



Content-transfer-encoding: 7BIT
X-MS-Embedded-Report:

This reflects much of what we discussed, and I think moves very much in the right direction. There are still some issues I'm concerned about, or at least want to make sure don't get lost:

1. I'm pretty sure the back of the envelope math we did in Bruce's office did not account for the \$1 million per grant in development costs, though the paper still includes them. Are we sure our numbers add up, particularly at the lower 50% match?

2. We are vulnerable still on the issue of hiring uncertified teachers; the language about "...working towards certification in three years" is in our current reauthorization proposal and is seen, especially by George Miller (and everyone in the House who voted for his teacher accountability proposals) and independently by Bill Goodling, as a huge loophole. I don't think we should walk into that battle again, at least not with the same proposal. I would suggest two possible alternatives (and encourage the rest of you to improve upon these modest improvements): (1) shorten the time period for working towards certification from 3 years to 2, and require LEAs to not continue to employ individuals who do not become certified within two years, and (2) provide the initial \$5,000 salary increase only to certified teachers -- that's who we are trying to recruit with these funds.

3. I'm also still very concerned about rewarding teachers who meet advanced standards set by the state, as well as by the National Board. This may seem like a small matter, but in fact it represents a huge and fundamental shift in position for an Administration that has fought hard to support the National Board (including trading \$1 billion or so in higher ed funding/scoring in order to preserve about \$16 million in funding for the Board). Here's why:

-- we've argued in the past that NBPTS literally sets the standard for excellence in teaching -- the highest standards for teaching anywhere in the world. Why would we now want to send a signal of support for standards that are bound to be lower.

-- we are actually on the verge of succeeding with this initiative -- support for the Board is growing; it is bipartisan, and more and more states and districts are rewarding teachers who meet board certification standards. Why start sending a message to states now that we think they should consider developing their own professional standards? The states, and staunch supporters of the Board such as Jim Hunt, will think we are nuts.

-- if teachers come to think that this proposal is for real, what will their incentive be to pursue national board certification if they can get a big salary increase for pursuing less demanding standards?

-- one of the things we've learned over the past seven years is that the success of any part of the standards movement depends heavily on maintaining consensus around, and confidence in, those who are setting standards and the process they use. Part of our leadership job is helping to maintain and

strengthen that consensus, because once it begins to crack, it can fall apart easily. So symbolic moves, particularly on the part of the Administration in this area, will be watched very carefully and almost certainly over interrupted. For this President in particular to shift his message on this issue now will be seen as a significant move.

-- This is all the more important because the rest of us in the Administration, faced with considerable pressure, have been willing to trade away the idea of national standards for students, in order to keep the standards movement overall moving forward. The only one of us who hasn't really waived from the national standards idea, even when we were clearly losing the battle, is the President. Now, with strong bipartisan support for national teachers standards set by the board, with Bill Goodling and Checker Finn its only real critics, and virtually nobody arguing that this is a job states could or should do on their own -- why on earth do we want the President to open this idea up now?

4. We had talked about having LEA peer review standards and processes reviewed by some independent, outside group, in order to ensure some quality. I think that having the Education Department provide benchmarks and best practices is too much of a retreat from that. At a minimum, our rhetoric should include the idea that benchmarks would be developed by an independent (from the districts and from ED) group. In addition, unless we include some serious, independent review after the district has developed its teacher quality and review standards, we will have a hard time convincing sceptics that this will be a serious effort to raise the bar for teachers, rather than being a more clever effort on the part of the unions to protect poor teachers.

5. We had talked about building in some role for parents in the design of the review process. Where did that go?

One reason for not signalling an openness to state standards in this area is consistency. If we think state standards are ok, why has the President spent so much political capital on, and time talking about, national standards? We've argued that the national board literally sets the standard for excellence in teaching -- the toughest standards anywhere in the world.

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

From: Bethany_Little@opd.eop.gov

To: Bruce_N._Reed@opd.eop.gov; Mike_cohen@ed.gov; Diane_rogers@ed.gov; Barbara_Chow@omb.eop.gov

Cc: Andy_Rotherham@opd.eop.gov; Bridget_Bradley@ed.gov;

Peter_A._Weber@omb.eop.gov; Mary_I._Cassell@omb.eop.gov;

John_B._Buxton@opd.eop.gov; Kendra_L._Brooks@opd.eop.gov

Sent: 1/20/00 6:54 PM

Subject: Peer Review

The attached paper should reflect the changes we discussed today. As before, the only parts that have changed are the "DPC Proposal" and

"Cost"

sections. I have also pasted these sections into the e-mail below. Although the cost is laid out at a 50 percent match, we did cost out both 50 and 75 percent, and both are theoretically feasible. DPC has a preference for 50 percent, but at this point we could avoid including a definitive number in any paper and simply say that we would fund 10-15 districts. If it is necessary to specify in any of the paper that is being produced now, we can come to a final agreement on the match. Please call or page me with any feedback. Thanks again for your help in getting this done!

DPC proposal:

This initiative would award competitive grants to high-poverty school districts to help them ensure that all teachers meet high standards, and help them attract and retain high-quality teachers and principals through better pay and higher standards. In order to receive funding, partnerships involving school districts, local businesses, teacher's unions and parents would take aggressive steps to raise teacher standards including: regular, rigorous peer evaluations of every teacher based on clearly-defined and objective standards; professional development and intensive support to help all teachers and principals succeed; and streamlined but fair systems to improve or remove teachers identified as low-performing by their peer evaluation or otherwise. Participating partnerships would agree on steps to recruit talented, certified All new teachers hired in participating districts must be state certified in the field in which they will teach, or have a bachelor's degree and be working toward full certification within three years. new teachers; evaluate new teachers (including in the subject they will teach, where appropriate); provide mentors for new teachers and principals; reward good teaching; and adopt faster but fair ways to identify, and improve or remove low performing teachers. Participating districts would require regular, rigorous peer evaluations (based on multiple performance indicators and including student achievement as one indicator Benchmarks and best practices would be provided by the Department of Education to guide districts in determining appropriate performance measures in addition to student performance.) of every teacher to provide advice and extra help to all teachers, and identify those few who should be placed into the district's streamlined program to improve or remove

low-performing teachers. All teachers in participating school districts would receive up to a \$5,000 salary increase (in addition to any COLA or other previously established increases) when their district implemented the program, and new teachers recruited to the district would also be eligible for the higher pay level in order to encourage talented teachers to teach in these high-poverty districts. Master teachers, reaching an advanced professional standard defined by their state or who get advanced certification through the National Board for Professional Teaching Standards, could receive an additional salary increase of up to \$5,000.

Teachers should be treated and paid like professionals, and held to high professional standards. No teaching contract or license should provide a lifetime job guarantee, but we must provide all our teachers the intensive support and training needed to succeed.

To ensure both sound policy and political viability, any program funded under this initiative should have the following characteristics:

- ? No teacher should receive less compensation as a result of participating in the program;
- ? Teachers should be involved in the development of performance indicators, evaluation criteria and systems to improve or remove low-performing teachers;
- ? Evaluations should be based on more than a single indicator;
- ? Student performance must be an indicator.

Cost:

Including a substantial independent evaluation component, approximately ten Higher Standards, Higher Pay sites -- including two large districts (approximately 4,000 teachers each), four medium sized districts (approximately 2,000 teachers each) and four small districts -- could be funded adequately for \$50 million in the first year, assuming a 50 percent (or dollar for dollar) local match. The match would be ?open?; meaning it could be provided with LEA dollars, state dollars or dollars raised from the private sector, however salary increases would have to be added to the current district salary schedule, and could not replace COLA or other negotiated increases. This estimate also assumes an average of \$1 million per site to invest in developing a good peer review system, guaranteed salary increases between \$4,000 and \$5,000 for each participating teacher. An additional \$2 million is set aside for national activities for technical assistance and to conduct rigorous evaluation of programs.

(See attached file: peer review.doc)
<<Lotus Manuscript 1.0>>

DRAFT

Higher Standards, Higher Pay

Background:

Despite considerable attention to the issue of teacher quality, teacher pay still remains far below other professions, with the national average starting salary only approximately \$25,000, average teacher salary overall only approximately \$38,000, and the average maximum teacher salary in any state only about \$51,000. After adjusting for inflation, the 1997-98 average teacher salary of \$39,347 is just \$1,924 more than the average salary recorded in 1972—a real increase of only about \$75 per year.

During the DPC's discussions with local school officials this fall, the issue of teacher salary structure was raised on two fronts. First, local officials complained that because teacher pay was not competitive, particularly in high need areas such as math and science, they were having trouble attracting qualified candidates. Second, local officials pointed out that because teacher compensation systems are so rigid and based on input measures rather than output measures, they are likely to hurt motivation and incentive to perform in the long run. They also highlighted the problems that they have dismissing poor performing teachers and acknowledged that often they simply assign these teachers where they can do the least damage rather than attempting to get them out of the school district.

In addition, the Vice President and others have called for developing more equitable and expeditious ways to improve teacher quality, reward good teachers and get low-performing teachers out of the classroom. Specifically, in his May 16th speech at Graceland College, the Vice President called for rewards for good teaching, testing for new teachers, and teacher evaluations by experienced peers and administrators every 5 years, along with faster but fair ways to identify, improve, and when necessary remove low performing teachers.

California Governor Gray Davis and New York Governor George Pataki recently unveiled agendas heavy on education and focused on teacher recruitment in their State of the State addresses. Pataki proposed attracting teachers by covering the tuition costs for students in New York public colleges who agree to teach for four years in public schools with teacher shortages; to provide tuition assistance to help uncertified teachers achieve certification; and to make it easier to let professionals from other fields teach. In California, Davis proposed providing cash bonuses, scholarships and down payments for houses for teachers who agree to teach in weaker schools. He also proposed granting \$30,000 bonuses to teachers who achieve National Board certification.

This spring, California passed a statewide peer review program that could result in dismissals for low-performing teachers. Boston, Cincinnati, Columbus, Minneapolis, Rochester, and Toledo also have peer review programs in place; however, often these programs focus on professional development rather than tenure issues. Cincinnati is a noteworthy exception and reviews teachers every 5 years and is probably the best example of a successful program.

While teachers' unions remain opposed to merit pay, they are open to the idea of peer evaluations and rewards for effective teaching. One of the main complaints about merit pay schemes is that they are too subjective and based more on relationships with supervisors than performance. The institution of rigorous peer evaluations of multiple measures (including student performance) would be a more acceptable option for many unions, assuming teachers have a voice in the development of the performance indicators. Teacher buy-in is essential for program success.

A second complaint about performance rewards for teaching is that the resources for compensation rarely exist. For example, several New York school districts that experimented with merit pay had to suspend the program after it became fiscally impossible to reward all eligible teachers. A common complaint from teachers about reform efforts is a lack of sustainability. Federal resources for sustained salary increases would mitigate this concern.

DPC proposal:

This initiative would award competitive grants to high-poverty school districts to help them ensure that all teachers meet high standards, and help them attract and retain high-quality teachers and principals through better pay and higher standards. In order to receive funding, partnerships involving school districts, local businesses, teacher's unions and parents would take aggressive steps to raise teacher standards including: regular, rigorous peer evaluations of every teacher based on clearly-defined and objective standards; professional development and intensive support to help all teachers and principals succeed; and streamlined but fair systems to improve or remove teachers identified as low-performing by their peer evaluation or otherwise. Participating partnerships would agree on steps to recruit talented, certified¹ new teachers; evaluate new teachers (including in the subject they will teach, where appropriate); provide mentors for new teachers and principals; reward good teaching; and adopt faster but fair ways to identify, and improve or remove low performing teachers. Participating districts would require regular, rigorous peer evaluations (based on multiple performance indicators and including student achievement as one indicator²) of every teacher to provide advice and extra help to all teachers, and identify those few who should be placed into the district's streamlined program to improve or remove low-performing teachers. All teachers in participating school districts would receive up to a \$5,000 salary increase

¹ All new teachers hired in participating districts must be state certified in the field in which they will teach, or have a bachelor's degree and be working toward full certification within three years.

² Benchmarks and best practices would be provided by the Department of Education to guide districts in determining appropriate performance measures in addition to student performance.

(in addition to any COLA or other previously established increases) when their district implemented the program, and new teachers recruited to the district would also be eligible for the higher pay level in order to encourage talented teachers to teach in these high-poverty districts. Master teachers, reaching an advanced professional standard defined by their state or who get advanced certification through the National Board for Professional Teaching Standards, could receive an additional salary increase of up to \$5,000.

Teachers should be treated and paid like professionals, and held to high professional standards. No teaching contract or license should provide a lifetime job guarantee, but we must provide all our teachers the intensive support and training needed to succeed.

To ensure both sound policy and political viability, any program funded under this initiative should have the following characteristics:

- No teacher should receive less compensation as a result of participating in the program;
- Teachers should be involved in the development of performance indicators, evaluation criteria and systems to improve or remove low-performing teachers;
- Evaluations should be based on more than a single indicator;
- Student performance must be an indicator.

Cost:

Including a substantial independent evaluation component, approximately ten Higher Standards, Higher Pay sites -- including two large districts (approximately 4,000 teachers each), four medium sized districts (approximately 2,000 teachers each) and four small districts -- could be funded adequately for \$50 million in the first year, assuming a 50 percent (or dollar for dollar) local match. The match would be "open"; meaning it could be provided with LEA dollars, state dollars or dollars raised from the private sector, however salary increases would have to be added to the current district salary schedule, and could not replace COLA or other negotiated increases. This estimate also assumes an average of \$1 million per site to invest in developing a good peer review system, guaranteed salary increases between \$4,000 and \$5,000 for each participating teacher. An additional \$2 million is set aside for national activities for technical assistance and to conduct rigorous evaluation of programs.

Table 93.—Selected statistics on enrollment, teachers, graduates, and dropouts in public school districts enrolling more than 15,000 pupils, by state: 1989 and 1996

Name of district, by state	State	Enrollment, fall 1989	Enrollment, fall 1996	Percentage distribution of enrollment, by race, fall 1996						Number of class- room teach- ers, ¹ fall 1996	Pupil/ teacher ratio, fall 1996	Total number of staff, fall 1996	Student/ staff ratio, fall 1996	Percent dropouts from grades 9–12, 1995–96					Number of high school grad- uates, 1995– 96 ²	Number of schools, fall 1996
				White	Minority									Total	Grade 9	Grade 10	Grade 11	Grade 12		
					Total	Black	His- panic	Asian/Pacific Islander	American Indian/Alas- kan Native											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Districts with more than 15,000 students	—	15,893,464	18,397,774	45.3	54.7	26.9	21.4	5.7	0.7	—	—	—	—	—	—	—	—	—	—	25,818
Baldwin County	AL	17,054	21,410	81.3	18.7	17.8	0.5	0.2	0.1	1,327	16.1	2,437	8.8	5.8	6.4	4.5	6.1	6.0	1,040	35
Birmingham City	AL	42,240	41,133	5.9	94.1	93.6	0.2	0.3	0.1	2,497	16.5	4,497	9.1	7.0	8.0	7.3	7.4	3.4	1,693	93
Huntsville City	AL	24,807	23,993	56.1	43.9	39.1	1.4	3.0	0.5	1,678	14.3	3,002	8.0	5.5	6.5	5.3	5.8	3.9	1,348	44
Jefferson County	AL	40,551	41,663	82.4	17.6	16.9	0.3	0.4	0.1	2,589	16.1	4,991	8.3	5.9	4.6	6.4	7.9	4.7	2,477	63
Madison County	AL	13,210	18,905	—	—	—	—	—	—	1,029	18.4	1,962	9.6	5.9	5.8	5.9	7.3	4.7	921	23
Mobile County	AL	67,553	64,833	48.7	51.3	49.2	0.3	1.4	0.4	3,632	17.9	7,000	9.3	6.5	8.7	6.4	5.3	3.5	3,172	88
Montgomery County	AL	35,984	34,746	29.9	70.1	68.3	0.7	1.0	0.1	2,119	16.4	3,892	8.9	5.1	2.1	6.8	7.0	4.9	1,484	56
Shelby County	AL	15,624	18,472	86.2	13.8	12.3	0.5	0.6	0.1	1,088	17.0	2,068	8.9	4.9	3.3	6.7	5.3	4.6	977	28
Tuscaloosa County	AL	14,090	15,372	77.4	22.6	22.0	0.3	0.3	0.1	943	16.3	1,746	8.8	5.4	5.3	5.7	5.8	4.5	869	27
Anchorage	AK	40,924	48,109	67.9	32.1	8.8	4.7	7.4	11.3	2,521	19.1	4,603	10.5	—	—	—	—	—	2,291	87
Fairbanks North Star Borough	AK	13,678	16,339	73.9	26.1	8.6	3.2	3.0	11.3	872	18.7	1,650	9.9	—	—	—	—	—	632	31
Amphitheater Unified	AZ	13,519	15,898	67.9	32.1	3.3	24.4	2.6	1.8	803	19.8	1,647	9.7	—	—	—	—	—	784	18
Cartwright Elementary	AZ	13,952	17,041	32.5	67.5	11.1	53.8	1.1	1.6	835	20.4	1,883	9.0	—	—	—	—	—	—	18
Chandler Unified	AZ	10,510	16,748	60.9	39.1	3.9	31.4	2.2	1.7	809	20.7	1,521	11.0	—	—	—	—	—	507	19
Deer Valley Unified	AZ	15,290	21,680	87.8	12.2	1.8	7.8	2.0	0.6	1,093	19.8	1,950	11.1	—	—	—	—	—	758	22
Gilbert Unified	AZ	9,451	19,877	85.3	14.7	1.9	10.3	2.1	0.5	1,044	19.0	1,897	10.5	—	—	—	—	—	942	21
Kyrene Elementary	AZ	9,281	18,578	80.3	19.7	3.9	9.8	4.9	1.1	969	19.2	1,688	11.0	—	—	—	—	—	—	23
Mesa Unified	AZ	61,324	70,181	74.9	25.1	3.0	17.1	1.8	3.2	3,432	20.4	6,620	10.6	—	—	—	—	—	2,228	76
Paradise Valley Unified	AZ	25,964	33,233	86.4	13.6	1.8	9.0	2.2	0.6	1,605	20.7	2,882	11.5	—	—	—	—	—	1,550	37
Peoria Unified	AZ	19,865	28,182	77.5	22.5	3.4	16.1	2.3	0.7	1,369	20.6	2,433	11.6	—	—	—	—	—	1,333	30
Phoenix Union High	AZ	18,006	21,307	25.3	74.7	12.0	57.2	2.1	3.4	1,110	19.2	2,215	9.6	—	—	—	—	—	2,275	12
Scottsdale Unified	AZ	19,273	25,103	87.4	12.6	1.4	7.8	2.4	0.9	1,318	19.0	2,303	10.9	—	—	—	—	—	1,246	28
Tucson Unified	AZ	55,737	62,867	45.6	54.4	6.4	42.0	2.3	3.7	3,374	18.6	6,779	9.3	—	—	—	—	—	2,594	113
Washington Elementary	AZ	21,875	25,268	73.4	26.6	4.1	18.1	2.3	2.1	1,415	17.9	2,429	10.4	—	—	—	—	—	—	33
Little Rock	AR	26,057	25,006	30.5	69.5	67.0	1.3	1.1	0.1	1,632	15.3	3,042	8.2	6.5	2.6	8.5	8.9	6.4	1,458	48
Pulaski County Special	AR	21,607	20,295	66.0	34.0	32.7	0.7	0.5	0.1	1,195	17.0	2,364	8.6	5.4	4.0	4.8	6.9	6.4	1,021	37
ABC Unified	CA	20,943	21,904	18.2	81.8	10.5	32.0	39.1	0.3	970	22.6	1,769	12.4	1.9	0.7	1.3	1.5	4.3	1,496	30
Alum Rock Union Elementary	CA	15,964	15,887	8.1	91.9	3.3	66.0	21.9	0.7	619	25.6	1,079	14.7	—	—	—	—	—	—	25
Alvord Unified	CA	13,973	16,746	40.5	59.5	7.0	45.7	6.5	0.3	665	25.2	1,112	15.1	2.8	2.8	2.7	2.7	3.1	672	17
Anaheim Elementary	CA	13,984	19,471	16.5	83.5	2.2	74.1	6.8	0.3	770	25.3	1,489	13.1	—	—	—	—	—	—	22
Anaheim Union High	CA	21,394	25,593	33.5	66.5	3.8	45.9	16.2	0.6	976	26.2	1,719	14.9	0.8	1.2	0.6	0.6	0.5	2,661	20
Antelope Valley Union High	CA	9,798	15,366	52.9	47.1	14.7	27.4	4.5	0.6	533	28.8	1,001	15.3	1.1	0.5	1.2	1.8	1.7	2,193	8
Antioch Unified	CA	12,608	16,622	62.2	37.8	8.8	19.7	7.9	1.3	696	23.9	1,172	14.2	0.5	0.1	1.0	0.5	0.4	742	17
Bakersfield City Elementary	CA	23,585	26,854	23.5	76.5	13.6	59.2	2.3	1.3	1,270	21.1	2,489	10.8	—	—	—	—	—	—	37
Baldwin Park Unified	CA	15,675	16,506	4.9	95.1	1.8	84.6	8.3	0.3	600	27.5	1,184	13.9	3.7	4.5	5.0	2.0	2.7	762	21
Cajon Valley Union Elementary	CA	16,443	19,145	68.5	31.5	5.8	21.1	3.3	1.3	880	21.8	1,449	13.2	—	—	—	—	—	—	26
Capistrano Unified	CA	24,846	37,539	75.6	24.4	1.6	16.6	6.0	0.3	1,632	23.0	2,776	13.5	1.5	0.9	1.0	1.7	2.7	1,720	36
Chaffey Union High	CA	12,855	17,296	38.3	61.7	9.8	44.4	6.8	0.7	654	26.4	1,158	14.9	5.0	2.5	3.3	5.8	9.6	2,848	7
Chino Unified	CA	22,127	29,342	48.8	51.2	5.1	37.0	8.9	0.1	1,214	24.2	2,064	14.2	0.5	0.1	0.1	0.0	2.2	1,351	30
Chula Vista Elementary	CA	16,952	19,899	25.4	74.6	5.8	56.7	11.3	0.8	844	23.6	1,508	13.2	—	—	—	—	—	—	33
Clovis Unified	CA	21,299	30,627	64.0	36.0	3.0	18.8	12.8	1.4	1,349	22.7	2,493	12.3	3.3	3.0	3.1	4.0	3.2	1,580	32
Colton Joint Unified	CA	15,342	19,712	24.8	75.2	8.4	62.3	3.9	0.5	820	24.0	1,498	13.2	1.7	1.8	0.7	1.1	3.4	749	25
Compton Unified	CA	26,889	28,839	0.2	99.8	36.4	62.2	1.1	0.1	1,026	28.1	2,322	12.4	8.6	4.0	10.0	10.6	13.9	749	35
Conejo Valley Unified	CA	17,092	18,553	77.1	22.9	1.5	14.1	6.7	0.7	779	23.8	1,337	13.9	1.4	1.0	1.7	1.2	1.8	1,166	27
Corona-Norco Unified	CA	21,660	29,528	48.8	51.2	4.1	41.0	5.5	0.5	1,170	25.2	2,091	14.1	2.8	1.2	1.4	3.5	5.8	1,406	34
Desert Sands Unified	CA	15,241	20,461	36.2	63.8	2.4	59.2	1.8	0.5	811	25.2	1,571	13.0	4.3	2.8	7.5	3.1	3.2	908	23
Downey Unified	CA	14,731	19,100	25.6	74.4	5.0	60.4	8.2	0.8	760	25.1	1,354	14.1	1.3	2.2	1.4	0.8	0.4	1,010	21
East Side Union High	CA	21,566	23,037	18.8	81.2	6.1	39.0	35.2	0.9	1,015	22.7	1,697	13.6	7.9	8.7	6.0	7.8	9.2	4,167	15
Elk Grove Unified	CA	24,390	37,787	42.2	57.8	19.1	15.7	21.6	1.3	1,635	23.1	2,930	12.9	4.0	3.8	3.0	3.3	6.3	1,572	40
Escondido Union Elementary	CA	13,868	17,583	46.7	53.3	2.7	45.9	4.2	0.5	773	22.8	1,346	13.1	—	—	—	—	—	—	19
Fairfield-Suisun Unified	CA	18,892	21,202	46.4	53.6	20.5	17.1	15.2	0.8	926	22.9	1,460	14.5	1.5	0.6	1.7	1.9	1.8	896	26
Fontana Unified	CA	24,521	32,175	21.8	78.2	12.4	62.9	2.5	0.5	1,320	24.4	2,254	14.3	2.3	2.3	2.9	2.4	1.6	1,397	31
Fremont Unified	CA	26,913	30,237	49.6	50.4	5.0	13.6	31.2	0.5	1,233	24.5	1,979	15.3	1.8	1.9	1.8	1.8	1.7	1,603	41

Table 93.—Selected statistics on enrollment, teachers, graduates, and dropouts in public school districts enrolling more than 15,000 pupils, by state: 1989 and 1996—Continued

Name of district, by state	State	Enrollment, fall 1989	Enrollment, fall 1996	Percentage distribution of enrollment, by race, fall 1996						Number of class- room teach- ers, ¹ fall 1996	Pupil/ teacher ratio, fall 1996	Total number of staff, fall 1996	Student/ staff ratio, fall 1996	Percent dropouts from grades 9–12, 1995–96					Number of high school grad- uates, 1995– 96 ²	Number of schools, fall 1996
				White	Minority									Total	Grade 9	Grade 10	Grade 11	Grade 12		
					Total	Black	His- panic	Asian/Pacific Islander	American Indian/Alas- kan Native											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Fresno Unified	CA	67,492	78,470	22.8	77.2	11.1	43.6	21.7	0.8	3,525	22.3	6,639	11.8	7.1	6.7	7.6	7.5	6.3	2,868	90
Garden Grove Unified	CA	36,725	44,661	24.4	75.6	1.3	42.8	31.0	0.3	1,810	24.7	3,514	12.7	1.6	1.5	1.7	1.3	2.0	2,203	63
Glendale Unified	CA	24,280	30,164	58.8	41.2	1.1	23.6	16.3	0.2	1,131	26.7	2,336	12.9	0.4	0.0	0.2	0.6	0.9	1,785	29
Grossmont Union High	CA	18,626	22,202	69.9	30.1	5.9	17.3	5.4	1.4	885	25.1	1,736	12.8	4.0	4.4	4.3	4.2	2.7	3,663	13
Hacienda La Puente Unified	CA	22,779	22,345	10.9	89.1	2.6	66.9	19.2	0.4	892	25.1	1,744	12.8	2.9	2.6	2.2	2.8	4.2	1,241	35
Hayward Unified	CA	18,608	21,693	24.5	75.5	19.7	36.2	18.8	0.7	977	22.2	1,619	13.4	6.5	7.4	6.7	6.5	4.5	830	33
Hemet Unified	CA	11,976	15,500	66.1	33.9	2.6	28.6	2.0	0.8	632	24.5	1,111	13.9	1.9	1.4	2.9	1.4	1.8	700	18
Hesperia Unified	CA	11,814	15,327	61.4	38.6	5.2	31.2	1.5	0.6	618	24.8	1,186	12.9	6.5	5.5	5.7	8.2	8.2	622	16
Inglewood Unified	CA	15,863	16,765	0.6	99.4	43.3	55.2	0.9	0.1	612	27.4	1,086	15.4	4.7	4.9	4.3	4.0	5.8	522	18
Irvine Unified	CA	20,303	22,563	63.3	36.7	3.2	7.3	25.8	0.4	996	22.7	1,735	13.0	0.5	0.8	0.3	0.1	0.8	1,530	31
Jurupa Unified	CA	14,571	17,686	41.2	58.8	5.2	51.4	2.1	0.2	717	24.7	1,285	13.8	3.0	3.9	2.4	2.7	2.8	777	23
Kern Union High	CA	19,391	25,919	48.7	51.3	7.3	40.1	3.0	0.9	962	26.9	1,969	13.2	4.2	1.7	2.4	4.0	12.2	4,514	23
Lodi Unified	CA	23,230	25,662	46.5	53.5	5.8	23.3	23.7	0.8	1,166	22.0	2,172	11.8	4.8	3.4	5.3	5.5	5.4	1,246	35
Long Beach Unified	CA	68,292	83,038	19.9	80.1	20.7	39.0	20.0	0.4	3,613	23.0	7,322	11.3	10.2	6.2	7.5	11.7	17.1	3,178	84
Los Angeles Unified	CA	609,746	667,305	11.0	89.0	14.0	68.0	6.7	0.3	28,492	23.4	53,221	12.5	8.9	8.5	10.2	9.4	6.6	24,646	642
Lynwood Unified	CA	14,612	16,206	0.4	99.6	13.0	85.8	0.8	0.1	599	27.1	1,069	15.2	4.5	4.3	6.4	4.8	1.8	590	12
Madera Unified	CA	13,046	16,015	28.7	71.3	3.7	66.0	1.3	0.2	683	23.5	1,314	12.2	4.9	1.4	3.7	3.7	12.5	672	20
Manteca Unified	CA	13,177	15,841	59.3	40.7	4.4	28.1	6.8	1.4	650	24.4	1,138	13.9	1.6	2.0	2.0	1.1	0.8	676	19
Modesto City Elementary	CA	16,609	18,157	40.7	59.3	4.6	41.5	12.4	0.8	750	24.2	1,337	13.6	—	—	—	—	—	—	27
Montebello Unified	CA	32,362	33,147	3.8	96.2	0.5	90.1	5.5	0.1	1,184	28.0	2,323	14.3	3.4	4.0	3.3	2.0	3.9	1,440	28
Moreno Valley Unified	CA	26,630	31,303	36.9	63.1	22.7	33.6	6.5	0.3	1,299	24.1	2,488	12.6	2.3	2.0	2.4	2.5	2.5	1,477	34
Mt. Diablo Unified	CA	32,534	35,834	67.8	32.2	4.7	15.6	11.4	0.4	1,618	22.1	2,702	13.3	2.7	2.7	1.7	3.3	3.2	1,897	54
Napa Valley Unified	CA	12,978	15,704	68.7	31.3	1.7	25.0	3.5	1.1	719	21.8	1,250	12.6	0.7	0.5	0.5	0.6	1.6	776	30
Newport-Mesa Unified	CA	16,085	19,560	58.8	41.2	1.1	33.4	6.5	0.1	870	22.5	1,554	12.6	1.6	2.0	1.9	1.4	1.1	996	27
Norwalk-La Mirada Unified	CA	18,557	21,600	24.5	75.5	5.0	62.1	8.2	0.3	843	25.6	1,929	11.2	3.7	1.4	1.2	6.0	7.7	981	26
Oakland Unified	CA	50,741	53,462	6.2	93.8	51.7	21.7	19.9	0.5	2,508	21.3	4,618	11.6	9.1	8.9	10.4	8.9	7.1	1,710	93
Oceanside City Unified	CA	16,309	20,247	34.3	65.7	15.1	40.8	8.9	0.8	867	23.3	1,556	13.0	1.9	1.8	2.0	1.7	2.0	691	22
Ontario-Montclair Elementary	CA	20,356	24,196	17.2	82.8	7.9	70.2	4.1	0.5	1,068	22.7	1,930	12.5	—	—	—	—	—	—	31
Orange Unified	CA	24,618	28,294	48.8	51.2	2.1	36.0	12.7	0.3	1,112	25.4	2,108	13.4	2.7	3.6	2.8	2.5	1.8	1,517	37
Pajaro Valley Joint Unified	CA	16,147	18,355	25.1	74.9	0.6	71.4	2.8	0.2	815	22.5	1,622	11.3	3.3	5.4	3.0	2.0	1.0	698	24
Palm Springs Unified	CA	13,302	18,129	37.2	62.8	5.9	52.2	3.6	1.1	749	24.2	1,442	12.6	2.6	3.1	1.9	1.8	3.7	618	21
Palmdale Elementary	CA	11,548	18,631	40.9	59.1	15.4	38.4	4.2	1.0	659	28.3	1,106	16.8	—	—	—	—	—	—	18
Paramount Unified	CA	12,738	15,843	5.5	94.5	15.3	74.8	4.0	0.4	647	24.5	1,236	12.8	7.8	9.6	8.6	6.4	5.2	534	15
Pasadena Unified	CA	21,674	22,490	17.2	82.8	32.9	46.0	3.7	0.1	942	23.9	1,966	11.4	4.6	4.4	5.8	4.3	3.7	986	30
Placentia-Yorba Linda Unified	CA	21,216	24,381	63.5	36.5	2.1	25.1	9.1	0.2	986	24.7	1,689	14.4	1.0	0.6	1.4	1.0	1.0	1,239	29
Pomona Unified	CA	25,990	31,214	9.8	90.2	11.5	70.7	7.9	0.1	1,199	26.0	2,237	14.0	5.0	4.9	5.5	4.6	4.8	1,039	37
Poway Unified	CA	23,402	30,626	72.6	27.4	2.8	7.5	16.6	0.5	1,339	22.9	2,436	12.6	1.0	0.6	0.5	0.8	2.3	1,812	28
Redlands Unified	CA	15,247	17,950	50.7	49.3	7.8	30.3	10.3	0.9	726	24.7	1,226	14.6	2.0	0.4	0.2	1.8	6.2	997	17
Rialto Unified	CA	18,487	24,757	18.1	81.9	27.9	49.8	4.0	0.2	984	25.2	1,881	13.2	3.4	3.8	3.5	3.5	2.3	1,065	24
Riverside Unified	CA	30,258	35,407	45.1	54.9	10.1	39.4	4.8	0.6	1,502	23.6	2,830	12.5	2.6	3.4	2.8	2.1	1.6	1,670	42
Rowland Unified	CA	18,881	18,833	12.2	87.8	6.6	54.5	26.5	0.2	770	24.4	1,450	13.0	2.9	4.6	3.1	2.0	1.0	1,031	22
Sacramento City Unified	CA	48,061	51,240	27.2	72.8	21.8	22.8	26.7	1.5	2,064	24.8	4,279	12.0	6.3	6.1	6.5	6.4	6.2	1,861	76
Saddleback Valley Unified	CA	24,156	31,833	72.7	27.3	2.1	14.6	10.3	0.3	1,435	22.2	2,197	14.5	1.9	0.3	1.2	2.4	4.3	1,701	35
San Bernardino City Unified	CA	39,033	46,309	24.8	75.2	19.1	50.0	4.7	1.4	1,931	24.0	3,699	12.5	8.1	9.3	7.8	7.6	5.6	1,670	58
San Diego City Unified	CA	119,314	133,687	29.3	70.7	16.9	34.4	18.7	0.7	6,024	22.2	11,805	11.3	3.1	2.7	2.7	2.8	4.5	5,813	163
San Francisco Unified	CA	61,935	61,174	12.7	87.3	16.8	20.9	48.9	0.7	3,412	17.9	5,567	11.0	2.1	2.8	2.2	1.8	1.2	3,549	112
San Jose Unified	CA	29,005	32,592	31.3	68.7	3.4	48.8	14.6	1.9	1,155	28.2	2,619	12.4	1.7	1.1	2.6	1.5	1.6	1,543	49
San Juan Unified	CA	46,640	47,819	77.4	22.6	5.9	8.6	6.0	2.0	2,199	21.8	4,186	11.4	4.4	1.8	2.8	5.1	8.3	2,767	87
San Ramon Valley Unified	CA	15,851	18,967	81.7	18.3	1.7	4.3	11.7	0.6	813	23.3	1,387	13.7	1.2	0.2	0.3	0.9	3.5	1,208	25
Santa Ana Unified	CA	42,785	52,107	3.6	96.4	1.2	89.9	5.3	0.0	2,082	25.0	4,147	12.6	7.6	8.1	8.5	7.0	5.8	1,781	45
Simi Valley Unified	CA	18,279	18,923	72.9	27.1	1.7	17.4	7.0	1.0	815	23.2	1,461	13.0	2.1	0.0	0.8	4.0	3.4	1,202	27
Stockton City Unified	CA	31,849	35,154	16.6	83.4	13.0	41.3	27.4	1.6	1,532	22.9	3,132	11.2	2.4	1.7	1.5	2.9	4.5	994	41
Sweetwater Union High	CA	27,265	30,772	18.2	81.8	4.9	63.4	12.9	0.6	1,303	23.6	2,376	12.9	4.4	5.1	4.2	3.6	4.7	3,341	19
Torrance Unified	CA	19,125	23,260	49.3	50.7	4.2	15.0	30.9	0.6	978	23.8	1,713	13.6	0.4	0.2	0.7	0.4	0.5	1,521	30
Vallejo City Unified	CA	18,496	19,479	22.6	77.4	34.3	15.1	27.5	0.6	759	25.7	1,437	13.6	3.6	0.5	7.5	3.7	2.6	879	25
Ventura Unified	CA	15,308	16,859	61.2	38.8	2.3	32.3	3.3	1.0	679	24.8	1,293	13.0	4.7	3.7	3.1	4.4	8.9	809	27
Visalia Unified	CA	19,913	24,515	46.8	53.2	1.8	42.2	8.4	0.8	1,099	22.									

Table 93.—Selected statistics on enrollment, teachers, graduates, and dropouts in public school districts enrolling more than 15,000 pupils, by state: 1989 and 1996—Continued

Name of district, by state	State	Enrollment, fall 1989	Enrollment, fall 1996	Percentage distribution of enrollment, by race, fall 1996						Number of class- room teach- ers, fall 1996	Pupil/ teacher ratio, fall 1996	Total number of staff, fall 1996	Student/ staff ratio, fall 1996	Percent dropouts from grades 9-12, 1995-96					Number of high school grad- uates, 1995- 96 ²	Number of schools, fall 1996
				White	Minority									Total	Grade 9	Grade 10	Grade 11	Grade 12		
					Total	Black	His- panic	Asian/Pacific Islander	American Indian/Alas- kan Native											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
West Contra Costa Unified	CA	31,102	32,284	22.5	77.5	35.0	23.7	18.5	0.3	1,412	22.9	2,596	12.4	2.9	3.0	2.9	3.2	2.1	1,600	57
Adams-Arapahoe	CO	25,345	28,492	54.1	45.9	24.1	15.7	5.1	1.0	1,502	19.0	2,920	9.8	—	—	—	—	—	1,177	44
Boulder Valley	CO	21,013	25,648	82.9	17.1	1.7	10.0	4.5	0.9	1,373	18.7	2,603	9.9	—	—	—	—	—	1,361	52
Cherry Creek	CO	28,027	37,128	82.6	17.4	7.0	5.1	4.9	0.4	2,018	18.4	4,001	9.3	—	—	—	—	—	2,101	45
Colorado Springs	CO	29,931	33,175	73.3	26.7	9.5	13.9	2.3	1.1	1,696	19.6	3,162	10.5	—	—	—	—	—	1,648	61
Denver County	CO	58,299	66,331	26.1	73.9	21.3	47.5	3.7	1.4	3,198	20.7	7,117	9.3	—	—	—	—	—	2,363	118
Douglas County	CO	12,001	24,495	92.9	7.1	0.9	3.5	2.2	0.5	1,330	18.4	2,491	9.8	—	—	—	—	—	1,055	39
Jefferson County	CO	75,164	86,670	86.0	14.0	1.1	9.3	2.8	0.7	4,134	21.0	9,201	9.4	—	—	—	—	—	4,443	151
Littleton	CO	15,356	16,044	90.7	9.3	1.3	4.9	2.7	0.4	856	18.8	1,615	9.9	—	—	—	—	—	960	25
Mesa County Valley	CO	16,286	19,049	85.9	14.1	0.7	11.7	0.9	0.8	1,039	18.3	1,880	10.1	—	—	—	—	—	1,140	37
Northglenn-Thornton	CO	20,692	25,604	75.2	24.8	1.9	18.4	3.3	1.2	1,291	19.8	2,414	10.6	—	—	—	—	—	1,237	40
Poudre	CO	17,965	21,922	84.8	15.2	1.2	10.4	2.6	1.0	1,101	19.9	2,080	10.5	—	—	—	—	—	1,139	44
Pueblo City	CO	18,403	18,100	44.6	55.4	2.2	50.9	0.7	1.6	931	19.4	1,719	10.5	—	—	—	—	—	994	38
St. Vrain Valley	CO	14,929	17,459	79.3	20.7	0.4	17.5	1.8	1.0	885	19.7	1,673	10.4	—	—	—	—	—	879	33
Bridgeport	CT	19,332	21,884	11.3	88.7	42.1	42.9	3.6	0.1	1,391	15.7	2,533	8.6	7.0	8.3	5.6	6.7	7.0	600	36
Hartford	CT	24,682	23,429	4.6	95.4	42.1	50.7	2.6	0.1	1,712	13.7	2,911	8.0	23.8	33.8	18.0	16.6	15.6	787	36
New Haven	CT	17,689	18,951	12.5	87.5	58.7	26.8	2.0	0.0	1,234	15.4	2,473	7.7	14.9	15.6	18.3	13.2	11.1	643	45
Christina	DE	16,784	20,182	60.7	39.3	32.8	3.8	2.6	0.1	1,171	17.2	2,233	9.0	6.1	6.5	7.0	5.4	4.6	876	30
Red Clay Consolidated	DE	14,372	15,517	54.8	45.2	30.6	11.8	2.7	0.1	884	17.6	1,598	9.7	6.0	5.1	7.8	6.7	4.0	631	26
District of Columbia	DC	81,301	78,648	3.9	96.1	87.3	7.2	1.4	0.1	5,288	14.9	9,318	8.4	—	—	—	—	—	2,696	184
Alachua County	FL	25,495	29,648	57.1	42.9	37.2	3.3	2.2	0.2	1,630	18.2	3,885	7.6	—	—	—	—	—	1,250	44
Bay County	FL	21,002	25,665	81.0	19.0	15.2	1.4	2.1	0.3	1,447	17.7	3,012	8.5	—	—	—	—	—	1,085	34
Brevard County	FL	53,619	66,663	79.8	20.2	14.6	3.7	1.8	0.2	3,711	18.0	7,062	9.4	—	—	—	—	—	2,957	85
Broward County	FL	148,739	218,608	47.4	52.6	35.3	14.4	2.6	0.3	10,341	21.1	20,338	10.7	—	—	—	—	—	8,623	193
Charlotte County	FL	11,831	16,088	87.0	13.0	8.5	3.1	1.2	0.2	826	19.5	1,868	8.6	—	—	—	—	—	810	24
Clay County	FL	20,847	25,940	86.2	13.8	9.0	2.6	2.0	0.2	1,360	19.1	2,588	10.0	—	—	—	—	—	1,183	29
Collier County	FL	19,576	28,177	62.7	37.3	11.2	25.1	0.5	0.5	1,569	18.0	3,416	8.2	—	—	—	—	—	965	41
Dade County	FL	279,420	341,117	13.5	86.5	33.6	51.5	1.3	0.1	17,241	19.8	33,013	10.3	—	—	—	—	—	14,290	322
Duval County	FL	106,961	126,118	53.7	46.3	40.7	2.8	2.6	0.1	6,276	20.1	11,576	10.9	—	—	—	—	—	4,436	155
Escambia County	FL	41,967	45,744	60.4	39.6	35.1	1.2	2.7	0.6	2,470	18.5	5,147	8.9	—	—	—	—	—	2,127	81
Hernando County	FL	11,978	15,859	86.5	13.5	7.7	4.9	0.8	0.1	816	19.4	1,946	8.1	—	—	—	—	—	734	19
Hillsborough County	FL	119,810	147,826	56.0	44.0	24.1	17.6	2.0	0.3	8,735	16.9	17,652	8.4	—	—	—	—	—	5,874	164
Lake County	FL	20,095	26,131	75.3	24.7	17.8	5.8	0.8	0.2	1,366	19.1	2,914	9.0	—	—	—	—	—	1,078	42
Lee County	FL	40,569	52,317	71.1	28.9	15.9	11.7	1.1	0.2	2,883	18.1	5,760	9.1	—	—	—	—	—	2,316	72
Leon County	FL	26,211	31,560	58.2	41.8	38.6	1.6	1.5	0.1	1,810	17.4	4,219	7.5	—	—	—	—	—	1,370	47
Manatee County	FL	25,384	32,794	69.6	30.4	18.1	11.4	0.8	0.1	1,783	18.4	3,957	8.3	—	—	—	—	—	1,098	61
Marion County	FL	27,702	36,242	71.5	28.5	22.1	5.5	0.7	0.2	2,052	17.7	4,456	8.1	—	—	—	—	—	1,493	49
Okaloosa County	FL	25,524	30,067	80.6	19.4	12.8	3.0	3.2	0.4	1,602	18.8	3,306	9.1	—	—	—	—	—	1,576	37
Orange County	FL	96,244	129,143	50.7	49.3	28.5	17.2	3.4	0.3	7,053	18.3	15,397	8.4	—	—	—	—	—	6,067	160
Osceola County	FL	17,769	27,376	58.9	41.1	9.5	28.6	2.8	0.2	1,334	20.5	3,083	8.9	—	—	—	—	—	1,175	32
Palm Beach County	FL	98,705	137,585	53.8	46.2	29.6	14.3	2.0	0.4	7,258	19.0	14,873	9.3	—	—	—	—	—	5,703	135
Pasco County	FL	32,164	43,461	88.9	11.1	4.0	5.8	1.1	0.2	2,447	17.8	5,506	7.9	—	—	—	—	—	1,709	47
Pinellas County	FL	90,133	107,060	75.1	24.9	19.0	3.1	2.7	0.2	6,183	17.3	12,910	8.3	—	—	—	—	—	4,471	146
Polk County	FL	63,503	74,808	67.1	32.9	23.4	8.4	0.9	0.2	4,186	17.9	8,883	8.4	—	—	—	—	—	2,840	124
Santa Rosa County	FL	15,181	20,668	91.4	8.6	5.4	1.2	1.5	0.5	1,123	18.4	2,090	9.9	—	—	—	—	—	888	30
Sarasota County	FL	27,541	31,950	83.3	16.7	10.8	4.5	1.2	0.1	1,825	17.5	4,008	8.0	—	—	—	—	—	1,397	39
Seminole County	FL	46,505	55,972	71.8	28.2	14.6	10.6	2.8	0.2	2,829	19.8	5,381	10.4	—	—	—	—	—	2,585	58
Saint Johns County	FL	11,473	16,374	85.6	14.4	11.7	1.8	0.8	0.2	1,012	16.2	1,942	8.4	—	—	—	—	—	662	26
Saint Lucie County	FL	20,653	27,672	60.0	40.0	31.0	7.8	1.0	0.2	1,858	14.9	4,021	6.9	—	—	—	—	—	1,026	35
Volusia County	FL	45,697	58,004	75.6	24.4	16.3	6.9	1.0	0.2	3,370	17.2	7,295	8.0	—	—	—	—	—	2,577	79
Atlanta City	GA	61,364	60,064	6.6	93.4	90.1	1.9	1.3	0.0	3,605	16.7	4,187	14.3	10.1	13.8	8.9	7.6	6.0	2,054	99
Bibb County	GA	24,033	24,840	31.7	68.3	67.1	0.5	0.4	0.2	1,469	16.9	1,712	14.5	12.6	4.8	25.9	11.7	12.9	912	41
Chatham County	GA	33,399	36,382	34.7	65.3	62.4	1.2	1.5	0.2	2,224	16.4	2,450	14.9	8.2	10.1	7.9	7.0	5.2	1,511	43
Cherokee County	GA	15,354	22,189	94.9	5.1	2.3	2.0	0.6	0.1	1,287	17.2	1,463	15.2	6.3	0.9	2.6	6.1	20.0	939	30

Table 93.—Selected statistics on enrollment, teachers, graduates, and dropouts in public school districts enrolling more than 15,000 pupils, by state: 1989 and 1996—Continued

Name of district, by state	State	Enrollment, fall 1989	Enrollment, fall 1996	Percentage distribution of enrollment, by race, fall 1996						Number of class- room teach- ers, fall 1996	Pupil/ teacher ratio, fall 1996	Total number of staff, fall 1996	Student/ staff ratio, fall 1996	Percent dropouts from grades 9-12, 1995-96					Number of high school grad- uates, 1995- 96 ²	Number of schools, fall 1996
				White	Minority									Total	Grade 9	Grade 10	Grade 11	Grade 12		
					Total	Black	His- panic	Asian/Pacific Islander	American Indian/Alas- kan Native											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Clayton County	GA	33,670	41,658	41.8	58.2	50.3	3.2	4.5	0.1	2,378	17.5	2,710	15.4	11.1	11.5	11.3	11.0	9.7	1,665	4
Cobb County	GA	66,971	85,765	75.7	24.3	18.1	3.2	2.9	0.2	4,775	18.0	5,765	14.9	4.1	2.9	5.5	5.8	1.9	4,455	8
Columbia County	GA	13,328	17,923	82.4	17.6	12.4	1.6	3.5	0.1	981	18.3	1,100	16.3	2.7	3.2	2.4	2.2	2.7	924	2
De Kalb County	GA	72,824	90,311	17.2	82.8	74.5	4.1	4.0	0.1	5,390	16.8	6,242	14.5	8.7	9.4	7.9	9.0	8.2	4,057	11
Dougherty	GA	18,882	17,802	22.6	77.4	76.7	0.4	0.3	0.1	1,025	17.4	1,163	15.3	15.8	18.4	15.9	11.3	14.8	834	2
Douglas County	GA	13,679	16,012	82.0	18.0	16.0	1.0	0.6	0.5	968	16.5	1,109	14.4	3.2	2.7	4.2	3.7	2.3	874	2
Fayette County	GA	12,390	17,502	85.8	14.2	10.5	1.3	2.2	0.1	1,045	16.7	1,280	13.7	4.7	4.7	5.0	4.7	4.2	1,027	2
Fulton County	GA	40,325	59,953	51.2	48.8	41.6	3.6	3.6	0.1	2,689	22.3	4,107	14.6	5.0	1.2	2.8	5.4	11.5	2,410	6
Gwinnett County	GA	62,241	88,855	78.2	21.8	10.3	4.7	6.7	0.1	5,140	17.3	5,727	15.5	5.2	5.2	5.7	5.1	4.4	4,042	7
Hall County	GA	13,350	17,571	82.3	17.7	5.7	10.9	0.9	0.2	1,032	17.0	1,204	14.6	11.6	3.4	18.0	12.2	19.1	714	2
Henry County	GA	10,345	17,227	84.2	15.8	13.4	1.3	1.0	0.0	886	19.4	1,097	15.7	8.9	2.7	9.6	11.0	17.0	643	2
Houston County	GA	15,574	19,956	66.1	33.9	31.3	1.1	1.4	0.2	1,162	17.2	1,461	13.7	7.7	10.1	8.0	7.0	3.8	1,057	2
Muscookee County	GA	29,541	33,606	38.1	61.9	57.6	3.0	1.1	0.2	1,946	17.3	2,210	15.2	8.6	8.8	8.8	8.8	7.8	1,548	5
Richmond County	GA	32,386	36,826	32.2	67.8	64.9	1.9	1.0	0.1	2,111	17.4	2,330	15.8	10.1	11.9	8.9	9.3	9.2	1,597	5
Hawaii Department of Education	HI	169,507	187,653	24.0	76.0	2.9	8.8	63.9	0.4	10,576	17.7	16,867	11.1	4.7	3.9	4.4	5.3	5.6	9,992	24
Boise City Independent	ID	22,634	26,898	—	—	—	—	—	—	1,444	18.6	2,471	10.9	—	—	—	—	—	1,556	4
Meridian Junction	ID	14,228	19,624	—	—	—	—	—	—	968	20.3	1,676	11.7	—	—	—	—	—	994	2
City of Chicago	IL	408,201	469,098	10.5	89.5	54.1	32.1	3.2	0.2	23,433	20.0	27,827	16.9	—	—	—	—	—	14,889	56
Community Unit 300	IL	10,818	16,505	79.6	20.4	3.7	15.0	1.2	0.4	787	21.0	913	18.1	—	—	—	—	—	702	2
Indian Prairie 20	IL	6,875	17,091	84.1	15.9	6.1	3.0	5.7	1.0	840	20.3	976	17.5	—	—	—	—	—	537	2
Naperville Community Unit District 203	IL	15,720	19,844	86.7	13.3	2.6	1.4	9.1	0.2	950	20.9	1,134	17.5	—	—	—	—	—	1,176	2
Peoria	IL	17,095	19,684	44.8	55.2	51.5	2.0	1.7	0.1	990	19.9	1,138	17.3	—	—	—	—	—	869	4
Rockford	IL	26,757	31,995	60.5	39.5	27.1	9.2	3.0	0.2	1,662	19.3	2,029	15.8	—	—	—	—	—	1,179	5
Schaumburg	IL	15,460	17,954	74.4	25.6	6.5	6.4	12.5	0.1	940	19.1	1,102	16.3	—	—	—	—	—	—	2
School District 46	IL	26,767	35,501	60.5	39.5	8.2	25.1	6.1	0.1	1,659	21.4	1,932	18.4	—	—	—	—	—	1,428	5
Springfield	IL	15,567	18,898	66.8	33.2	30.5	0.8	1.5	0.2	954	19.8	1,148	16.5	—	—	—	—	—	811	3
Waukegan	IL	11,528	15,275	19.6	80.4	27.8	49.7	2.8	0.1	725	21.1	857	17.8	—	—	—	—	—	463	2
Evansville-Vanderburgh School Corporation	IN	22,832	23,763	84.3	15.7	14.4	0.5	0.6	0.2	1,438	16.5	2,858	8.3	4.1	1.3	4.2	6.5	4.6	1,352	4
Fort Wayne Community	IN	31,843	31,727	69.2	30.8	24.8	3.9	1.7	0.3	1,749	18.1	3,490	9.1	3.6	3.7	3.6	3.0	3.9	1,668	5
Gary Community School Corporation	IN	26,506	21,679	1.0	99.0	96.6	2.3	0.1	0.1	1,160	18.7	2,740	7.9	4.3	4.6	4.0	4.2	4.3	1,150	3
Indianapolis	IN	48,805	44,434	39.4	60.6	58.0	1.8	0.6	0.2	2,831	15.7	5,588	8.0	7.4	8.5	7.4	7.7	3.5	1,257	9
South Bend Community School Corporation	IN	21,539	20,966	57.7	42.3	33.2	7.1	1.5	0.5	1,245	16.8	2,812	7.5	4.5	2.1	4.2	8.1	3.8	1,119	3
Vigo County School Corporation	IN	16,983	16,913	91.0	9.0	6.9	0.7	1.4	0.1	982	17.2	2,032	8.3	4.9	3.0	5.9	5.9	5.1	1,045	3
Cedar Rapids	IA	17,014	17,949	88.4	11.6	7.4	1.6	2.2	0.4	1,013	17.7	1,982	9.1	2.6	0.9	2.0	4.2	3.6	880	3
Davenport	IA	17,693	17,627	73.9	26.1	16.6	5.7	2.5	1.3	1,157	15.2	2,002	8.8	4.9	2.1	4.5	7.4	6.0	926	3
Des Moines Independent	IA	29,760	31,484	74.4	25.6	14.5	5.2	5.2	0.7	2,015	15.6	3,842	8.2	3.8	4.1	3.8	4.0	3.2	1,623	6
Kansas City	KS	22,374	21,456	30.7	69.3	54.0	12.2	2.9	0.3	1,417	15.1	2,876	7.5	10.2	14.6	9.7	7.7	5.7	992	4
Olathe	KS	13,971	18,385	90.2	9.8	4.5	2.3	2.5	0.5	1,270	14.5	2,222	8.3	2.7	0.1	2.8	3.9	4.6	965	3
Shawnee Mission	KS	29,845	31,633	90.5	9.5	3.5	3.1	2.5	0.3	1,959	16.1	3,541	8.9	3.4	1.5	4.0	3.9	4.5	1,945	5
Wichita	KS	45,835	46,391	58.9	41.1	22.7	11.3	5.0	2.0	2,684	17.3	5,103	9.1	9.5	7.7	9.8	9.4	11.8	2,012	9
Fayette County	KY	31,191	32,830	73.3	26.7	23.4	1.0	2.2	0.1	2,124	15.5	2,337	14.0	—	—	—	—	—	1,545	6
Jefferson County	KY	91,353	91,878	66.3	33.7	31.7	0.6	1.1	0.2	5,469	16.8	6,060	15.2	—	—	—	—	—	5,017	15
Bossier Parish School Board	LA	17,814	19,063	67.5	32.5	29.1	1.8	1.3	0.3	1,047	18.2	2,066	9.2	6.6	7.4	6.7	6.7	5.1	825	3
Caddo Parish School Board	LA	52,309	49,577	38.0	62.0	60.9	0.5	0.5	0.1	2,922	17.0	6,248	7.9	10.2	12.4	8.8	9.7	7.9	2,275	7
Calcasieu Parish School Board ..	LA	32,726	35,782	67.7	32.3	31.2	0.4	0.5	0.1	2,144	16.7	4,362	8.2	6.9	7.0	8.0	5.9	6.3	1,741	6
East Baton Rouge Parish School Board	LA	60,279	61,499	34.7	65.3	62.7	0.5	2.2	0.0	3,622	17.0	6,894	8.9	14.0	15.6	13.9	11.3	14.3	2,800	10
Iberia Parish School Board	LA	15,279	16,340	56.4	43.6	39.8	0.5	3.2	0.1	982	16.6	1,914	8.5	11.1	10.3	11.0	8.0	16.9	601	3
Jefferson Parish School Board	LA	57,663	55,876	46.0	54.0	42.9	6.5	4.1	0.5	3,438	16.3	7,060	7.9	18.9	21.4	18.1	16.6	18.6	2,393	8

Table 93.—Selected statistics on enrollment, teachers, graduates, and dropouts in public school districts enrolling more than 15,000 pupils, by state: 1989 and 1996—Continued

Name of district, by state	State	Enrollment, fall 1989	Enrollment, fall 1996	Percentage distribution of enrollment, by race, fall 1996						Number of class- room teach- ers, fall 1996	Pupil/ teacher ratio, fall 1996	Total number of staff, fall 1996	Student/ staff ratio, fall 1996	Percent dropouts from grades 9-12, 1995-96					Number of high school grad- uates, 1995- 96 ²	Number of schools, fall 1996
				White	Minority									Total	Grade 9	Grade 10	Grade 11	Grade 12		
					Total	Black	His- panic	Asian/Pacific Islander	American Indian/Alas- kan Native											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Lafayette Parish School Board ...	LA	28,392	31,287	63.8	36.2	34.2	0.7	1.1	0.1	1,855	16.9	3,401	9.2	8.7	12.2	8.1	7.5	5.0	1,407	41
Lafourche Parish School Board ...	LA	16,494	17,100	73.5	26.5	21.2	0.6	1.2	3.4	1,148	14.9	2,043	8.4	6.9	6.4	8.0	6.4	6.7	802	28
Livingston Parish School Board ...	LA	16,359	18,496	93.2	6.8	6.2	0.3	0.2	0.1	1,031	17.9	1,900	9.7	11.9	14.1	10.9	12.4	8.8	842	34
Orleans Parish School Board ...	LA	84,428	85,064	5.5	94.5	90.7	1.3	2.5	0.0	4,579	18.6	8,602	9.9	14.4	15.3	13.9	12.4	16.2	3,340	122
Ouachita Parish School Board ...	LA	17,523	18,289	75.2	24.8	23.8	0.4	0.6	0.0	1,104	16.6	2,148	8.5	18.4	11.7	20.7	20.6	24.7	1,641	31
Rapides Parish School Board ...	LA	24,404	25,404	56.3	43.7	41.0	0.4	1.0	1.3	1,609	15.8	3,169	8.0	9.1	9.3	10.9	9.3	6.7	1,400	55
Saint Landry Parish School Board ...	LA	17,379	18,552	45.0	55.0	54.5	0.2	0.1	0.1	1,086	17.1	2,219	8.4	6.7	9.3	7.5	5.3	3.3	787	37
Saint Tammany Parish School Board ...	LA	28,055	33,100	83.7	16.3	14.7	0.8	0.7	0.1	2,102	15.7	4,075	8.1	9.4	11.1	8.8	8.4	8.7	1,642	49
Tangipahoa Parish School Board ...	LA	17,266	19,431	54.4	45.6	44.4	0.6	0.4	0.0	1,020	19.1	2,077	9.4	21.6	17.9	26.3	21.0	23.0	863	37
Terrebonne Parish School Board ...	LA	21,331	22,179	64.2	35.8	26.2	0.6	1.1	7.9	1,233	18.0	2,282	9.7	11.7	13.4	12.4	11.2	8.3	911	43
Anne Arundel County Public Schools ...	MD	64,104	72,322	77.9	22.1	18.1	1.6	2.2	0.2	4,064	17.8	7,094	10.2	—	—	—	—	—	3,569	111
Baltimore City Public School System ...	MD	107,782	108,759	13.4	86.6	85.1	0.4	0.6	0.5	6,259	17.4	10,020	10.9	—	—	—	—	—	3,827	179
Baltimore County ...	MD	84,133	104,073	68.7	31.3	26.5	1.2	3.4	0.2	6,442	16.2	11,531	9.0	—	—	—	—	—	5,510	160
Carroll County ...	MD	21,244	26,231	96.0	4.0	2.3	0.7	0.9	0.2	1,408	18.6	2,428	10.8	—	—	—	—	—	1,421	33
Board of Education, Charles County ...	MD	18,299	21,159	68.8	31.2	26.9	1.3	1.9	1.1	1,161	18.2	1,939	10.9	—	—	—	—	—	1,235	32
Frederick County Board of Education ...	MD	26,173	33,749	88.7	11.3	7.9	1.7	1.6	0.2	2,008	16.8	3,472	9.7	—	—	—	—	—	1,968	50
Harford County ...	MD	30,217	37,709	83.3	16.7	12.7	1.7	1.8	0.5	2,244	16.8	3,896	9.7	—	—	—	—	—	1,813	52
Howard County Public Schools System ...	MD	28,874	38,857	73.9	26.1	16.3	1.8	7.9	0.1	2,457	15.8	4,352	8.9	—	—	—	—	—	2,304	59
Montgomery County ...	MD	100,261	122,505	54.7	45.3	19.8	12.5	12.6	0.4	7,208	17.0	13,765	8.9	—	—	—	—	—	6,765	182
Prince George's County Public Schools ...	MD	106,974	125,198	16.7	83.3	73.4	5.7	3.8	0.4	6,996	17.9	13,472	9.3	—	—	—	—	—	6,751	179
Board of Education, Washington County ...	MD	17,424	19,896	91.9	8.1	5.9	1.1	1.1	0.1	1,219	16.3	2,034	9.8	—	—	—	—	—	1,128	44
Boston ...	MA	59,597	63,239	16.9	83.1	48.4	25.2	9.2	0.4	4,076	15.5	8,444	7.5	7.2	7.1	7.6	8.1	5.7	3,001	124
Brockton ...	MA	14,738	15,461	48.6	51.4	35.3	12.4	3.3	0.5	961	16.1	1,800	8.6	7.3	5.2	11.5	7.2	3.3	549	24
Lowell ...	MA	13,414	15,759	45.2	54.8	3.4	21.8	29.5	0.1	1,087	14.5	1,788	8.8	2.6	1.9	4.2	1.8	1.7	454	29
Springfield ...	MA	23,614	24,422	28.1	71.9	30.3	39.5	2.0	0.1	2,038	12.0	3,786	6.5	2.9	3.4	3.4	2.1	1.6	805	46
Worcester ...	MA	21,081	23,728	57.1	42.9	9.4	26.0	6.9	0.6	1,891	12.5	3,308	7.2	7.4	5.2	8.3	8.6	7.8	808	49
Ann Arbor ...	MI	13,640	15,587	70.9	29.1	17.6	2.2	8.9	0.4	809	19.3	1,740	9.0	—	—	—	—	—	832	32
Dearborn City ...	MI	12,950	15,593	95.5	4.5	1.3	2.1	0.9	0.3	918	17.0	1,726	9.0	—	—	—	—	—	832	29
Detroit City ...	MI	175,329	182,316	5.2	94.8	90.7	2.8	1.0	0.2	8,808	20.7	22,077	8.3	—	—	—	—	—	6,056	279
Flint City ...	MI	28,701	26,335	25.0	75.0	69.9	2.3	0.3	2.6	1,404	18.8	2,967	8.9	—	—	—	—	—	914	48
Grand Rapids City ...	MI	26,063	28,282	40.8	59.2	41.7	14.2	2.0	1.3	1,392	20.3	3,267	8.7	—	—	—	—	—	781	100
Lansing Public ...	MI	21,407	19,413	47.0	53.0	34.0	12.6	5.2	1.2	1,066	18.2	2,440	8.0	—	—	—	—	—	691	45
Livonia ...	MI	16,115	18,100	95.7	4.3	1.6	0.8	1.5	0.3	906	20.0	1,935	9.4	—	—	—	—	—	1,171	36
Plymouth-Canton Community Schools ...	MI	14,934	15,800	91.2	8.8	2.6	1.0	4.7	0.5	739	21.4	1,606	9.8	—	—	—	—	—	935	22
Utica Community ...	MI	24,486	25,635	96.2	3.8	1.0	0.5	2.2	0.2	1,182	21.7	2,416	10.6	—	—	—	—	—	1,599	41
Wayne-Westland Community ...	MI	16,600	15,151	84.7	15.3	11.9	1.5	0.9	1.0	693	21.9	1,394	10.9	—	—	—	—	—	674	26
Anoka-Hennepin ...	MN	33,562	39,874	93.4	6.6	2.0	1.1	2.4	1.2	2,201	18.1	3,833	10.4	5.4	1.1	4.8	8.0	8.3	2,075	50
Minneapolis ...	MN	36,385	47,978	35.0	65.0	41.2	5.0	12.6	6.3	3,080	15.6	5,515	8.7	18.2	18.0	17.1	18.1	19.9	1,617	144
Osseo ...	MN	18,966	21,664	82.2	17.8	10.1	1.4	5.6	0.6	1,197	18.1	2,009	10.8	5.9	0.6	5.6	8.8	9.4	1,213	31
Rochester ...	MN	13,258	15,544	85.2	14.8	4.3	2.2	8.2	0.3	848	18.3	1,547	10.0	4.6	1.6	5.3	7.1	4.3	898	29
Rosemount-Apple Valley-Eagan St. Paul ...	MN	17,185	26,566	90.4	9.6	3.3	1.3	4.5	0.5	1,559	17.0	3,102	8.6	3.0	0.6	2.5	3.9	5.7	1,334	36
St. Paul ...	MN	31,852	43,766	42.9	57.1	21.5	7.2	26.7	1.7	2,203	19.9	3,471	12.6	12.5	5.2	11.5	16.2	18.6	1,596	139
Desoto County ...	MS	13,099	16,625	81.3	18.7	16.5	1.4	0.3	0.3	853	19.5	1,699	9.8	4.3	4.7	4.1	3.0	5.0	686	21
Jackson Public ...	MS	33,330	32,636	11.1	88.9	88.3	0.2	0.4	0.1	1,808	18.0	4,215	7.7	8.6	11.2	8.1	7.2	5.1	1,330	58
Columbia ...	MO	12,539	15,605	77.9	22.1	16.6	1.2	3.9	0.4	1,052	14.8	1,356	11.5	9.2	2.1	15.1	9.6	8.6	771	30

Table 93.—Selected statistics on enrollment, teachers, graduates, and dropouts in public school districts enrolling more than 15,000 pupils, by state: 1989 and 1996—Continued

Name of district, by state	State	Enrollment, fall 1989	Enrollment, fall 1996	Percentage distribution of enrollment, by race, fall 1996						Number of class- room teach- ers, 1 fall 1996	Pupil/ teacher ratio, fall 1996	Total number of staff, fall 1996	Student/ staff ratio, fall 1996	Percent dropouts from grades 9–12, 1995–96					Number of high school grad- uates, 1995– 96 ²	Number of schools, fall 1996
				White	Minority									Total	Grade 9	Grade 10	Grade 11	Grade 12		
					Total	Black	His- panic	Asian/Pacific Islander	American Indian/Alas- kan Native											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Francis Howell	MO	12,836	18,106	93.8	6.2	5.0	0.4	0.6	0.2	1,097	16.5	1,390	13.0	6.0	5.8	7.1	6.4	4.4	965	15
Hazelwood	MO	17,175	18,511	60.7	39.3	37.4	0.7	1.1	0.1	1,034	17.9	1,281	14.5	4.3	3.4	5.0	4.6	4.1	1,122	25
Kansas City	MO	34,640	38,521	20.1	79.9	71.5	6.0	2.0	0.3	2,645	14.6	3,488	11.0	11.2	12.3	12.7	11.0	6.6	1,132	83
North Kansas City	MO	15,617	16,941	92.1	7.9	3.5	2.5	1.6	0.4	1,072	15.8	1,305	13.0	7.5	5.5	5.2	9.8	10.0	920	29
Parkway	MO	22,379	21,483	74.7	25.3	18.1	0.9	6.1	0.1	1,248	17.2	1,592	13.5	2.1	1.7	2.4	2.7	1.5	1,530	28
Rockwood	MO	14,657	19,871	83.3	16.7	14.3	0.5	1.8	0.1	1,109	17.9	1,403	14.2	3.7	2.9	4.0	4.7	3.6	1,131	26
Springfield	MO	23,248	25,207	92.0	8.0	4.1	1.6	1.7	0.6	1,483	17.0	2,057	12.3	8.1	5.1	8.4	10.3	9.1	1,434	57
St. Louis City	MO	44,056	44,620	18.0	82.0	79.7	0.7	1.6	0.1	3,205	13.9	4,471	10.0	22.4	27.0	24.1	17.5	11.5	1,084	111
Lincoln	NE	27,356	30,691	87.7	12.3	5.2	2.6	3.3	1.2	2,124	14.5	4,223	7.3	7.0	1.2	4.6	10.1	13.1	1,699	53
Millard	NE	16,244	18,647	95.7	4.3	1.1	1.3	1.7	0.3	1,090	17.1	1,962	9.5	2.1	0.4	1.1	2.3	4.9	1,114	29
Omaha	NE	41,251	44,761	59.6	40.4	29.8	7.7	1.3	1.5	2,853	15.7	5,512	8.1	10.9	8.8	15.4	11.1	6.5	2,131	82
Clark County	NV	111,460	179,106	58.4	41.6	13.8	21.4	5.5	0.9	8,875	20.2	14,752	12.1	11.1	4.2	6.8	12.7	24.6	7,063	211
Washoe County	NV	36,662	49,671	72.7	27.3	3.5	16.4	4.8	2.6	2,842	17.5	4,962	10.0	8.2	2.4	5.2	10.6	17.8	2,032	83
Manchester	NH	13,912	16,265	91.1	8.9	2.4	4.0	1.9	0.5	851	19.1	1,367	11.9	—	—	—	—	—	1,304	23
Camden City	NJ	18,999	19,841	3.1	96.9	57.8	36.7	2.3	0.1	1,512	13.1	3,584	5.5	—	—	—	—	—	688	33
Elizabeth City	NJ	14,955	17,056	16.6	83.4	28.7	51.9	2.7	0.1	1,247	13.7	2,472	6.9	—	—	—	—	—	725	25
Jersey City	NJ	27,788	31,666	9.2	90.8	42.3	37.3	10.5	0.6	2,133	14.8	4,169	7.6	—	—	—	—	—	1,047	37
Newark City	NJ	48,573	45,805	8.6	91.4	63.4	27.2	0.8	0.0	3,538	12.9	7,689	6.0	—	—	—	—	—	1,413	80
Paterson City	NJ	21,671	23,408	6.6	93.4	41.3	50.1	2.0	0.0	1,666	14.1	3,239	7.2	—	—	—	—	—	632	35
Toms River Regional	NJ	16,055	16,854	94.1	5.9	2.1	2.2	1.5	0.1	1,058	15.9	2,007	8.4	—	—	—	—	—	1,069	16
Albuquerque	NM	86,370	89,092	44.2	55.8	3.6	46.2	1.8	4.1	5,631	15.8	10,545	8.4	—	—	—	—	—	4,358	124
Las Cruces	NM	18,688	22,523	34.3	65.7	2.3	60.6	1.1	1.7	1,396	16.1	2,675	8.4	—	—	—	—	—	1,049	34
Buffalo City	NY	46,689	47,845	33.1	66.9	54.0	10.4	1.3	1.2	3,200	14.9	5,831	8.2	6.4	4.6	7.5	8.0	6.0	1,905	73
New York City	NY	930,440	1,063,561	16.1	83.9	36.1	37.3	10.0	0.5	57,338	18.5	110,709	9.6	5.7	2.9	6.2	11.1	2.5	38,075	1,120
Rochester City	NY	31,930	37,912	19.6	80.4	60.2	17.7	2.2	0.3	2,584	14.7	4,337	8.7	7.1	5.5	8.7	10.3	4.2	935	58
Syracuse City	NY	21,811	23,760	49.6	50.4	42.7	4.9	1.7	1.2	1,682	14.1	3,917	6.1	5.4	4.1	7.1	7.3	3.4	806	36
Yonkers City	NY	17,992	23,655	24.2	75.8	30.1	41.2	4.5	0.1	1,471	16.1	2,823	8.4	3.7	3.3	3.4	5.2	3.5	811	36
Alamance-Burlington	NC	10,330	18,943	68.4	31.6	26.7	3.7	1.0	0.2	1,135	16.7	2,157	8.8	—	—	—	—	—	895	31
Buncombe County	NC	21,821	24,547	91.7	8.3	5.8	1.2	0.8	0.5	1,429	17.2	2,801	8.8	—	—	—	—	—	1,232	36
Cabarrus County	NC	12,463	16,497	83.5	16.5	13.5	2.2	0.6	0.3	1,005	16.4	1,811	9.1	—	—	—	—	—	777	20
Charlotte-Mecklenburg	NC	75,903	93,533	52.2	47.8	41.2	2.4	3.7	0.5	5,523	16.9	10,602	8.8	—	—	—	—	—	4,156	130
Cumberland County	NC	44,327	51,035	46.1	53.9	45.8	4.8	1.6	1.6	2,918	17.5	5,578	9.1	—	—	—	—	—	2,481	72
Davidson County	NC	16,155	18,099	96.6	3.4	2.2	0.4	0.5	0.3	1,025	17.7	1,927	9.4	—	—	—	—	—	925	26
Durham	NC	18,046	29,050	37.9	62.1	57.4	2.4	2.0	0.3	1,972	14.7	4,056	7.2	—	—	—	—	—	1,334	44
Forsyth County	NC	37,842	41,851	57.7	42.3	38.0	3.0	1.0	0.2	2,674	15.7	4,545	9.2	—	—	—	—	—	2,058	58
Gaston County	NC	30,064	29,708	78.2	21.8	19.6	0.7	1.4	0.2	1,823	16.3	3,157	9.4	—	—	—	—	—	1,394	53
Guilford County	NC	23,981	58,736	55.8	44.2	39.0	1.5	3.0	0.7	3,656	16.1	7,025	8.4	—	—	—	—	—	2,887	95
Johnston County	NC	14,547	17,504	72.1	27.9	22.5	4.8	0.3	0.3	1,139	15.4	2,144	8.2	—	—	—	—	—	828	27
Nash-Rocky Mount	NC	11,680	17,932	41.8	58.2	54.5	2.6	0.9	0.3	1,113	16.1	2,171	8.3	—	—	—	—	—	863	27
New Hanover County	NC	18,919	21,603	68.2	31.8	29.7	0.8	0.9	0.4	1,295	16.7	2,681	8.1	—	—	—	—	—	1,144	30
Onslow County	NC	17,996	20,880	67.6	32.4	25.9	3.7	2.1	0.8	1,176	17.8	2,260	9.2	—	—	—	—	—	935	29
Pitt County	NC	17,303	19,613	47.7	52.3	50.0	1.3	0.9	0.1	1,238	15.8	2,274	8.6	—	—	—	—	—	927	30
Randolph County	NC	13,546	15,751	91.7	8.3	5.1	2.4	0.4	0.4	917	17.2	1,913	8.2	—	—	—	—	—	704	23
Robeson County	NC	23,658	23,762	23.3	76.7	30.9	1.2	0.3	44.4	1,503	15.8	2,936	8.1	—	—	—	—	—	1,068	41
Rowan-Salisbury	NC	16,313	19,349	74.2	25.8	22.7	1.8	1.1	0.3	1,211	16.0	2,306	8.4	—	—	—	—	—	939	28
Union County	NC	12,623	19,177	76.7	23.3	20.3	2.1	0.5	0.3	1,143	16.8	2,177	8.8	—	—	—	—	—	838	30
Wake County	NC	62,474	85,735	67.9	32.1	26.6	2.2	3.1	0.2	5,166	16.6	9,326	9.2	—	—	—	—	—	3,870	102
Wayne County	NC	13,407	19,279	52.0	48.0	44.1	2.9	0.9	0.1	1,124	17.2	2,239	8.6	—	—	—	—	—	971	27
Akron City	OH	33,230	31,992	51.5	48.5	45.9	0.5	2.0	0.1	2,308	13.9	5,023	6.4	—	—	—	—	—	1,466	62
Cincinnati City	OH	50,842	50,396	30.1	69.9	68.6	0.3	0.8	0.1	2,878	17.5	4,948	10.2	—	—	—	—	—	1,246	82
Cleveland City	OH	69,799	74,026	20.6	79.4	70.4	7.7	1.0	0.3	4,196	17.6	7,634	9.7	—	—	—	—	—	1,665	122
Columbus City	OH	63,749	63,894	42.1	57.9	54.4	0.9	2.4	0.2	3,830	16.7	7,286	8.8	6.6	4.8	6.1	6.0	11.6	2,444	146
Dayton City	OH	27,662	26,762	31.1	68.9	67.8	0.5	0.5	0.1	1,699	15.8	3,154	8.5	—	—	—	—	—	795	50

Table 93.—Selected statistics on enrollment, teachers, graduates, and dropouts in public school districts enrolling more than 15,000 pupils, by state: 1989 and 1996—Continued

Name of district, by state	State	Enrollment, fall 1989	Enrollment, fall 1996	Percentage distribution of enrollment, by race, fall 1996						Number of class- room teach- ers, fall 1996	Pupil/ teacher ratio, fall 1996	Total number of staff, fall 1996	Student/ staff ratio, fall 1996	Percent dropouts from grades 9–12, 1995–96					Number of high school grad- uates, 1995– 96 ²	Number of schools, fall 1996
				White	Minority									Total	Grade 9	Grade 10	Grade 11	Grade 12		
					Total	Black	His- panic	Asian/Pacific Islander	American Indian/Alas- kan Native											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
South-Western City	OH	16,441	19,000	90.9	9.1	7.0	0.7	1.3	0.1	1,072	17.7	1,891	10.0	—	—	—	—	—	1,005	29
Toledo City	OH	40,617	39,712	49.3	50.7	43.7	6.2	0.8	0.1	2,534	15.7	4,613	8.6	—	—	—	—	—	1,735	66
Edmond	OK	12,519	16,182	87.4	12.6	5.2	1.9	2.2	3.3	917	17.7	1,628	9.9	—	—	—	—	—	824	21
Lawton	OK	17,898	18,501	54.2	45.8	29.9	8.0	2.6	5.3	1,046	17.7	2,389	7.7	—	—	—	—	—	954	42
Midwest/Del City	OK	15,744	15,675	67.0	33.0	22.0	2.9	2.2	5.8	882	17.8	1,652	9.5	—	—	—	—	—	1,005	26
Moore	OK	16,320	18,243	77.2	22.8	3.9	3.8	3.4	11.7	1,114	16.4	2,073	8.8	—	—	—	—	—	1,131	27
Oklahoma City	OK	38,092	39,827	36.3	63.7	39.7	16.0	2.8	5.3	2,238	17.8	5,149	7.7	—	—	—	—	—	1,128	86
Putnam City	OK	17,716	19,079	76.4	23.6	12.4	4.3	3.6	3.3	1,097	17.4	1,791	10.7	—	—	—	—	—	1,016	27
Tulsa	OK	40,919	41,644	51.2	48.8	34.3	5.1	1.3	8.2	2,461	16.9	5,400	7.7	—	—	—	—	—	1,702	80
Beaverton	OR	23,443	30,027	80.4	19.6	2.1	6.5	10.2	0.8	1,370	21.9	2,520	11.9	8.0	2.4	5.8	10.1	14.8	1,557	42
Eugene	OR	17,368	18,717	88.2	11.8	2.1	3.7	3.9	2.0	829	22.6	1,677	11.2	7.3	5.1	7.6	8.1	8.8	1,139	46
Hillsboro	OR	—	15,963	78.7	21.3	1.1	15.2	4.4	0.5	756	21.1	1,762	9.1	—	—	—	—	—	777	27
Portland	OR	51,825	56,856	68.6	31.4	15.2	5.5	8.4	2.3	2,910	19.5	5,429	10.5	10.3	8.2	8.4	10.3	15.5	2,795	101
Salem/Keizer	OR	26,930	32,491	82.7	17.3	1.3	12.0	2.6	1.4	1,430	22.7	2,854	11.4	9.0	4.9	7.3	8.4	16.7	1,635	53
Allentown City	PA	13,396	15,491	47.3	52.7	12.6	37.6	2.4	0.1	753	20.6	1,466	10.6	7.4	3.1	7.3	9.4	11.4	708	23
Philadelphia City	PA	189,451	212,150	19.8	80.2	63.8	11.6	4.7	0.2	11,144	19.0	23,216	9.1	11.7	10.7	12.7	12.9	11.2	9,009	259
Pittsburgh	PA	39,559	39,955	42.6	57.4	55.6	0.4	1.4	0.1	2,887	14.9	5,441	7.3	6.7	5.2	7.8	7.2	7.3	2,140	89
Providence	RI	20,429	24,535	24.1	75.9	23.1	41.2	11.0	0.6	1,482	16.6	2,340	10.5	6.7	6.7	8.6	5.3	5.1	829	45
Aiken County	SC	23,300	24,588	64.5	35.5	33.9	0.9	0.5	0.1	1,320	18.6	1,516	16.2	4.4	6.0	4.3	4.2	2.1	1,242	37
Berkeley County	SC	27,080	26,106	63.4	36.6	33.1	1.3	1.8	0.4	1,465	17.8	1,674	15.6	2.3	2.0	2.7	2.4	2.4	1,238	35
Charleston County	SC	42,893	43,457	39.2	60.8	58.6	1.0	1.0	0.1	2,798	15.5	3,139	13.8	1.9	1.6	2.9	1.5	1.3	1,692	72
Dorchester	SC	13,267	15,367	73.0	27.0	24.9	0.8	1.0	0.4	878	17.5	972	15.8	2.3	2.1	2.1	2.5	2.7	825	15
Greenville County	SC	50,876	55,893	71.1	28.9	26.5	1.2	1.1	0.1	3,456	16.2	3,902	14.3	1.2	1.2	1.3	1.6	0.8	2,860	92
Horry County	SC	23,713	26,114	69.8	30.2	28.5	0.7	0.8	0.3	1,729	15.1	1,950	13.4	2.7	2.9	2.8	2.6	2.1	1,281	38
Pickens County	SC	14,449	15,417	89.7	10.3	8.9	0.5	0.8	0.1	923	16.7	1,048	14.7	3.7	3.4	3.5	5.6	2.1	735	25
Richland #2	SC	12,362	15,313	21.5	78.5	76.8	1.0	0.7	0.1	987	15.5	1,096	14.0	2.1	1.7	2.1	1.9	2.8	867	17
Richland #1	SC	26,966	27,102	49.6	50.4	45.1	2.7	2.4	0.2	2,022	13.4	2,287	11.9	2.6	3.2	2.5	2.4	1.9	1,296	51
Sioux Falls	SD	15,455	18,175	90.6	9.4	3.2	1.2	2.0	3.0	1,089	16.7	1,954	9.3	—	—	—	—	—	922	37
Chattanooga City	TN	21,385	19,938	34.5	65.5	63.2	0.5	1.7	0.0	1,257	15.9	2,432	8.2	—	—	—	—	—	922	37
Hamilton County	TN	22,654	23,589	93.9	6.1	4.2	0.7	1.1	0.1	1,413	16.7	2,230	10.6	—	—	—	—	—	1,289	43
Knox County	TN	50,087	51,224	84.5	15.5	13.3	0.7	1.4	0.1	3,404	15.0	6,204	8.3	—	—	—	—	—	2,816	84
Memphis City	TN	105,604	111,156	14.4	85.6	82.5	0.6	1.3	1.2	6,351	17.5	11,367	9.8	—	—	—	—	—	4,598	164
Montgomery County	TN	16,066	22,280	69.0	31.0	25.1	3.6	2.0	0.3	1,283	17.4	2,343	9.5	—	—	—	—	—	990	26
Nashville-Davidson	TN	67,352	69,888	51.1	48.9	42.4	1.8	3.9	0.8	4,504	15.5	7,985	8.8	—	—	—	—	—	2,832	124
Rutherford County	TN	17,518	22,680	88.1	11.9	8.7	1.1	1.9	0.2	1,262	18.0	2,064	11.0	—	—	—	—	—	1,335	27
Shelby County	TN	36,180	46,454	76.0	24.0	20.6	1.2	1.9	0.3	2,490	18.7	4,493	10.3	—	—	—	—	—	2,450	44
Sumner County	TN	19,605	21,864	92.1	7.9	6.5	0.7	0.5	0.2	1,337	16.4	2,485	8.8	—	—	—	—	—	1,372	34
Williamson County	TN	11,144	16,471	93.3	6.7	4.4	0.9	1.3	0.1	947	17.4	1,674	9.8	—	—	—	—	—	1,039	25
Abilene ISD	TX	18,690	19,562	60.6	39.4	11.0	26.6	1.5	0.3	1,464	13.4	2,518	7.8	—	—	—	—	—	812	42
Aldine ISD	TX	39,133	47,242	17.5	82.5	36.0	42.7	3.7	0.1	3,048	15.5	5,741	8.2	—	—	—	—	—	1,627	49
Alief ISD	TX	28,408	38,383	17.9	82.1	34.2	29.1	18.8	0.1	2,344	16.4	4,148	9.3	—	—	—	—	—	1,251	34
Amarillo ISD	TX	26,983	29,566	58.4	41.6	9.9	28.5	2.9	0.3	1,865	15.9	3,216	9.2	—	—	—	—	—	1,350	50
Arlington ISD	TX	42,352	53,343	58.9	41.1	16.9	17.1	6.5	0.7	3,225	16.5	5,270	10.1	—	—	—	—	—	2,334	63
Austin ISD	TX	63,886	76,054	37.7	62.3	18.0	41.7	2.2	0.3	4,645	16.4	7,880	9.7	—	—	—	—	—	2,865	100
Beaumont ISD	TX	20,675	19,999	25.6	74.4	65.3	6.5	2.4	0.1	1,351	14.8	2,363	8.5	—	—	—	—	—	777	33
Birdville ISD	TX	18,019	20,398	80.6	19.4	2.9	11.4	4.9	0.2	1,245	16.4	2,113	9.7	—	—	—	—	—	944	34
Brownsville ISD	TX	36,538	40,494	3.1	96.9	0.1	96.6	0.2	0.0	2,687	15.1	5,439	7.4	—	—	—	—	—	1,674	41
Carrollton-Farmers Branch ISD ..	TX	15,833	21,283	53.9	46.1	8.5	25.2	11.9	0.5	1,350	15.8	2,156	9.9	—	—	—	—	—	943	33
Clear Creek ISD	TX	21,334	27,552	74.0	26.0	6.6	10.8	8.3	0.3	1,579	17.5	2,626	10.5	—	—	—	—	—	1,354	29
Conroe ISD	TX	22,234	29,599	78.7	21.3	5.7	13.9	1.5	0.2	2,003	14.8	3,600	8.2	—	—	—	—	—	1,576	39
Corpus Christi ISD	TX	41,277	41,606	25.1	74.9	6.0	67.7	0.9	0.4	2,465	16.9	4,471	9.3	—	—	—	—	—	1,814	63
Cypress-Fairbanks ISD	TX	38,920	52,930	65.8	34.2	8.9	17.8	7.3	0.2	3,185	16.6	5,613	9.4	—	—	—	—	—	2,426	49
Dallas ISD	TX	132,256	154,847	11.0	89.0	41.5	45.5	1.7	0.4	9,202	16.8	15,717	9.9	—	—	—	—	—	4,910	211

Table 93.—Selected statistics on enrollment, teachers, graduates, and dropouts in public school districts enrolling more than 15,000 pupils, by state: 1989 and 1996—Continued

Name of district, by state	State	Enrollment, fall 1989	Enrollment, fall 1996	Percentage distribution of enrollment, by race, fall 1996						Number of class- room teach- ers, ¹ fall 1996	Pupil/ teacher ratio, fall 1996	Total number of staff, fall 1996	Student/ staff ratio, fall 1996	Percent dropouts from grades 9–12, 1995–96					Number of high school grad- uates, 1995– 96 ²	Number of schools, fall 1996
				White	Minority									Total	Grade 9	Grade 10	Grade 11	Grade 12		
					Total	Black	His- panic	Asian/Pacific Islander	American Indian/Alas- kan Native											
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Ector County ISD	TX	26,366	28,709	43.7	56.3	4.9	50.4	0.7	0.4	1,724	16.7	3,080	9.3	—	—	—	—	—	1,158	44
Edinburg ISD	TX	15,089	19,153	4.1	95.9	0.1	95.5	0.2	0.1	1,203	15.9	2,477	7.7	—	—	—	—	—	807	27
El Paso ISD	TX	64,047	64,444	18.0	82.0	4.5	76.2	1.1	0.1	4,044	15.9	7,378	8.7	—	—	—	—	—	2,811	81
Fort Bend ISD	TX	33,647	46,881	43.2	56.8	27.5	15.8	13.3	0.1	2,573	18.2	4,629	10.1	—	—	—	—	—	2,300	45
Fort Worth ISD	TX	69,396	75,813	25.9	74.1	33.2	38.4	2.3	0.2	4,277	17.7	7,769	9.8	—	—	—	—	—	2,262	130
Galena Park ISD	TX	15,278	17,610	25.0	75.0	20.5	52.1	2.3	0.1	1,017	17.3	1,718	10.2	—	—	—	—	—	820	20
Garland ISD	TX	36,158	44,869	58.0	42.0	14.5	21.4	5.4	0.6	2,628	17.1	4,469	10.0	—	—	—	—	—	1,904	62
Goose Creek ISD	TX	17,150	17,921	46.2	53.8	17.2	35.6	0.8	0.1	1,098	16.3	1,956	9.2	—	—	—	—	—	789	25
Grand Prairie ISD	TX	16,464	18,383	42.5	57.5	12.7	40.2	3.8	0.8	1,116	16.5	1,807	10.2	—	—	—	—	—	750	28
Harlandale ISD	TX	15,039	15,148	6.8	93.2	0.5	92.4	0.2	0.1	963	15.7	1,862	8.1	—	—	—	—	—	561	25
Hartlingen Cons ISD	TX	14,498	16,156	14.1	85.9	0.8	84.4	0.6	0.0	977	16.5	1,916	8.4	—	—	—	—	—	697	22
Houston ISD	TX	191,282	209,375	11.1	88.9	34.3	51.8	2.8	0.1	11,853	17.7	20,741	10.1	—	—	—	—	—	6,311	286
Humble ISD	TX	18,835	22,650	79.2	20.8	8.3	9.8	2.6	0.1	1,503	15.1	2,703	8.4	—	—	—	—	—	1,309	30
Hurst-Euless-Bedford ISD	TX	17,542	19,204	76.7	23.3	6.2	9.8	6.5	0.8	1,196	16.1	2,046	9.4	—	—	—	—	—	1,052	28
Irving ISD	TX	22,639	26,714	43.4	56.6	13.9	36.0	6.0	0.7	1,673	16.0	2,751	9.7	—	—	—	—	—	1,052	33
Judson ISD	TX	12,883	15,460	44.1	55.9	22.4	30.3	2.9	0.2	1,021	15.1	1,856	8.3	—	—	—	—	—	740	20
Katy ISD	TX	18,385	26,597	78.7	21.3	4.7	12.4	4.1	0.1	1,579	16.8	2,768	9.6	—	—	—	—	—	1,231	26
Killeen ISD	TX	22,854	28,414	41.1	58.9	37.8	16.1	4.4	0.5	1,856	15.3	3,543	8.0	—	—	—	—	—	1,064	39
Klein ISD	TX	25,088	29,892	67.6	32.4	11.7	13.6	6.8	0.3	1,841	16.2	3,465	8.6	—	—	—	—	—	1,619	27
Laredo ISD	TX	23,161	22,987	1.6	98.4	0.1	98.2	0.1	0.0	1,403	16.4	3,197	7.2	—	—	—	—	—	1,237	29
Lewisville ISD	TX	19,554	30,243	82.4	17.6	5.4	9.2	2.5	0.4	2,019	15.0	2,969	10.2	—	—	—	—	—	1,419	39
Lubbock ISD	TX	30,908	30,081	44.4	55.6	14.1	40.2	1.1	0.2	2,066	14.6	3,328	9.0	—	—	—	—	—	1,672	59
McAllen ISD	TX	21,169	21,704	11.4	88.6	0.3	86.7	1.5	0.1	1,427	15.2	2,747	7.9	—	—	—	—	—	1,233	31
Mesquite ISD	TX	24,649	29,971	70.6	29.4	11.8	13.5	3.7	0.4	1,674	17.9	2,884	10.4	—	—	—	—	—	1,394	38
Midland ISD	TX	20,276	23,284	51.9	48.1	10.2	36.6	0.9	0.3	1,378	16.9	2,471	9.4	—	—	—	—	—	992	35
North East ISD	TX	39,622	45,184	54.2	45.8	8.9	34.4	2.4	0.1	2,949	15.3	5,435	8.3	—	—	—	—	—	2,502	55
Northside ISD	TX	49,447	59,284	40.6	59.4	6.8	50.3	2.1	0.2	3,789	15.6	6,814	8.7	—	—	—	—	—	3,142	77
Pasadena ISD	TX	36,637	40,512	36.7	63.3	5.3	54.1	3.6	0.3	2,342	17.3	4,137	9.8	—	—	—	—	—	1,680	52
Pharr-San Juan-Alamo ISD	TX	18,062	20,362	1.7	98.3	0.1	98.1	0.1	0.0	1,274	16.0	2,778	7.3	—	—	—	—	—	935	29
Plano ISD	TX	29,554	40,864	77.2	22.8	5.7	7.3	9.6	0.2	2,611	15.7	4,056	10.1	—	—	—	—	—	2,085	49
Richardson ISD	TX	32,229	34,141	57.0	43.0	19.7	14.2	8.8	0.3	2,187	15.6	3,531	9.7	—	—	—	—	—	1,842	52
Round Rock ISD	TX	18,735	26,371	73.3	26.7	6.3	15.2	4.9	0.3	1,752	15.0	2,887	9.1	—	—	—	—	—	1,358	33
San Angelo ISD	TX	16,346	17,354	50.2	49.8	6.0	42.7	1.0	0.2	1,098	15.8	1,847	9.4	—	—	—	—	—	806	29
San Antonio ISD	TX	61,156	61,361	5.2	94.8	10.8	83.7	0.2	0.1	3,692	16.6	6,854	9.0	—	—	—	—	—	1,669	109
Socorro ISD	TX	12,998	21,098	9.3	90.7	1.2	89.0	0.4	0.1	1,302	16.2	2,352	9.0	—	—	—	—	—	854	21
Spring Branch ISD	TX	26,044	29,881	40.8	59.2	6.5	44.6	7.9	0.1	1,900	15.7	3,513	8.5	—	—	—	—	—	1,269	37
Spring ISD	TX	17,917	21,044	53.2	46.8	21.2	19.4	5.8	0.3	1,337	15.7	2,415	8.7	—	—	—	—	—	894	23
Tyler ISD	TX	16,069	16,511	42.6	57.4	36.2	20.2	0.9	0.1	1,081	15.3	1,965	8.4	—	—	—	—	—	769	29
United ISD	TX	11,478	21,387	4.4	95.6	0.1	94.8	0.6	0.1	1,289	16.6	2,529	8.5	—	—	—	—	—	853	31
Waco ISD	TX	14,325	16,170	23.7	76.3	40.2	35.6	0.5	0.1	1,062	15.2	1,713	9.4	—	—	—	—	—	—	30
Wichita Falls ISD	TX	14,889	15,594	63.9	36.1	16.1	17.0	2.5	0.5	1,121	13.9	1,757	8.9	—	—	—	—	—	779	30
Ysleta ISD	TX	50,009	47,366	11.1	88.9	2.6	85.4	0.5	0.4	2,991	15.8	5,172	9.2	—	—	—	—	—	2,620	66
Alpine	UT	38,246	43,719	94.3	5.7	0.3	3.1	1.5	0.6	1,712	25.5	2,574	17.0	2.4	0.5	1.6	3.6	4.1	2,672	51
Davis	UT	53,411	59,220	94.0	6.0	1.0	3.0	1.6	0.4	2,324	25.5	4,519	13.1	1.5	1.0	1.7	1.9	1.2	3,746	78
Granite	UT	77,515	76,456	84.8	15.2	1.0	8.0	5.1	1.0	3,090	24.7	6,541	11.7	9.3	8.4	10.2	11.0	7.4	4,499	96
Jordan	UT	63,605	72,748	93.8	6.2	0.3	3.7	1.7	0.4	2,851	25.5	5,035	14.4	3.0	0.0	2.4	4.5	5.6	4,082	72
Nebo	UT	16,154	19,256	95.9	4.1	0.1	3.0	0.7	0.3	732	26.3	1,294	14.9	0.3	0.3	0.3	0.1	0.6	1,191	27
Salt Lake City	UT	24,569	25,881	65.1	34.9	2.9	20.8	8.6	2.6	1,155	22.4	2,412	10.7	13.6	8.4	11.6	15.5	20.6	1,140	40
Washington	UT	12,647	18,078	93.9	6.1	0.3	3.0	1.0	1.8	689	26.3	1,218	14.8	2.2	0.1	1.7	2.4	5.4	1,003	27
Weber	UT	25,275	28,139	93.2	6.8	1.0	4.0	1.4	0.5	1,080	26.1	1,891	14.9	3.3	0.1	3.0	4.0	7.0	1,761	39
Arlington County	VA	14,290	17,546	42.1	57.9	17.1	30.7	9.9	0.1	—	—	—	—	—	—	—	—	—	788	30
Chesapeake City	VA	28,324	35,593	63.5	36.5	33.7	1.0	1.6	0.2	—	—	—	—	—	—	—	—	—	1,936	42
Chesterfield County	VA	42,864	49,781	76.3	23.7	19.5	1.4	2.7	0.2	—	—	—	—	—	—	—	—	—	2,816	56
Fairfax County	VA	126,713	143,266	64.5	35.5	11.4	9.8	14.0	0.2	—	—	—	—	—	—	—	—	—	8,789	212
Hampton City	VA	20,788	23,980	41.8	58.2	54.4	1.7	1.8	0.2	—	—	—	—	—	—	—	—	—	1,214	34
Henrico County	VA	31,963	38,102	63.7	36.3	31.7	1.2	3.3	0.1	—	—	—	—	—	—	—	—	—	1,940	58
Loudoun County	VA	14,174	21,574	82.8	17.2	8.5	4.3	4.2	0.1	—	—	—	—	—	—	—	—	—	1,009	36

available to students. As a complement to his smaller schools and classes proposal, this initiative would help create schools that are not only smaller, but have a common mission; teacher, parent and student buy-in; and increased autonomy.

School Construction: For students to learn, schools must be well-equipped and able to accommodate smaller class sizes. In 1998, the American Society of Civil Engineers said that school buildings represent the nation's most pressing infrastructure need. To address this critical need, Al Gore will fight to pass the Administration's school construction initiative. This proposal would provide federal tax credits and other financial support as incentives to help states and local school districts to build and renovate public schools. Half of the bond authority will be allocated to the 100 school districts with the largest number of low-income children, and the other half will be allocated to the states.

GoToCollege.com: Provide grants to high-need school districts so disadvantaged students can have subsidized access to Advanced Placement courses as well as SAT and achievement test preparation courses online.

Reaffirm Commitment to IDEA: President Gore will reaffirm the importance of the Individuals with Disabilities Education Act (IDEA) by making a substantial increased investment in this program, which ensures that children with disabilities have access to a free appropriate education and has opened the doors of public schools to children with special needs. His administration will help states and school districts provide high quality education for all students, including students with disabilities.

Demand More from Our Students, Teachers, and Schools

Higher Standards, Higher Pay for Teachers: This initiative would award competitive grants to high-poverty urban and rural school districts to help them attract and retain high-quality teachers and principals through better pay and higher standards. In order to receive funding, partnerships involving school districts, local businesses, and teacher's unions, would take aggressive steps to raise teacher standards and provide professional development and intensive support to help all teachers and principals succeed. Participating partnerships would agree on steps to reward good teaching, provide mentors for new teachers and principals, recruit talented new teachers, and adopt faster, but fair ways to identify, improve, and when necessary remove low performing teachers. School districts would require rigorous peer evaluations to identify potential master teachers, provide advice and extra help to all teachers, and identify those few who should be placed into a program to improve, or when necessary remove low-performing teachers. Under this proposal, all teachers in participating school districts would receive up to a \$5,000 salary increase. Master teachers, reaching an advanced professional standard, would receive an additional \$5,000 salary increase – for example, given to those who get advanced certification through the National Board for Professional Teaching Standards Certification or those who pass a rigorous peer evaluation demonstrating high-quality teaching based on clearly defined and objective standards. Al Gore believes that teachers should be treated and paid like professionals, and held to high professional standards. No teaching contract or license should provide a lifetime job guarantee, but we must provide all our teachers the intensive support and training needed to succeed.

Raising Standards for All Students. Al Gore will fight to raise standards for all our students. As part of this effort, he will challenge all states to institute a

high school exit exam and provide incentives to reward those states that adopt these tests. These exams would be developed by the state, and tied to state standards and accountability systems. Twenty six states now have high school exit exams. The Gore plan will also provide states a bonus for improved student achievement measured by NAEP.

Keeping Kids in School: As President, Al Gore will challenge every state to raise their compulsory school age to 18 and provide matching grants to help those states that meet this challenge while adopting aggressive, proven strategies to prevent students from dropping out of school.

Require Rigorous Tests For All New Teachers: According to the National Commission on Teaching and America's Future, one of the most important factors in improving student achievement is the knowledge and skills teachers bring to the classroom. Yet numerous teachers teach subjects for which they lack adequate preparation, with fully one quarter of secondary school teachers lacking even a minor in their main teaching field. Students in schools with the highest levels of poverty, those who often need the most help from the best teachers, are most likely to be in classrooms with teachers who are not fully qualified: for example, in schools with the highest minority enrollment, students have a less than 50 percent chance of having a math or science teacher with a license and degree in the field. The Gore plan will require states, as a condition of receiving federal money, to test all new teachers for subject matter knowledge and teaching skills before they enter the classroom.

Turning Around Failing Schools: Every state and every school district should be required to identify failing schools, and work to turn them around - with strict accountability for results, and strong incentives for success. And if these failing schools don't improve quickly, they should be shut down fairly and fast, and reopened under a new principal with a full peer evaluation of every teacher, intensive training for those who need it, and fair ways to improve or remove low-performing teachers. States and school districts that turn around failing schools should receive performance bonuses recognizing their achievements and rewarding their hard work. The Gore plan will also increase investment in after school to ensure that every student in a failing school has access to extra help.

###

Paid for by Gore 2000, Inc.
Copyright © 1999 All Rights Reserved

Home	The Agenda	The Gore Family	Tipper	Briefing Room	Town Hall
En Español	Get Involved	Register to Vote	Contribute	Speeches	

The Agenda	The Gore Family	Tipper Gore	Briefing Room	Town Hall
En Español	Get Involved	Register To Vote	Contribute	Speeches



AL GORE'S PLAN TO SAVE OUR SCHOOLS

Thursday, December 16, 1999

Reforming our schools is an urgent national priority that requires a national strategy. Al Gore knows that no issue is more important to ensuring that all Americans can succeed in the global economy. While Al Gore firmly believes that education is a state and local responsibility, he understands that in the new economy education must be a national priority that requires national leadership. Some candidates for President would turn their back on public schools, while others have decided that school reform does not require national attention. But Al Gore knows that if America is to succeed in the 21st century, all our children need a world class education.

Over the last seven years, we've taken important steps to begin the process of improving our schools.

We've helped states and communities set high academic standards for students,
We've set important goals like helping every child learn to read by the end of the third grade, and holding schools accountable for results,
We've given communities the money to begin hiring 100,000 qualified teachers over the next six years to help reduce class sizes in the early grades,
We've dramatically increased the number of charter schools,
We've provided more choice in our public schools,
We've dramatically increased accountability and,
We've opened the doors of college to millions of Americans.

But we must do much more.

Education for all remains a cornerstone of our democracy - our greatest tool to instill hope, fight poverty and eliminate intolerance. If we want to make sure no child gets left behind, we must act decisively to fulfill that promise for all of our children.

Al Gore believes if we are going to truly reform our schools, we need to invest more, not less. Vice President Gore is proposing to devote \$115 billion of the budget surplus to create an Education Reform Trust Fund which will fund new education investments: including universal preschool; reforming the American High School and smaller schools and smaller classes; high quality teachers, and fixing failing schools. But more money is only part of the solution, we also need to demand more from our students, our teachers, and our schools. That is why Al Gore's education plan includes a set of new challenges to improve educational performance.

As President, Al Gore would do more for education, and demand more in return:

Do More for Our Students, Teachers, and Schools

Smaller Schools and Smaller Classes: Research shows that small schools can offer a strong core curriculum and a level of academically advanced courses comparable to large schools. Small schools also have better attendance records, lower dropout rates and fewer discipline problems. Al Gore envisions a new American high school with smaller classes, smaller schools, and more individual attention for each student for each student to help our teenagers get on the right track and make our schools better and safer.

Al Gore is proposing incentives to create smaller high schools. Under the Gore plan, grants would be made to schools or districts that have a strategy to build new, small high schools -- less than 600 students -- or break up existing schools in innovative ways, including autonomous schools-within-schools, career academies, charter schools, or smaller classes. Funding would be provided to states who will make grants to local school districts, partly through a competitive process, while ensuring that high need communities receive a fair share of funding. School districts receiving funding will also develop strategies to hold all students to high standards, including providing qualified students in every high school with the opportunity to take Advanced Placement courses. He is also fighting to reduce class size to a national average of eighteen students in the early grades, and has set a national goal to reduce the average class size to twenty students in all grades.

After School For Every Student In A Failing School: Al Gore is committed to dramatically increasing funding for the 21st Century Community Learning Centers, which supports the creation and expansion of after school and summer school programs throughout the country. Experts agree that school age children who are unsupervised during the hours after school are far more likely to use alcohol, drugs, and tobacco, commit crimes, receive poor grades, and drop out of school than those who are involved in supervised, constructive activities. Al Gore has already fought hard to increase investment in after school from \$1 million in 1997 to \$453 million in this year's budget. The Gore plan will dramatically increase funding for this initiative to help working families ensure that their children are getting extra help in a safe place in the critical after-school hours. This initiative will also help make available high-quality after-school help and instruction for every student in a failing school while states and school districts are taking aggressive steps to turn that school around.

21st Century National Teachers Corps: To help ensure we have more high quality teachers as we enter the new millennium, Al Gore is proposing to create a 21st Century National Teacher Corps. The Teacher Corps would eventually help 75,000 talented people each year become teachers in high-need schools. This includes providing college scholarships to 60,000 young people annually who commit to teach in high-need schools for at least four years as well as bonuses and training for 15,000 mid-career professionals to become teachers every year. These scholarships will be awarded through local public-private partnerships.

Triple The Number of Charter Schools By 2010: Charter Schools help expand parental choice within our public school system. Al Gore believes we should triple the number of high quality and accountable public charter schools



Bethany Little

01/20/2000 08:14:38 AM

Record Type: Record

To: Andy Rotherham/OPD/EOP@EOP

cc:

Subject: Peer review meeting today

Let's discuss these and other issues when you have a moment...

----- Forwarded by Bethany Little/OPD/EOP on 01/20/2000 08:14 AM -----



"Cohen, Mike" <Mike_Cohen@ed.gov>

01/20/2000 08:09:57 AM

Record Type: Record

To: Bethany Little/OPD/EOP

cc: "Ramirez, Heidi" <Heidi_Ramirez@ed.gov>, "Rogers, Diane" <Diane_Rogers@ed.gov>

Subject: Peer review meeting today

I got your message about meeting in Bruce's office at 11:30 today. You also asked for the questions I raised with Bruce, so you can be prepared with answers.

Before I get to the issues I raised, I believe the point of this meeting is for us to work together to figure out better answers to questions we have already asked; we're not expecting you to come with final answers.

These are the main issues I see, though there are a number of additional ones that will fall out of any discussion that starts with these:

1. We don't think this proposal is credible if it serves districts with an average of 800 teachers. That approach not only leaves out very big districts such as New York, L.A. and Chicago -- it leaves out the largest 600-700 districts in the country. This is unacceptable. If we stick with this approach, we won't have to worry about whether or not AFT likes the accountability provisions in the proposal -- they won't endorse it simply on the grounds that it will not deliver support to any district that they represent. And no big city newspaper -- where the opinion leaders write -- will support it, because it does nothing for the big cities.

As currently designed this proposal will serve districts like Amphitheater Unified in Arizona, with 803 teachers and 13,519 students. Yet the big cities are the places with among the biggest problems in attracting good teachers, and which the public perceives as the places with lousy teachers

who are never evaluated or fired.

This problem arises because the cost of the proposal on a district wide basis far exceeds the level of investment we are prepared to make, at least for the first year. Bruce and I talked about the possibility of targeting this to the highest poverty schools in big cities, rather than districtwide -- kind of like a demonstration program. You might give good teachers willing to work in these schools a big initial raise as an incentive to work there, create the collegial conditions necessary for individual teacher and school success, and then use a peer evaluation system to hold them accountable for results.

While this is a departure from the original proposal, the VP could point to it and say that it is consistent with his approach in principal, but that he would do it on a much larger scale; this is kind of a downpayment on his idea.

I don't know if this is the right way to do it, but its the kind of thing we need to think through in order to make this workable and defensible within the first day or so after it is announced.

2. The more we sell the initial salary increases as a recruitment tool, the harder it is to understand the difference between this proposal and home grown teachers -- or to explain why we have both. As both of these proposals continue to evolve, we need to keep the other in mind.

3. The idea that we would give grants to districts to plan peer review systems, but not to the ones that already have them operating (to strengthen what they are already doing, to disseminate what they have learned, etc.) is silly. We fail to reward those districts that are leading in a tough area, and we are betting that lots of novice districts will start from scratch and get it right. Not a wise bet in my judgment. Further, we are taking a model that has been developed and implemented in a handful of relatively big cities, and trying to get much smaller places, with different problems, capacity and cultures, to adopt it.

4. I appreciate DPC's view that the involvement of the business community will help keep an evaluation system rigorous -- but I strongly doubt that involvement alone will get the job done. We ought to insist on some kind of performance indicators that would indicate that the local quality standards are rigorous, and that the peer review process is implemented in a way that effectively applies the rigor to teachers. One way to do this would be to require reports each year on the number of teachers removed "fast but fairly", or at least to require some kind of external, hard-nosed review of the local standards and process as implemented.

I could go on with more specifics, but my general point is that there is still a ton of stuff to figure out before this goes public, and what we know so far truly frightens me. It will do no one in the Administration any good to advance a proposal that is ill conceived and not thought through -- features that will become painfully clear within days if not hours of its announcement. That's why we want to work together to help design this proposal, within the constraints that are really fixed in stone.

1/20 Joe knew Monroe in B.R.'s office

|| How me to the VP so we had to be

Table 92.—Number and percentage of public elementary and secondary education agencies, by state and type of agency: 1995–96 and 1996–97

State or other area	Total agencies		Regular school districts, including supervisory union components		Regional education service agencies and supervisory union administrative centers		State-operated agencies		Federally operated agencies		Other agencies	
	1995–96	1996–97	1995–96	1996–97	1995–96	1996–97	1995–96	1996–97	1995–96	1996–97	1995–96	1996–97
1	2	3	4	5	6	7	8	9	10	11	12	13
United States	16,265	16,359	14,766	14,841	1,164	1,165	194	194	44	44	97	115
Alabama	131	131	127	127	0	0	1	1	3	3	0	0
Alaska	55	55	55	53	0	0	0	2	0	0	0	0
Arizona	242	317	227	302	5	5	1	1	8	8	1	1
Arkansas	332	331	311	311	17	16	4	4	0	0	0	0
California	1,060	1,060	999	999	58	58	3	3	0	0	0	0
Colorado	194	194	176	176	18	18	0	0	0	0	0	0
Connecticut	179	179	166	166	6	6	4	4	0	0	3	3
Delaware	22	24	19	19	0	0	3	3	0	0	0	2
District of Columbia	1	1	1	1	0	0	0	0	0	0	0	0
Florida	74	74	67	67	0	0	1	1	0	0	6	6
Georgia	180	180	180	180	0	0	0	0	0	0	0	0
Hawaii	1	1	1	1	0	0	0	0	0	0	0	0
Idaho	113	113	112	112	0	0	1	1	0	0	0	0
Illinois	1,024	1,040	905	924	83	81	5	5	0	0	31	30
Indiana	327	327	295	295	28	28	3	3	0	0	1	1
Iowa	415	408	384	379	15	15	15	13	1	1	0	0
Kansas	304	304	304	304	0	0	0	0	0	0	0	0
Kentucky	258	258	176	176	0	0	80	80	2	2	0	0
Louisiana	72	72	66	66	0	0	5	5	0	0	1	1
Maine	326	326	284	284	40	40	1	1	0	0	1	1
Maryland	24	24	24	24	0	0	0	0	0	0	0	0
Massachusetts	464	465	353	353	85	85	1	1	0	0	25	26
Michigan	693	730	631	668	57	57	4	4	0	0	1	1
Minnesota	452	453	388	382	61	68	3	3	0	0	0	0
Mississippi	164	164	153	153	0	0	10	10	1	1	0	0
Missouri	537	531	531	525	0	0	2	2	0	0	4	4
Montana	551	551	472	472	77	77	2	2	0	0	0	0
Nebraska	786	774	668	656	112	112	6	6	0	0	0	0
Nevada	18	18	17	17	0	0	1	1	0	0	0	0
New Hampshire	246	248	178	178	68	70	0	0	0	0	0	0
New Jersey	620	620	608	608	12	12	0	0	0	0	0	0
New Mexico	89	89	89	89	0	0	0	0	0	0	0	0
New York	753	744	715	706	38	38	0	0	0	0	0	0
North Carolina	123	123	119	119	0	0	2	2	2	2	0	0
North Dakota	284	282	238	236	38	38	3	3	5	5	0	0
Ohio	781	776	661	661	94	89	3	3	0	0	23	23
Oklahoma	548	549	548	549	0	0	0	0	0	0	0	0
Oregon	243	226	234	219	6	5	2	1	1	1	0	0
Pennsylvania	614	614	501	501	101	100	12	13	0	0	0	0
Rhode Island	37	37	36	36	0	0	1	1	0	0	0	0
South Carolina	106	104	95	95	11	9	0	0	0	0	0	0
South Dakota	218	218	177	177	17	17	5	5	19	19	0	0
Tennessee	140	140	140	140	0	0	0	0	0	0	0	0
Texas	1,044	1,059	1,044	1,043	0	0	0	0	0	0	0	16
Utah	47	47	40	40	5	5	2	2	0	0	0	0
Vermont	344	346	284	285	60	60	0	1	0	0	0	0
Virginia	165	169	141	141	22	26	0	0	2	2	0	0
Washington	305	305	296	296	9	9	0	0	0	0	0	0
West Virginia	57	57	55	55	0	0	2	2	0	0	0	0
Wisconsin	444	444	426	426	16	16	2	2	0	0	0	0
Wyoming	58	57	49	49	5	5	4	3	0	0	0	0
Department of Defense dependents schools	12	12	0	0	0	0	0	0	12	12	0	0
Outlying areas												
American Samoa	1	1	1	1	0	0	0	0	0	0	0	0
Guam	1	1	1	1	0	0	0	0	0	0	0	0
Northern Marianas	1	1	1	1	0	0	0	0	0	0	0	0
Puerto Rico	1	1	1	1	0	0	0	0	0	0	0	0
Virgin Islands	1	1	1	1	0	0	0	0	0	0	0	0

NOTE.—Data for 1995–96 have been revised from previously published figures.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data survey. (This table was prepared October 1998.)

Table 95.—Enrollment of the 130 largest public school districts: Fall 1996

Name of school district	State	Rank order ¹	Enrollment, fall 1996	Name of school district	State	Rank order ¹	Enrollment, fall 1996
1	2	3	4	1	2	3	4
New York City	NY	1	1,063,561	Jefferson Parish	LA	66	55,876
Los Angeles Unified	CA	2	667,305	Oakland Unified	CA	67	53,462
City of Chicago	IL	3	469,098	Arlington ISD	TX	68	53,343
Dade County	FL	4	341,117	Cypress-Fairbanks ISD	TX	69	52,930
Broward County	FL	5	218,608	Lee County	FL	70	52,317
Philadelphia	PA	6	212,150	Santa Ana Unified	CA	71	52,107
Houston ISD	TX	7	209,375	Sacramento City Unified	CA	72	51,240
Hawaii Public Schools	HI	8	187,653	Knox County	TN	73	51,224
Detroit Public Schools	MI	9	182,316	Cumberland County	NC	74	51,035
Clark County	NV	10	179,106	Cincinnati City	OH	75	50,396
Dallas ISD	TX	11	154,847	Chesterfield County	VA	76	49,781
Hillsborough County	FL	12	147,826	Washoe County	NV	77	49,671
Fairfax County	VA	13	143,266	Caddo Parish	LA	78	49,577
Palm Beach County	FL	14	137,585	Prince William County	VA	79	48,333
San Diego City Unified	CA	15	133,687	Anchorage	AK	80	48,109
Orange County School Board	FL	16	129,143	Minneapolis Special	MN	81	47,978
Duval County	FL	17	126,118	Buffalo City	NY	82	47,845
Prince George's County	MD	18	125,198	San Juan Unified	CA	83	47,819
Montgomery County	MD	19	122,505	Seattle	WA	84	47,629
Memphis City	TN	20	111,156	Ysleta ISD	TX	85	47,366
Baltimore City	MD	21	108,759	Aldine ISD	TX	86	47,242
Pinellas County	FL	22	107,060	Fort Bend ISD	TX	87	46,881
Baltimore County	MD	23	104,073	Shelby County	TN	88	46,454
Milwaukee City	WI	24	101,007	Wichita Unified	KS	89	46,391
Charlotte-Mecklenburg	NC	25	93,533	San Bernardino City Unified	CA	90	46,309
Jefferson County	KY	26	91,878	Newark	NJ	91	45,805
DeKalb County	GA	27	90,311	Escambia County	FL	92	45,744
Albuquerque	NM	28	89,092	North East ISD	TX	93	45,184
Gwinnett County	GA	29	88,855	Garland ISD	TX	94	44,869
Jefferson County	CO	30	86,670	Omaha City	NE	95	44,761
Cobb County	GA	31	85,765	Garden Grove Unified	CA	96	44,661
Wake County	NC	32	85,735	St Louis City Board of Education	MO	97	44,620
Orleans Parish	LA	33	85,064	Indianapolis Public Schools	IN	98	44,434
Long Beach Unified	CA	34	83,038	St. Paul Independent	MN	99	43,766
D.C. Public Schools	DC	35	78,648	Alpine	UT	100	43,719
Fresno Unified	CA	36	78,470	Pasco County School Board	FL	101	43,461
Virginia Beach City	VA	37	76,677	Charleston County	SC	102	43,457
Granite	UT	38	76,456	Forsyth County-Winston-Salem	NC	103	41,851
Austin ISD	TX	39	76,054	Jefferson County	AL	104	41,663
Fort Worth ISD	TX	40	75,813	Clayton County	GA	105	41,658
Polk County	FL	41	74,808	Tulsa	OK	106	41,644
Cleveland City	OH	42	74,026	Corpus Christi	TX	107	41,606
Jordan	UT	43	72,748	Birmingham City	AL	108	41,133
Anne Arundel County	MD	44	72,322	Plano ISD	TX	109	40,864
Mesa Unified	AZ	45	70,181	Pasadena ISD	TX	110	40,512
Nashville-Davidson County	TN	46	69,888	Brownsville ISD	TX	111	40,494
Brevard County	FL	47	66,663	Pittsburgh City	PA	112	39,955
Denver	CO	48	66,331	Anoka-Hennepin	MN	113	39,874
Mobile County	AL	49	64,833	Oklahoma City	OK	114	39,827
El Paso ISD	TX	50	64,444	Toledo City	OH	115	39,712
Columbus City	OH	51	63,894	Howard County	MD	116	38,857
Boston City	MA	52	63,239	Kansas City	MO	117	38,521
Tucson Unified	AZ	53	62,867	Alief ISD	TX	118	38,383
East Baton Rouge Parish	LA	54	61,499	Henrico County	VA	119	38,102
San Antonio ISD	TX	55	61,361	Rochester City	NY	120	37,912
San Francisco Unified	CA	56	61,174	Elk Grove Unified	CA	121	37,787
Atlanta Public Schools	GA	57	60,064	Harford County	MD	122	37,709
Fulton County	GA	58	59,953	Norfolk City Schools	VA	123	37,672
Northside ISD	TX	59	59,284	Capistrano Unified	CA	124	37,539
Davis County	UT	60	59,220	Cherry Creek	CO	125	37,128
Guilford County	NC	61	58,736	Richmond County	GA	126	36,826
Volusia County	FL	62	58,004	Chatham County	GA	127	36,382
Portland	OR	63	56,856	Marion County	FL	128	36,242
Seminole County	FL	64	55,972	Mt. Diablo Unified	CA	129	35,834
Greenville County	SC	65	55,893	Calcasieu Parish School Board	LA	130	35,782

¹Public school districts ranked by size of enrollment in fall 1996.
ISD=Independent School District.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data survey. (This table was prepared December 1998.)

ED and OMB Concerns Regarding the Higher Standards, Higher Pay Proposal

1. On what basis would ED be making the grants? The paper states that \$1 million per site will be used to develop the peer review system. Does this mean that we need to award grants before systems are developed? What will we require of districts before they get any funding?
 - Money would be distributed through a competitive grant process to those districts that work with teachers and local business to develop a plan to:
 - Recruit, test and support talented new teachers;
 - Provide high-quality professional development for all teachers and reward “good” teachers (including those identified as “master teachers”);
 - Institute rigorous peer review of all teachers in the district, including student achievement as one performance measure; and
 - Design a faster, but fair, system to improve or remove low-performing teachers (including those identified as “low-performing” in their peer review).

Initially the \$1 million investment will be used to develop a rigorous peer review system, and in later years some portion of that money would be used to implement that system.

2. As a superintendent, I would be very tempted to develop a system that almost all of my teachers would pass. This would allow me to essentially give all of my teachers raises. How will we prevent this from happening?
 - Theoretically most superintendents might appreciate a peer review that helped them get rid of their worst teachers. The involvement of the business community should help mitigate the potential for a sham somewhat, but overall the policy will be similar to other Ed grants in which we choose to fund good proposals and rely on evaluation and honesty to ensure that the money is not being misused.
3. Does your formula provide for districts to hire subs or staff as needed to enact the peer review?
 - Yes, that is what the \$1 million (or some portion thereof) will be used for after the peer review system is developed.
4. Does this program facilitate the dismissal of low quality teachers? If it is not a real possibility that low quality teachers will lose their jobs, why do we give all teachers so much money before they even pass the peer review?
 - The program facilitates the removal of low-performing teachers by both requiring that the district implement a streamlined policy for removing bad teachers and by identifying teachers who should be removed through the peer review.
5. We are spending a lot of money on teachers before any peer reviews takes place. What is the rationale behind this decision? It seems to run counter to the premise of this proposal to provided raises to teachers who have only passed a minimum standard.
 - One of the purposes of the program is to attract and retain high-quality teachers to high-poverty districts. In addition to being the political “price of admission for this program, the up-front increase supports the plan to attract high-quality teachers.

6. There is not enough money in this proposal to do what it proposes. When we start supplementing teacher salaries at the tune of \$5000 per teacher, that's a huge amount of money in large school districts. If we want to reach the high-poverty urban areas, this won't go too far. What happens when our program ends? Who makes up the difference in salary?
 - The program is a demonstration that will fund from 10-15 districts (I'll be happy to walk through the math if anybody wants to call me). The Los Angeles and Chicago districts of the country may not qualify, but the vast majority of districts would.
7. Would districts that have already done this be eligible? For example, Cincinnati and Columbus, Ohio, Rochester, NY, and Seattle already have this kind of system in place.
 - They could apply, but since their application would have to show that their new proposed changes would substantially increase teacher quality above what their current policies are doing, I doubt they would receive funding.
8. I don't think we want to be suggesting that districts start testing new teachers. States are the ones who administer tests for state licensing. Districts should not be adding to this. We might want to encourage districts to develop rigorous performance-based assessments for their new teachers that includes peer review, but we should not use the word "test" new teachers.
 - We will replace "test" new teachers with "evaluate" new teachers, including a test in the subject they will teach, where appropriate.
9. This proposal should make reference to the proposal that the Secretary put on the table in his State of American Education speech last February. He called on States to rethink their licensing and certification system to make them more rigorous, but also more flexible. To start a national dialogue, the Secretary outlined a three-tiered licensing system for initial, professional, and advanced certification, with appropriate jumps in salary for each stage. The professional license required a rigorous assessment of performance in the classroom judged by a panel of peers. To ignore the Secretary's proposal would be a serious mistake. We got lots of press attention to this when he made his speech. (The proposal is spelled out in our latest Information Kit on the Teaching Initiative and it's on our web site.)
 - If you have specific proposals for how this could be done, please give me a call to chat about them.
10. I'd also like to see us continue to push the concept of knowledge and skills-based pay. The Secretary has been pushing this concept since his Back to School Address in 1998. It does a similar thing to this proposal, but does not just give across the board raises to everyone. Again, we elaborated on this concept in the State of American Ed last year.
 - Again, we'd be happy to discuss specific proposals for changing the program, although we all know the time constraints of any changes that would be incorporated into budget docs.
11. If we wanted to be really bold, we should be looking at the proposal that the Milliken Foundation put forward this fall on differentiated teaching salaries based on knowledge, skills, and responsibilities of teachers on a faculty. Their proposal includes a description of a typical elementary and high school and how this might work without having to pour a tremendous amount of new money into the system. It's based on the medical field model. I don't know how the unions have reacted to this proposal, but I thought it was quite interesting.
 - It's probably a little late for this kind of large-scale change.

12. Competitive grants to high-poverty districts (suggesting that urban and rural are competing against each other, no priority for districts in teaching staff crisis) How long are these grants for, particularly if they include salaries?
 - The grants are indefinite at this point, but could be stepped down as the local match increases if that became appropriate. It is probably not necessary to make this decision for the budget paper.
13. Application that includes plan (as described before) for testing of new teachers (Is this just the test for initial certification/licensure? What benefit does it have besides ensuring compliance with state teaching standards?) professional development and mentoring, streamlined system for teacher evaluation and removal
 - See above.
14. Salary increases--there seem to be three intervals at which teachers can earn up to \$5,000 in salary increases. Are these to be added together, meaning up to \$15,000 in salary increases per teacher? Is there any way of ensuring that our dollars do not supplant local dollars for salaries and salary increases? One increase is based on successful completion of "a rigorous peer review." Does this mean when the district has put in place such reviews, or when the teacher has undergone some peer implemented performance assessment?
 - The final \$5,000 for becoming a master teacher is a bonus, not an increase, so the total possible increase per teacher is \$10,000. The second increase would be given to the teacher upon successful completion of the peer review described in the proposal. We could put a supplement not supplant clause in (note: how is this done in class size?).
15. Size and Number of Awards. Considering the estimated costs of peer review (\$1 million per site) and salary costs (\$5-15,000 per teacher), these awards would be for \$4 million-\$12 million for each LEA, and not serve Leas with more than 800 teachers. (5 awards to medium size districts?) I would guess that the top 100 largest districts have easily a couple of thousand teachers each. For which districts is this intended (Does it exclude big districts?) How many awards could be made? At what size?
 - See above.
16. Matching Requirement of 25%. Most of our matches are in-kind, is that the case here as well? Otherwise, which districts will contribute the \$1-4 million? Do we have evidence to suggest that districts will do this?
 - This match could be in-kind (although this is really only useful for the peer review component, since the rest is straight dollars), and can be from any source, including the state, the district or the local businesses involved in the program

ED and OMB Concerns Regarding the Higher Standards, Higher Pay Proposal

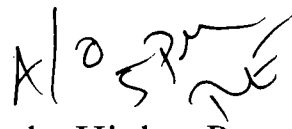
1. On what basis would ED be making the grants? The paper states that \$1 million per site will be used to develop the peer review system. Does this mean that we need to award grants before systems are developed? What will we require of districts before they get any funding?
 - Money would be distributed through a competitive grant process to those districts that work with teachers and local business to develop a plan to:
 - Recruit, test and support talented new teachers;
 - Provide high-quality professional development for all teachers and reward “good” teachers (including those identified as “master teachers”);
 - Institute rigorous peer review of all teachers in the district, including student achievement as one performance measure; and
 - Design a faster, but fair, system to improve or remove low-performing teachers (including those identified as “low-performing” in their peer review).

Initially the \$1 million investment will be used to develop a rigorous peer review system, and in later years some portion of that money would be used to implement that system.

2. As a superintendent, I would be very tempted to develop a system that almost all of my teachers would pass. This would allow me to essentially give all of my teachers raises. How will we prevent this from happening?
 - Theoretically most superintendents might appreciate a peer review that helped them get rid of their worst teachers. The involvement of the business community should help mitigate the potential for a sham somewhat, but overall the policy will be similar to other Ed grants in which we choose to fund good proposals and rely on evaluation and honesty to ensure that the money is not being misused.
3. Does your formula provide for districts to hire subs or staff as needed to enact the peer review?
 - Yes, that is what the \$1 million (or some portion thereof) will be used for after the peer review system is developed.
4. Does this program facilitate the dismissal of low quality teachers? If it is not a real possibility that low quality teachers will lose their jobs, why do we give all teachers so much money before they even pass the peer review?
 - The program facilitates the removal of low-performing teachers by both requiring that the district implement a streamlined policy for removing bad teachers and by identifying teachers who should be removed through the peer review.
5. We are spending a lot of money on teachers before any peer reviews takes place. What is the rationale behind this decision? It seems to run counter to the premise of this proposal to provided raises to teachers who have only passed a minimum standard.
 - One of the purposes of the program is to attract and retain high-quality teachers to high-poverty districts. In addition to being the political “price of admission for this program, the up-front increase supports the plan to attract high-quality teachers.

6. There is not enough money in this proposal to do what it proposes. When we start supplementing teacher salaries at the tune of \$5000 per teacher, that's a huge amount of money in large school districts. If we want to reach the high-poverty urban areas, this won't go too far. What happens when our program ends? Who makes up the difference in salary?
 - The program is a demonstration that will fund from 10-15 districts (I'll be happy to walk through the math if anybody wants to call me). The Los Angeles and Chicago districts of the country may not qualify, but the vast majority of districts would.
7. Would districts that have already done this be eligible? For example, Cincinnati and Columbus, Ohio, Rochester, NY, and Seattle already have this kind of system in place.
 - They could apply, but since their application would have to show that their new proposed changes would substantially increase teacher quality above what their current policies are doing, I doubt they would receive funding.
8. I don't think we want to be suggesting that districts start testing new teachers. States are the ones who administer tests for state licensing. Districts should not be adding to this. We might want to encourage districts to develop rigorous performance-based assessments for their new teachers that includes peer review, but we should not use the word "test" new teachers.
 - We will replace "test" new teachers with "evaluate" new teachers, including a test in the subject they will teach, where appropriate.
9. This proposal should make reference to the proposal that the Secretary put on the table in his State of American Education speech last February. He called on States to rethink their licensing and certification system to make them more rigorous, but also more flexible. To start a national dialogue, the Secretary outlined a three-tiered licensing system for initial, professional, and advanced certification, with appropriate jumps in salary for each stage. The professional license required a rigorous assessment of performance in the classroom judged by a panel of peers. To ignore the Secretary's proposal would be a serious mistake. We got lots of press attention to this when he made his speech. (The proposal is spelled out in our latest Information Kit on the Teaching Initiative and it's on our web site.)
 - If you have specific proposals for how this could be done, please give me a call to chat about them.
10. I'd also like to see us continue to push the concept of knowledge and skills-based pay. The Secretary has been pushing this concept since his Back to School Address in 1998. It does a similar thing to this proposal, but does not just give across the board raises to everyone. Again, we elaborated on this concept in the State of American Ed last year.
 - Again, we'd be happy to discuss specific proposals for changing the program, although we all know the time constraints of any changes that would be incorporated into budget docs.
11. If we wanted to be really bold, we should be looking at the proposal that the Milliken Foundation put forward this fall on differentiated teaching salaries based on knowledge, skills, and responsibilities of teachers on a faculty. Their proposal includes a description of a typical elementary and high school and how this might work without having to pour a tremendous amount of new money into the system. It's based on the medical field model. I don't know how the unions have reacted to this proposal, but I thought it was quite interesting.
 - It's probably a little late for this kind of large-scale change.

12. Competitive grants to high-poverty districts (suggesting that urban and rural are competing against each other, no priority for districts in teaching staff crisis) How long are these grants for, particularly if they include salaries?
 - The grants are indefinite at this point, but could be stepped down as the local match increases if that became appropriate. It is probably not necessary to make this decision for the budget paper.
13. Application that includes plan (as described before) for testing of new teachers (Is this just the test for initial certification/licensure? What benefit does it have besides ensuring compliance with state teaching standards?) professional development and mentoring, streamlined system for teacher evaluation and removal
 - See above.
14. Salary increases--there seem to be three intervals at which teachers can earn up to \$5,000 in salary increases. Are these to be added together, meaning up to \$15,000 in salary increases per teacher? Is there any way of ensuring that our dollars do not supplant local dollars for salaries and salary increases? One increase is based on successful completion of "a rigorous peer review." Does this mean when the district has put in place such reviews, or when the teacher has undergone some peer implemented performance assessment?
 - The final \$5,000 for becoming a master teacher is a bonus, not an increase, so the total possible increase per teacher is \$10,000. The second increase would be given to the teacher upon successful completion of the peer review described in the proposal. We could put a supplement not supplant clause in (note: how is this done in class size?).
15. Size and Number of Awards. Considering the estimated costs of peer review (\$1 million per site) and salary costs (\$5-15,000 per teacher), these awards would be for \$4 million-\$12 million for each LEA, and not serve Leas with more than 800 teachers. (5 awards to medium size districts?) I would guess that the top 100 largest districts have easily a couple of thousand teachers each. For which districts is this intended (Does it exclude big districts?) How many awards could be made? At what size?
 - See above.
16. Matching Requirement of 25%. Most of our matches are in-kind, is that the case here as well? Otherwise, which districts will contribute the \$1-4 million? Do we have evidence to suggest that districts will do this?
 - This match could be in-kind (although this is really only useful for the peer review component, since the rest is straight dollars), and can be from any source, including the state, the district or the local businesses involved in the program



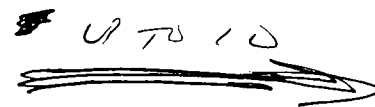
ED and OMB Concerns Regarding the Higher Standards, Higher Pay Proposal

1. On what basis would ED be making the grants? The paper states that \$1 million per site will be used to develop the peer review system. Does this mean that we need to award grants before systems are developed? What will we require of districts before they get any funding?
 - Money would be distributed through a competitive grant process to those districts that work with teachers and local business to develop a plan to:
 - Recruit, test and support talented new teachers;
 - Provide high-quality professional development for all teachers and reward “good” teachers (including those identified as “master teachers”);
 - Institute rigorous peer review of all teachers in the district, including student achievement as one performance measure; and
 - Design a faster, but fair, system to improve or remove low-performing teachers (including those identified as “low-performing” in their peer review).
 - Initially the \$1 million investment will be used to develop a rigorous peer review system, and in later years some portion of that money would be used to implement that system.
2. As a superintendent, I would be very tempted to develop a system that almost all of my teachers would pass. This would allow me to essentially give all of my teachers raises. How will we prevent this from happening?
 - Theoretically most superintendents might appreciate a peer review that helped them get rid of their worst teachers. The involvement of the business community should help mitigate the potential for a sham somewhat, but overall the policy will be similar to other Ed grants in which we choose to fund good proposals and rely on evaluation and honesty to ensure that the money is not being misused.
3. Does your formula provide for districts to hire subs or staff as needed to enact the peer review?
 - Yes, that is what the \$1 million (or some portion thereof) will be used for after the peer review system is developed.
4. Does this program facilitate the dismissal of low quality teachers? If it is not a real possibility that low quality teachers will lose their jobs, why do we give all teachers so much money before they even pass the peer review?
 - The program facilitates the removal of low-performing teachers by both requiring that the district implement a streamlined policy for removing bad teachers and by identifying teachers who should be removed through the peer review.
5. We are spending a lot of money on teachers before any peer reviews takes place. What is the rationale behind this decision? It seems to run counter to the premise of this proposal to provided raises to teachers who have only passed a minimum standard.

- One of the purposes of the program is to attract and retain high-quality teachers to high-poverty districts. In addition to being the political “price of admission for this program, the up-front increase supports the plan to attract high-quality teachers.
6. There is not enough money in this proposal to do what it proposes. When we start supplementing teacher salaries at the tune of \$5000 per teacher, that's a huge amount of money in large school districts. If we want to reach the high-poverty urban areas, this won't go too far. What happens when our program ends? Who makes up the difference in salary?
- The program is a demonstration that will fund from 10-15 districts (I'll be happy to walk through the math if anybody wants to call me). The Los Angeles and Chicago districts of the country may not qualify, but the vast majority of districts would.
7. Would districts that have already done this be eligible? For example, Cincinnati and Columbus, Ohio, Rochester, NY, and Seattle already have this kind of system in place.
- They could apply, but since their application would have to show that their new proposed changes would substantially increase teacher quality above what their current policies are doing, I doubt they would receive funding.
8. I don't think we want to be suggesting that districts start testing new teachers. States are the ones who administer tests for state licensing. Districts should not be adding to this. We might want to encourage districts to develop rigorous performance-based assessments for their new teachers that includes peer review, but we should not use the word "test" new teachers.
- We will not replace “test” new teachers with “evaluate” new teachers, and not really specify any further.
9. This proposal should make reference to the proposal that the Secretary put on the table in his State of American Education speech last February. He called on States to rethink their licensing and certification system to make them more rigorous, but also more flexible. To start a national dialogue, the Secretary outlined a three-tiered licensing system for initial, professional, and advanced certification, with appropriate jumps in salary for each stage. The professional license required a rigorous assessment of performance in the classroom judged by a panel of peers. To ignore the Secretary's proposal would be a serious mistake. We got lots of press attention to this when he made his speech. (The proposal is spelled out in our latest Information Kit on the Teaching Initiative and it's on our web site.
- We'd be happy to discuss specific proposals for changing the program, although we all know the time constraints of any changes that would be incorporated into budget docs.
10. I'd also like to see us continue to push the concept of knowledge and skills-based pay. The Secretary has been pushing this concept since his Back to School Address in 1998. It does a similar thing to this proposal, but does not just give across the board raises to everyone. Again, we elaborated on this concept in the State of American Ed last year.

- The peer review proposal is a knowledge-based pay proposal. It increases pay based on knowledge and teaching performance--not on seniority. Both the peer review and master-teacher pieces do that.
11. If we wanted to be really bold, we should be looking at the proposal that the Milliken Foundation put forward this fall on differentiated teaching salaries based on knowledge, skills, and responsibilities of teachers on a faculty. Their proposal includes a description of a typical elementary and high school and how this might work without having to pour a tremendous amount of new money into the system. It's based on the medical field model. I don't know how the unions have reacted to this proposal, but I thought it was quite interesting.
- It's probably a little late for this kind of large-scale change.
12. Competitive grants to high-poverty districts (suggesting that urban and rural are competing against each other, no priority for districts in teaching staff crisis) How long are these grants for, particularly if they include salaries?
- The grants are indefinite at this point, but could be stepped down as the local match increases if that became appropriate. It is probably not necessary to make this decision for the budget paper.
13. Application that includes plan (as described before) for testing of new teachers (Is this just the test for initial certification/licensure? What benefit does it have besides ensuring compliance with state teaching standards?) professional development and mentoring, streamlined system for teacher evaluation and removal
- See answer to #8.
14. Salary increases--there seem to be three intervals at which teachers can earn up to \$5,000 in salary increases. Are these to be added together, meaning up to \$15,000 in salary increases per teacher? Is there any way of ensuring that our dollars do not supplant local dollars for salaries and salary increases? One increase is based on successful completion of "a rigorous peer review." Does this mean when the district has put in place such reviews, or when the teacher has undergone some peer implemented performance assessment?
- The final \$5,000 for becoming a master teacher is a bonus, not an increase, so the total possible increase per teacher is \$10,000. The second increase would be given to the teacher upon successful completion of the peer review described in the proposal. We could put a supplement not supplant clause in (note: how is this done in class size?).
15. Size and Number of Awards. Considering the estimated costs of peer review (\$1 million per site) and salary costs (\$5-15,000 per teacher), these awards would be for \$4 million-\$12 million for each LEA, and not serve Leas with more than 800 teachers. (5 awards to medium size districts?) I would guess that the top 100 largest districts have easily a couple of thousand teachers each. For which districts is this intended (Does it exclude big districts?) How many awards could be made? At what size?
- See answer to #6 and "Cost" section of paper.

16. Matching Requirement of 25%. Most of our matches are in-kind, is that the case here as well? Otherwise, which districts will contribute the \$1-4 million? Do we have evidence to suggest that districts will do this?
- This match could be in-kind (although this is really only useful for the peer review component, since the rest is straight dollars), and can be from any source, including the state, the district or the local businesses involved in the program



Peer Review Options

Current Policy as Proposed

Higher Standards, Higher Pay for Teachers: This initiative would award competitive grants to high-poverty urban and rural school districts to help them attract and retain high-quality teachers and through better pay and higher standards. In order to receive funding, partnerships involving school districts and local businesses would take aggressive steps to raise teacher standards and provide professional development and intensive support to help all teachers and principals succeed. Participating partnerships would agree on steps to reward good teaching, provide mentors for new teachers and principals, recruit talented new teachers, and adopt faster, but fair ways to identify, improve, and when necessary remove low performing teachers. School districts would require rigorous peer evaluations to identify potential master teachers, provide advice and extra help to all teachers, and identify those few who should be placed into a program to improve, or when necessary remove low-performing teachers. Under this proposal, all teachers in participating school districts would receive up to a \$5,000 salary increase. Master teachers, reaching an advanced professional standard, would receive an additional \$5,000 salary increase – for example, given to those who get advanced certification through the National Board for Professional Teaching Standards Certification or those who pass a rigorous peer evaluation demonstrating high-quality teaching based on clearly defined and objective standards. Teachers should be treated and paid like professionals, and held to high professional standards. No teaching contract or license should provide a lifetime job guarantee, but we must provide all our teachers the intensive support and training needed to succeed

Issues

Implementing a budget initiative based on the language above requires that we resolve some outstanding issues. Our peer review initiative would offer funding to high-poverty school districts that created a partnership with local businesses to improve their system for hiring, training, evaluating and removing teachers.

Grantees would develop a plan to:

- Recruit talented new teachers and principals;
- Test all new teachers, including testing their knowledge of the subjects they will teach;
- Provide new teachers and principals with mentors;
- Offer high-quality professional development opportunities to all teachers and teachers;
- Reward good teaching and leadership;
- Provide regular, rigorous peer evaluation of every teacher to identify outstanding teachers, provide advice and extra help to improve all teachers, and identify those who should be improved or removed; and
- Adopt faster but fair ways to identify, improve and when necessary remove low-performing teachers.

In exchange for implementing a new system of this nature, grantees would receive funds to:

- Increase the salary of every teacher in the district by up to \$5,000;
- Design and implement the process to thoroughly evaluate all teachers, including developing performance measures (including student performance as one measure) that would help identify outstanding teachers, provide advice and extra help to improve all teachers, and identify those who should be improved or removed; and
- Reward teachers attaining a higher professional status (such as National Board for Professional Teaching Standards (NBPTS) certification), or who pass a rigorous standards-based peer evaluation with another salary increase of up to an additional \$5,000 (total possible salary increase is \$10,000).

Options to be resolved:

The policy issues we must resolve are:

- 1) What are the consequences for low-performing teachers under this policy?
- 2) What are the standards for receiving the additional \$5,000 salary increase? (Options in italics would require additional consultation with the unions.)

1. As articulated, a district's proposal must include plans to evaluate all teachers at some point, but no specific timeline is established and there is no discussion about what the consequences of that evaluation are. Without clarifying these issues, we are raising teacher's salaries without a guarantee of quality. It is worth noting that the increase we are proposing is worth \$5,000 annually.

- *Option A: Create another requirement for funding that participating districts must institute a renewable contract system that would allow teachers to be removed if they fail to pass their regularly scheduled (e.g. every five years) evaluation. The VP originally proposed this but it was not included in the final deal (it was not raised, Schnur thinks we can get it).*

- ✓ • *Option B: Require that participating districts evaluate teachers on a regular schedule, and that teachers who do not pass their evaluation be placed into the district's streamlined process to improve or remove low-performing teachers.*

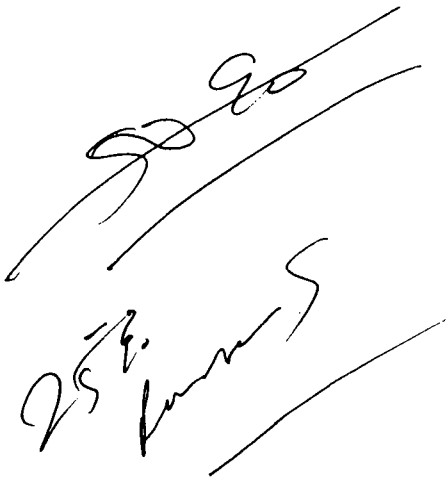
- *Option C: Give all teachers in participating districts half of their salary increase at the start of the program (i.e. \$2,500), and only provide the remaining \$2,500 to those teachers who successfully pass the evaluation.*

- Option D: Implement the policy as written, which would offer \$5,000 to every teacher up front and require a peer evaluation of every teacher at some point.

2. The current policy is unclear about what threshold must be met in order for a teacher to be eligible for the second \$5,000 salary increase. Although this was not the intent of the policy,

as it is currently written, every teacher who passes their peer evaluation could be eligible for the second increase.

- Option A: Implement the policy as written, offering an additional \$5,000 increase to every teacher who passes their evaluation.
- Option B: Offer the second salary increase to only those teachers who attain NBPTS certification.
- Option C: Offer the second increase to those teachers who attain NBPTS certification, or other “Master Teacher” status as defined by their state.
- Option D: Offer the second increase to those teachers who attain NPTS certification, other “Master Teachers”, or a limited number of teachers who are judged in their evaluation to have reached a superior status based on clearly defined and objective standards.



Handwritten signature and initials, possibly reading "J. B. [unclear]" and "J. B. [unclear]", with a large flourish.

\$50 million = 10,000 TEALINS

We want ~~\$~~ 50 million for 5-10 ^{SITES} ~~TEALINS~~

Peer Review Options

Current Policy as Proposed

Higher Standards, Higher Pay for Teachers: This initiative would award competitive grants to high-poverty urban and rural school districts to help them attract and retain high-quality teachers and through better pay and higher standards. In order to receive funding, partnerships involving school districts and local businesses would take aggressive steps to raise teacher standards and provide professional development and intensive support to help all teachers and principals succeed. Participating partnerships would agree on steps to reward good teaching, provide mentors for new teachers and principals, recruit talented new teachers, and adopt faster, but fair ways to identify, improve, and when necessary remove low performing teachers. School districts would require rigorous peer evaluations to identify potential master teachers, provide advice and extra help to all teachers, and identify those few who should be placed into a program to improve, or when necessary remove low-performing teachers. Under this proposal, all teachers in participating school districts would receive up to a \$5,000 salary increase. Master teachers, reaching an advanced professional standard, would receive an additional \$5,000 salary increase – for example, given to those who get advanced certification through the National Board for Professional Teaching Standards Certification or those who pass a rigorous peer evaluation demonstrating high-quality teaching based on clearly defined and objective standards. Teachers should be treated and paid like professionals, and held to high professional standards. No teaching contract or license should provide a lifetime job guarantee, but we must provide all our teachers the intensive support and training needed to succeed

Issues

Implementing a budget initiative based on the language above requires that we resolve some outstanding issues. Our peer review initiative would offer funding to high-poverty school districts that created a partnership with local businesses to improve their system for hiring, training, evaluating and removing teachers.

Grantees would develop a plan to:

- Recruit talented new teachers and principals;
- Test all new teachers, including testing their knowledge of the subjects they will teach;
- Provide new teachers and principals with mentors;
- Offer high-quality professional development opportunities to all teachers and teachers;
- Reward good teaching and leadership;
- Provide regular, rigorous peer evaluation of every teacher to identify outstanding teachers, provide advice and extra help to improve all teachers, and identify those who should be improved or removed; and
- Adopt faster but fair ways to identify, improve and when necessary remove low-performing teachers.

In exchange for implementing a new system of this nature, grantees would receive funds to:

- Increase the salary of every teacher in the district by up to \$5,000;
- Design and implement the process to thoroughly evaluate all teachers, including developing performance measures (including student performance as one measure) that would help identify outstanding teachers, provide advice and extra help to improve all teachers, and identify those who should be improved or removed; and
- Reward teachers attaining a higher professional status (such as National Board for Professional Teaching Standards (NBPTS) certification), or who pass a rigorous standards-based peer evaluation with another salary increase of up to an additional \$5,000 (total possible salary increase is \$10,000).

Options to be resolved:

The policy issues we must resolve are:

- 1) What are the consequences for low-performing teachers under this policy?
 - 2) What are the standards for receiving the additional \$5,000 salary increase? (Options in italics would require additional consultation with the unions.)
-
1. As articulated, a district's proposal must include plans to evaluate all teachers at some point, but no specific timeline is established and there is no discussion about what the consequences of that evaluation are. Without clarifying these issues, we are raising teacher's salaries without a guarantee of quality. It is worth noting that the increase we are proposing is worth \$5,000 annually.
 - *Option A: Create another requirement for funding that participating districts must institute a renewable contract system that would allow teachers to be removed if they fail to pass their regularly scheduled (e.g. every five years) evaluation. The VP originally proposed this but it was not included in the final deal (it was not raised, Schnur thinks we can get it).*
 - *Option B: Require that participating districts evaluate teachers on a regular schedule, and that teachers who do not pass their evaluation be placed into the district's streamlined process to improve or remove low-performing teachers.*
 - *Option C: Give all teachers in participating districts half of their salary increase at the start of the program (i.e. \$2,500), and only provide the remaining \$2,500 to those teachers who successfully pass the evaluation.*
 - Option D: Implement the policy as written, which would offer \$5,000 to every teacher up front and require a peer evaluation of every teacher at some point.
 2. The current policy is unclear about what threshold must be met in order for a teacher to be eligible for the second \$5,000 salary increase. Although this was not the intent of the policy,

as it is currently written, every teacher who passes their peer evaluation could be eligible for the second increase.

- Option A: Implement the policy as written, offering an additional \$5,000 increase to every teacher who passes their evaluation.
- Option B: Offer the second salary increase to only those teachers who attain NBPTS certification.
- Option C: Offer the second increase to those teachers who attain NBPTS certification, or other “Master Teacher” status as defined by their state.
- Option D: Offer the second increase to those teachers who attain NPTS certification, other “Master Teachers”, or a limited number of teachers who are judged in their evaluation to have reached a superior status based on clearly defined and objective standards.