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COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Anna Richter
OA/Box Number: 18523

FOLDER TITLE:

Leadership [1]

2013-0371-S

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

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12/8 Penalties

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(ELON)
O WHO'S IN THE BEST
POSITION TO CHARGE ROF.
DRECHT?
O HOW TO HAVE TEACHERS
ACCOUNTABLE

UNITAT DO WE WANT OUR KIDS TO
BE LIKE AFTER 12th GRADE?

— HANS FR CHURCH / 24-7 - CPM-6

— CHURCHES DON'T HAVE CHURCHES AND BROTHER

— BROWN FURNITURE

— Don't HAVE TO CHANGE WHAT HAPPENS IN THE
CLASSROOM CAN IN A DEN WORKING

— SIZE OF BENCHES PASSES BACK TO CHURCHES

— TEACHER IN THE CLASSROOM MUST INTERACT

— ON GOING TEACHERS

— PAY FOR PROFESSIONAL ACCOUNT

— FOXA -

— TIME

4/11/93
Carnegie

50 units
IF no
control?

6-2580

Losses
control
strategy

Steve Duggan 11/14/93

- | | | |
|---------|-----------|----------------------|
| 0 Dino | 0 Carol | - B-15 JETS PARTIALS |
| 0 Dino | 0 Rex | |
| 0 Carol | 0 Bos | |
| 0 Roy | 0 Terry | |
| 0 Lee | 0 Jim | |
| 0 Pat | 0 Charles | |
| | 0 Connor | |
| | 0 Dan | |

Return
Admission?
Partnership

→ A vision of dream & mission

→ SHARP VISION →

6 core values
per 4 years

0 + 44 RELIGIOUS CLASS

~~fact~~ 0 National Academy of Principals

0 ACSA Prof. Development

0 Public Opinion the state

0 Learning Process →

0 Moral Improvement

DR. PAUL L. KIMMELMAN
Superintendent of Schools

JORDAN L. BOCK
Business Manager

DR. RICHARD L. BEST
Director of Curriculum

MARIA KALANT, Principal
Henry Winkelman School
1919 Landwehr Road
Glenview, IL 60025-1267
847/729-5650

ROBERT MACHAK, Principal
Field School
2055 Landwehr Road
Northbrook, IL 60062-6488
847/272-6884

BOARD OF EDUCATION

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Board of Education

Cathy - TM
cc: Andy

September 22, 1999

Mr. Bruce Reed, Assistant to the President
Domestic Policy Office
Old Executive Office Building-
The White House
Washington, D.C.

Dear Bruce,

I enjoyed the opportunity to participate in the policy discussion last week. It is always educational for me to listen to diverse points of view from educators around the country.

I thought it would be beneficial for me to summarize what I prepared for our meeting. Unfortunately, there is never enough time and I was concerned that we did not focus on your questions with respect to federal policy.

First, it is my belief that we need to link the work of the various federal agencies and departments in the context of youth and education. I am not suggesting that we reduce the autonomy of the agencies or departments, but when their work addresses an educational issue, it should be linked for end-users regardless of conclusions or recommendations.

Educational research should be given greater emphasis and support. While I recognize that the education community has a variety of viewpoints about research, it should be an accepted fact that all programs that receive continued federal support should be validated by both qualitative and quantitative analysis. The example of my father's cataract surgery should serve as a rationale for continuing to improve programs before we reject them. There may be instances where effective programs are eliminated for inappropriate reasons. Did phonics instruction lose popularity to whole language strategies for this reason? Would a more balanced approach to reading instruction have been better 8-10 years ago as opposed to the widely divided reading camps? Would more research have been useful to make decisions about reading instruction?

I believe all educational work should now be internationally benchmarked when possible. National and state comparisons are useful, and appropriate, but ultimately the work of U.S. students must be equal to or better than the work of the highest achieving students in the world. In the book my colleague Dave Kroeze and I are writing, we reference the fact that the U.S. no longer manufactures televisions or shoes. While these jobs are "assembly-line", the fact is that other economies are growing because the U.S. cannot compete thereby increasing our trade deficit.

There also needs to be more collaboration between school districts to allow for greater use of scarce resources. I am not proposing the elimination of local control, but suggesting that collaborative models work in other countries and have led to successful practices in the First in the World Consortium.

A Community Committed to Quality Education

With respect to trends, I suggest consideration of the following:

1. All students can and should learn- no more excuses – we have debated the obvious long enough
2. Develop challenging, internationally benchmarked, rigorous voluntary standards constructed on valid research that is data-driven
3. Require quality professional development for all teachers and administrators that is on-going through an entire career
4. Consider ways the private sector can become an effective partner in public education
5. Support the National Professional Teaching Standards Board – it is the best alternative available
6. Encourage a national summit/dialogue on the governance of education in the U.S. – the objective is not to increase acrimony, but rather to intellectually review what might improve the governance of American education

Finally, I thought the more critical education issues at this time are, and in no specific order:

1. privatization
2. charter schools
3. vouchers
4. standards
5. assessment
6. professional development
7. teacher/administrator preparation
8. funding
9. diversity
10. learning research and theory
11. facilities
12. government
13. avoiding fads
14. improving research

The task may be daunting, but not focusing on the issues will continue to result in less than world-class performance by American students.

Again, thank you for allowing me to participate in the session. As I indicated to Andy, I remain available to be of assistance.

Sincerely,



Paul L. Kimmelman
Superintendent of Schools

THE WHITE HOUSE
WASHINGTON

October 1, 1999

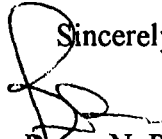
Mr. Paul L. Kimmelman
Superintendent of Schools
West Northfield School District No. 31
3131 Techny Road
Northbrook, IL 60062-5899

Dear Mr. Kimmelman:

Thank you for your letter of September 22 summarizing your suggestions on education issues.

I appreciate your taking the time out of your schedule to participate in our policy discussion and for sharing your ideas with us.

Sincerely,



Bruce N. Reed
Assistant to the President
for Domestic Policy

Paul -

IT WAS GREAT TO MEET YOU!

THANKS SO MUCH -

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facsimile transmittal

Amoy

To:	Anna Richter	Fax:	(202) 456-2878
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From:	Sibyll Carnochan	Fax:	(310) 581-9618
	The Broad Foundation	Ph:	(310) 581-9768

Date:	9/10/99 17:52 PM	Pages:	14, including cover sheet
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RE:	Materials Requested
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Anna –

In a conversation with Eli Broad, Bruce Reed requested that I send my
résumé, a description of a retreat held by The Broad Foundation, and other
materials that describe the foundation. I've attached the materials he
requested. Thank you for passing it along, and please call if there's anything
else I can provide. Otherwise, I look forward to the seeing you all on the 15th.

– Sibyll Carnochan

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SIBYLL CARNOCHAN

505 Pier Avenue, D
Santa Monica, CA 90405

(310) 581-9768
scarnoch@ucla.edu

EDUCATION

- 1995-1999 **UCLA, Graduate School of Education & Information Studies**
Urban Schooling
Ph.D., June, 1999
Dissertation title: "Deregulating High-Poverty Urban Schools: Context, Practice, and Equity"
- 1990-1991 **Harvard University Graduate School of Education**
Administration and Social Policy
Ed.M., June 1991
- 1983-1987 **Wesleyan University**
English Literature
Bachelor of Arts, June 1987

AWARDS & HONORS

- 1998-1999 Spencer Foundation Dissertation Year Fellowship
1995-1998 Spencer Foundation Research Training Group Fellowship, UCLA
1993 Education Policy Fellowship Program, IEL, Washington, DC
1987 Highest Honors for senior thesis, Wesleyan University, CT
1987 Phi Beta Kappa, Wesleyan University, CT

PROFESSIONAL EXPERIENCE

- 1999-present **Consultant, The Broad Foundation**
Los Angeles, CA.
Consultant to Eli Broad, the founder and head of The Broad Foundation, a new foundation that aims to improve K-12 urban school districts through innovations in governance and management.
- 1994-1995 **Legislative Aide, Office of U.S. Representative Nita M. Lowey**
Washington, DC.
Staffed the Congresswoman on education, health, labor, and women's issues for her work on the Labor/HHS/Education Appropriations Subcommittee and as Co-Chair of the Congressional Caucus for Women's Issues. Responsibilities included speech writing; devising legislative agenda and negotiating legislative deals; organizing meetings for women members of Congress; working with officials of the Labor, Health and Human Services, and Education Departments; researching legislative issues; writing briefing papers; responding to advocacy, interest, and constituent groups.

- 1993-1994 **Legislative Associate, Council of Chief State School Officers**
Washington, DC.
Worked in the Governmental Affairs division of the association representing state superintendents of education. Responsibilities included tracking House and Senate education legislation in the 103rd Congress; working with Congressional staff; analyzing federal education legislation, including the Elementary and Secondary Education Act, Goals 2000: Educate America Act, the School-to-Work Opportunities Act, and appropriations bills; briefing and mobilizing state education agency staff to work with congressional delegations; organizing legislative conferences; writing legislative fact sheets.
- 1991-1993 **Program Analyst, Center on Budget and Policy Priorities**
Washington, DC.
Analyzed federal food and nutrition programs for a national research and advocacy organization. Responsibilities included tracking federal legislation and briefing Congressional staff; working with the Executive Branch on regulations and program implementation; providing technical assistance to state and local health agencies; writing and editing newsletter on maternal and child health issues.
- 1988-1989 **Assistant Director, ACCESS: Networking in the Public Interest**
Cambridge, MA.
Helped launch and direct a national nonprofit organization that promotes jobs in the nonprofit sector. Responsibilities included strategic planning; hiring, training, and supervising staff of five; editing, publishing, and marketing a national job-listing periodical; directing events to bring leaders in business, government, and the nonprofit sector together to discuss community and civic service.
- 1987-1988 **Western Regional Director, ACCESS: Networking in the Public Interest**
Berkeley, CA.
Founded and directed the western regional office; consulted with nonprofit organizations, educators, public sector and business leaders to determine job opportunities in the public and nonprofit sectors; marketed and sold job-listing publication throughout California.

RESEARCH EXPERIENCE

- 1997-1998 **Senior Research Associate, UCLA Graduate School of Education**
UCLA Charter School Study.
Qualitative study of charter school reform in ten school districts in the state of California, funded by the Ford Foundation, Annie E. Casey Foundation, and the Spencer Foundation. Research focused on the experiences of district officials and school-level administrators, teachers, and parents in charter school reform. Responsibilities included organizing and conducting the project's research in one of the largest urban school districts in the state -- including scheduling and conducting more than 30 interviews and observations of administrators, teachers, and parents in the district's charter schools.
- 1995-1997 **Research Associate, UCLA Graduate School of Education**
UCLA Charter School Study.
Responsibilities included participating in study's methodological design -- including site-selection and the creation of interview and observation protocols -- organizing interview schedules, and accompanying the study's P.I. on interviews of more than 20 district officials in school districts across the state.

- 1997 Research Associate, UCLA Graduate School of Education
Policy Issues and Prospects Regarding the Potential Breakup of the Los Angeles Unified School District (LAUSD). Dean Ted Mitchell, Director.
Analysis of issues surrounding the proposed breakup of the LAUSD, including employment issues, school finance, access to equal educational opportunity, division of assets and liabilities, and effects on special education. Wrote study's paper on research concerning the effects of school district size.

PUBLICATIONS AND PRESENTATIONS

- Carnochan, S. (Forthcoming). "Reinventing government: What urban districts can learn from charter schools." In A. S. Wells, ed., The multiple meaning of charter school reform. Teachers College Press.
- Wells, A.S., Grutzik, C., Carnochan, S., Slayton, J., Vasudeva, A. (Spring 1999). "The underlying assumptions of charter school reform: The multiple meanings of a movement." Teachers College Record.
- UCLA (1998). "Beyond the rhetoric of charter school reform: A study of ten California school districts." (UCLA Graduate School of Education and Information Studies: Los Angeles, CA). One of nine co-authors.
- Wells, A.S., Carnochan, S., Slayton, J., Vasudeva, A., Allen, R. (1998). "Globalization and educational change." In Hargreaves, A., Lieberman, A., Fullan, M., Hopkins, D., eds., International Handbook of Educational Change. The Netherlands: Kluwer Publications.
- Carnochan, S. (Winter, 1997). "Review of research on school district size," ed. Theodore Mitchell, Policy Issues and Prospects Regarding the Potential Breakup of the Los Angeles Unified School District (Los Angeles: UCLA).
- Carnochan, S. "Reinventing government: Looking at school districts through the charter school lens." (Paper presented at the American Educational Research Association (AERA) conference, San Diego, April 1998).
- Carnochan, S., Vasudeva, A. "Policy approaches to risk: "Risk" in past and present federal legislative initiatives." (Paper presented at the AERA conference, Chicago, March, 1997).
- Wells, A.S., Grutzik, C., Carnochan, S. "The multiple meanings of U.S. charter school reform: Exploring the politics of deregulation." (Paper written for the British Educational Research Association conference, September, 1996).

PROFESSIONAL AFFILIATIONS AND ACTIVITIES

- Associate Editor, Educational Evaluation and Policy Analysis (1996-1997)
Evaluator, U.S. Department of Education charter school grants (1997)
Membership, American Educational Research Association (1995-present) and the Politics of Education Association (1996-present)

THE BROAD FOUNDATION

EXECUTIVE SUMMARY OF EDUCATION RETREAT

MAY 14-16, 1999

2013-0371-S
DETERMINED TO BE AN
ADMINISTRATIVE MARKING
INITIALS: MA DATE: 4/10/13

~~*Confidential*~~

THE BROAD FOUNDATION EXECUTIVE SUMMARY OF EDUCATION RETREAT
MAY 14-16, 1999

RETREAT GOALS

The Broad Foundation hosted a three-day education management retreat in Los Angeles from May 14-16, 1999. The stated goals of the retreat were:

- Explore design options for programs that provide training and/or assistance to superintendents and school districts.
- Make recommendations for the Foundation's involvement in any of the proposed program models.
- Select initial entry points and craft an action plan for the Foundation.
- Discuss how the Foundation could enhance, accelerate or initiate other opportunities for promoting innovation in K-12 education.

PARTICIPANTS

- **Alan Bersin**, Superintendent, San Diego City Schools
- **Nancy Ichinaga**, Principal, Bennet Kew Elementary School (Inglewood, CA)
- **Joe Lucente**, Executive Director, Fenton Avenue Charter School (Pacoima, CA)
- **Theodore Mitchell**, President, Occidental College
- **Joseph Olchefske**, Superintendent, Seattle Public Schools
- **Ron Ottinger**, Board Member, San Diego City Schools
- **William Ouchi**, Professor, The Anderson School at UCLA
- **Nancy Daly Riordan**, Children's Rights Activist (Los Angeles, CA)
- **The Honorable Richard Riordan**, Mayor, City of Los Angeles
- **William Siart**, President, EXED LLC (Los Angeles, CA)
- **Michael Usdan**, Executive Director, Institute for Educational Leadership (Washington, DC)

In addition to those above, the following Foundation staff were present:

- **Eli Broad**, President
- **Edythe Broad**, Trustee
- **Jeffrey Broad**
- **Sibyll Carnochan**
- **Dan Katzir**

The following summary describes the major points covered during the retreat:

I. DESIRED ATTRIBUTES

These attributes should be at the core of any end result expected by the Foundation as it makes decisions about which programs to develop, support and fund.

TOP FIVE DESIRED ATTRIBUTES OF A SUCCESSFUL SUPERINTENDENT

- Is smart and ethical; possesses a strong set of leadership and management skills, including communication, political, entrepreneurship, finance, governance and instruction
- Is a systems thinker
- Is an agent for change
- Has a vision for and focus on instruction/academic achievement
- Has credibility with the public

TOP FIVE CHARACTERISTICS OF A HIGH-PERFORMANCE DISTRICT

- A clear purpose and focus, with an assessment and accountability process connected to instructional/academic outcomes
- A functional governing body, which has a shared long-term vision
- "Balanced" decentralization of operations and instruction
- Broad and deep connections with public
- A dynamic, performance-oriented, respectful organizational culture

II. HIGH LEVERAGE FOUNDATION INITIATIVES

Retreat participants identified seven major initiatives for the Foundation to consider.

A. SHORT-TERM INITIATIVES (1-2 years)

1) FILL URBAN SUPERINTENDENT OPENINGS

Objectives: Get qualified people into open superintendent slots. Become the source that urban boards/communities call when they begin to organize a superintendent search.

EARLY ACTION ITEMS

- Distill lessons learned from Seattle, San Diego, Los Angeles and other areas in order to assist school boards develop a process which allows non-traditional candidates to have a real chance
- Provide interview coaching and due diligence support to candidates
- Identify excellent aspiring educators and non-traditional candidates
- 5-7 day "camp" for candidates and/or those who are elected
- Note: Las Vegas and Pittsburgh are beginning to search now for a new superintendent

OTHER IDEAS

- Non-traditional candidates (not currently in the education field) will likely have to initially be selected from the local vicinity
- Foundation could provide on-going assistance after the selection
- Help Boards of Education transition to supporting a new superintendent
- WWII "90 Day Wonder" model is a possibility

RESOURCES

Executive search firm that produces a minority report/directory (LA - National); current business and education recruiters; Institute for Educational Leadership; Rockefeller "Next Generation" program

2) SUPPORT TO CURRENT INNOVATORS

Objective: Build internal management capacity in districts with non-traditional and/or innovative leadership already in place.

ACTION ITEMS

- Provide transition training -- "language" of public schools, education finance, constituency management, etc.
- Provide opportunities for non-traditional leaders to come together in a network of support
- Align Foundation support with priority district goals; work with district teams to achieve success
- Possible starting points: Seattle, San Diego, Chicago, Boston, Philadelphia; entertain proposals from these superintendents
- Become a repository of best practices that can be shared with and imitated by other districts

RESOURCES

McKinsey & Co., other consulting firms, Panasonic, Community Visions (Pasadena, CA)

3) VISIBILITY CAMPAIGN

Objective: Lead national campaign to feature new models at the district level -- focusing on cities that are starting a superintendent search in the near future or whose current superintendents are innovators (e.g. Seattle, Chicago).

EARLY ACTION ITEMS

- Get opinion leaders (e.g. Harry Handler, Bob Chase, Sandra Feldman) involved with the Foundation early on
- Achieve national presence with talk shows, newspapers, magazines, radio, education writers and editorial boards
- Journalistic case studies of 5-7 districts to get sense of issues and to help marshal the argument in favor of dramatic change; need to lay this type of groundwork

before identifying Foundation personnel or designing organizational structure. Look at John Merrow's current media project (focused on Philadelphia, Seattle, Chicago).

OTHER IDEAS

- Need to have a national agenda but a local focus
- Manhattan Institute approach ("We'll be there when you need us")
- Tie to presidential campaign
- Get out the story about what creates the conditions for changes in districts

RESOURCES

- Outside public relations team (e.g. Hill and Knowlton) or staff person with political skills
- Partnership with organizations such as the National Alliance of Business
- Speakers Bureau: Mayors, business leaders, Education School Deans

3) SCHOOL BOARD ELECTIONS

Objectives: To change the face of urban public school boards by motivating more management-oriented community leaders to stand for election. Support the local community by identifying candidates, plotting campaign strategy, and supporting the new board members.

EARLY ACTION ITEMS

- Analyze top 50 districts and target a smaller number based on particular "readiness" conditions, such as unions and/or business as allies, dates of elections and legislative possibilities (i.e. mayoral appointments)
- Create sense among the public that change can happen. Focus on the business community. Have an explicit media component locally and nationally.
- Provide teams, including board members who have been through the process, to "parachute in" to assist with campaign. Work with local business community to fund and manage the local election process.

OTHER IDEAS

- Host a conference to share lessons that have been learned about winning school board elections.
- Learn from the Conservative agenda (Eagle Forum) and their efforts to win school board seats
- Connect with Opportunity Scholarship list for parents dissatisfied with public school status quo
- Review and/or audit districts to show need for board change; possibly sponsored by the business community
- Create new board member orientation and transition support/training process, including constituency building

RESOURCES

Bersin-Marsteller, Mayor Riordan, Norm Rice (Seattle), Warren Buffet, unions, McKinsey & Co. for the audit, local political consultants, polling experts.

A. MID-/LONG-TERM INITIATIVES**1) "MBA" FOR ASPIRING PRINCIPALS**

Objective: Create a new path to becoming a principal and begin to fill the superintendency pipeline with management-oriented educators.

EARLY ACTION ITEMS

- Recruit and select teachers with management potential and 3+ years of teaching experience
- Approach business school deans at the "Top 20"; Ouchi to gauge interest
- Mitchell to call Atkinson to inquire about changing host for California Principal's Academy to a business school instead of two schools of education.
- Bersin and Olchefske to discuss opportunities in San Diego and Seattle
- Need to understand alternative certification regulations for principals

OTHER IDEAS

- Public or private institution, green-field or current program modification, full-time vs. Executive MBA model
- Masters of Accountancy model; i.e., specialization that isn't marketable as an MBA
- Support district-based principal leadership training
- Offer a money-back guarantee for districts -- if the person works out well, districts will reimburse the Foundation for scholarship
- Consider bringing faculty with education expertise into business schools

RESOURCES

University of Washington, San Diego, UCLA, Occidental, Sloan one-year model

2) SKILL GAP DELIVERY

Objectives: Provide management training and assistance to innovative educators who wish to become urban superintendents. Build the capacity of current senior district leadership and expand the pipeline for more management-oriented future superintendents.

IDEAS

- Determine skill gaps, then Foundation finds the external resources to help the individual fill gaps

- Need to avoid Institute for Educational Leadership "diminishing returns" issue of quality of applicants
- "Runners up" for targeted recruitment effort
- Nomination process to be determined
- Research Rockefeller "Next Generation" Leadership program
- Research international models of training and support
- Consider a technology-based program, e.g. an online program such as Duke's online MBA
- Review, revolutionize and provide support within the system, through districts training and leadership development programs

3) **REVOLUTIONIZE SCHOOLS OF EDUCATION**

Objective: Create new Schools of Education to graduate excellent teachers and education managers. Model on the "existence proof" of Gordon-Howell report.

IDEAS:

- Current model is either major land-grant teacher training colleges (trade schools) or research universities
- Consider the Medical School model (clinical and research combination)
- Change the faculty reward system so field practice is valued
- Decentralize training so that it occurs at the schools
- Research questions that are culled from and have application to the educational field

III. ADDITIONAL OPPORTUNITIES

What can the Foundation do to enhance, accelerate or initiate work in other areas of K-12 public education?

A. CHARTER SCHOOLS

- Leadership/management training for charter school principals
- Fund individual charter schools that have promising management
- Spread the charter philosophy, but apply it for students in all schools; i.e., per-pupil funding
- Support information dissemination and management system
- Support effort to build to critical mass of kids in charter schools (10% of students in a district)
- Change the evaluation process to focus on student achievement

A. OTHER IDEAS

- Foundation awards to districts that embody principles of high performance districts, *a la* the Baldrige Award or Pritzker Prize

- Look at technology in education -- talk to Gates Foundation; Jim Lanich at Los Angeles County Office of Education, who is an expert on personal computers and education; West Virginia model; the Riordan Foundation
- Make teaching a full-time job, raise teacher's salaries (e.g., Japanese model)
- Extend the school year for kids below standard
- Work on the facilities issue/needs, consider working on a creative facilities design process, gathering architects, etc. (e.g., Columbus, Indiana model)
- Rearrange use of classrooms, half-day academic and half-day recreation/day care
- Pay for performance
- Work with the unions (i.e. work with TURN at UCLA) -- give them a grant to continue their networking among progressive local union leaders, develop and expand the TURN agenda
- Work on information and analysis for decision-making at school and district levels

IV. FOUNDATION ORGANIZATIONAL STRUCTURE AND STAFFING

PURPOSE

- Position Foundation as a source of information and action regarding opportunities to change governance and management. Build the Broad brand.
- Gather and share resources (i.e. public relations firms, campaign managers, recruiters). Use advisory groups and consultants to remain flexible and avoid inefficiencies of operating foundations.

STRUCTURE

- Models: holding company, venture capital firm, hub and spokes model.

CANDIDATES

- Profile: smart and mature; national and regional savvy; implementation expert; brand builder; ability to delegate; comfortable with people and power; possesses ability to manage the distinct initiatives
- One possible model would be to have a single leader who is the "Keeper of the Vision", with two staff people -- one to manage the politics/marketing and the other to manage education issues
- Many names were suggested for the Foundation's top post and as advisers to the individual initiatives

DRAFT

THE BROAD FOUNDATION

Situation

The Broad Foundation sees improvement of K-12 public education as critical to the nation's success in the 21st century. With a changing economy that increasingly calls for a high-skilled, high-performing workforce, the nation's system of public education must rise to the challenge of educating more of its students to higher standards, particularly students falling behind in the current system. The history of public education, with the proliferation of numerous reform strategies that have not produced improvements at the necessary scale, suggests that the public system will only meet its 21st-century challenge with a radical infusion of a new kind of leadership.

Mission

Through its entrepreneurial grant-making program, The Broad Foundation aims to promote innovation in governance and management in urban school districts, revolutionize educational leadership, and support aggressive, system-wide strategies for improving student achievement in K-12 public education at large.

Program Areas

With the advice of a planning group that includes current superintendents, members of the business community, school principals, representatives of the higher education community, and city leaders, the Broad Foundation is developing a series of initiatives aimed at improving governance and management in urban school districts. While the Foundation's initiatives are still in the formative stage, they are likely to include the following:

- **Support for Innovative Leaders.** The Broad Foundation intends to support current innovators, such as superintendents, school board members, union representatives, and other leaders in the K-12 public education system through rewards for high performance, grants for specific projects, and funding of on-going networking and assistance.
- **Leadership Training.** The Broad Foundation seeks to provide grants for the support and development of training and leadership development programs for aspiring and current innovators.
- **Recruitment.** The Broad Foundation will consider providing assistance to districts interested in securing the next generation of innovative educational leaders.

DRAFT

- **Visibility.** The Broad Foundation intends to engage in public visibility campaigns that showcase the results of system-wide improvements in urban districts.

Target Audiences

The Broad Foundation recognizes that improving student achievement in the nation's urban districts require the hard work and leadership of a number of individuals and constituencies. To that end, the foundation intends to work with the following groups:

- **Superintendents.** The Broad Foundation considers superintendents to be critical to the development and implementation of innovative, aggressive, system-wide strategies to promote student achievement and, therefore, will provide grants to support superintendents committed to such strategies.
- **School Board Members.** The Broad Foundation sees school boards as essential to setting the appropriate governing structures for K-12 educational improvement and, as a result, intends to support training and on-going assistance to change-oriented school board members.
- **Union Leaders.** The Broad Foundation considers union leaders critical to the success of urban districts and intends to support union leaders seeking to transform K-12 unions from "industrial unions" into "craft unions" that attend to issues of quality, improvement, and accountability.
- **Aspiring Leaders.** The Broad Foundation recognizes that there is a shortage in the "pipeline" of people who can assume managerial positions in K-12 education and, therefore, will support innovative training and leadership development programs for promising leaders in K-12 education.
- **Constituencies.** The Broad Foundation acknowledges that public education needs the support of a variety of groups to make the necessary changes and thus seeks to play a role in promoting support among business, political, and community leaders for aggressive, system-wide approaches to improving achievement in urban school districts.



Bruce N. Reed
09/01/99 07:15:04 PM

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To: Andy Rotherham/OPD/EOP@EOP

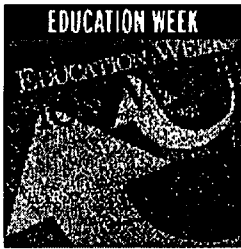
cc:

Subject: Re: school leadership meeting 

This could be really interesting. Before you send out invitations, let's sit down for a few minutes tomorrow or the next day and talk through what you hope to get out of this and what other meetings you want to have.

March 13, 1996

EDUCATION WEEK on the WEB



IN CONTEXT

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SPECIAL REPORT

Turnover in the Superintendency

Susan Moore Johnson

By

When Ramon C. Cortines, the schools chancellor in New York City, resigned under pressure from City Hall last June, people in the schools were dismayed. According to *The New York Times*, a 9th-grade student worried, "What's going to happen to us?" and a teacher complained, "There's been no one to stay the course." Turnover at the top had again disrupted the life and work of a troubled school district that had seen four new chancellors in just seven years.

Though certainly the most publicized case of such upheaval, New York City is by no means unusual. In a recent study of 12 newly appointed superintendents, I found that half of the districts in my sample had experienced repeated turnover in the past decade. Counting both acting and permanent assignments, one school district had named its seventh superintendent in six years; another had appointed five individuals in three years. I had not completed interviews in a third district when the superintendent announced that he was leaving after little more than a year on the job. The district was on the brink of fiscal collapse and no one had warned him. Teachers who heard the news of his premature departure spoke much like their counterparts in New York City. One said, "There was a difference after he had been here a short while. ... There was a feeling of trust. That has now changed, as soon as we learned that he was seeking positions in other places. ... I feel a little bit betrayed."

The financial and organizational costs of such turnover are great. School board members must spend precious dollars meeting the terms of broken contracts and divert their attention from setting policy to finding new leadership. Children, like those in New York, feel confused and abandoned. Principals resent having spent time complying with directives from Downtown, and teachers firmly close their classroom doors, intent on ignoring the next plan for their improvement. The superintendents who failed to deliver higher test scores fast enough for their school boards, or who decided to find "better" jobs before local dissatisfaction set in, find themselves discredited. The pattern of turnover has a domino effect, as a vacancy in one district leads to a resignation in another. With each change come abandoned programs and disillusioned staff members and children. In the end, it seems the only ones to profit are the headhunters.

What explains this repeated pattern by which district after district hails a new superintendent, becomes disenchanted with the results, buys out an unfinished contract, and sets forth once again to find a new superintendent? Repeated turnover is, in large part, the result of a futile search for heroic leaders--those mythic, take-charge, no-nonsense experts who dispel doubt, simplify problems, provide solutions, command respect, ensure compliance, and fix things fast. The promise of dramatic and effective leadership, aptly dubbed "follow me" leadership by Thomas Sergiovanni, is alluring given schooling's many difficulties. It is no surprise that local officials often regard the departure of an ineffective superintendent as the end of bad times while heralding the arrival of a new superintendent as the beginning of a new age.



But the reality necessarily falls short of the promise, and the glow of heroic leadership fades rapidly when the intended followers do not follow. Principals reject sure-fire solutions touted by their new bosses, or teachers continue to teach as they have always taught. Confidence in the new superintendent falters, and the board typically begins an intense performance review. The superintendent, sensing that professional success lies in securing a new position rather than seeing things through, moves on.

Nothing calcifies the routine and ineffective practices of the past more quickly than the unfounded proclamations, unwarranted expectations, or impractical demands of a lone leader. The more often heroic leaders appear on the scene, the more regular and persistent local educators' mantra becomes: "This too shall pass."

The difficulty is that real reform in education requires far more than one heroic leader and many compliant followers can deliver. Signing on to the superintendent's master plan, or endorsing incantations about how all children can learn, is never enough. True change in schooling depends on teachers and principals acting in new ways, creatively, persistently, and with conviction. Children and their communities differ, and this variation requires

educators to respond with programs and teaching strategies that provide both support and challenge for all learners. So-called teacher-proof curricula and five-step lessons seriously underestimate both what students need and what teachers can do. Within the context of districtwide purposes and goals, each teacher and principal must regularly interpret children's needs, initiate change, assess results, and refine or redirect efforts. These are the acts of leaders, not followers.

The relationship between superintendents and their constituents is a collaborative one, not one of command and compliance. Such collaborative leadership exercised in concert by teachers and administrators throughout a district develops over time, not overnight. Teachers do not wait expectantly for a new superintendent to tell them what to do. Rather, they withhold their support until they become convinced that their new superintendents deserve it; in the end they judge some to be worthy, others not. Teachers and principals seek assurance that a new superintendent stands for important values, understands educational issues and practices, will work hard with others, and can be trusted. They want to know that the superintendent will be there with them for the long term.

The University of Toronto educator Michael Fullan contends that fundamental change in a school district takes the consistent and compatible efforts of two successive superintendents working five to seven years each. Brief stints of two or three years seldom leave a mark of improvement. The respondents whom I interviewed would agree that long-term commitment by a superintendent is essential to build the trust needed for change.

In one district where the superintendent mandated many changes early in his administration, constituents questioned his motives for moving so quickly and speculated that he was professionally ambitious. A teacher said, "My concern is that he's going to go to [a larger, urban district] tomorrow. And then what the hell happens here? ... If he walks away now, we're in serious trouble." Convinced that their new superintendent had no long-term commitment to their schools and anticipating that the reforms he initiated might collapse upon his departure, teachers and principals were reluctant to devote time and energy to change their practices. The prospect of sudden turnover was a major hindrance to leadership.

If calls for heroic leadership by superintendents are misguided, what kind of leadership should school boards seek? What approach from the central office will engage teachers and principals as collaborators in systemwide school improvement? In my study of new superintendents, those individuals who won broad support for their initiatives began by learning about the district's past and current practices. They did not enter a district with fixed expectations or prefabricated plans, but developed visions for change jointly with others, in response to local definitions of local needs. These superintendents helped members of their communities--from teachers, principals, and custodians to mayors, school board members, and parents--identify their shared interests and common purposes. The superintendents promoted the open exchange of ideas and encouraged others to act in concert rather than at cross-purposes. They furthered purposeful and organized--though not lock-step--approaches to change. They stood for important values both in what they said and what they did. They were realistic about the pace of change, insisting on steady progress rather than instantaneous results. Seldom was their work dramatic; often their individual accomplishments were less visible than others' contributions. While these superintendents gave others credit, they also were there to provide support for those who took risks as they ventured to improve practice. Gradually, such superintendents won the trust of constituents, engaging them in new approaches, encouraging their commitment to lead along with others.

It is important to recognize that the turnover scenario begins during the search process when school boards convince themselves that a superior individual can single-handedly solve their problems. Search committees are often vague--sometimes even secretive--about their needs and expectations. Rather than educating candidates about the district, its professionals, and its children, they expect applicants to divine what is needed and to present prefabricated plans for improving the schools. Instead of doing the hard work of examining candidates' past records for evidence of effective leadership, school boards are too often won over by applicants' unsubstantiated claims or pat proposals.

Prospective superintendents, too, often set themselves up for a subsequent fall. Believing that the school board will not hire a candidate who speaks frankly about the difficulties

ahead, the prospective superintendent simplifies both the problem and the solution of school reform. In some cases, candidates are convinced that their plans are foolproof and aspire to heroic leadership. Usually, though, if they make unrealistic promises, it is because candidates want a chance to do the job. In time, though, people who bought their puffed-up promises are disappointed and judge the new superintendents to be failed leaders.

The alternative, of course, is not to settle for stability at all costs, for stagnancy is no better than repeated turnover. There are surely circumstances when superintendents are not meeting their obligations and must be replaced, but those would be far fewer if school boards searched for collaborative rather than heroic leaders and made more deliberate, informed decisions about the individuals they hire. There are also certainly times when a superintendent has been deliberately misled and leaving may be both justified and necessary. But if prospective superintendents studied job opportunities more fully, learning about the experiences of past administrators and investigating the politics of local communities, such mistakes would be far less common.

Rewriting the turnover scenario is no simple matter. It requires that superintendents and boards take more responsibility for the choices and commitments they make, become realistic about the limits of heroic leadership, and confront the difficulties of educational change. Collaborative leadership takes time and, often, courage. But the payoff for the schools in stability, consistency, and steady progress is great.

Susan Moore Johnson is a professor and academic dean at Harvard University's graduate school of education in Cambridge, Mass. Her book, *Leading to Change: The Challenge of the New Superintendency*, is being published this month by Jossey-Bass.

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Putting New School Leaders To the Test

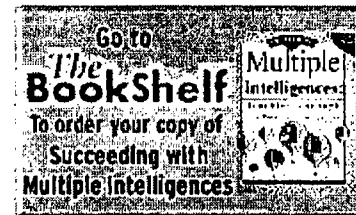
By Joseph Murphy

Nearly every state is working vigorously to set academic standards for students and to devise ways to measure them. And a national board has established rigorous standards for teaching. But these efforts to raise expectations for what 3 million teachers and 52 million students do inside the classroom will fall short unless states and school districts set standards for the school leaders responsible for every classroom: the nation's 80,000 principals.

Principals should be role models in meeting high standards.

A collaboration involving almost half of the states and important professional groups has produced model standards for school leaders and the means to measure them. The standards are anchored in the academic results the public wants from its schools. At least six states have committed to using the new standards to test prospective principals to make sure they have the skills and knowledge they need, and more states are lining up to follow their lead. ("New Exam for Would-Be Principals Provides States a Tool for Licensing", Nov. 5, 1997.)

In much the same way that the National Commission on Teaching & America's Future has moved some states to bolster new teacher assessments, the Interstate School Leaders Licensure Consortium, in cooperation with the National Policy Board for Educational Administration and led by the Council of Chief State School Officers, is urging states to adopt its six standards and has worked with the Educational Testing Service to develop a unique exam that adds accountability.

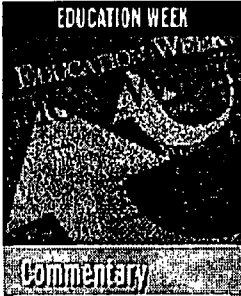


Research and common sense say that good teachers do not work in isolation and that poor teachers need to be identified and helped. What principals do to help create a shared vision and promote it across their schools, to guide good instruction, to manage effectively, to discipline fairly, and to reach out beyond the campus governs success in every classroom.

Over the past 20 years, researchers have built a compelling body of evidence that links successful schools and effective principals. To start, the most effective principals help their schools craft more definite academic goals and use those goals in planning. They are more likely to handle discipline issues with consistent responses. They stretch to find resources for their schools, and direct them toward goals.

More important, the most effective school leaders take an active part in

Murphy



Read our story, "New Exam for Would-Be Principals Provides States a Tool for Licensing," Nov. 5, 1997.

the educational life of the school and help teachers sharpen their academic mission. They monitor academic results, report test scores back to teachers quickly, and craft policies that maximize students' opportunity to learn.

As the research findings have mounted, the description of principals as the "instructional leaders" in their schools has become commonplace. But principals and teachers in many schools say those are only catchy buzzwords, far from an accurate depiction of a principal's duties.

Paradoxically, while the public and principals themselves acknowledge the need for their leadership in teaching and learning, few principals report devoting substantial time and attention to that end, and few teachers see their principals as educational leaders.

The obstacles to principals' exerting educational leadership begin with their own training and licensure as administrators, which push issues of learning and teaching to the margins. Once on the job, principals face a blizzard of small demands, leaving them with few blocks of time for planning, observing, and shepherding change. Districts want principals to manage their buildings first and foremost, and evaluations are frequently based on organization and control. For their part, teachers sometimes want to shut out the world when they shut their classroom doors.

As the research findings have mounted, the description of principals as the "instructional leaders" in their schools has become commonplace.

The disconnection between the principal's preferred role and the form the job usually takes in the real world is particularly troubling given the forces that are reshaping schools. More and more, campuses face the challenge of autonomy over everything from instructional practices to budgets. People outside the school building play larger roles in determining what goes on inside it. The global economy, the electron-quick pace of technological change, and the more diverse face of American society force schools to respond.

Three years ago, under the leadership of the Council of Chief State School Officers, 23 states and the District of Columbia joined with 11 professional organizations to craft model standards for school leaders that recognized the magnitude of principals' responsibilities and the challenges they confront. The Interstate School Leaders Licensure Consortium, or ISLLC, sought to stimulate a national conversation on quality school leadership as well as provide the raw material for improvement.

Central to the consortium's work was the link between a principal and productive schools that get better educational results. The ISLLC standards marry leadership to learning, management with measurement of academic growth, and stewardship to the development of productive learning communities.

Each standard starts identically, to reinforce its connection to student learning. A school administrator is an educator who promotes the success of all students by:

Facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community;

Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth;

Ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment;

Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources; and

Acting with integrity, fairness, and in an ethical manner, and understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

The states and professional groups went further, to describe each standard by outlining knowledge required by it, dispositions that mark it, and performances that demonstrate it. For example, a principal leading a school aimed toward student learning and staff professional growth would know about curriculum, assessment, and motivation; would value lifelong learning and a safe and supportive environment; and would ensure that programs are evaluated and refined and that curriculum decisions are based on research and teachers' expertise.

Five states in the consortium--Illinois, Kentucky, Mississippi, Missouri, and North Carolina--and the District of Columbia have taken the standards an important step forward by creating a state-of-the-art assessment to measure them. The six-hour exam for prospective principals developed by ETS is performance-based; it asks principals to respond to real-life situations. More than 2,500 practitioners had a part in writing and reviewing the assessment, and more than nine out of 10 who have taken the exam said it mirrors life in the principal's office, from the situations posed to the sample documents provided as context. The assessment will be widely available next year.

An entry exam tied to licensure is a practical, cost-effective reform tool for states. Its immediate effect is clear--ensuring that only applicants who possess the knowledge and skills required for the increasingly complex principal's post will be considered.

That leadership, in turn, provides more support for teachers and students to achieve higher standards of their own. From the perspective of scale alone, states may find it desirable to reach out to their principals as a necessary foundation for moving students and teachers toward standards.

At the same time, the standards for principals and the assessments tied to them provide a benchmark for the improvement of leadership-preparation programs in colleges and universities. The consortium's work was designed with recent guidelines released by the National Council for the Accreditation of Teacher Education in mind.

An exam that asks new principals to prove themselves also creates common ground for them with teachers who face entry tests and students who must pass tests to earn grades and promotion. The principal becomes a role model for meeting high expectations, and can say with authority, "Do as I do."

Beyond an entry-level assessment, a number of states are working together on a process through which principals on the job can demonstrate they meet high standards. Much like the National Board for Professional Teaching Standards' rigorous screening, the process is likely to be based on portfolios of principals' work. The school leaders will be asked to demonstrate their knowledge, disposition, and performance through actual decisions they have made and actions they have taken.

The disconnection between the principal's preferred role and the form the job usually takes is troubling given the forces reshaping schools.

Principals who meet the ISLLC standards will be ready to meet the growing challenges of school leadership: leading collaboratively, enabling teachers through their support and expertise, allocating resources to reach goals, providing information to guide decisions, and extending the boundaries of the school community.

The public wants more from its schools. Research helps show us how to get it--with high standards, cooperative and dedicated staffs, and committed parents. Principals have the responsibility of bringing those pieces together. It is time to ensure they can be educational leaders in more than description.

Joseph Murphy is a professor of educational leadership at Vanderbilt University in Nashville, Tenn., and the chairman of the Interstate School Leaders Licensure Consortium.

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The Changing Landscape of Education Governance -- Executive Summary

Governing America's Schools

The Changing Landscape of Education Governance

Executive Summary

Many policymakers, educators and parents are deeply concerned about the performance of the nation's public schools. They cite subpar test scores, unruly student behavior and dilapidated school buildings as evidence that public schools are failing. Although some people question the extent of this failure, there is general agreement that public schools must improve. The question is how.

In response to this question, some are advocating changes in public education governance - that is, a fundamental change in the institutions and individuals who make decisions about a state's or school district's education policies. In fact, a number of states and districts in this country have implemented education governance changes over the past decade, as have a number of countries throughout the world. Advocates believe such changes will improve the delivery of a child's education, and thus increase his or her level of achievement and chances of success in life.

The Traditional Approach

In the United States, the centralized model typical of bureaucratic organization has been the predominant mode of public education governance for most of the 1900s. The centralized bureaucratic model serves several important functions. To cope with a large and diverse clientele, the education bureaucracy tends to standardize delivery and resource allocation, and the more centrally made these decisions, the more equitable the distribution tends to be.

Centralized bureaucracies also tend to equalize differences across local groups. The centralized, bureaucratic model often has the organizational capacity to respond to complex tasks, such as the guidelines for such major federal programs as Title I and special education. Specialized units with knowledgeable staff are created within the bureaucracy to meet detailed programmatic, eligibility and auditing requirements. The "compliance mentality" contributes to organizational stability, but may be incompatible with the demands for flexibility and creativity believed necessary to improve education.

Despite these advantages, the centralized bureaucracy is increasingly criticized for several reasons. One concern is that an "oversized" central bureaucracy is expensive and possibly inefficient. Another concern with centralized governance systems is that they most often emphasize process over results. Consequently, they tend to reward and encourage compliance and to ignore, discourage and even sanction creativity, risk-taking and inventiveness. Compliance behavior, as already mentioned, is important to the stability of the organization, and a valued attribute in any important social institution such as public education. However, stability is often maintained at the expense of flexibility and responsiveness to change. In other words, bureaucracies do not easily reinvent themselves. In fact, a defining characteristic of a bureaucracy is its ability to maintain itself in times of change and chaos.

Decentralized, Consumer-Driven Approaches

The stability of the traditional bureaucratic structure is viewed as a liability by those who support the notion that organizational flexibility, adaptability and creativity are necessary if education is going to properly prepare the next generation for the fast-paced, ever-changing and technologically oriented world that awaits them. In fact, in a number of states and school districts in the United States, new approaches to public education governance are being tried out.

Deregulation. Over the last decade, there has been a movement toward regulatory flexibility that stems from the belief that autonomy is an important spur to school improvement. Based on this belief, many states and districts have removed regulations and mandates that dictate who makes what decisions. Indirectly, these changes allow lower units in the organization - typically, schools - to make decisions, if they choose, in areas previously controlled exclusively by districts and/or the state.

School-based management. Initiatives to substantially shift decisionmaking responsibilities away from school boards, superintendents and central administrative offices to schools are generically referred to as school-based management. The intent of these efforts is to move governance to a level where teaching, learning and meaningful change happen - at the local school site. The belief is that school and student performance will improve by making those closest to the delivery of services - principals, teachers and parents - more independent and more responsible for results.

Open enrollment. Open enrollment policies free parents from traditional residency requirements in student placement decisions, and allow them to select a school suited to their children's particular interests, abilities and learning needs. A major objective of these programs is to diversify and expand the range of educational opportunities, experiences and environments available to students. Another objective is to bring about improvements in the public school systems by forcing schools to compete for students.

Charter schools. One of the more popular methods of legislatively expanding educational opportunities and decentralizing the governance structure is through the creation of charter schools. Charter schools are semi-autonomous schools founded by teachers, parents, community groups or private organizations that operate under a written contract - a charter - spelling out how the school will be organized and managed, what students will be taught and expected to achieve and how success will be measured. Since 1991, 34 states, the District of Columbia and Puerto Rico have enacted charter school legislation. More than 1,000 charter schools are presently operating, and their numbers are likely to grow substantially.

Tax credits, tax deductions and vouchers. Probably the most contentious decentralized, consumer-driven approach is the use of public money in private and parochial schools, usually through a tax credit, tax deduction or voucher. At the present time, the following states and territories have either tax credit, tax deduction or voucher programs: Arizona, Iowa, Minnesota, Wisconsin, Ohio and Puerto Rico. In addition, Vermont and Maine have longstanding variants of a voucher program. Several other states have recently presented legislative proposals to provide tax breaks for K-12 education costs, although these efforts have faltered. Voucher bills also have been regularly offered in many legislatures but have not passed. No state ballot initiative concerning tax credits, tax deductions or vouchers has passed to date.

State Interventions

Counter to this decentralizing tendency or perhaps presaging a new trend, several states are proposing or have adopted a more centralized system for their chronically underperforming districts. State restructuring often involves replacing the existing leadership with state-appointed boards and CEOs. In addition, city governments, specifically the mayor, are often granted more authority in some of these districts.

State Takeovers. Since 1989, 22 states have passed legislation that allows them to take over an academically bankrupt district. At least 10 of these states (and the federal government) have actually "taken over" a low-performing district. In a state takeover, either the state legislature, the state board of education or a federal court charges the state department of education with managing a local district for a certain amount of time. State takeover decisions are made for a variety of reasons, including poor student performance (i.e., low test scores, low attendance rates, high dropout rates and low graduation rates), crumbling infrastructure, fiscal mismanagement, inept administration and corrupt governance. Most state takeovers do not happen without the state department of education thoroughly documenting a school district's problems. In addition, a state takeover is usually the last step in a lengthy process most often prescribed by state policy; that is, a state takeover is almost always preceded by repeated warnings and less severe interventions by the state department of education.

Mayoral Takeovers. A few states have intervened in urban school systems by adopting laws that give control of the school district to the mayor. Examples include Boston, Baltimore, Cleveland and Chicago. In addition, this option is being explored in several states and districts at the present time, including Buffalo, Detroit and Milwaukee.

An International Perspective

The trend toward decentralization is not limited to the United States. Countries around the globe are also experimenting with governance structures that move more of the decisionmaking authority away from state and national entities to those closest to the student. The motivation for much of this activity appears to be the pursuit of increased effectiveness and efficiency spurred by concerns over global economic competitiveness and frustrations over the perceived failures of large, centralized bureaucracies.

Summary

There is a trend in the United States, and in other countries throughout the world, toward the devolution of authority in public education to those more closely involved with students. These decentralizing structures include a variety of deregulation strategies, site-based management, open enrollment initiatives, charter schools and tax credits, tax deductions and vouchers. The goal of many of these initiatives is to promote innovation, allow schools to be more responsive to parents' wishes and students' needs, give teachers and administrators a stronger sense of purpose and responsibility, provide parents and students with expanded educational opportunities and encourage schools to use their resources more efficiently and effectively. An exception to this tendency, however, is found in a number of the nation's largest districts, where states are aggressively intervening to establish central control and authority over systems that are chronically underperforming.

Unfortunately, there is very little research specific to public education on how or to what extent governance affects organizational outcomes, especially student achievement. Instead, research generally focuses on how well schools/districts implement these systems and whether there has been an effect on things such as school climate, teacher or parent attitudes and school decisionmaking.

In fact, the connection between governance and outcomes is unclear. Establishing this connection is confounded by the methodological and conceptual problems inherent in trying to identify causal factors in the complex and very human activity of educating the next generation. The relationship between governance and educational results is unlikely to be either simple or straightforward. Understanding the different contexts in school districts is crucial and reinforces the view that there will be no standard approach to improving educational governance.

Perhaps future evaluations will focus more on the connection between who makes decisions and how the system performs. It is hoped that these studies will acknowledge the complexities of the subject and not simply evaluate the effects of who makes what decisions, but also about what and in what way these decisions are made. With this knowledge, governance in public education may become less a political tool for gaining power and influence and more a policy tool for improving student learning and performance.

Full text of The Changing Landscape of Education Governance is available from the ECS Distribution Center, 707 17th Street, Suite 2700, Denver, CO 80202-3427, 303-299-3652; SI-99-4, January 1999, \$6.50

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Future Trends Affecting Education -- Executive Summary

Governing America's Schools

Future Trends Affecting Education

Executive Summary

Education is not an island; it is affected not only by what is happening in the field but also by what is happening in the rest of society - population changes, technological advances, economic ups and downs, political shifts and social transformations. This paper examines ongoing and emerging trends and explores how these trends may affect education in the United States over the next 20-30 years.

Examining trends allows organizations to anticipate change, rather than react to it. Trends do *not* predict what the future will be, but rather indicate directions of change and bring focus to what the future may look like. Within this paper, trends are grouped into the following areas: education, demographic, technological, economic, political and social.

Long-Term Trends

Futurists have identified dozens of long-term trends that define and constrain the way Americans conceive the future. In a sense, these trends are so pervasive or self-evident as to be invisible, much like water is to fish. What follows are some broad trends likely to affect education, directly or indirectly. Some trends may seem contradictory.

- Increasing dominance of technology in the economy and society — *DECENTRALIZE*
- Expanding education throughout society, throughout lifetimes
- Declining middle class; a widening gap between the "haves" and "have-nots"
- Increasing metropolitanization/suburbanization
- Growth of service-sector employment
- Rise of knowledge industries and knowledge-dependent society
- Increase in corporate conglomerates and mergers
- Increasingly global economy
- Shifts in traditional nuclear family; more single-parent families
- Increasing personal and occupational mobility

Growing demands for accountability in use of public funds

- Increasing concern over privacy
- Increasing privatization of government services.

These long-term trends form the backdrop for current developments and are widely recognized by the general public. In this paper, however, the primary focus is on the key emerging trends in the following areas: education, demographics, technological, economic, political and social.

Education Trends

- Competition among schools for students, educators and funds is increasing.
- Calls for education accountability at all levels are increasing.
- More school districts and states are contracting for education services.
- The demand for education professionals is rising.

Demographic Trends

- "Minority" students are beginning to form the student majority.
- School segregation is increasing.
- Disproportionate numbers of women and children are filling the ranks of the poor.
- The number of senior citizens is growing.

Technological Trends

- Investments in technology infrastructure and equipment for schools are expanding.
- Technology increasingly is being used to change what happens in the classroom or school.

Economic Trends

- Wealth is becoming concentrated in a shrinking elite.
- The unemployment rate does not reveal the extent of employment problems.
- The demand for technically skilled workers is high.

Political Trends

- The call for public accountability is increasing as taxpayers question the spending habits and policies of representative government.
- The federal government is continuing to devolve power.
- Distrust of the federal government is rising.
- Unions are seeking new ways to be effective.
- Term limits on governors and state legislators are growing more common.

Social Trends

- Consumer behavior is becoming driven by a desire to self-differentiate.
- More Americans are espousing the principles of simplicity and community.

- Nonprofit organizations are playing an increasingly important role in providing social services.
- New social ills are revealing the dark side of progress.

Each of the above trends may directly or indirectly affect education. Within this paper, such implications are explored for each of these trends. For example, the following education trend may have implications for education:

Trend #1 -Competition among schools for students, educators and funds is increasing.

Implications:

- Rising competition is likely to complicate planning efforts - such as anticipating student enrollments and staffing requirements - and data collection.
- Student achievement levels may rise and teacher performance may improve as schools jockey for better position in the marketplace.
- A more competitive education environment may attract a higher caliber of professionals to teacher and administrator positions.
- On the other hand, public schools may be stripped of their best students, leaving the poor, disadvantaged and special-needs students behind.

It is hoped that the trends and implications presented in this paper stimulate thinking and discussion about the future of public education governance. It is also desired that such thinking and discussion lead to the development of a variety of effective models of public education governance.

Full text of Future Trends Affecting Education is available from the ECS Distribution Center, 707 17th Street, Suite 2700, Denver, CO 80202-3427, 303-299-3652; SI-99-1, January 1999, \$6.50

COMMENTS

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Effective School Governance Practices -- Executive Summary

Governing America's Schools

Effective School Governance: A Look at Today's Practice and Tomorrow's Promise

Executive Summary

Local school boards have been an integral part of the history of American public education. Across the nation, there are about 15,000 local school boards and 95,000 local school board members, 96% elected by their communities.

These local school boards provide the means by which all segments of each community, including parents, business leaders, civic leaders, taxpayers and other citizens, have a representative voice in how schools will educate their children. School board members, as elected officials, view their accountability and responsiveness to the community in a manner that the local staff or distant state structure simply cannot do. The perspective of the citizen school board member adds a dimension of stewardship to the system that does not occur easily or sustain itself from those who work on a day-to-day basis from within.

In addition, local school boards provide a forum in which individuals and the public are heard, key issues are debated and a governing vote takes place. In principle, school boards provide public credibility, stewardship and direction to local education. The ultimate issue, however, is whether school boards in practice are effective bodies for leading local education improvement.

Certainly, some school boards are not operating effectively. The response to a weak school board, however, should not be to disenfranchise the community by eliminating school boards altogether or transforming them into something other than a community representative body. Rather, the better policy response is to determine ways in which weak school boards, and, indeed, all school boards, can be supported to raise their level of effectiveness.

Historically, local school boards believed their role was not to substitute their own views on matters of pedagogy for those of professional educators. Rather, they perceived their role to be supportive in nature, approving the budget and legal documents, dealing with constituents, receiving reports, campaigning for bond issues and providing "cover" on politically sensitive issues. While those are legitimate functions, the challenges of raising student achievement in the 21st century suggest a more meaningful and dynamic governance role for local school boards in setting education policy - that of providing leadership to school systems as they establish and strive for high levels of student performance.

The National School Boards Association (NSBA) has identified fundamentals of good board operations: *Setting the Vision* - Developing and cultivating a powerful and compelling vision for district efforts is a primary responsibility for today's and tomorrow's school leaders. It encompasses the best in forward thinking, innovative planning and community involvement. As representatives of the community and governors of the school system, school boards are the best catalysts for stimulating the dialogue and obtaining the consensus necessary to shape a dynamic and responsive district vision.

Focusing on Student Learning and Achievement - Simply stated, an effective school board focuses on raising student achievement and learning to higher and higher levels. Its goal is to "add value" to the student-teacher learning experience.

Providing a Structure for Success - Effective school boards establish a management system that results in thoughtful decisionmaking processes and enables all people to help the district achieve its vision and

make the best use of resources. They create an environment that allows the superintendent to function as the district's chief executive officer and as the community's primary education leader.

Advocating for Education - Schools cannot maximize success without public support. Fulfilling the district's vision requires the understanding, involvement and support of the local community, as well as state and federal policymakers. The board of education, because of its close ties to constituents, is uniquely positioned to be the catalyst to gain that support.

Involving the Community - Good governance requires engaging the community in the effort to create conditions in schools, the home and the community that will foster student learning. School boards long have understood that the schools they govern will not have the necessary financial resources to be successful without strong public support.

Accounting for Results - Good governance requires the board to determine whether the district truly is progressing toward accomplishment of its vision. That progress (or lack thereof) must be measured and communicated to district constituents. Boards hold themselves and the system publicly accountable by establishing clear objectives and reporting them in quantifiable terms.

Empowering the Staff - Good governance is synonymous with effective decisionmaking. Increasingly, boards are providing more decisionmaking authority and accountability to the building and classroom levels.

Fulfilling the Policymaker's Role - A school board's policies provide ongoing guidance and direction to the school system and create a framework within which the superintendent and staff fulfill their responsibilities with positive direction. As elected bodies, school boards are best able to formulate policies to meet the differing needs of differing communities.

Collaborating With Other Agencies - For a growing number of children, the conditions they face outside the classroom have a dramatic impact on their ability to learn. Too often, services to address children and family needs are fragmented, with each designed to address a specific need or problem. Because schools are responsible for serving all children, and are often the most accessible, appropriate and accountable institutions in children's lives, they have become an integral component in much successful collaboration. School boards are ideally situated to coordinate policies and activities with private institutions responsible for child development, health, welfare and related services.

Committing To Continuous Improvement - Effective boards seek to be up-to-date on key developments in education, including emerging state requirements, research findings and effective practices. They also must know legal, fiscal and other issues pertaining to school district governance, as well as the rules of parliamentary process, ethics and civility in conducting business. Thirteen states have mandatory training requirements for school board members. Many state school boards associations have implemented extensive training programs.

Alternatives to School Boards

In recent years, several proposals have surfaced as alternatives to the traditional local school board. For the most part, these alternatives envision either changing the mechanism for selecting school boards, delimiting the focus of school board activities or eliminating the school board altogether.

One approach, primarily an urban alternative, brings the school system under control of the mayor. The major difficulty with this approach is that education risks becoming just another departmental function in the mayor's office. In addition, under this system, the decisionmaker is not going to be judged solely for the quality of the education system. Without a school board, the school system loses visibility and a strong public advocate.

A second alternative envisions the mayor appointing a board of managers to oversee the school system as a corporate board may do. While this approach could have limited short-term value, as a long-term strategy, the appointment of a nonconstituent-oriented managing board responsible only to the mayor and which does not see itself as accountable to the public, is unlikely to be sustained in a society grounded in direct representative governance.

A third approach involves greater use of site-based councils and charter schools. While both of these approaches have merit, certain qualifications need to be raised - one of which is they should not be implemented to the *exclusion* of school boards. First, there is no reason to believe the governing boards

of school sites or charter schools are likely to be any more effective than school boards. In addition, there is a broader school board role to set standards, oversee and evaluate site performance and provide centralized support and a larger connection with the community.

Most of the alternatives being proposed are at best in the experimental stage. In considering recommendations to implement alternatives, policymakers should make judgments based on broad evidence of sustained success - on the basis of what will work best on an institutional basis, rather than what may be the particular success, interest or issues being addressed by an individual or group of individuals at a given point in time.

What the State Can Do

Ultimately, each local school board must be held accountable for effective school district governance. The focus, decisions and performance of school boards, however, can be positively or negatively influenced by the role and approach that state policymakers take toward them. To ensure local school boards are functioning as effectively as possible, the state, in consultation with school boards, can take the following steps:

Review state laws, policies, regulations, reporting requirements and other mandates to determine the potential for dysfunctional impact, in terms of school boards' use of time, micromanagement and local policymaking.

Recognize that local school boards are a governmental entity, not a special-interest group or stakeholder, and work with them as governance partners to develop strategies for improving American education. Provide the necessary legal authority and financial support for school boards to seek development in various areas of knowledge.

Determine what new powers and accountability local school boards may need to support their focus on student achievement and exercise the various attributes of effective school boards, including the discretion to delegate responsibilities that may be inhibiting the board from achieving effective governance (e.g., personnel decisions, student discipline decisions, decisions to empower (or disempower) local school sites to become more self-directed).

Provide school boards with a broad array of technical assistance options to assist them in solving specific school district problems.

Engage in activities to increase voter participation in school board elections.

Provide newly elected and approved state policymakers with information that outlines the role and functions of local school boards to present the larger view of these governing bodies.

Full text of Effective School Governance Practices: A Look at Today's Practice and Tomorrow's Promise is available from the ECS Distribution Center, 707 17th Street, Suite 2700, Denver, CO 80202-3427, 303-299-3652; SI-99-7, January 1999, \$6.50

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MARCH 3, 1999

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Read the accompanying chart, "Members of the National Commission on Governing America's Schools."

Read our special advertising supplement from the Pew Forum on Education Reform, "Strategies for Fixing Failing Public Schools," Nov. 18, 1998.

Read our Commentary, "But Then What?," March 12, 1997, wherein author Kalman R. Hettelman calls for policy changes to help troubled city schools instead of radical restructuring.

ECS Convenes Group To Explore School Governance

By Robert C. Johnston

A reform-minded, 18-member panel began a 10-month mission last week to study how America's public schools are run and to make suggestions about how best to steer them in the next century.

Sponsored by the Education Commission of the States, the effort is expected to prompt a series of intense discussions on issues such as the role of state, district, and local school officials, and the impact of market forces, such as school choice, in education.

At a time when many states are taking a lead role in school accountability and improvement, the ecs, a Denver-based clearinghouse on school issues, convened the National Commission on Governing America's Schools in Washington last week.

"We are seeing a lot of progress [on school reform]," said Kay McClenny, the vice president of the ECS. "But we are at a point where we need to address tough questions ... and this means bringing up competing issues between adults."

The commission pulls together an eclectic and prominent lineup of state policymakers, school experts, and business officials who are no strangers to school reform and governance issues.

One of the panel's co-chairmen is Democratic Gov. Paul E. Patton of Kentucky, who led recent efforts to revise rather than abolish his state's K-12 assessments, which help determine school-level rewards and sanctions.

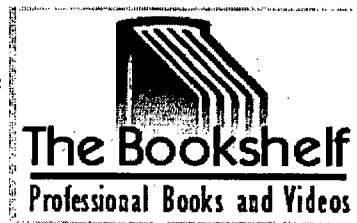
"Governance is now one of the most important areas as we look at improving schools," Mr. Patton said in an interview.

'Best and Brightest'

The other co-chairman is James Renier, the former chairman and chief executive officer of the Honeywell Corp.

And former district superintendents on the commission also bring a mix of perspectives.

Deborah McGriff, a former schools chief in Detroit, is now an executive vice president of the Edison Project, a New York City-based company that runs 51 private and charter schools nationally. Her husband, Howard Fuller, a Marquette University professor and former Milwaukee superintendent, is also on the panel. He supports vouchers and other alternatives to public education and is the director of the Institute for the Transformation of Learning at Marquette.



The lone teacher representative is Adam Urbanski, the president of the Rochester Teachers Association, an American Federation of Teachers affiliate. "I was surprised that I was the only teacher or unionist on the panel, but I am not concerned," he said. "I'm hopeful we will come to the issues with open minds."

Mr. Urbanski said he was open to giving students the choice to pick from local public schools and to allowing greater school autonomy.

"If our schools can be better managed, and private schools offer a way to do that, by all means, let's steal those ideas," he said. "But let's not abandon the public system."

"We have some of the best, brightest, and most diverse minds in this area on the commission," said Thomas J. Jandris, the director of education policy for the ECS. Mr. Jandris is on loan to the ECS from Fox River Learning, where he was the chief executive officer of the Batavia, Ill.-based firm, which develops learning tools.

Asked if there was the potential for some radical thinking, Mr. Jandris replied, "We sure hope so."

Homework Ahead

One of the first tasks for the commission members is to read reports on school governance history and trends that were written at the ECS's request last year to help guide the panel's work. Some of the nation's top education scholars were called upon to help with that part of the project.

Thomas B. Timar, an associate education professor at the University of California, Riverside, wrote a paper on the history of school governance. He said he hopes the group will define leadership roles in school management.

"We have a totally polarized system that is totally dysfunctional," Mr. Timar argued in an interview. "You can't have reform without a center of gravity to hold reform together."

The commission has the potential to do a lot of good, said Michael Resnick, the associate executive director of the National School Boards Association in Alexandria, Va.

"But a lot of time will be wasted if you simply finger-point at the education hierarchy without addressing specific issues," he said.

Some of the writers and researchers will help coordinate subgroups of commission members working on specific themes, such as studying innovations in school governance.

The commission's subgroups will meet again in April. The group will then hold a "town hearing" on its work during the ECS national conference in Denver in July. A final report will be released in November.

Paul T. Hill, the author of the book *Reinventing Public Education* and a research professor at the University of Washington's graduate school of public administration, helped steer the work leading up to last week's

meeting and will work with the commission this year.

Mr. Hill, a strong advocate of giving schools greater latitude in how they are run, said the time is right to study education governance.

"The odds are that we can come up with some pretty good options," he said. "But a lot depends on how far we get into discussion without worrying about turf."

Members of the National Commission On Governing America's Schools:	
Anthony Alvarado , deputy superintendent, San Diego City Unified School District	David Osborne , co-author of <i>Reinventing Government</i>
Lynnwood Battle , Cincinnati school board member	*Gov. Paul E. Patton , Democrat of Kentucky
Thomas Davis , Missouri state board of education member	Neil Peirce , syndicated columnist
Howard Fuller , professor, Marquette University and former Milwaukee superintendent	*James Renier , former chairman and chief executive officer of the Honeywell Corporation
Gov. Frank Keating , Republican, of Oklahoma	Ted Sanders , president, Southern Illinois University
Diana Lam , former superintendent of the San Antonio Independent School District	Lisbeth Schorr , director, Harvard University Project on Effective Interventions
Donald McAdams , Houston school board member	Theodore R.Sizer , chairman, Coalition of Essential Schools
Deborah McGriff , senior vice president of the Edison Project and former Detroit superintendent	Sheree Speakman , president and CEO, Fox River Learning
Luther S. Olsen , Republican assemblyman, Wisconsin	Adam Urbanski , president, Rochester Teachers Association
*Co-chairmen	

On the Web

"Comprehensive School Reform: What ECS Can Offer," from the Education Commission of the States.

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MAY 14, 1997

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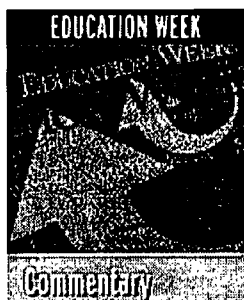
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SPECIAL REPORT



How Contracting Can Transform America's Schools

By Paul T. Hill, Lawrence C. Pierce, and James W. Guthrie

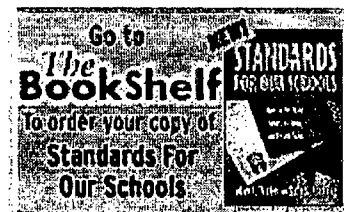
After a decade of efforts to improve public schools incrementally, the initiative for education reform has shifted to outsiders who propose radical measures. Various fundamental reform proposals put forward since the publication in 1989 of *Politics, Markets, and America's Schools* by John Chubb and Terry Moe would replace

regulatory compliance with student-performance standards, make schools' existence and staff members' jobs contingent on performance, give families choices among public schools, and transfer control of public funds from centralized bureaucracies to individual schools. Most of these proposals seriously challenge the defining features of the American public school system that developed after World War II--direct operation of schools by elected school boards, compliance-based accountability, civil service employment for teachers, mandatory assignment of students to schools, and control of funds by central district bureaucracies.

Many reformers believe public education has evolved into a government- and profession-run bureaucracy that takes too little account of family concerns. As Theodore R.Sizer has noted, parents experiencing the blank bureaucratic face of such schools have reason to question whether they are really public at all: They appear profoundly private, controlled by government on behalf of teachers' unions and interest groups that have managed to capture the agendas of school boards and state legislatures.

We propose a new form of governance for public education based on contracting and family choice. Under this plan, all public schools would operate under contracts that define each school's mission, guarantee of public funding, and grounds for accountability. These contracts would have two parties, the local school board and the individual school. A local board would be party to many different contracts, one with each school. Contracts with failing schools or schools that did not attract students could be terminated. New contracts could be offered to groups or organizations that have run successful schools or that propose programs deemed likely to succeed.

Our proposal for contract schools seeks to restore balance between the private and public interests in education. It recognizes the public interest in schooling in ensuring that students learn basic skills, prepare for responsible lives as earners and citizens, and understand basic democratic values. To protect these public interests, our proposal requires



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Read our story, "Proponents of Private Management Weigh Options," Aug. 7, 1996.

"Market-Based Education: The New Game Has Begun," Commentary: Jeffrey D. Padden, Dec. 11, 1996.

We share public education's commitment to equity, but we think schools need greater control of their funds, staffs, and instructional methods than existing public schools now have.

"What May Be Lost Through Privatization,"
 Commentary: Carol Ascher, Robert Berne, and Norm Fruchter, Dec. 11, 1996.

that every school operate under an explicit agreement with a duly authorized local school board. It makes room for the private interest in schooling by allowing families to choose among schools that take different approaches to education. Most important, our proposal creates conditions under which schools can serve both the public and private interests effectively.

We share public education's commitment to equity, but we think schools need greater control of their funds, staffs, and instructional methods than existing public schools now have. As political scientists, we know that any reform proposal must be politically feasible, and that total school autonomy is an illusion: No one who takes the public's funds and educates the public's children should totally escape government oversight. Contracting would give policymakers, parents, and community leaders an option, a way of reforming schools that neither relied entirely on government nor rejected any role for it.

"Education Supply: Will It Create Demand?,"
 Commentary: Bruce S. Cooper and Denis P. Doyle, March 20, 1996.

Contracting would redefine the public school. Any school supported with public funds and operating under a funding and performance agreement with a duly constituted public education board would be, by definition, a public school. Every public school would have such an agreement. Contracting extends the charter school concept, which allows small numbers of schools to gain control of money, staff, and programs, to the entire public school system.

"Districts Tap Private Firms for Support Services," Jan. 24, 1996.

Contract schools would differ from one another, offering different instructional methods and extracurricular activities. Some might even operate at different hours of the day or for different numbers of days each year. Families would be free to choose among local public contract schools. Because their freedom to choose would be bounded by the range of schools available in their locality, parents could petition the local school board to establish a new contract for a type of school that was not locally available, or to reproduce a school that had become so popular that it could admit no more students. The local board could authorize new schools, but it could also decide that a particular type of school was not likely to be effective or could not attract a large enough student body to be financially viable.

Contracting would also redefine a public school board. As the local public education authority, the board would be responsible to contract for a range of school types that meet the diverse needs of the local student population, and to ensure that the community has the mix of schools necessary for all children to receive a high-quality education. The local board would identify the need for particular schools: For example, a district with a new high-technology industry might want to provide a school whose curriculum was built to help students understand and prepare for careers in that industry. The board would then seek an operator for the school, through requests for proposals or by negotiating directly with qualified providers. It would monitor its portfolio of contract schools to determine that all admit students without respect to race or income, that no child is obliged to attend a bad school, and that students attending failing schools are provided with viable alternatives. The board would not operate schools directly as it does now.

Contracting eliminates conflicts among families that have different ideas about how children should learn.

Under a contracting system, the school board would not have to find consensus on a particular school's program. Because families could choose among schools, no private individual would have standing to interfere with a school's operation on grounds that its focus or program was offensive to him or her. Schools would be able to run consistent and coherent programs, free of the need to be all things to all people.

A local board could replace contractors who failed to honor their promises, or force schools to make substantial quality improvements when performance fell below acceptable levels. A board could also maintain quality by "pruning" its portfolio of schools, meaning the lowest-performing schools could be closed and replaced.

School evaluation would have to be based on state or local student-performance standards, establishing requirements for student learning in all schools. The task of applying these standards fairly to all schools, given the inevitable differences in school instructional methods and students' levels of preparation, would be a serious challenge. Contracting makes this challenge unavoidable, but it does not create it: Any governance system seriously concerned with school performance--including the existing one--must solve the problem of how to hold different schools to universal standards.

Schools would hire teachers, either on the open market or from a registry of certified teachers, depending on the terms of their contracts. Salaries would be set by the market, and schools might compete for good staff by providing incentives to prospective teachers, such as a good benefits package or training programs. Teachers could demand higher pay for difficult situations or heavy responsibilities, and schools could offer bonuses for high performance.

New laws would be necessary in many states to authorize school boards to contract out for whole schools and to pay contractors on a per-pupil basis. Many states would also need new collective bargaining laws that allow individual schools to employ teachers and to hire on the basis of fit with the school's mission and instructional approach.

Contracting encourages innovation and diversity in public education. It eliminates conflicts among families that have different ideas about how children should learn: Since public schools can differ and parents can choose, there is no need for parents to contend with one another about the one best model of schooling. It also promotes efficient use of limited public funds, by focusing money and decisions at the school level. Contracting can produce these results without abandoning public education's concern for fairness, equality of opportunity, and progress for the disadvantaged. Though it would create stressful changes in the lives of some administrators and union leaders, it would create new opportunities for parents and teachers alike.

Contracting is not a modest proposal, but it need not be treated as an all-or-nothing proposition. It would take time to make a transition. States might experiment with contracting, by establishing it first in big-city districts where there are few good schools and thousands of students in

desperate need of a more effective alternative. Similarly, cities might try it first as an alternative for neighborhoods where the regular public school system has failed for decades to provide good schools.

Paul T. Hill and Lawrence C. Pierce work at the Institute for Public Policy and Management at the University of Washington in Seattle. James W. Guthrie is the director of the Peabody Center for Education Policy at Vanderbilt University in Nashville, Tenn. This Commentary summarizes a proposal contained in their recent book, *Reinventing Public Education: How Contracting Can Transform America's Schools* (University of Chicago Press, 1997).

On the Web

Can Corporate Management Solve the Challenges Facing America's Public Schools? This National Education Association policy paper says no.

'F' Is for Fizzle: The Faltering School Privatization Movement. Peter Schrag, *The American Prospect*, May-June 1996. This article, posted on the Web by the Electronic Policy Network, charts the rise and fall of the privatization movement.

Risky Business: Private Management of Public Schools. A summary of the 1996 book from the Economic Policy Institute. Among the conclusions: There is so far no genuine competition in the market for educational management; and Education Alternatives Inc., the industry leader, "has failed to establish a reputation for corporate responsibility, to take effective control of the schools under its purview, to produce improvements in educational outcomes (despite the advantage of additional resources), or to demonstrate that it can make money managing public schools."

Hard Lessons: Public Schools And Privatization. This study by Carol Ascher, Norm Fruchter, and Robert Berne of New York University's Institute for Education and Social Policy, examined major current privatization initiatives, both contracting out and vouchers, in Baltimore, Hartford, Milwaukee, Chicago, and Chelsea, Mass., as well as privatization experiments across the country sponsored by the federal government in the 1970s.

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08/24/99 08:46:14 AM

[001]

Record Type: Record

To: Andy Rotherham/OPD/EOP
cc:
Subject: RE: school leadership meeting

*Susan Moore Johnson 4677
495-3401*

Andy, Susan Moore Johnson had a book out on the superintendency last year that was well reviewed. In addition she was a big hit as a DL at our national conference. Johnson's message is that a new less autocratic more connected and intellectual leadership is needed to take schools the next step. She is on faculty at Harvard and Paul thinks highly of her. Joe Murphey is the biggest name in Ed Admin. He was at Vanderbilt when Peabody College was the place in Ed Admin, and then he went to Harvard as Dean I think. He has done considerable research. If you query "Ask Jeeves" you can find his publications.

(b)(6) (b)(6)
We have used him several times over the years and he really likes working with practioners in education, because he comes out of mental health school at Yale. maybe russell Ackoff from the Wharton School at Penn would work better. Ackoff (b)(6) but he would probably be closer to the new Democrats ideologically. He is brilliant, and is a giant in the field of systems engineering. He did a seminar for us 15 years ago where he discussed the changes that were emerging in a short intellectual history that was the best description I ever heard of the changing economy. He worked at Bell Lab when ATT was a monopoly and Bell Lab was the foremost intellectual hot bed in the world. The advantage of brilliant old guys is that their vision of the current world is informed by a knowledge of how we got here.

-----Original Message-----

From: Andy_Rotherham@opd.eop.gov [mailto:Andy_Rotherham@opd.eop.gov]
Sent: Monday, August 23, 1999 5:36 PM
To: Hunter, Bruce
Subject: RE: school leadership meeting

I read a Sarason book not long ago called something to the effect of, "political leadership and educational failure," that was thought provoking. I don't mind inviting folks who are contrarians so long as they're informed- (b)(6)

A concern we have here at the WH is that sometimes we get pretty far down a path before anyone says whoa, and we don't want that to happen here. This is an off-the-record discussion and so dissension is OK. Let's talk more about that, you know I value your opinion on this.

I think highly of Hill, I did some work with him at the DLC and came away very impressed. And, everyone I know who has worked with him has good things to say, all the way back to his OEO days and Alum Rock.

I want Galston there, or someone like him, who understands the new economy and what is happening to our society as a result of technology and the information economy. As you know, I don't buy the argument that schools have been a miserable failure for lo these 50 years and all that crap. But, I do think that there are massive changes afoot in society and schools have to change to keep apace of that. Galston gets that stuff. (b)(6)

(b)(6) He's also pretty honest about school performance, at least with me. He knows that we have a bifurcated system and that these international "averages" and all that are ridiculous. But, we want an honest and engaging discussion, that's why we're doing it on the QT and not as an event or anything like that.

Can you give me contact info on Johnson and Murphy and ideally a couple of articles I could look over. I've read some of Murphy's stuff as I recall but I don't know Johnson. Email me where I can get them, or if you have some handy my fax is 456-5581.

And of course Paul will be invited, I don't want to see you get in trouble! Also, the sup't out in San Diego, is it Burson, will be invited and Tony Alvarado too. Are either of them coming to WeCare? We'll probably invite a few more than we're gonna get. Ideally, we don't want more than 15, it gets to unwieldy.

Andy

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002. email	Personal (Partial) (1 page)	08/23/1999	P6/b(6)

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2013-0371-S

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[002]



"Hunter, Bruce" <BHunter@aasa.org>
08/23/99 04:59:41 PM

Record Type: Record

To: Andy Rotherham/OPD/EOP
cc:
Subject: RE: school leadership meeting

Andy, Dick Elmore is a big name in education reform but Joe Murphey and Susan Moore Johnson have much bigger names in "Leadership". Bill Galston has not written or studied school system or school leadership, but Paul Hill has. In fact one of the best little monographs ever produced on leadership was a thing Paul did for Rand about 10-15 years ago. Seamore (sp?) Sarason is a systems thinker who wrote a view of education from a man from mars (1974) that was very thought provoking. He also wrote "The Predictable Failure of Education Reform" in 1990, which hit the nail right on the head.

(b)(6)

I'm still trying to figure out who is coming and when they will get here. I assume you will want Paul Houston in the meeting too.

-----Original Message-----

From: Andy_Rotherham@opd.eop.gov [mailto:Andy_Rotherham@opd.eop.gov]
Sent: Monday, August 23, 1999 3:20 PM
To: bhunter@aasa.org
Subject: school leadership meeting

Bruce:

We are looking into logistics on this end. Basically, we'd like to do some sort of initiative on school system leadership (and also school system leadership but that's another forum!) and want some ideas about what people think the direction of the profession is and what the best supports we could put in place are. Bruce Reed wants to sit in and some others probably will as well, but we want to listen not lead a discussion. We are deliberately doing this low-key rather than as a POTUS event, because we want ideas from the meeting, not the meeting itself to be the product.

Ideally, the afternoon of the 15th would be kick-ass since your folks are already around. In addition to some of the folks we talked about, I'm also thinking about Paul Hill, Bill Galston, and maybe Sarason (sp?) at Yale, or someone else who writes/thinks about this stuff. Do you have any ideas on that? What do you think of Richard Elmore at Harvard?

Also, I'd like to hear from the private sector, so I'm probably going to

invite Cheryl, and I'd also invite Diane Wolk if Dave is coming, but we're still a bit gender challenged, any ideas there, Paula Butterfield or Joan Kowal in Florida?

When we get actual logistics nailed down, I'll have one of my folks get the addressees from you all, but we'll take care of the invites so you don't get caught in any political by-play. And of course, I want you there, if we get the right mix, it should be a lively and fascinating discussion.

Andy

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