (11, 12); National Federation of Music Clubs Superior Ranking for Piano Performance (... , 9, 10, 11); Hugh O'Brian Youth Leadership Conference (10, 11, 12); Indiana State University Honors Program (11); People to People Student Ambassador to the British Isles (9)

Extracurricular Activities:

Student Council (Vice-President 12); Leadership 2000 (11, 12); Key Club (10, Treasurer 11, 12); Academy of Young Leaders (10, Student Mentor 11); School Musicals (9, Lead Role 10, 11, 12); Interact (Treasurer 11, 12); National Beta Club (9, 10, 12, Treasurer 11); Owensboro Youth Volunteer Entourage (Founding Member 11, 12); National Honor Society (10, 11, 12); Academic Team (9, 10, 11, 12); DCPS Consolidated Planning (12). Curriculum (11, 12). C.A.T.S. Testing (11, 12). Prom (11). Class Steering (10, 11, 12), and Dress Code (10, 11) Committees ; Young Republicans (9, 10, 12, Treasurer 11); Spanish Club (9, 10, 11, 12); Church Youth Groups (9, 10, 11, 12); Mission Trips (Denver 9, Costa Rica 10, Ohio 11, Yakima, Washington 12); Cabinet for Youth Ministries (10, 11, 12); West Area Youth Council (10, 11, 12); CYF Conference (9, 10, 11, 12)

Volunteer Experience:

Various School and School District, State and Local Church Committees and Councils; Pitino Shelter & Soup Kitchen; Tornado Relief; Iodine Deficiency Disorder Relief; Hospital Volunteer; Boulware Center; Special Olympics Field Day; Nursing Home Visitation; Drug Awareness Seminars; Church Camp Counselor/Co-Director

Work Experiences:

October 1998-present

Host, *Colby's Fine Food & Spirits*
202 West Third Street, Owensboro, KY 42303 (270) 685-4239

August - December 1999

Legislative Intern, *Wendell H. Ford Government Education Center*
220 Daviess Street, Owensboro, KY 42303 (270) 687-2732

Future Plans:

Will attend Rhodes College in Memphis, TN starting in the Fall of 2000.
Possible majors: Biology, Economics, Government, International Relations

Wesley Aull

Objective

A resume written for a paid possible internship with a stock broker or law office for the summer. I am attending the University of Notre Dame this fall as a freshman, and plan to major in government and economics. I feel that such an internship could vastly benefit my education. The hours of work could range from 10-40 hours per week, whatever might be needed. In addition, I am willing to do unpaid work and learning in and outside of the workplace. Some of the experiences below do not directly apply to my pursued internship. However, they do testify to my initiative, discipline, and organizational ability in what I do.

Experience

1999-2000 Carrollton & Shakertown, KY

Kentucky's Future Leaders of the 21st Century

- Only high school student to be selected as part of the program.
- Learned of and identified future challenges for Kentucky economically and socially from many speakers involved with government on the state level.

1999-2000 Louisville, KY

Vice President of the Kentucky Association of National Honor Societies

- Helped to plan and organize a two-day convention in Louisville.
- Wrote and organized mailings to the school systems of Kentucky.

1996-2000 Owensboro, KY

Past President of Key Club, Chair of the Owensboro Youth Volunteer Entourage, Mentor for the Academy of Young Leaders, and Chair for Daviess County High's Student Council

- Organized several community service projects, small and large scale, on a weekly basis.
- Preside over committee and club meetings on a weekly basis.

1999-2000 Owensboro, KY

Sports Editor for the school newspaper, Editor of Clio, the school's historical perspective magazine

- Proficiency in journalistic writing
- Proficiency in research skills for analytical papers

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. resume	Personal (Partial) (1 page)	ca. 2000	P6/b(6)

COLLECTION:

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Domestic Policy Council
Bethany Little
OA/Box Number: 18522

FOLDER TITLE:

Education Tour: Owensboro Kentucky

2013-0371-S

ms654

RESTRICTION CODES

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

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

P1 National Security Classified Information [(a)(1) of the PRA]
P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
P3 Release would violate a Federal statute [(a)(3) of the PRA]
P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
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RR. Document will be reviewed upon request.

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

[001]

Education

1998-2000 Daviess County High Owensboro, KY

- Graduated with honors, 7th in the class of 2000, and maintained a cumulative GPA of 3.9.
- Scored as 'extremely well qualified' (5 out of 5) on a college equivalency exam for American and Comparative Government. Scored as 'well qualified' (4 out of 5) on a college equivalency exam for Microeconomics and Macroeconomics. These exams are administered by the nation's College Board.

(b)(6)

Athletics

Run throughout high school as part of state title teams in Cross Country and Track.

Skills

- Computer problem solving on Windows platforms.
- Web page design
- Microsoft Works, Word, Excel, and Powerpoint.
- Typing speed of 75 WPM.



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Stuart Silberman
Superintendent
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Fax: (270) 684-5465

FACSIMILE COVER SHEET

No. of Pages (Including Cover Sheet) Being Transmitted: 2

Date: 4-29-00

Fax Number: 1-202-456-5581

To: Mr. Andrew Rotherham

Message: I have attached a breakdown of the Ameri-Corps Ky Reads Grant Funding for the Daviness County Public Schools. I thought this information might be helpful.

From: Stu Silberman, Superintendent
Daviness County Public Schools
1622 Southeastern Parkway
P.O. Box 21510
Owensboro, KY 42304-1510

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1997 - 2000

	<u>Americorps Contribution</u>	<u>Partners Contribution</u>	<u>Total Budget</u>	<u>DCPS Share of Partners Amt</u>
1997-98	\$ 716,750	\$ 428,491	\$ 1,145,241	\$ 107,000
1998-99	\$ 686,250	\$ 348,247	\$ 1,034,497	\$ 107,000
1999-00	\$ 685,908	\$ 195,000	\$ 880,908	\$ 64,520
			<u>\$ 3,060,646</u>	<u>\$ 278,520</u>

**

** DCPS hired team leaders directly at a cost of \$42,480.

DCPS Staffing By Year

	<u># of Staff</u>	<u>Cost</u>	<u>DCPS</u>
1997-98	24 Americorps/4 Team Leaders	\$ 329,000	\$ 107,000
1998-99	32 Americorps/4 Team Leaders	\$ 405,000	\$ 107,000
1999-00	16 Americorps/4 Team Leaders	\$ 180,000	\$ 107,000
		<u>\$ 914,000</u>	<u>\$ 321,000</u>

DCPS Analysis By School

	<u>1997-98</u>		<u>1998-99</u>		<u>1999-00</u>	
	<u>Staffing*</u>	<u>Cost</u>	<u>Staffing*</u>	<u>Cost</u>	<u>Staffing*</u>	<u>Cost</u>
Audubon	2 Americorps	\$ 27,400	3 Americorps	\$ 37,500	1 Americorps	\$ 14,650
Burns	2 Americorps	\$ 27,400	3 Americorps	\$ 37,500	2 Americorps	\$ 25,900
Country Hts	2 Americorps	\$ 27,400	3 Americorps	\$ 37,500	2 Americorps	\$ 25,900
Deer Park	2 Americorps	\$ 27,400	3 Americorps	\$ 37,500	2 Americorps	\$ 25,900
East View	2 Americorps	\$ 27,400	3 Americorps	\$ 37,500	1 Americorps	\$ 14,650
Highland	2 Americorps	\$ 27,400	3 Americorps	\$ 37,500	1 Americorps	\$ 14,650
Philpot	2 Americorps	\$ 27,400	2 Americorps	\$ 26,250	1 Americorps	\$ 14,650
Sorgho	2 Americorps	\$ 27,400	3 Americorps	\$ 37,500	1 Americorps	\$ 14,650
Tamarack	2 Americorps	\$ 27,400	3 Americorps	\$ 37,500	2 Americorps	\$ 25,900
Utica	2 Americorps	\$ 27,400	2 Americorps	\$ 26,250	1 Americorps	\$ 14,650
West Lou	2 Americorps	\$ 27,400	2 Americorps	\$ 26,250	1 Americorps	\$ 14,650
Whitesville	2 Americorps	\$ 27,400	2 Americorps	\$ 26,250	1 Americorps	\$ 14,650
Total	<u>24 Americorps</u>	<u>\$ 328,800</u>	<u>32 Americorps</u>	<u>\$ 405,000</u>	<u>16 Americorps</u>	<u>\$ 220,800</u>

* Each Americorps staff member served a minimum of 14 students each. A total of 4 Team Leaders were shared among the schools; therefore their salaries have been allocated to each school. In addition to paid staff, numerous community volunteers also assisted students with reading each week.



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Superintendent
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Fax: (270) 684-5465

FACSIMILE COVER SHEET

No. of Pages (Including Cover Sheet) Being Transmitted: 10

Date: 5/1/00

Fax Number 1-202-456-5581

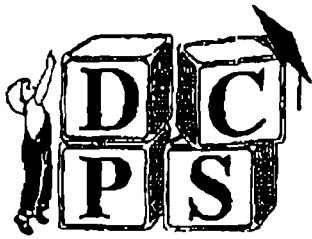
To: Mr. Andrew Rotherham

Message: **Enclosed information for Daviness County Public Schools district, Audubon Elementary, and Graduation 2010.**

From: Stu Silberman, Superintendent

Daviness County Public Schools
1622 Southeastern Parkway
P.O. Box 21510
Owensboro, KY 42304-1510

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Stuart Silberman, Superintendent

Phone: (270) 685-3161

FAX: (270) 684-5465

Daviness County Public Schools

"It's About Kids"

About Our District

- *There are 12 elementary schools, three middle schools and two high schools in the Daviness County Public Schools.
- *There are alternative programs including Beacon Central High School, OTC, Valley and Goebel along with programs for elementary and middle school students.
- *Total enrollment: 10,089
- *We have 1400 full-time employees, making Daviness County Public Schools the second largest employer in Daviness County.
- *79% of all teachers have a masters degree or above; 44% have a masters plus 30 hours
- *The operating budget of DCPS is \$66 million a year.
- *Daviness County school buses travel more than 10,420 miles per day at a cost of 56 cents per mile; 8100 students are transported daily with 123 buses running 102 bus routes
- *Our Lunchrooms served 1.2 million lunches last year; ½ million breakfasts last year
- *Graduation 2010, a program based on research that says we can increase student learning by enhancing the development of the brain through various means. The district-wide program includes:
 - *Piano Keyboard Labs – every K-8 student receives piano lessons
 - *Foreign Language – Instruction begins in kindergarten and preschool
 - *Arts – All K-P2 students experience 9 artists in residence yearly (visual and performing arts)
 - *Reading – One on one tutors provided through KY Reads (Partnership with Volunteer Center/Kentucky Reads - a part of the Americorp - President Clinton's Read Across America Program)
 - *Health – Assessments of all students – Nurses in schools (every school has nursing services)
 - *Family Involvement
 - *Thinking Skills – Talents Unlimited/Chess/Socratic Seminars
 - *Community Involvement – Class Adoptions by Corporate Sponsors (i.e., Owensboro Mercy Health System, Lipton, Kentucky Wesleyan College, and RiverPark Center) Each sponsor "adopts" a class for 13 years)

Test Scores

- *Second highest district test scores of all 122 counties in the state; ninth highest district scores of all 177 districts in the state; Deer Park Elementary – Highest test scores in the state for two consecutive years; West Louisville Elementary – second highest test scores in the state two consecutive years.
- *Only 31 schools in the state have been in rewards every cycle and we have 5 of the 31 in Daviess County: Country Heights, Highland, Tamarack, West Louisville, and Whitesville
- *Highland Elementary 7th highest in state
- *Three elementary schools in top 10 in the state
- *Four elementary schools in top 25 in the state
- *All three middle schools in top 25 in state
- *Both high schools in top 20 in state with Apollo having the 14th highest scores of 199 schools
- *Daviess County High had the second highest gains in the state
- *We scored above the national average at every grade level tested on the CTBS test for two consecutive years

National, State, and local Recognition

- *National Associated Press article
- *Inside Kentucky Television – several features
- *NBC “Today Show”
- *AASA National Leadership for Learning Award (only 3 given nationally)
- *Legislative Visit and CNN
- *Apollo High School - Kentucky Blue Ribbon School-1999-2000
- *Daviess County High School – Kentucky Blue Ribbon School - 1997-98 and 1999-2000
- *Daviess County High School – in contention for National Blue Ribbon School
- *National Magna Award Winner for Graduation 2010
- *Governor's Award in the Arts in Education
- *AHS Freshman Academic Team – First in Nation on Knowledge Master Open
- *30 National Merit Scholarship Finalists in the last four years
- *R.L. McFarland Award for Advancement of Human & Civil Rights
- *Professional Business Women's Award for Advancement of Women in the Workplace
- *KSBA PEAK Award for outstanding new program to increase student achievement
- *KMEA Friend of Music Award
- *Mayor's Award for Excellence in Education
- *Tom Vest Award for Outstanding Professional Development
- *Nationally Recognized Partnership with RiverPark Center
- *Model HSTW Visitation Site
- *Several Teachers of the Year in various categories
- *Two High School Principals of the Year
- *Whitesville and Audubon Elementary named National Title I Schools
- *After a visit by State Legislators, the Senate voted on a bill to replicate our Graduation 2010 Program

Email: ssilberman@daviess.k12.ky.us or
bcecil@daviess.k12.ky.us

**AUDUBON ELEMENTARY
DAVIESS COUNTY
Principal, Diane Embry
300 Worthington Road
Owensboro, KY 42301
Phone: 685-4110**

FACT SHEET

Mission Statement: The mission of Audubon Elementary School is to provide a safe environment where ALL students receive a quality education through the partnership of home, school, and community so dreams become a reality.

- 450 Students (Grades Preschool through Fifth)
- 14% Minority
- 29 Full Time Teachers (including Full Time Music, Physical Education, Media Specialist, and Counselor)
- 44 Support Staff Employees
- 60 % Free/Reduced Meal Program
- Title I Schoolwide Program
- National Distinguished Title I School
- 18th in State in State Assessment Scores 1998-1999
- 2nd in State in Writing Assessment Scores 1998-1999
- KIRIS Reward School 1996-1998
- Two Teachers Selected for "Excellence in Teaching Award" by Campbellsville University

PROGRAMS AND ACTIVITIES

- Graduation 2010 Program – See enclosed brochure
- Clinton Teacher
- Ameri Corp Kentucky Reads Program
- New Computer Lab Purchased by Pooling KETS, PTO, After School Program and Activity Funds
- Computers in Every Classroom Connected to the Internet
- Family Resource Center
- Extended School Services
- Morning Homework Club
- Arts and Humanities After School Program
- After School Child Care
- Family Reading Nights
- School Based Decision Making Council
- Accelerated Reading Program
- Special Needs Program
- Gifted and Talented Program
- Year Round Head Start Preschool Program
- English as a Second Language Program
- Young Astronauts Club
- Annual Back-To-School Picnic
- I.A.K. Parent Volunteer Program



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Stuart Silberman
Superintendent
Phone: (270) 685-3161
Fax: (270) 684-5465

Contacts for the Daviness County Public Schools

Title	Name	Cell Phone	Home Phone
Superintendent	Stu Silberman	270-929-0242	270-685-1704
Principal at Audubon Elementary	Diane Embry		270-827-2590
Assistant Superintendent Teaching/Learning Support	Leesa Moman	270-929-6747	270-683-6555
Assistant Superintendent For Student & Staff Personnel	Mike Robinson	270-929-6021	270-926-2747
Assistant Superintendent Of Finance and Operations	Tom Shelton	270-929-3346	270-683-6416
Director of Assessment & Curriculum Development	Nicholas Brake	270-316-3971	270-926-8885
Public Relations	Bobbi Cecil		270-926-7135
Superintendent's Secretary	Peggy Inklebarger		270-926-8572
Board Chairperson	Mary Tim Griffin		270-683-1013
Board Vice-Chair	Don Wetzel		270-926-4688
Board Member	Dr. John Ed. Dunn		270-684-3035
Board Member	Dwight Lovan		270-729-9947
Board Member	Frank G. Riney, III		270-685-2769

DIRECTIONS TO SCHOOLS ELEMENTARY SCHOOLS

AUDUBON ELEMENTARY - 300 Worthington Rd, Just off Hwy. 60 West, a short distance from the end of bypass, west.

BURNS ELEMENTARY - 4515 Goetz Dr., just west of Hwy. 431 (Frederica Street). Turn right just south of the bypass at the light at Goetz Drive and Southside Restaurant.

COUNTRY HEIGHTS ELEMENTARY - 4961 Highway 54, South on Highway 54 out of Owensboro, past Highland Elementary, to Countryside subdivision. Enter the subdivision and turn left at the first intersection.

DEER PARK ELEMENTARY - at 4959 New Hartford Road... (Triplett) south of Owensboro. From Owensboro, travel about 1 mile south of DCHS and the bypass.

EAST VIEW ELEMENTARY - 6104 KY Hwy. 405 east of Thruston. Take Hwy. 60 East, keep in the right lane and veer right (east) on Hwy. 144, near OMU. Travel almost 1.5 miles and turn left on 405. (Hwy. 405 is located at the Y in the road before you get to the old Thruston School). East View Elementary is located approximately a half mile past this intersection on the right side of the road.

HIGHLAND ELEMENTARY - 2909 Hwy. 54, just south of the bypass on the east side of Highway 54.

PHILPOT ELEMENTARY - 6120 Old Ky. 54, just off Hwy 142 South. From Owensboro, take Hwy. 54 E, turn right (south) by the Philpot Post Office onto 142.

SORGHO ELEMENTARY - 5712 KY 56 (Parrish Ave.) west of Owensboro. From Owensboro, travel about 2.5 miles west of bypass. Sorgho school will be on your left, beside a Baptist Church.

TAMARACK ELEMENTARY - 1733 Tamarack Rd., west of Frederica Street, between Lewis Lane and Chickasaw Drive. If you're traveling on Frederica St (Hwy. 431), turn onto Tamarack Road beside Texas Gas.

UTICA ELEMENTARY - 231 Hwy. 140 in Utica, just west of Hwy. 431 (Frederica St). From Owensboro, travel about 8 miles on Hwy. 431 until you get to Utica. Turn right (west) on 140. Travel about a block. You'll see a mini park on your right (north) and the school is on the hill behind the park.

DIRECTIONS TO SCHOOLS

ELEMENTARY (CONTINUED)

WEST LOUISVILLE ELEMENTARY - 9661 Hwy. 56 (Parrish Ave) 12 miles west of Owensboro. From Owensboro, you'll pass Sorgho School on the left before you get to West Louisville. Signs along the way will direct you to Diamond Lake. West Louisville Elementary is about 15 minutes from Owensboro.

WHITESVILLE ELEMENTARY - 9656 KY Hwy. 54, just west of city limits on the southside of the highway.

MIDDLE SCHOOLS

BURNS MIDDLE - Next to Burns Elementary

COLLEGE VIEW MIDDLE - Across from Owensboro Community College, on Hwy. 231, about 1 mile past Daviess County High School.

DAVIESS COUNTY MIDDLE - 1415 East 4th St., which is Hwy. 60 on the east end of the city. The school is located on the north side of the highway right where the east and west-bound lanes of Hwy. 60 form a Y. If you travel the bypass, turn left at the end of the bypass, the school sits on the rights, maybe a half of a mile.

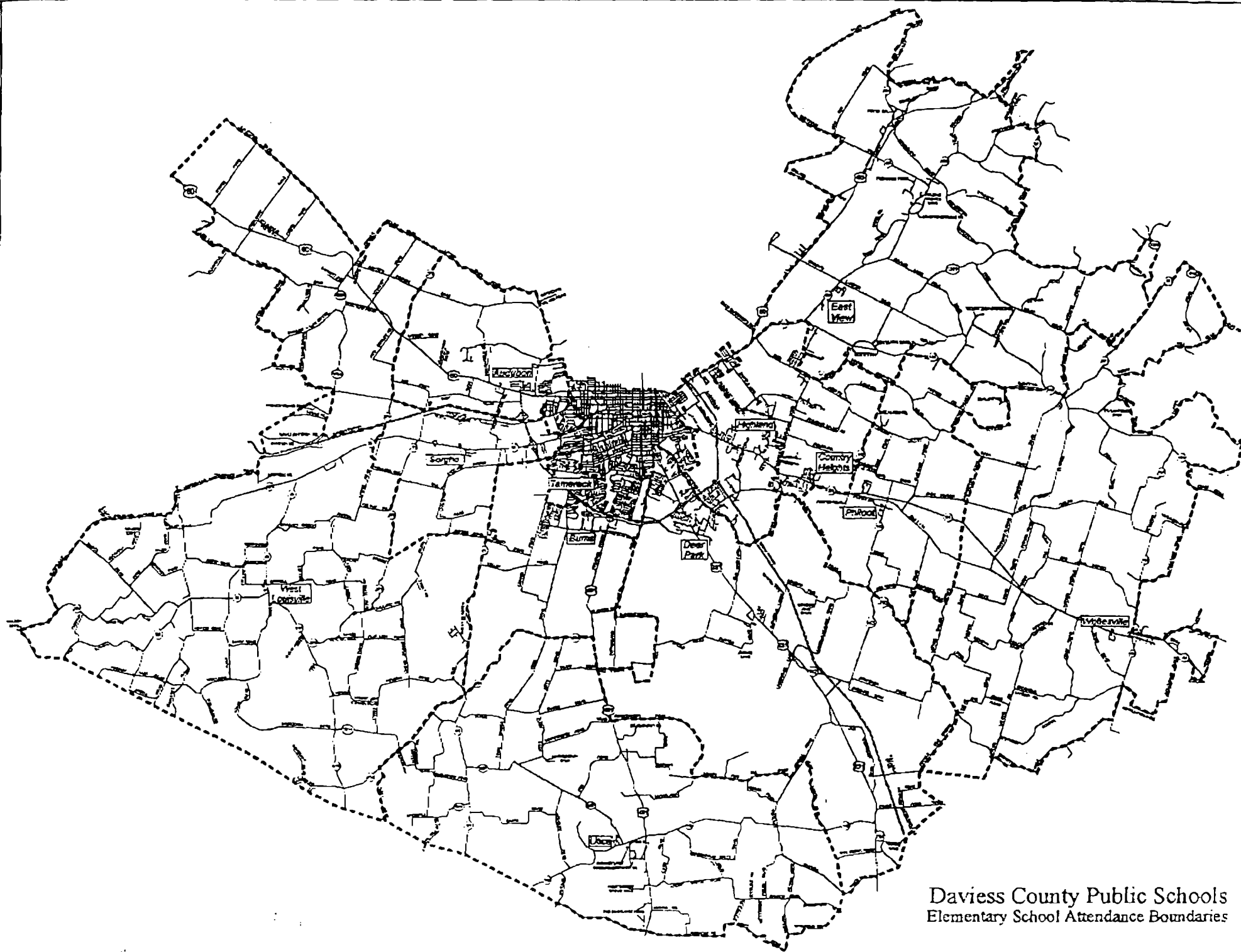
HIGH SCHOOLS

APOLLO HIGH - 2280 Tamarack Rd., about 1 mile west of Frederica Street (Hwy. 431). You'll pass Tamarack School on your way if you come from Frederica Street.

DAVIESS COUNTY HIGH - 4255 New Hartford Rd, on Hwy. 231, just south of the bypass on the east side (Hwy. 231 is Breckenridge St. running north and Triplett St. running south)

ADMINISTRATIVE OFFICE

CENTRAL OFFICE - (Also known as the Board office or administrative office building) Located at 1622 Southeastern Parkway, to the side of Daviess County High school.



Daviess County Public Schools
Elementary School Attendance Boundaries



Daviess County Public Schools

Developing Students Who Will Succeed for Life

1622 Southeastern Parkway
P. O. Box 21510
Owensboro, Kentucky 42304-1510

Stuart Silberman
Superintendent
Phone: (270) 685-3161
Fax: (270) 684-5465

FACSIMILE COVER SHEET

No. of Pages (Including Cover Sheet) Being Transmitted: 2

Date: 4-28-00

Fax Number: 1-202-456-5581

To: Mr. Andrew Rotherham

Message: As per your request

From: Stuart Silberman, Superintendent

Daviess County Public Schools
1622 Southeastern Parkway
P.O. Box 21510
Owensboro, KY 42304-1510

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DAVIESS COUNTY PUBLIC SCHOOLS
Federal Grants Analysis 1999-2000

	<u>DISTRICT</u>	<u>%</u>	<u>AUDUBON</u>	<u>%</u>
Total Budget (Excluding Federal Grants)	\$63,478,940	95.90%	\$ 896,366	83.69%
Federal Grants				
Title I	\$ 955,112	1.44%	\$ 124,585	11.63%
Migrant Education	\$ 500,486	0.76%		
Title 1 Neglected & Delinquent	\$ 28,268	0.04%		
Title VI Innovative Education (In-Hou	\$ 63,056	0.10%		
IDEA Regular (Special Education)	\$ 713,856	1.08%		
IDEA Preschool (Special Education)	\$ 91,455	0.14%	\$ 22,641	2.11%
Vocational Education Basic	\$ 63,965	0.10%		
Tech Prep	\$ 53,015	0.08%		
Community Based Work Transition	\$ 29,925	0.05%		
Jobs For KY Graduates	\$ 12,338	0.02%		
Class Size Reduction	\$ 203,159	0.31%	\$ 27,500	2.57%
Total Federal Grants	<u>\$ 2,714,635</u>	<u>4.10%</u>	<u>\$ 174,726</u>	<u>16.31%</u>
Total Budget	<u>\$66,193,575</u>	<u>100.00%</u>	<u>\$1,071,092</u>	<u>100.00%</u>

ACTIONS TO IMPROVE LOW-PERFORMING SCHOOLS

By the authority vested in me as President by the Constitution and the laws of the United States of America, including the Elementary and Secondary Education Act of 1965, the Department of Education Appropriations Act, 2000 (as amended by Public Law 106-113), and in order to take actions to improve low-performing schools, it is hereby ordered as follows:

Section 1. Policy. Since 1993, this Administration has sought to raise standards for students and to increase accountability in public education while investing more resources in elementary and secondary schools. While much has been accomplished – there has been progress in math and reading achievement, particularly for low-achieving students and students in our highest poverty schools – much more can be done, especially for low-performing schools.

Sec. 2. Technical Assistance and Capacity Building. (a) The Secretary of Education ("Secretary") shall work with State and local educational agencies ("LEAs") to develop and implement a comprehensive strategy for providing technical assistance and other assistance to States and LEAs to strengthen their capacity to improve the performance of schools identified as low performing. This comprehensive strategy shall include a number of steps, such as:

(1) providing States, school districts, and schools receiving funds from the school improvement fund established by Public Law 106-113, as well as other districts and schools identified for school improvement or corrective action under Title I of the ESEA, with access to the latest research and information on best practices, including research on instruction and educator professional development, and with the opportunity to learn from exemplary schools and exemplary State and local intervention strategies and from each other, in order to improve achievement for all students in the low-performing schools;

(2) determining effective ways of providing low-performing schools with access to resources from other Department of Education programs, such as funds from the Comprehensive School Reform Demonstration Program, the Reading Excellence Act, the Eisenhower Professional Development Program, the Class Size Reduction Program, and the 21st Century Community Learning Centers Program, and to make effective use of

these funds and Title I funds;

(3) providing States and LEAs with information on effective strategies to improve the quality of the teaching force, including strategies for recruiting and retaining highly qualified teachers in high-poverty schools, and implementing research-based professional development programs aligned with challenging standards;

(4) helping States and school districts build partnerships with technical assistance providers, including, but not limited to, federally funded laboratories and centers, foundations, businesses, community-based organizations, institutions of higher education, reform model providers, and other organizations that can help local schools improve;

(5) identifying previously low-performing schools that have made significant achievement gains, and States and school districts that have been effective in improving the achievement of all students in low-performing schools, which can serve as models and resources.

(6) providing assistance and information on how to effectively involve parents in the school-improvement process, including effectively involving and informing parents at the beginning of the school year about improvement goals for their school as well as the goals for their own children, and reporting on progress made in achieving these goals;

(7) providing States and LEAs with information on effective approaches to school accountability, including the effectiveness of such strategies as school reconstitution, peer review teams, and financial rewards and incentives;

(8) providing LEAs with information and assistance on the design and implementation of approaches to choice among public schools that create incentives for improvement throughout the local educational agency, especially in the lowest-performing schools, and that maximize the opportunity of students in low-performing schools to attend a higher-performing public school;

(9) exploring the use of well-trained tutors to raise student achievement through initiatives such as "America Reads," "America Counts," and other work-study opportunities to help low-performing schools;

(10) using a full range of strategies for disseminating information about effective

practices, including interactive electronic communications,

(11) working with the Department of Interior, Bureau of Indian Affairs (BIA), to provide technical assistance to BIA-funded low performing schools, and,

(12) other steps that can help improve the quality of teaching and instruction in low-performing schools

(b) The Secretary shall, to the extent permitted by law, take whatever steps the Secretary finds necessary and appropriate to redirect the resources and technical assistance capability of the Department of Education ("Department") to assist States and localities in improving low-performing schools, and to ensure that the dissemination of research to help turn around low-performing schools is a priority of the Department.

Sec. 3. School Improvement Report. To monitor the progress of LEAs and schools in turning around failing schools, including those receiving grants from the School Improvement Fund, the Secretary shall prepare an annual School Improvement Report, to be published in September of each year, beginning in 2000. The report shall: (1) describe trends in the numbers of LEAs and schools identified as needing improvement and subsequent changes in the academic performance of their students; (2) identify best practices and significant research findings that can be used to help turn around low-performing LEAs and schools; and (3) document ongoing efforts as a result of this order and other Federal efforts to assist States and local school districts in intervening in low-performing schools, including improving teacher quality. This report shall be publicly accessible and available.

Sec. 4. Compliance Monitoring System. Consistent with the implementation of the School Improvement Fund, the Secretary shall strengthen the Department's monitoring of ESEA requirements for identifying and turning around low-performing schools, as well as any new requirements established for the School Improvement Fund by Public Law 106-113. The Secretary shall give priority to provisions that have the greatest bearing on identifying and turning around low-performing schools, including sections 1116 and 1117 of the ESEA, and to developing an ongoing, focused, and systematic process for monitoring these provisions. This improved compliance monitoring shall be designed to: (1) ensure that States and LEAs comply with ESEA requirements; (2) assist States and LEAs in implementing effective procedures and

strategies that reflect the best research available, as well as the experience of successful schools, school districts, and States as they address similar objectives and challenges; and (3) assist States, LEAs, and schools in making the most effective use of available federal resources.

Sec. 5. Consultation. The Secretary shall, where appropriate, consult with executive agencies, State and local education officials, educators, community-based groups, and others in carrying out this Executive order.

Sec. 6. Judicial Review. This order is intended only to improve the internal management of the executive branch and is not intended to, and does not create any right or benefit, substantive or procedural, enforceable at law or equity by a party against the United States, its agencies or instrumentalities, its officers or employees, or any other person.

THE WHITE HOUSE,

ACTIONS TO IMPROVE LOW-PERFORMING SCHOOLS

By the authority vested in me as President by the Constitution and the laws of the United States of America, including the Elementary and Secondary Education Act of 1965, the Department of Education Appropriations Act, 2000 (as amended by Public Law 106-113), and in order to take actions to improve low-performing schools, it is hereby ordered as follows:

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Sec. 2. Technical Assistance and Capacity Building. (a) The Secretary of Education ("Secretary") shall work with State and local educational agencies ("LEAs") to develop and implement a comprehensive strategy for providing technical assistance and other assistance to States and LEAs to strengthen their capacity to improve the performance of schools identified as low performing. This comprehensive strategy shall include a number of steps, such as:

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these funds and Title I funds;

(3) providing States and LEAs with information on effective strategies to improve the quality of the teaching force, including strategies for recruiting and retaining highly qualified teachers in high-poverty schools, and implementing research-based professional development programs aligned with challenging standards;

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(7) providing States and LEAs with information on effective approaches to school accountability, including the effectiveness of such strategies as school reconstitution, peer review teams, and financial rewards and incentives;

(8) providing LEAs with information and assistance on the design and implementation of approaches to choice among public schools that create incentives for improvement throughout the local educational agency, especially in the lowest-performing schools, and that maximize the opportunity of students in low-performing schools to attend a higher-performing public school;

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practices, including interactive electronic communications;

(11) working with the Department of Interior, Bureau of Indian Affairs (BIA), to provide technical assistance to BIA-funded low performing schools, and,

(12) other steps that can help improve the quality of teaching and instruction in low-performing schools.

(b) The Secretary shall, to the extent permitted by law, take whatever steps the Secretary finds necessary and appropriate to redirect the resources and technical assistance capability of the Department of Education ("Department") to assist States and localities in improving low-performing schools, and to ensure that the dissemination of research to help turn around low-performing schools is a priority of the Department.

Sec. 3. School Improvement Report. To monitor the progress of LEAs and schools in turning around failing schools, including those receiving grants from the School Improvement Fund, the Secretary shall prepare an annual School Improvement Report, to be published in September of each year, beginning in 2000. The report shall: (1) describe trends in the numbers of LEAs and schools identified as needing improvement and subsequent changes in the academic performance of their students; (2) identify best practices and significant research findings that can be used to help turn around low-performing LEAs and schools; and (3) document ongoing efforts as a result of this order and other Federal efforts to assist States and local school districts in intervening in low-performing schools, including improving teacher quality. This report shall be publicly accessible and available.

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strategies that reflect the best research available, as well as the experience of successful schools, school districts, and States as they address similar objectives and challenges; and (3) assist States, LEAs, and schools in making the most effective use of available federal resources.

Sec. 5. Consultation. The Secretary shall, where appropriate, consult with executive agencies, State and local education officials, educators, community-based groups, and others in carrying out this Executive order.

Sec. 6. Judicial Review. This order is intended only to improve the internal management of the executive branch and is not intended to, and does not create any right or benefit, substantive or procedural, enforceable at law or equity by a party against the United States, its agencies or instrumentalities, its officers or employees, or any other person.

THE WHITE HOUSE,

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THE WHITE HOUSE,

May 2, 2000 FINAL

MEMORANDUM FOR THE SECRETARY OF EDUCATION

Subject: Additional Guidelines for Charter Schools

This Administration has taken landmark steps to help states and localities improve educational opportunities for students by providing much needed resources to reduce class size, improve teacher quality, and expand summer school and after-school programs. Last year, for the first time ever, the Federal Government provided funds to states and localities specifically to intervene in low-performing schools. Our School Improvement Fund will provide \$134 million to states and localities this year to help them turn around low-performing schools. In addition, through the 1994 reauthorization of the Elementary and Secondary Education Act and Goals 2000, states have developed standards and accountability systems to identify schools that are low performing. Already, we are seeing results from this focus on standards-based reform and greater investment including a rise in test scores among our most disadvantaged students. Nonetheless, much work still remains to be done. In too many communities, predominately low-income communities, there is still a shortage of high quality educational options available to students.

One of the most heartening educational trends under this Administration is the extraordinary growth of public charter schools during our time in office. In 1992, when this Administration was voted into office, there was only one charter school in the country, City Academy in St. Paul, Minnesota. Since then, because of strong leadership at the local, state, and federal level, the number of charter schools has exploded and it is now estimated that there are more than 1,700 charter schools nationwide. The Federal Government has invested almost \$400 million in charter schools since 1994 and advocates of charter schools credit this investment for the remarkable growth of charter schools. The Budget that I sent to Congress this year will provide \$175 million for charter schools in FY2001. By 2001, this program will have helped nearly 2,400 charter schools since its inception supporting our goal of creating 3,000 public charter schools by 2002.

Charter schools are a vital engine of school reform because they promote accountability for results, competition, and choice within the public system. Unlike vouchers, which do nothing to increase the number of high quality educational options for students in a community, charter schools allow local community groups, teachers, or parents to open public schools that meet their needs. And, unlike vouchers, charter schools do not drain taxpayer dollars from the public school system and are accountable to the public for results. Because charter schools are truly community-based schools created by local communities to address their own particular needs, it is essential that all institutions in a community understand how they can play a role with regard to charter schools. Every entity that can play a positive role in school reform needs to be

engaged in ensuring that children and parents have high quality public schools and choices among those public schools.

Among the community institutions that can provide important support for the goals of charter schools are local faith-based and business institutions. Both harbor resources that can support the efforts of charter schools to create high-quality, innovative learning environments that serve all children and help them to meet high standards.

Faith-based and community-based organizations play an important role in feeding the hungry, caring for the sick, and educating our children in communities around this nation. Already many faith and community-based organizations partner with government at the federal, state, and local level to help our nation's families. Under this Administration, faith-based organizations have also become eligible to receive federal funds in an array of social programs on the same basis as other community-based organizations, consistent with the constitutional line between church and state. For example, states can use their welfare reform funds to contract with faith-based organizations on the same basis as other non-government providers to provide services such as job preparation, mentoring, childcare, and other services to help families moving from welfare to work. The 1998 Human Services reauthorization similarly allows faith-based organizations to provide services under the Community Services Block Grant to reduce poverty, revitalize low-income communities, and help low-income families become self-sufficient.

Vice President Gore and I support such efforts and believe we can do even more to increase the valuable partnership role religiously-affiliated and community-based organizations can play in addressing some of the most important issues facing our families and communities. The Administration has proposed in its budget to increase the involvement of such organizations to help improve the quality of life in our nation's communities, education, housing, community-development, criminal and juvenile-justice programs, in breaking the cycle of teen pregnancy, and in promoting responsible fatherhood and helping families move from welfare to work. To help support these worthy causes, our budget will provide tax breaks to encourage all Americans to give to charity.

Schools and faith communities should be reaching out to each other, in constitutional ways, to support their common goals for children and families. There are successful partnerships between public schools and faith communities across the nation in after-school programs, school safety, discipline and student literacy. These range from mentoring programs jointly run by schools and interfaith groups to statewide summits on the role of faith-based groups in college preparation. In 1995, we sent every school district in the country the guidebook *Religion in the Public Schools: A Statement of Principles*. Last December, building on those principles I announced a comprehensive set of guidelines to be mailed to every public school in the nation and to leading religious organizations encouraging greater cooperation, within constitutional limits, between public schools and community groups, including faith-based organizations. The guidelines emphasized both the protection of private religious expression in schools and the prohibitions against coerced student participation in religious expression. These guidelines were the culmination of the Administration's four-year effort to forge consensus on the role of religion

in the schools.

Likewise, business institutions have proven themselves to be valuable partners in helping schools and districts better prepare students to develop the skills and knowledge they need to be part of the twenty-first century workforce. Over the last two decades, businesses have played a leadership role at the local, state and national levels in supporting the need for schools reform and advancing the standards-based movement. Although school-business partnership can be little more than a donation, there are many examples across the country of businesses that are working actively with schools to help improve the quality of public education. In these partnerships, businesses are working to help bolster school curricula, train teachers, implement technology effectively, offer mentors and tutors to students, and provide lessons in management and leadership. If this nation's public schools are to offer the kind of high-quality education that prepares students for the world of work and active citizenship, then businesses must play a key role in this process.

Businesses have much to offer the charter movement. Because charter schools are exempt from many regulations governing traditional public schools, they have more freedom to develop innovative educational programs and to partner with business institutions in creative ways. Currently, there are over 100 employer-linked charter schools in operation across the country. These schools vary from those offering very focused career preparation, to those that incorporate modest exposure to jobs, careers, and employers. What they share in common are innovative environments that offer work-based and career-focused educational experiences for students from a wide variety of backgrounds.

But I believe that businesses can do more to work with charter schools to develop stimulating educational environments that prepare our students for the challenges of the workforce in the twenty-first century. I especially believe that employer-linked charter schools offer a new range of possibilities for those students who are not finding success in our more traditional public schools.

Accordingly, because there is still a great deal of confusion about how different entities can be involved in the charter movement, I would like you to work together with the Department of Justice to develop guidelines to be released prior to the 2000-2001 school year to help faith-based and other community-based and business institutions understand the role they can play in the charter school movement. Public charter schools must be non-sectarian and non-discriminatory in their admissions and practices. In addition, as with other public schools, charters schools should not offer opportunities for the commercial exploitation of its students and/or its mission. However, there are numerous ways that faith-based groups and employers can play a positive role in creating and supporting public charter schools, just as other community organizations do. These guidelines would augment the existing guidelines for public charter schools and the guidelines for religious expression in public schools that I released in December.

Increasing the quality of education in this country for disadvantaged students is a national priority but requires the active involvement of every affected community. In economically distressed communities, faith-based organizations and business partners can play critically important roles in providing needed support services and job-focused experiences for students who too often lack either. Ensuring that faith-based and business institutions can play a vigorous role in expanding educational opportunities while respecting the separation of church and state and the limitations on commercial involvement in schools is an important step to providing high quality educational experiences for all children.

THE WHITE HOUSE,

MEMORANDUM FOR THE PRESIDENT

FROM: Jacob J. Lew
Director

SUBJECT: Proposed Memorandum Entitled "Additional Guidelines for Charter Schools"

SUMMARY: This memorandum forwards for your consideration a proposed memorandum that was prepared by the Department of Education. The proposed memorandum would direct the Secretary of Education to develop guidelines to help faith-based organizations participate in charter schools.

BACKGROUND: In 1992, there was only one charter school in the country. Since then, the number of charter schools has increased dramatically and it is now estimated that there are more than 1,700 charter schools nationwide. Charter schools contribute to school reform because they promote accountability for results, competition, and choice within the public system. Charter schools allow local community groups, teachers, or parents to open public schools that meet their needs. Because charter schools are truly community-based schools, every institution that can play a positive role in school reform needs to know how it can be engaged with charter schools.

One kind of community institution that can provide important support for the goals of charter schools is the local faith-based organization. Faith-based organizations already play an important role in feeding the hungry, caring for the sick, and educating our children in communities around this nation. Under this Administration, faith-based organizations are also playing a effective role in helping to boost student learning and school success. There are successful partnerships between public schools and faith communities across the nation in after-school reading programs, school safety, discipline, and student literacy.

However, more can be done to educate faith-based organizations about participating in charter schools. The proposed memorandum, therefore, would direct the Secretary of Education to work together with the Department of Justice to develop guidelines to be released prior to the 2000-2001 school year to help faith-based organizations understand the role they can play in the charter school movement. The guidelines would augment the existing guidelines for public charter schools and the guidelines for religious expression in public schools that were released by the Administration in December 1999.

None of the affected agencies objects to the proposed memorandum.

RECOMMENDATION: I recommend that you sign the proposed memorandum.

Attachments

MEMORANDUM FOR THE DIRECTOR

FROM: Robert G. Damus
General Counsel

SUBJECT: Proposed Memorandum Entitled "Guidelines for Faith-Based
Organizations and Charter Schools"

Purpose: The proposed memorandum would direct the Secretary of Education to develop guidelines to help faith-based organizations participate in charter schools.

Action Forcing Event: The White House Domestic Policy Council requests that you approve the memorandum as soon as possible. It is to be announced by the President this Wednesday May 3, 2000, in Kentucky in connection with the low-performing schools initiative.

Discussion: In 1992, there was only one charter school in the country. Since then, the number of charter schools has increased dramatically and it is now estimated that there are more than 1,700 charter schools nationwide. Charter schools contribute to school reform because they promote accountability for results, competition, and choice within the public system. Charter schools allow local community groups, teachers, or parents to open public schools that meet their needs. Because charter schools are truly community-based schools, every institution that can play a positive role in school reform needs to know how it can be engaged with charter schools.

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However, more can be done to educate faith-based organizations about participating in charter schools. The proposed memorandum, therefore, would direct the Secretary of Education to work together with the Department of Justice to develop guidelines to be released prior to the 2000-2001 school year to help faith-based organizations understand the role they can play in the charter school movement. The guidelines would augment the existing guidelines for public charter schools and the guidelines for religious expression in public schools that were released by the Administration in December 1999.

None of the affected agencies objects to the proposed memorandum.

Views of Affected Agencies and Staff: Externally, the memorandum has been approved by the Departments of State, Defense, the Interior, Justice, Education, White House Domestic Policy Council, White House Counsel's Office, White House Staff Secretary's Office, Presidential Personnel, and the Office of the Vice President. Internally, the memorandum has been approved by Chow, Gotbaum, Katzen, Mathews and me.

Recommendation: Sign the Memorandum for the President and forward it and the proposed memorandum to the President.

Attachments

MEMORANDUM FOR THE FILE

FROM: Mac Reed
Assistant General Counsel

SUBJECT: Proposed Memorandum Entitled "Guidelines for Faith-Based
Organizations and Charter Schools"

The following Executive departments and agencies do not object to the proposed memorandum:

1. Department of StateJ. Norton (647-4463)
2. Department of DefenseS. Brick (703-697-1305)
3. Department of the InteriorB. Peterson (208-5340)
4. Department of JusticeR. Hart (514-2027)
5. Department of EducationP. Riddell (401-8313)
6. White House Domestic Policy CouncilB. Reed (456-6515)
7. White House Counsel's OfficeB. Nolan (456-3632)
8. White House Staff Secretary's OfficeL. Loy (456-2702)
9. Presidential PersonnelB. Nash (456-6676)
10. Office of the Vice PresidentC. Burson (456-6605)

OFFICE OF MANAGEMENT AND BUDGET
ABSTRACT OF CORRESPONDENCE

TO: THE DIRECTOR

FROM: Mac Reed

OUTGOING TO: THE PRESIDENT

SUBJECT: Proposed Memorandum Entitled "Guidelines for Faith-Based Organizations and Charter Schools"

The enclosed memorandum is self-explanatory.

SECRETARIES PLEASE NOTE: When Abstract has been signed off by designated official, please handcarry to next office (if near).

When Director has signed memorandum, please call Mac Reed for pickup. He will ensure entire package is transmitted to Justice prior to submission to the White House as required by Executive Order No. 11030.

Control No. _____

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	PREPARED BY	CLEARED BY	CLEARED BY	CLEARED BY	CLEARED BY	CLEARED BY	CLEARED BY
SURNAME AND DIVISION	REED	UPSHAW	CHOW	DAMUS	GOTBAUM	KATZEN	MATHEWS
INITIALS AND DATE							

	PREPARED BY	CLEARED BY	CLEARED BY	CLEARED BY	CLEARED BY	CLEARED BY	CLEARED BY
SURNAME AND DIVISION							
INITIALS AND DATE							