

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. email	David Shipley to Thomas L. Freedman [partial] (1 page)	04/28/1997	b(6)
002. email	David Shipley to Thomas L. Freedman [partial] [duplicate of 001] (1 page)	04/28/1997	b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Tom Freedman
OA/Box Number: 17548

FOLDER TITLE:

School Choice

2015-0274-S

rc1880

RESTRICTION CODES

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

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

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

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

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

RR. Document will be reviewed upon request.

b(1) National security classified information [(b)(1) of the FOIA]
b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
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b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
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DAVID SHIPLEY

04/28/97 09:17:45 AM

Record Type: Record

To: Thomas L. Freedman/OPD/EOP

cc:

Subject: Yo, baby, yo.

Hey, here's more from the Brentster. D.

----- Forwarded by David Shipley/WHO/EOP on 04/28/97 09:16 AM -----



brent @ nytimes.com

04/25/97 02:03:00 PM

Record Type: Record

To: David Shipley

cc:

Subject: Yo, baby, yo.

See today's editorial on choice. A Lesson from Milwaukee.
Also the following column. I think its important. Hope all's well.

(b)(6)

[cool]

2ND STORY of Level 1 printed in FULL format.

Copyright 1997 The New York Times Company

The New York Times

April 6, 1997, Sunday, Late Edition -

Final SECTION: Section 4; Page 18; Column 1; Editorial Desk LENGTH: 671

words HEADLINE: Editorial Notebook; Philadelphia School Wars BYLINE: By
BRENT STAPLES

Plagued by truancy, violence and underachievement, Philadelphia's public schools are among the nation's worst. As of last year, fewer than 6 percent of the city's high school students tested as competent in reading. The children of the city's middle class _ including its politicians _ have fled to private or parochial schools. Yet despite all these obvious signs of failure, Philadelphians were stunned when their superintendent of schools seized control of two high schools and announced that teachers there would be transferred for failing to raise achievement levels. The takeover provoked demonstrations, vandalism, a lawsuit by the teachers and a scolding from political leaders who knew perfectly well that the superintendent, David Hornbeck, had no choice.

Confidence in the schools had evaporated. A recent poll commissioned by Democrats in Pennsylvania's Legislature showed that 8 in 10 Philadelphians believed the system needed dramatic change. Nearly half the city's whites and three-quarters of its African-Americans favored a voucher plan that

would allow low-income students in failing schools to use public money for private-school tuition. Since most of the whites had already fled the system, the meaningful figure here is the overwhelming number of African-Americans who said they wanted out as well. Their children make up about 65 percent of the school population, which is 80 percent minority. If Mr. Hornbeck does not show swift improvement, the cry for a voucher system will grow.

Several states are considering voucher systems. Wisconsin and Ohio already have such programs for low-income children, allowing them to attend private schools. In Kentucky, a voucher-like law allows families to leave failing public schools and enroll in good public schools, taking state education dollars with them. As a consultant, Mr. Hornbeck helped to write Kentucky's laws, setting up rewards and punishments that have brought greater accountability to the system.

In his role as superintendent, Mr. Hornbeck worries that vouchers for private schools would bankrupt an already cash-starved public system. But pressures are building. The Philadelphia Inquirer recently urged Gov. Tom Ridge to install a voucher system in the nearby city of Chester, which has been under a Federal court order to improve its schools since 1990. The court may well impose a voucher solution that bypasses Chester's public schools if the Governor does not act first.

Last month, Philadelphia's City Council narrowly defeated a nonbinding resolution in favor of vouchers. Two additional proposals are circulating at the state level and could eventually end up as law. One proposal would reimburse only a fraction of the cost of private education. A second proposal by State Representative Dwight Evans, a Democrat from Philadelphia, would reimburse parents in full. The plan draws upon *Florence County v. Carter*, a United States Supreme Court decision that authorized parents of learning-disabled children to sue for private-school tuition when the public schools failed. The ruling applied specifically to special education, but it was inevitable that lawmakers would try to apply it more broadly.

Mr. Evans dismisses critics who say vouchers would further destabilize the system. The middle class, he notes, has already fled. The African-American poor who support experiments with vouchers do so because they have been left behind with violent, dysfunctional schools with no prospect of improvement. Mr. Hornbeck is, in effect, asking for one last chance to make these schools work. He plans to transfer three-fourths of the teachers in these schools and put new staff and curriculum in place. The aim is to reduce disruption and truancy while improving overall performance.

State takeovers of failing schools are rare. There have been modest successes and some flat-out failures. If Mr. Hornbeck succeeds, Philadelphia's schools could get new life. If he fails, vouchers could be the next stop. BRENT STAPLES LANGUAGE: ENGLISH LOAD-DATE: April 6, 1997

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Copyright 1997 The New York Times Company

The New York Times April 6, 1997, Sunday, Late Edition -
Final SECTION: Section 4; Page 18; Column 1; Editorial Desk LENGTH: 671
words HEADLINE: Editorial Notebook; Philadelphia School Wars BYLINE: By
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brent @ nytimes.com
02/13/97 06:13:00 PM

Record Type: Record

To: David Shipley

cc:

Subject: Yo, Baby, Yo

David: These are three pieces you might not have seen. As per our conversation.
The Brentman

1ST STORY of Level 1 printed in FULL format.

Copyright 1997 The New York Times Company

The New York Times January 25, 1997, Saturday, Late Edition
- Final SECTION: Section 1; Page 22; Column 1; Editorial Desk LENGTH: 481
words HEADLINE: Teaching Johnny to Read BODY:

Americans have been deluged with studies that describe how schools fail. But few if any offer convincing answers to the question of why so many children find reading so difficult that they never learn. Long-term studies begun by the National Institutes of Health in the early 1980's are shedding light on this problem. The studies offer clear strategies for teaching children who struggle to read _ and a cautionary tale for schools that would mainstream learning-impaired children without making careful plans for their instruction.

Ten years ago, Congress directed the N.I.H. to increase its understanding of learning disabilities and how reading develops. The agency financed a series of studies that have followed about 2,500 young children, some of them for as long as 14 years. The studies, which employ brain imaging and other techniques, are conducted at several universities. The data show that a startling one in five American children have what the research director, (N.I.H.) G. Reid Lyon, terms ``substantial difficulty`` learning to read.

Contradicting a common stereotype, girls and boys were equally affected. Reading problems are just as common among children of above-average intelligence as among those who are slower. Impairment is found almost as often in children who grew up being read to as in those who grew up without a book in sight. Reading-impaired children are considerably more likely to drop out of school. Of those who graduate, fewer than 2 percent attend a four-year college.

The symptoms are varied. Some children labor over words, sounding out syllables and mispronouncing them. Others say the words easily but fail to comprehend them. N.I.H. researchers say the problem lies in the parts of the brain that process the written word. For many children the disorder is hereditary. For others the problem is insufficient exposure to language and reading. Nevertheless, about 96 percent improve after intensive help.

American educators recently engaged in a bitter and spurious debate about the relative merits of the ``whole-language`` approach, which often immerses children in literature at the expense of phonetic drill and practice, and the phonics approach, which provides drill and practice in phonetics and

grammar. But the N.I.H. has concluded that both literature and phonics practice are necessary, for impaired and unimpaired children alike. The phonics component is vital for the 40 percent of children for whom word recognition is difficult.

These findings underscore the need to do a better job of training teachers. The N.I.H. researchers found that fewer than 10 percent of teachers actually know how to teach reading to children who don't get it automatically. This should shock everyone, from the President and Congress to the local school board. The country will need to do better if its children are to have any chance at all.

LANGUAGE: ENGLISH LOAD-DATE: January 25, 1997

3RD STORY of Level 1 printed in FULL format.

Copyright 1997 The New York Times Company

The New York Times February 10, 1997, Monday, Late Edition -
Final SECTION: Section A; Page 14; Column 1; Editorial Desk LENGTH: 717
words HEADLINE: Editorial Notebook; How California Betrayed Its Schools
BYLINE: By BRENT STAPLES BODY:

Through most of this century, California served as a symbol of boundless promise and possibility. At the close of the 1960's, a breathless Time magazine described it as ``El Dorado`` and a ``mirror of America as it will become.'' The promise turned dismal with the tax revolt of the 70's. It fractured the civic structure and savaged support for California's universities, libraries, children's programs and, most tragically, its public schools.

Teeming with new immigrants, California's classrooms were suddenly among the most crowded and neediest in the country. States with similar problems increased spending, but California stood pat. It now ranks 43d nationally in education spending _ well behind comparable states like Texas, New York and Pennsylvania -- and spends about \$30,000 less per classroom per year than the national average.

Penury has taken a toll. In 1995, the United States Department of Education ranked California's fourth graders at the very bottom, tied with Louisiana's, in reading skills. Gov. Pete Wilson and the Legislature have pushed through laws aimed at easing overcrowding and strengthening both teacher training and reading instruction. Still, it could take 25 years or more to reverse the damage of the tax revolt _ if it can be done at all. Governor Wilson's reading initiatives are for the most part excellent. But the class-size measure lacks money and was poorly thought out.

In April of 1995, the federally sponsored National Assessment of Educational Progress painted a distressing portrait. Reading scores were stagnant in the lower grades and had declined for high school seniors nationwide. In California, about 60 percent of fourth graders fell below the minimum reading level, compared with 44 percent nationally. Typical were the fourth graders at Abraham Lincoln Elementary School in Sacramento, some of whom could not decode even the instructions to a simple vocabulary test: The instructions read: ``Write a definition for each term.'' For these children, reading a book is out of the question.

Many Californians sought to blame Mexican immigrants for the poor test scores. But Asians, Latinos blacks and whites all scored near the bottom when compared with the same groups nationally. Even the children of college graduates -- a group that generally scores well _ placed near the bottom when compared with the same students in other states.

Funding cuts set the stage for this tragedy, but educational fads played

a role as well. In the 1980's, most California schools ceased to issue grades in primary school and gave up on standardized tests. These were replaced by touchy-feely performance descriptions that avoided the question of whether or not the children were learning. Most destructive of all was a reading curriculum that abandoned the phonics, spelling and vocabulary development that many children need, turning to fashionable but unproven methods like ``creative spelling.'' After a politically tinged feud known as ``the Reading Wars," the state revamped reading guidelines. Teachers are being retrained, and the colleges that educate them are being prodded toward change. The colleges are resisting and the state may eventually force the issue.

The new training and reading strategies are long overdue. But California's plan for reducing class size is likely to backfire. The law encourages schools to shrink classes in the early grades, but makes no provisions for new classrooms. Classes are being held two to a room. Computer labs and libraries are being sacrificed. To create smaller classes in the lower grades, the schools must strip money from the upper grades, where victims of the past are struggling to catch up.

The new initiative has increased the demand for teachers without increasing the teacher supply. Inner-city systems that have trouble attracting qualified teachers are likely to suffer more as applicants flock to jobs in affluent districts. Some even suspect Governor Wilson of wanting public schools to fail -- to make way for a voucher system that would offer private school education at public expense.

California offers a warning for states that would bleed public education for short-term gain. The schools are easy to destroy, but costly and devilishly difficult to rebuild. BRENT STAPLES LANGUAGE: ENGLISH
LOAD-DATE: February 10, 1997

9TH STORY of Level 1 printed in FULL format.

Copyright 1997 The New York Times Company

The New York Times January 13, 1997, Monday, Late Edition -
Final SECTION: Section A; Page 16; Column 1; Editorial Desk LENGTH: 752
words HEADLINE: Editorial Notebook; Betrayed in the Classroom BYLINE: By
BRENT STAPLES BODY:

Children with learning disabilities are many times more likely to be hyperactive, delinquent and to end up in prison. Educators can roll out case after case of otherwise bright, vivacious students who work frantically to keep up and are driven to the verge of suicide by continued and unexplained failure. The most well-known example is Shannon Carter, a learning-disabled student whose parents withdrew her from public school, sued the county for private-school tuition and won their case in the United States Supreme Court.

Problems like Shannon's would be alarming even if the number of learning disabled students remained constant. But national statistics show an increase nearly everywhere. In New York State, for example, the number jumped by about 55 percent, from 132,000 in 1983 to 204,000 in 1996. Part of the surge results from heightened sensitivity to a problem that went largely unrecognized until the disability laws of the 1970's. The numbers may also have gone up because funding formulas give additional aid for every student diagnosed as disabled. Two-thirds of the states are considering changes in the way special education is financed. A revision now supported by Gov. George Pataki would give each school district in New York a fixed sum, based on the statewide average.

The cost ceiling may be necessary. But New York and other states

need to bear in mind that some of the surge in learning-disabled children is genuine — the result of broad social trends, among them teaching techniques that make it difficult for disabled children to learn in mainstream classrooms.

Federal law mandates special education for children with a host of physical and psychological disabilities, like dyslexia, speech and hearing impairment. The Government also lists an oddly named category called ``specific learning disability," defined as ``a disorder of one or more of the basic psychological processes involved in understanding language or in using language." The broadness of that description allows many districts to cram special education classes with students who are disciplinary problems or slow learners. This trend toward warehousing accelerated as budget cuts stripped away teaching assistants, counselors and special instructors who once kept problem children on track. In New York City, under 10 percent of students are classified disabled, slightly under the statewide average of 11 percent. But more than 100 districts statewide exceed 15 percent, with many approaching 20 percent. The numbers are alarming because students who enter special education rarely graduate from high school.

Learning disability experts agree that many districts are guilty of over-referral. But many of the same experts argue that the increase in the learning-disabled population also has real antecedents. Middle-class mothers who once spent much of the day reading to and socializing with their children now work outside the home. Teen-age mothers who stay at home often lack the education or interest needed to prepare children for learning.

Disorganized schools, poorly equipped classrooms, unqualified teachers and other conditions that hurt unimpaired children are devastating to children with learning difficulties.

Some educators argue that children who have difficulty learning are ``curriculum disabled" by teaching strategies that promote vague goals like self-esteem over traditional skills. One spokeswoman for this view is Phyllis Bertin, director of education at the Windward School in White Plains, N.Y., a private school for the learning disabled. Windward succeeds with students who performed poorly in public schools. It renovates their reading skills and then sends them back.

Ms. Bertin and her colleagues are incensed by the ``whole language" system of reading that swept America during the 1980's. The approach, they say, often forsakes phonics, grammar and the drill-and-practice many children need to become competent readers and writers. Whole language still has many disciples, but California renounced it after the state's students finished 39th, tied with Louisiana as the worst readers among the states tested. It stands to reason that many students need a structured approach to reading if they are to succeed.

Budget ceilings will not solve the special-education problem. Schools need to strengthen early-intervention programs and classroom instruction for all students, which means paying closer attention to what and how teachers teach. BRENT STAPLES LANGUAGE: ENGLISH LOAD-DATE: January 13, 1997



brent @ nytimes.com
02/18/97 11:04:00 AM

Record Type: Record

To: David Shipley

cc:

Subject: Yo, Baby, Yo

My editorial this a.m. makes the point, again.



brent @ nytimes.com

02/18/97 02:45:00 PM

Record Type: Record

To: David Shipley

cc:

Subject: EdWeek

Not to nag. But get a copy of Education Week's big, big show (dated January 16) showing state by state achievement. It's a goldmine of info.

On this morning's edit, I mentioned the dramatic nature of physical plant decay. California by itself has 11 BILLION dollars in unmet building needs. Not to mention the curriculum stuff I wrote about in "How California Betrayed Its Schools."

Peace

over and out,

The Brentman

A Virtuous Agenda for Education Reform

By SANFORD N. McDONNELL
"Only a virtuous people are capable of freedom."

—BENJAMIN FRANKLIN

Throughout most of our history, certain core ethical values were considered fundamental to the character of the nation and to the character of the people who made up the nation. These values were passed on from generation to generation in the home, the school and the church.

Today in America, far too many homes, schools and churches are no longer fulfilling their traditional roles as protectors and promoters of ethical values. Too many young people are growing up with almost no exposure to the values upon which our freedom is based. To paraphrase Newt Gingrich, today we have 12-year-olds selling drugs, 14-year-olds having babies, 16-year-olds killing each other, and kids of all ages admitting to lying, cheating and stealing at record numbers. The answer is a return to the core values of our American heritage in our homes, schools, businesses, government, and indeed in each of our daily lives. But it is the schools that have the greatest potential for overcoming this national crisis of character.

During most of our history, character education was considered just as important as intellectual knowledge. During the past 30 years or more, for various reasons, formal character education was largely removed from the public schools; but in response to our national crisis of character, many school communities across the country have been reinstating character education. They are realizing that while they can't teach religion in the

public schools anymore, they can teach the core values common to all the great religions.

Over the past decade, character education has been successfully implemented in public schools, kindergarten through high school, in many parts of the nation. And where it has been implemented properly, it has produced positive and often dramatic results not only in student behavior but also in academic performance.

The Allen Elementary School, an inner-city school in Dayton, Ohio, with 60% of its students coming from single-parent homes and 70% from families on welfare, was a near disaster in 1989. Allen was ranked 28th out of Dayton's 33 elementary schools in test scores, and teachers couldn't teach because of the constant discipline problems. Principal Rudy Bernardo implemented a comprehensive character education program; five years later Allen was No. 1 in test scores and its behavior problems had improved dramatically.

Jefferson Junior High School, an inner-city school in Washington, D.C., with approximately 800 African-American students, was having serious problems with drugs, student pregnancies and discipline. With a comprehensive character education program, Principal Vera White completely turned the school around over a five-year period. There have been almost no student pregnancies in the past few years, and Jefferson has been recognized for having the highest academic achievement in the city. The school now has a waiting list of more than 400 students.

The nonprofit Character Education

Partnership, a growing national coalition of organizations and individuals, was founded in February 1993 to help communities across the nation implement character education in their public schools. CEP defines "good character" as understanding, caring about and acting on core ethical values. CEP believes that character education is most effectively accomplished using the following 10 basic principles:

First and foremost, the entire school faculty and staff must be ethical role models.

Second, core values such as honesty, responsibility, respect and hard work must be promoted in all phases of school life.

Third, the school must become a caring community, progressing toward becoming a microcosm of the civil, caring and just society we seek to be as a nation.

Fourth, students must have many and varied opportunities to apply values such as responsibility and fairness in everyday interactions in and out of the classroom.

Fifth, effective character education includes high academic standards that challenge all students to set high goals, work hard to achieve them and persevere in the face of difficulty.

Sixth, teachers should teach core values through subjects such as language arts, science and social studies; and engage students in moral reflection through reading, writing and discussion.

Seventh, teachers should practice moral discipline using the creation and enforcement of rules as opportunities to foster moral reasoning and respect for others.

Eighth, character education as well as academic progress must be evaluated in

every school. As the old Navy saying goes, "You can expect what you inspect." The character of the school, each aspect of its character education, and the extent to which students manifest good character should all be assessed.

Ninth, the principal and his or her entire staff should use the total school environment to support and amplify the values taught in the classroom. For example, service opportunities in the school and in the community help students learn to care by giving care.

Tenth, parents, churches, businesses, and indeed the total adult community should be recruited as full partners in character building.

Character education is one of the most, if not the most, important answer to our national crisis of character. We need to implement character education as fast as possible in every school in America as part of any truly effective education reform movement.

Character without knowledge is weak and feeble, but knowledge without character is dangerous and a potential menace to society. America will not be strong if we graduate young people from our schools who are brilliant but dishonest, who have great intellectual knowledge but don't care about others, who are highly creative thinkers but are irresponsible. Martin Luther King Jr. stated it well: "Intelligence plus character—that is the goal of true education."

Mr. McDonnell, chairman emeritus of McDonnell Douglas Corp., is chairman of the Character Education Partnership. This article was also signed by more than two dozen members of the partnership's advisory board, including Barbara Bush, Jesse Jackson, Peter Lynch and John Pepper.

THE WALL STREET JOURNAL
TUESDAY, FEBRUARY 18, 1997

He. Educ. - Character Educ.
cc: Mike, Tom

A Virtuous Agenda for Education Reform

By SANFORD N. McDONNELL
"Only a virtuous people are capable of freedom."

—BENJAMIN FRANKLIN

Throughout most of our history, certain core ethical values were considered fundamental to the character of the nation and to the character of the people who made up the nation. These values were passed on from generation to generation in the home, the school and the church.

Today in America, far too many homes, schools and churches are no longer fulfilling their traditional roles as protectors and promoters of ethical values. Too many young people are growing up with almost no exposure to the values upon which our freedom is based. To paraphrase Newt Gingrich, today we have 12-year-olds selling drugs, 14-year-olds having babies, 16-year-olds killing each other, and kids of all ages admitting to lying, cheating and stealing at record numbers. The answer is a return to the core values of our American heritage in our homes, schools, businesses, government, and indeed in each of our daily lives. But it is the schools that have the greatest potential for overcoming this national crisis of character.

During most of our history, character education was considered just as important as intellectual knowledge. During the past 30 years or more, for various reasons, formal character education was largely removed from the public schools; but in response to our national crisis of character, many school communities across the country have been reinstating character education. They are realizing that while they can't teach religion in the

public schools anymore, they can teach the core values common to all the great religions.

Over the past decade, character education has been successfully implemented in public schools, kindergarten through high school, in many parts of the nation. And where it has been implemented properly, it has produced positive and often dramatic results not only in student behavior but also in academic performance.

The Allen Elementary School, an inner-city school in Dayton, Ohio, with 60% of its students coming from single-parent homes and 70% from families on welfare, was a near disaster in 1989. Allen was ranked 28th out of Dayton's 33 elementary schools in test scores, and teachers couldn't teach because of the constant discipline problems. Principal Rudy Bernardo implemented a comprehensive character education program; five years later Allen was No. 1 in test scores and its behavior problems had improved dramatically.

Jefferson Junior High School, an inner-city school in Washington, D.C., with approximately 800 African-American students, was having serious problems with drugs, student pregnancies and discipline. With a comprehensive character education program, Principal Vera White completely turned the school around over a five-year period. There have been almost no student pregnancies in the past few years, and Jefferson has been recognized for having the highest academic achievement in the city. The school now has a waiting list of more than 400 students.

The nonprofit Character Education

Partnership, a growing national coalition of organizations and individuals, was founded in February 1993 to help communities across the nation implement character education in their public schools. CEP defines "good character" as understanding, caring about and acting on core ethical values. CEP believes that character education is most effectively accomplished using the following 10 basic principles:

First and foremost, the entire school faculty and staff must be ethical role models.

Second, core values such as honesty, responsibility, respect and hard work must be promoted in all phases of school life.

Third, the school must become a caring community, progressing toward becoming a microcosm of the civil, caring and just society we seek to be as a nation.

Fourth, students must have many and varied opportunities to apply values such as responsibility and fairness in everyday interactions in and out of the classroom.

Fifth, effective character education includes high academic standards that challenge all students to set high goals, work hard to achieve them and persevere in the face of difficulty.

Sixth, teachers should teach core values through subjects such as language arts, science and social studies; and engage students in moral reflection through reading, writing and discussion.

Seventh, teachers should practice moral discipline using the creation and enforcement of rules as opportunities to foster moral reasoning and respect for others.

Eighth, character education as well as academic progress must be evaluated in

every school. As the old Navy saying goes, "You can expect what you inspect." The character of the school, each aspect of its character education, and the extent to which students manifest good character should all be assessed.

Ninth, the principal and his or her entire staff should use the total school environment to support and amplify the values taught in the classroom. For example, service opportunities in the school and in the community help students learn to care by giving care.

Tenth, parents, churches, businesses, and indeed the total adult community should be recruited as full partners in character building.

Character education is one of the most, if not the most, important answer to our national crisis of character. We need to implement character education as fast as possible in every school in America as part of any truly effective education reform movement.

Character without knowledge is weak and feeble, but knowledge without character is dangerous and a potential menace to society. America will not be strong if we graduate young people from our schools who are brilliant but dishonest, who have great intellectual knowledge but don't care about others, who are highly creative thinkers but are irresponsible. Martin Luther King Jr. stated it well: "Intelligence plus character—that is the goal of true education."

Mr. McDonnell, chairman emeritus of McDonnell Douglas Corp., is chairman of the Character Education Partnership. This article was also signed by more than two dozen members of the partnership's advisory board, including Barbara Bush, Jesse Jackson, Peter Lynch and John Pepper.

THE WALL STREET JOURNAL
TUESDAY, FEBRUARY 18, 1997

Mr. McDonnell
cc: Mr. White, Tom

A Virtuous Agenda for Education Reform

By SANFORD N. McDONNELL
"Only a virtuous people are capable of freedom."

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THE WALL STREET JOURNAL
TUESDAY, FEBRUARY 18, 1997

File: Educ. - Character Educ.
cc: Mr. Tom



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Chicago Tribune

JOBS + HOMES + CARS + WEATHER + TV LISTINGS

Top Level

ILLINOIS SCHOOL REPORT CARD

ILLINOIS SCHOOL REPORT CARD



from Nov 96

The tables below compare **Manley Career** 's test scores with **other schools in (its) state**. To get back to this school's individual report card, hit "back" on your browser.

[Click here if your data didn't come back correctly.](#)

Illinois Goals Assessment Program

IGAP SCORES		
Tenth Grade Reading		
School Name	Score	Rank
Dongola High School (Dongola)	366	1
Orr Community Academy High School (Chicago)	108	629
Marshall Metropolitan High School (Chicago)	107	630
Manley Career & Prep Comm Acad Hs (Chicago)	104	631

IGAP SCORES		
Tenth Grade Math		
School Name	Score	Rank
New Trier Township High School (Winnetka)	375	1
Harlan Community Academy H S (Chicago)	139	621
Austin Community Academy Hs (Chicago)	139	622
Manley Career & Prep Comm Acad Hs (Chicago)	139	623
Venice High School (Venice)	138	624
Lovejoy High School (Lovejoy)	137	625
King High School (Chicago)	123	631

IGAP SCORES		
Tenth Grade Writing		
School Name	Score	Rank
Lexington High School (Lexington)	30.6	1
Tilden Community Academy Hs (Chicago)	21.4	619
East St Louis Senior High School (East Saint Louis)	21.4	620
Manley Career & Prep Comm Acad Hs (Chicago)	21.4	621
Madison Senior High School (Madison)	21.3	622
Okawville High School (Okawville)	21.2	623
Orr Community Academy High School (Chicago)	19.8	630

IGAP SCORES		
Eleventh Grade Science		
School Name	Score	Rank
Hinsdale Central High School (Hinsdale)	337	1
Carver Area High School (Chicago)	166	615
Westinghouse Vocational Hs (Chicago)	165	616
Manley Career & Prep Comm Acad Hs (Chicago)	165	617
Tilden Community Academy Hs (Chicago)	164	618
Orr Community Academy High School (Chicago)	163	619
Phillips High School Academy (Chicago)	151	631

IGAP SCORES		
Eleventh Grade Social Science		
School Name	Score	Rank
Deerfield High School (Deerfield)	349	1
Robeson High School (Chicago)	126	626
Austin Community Academy Hs (Chicago)	126	627
Manley Career & Prep Comm Acad Hs (Chicago)	126	628
Near North Career Metropolitan Hs (Chicago)	125	629
Collins High School (Chicago)	125	630
Phillips High School Academy (Chicago)	118	632

ACT COMPOSITE		
School Name	Score	Rank
Gridley High School (Gridley)	27.5	1
Calumet Career Prep Academy Hs (Chicago)	15.0	606
Prosser Voc / Academic Prep Hs (Chicago)	14.8	607
Manley Career & Prep Comm Acad Hs (Chicago)	14.8	608
Near North Career Metropolitan Hs (Chicago)	14.7	609
Westinghouse Vocational Hs (Chicago)	14.6	610
Flower Vocational High School (Chicago)	12.7	621

ACT ENGLISH		
School Name	Score	Rank
Windsor High School (Windsor)	29.3	1
Kelvyn Park High School (Chicago)	13.6	605
Harper High School (Chicago)	13.6	606
Manley Career & Prep Comm Acad Hs (Chicago)	13.6	607
Near North Career Metropolitan Hs (Chicago)	13.3	608
Kelly High School (Chicago)	13.3	609
Flower Vocational High School (Chicago)	10.7	621

ACT SCIENCE		
School Name	Score	Rank
Pecatonica High School (Pecatonica)	26.7	1
Wells Community Academy Hs (Chicago)	16.0	602
Near North Career Metropolitan Hs (Chicago)	16.0	603
Manley Career & Prep Comm Acad Hs (Chicago)	16.0	604
Collins High School (Chicago)	15.9	605
Chicago Vocational High School (Chicago)	15.9	606
Dusable High School (Chicago)	13.6	621

ACT MATH		
School Name	Score	Rank
Brussels High School (Brussels)	27.8	1
Crane Technical Prep Common Hs (Chicago)	15.5	599
Corliss High School (Chicago)	15.4	600
Manley Career & Prep Comm Acad Hs (Chicago)	15.4	601
Jones Metropolitan High School (Chicago)	15.2	602
Marshall Metropolitan High School (Chicago)	15.1	603
Flower Vocational High School (Chicago)	12.0	621

ACT READING		
School Name	Score	Rank
Gridley High School (Gridley)	31.3	1
Phillips High School Academy (Chicago)	14.0	612
Robeson High School (Chicago)	13.9	613
Manley Career & Prep Comm Acad Hs (Chicago)	13.6	614
Kelvyn Park High School (Chicago)	13.4	615
Flower Vocational High School (Chicago)	13.0	616
Lovejoy High School (Lovejoy)	12.0	621

If you didn't get back the data you wanted, there could be several reasons:

1. There are multiple schools in the district or county you chose with the same (or a similar) name, and our database is unable to distinguish between them.
2. There are no other schools in the district or county with test scores in the same grades as the school you picked.
3. The database did not exactly match the school name and city you chose, and you should go back to the top level to enter them more precisely.

Remember, the best way to get accurate data in this package is to obtain an exact match for the school and city that interests you. When all else fails, go back to the top search level and re-enter your request data.

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Chicago Tribune

JOBS+HOMES+CARS+WEATHER+TV LISTINGS

from Nov '96

Top LevelSchool info
IGAP ScoresIGAP GoalsACT ScoresRacial BreakdownPoverty LevelAttendance/
Dropout/
Mobility RatesDistrict Pupil/
Teacher RatioDistrict Financial
InformationDistrict Teacher
Information**ILLINOIS SCHOOL REPORT CARD****King High School** is in **City of Chicago School**
Dist 299 in **COOK** County and includes grades
9, 10, 11, 12.**King High School**
1996 School Report Card

Source: Illinois Board of Education

See it in contextCompare King
High School with
other schools in its
districtCompare King
High School with
other schools in its
countyCompare King
High School with all
schools in **Illinois****IGAP SCORES**Reading, Mathematics, Science and Social Science
scores are reported on a scale of 0-500; Writing scores
are reported on a 6-32 scale.**Tenth Grade** [Dist. avg] (State avg.)

Reading	Mathematics	Writing
127 [167] (223)	123 [186] (262)	22.4 [23.5] (25.7)

Eleventh Grade [Dist. avg] (State avg.)

Science	Social Science
170 [201] (257)	129 [177] (245)

news/skuls/skul.cgi

IGAP GOALS			
Measures the percentage of students who do not meet, meet or exceed state learning goals on IGAP tests.			
	Did not meet goals	Met goals	Exceeded goals
10TH-GRADE READING	77 [59] (35)	22 [33] (44)	1 [8] (22)
10TH-GRADE MATH	94 [55] (22)	6 [38] (51)	0 [7] (27)
10TH-GRADE WRITING	88 [73] (47)	11 [22] (34)	1 [5] (19)
11TH-GRADE SCIENCE	61 [48] (23)	39 [46] (55)	0 [6] (22)
11TH-GRADE SOCIAL SCIENCE	43 [27] (11)	55 [67] (66)	1 [6] (23)

ACT SCORES [Dist. avg.] (State avg.)			
ACT ENGLISH	ACT READ	ACT MATH	ACT SCIENCE
14.1 [17.6] (22.3)	14.3 [18.6] (23.2)	15 [18.4] (22.6)	16.2 [18.6] (22.9)
ACT COMPOSITE			
15.1 [18.5] (22.9)			

RACIAL BREAKDOWN [Dist. avg.] (State avg.)				
%WHITE	%BLACK	%HISP	%ASIAN	%NAT. A
0 [10.8] (64)	100 [54.3] (20.6)	0 [31.4] (12.2)	0 [3] (3.1)	0 [0.2] (0.1)

POVERTY LEVEL [Dist. avg.] (State avg.)
% Low Income
83.2 [83.2] (34.9)

ATTENDANCE/DROPOUT/ MOBILITY RATES [Dist. avg.] (State avg.)		
Attendance Rate	Dropout Rate	Mobility Rate
69.9 [89.6] (93.5)	20 [15.5] (6.5)	51.5 [29] (18.8)

DISTRICT PUPIL/TEACHER RATIO (State avg.)	
Elementary District	High School District
20.6:1 (19.5:1)	20.5:1 (17.9 :1)

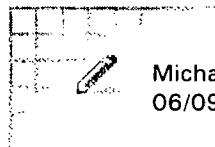
DISTRICT FINANCIAL INFORMATION (State avg.)
Spending per pupil
\$6,941 (\$5,922)

DISTRICT TEACHER INFORMATION (State avg.)			
Avg. Teacher Salary	Avg. Teacher Experience (in years)	Bachelor's Degree (percentage)	Masters Degree or Higher (percentage)
\$43,867 (\$41,014)	14.5 (14.4)	58.2 (55.6)	41 (44.2)

If you had started planning your retirement when you should have, you'd have used one of these.



Better get started now.



Michael Cohen
06/09/97 12:44:01 PM

Record Type: Record

To: Bruce N. Reed/OPD/EOP
cc: Thomas L. Freedman/OPD/EOP, Mary L. Smith/OPD/EOP, Elena Kagan/OPD/EOP, William R. Kincaid/OPD/EOP
Subject: Re: School Takeovers 

ED has some kind of survey and analysis of school and district takeovers in the works; I'll check on its status, and the substance. It is likely to be one of those studies that shows that sometimes this works, and sometimes it doesn't. If they can be pulled to identify some clear lessons about factors that contribute to success, we can have something pretty decent.

With respect to Title 1: We do require that states start intervening in failing schools/districts in this coming school year. I don't know what we require by the way of reporting -- whether we require anything; when they have to report to us (before the year on how they will do it, or after the year on what they did); and how long it takes to get any information in a usable form. I'll check on this as well.

My concern about this is a timing one: if we want to announce something in the Fall as we originally discussed, we can put almost anything together -- a survey, guidelines, or a legislative or regulatory proposal. If we want to announce something at the Family Conference, it will be a lot tougher.

April 29, 1999

MEMORANDUM FOR THE VICE PRESIDENT

School Choice

CC: ELAINE KAMARCK
RON KLAIN
JON SCHNUR

FROM: PAUL WEINSTEIN JR.

SUBJECT: **Third Way On School Choice -- Moving To Better Schools (MBS) Vouchers**

Proposal

To create 200,000 Moving to Better Schools Housing Vouchers and 200,000 Moving to Better Schools Homeownership Vouchers. These vouchers would be made available to low income families that meet the current income and economic criteria of the existing housing voucher program with a child or children in a failing school as determined by the state. Vouchers would pay for a portion of the rent or mortgage and other costs of ownership – such as maintenance. Families would no longer be eligible for assistance when 1) their child or children have finished their high school education or reached the age of 18; or 2) their household income rises to a point where the difference between 30 percent of adjusted income and the full rent or payment standard of fair market rent –roughly the median local rent at the locality – is zero.

Vouchers would be awarded on a first come basis to those that meet the criteria. Families could use the vouchers to move to a community where there are better schools for their children to attend. These could be public (including charter schools), private, or parochial schools, however there would be no subsidy of private or parochial schools.

Those teachers in schools which agree to accept students who are recipients of MBS vouchers will be required to meet basic qualifications, including a bachelor's degree, three years of teaching experience, or expertise in a special field. Other provisions would require these schools to be in existence at least one year, to allow voucher students to attend the school for at least three years or until the student completes the highest grade available at the school, and to follow the same basic curriculum requirements imposed on public schools, e.g. teaching the history of the Holocaust.

1. Advantages

- Provides real school choice, public, private, and parochial;
- No direct subsidy of private or parochial schools;
- Dollars follow students to better schools;
- Focus is on family. Better schools, less crime, and other benefits would result from the move;
- Students would not be required to take a long commute in order to attend a better school. Complementary to your livability agenda;
- Brings true competition to the education system;
- Will not drain resources from the education budget;

- Consistent with your empowerment strategy;
- Would significantly reduce the 1 million plus waiting list for housing vouchers;
- The majority of students would attend public, not private or parochial schools because of high tuition costs;
- Proposal would be tied to higher standards.

2. Disadvantages

- Raises NIMBY (“Not In My Back Yard”) issues. Some suburban politicians might oppose the proposal because of fears their schools would be flooded with new students. However, 400,000 vouchers could be spread out nationally to reduce impact. In addition, people with homeownership vouchers would still have to pay property taxes, which fund local schools;
- Some unions might oppose proposal on grounds that some students would move to areas where they could attend private and parochial schools instead of public schools;
- Some families, because of work opportunities and other reasons might not be able to take advantage of these vouchers. However, it is doubtful that a large number of families would face such barriers.

Political Positioning

This proposal would position you in the center of the political spectrum and would be perceived as a “New Democrat” proposal. It would place you between Republicans such as George Bush Jr. who support private school vouchers and those on the left who continue to oppose any kind of school choice reform – public or private. Governor Bush and Texas Republicans have been advocating a voucher bill to provide vouchers worth approximately \$4,000 to help low-income students performing unsatisfactorily on the TAAS to attend private schools. The proposal was scaled back last week in the face of significant opposition -- initially, the proposal would have provided vouchers to students in roughly 80 school districts in six counties.

Housing vouchers was an idea originally championed in the Reagan Administration. Yet many Republicans today oppose new vouchers. This proposal could divide the Republicans, who support private school vouchers but might be less inclined to support new, targeted housing and homeownership vouchers as the mechanism to create real school choice.

Stakeholders

It is unclear whether teacher unions will strongly oppose this legislation since it does not fund schools directly. Civil rights groups, housing advocates, and the homeownership industry should all be supportive of the proposal.

Cost

Based on the cost of the welfare-to-work housing voucher program, the estimated cost of 100,000 vouchers per year is \$600 million. This proposal calls for 200,000 new housing vouchers and 200,000 homeownership vouchers for a total cost of \$2 billion (the cost of homeownership vouchers is slightly less)