

SUPPORT FOR THE VOLUNTARY NATIONAL TESTS

✓ **The American Public Supports High National Standards**

Parents deserve to know how their children are performing based on rigorous national standards no matter where they live in this country.

A recent Phi Delta Kappa/Gallup poll shows that 67% favor using standardized national tests to measure the achievement of students and 77% favor national standards for measuring the academic performance of our schools.

✓ **Educators Support Continued Development of Voluntary National Tests**

“Although there is extensive testing in our nation, there is no individual student test of reading or mathematics which enables a student to compare his or her work with students in other states and in other nations. They need test results indicating whether their achievement is competitive with other students around the world. In short, students and families want to know what level of learning is required to reach the high standards necessary as we enter the 21st century.”

Letter signed by the following:

American Federation of Teachers	Council for Exceptional Children
Council for Chief State School Officers	Council of the Great City Schools
National Education Association	National School Boards Association
National Association of Elementary School Principals	
National Association of State Directors of Special Education	

“For those states opting to participate in the program, it offers an unprecedented opportunity for individual students to compare their abilities with other students from across the nation...We believe the states should be afforded the opportunity to decide for themselves whether to take part in these national assessments.”

Brenda Lilienthal Welburn, Executive Director of the National Association of State Boards of Education

“A voluntary national test would give teachers and parents the ability to measure their students and children against high national standards. Currently, there is no individual student test of reading or mathematics which enables a student to compare his or her work with students in other states and in other nations.”

Gerald D. Morris
Director of Legislation, American Federation of Teachers

✓ **Business Community Support for the Voluntary National Tests**

“The proposed standards and tests will help provide parents, students, educators and policy makers with the information they need to ensure every child has the opportunity to succeed in the 21st century world and workplace.”

Edwin Lupberger, U.S. Chamber of Commerce Executive Committee

"There is certainly a place for legitimate discussion over details...But these and other arguments should not weaken or overshadow our commitment to raising academic standards and assessing student performance. Without a national assessment, raising academic standards will be, at best, an amorphous goal."

Jim Orr, CEO, UNUM Corporation, Chairman of the National Alliance of Business

"The Alliance believes these voluntary tests could be used by state and local school districts to measure the progress of American students in these core subjects. The Alliance recently surveyed its members on this issue and an overwhelming number supported the initiative to develop the voluntary national tests."

National Alliance of Business

"As the CEO of a company that does business in every state in the union and 70 countries worldwide, voluntary national tests that give individual student scores make sense. Here's why. When prospective employees apply for a job, employers hold them to the same standard, no matter where they went to school. In our global economy where employers are competing on a worldwide basis, the quantitative and communications skills needed for a particular job are not unique to Delaware or Texas or California."

John A. Krol, Dupont President and CEO and
Chairman of the Business Roundtable Education Task Force

"President Clinton's national testing initiative offers a new opportunity to use widely accepted national benchmarks in reading and math against which states, school districts and parents can judge student performance."

Jim Barksdale, CEO and President, Netscape Communications, and
L. John Doerr, Partner in the firm of Kleiner, Perkins, Caulfield and Byers
on behalf of 240 technology industry leaders

✓ Editorial Support for the Voluntary National Tests

"Yes on Tests...The results of the new tests would be available for individual students, classes, schools and school districts, rather than expressed in broad national or regional terms. The idea is that, yes, they might then become instruments for change, but not dictated from above. Rather, parents and others would use them as a standard for comparison, and for demanding improvement on the ground, at the local level...The danger is not that the federal government is going to take over the nation's schools. The danger rather is that poor performance will continue to be tolerated and obscured."

The Washington Post

"Put Schools to the Test...American children won't notice, but the public schools they return to this fall lack something important: a reliable, uniform means of assessing how well they're doing their job. Erasing that lack is what President Clinton has in mind when he call for national tests...For the sake of America's students, the political and philosophical hurdles have to be cleared. Reliable national tests won't in themselves rebuild public education, but they're an important foundation stone."

The Christian Science Monitor

September 6, 1997

Voluntary National Tests in Reading and Mathematics: A Strategy to Master the Basics and Reach High Standards

Tonight, I issue a challenge to the nation: Every state should adopt high national standards, and by 1999, every state should test every 4th grader in reading and every 8th grader in math to make sure these standards are met.

President Bill Clinton
1997 State of the Union Address

STRONG SCHOOLS WITH CLEAR STANDARDS OF ACHIEVEMENT AND DISCIPLINE ARE ESSENTIAL TO OUR CHILDREN AND SOCIETY. These standards are needed to help instill the skills and encouragement for hard work that our children need to succeed in school and in life. Toward that end we must establish meaningful standards for what students should be expected to learn and achieve in the basic subjects of reading and mathematics.

A CHALLENGE TO PARENTS, TEACHERS, AND SCHOOLS TO MAKE SURE THAT EVERY STUDENT MASTERS THE BASICS IN READING AND MATHEMATICS. Reading well by grade 4 and mastering mathematics -- including the foundations of algebra and geometry -- by grade 8 are the gateways for further learning and achievement. Research shows that students who fail to learn to read English well by the end of grade 3 are at greater risk of dropping out and facing diminished success in school and life. Students who fail to master the basics of mathematics by the end of grade 8 do not have the foundation to take tough mathematics and science courses in high school which in turn prepare them for college and better jobs.

While our students have been making progress in reading and mathematics, we are not yet where we need to be as a nation. According to the National Assessment of Educational Progress (NAEP), 40 percent of our 4th grade students do not reach the "basic" achievement level. In the Third International Mathematics and Science Study (TIMSS), the U.S. 4th graders score above average in math and science. However, our 8th graders score below the international average in mathematics, and only 5 percent of U.S. eighth grade students score in the top 10 percent internationally.

RIGOROUS VOLUNTARY NATIONAL TESTS IN 4TH GRADE READING AND 8TH GRADE MATHEMATICS. Parents need to know that students have mastered the basics no matter where they live or move in this country. And they have the right to know how well their children are doing compared with students in other schools, states, and countries. To help give parents this information, the U.S. Department of Education is prepared to offer every state and school district the opportunity to use voluntary national tests of 4th grade reading and 8th grade mathematics, beginning in 1999. These rigorous tests will provide parents, for the first time, scores for individual students, measured against widely accepted national and international standards of excellence. They will give states, local communities, teachers and parents the kind of accurate information they need to help students master basic and advanced skills and strengthen academic performance.

TESTS BASED ON WIDELY RECOGNIZED NATIONAL STANDARDS. The tests will be modeled on the NAEP in 4th grade reading and 8th grade mathematics. The NAEP tests are based on widely accepted standards developed by parents, teachers, reading and mathematics specialists, curriculum specialists, and researchers. The NAEP standards reflect a national consensus of what students should know and be able to do when they reach these crucial stages of learning. The voluntary national tests will be linked to NAEP and, in the case of mathematics, linked to TIMSS, so that scores can be compared to national and even international standards. As proposed by the

Department of Education, the Senate has voted to authorize the bipartisan, independent National Assessment Governing Board to set policy for the national tests as it does for NAEP, insuring the integrity of the new tests.

A NATIONAL EFFORT TO IMPROVE THE ODDS FOR STUDENTS. Schools and communities are already working hard at educational improvement; they are committed to parent involvement, getting technology into the classroom, and ensuring a trained and dedicated teacher in every classroom. The federal government provides funding to states and communities to support these efforts. But these efforts cannot be fully effective unless parents, schools and communities are aiming at clear, high standards of achievement. That is why these national tests are already spurring a renewed nation-wide effort to support school improvement and strengthen student achievement in these core subjects. Reading and literacy groups are coming together to improve reading. The mathematics and science community, engineers and business leaders are working to improve mathematics teaching and learning. To assist parents, teachers, principals and communities in using the tests effectively, the U.S. Department of Education, the National Science Foundation and others are developing a tool chest that includes information for parents and teachers on how to prepare to meet these high standards, how to use test results to improve education, and what high standards in reading and mathematics look like. As part of this effort, every year the entire test (along with answers, scoring guides, and other materials) will be released to the public and available on the Internet so that students, parents, and teachers can know what is expected for students to reach standards of excellence.

TOOLS FOR PARENTS; GUIDES FOR SCHOOLS AND COMMUNITIES. The current NAEP is designed to assess how well a sample of students across the entire nation and individual states perform in reading and mathematics. Not all students participate in NAEP, and no parents know how their own children do on this test. In contrast, the voluntary national tests will provide students, parents, and teachers with meaningful scores to compare individual student performance to widely accepted national and international standards and to identify students and schools that need extra help. These standard measures of excellence will help parents hold schools accountable for improved performance, help teachers and principals improve curriculum and instruction, and give students a guide for charting their own progress.

The tests will be available for the first time in the spring of 1999 and updated each year. Individual test scores will *not* be collected by the federal government; state and local school districts will decide how to use the data. States and school districts will have the option to administer the tests as part of their local testing programs.

For more information, visit the voluntary national tests web site at <http://www.ed.gov/nationaltests/>

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September 6, 1997

WHITE HOUSE AT WORK

September 3, 1997

WEDNESDAY: PRESIDENT CLINTON UNDERSCORES HIS COMMITMENT TO EDUCATION WHILE AMERICA GOES BACK TO SCHOOL

"We know that our children can learn to high national standards. Now, we must insist that every school system in America has the ability to measure our children's progress in meeting those standards with national tests."--President Clinton, September 3, 1997

Today, the President spoke to teachers and administrators at Oak Bluff Elementary School to reinforce his call to Congress to support national academic standards by backing voluntary national testing for 4th graders in reading and 8th graders in math. The voluntary national tests provide an opportunity for states and local school districts to measure their students' academic achievement and raise academic achievement across the country.

Helping Parents Ensure Their Children are Learning. Parents need to know that students have mastered the basics no matter where they live or move in this country. And they have the right to know how well their children are doing compared with students in other schools, states, and countries. These voluntary national tests will help give parents this information by providing, for the first time, scores for individual students, measured against national and even international standards of excellence. They will give states, local communities, teachers and parents the kind of accurate information they need to help students master basic and advanced skills and strengthen academic performance.

Raising Academic Achievement: In today's global economy, our students need a sound foundation in reading and mathematics. The voluntary national tests will focus sustained national attention on the need to improve basic and advanced skills in reading and mathematics. They will catalyze the efforts of parents, teachers, businesses, and communities to help all students achieve to higher academic standards.

Broad Bipartisan Support for National Testing: In the President's State of the Union address, he challenged every state and school district to adopt high national standards, and by 1999, to join in a national test for all 4th graders in reading and all 8th graders in math, to make sure they have mastered these basics. The President has not been alone in making this call; for example, business groups including the U.S. Chamber of Commerce Executive Committee, the Education Task Force of the Business Roundtable, the National Alliance of Business, and 240 technology industry leaders have joined in a bipartisan call for high national education standards and testing in reading and math.

So far, states from Maryland to Michigan, as well as the nation's fifteen largest school districts, have chosen to participate in the voluntary national tests -- together, these states and school districts represent 20% of all 4th and 8th graders.

Real Results: Philadelphia is just one city that has set high standards for its students and measured

their progress with regular tests as a part of a sustained reform effort. And the results are in: across the district, for the past school year, substantial academic gains were recorded in each subject (reading, math and science) and at each grade level (4th, 8th and 11th grades) tested. In fact, Philadelphia has experienced an overall increase of at least 5 percentage points in the proportion of students performing at the basic level or higher in nearly all grades and subjects.

FOR MIKE COHEN



Leadership Conference on Civil Rights

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September 4, 1997

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(Deceased)

The Honorable William J. Clinton
President of the United States
The White House
Washington, D.C.

Dear Mr. President:

The undersigned members of the Leadership Conference on Civil Rights write to urge you to adopt several important changes in your plan for voluntary national tests in reading and mathematics. If these changes are made, it would enable many of our member organizations to support implementation of the national test proposal.

At the outset we wish to express our appreciation for the attention you have given to the improvement of public education and our support for the broad goals contained in the proposals you have made. Our organizations oppose discrimination in the schools based on race, national origin, sex or condition of disability. We represent many children of color, children with limited proficiency in English and children with disabilities and girls — all of whom have suffered discrimination and stereotyping in the public schools, have been denied critical teaching resources and have had their life chances impaired by the failure of the schools to offer them a chance to succeed.

Thus, we feel we have much at stake in the battle to make the public schools responsive to the children with the greatest needs. And we agree with what we understand to be the central tenets of the Administration's proposal: 1) that all children can learn and that high standards should be established for all children; 2) that schools, school districts and states should be held accountable for children achieving these standards; and 3) that active, well-informed parents are key actors in achieving accountability.

Our concern then is not with the Administration's goals but with whether your testing proposal will help achieve these goals. For the major reasons we will now set forth, we are convinced that in its present form, the national test proposal

"Equality In a Free, Plural, Democratic Society"

will not serve the children most in need of educational opportunity:

1) The Administration's Proposal Allows School Authorities to Exclude or Refuse to Accommodate Students Who Have Limited English Proficiency or Have Disabilities.

With respect to children with limited proficiency in English, the most serious failure is the Administration's refusal thus far to require that the fourth grade reading assessment be given in languages other than English. Much research informs us that children who are able to read in a foreign language will soon be able to read in English. Similarly the math test should be given in languages other than English and Spanish.

Similarly, large numbers of children with disabilities are likely to be excluded based on inappropriately low expectations in their education plans. Nor for that matter does anything appear to prevent school authorities from inducing minority or children from low-income families to stay home on the day of the assessment. If the purpose of the Administration's proposal is to assure accountability, it must come to grips with the fact that children who are not permitted to participate will become non-persons with no accountability by school authorities for their progress. These accommodations will in no way compromise the high standards that should be expected of all students.

2) The Administration's Proposal Fails to Provide Safeguards Against the Invalid and Inappropriate Use of Test Results. Absent firm action by the Administration, there is every reason to believe that the results of the national test will be used by many school officials for high-stakes purposes such as ability grouping, tracking, retention in grade and graduation. Any such use would be harmful to the children we represent and would be totally inappropriate since the tests have not been and will not be validated for any of these purposes. One among many inappropriate uses would be the use of tests for high stakes purposes where children have not had an opportunity to learn the skills and knowledge being tested. The Administration must take steps to prohibit these harmful and inappropriate uses.

3) The Administration's Proposal Fails to Hold School Authorities Accountable by Requiring Public Reporting of Results so that Parents and Others can Take Informed Action. Administration officials have told us on numerous occasions that the most important rationale for testing all students in a participating district is to galvanize parents into action. But the current proposal will not achieve that result. A parent will know the scores of her own child, but will not know how her child's school is performing compared to other schools or how her school district is doing compared to other districts. Unless school authorities choose voluntarily to disclose this information, parents will be left in the dark and without the facts that would enable them to secure accountability. Many of our groups have worked for years to empower parents to compel responsiveness from public officials. We believe we speak from experience in advising you that in its current form, your proposal will not achieve its objective. And, as noted later, this is a problem that is correctable.

4) The Administration's Proposal Does Not Take Even Modest Steps to Identify Denials of Critical Educational Resources that Have a Significant Impact on Test Results. We recognize that the Administration's test proposal cannot realistically serve as the vehicle for redressing the vast inequities in the distribution of education resources that deny the opportunity to learn to millions of poor and minority children throughout the nation. At the same time the Administration must recognize that unless these resource barriers facing so many poor and minority children are recognized, identified and ultimately addressed, the national test will fail to improve educational opportunity for the children who are most in need of assistance. One modest step would be to include with the test some basic questions—concerning the teacher's certification and other qualifications in mathematics and reading, class size and the availability of books in the classroom—that licensees would be required to answer. Such information is now collected on a sample basis by the National Assessment of Educational Progress. While modest, gathering this data would be consistent with provisions of the Title 1 reform that the Administration sponsored calling on school districts to deliver such critical resources to poor children and calling upon states to assure that local districts have the capacity to meet the responsibility.

5) The Administration Must Take the Necessary Steps to Assure that the Laws and Policies According Rights to Equal Educational Opportunity Will Be Effectively Enforced. As presently proposed, the Administration's plan will be implemented by a complex and interlocking network of largely private test developers, management contractors and licensees. It does not appear that the Administration has thought through how it will assure that civil rights, often spottily enforced even when only government agencies are involved, will not be denied and that where violations occur there will be prompt redress. The Administration must develop a plan for enforcement. It will not suffice to leave this problem in the hands of private civil rights groups which do not have adequate resources to cope with the violations that are likely to occur.

If you agree that fundamental guarantees of fairness and equality of opportunity should be part of any plan for a national test, it will not be difficult to devise appropriate language to accomplish the task. Indeed, specific provisions of the Improving America's Schools Act of 1994 deal with many of the same issues of inclusion and accommodation of limited English proficient and disabled students and with the public reporting of the results of assessments. And, as noted, NAEP already has some experience in gathering basic information about the distribution of vital educational resources. Our organizations would be willing and eager to work with your Administration in developing suitable language to carry out these basic ground rules.

We recognize that there will be some elected officials and school authorities who will view the steps we have called for as the intrusive hand of the federal government interfering with state and local control. There may even be a few states or districts that will base their refusal to participate on the existence of

these requirements. But such opposition is not different in character from the resistance over the years by some to any step to implement the equal protection clause of the Fourteenth Amendment and the Supreme Court's decision in *Brown v. Board of Education*. Where Presidents have stood firm, such resistance has ultimately melted away.

We believe that if you are prepared to fight to assure that the least advantaged and most discriminated against children in the nation reap the benefits of your national test and other education proposals you will prevail and leave a legacy of which we can all be proud.

We of course stand ready to meet with you or your designees at your convenience to pursue these matters further.

Sincerely yours,

Antonia Hernández
President and General Counsel
Mexican American Legal Defense
& Education Fund

Elaine Jones
Director Counsel
NAACP- Legal Defense & Education Fund, Inc.

Raul Yzaguirre
President
National Council of LaRaza

Barbara Arnwine, Director
Thomas Henderson
Deputy Director, Director of Litigation
Lawyers Committee for Civil Rights

Marcia Greenberger
Co-President
National Womens Law Center

Mike Lux
Senior Vice President
People For the American Way

Nancy Zirkin
Director of Government Relations
American Association of University Women

Paul Weckstein
Co-director
Center for Law and Education

by: Wade Henderson *Wade Henderson/te*
Executive Director
William L. Taylor *Bill Taylor*
Vice Chair
Leadership Conference on Civil Rights

cc: Secretary Riley

September 5, 1997

EDUCATION STANDARDS EVENT

DATE: September 8, 1997
LOCATION: Four Seasons Elementary School
BRIEFING TIME: 9:50 am – 10:20 am
EVENT TIME: 11:05 am – 12:00 pm
FROM: Bruce Reed/Mike Cohen

I. PURPOSE

To demonstrate your commitment to national standards and tests.

II. BACKGROUND

This event is an opportunity for you to once again highlight your commitment to national standards and tests. At this event you will challenge Congress to approve funding for your testing initiative and make clear that an appropriations bill that does not include this funding is unacceptable.

The House will be voting Monday or Tuesday on Bill Goodling's amendment to prohibit the Education Department from continuing to work on the national tests, and we are expecting a defeat. The Senate is moving towards a compromise which will also be decided on Monday or Tuesday.

You will be addressing approximately 350 students, teachers, and parents at the Four Seasons Elementary School in Gambrills, Maryland. The Four Seasons Elementary school serves about 700 students from Kindergarten through fifth grade. The school has an attendance rate of 96 percent. The school has recently seen improvements in 3rd and 5th grade reading scores. Reading in Grade 3 increased from 47.9% in 1995 to 53.5% in 1996. In Grade 5, scores increased from 35.9% in 1995 to 47.6% in 1996.

III. PARTICIPANTS

Briefing Participants:

Secretary Riley
Bruce Reed
Mike Cohen
John Hilley
Mickey Ibarra

Event Participants:

Secretary Riley
Lorna Leone, School Principal
Jonathan Knobel, 5th Grade Student

Also Seated on Stage:

Governor Parris Glendening
Representative Steny Hoyer
Senator Paul Sarbanes
Senator Barbara Mikulski
Approximately 30 Four Seasons Elementary School students who have successfully completed their summer reading.

IV. PRESS PLAN

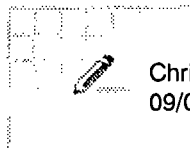
Open Press.

V. SEQUENCE OF EVENTS

- You will be announced onto the stage accompanied by Secretary Riley, Principal Lorna Leone, and Jonathan Knobel, 5th grade student.
- Principal Lorna Leone will make welcoming remarks and introduce Secretary Riley.
- Secretary Riley will make remarks and introduce Jonathan Knobel.
- Jonathan Knobel will read a passage from one of the summer reading assignments.
- You will make remarks and then depart.

VI. REMARKS

Remarks Provided by June Shih in Speechwriting.



Christa Robinson
09/05/97 07:41:49 PM

Record Type: Record

To: William R. Kincaid/OPD/EOP

cc:

Subject: education event monday

it is at 10:30am. I will be on it too.

How funny! I just got your page.

----- Forwarded by Christa Robinson/OPD/EOP on 09/05/97 07:48 PM



Karen E. Finney

09/05/97 04:00:07 PM



Record Type: Record

To: See the distribution list at the bottom of this message

cc:

Subject: education event monday

We will do a conference call **tomorrow morning (Sept. 6th) at 10:30 am** to discuss the President's education event Monday, we will also do a call **at the same time on Sunday.**

The information for the call will be: **202-757-2100, code is 8845.**

Thanks!

Message Sent To: _____

September 3, 1997

**Bond Mill Elementary School
Laurel, Maryland**

PROGRAM DESCRIPTION: A Maryland Blue Ribbon school, Bond Mill served 609 students in grades preK-6 in 1996. About 81 percent of students are white, 18 percent of students are African American, and 1 percent are Asian. In 1996, 9 percent of students received free or reduced-price lunches.

Bond Mill pays particular attention to school climate. The principal and assistant principal meet and unload each bus every morning to be accessible to students, and they see the children off each afternoon as well. The principal makes a point of knowing all students by name. The school has virtually no fights. Thirty specially trained upper-grade students, selected by the guidance counselor and teachers for their leadership skills, take turns mediating playground conflicts.

The school's reading specialist works with all children and collaborates closely with classroom teachers. She works in the classroom with whole classes much of the time, pulling out small groups as needed. Last year, the specialist coordinated a reading incentive program where students could earn prizes for "traveling" across the U.S. by reading books.

About 95 percent of parents are members of the PTA at Bond Mill. Each month, the PTA provides the whole school with a cultural arts program that includes poetry reading, drama, dance, or puppeteering. PTA members plan and screen these special events.

EVIDENCE OF SUCCESS: On the Maryland School Performance Assessment Program, the percent of third graders scoring in the satisfactory range increased from 40 percent in 1995 to 51 percent in 1996 in reading and from 42 percent to 57 percent in writing. In grade 5, the percent of students scoring in the satisfactory range in math rose from 67 percent to 76 percent. The school's 1996 average daily attendance was 97 percent.

CONTACT: Mary Jane Lusby, Principal
Bond Mill Elementary School
16001 Sherwood Avenue
Laurel, MD 20707
(301) 497-3600

BOND MILL ELEMENTARY **SUPPORTING INFORMATION** **1996 Report**

- Ready Search
 - 95% participation PTA
 - 100%

STUDENT POPULATION CHARACTERISTICS

Enrollment on September 30	1995	1996
Pre-Kindergarten	0	0
Kindergarten	77	71
Grade 1	120	91
Grade 2	110	88
Grade 3	98	88
Grade 4	133	88
Grade 5	102	95
Grade 6	94	78
Ungraded Special Education	0	0
Total Enrollment	732	609

First Graders with Kindergarten Experience	1995		1996	
	Number	Percent	Number	Percent
	109	98.2	86	96.6

School Improvement Notes

Bond Mill has achieved an excellent rating for student attendance. Continued emphasis is placed on meeting the social, emotional and academic needs of each student through strong home/school partnerships. A successful mentoring program results in an improvement in self-esteem, attendance and academic performance for participating students. A challenging curriculum includes the use of performance-based assessments, critical thinking strategies and thematically integrated units. Total staff commitment results in improved teaching and learning for all.

Student Mobility	1995		1996	
	Number	Percent	Number	Percent
Entrants	57	7.8	42	6.9
Withdrawals	72	10.0	50	8.2

STUDENTS RECEIVING SPECIAL PROGRAMS

	1995		1996	
	Number	Percent	Number	Percent
Limited English Proficient	8	0.8	0	0.0
Title 1	0	0.0	0	0.0
Free / Reduced Price Meals	81	11.1	57	9.4
Special Education	82	11.2	54	8.9

DISAGGREGATED DATA

Attendance Rate (Yearly)	Standard Percent	Race / Ethnicity and Gender										All Races	
		American Indian / Alaska Native		Asian / Pacific Islander		Black (not of Hispanic origin)		White (not of Hispanic origin)		Hispanic			
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grades 1 - 6	88 94	*		95.6	97.2	98.8	86.0	97.0	86.3	*	88.8	98.9	98.4

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BOND MILL ELEMENTARY (301) 497-3600

Bond Mill Elementary, a Maryland Blue Ribbon School of Excellence, is committed to developing the full potential of each child in a safe, nurturing environment.

Mary Jane ~~Wright~~
Lusby

16001 Sherwood Ave
Lanese 20707

STUDENT PERFORMANCE 1996 Report

ASSESSED STUDENT KNOWLEDGE

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM	1993 ¹ Percent		1993 ² Percent of		1995 Percent of		1996										
	EX	SAT	EX	SAT	EX	SAT	Number Tested	Number Absent/ Excused	Number SAT Examiners	Number Spent Education Examiners	Number Spent Student Transfers	Percent of		EX	SAT	Not Met	
												EX	SAT				
Grade 3																	
Reading	25	70			7.7	39.6	86	A	0	0	0	3.4	50.6				✓
Writing	25	70	8.2	33.6	23.1	41.8	89	0	0	0	0	15.7	57.3				✓
Language Usage	25	70	5.5	30.9	17.6	57.1	89	0	0	0	0	25.8	69.7				✓
Mathematics	25	70	9	24.5	7.7	54.9	89	0	0	0	0	10.1	53.9				✓
Science	25	70	9	30.9	15.4	54.9	89	0	0	0	0	7.9	55.1				✓
Social Studies	25	70	0	36.5	4.4	45.1	89	0	0	0	0	1.1	37.1				✓
Grade 6																	
Reading	25	70	3.0	32.7	6.3	41.7	89	A	0	0	0	4.3	39.1				✓
Writing	25	70	14.9	52.5	33.3	58.3	92	0	0	0	0	15.2	57.6				✓
Language Usage	25	70	15.8	35.6	38.5	61.5	92	0	0	0	0	28.3	82.0				✓
Mathematics	25	70	4.0	62.4	18.8	68.7	90	A	0	0	0	15.2	76.1				✓
Science	25	70	6.9	51.5	18.4	55.2	90	A	0	0	0	9.8	60.9				✓
Social Studies	25	70	3.0	42.8	11.5	48.0	91	A	0	0	0	6.5	56.4				✓

STUDENT PARTICIPATION

ATTENDANCE RATE (Yearly)	Standard Percent		1990 ¹ Percent	1995 Percent	1996			
	EX	SRL			Percent	EX	SAT	Not Met
Grades 1 - 6	96	94	85.3	98.1	96.6	✓		
Students absent fewer than 5 days				41.4	51.1			
Students absent more than 20 days				3.8	2.0			

DISAGGREGATED DATA

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM	Standard Percent		American Indian / Alaskan Native		Asian Pacific Islander		Black (not of Hispanic origin)		White (not of Hispanic origin)		Hispanic		All Races	
			Male Percent of EX SAT		Male Percent of EX SAT		Male Percent of EX SAT		Male Percent of EX SAT		Male Percent of EX SAT		Male Percent of EX SAT	
	EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT
Grade 3														
Reading	25	70					0.0	20.0	8.3	83.9	0.0	48.4	8.8	59.1
Writing	25	70					0.0	40.0	11.1	81.1	23.0	81.3	8.1	56.8
Language Usage	25	70					10.0	80.0	27.8	83.9	22.8	71.0	27.3	83.6
Mathematics	25	70					0.0	30.0	18.4	83.9	3.2	51.6	15.9	59.1
Science	25	70					0.0	48.0	13.9	81.1	8.5	61.3	11.4	52.3
Social Studies	25	70					0.0	20.0	2.8	50.0	0.0	28.0	2.3	46.5
Grade 6														
Reading	25	70					0.0	20.0	2.8	38.8	7.3	43.9	2.1	34.0
Writing	25	70					0.0	20.0	8.3	47.2	24.4	73.2	8.4	42.6
Language Usage	25	70					0.0	40.0	22.2	52.8	41.5	78.0	17.0	51.1
Mathematics	25	70					0.0	70.0	18.4	77.8	14.8	75.6	14.8	76.8
Science	25	70					0.0	40.0	8.3	68.3	12.2	70.7	8.4	53.2
Social Studies	25	70					0.0	40.0	6.8	52.8	9.8	65.9	4.3	48.8

¹ Fewer Than 5 Students

² Indicates Baseline Year of Data

KEY: EX - Excellent, SAT - Satisfactory

March 25, 1997

BRIEF ON THE PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS**Page**

**Education Reform Efforts in the Prince George's County
Public Schools**

1

**Consent Decree
Six-Year Plan
Early Childhood Education
School Violence
EQUITY 2000**

**Selected Education Statistics on Maryland and
the Prince George's County Public Schools**

3

Educational Reform Efforts in the Prince George's County Public Schools

Consent Decree

Since 1973, the Prince George's county Public Schools (PGCPS) has been under a consent decree to desegregate district schools. Currently, district court judge Peter Mussetti is reviewing the district's progress on the matter. He has appointed a four-member panel of experts to review PGCPS' efforts to date. The panel is visiting schools to collect pertinent data and will provide the judge with recommendations later this year. Based on the panel's report, the judge is expected to rule on the case in 1998. Unitary status is one possible outcome of the review.

Six-Year Plan

As part of the court's review of district desegregation, two years ago the school board developed the Phased Implementation of Neighborhood School Assignments (commonly known as the Six-Year Plan). The plan, designed to address the district's skyrocketing student population, sets out a schedule of program implementation and strategies to achieve common standards in all of PGCPS' 180 schools.

The district originally projected a cost of \$346 million over six years to implement the plan; this number now seems a bit low due to even higher enrollment growth than expected. About half of the funds will be invested in capital improvements, such as constructing and improving facilities.

The other half of the funds will cover operational costs, including curriculum reform. Currently, many PGCPS schools are traditional in nature and have large class sizes. Under the Six-Year Plan, every school in the system would be converted to model comprehensive or Milliken II status. Milliken II schools receive additional resources, have a 20:1 class size, full-day kindergarten, full time counselors and media specialists, tutorial support, computer upgrades, summer programs, and Comer training. Model comprehensive schools typically have a 25:1 student teacher ratio, a full-time library and media specialist, and guidance counselors.

The district currently has a number of magnet schools to facilitate desegregation. However, some schools are so geographically isolated that further integration is impossible. These schools will become Milliken II schools.

There are currently 21 Milliken II schools and 12 model comprehensive schools in operation. Under the Six-Year Plan, the district will "open" 34 new Milliken II schools; the rest of the schools will become Model Comprehensive schools. The district's 16 magnet programs will be preserved as well. Implementation of the plan may take some time due to funding constraints.

Early Childhood Education

PGCPS is currently focusing a significant amount of attention on early childhood education, especially in the area of reading. The district aims to have all students reading on grade level by third grade. Reading Recovery programs target first graders and younger children participate in Head Start and Even Start. This year's budget as well as the FY 1998 plan call for funds to hire additional early childhood teachers and guidance counselors.

School Violence

Two bomb-like devices were planted by students at Bowie High School this year, and two other devices were found at other high schools. None of the devices exploded. The district has also experienced a rash of fake bomb threats. Although none of the devices were large enough to cause structural damage, they could have caused personal injuries. Also, students in some schools have missed classes due to the threats.

PGCPS has had antiviolence measures in place for several years. Each high school has surveillance cameras and all high school students and staff wear photo ID cards. Principals are authorized to perform random locker searches. All high schools are equipped with metal detectors. All PGCPS have conflict resolution programs. The district has installed additional security cameras and plans to hire more security-related personnel at Bowie High School. The district is also working to impose stricter penalties on anyone caught making a threat, even if it is a false one.

EQUITY 2000

Since the 1991-1992 school year, PGCPS has served as one of six pilot sites for the College Board's EQUITY 2000 mathematics reform program. EQUITY 2000 helps school personnel to encourage minority and low-income students to choose college-prep math classes and to eliminate tracking. The program also encourages schools to offer tutoring to help students pass math courses needed to attend college, such as algebra. The district has invested about \$1 million in the project, and data show that the percent of African American ninth graders taking algebra or higher increased by 15 percent from the program's inception until 1994-95. In 1995, the district passed a measure requiring all students to successfully complete algebra and geometry before graduation.

**Selected Public Elementary and Secondary Education Statistics
for Maryland and the Prince George's County Public Schools**

	U.S. 1994-95	Maryland 1994-95	P.G. County 1993-94
Enrollment	44,108,775	790,938	115,918
White	66%	58%	22%
Black	17%	35%	78% minority
Hispanic	13%	3%	
Asian	4%	4%	
American Indian	1%	0%	
Number of public schools	86,221	1,263	175
Revenues for elementary/secondary education	\$260.1 billion ¹	\$5.1 billion ¹	\$717 million ¹
Federal	7%	5%	6%
State	45%	39%	44%
Local	45%	53%	50%
Private	3%	3%	
Per pupil expenditures	\$5,767 ¹	\$6,958 ¹	\$5,405 ¹
Pupil/teaching staff ratio	17.3	17.0	18.2

NOTE:

1. Revenue and per-pupil expenditure amounts are for the 1993-94 school year, the most recent nationally-uniform data available.

All percentages do not add to 100 due to rounding.

SOURCE: U.S. Department of Education, 1996 Digest of Education Statistics.

MARTIN LUTHER KING JR MIDDLE

SUPPORTING INFORMATION

1996 Report

To: B.I.I
Kincaid
Fr. Ann
Lewis

STUDENT POPULATION CHARACTERISTICS

Enrollment on September 30	1995	1996
Grade 7	451	435
Grade 8	405	414
Ungraded Special Education	0	0
Total Enrollment	856	849

Student Mobility	1995		1996	
	Number	Percent	Number	Percent
Entrants	58	6.8	45	5.5
Withdrawals	63	7.4	73	9.0

STUDENTS RECEIVING SPECIAL PROGRAMS

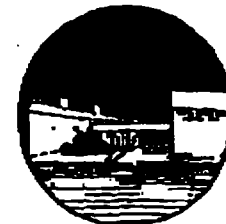
	1995		1996	
	Number	Percent	Number	Percent
Limited English Proficient	1	0.1	0	0.0
Title I	0	0.0	0	0.0
Free / Reduced Price Meals	252	29.4	244	28.7
Special Education	48	5.4	73	8.8

School Improvement Notes

To engage parents in the process of schooling, a contract between the home and school has been instituted. To support attendance and achievement goals, a complete Progress Report is issued every three weeks and the homebase mentoring program serves to monitor individual attendance and achievement while providing additional support to the student. The peer mediation program and state-of-the-art computer lab provide additional opportunities for improving achievement and attendance.

MARTIN LUTHER KING JR MIDDLE

Martin Luther King Jr. Middle School is one of two dedicated Academic Center magnet programs in the county. The school is recognized by the U.S. Department of Education as a Blue Ribbon School of Excellence.



TOTAL P.02

STUDENT PERFORMANCE

1998 Report

ASSESSED STUDENT KNOWLEDGE

MARYLAND FUNCTIONAL TESTS*** (Grade 8 Status)	Standard Percent		1998**		1995		1998		1995		1998		1995		1998	
	EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT
Reading	97	95	98.1	98.2	393	1	0	98.2	✓	✓						
Mathematics	80	80	77.8	84.4	383	1	0	87.8		✓						
Writing	96	90	98.1	96.5	377	17	0	90.5								

STUDENT PARTICIPATION

ATTENDANCE RATE (Yearly)	Standard Percent		1996**	1995	1998			
	EX	SAT	Percent	Percent	Percent	EX	SAT	Notes
Grades 7 - 8	96	94	93.8	94.2	86.6		✓	
Students absent less than 5 days				33.8	48.8			
Students absent more than 20 days				12.7	6.0			

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM	Standard Percent		1998**		1995		1998		1995		1998		1995		1998	
	EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT	EX	SAT
Grade 8																
Reading	25	70	1.1	18.0	.3	28.6	393	11	0	0	0	0	1.0	32.4		✓
Writing	25	70	6.2	38.7	8.5	47.0	396	9	0	0	0	0	15.8	50.2		✓
Language Usage	25	70	7.3	35.7	20.3	61.7	395	8	0	0	0	0	19.1	61.5		✓
Mathematics	25	70	2.2	31.9	4.2	44.8	388	16	0	0	0	0	8.2	49.5		✓
Science	25	70			10.0	45.4	397	7	0	0	0	0	9.4	51.0		✓
Social Studies	25	70	2.8	21.8	3.2	38.3	398	8	0	0	0	0	3.5	48.0		✓

DISAGGREGATED DATA

Maryland Functional Tests** Grade 8 Status	Standard Percent		Race / Ethnicity and Gender								All Races			
			American Indian / Alaskan Native		Asian / Pacific Islander		Black (not of Hispanic origin)		White (not of Hispanic origin)				Hispanic	
	Excellent	Satisfactory	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
Reading	97	95			100.0	100.0	99.1	100.0	98.4	98.2	100.0	100.0	98.0	99.5
Mathematics	90	80			100.0	100.0	85.6	83.3	92.2	92.7	90.0	100.0	88.4	87.2
Writing	96	90			100.0	100.0	87.7	93.2	88.3	94.5	55.6	100.0	88.8	94.1
Attendance Rate (Yearly) Grades 7 - 8	96	94			98.9	98.6	95.2	95.6	95.4	96.0	94.6	93.9	95.4	96.8

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM	Standard Percent		American Indian / Alaskan Native		Asian Pacific Islander		Black (not of Hispanic origin)		White (not of Hispanic origin)		Hispanic		All Races			
	EX	SAT	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female		
			Percent of EX SAT	Percent of EX SAT	Percent of EX SAT	Percent of EX SAT	Percent of EX SAT	Percent of EX SAT	Percent of EX SAT	Percent of EX SAT	Percent of EX SAT	Percent of EX SAT	Percent of EX SAT	Percent of EX SAT	Percent of EX SAT	
Grade 8																
Reading	25	70			0.0	30.0	10.0	90.0	0.0	17.5	0.0	30.5	2.1	35.1	1.7	51.7
Writing	25	70			30.0	50.0	60.0	80.0	11.7	38.9	11.0	54.2	14.9	50.0	27.8	83.8
Language Usage	25	70			20.0	50.0	90.0	100.0	9.7	49.8	19.7	65.6	21.3	62.8	20.7	74.1
Mathematics	25	70			20.0	50.0	50.0	80.0	2.8	35.0	2.5	44.8	13.8	54.8	12.1	68.8
Science	25	70			10.0	50.0	90.0	100.0	1.8	37.9	5.9	44.8	11.7	63.8	20.7	82.1
Social Studies	25	70			10.0	50.0	0.0	80.0	0.0	34.0	4.2	39.8	3.2	54.3	8.9	83.8

* Power Than 6 Students ** Indicates Baseline Year of Data *** Maryland Functional Test Results are given in high school and reported by the middle school attended

KEY: EX - Excellent, SAT - Satisfactory

DWIGHT D. EISENHOWER

SUPPORTING INFORMATION

1998 Report

STUDENT POPULATION CHARACTERISTICS

Enrollment on September 30	1995	1996
Grade 7	422	405
Grade 8	413	415
Ungraded Special Education	45	27
Total Enrollment	878	847

Student Mobility	1995		1996	
	Number	Percent	Number	Percent
Entrants	151	15.6	121	14.3
Withdrawals	115	11.9	102	12.1

STUDENTS RECEIVING SPECIAL PROGRAMS

	1995		1996	
	Number	Percent	Number	Percent
Limited English Proficient	5	0.5	0	0.0
Title I	0	0.0	0	0.0
Free / Reduced Price Meals	351	35.9	328	38.8
Special Education	109	11.1	82	9.7

School Improvement Notes

Our theme, We Are One, celebrates our multicultural nature via posters and murals recognizing students from 25 countries. Attention to thinking skills, cooperative learning and heterogeneous grouping supports the academic achievement of all students. A high percentage of our students make the honor roll. Many students take Algebra or are preparing for Algebra and Geometry. A majority of students are enrolled in an expanded foreign language program. We are especially proud of our level V special education program, our unique Youth Development Project and active mentoring partnerships. A committed PTSA sponsors a full schedule of activities.

DWIGHT D. EISENHOWER

Dwight D. Eisenhower is a comprehensive middle school that takes great pride in providing an instructional program that stresses quality and equity for its diverse student population.



STUDENT PERFORMANCE

1998 Report

ASSESSED STUDENT KNOWLEDGE

MARYLAND FUNCTIONAL TESTS** (Grade 9 Status)	Standard Percent		1998** Percent Passing	1995 Percent Passing	1998						
	EX	SAT			Number Tested	Number Absent	Number Exempt	Percent Passing	EX	SAT	Not Met
Reading	97	95	98.3	98.2	378	0	0	98.5	✓		
Mathematics	90	80	86.0	78.8	378	1	0	81.5		✓	
Writing	95	90	92.6	92.1	360	19	0	84.7			✓

STUDENT PARTICIPATION

ATTENDANCE RATE (Yearly)	Standard Percent		1998** Percent	1995 Percent	1998		
	EX	SAT			Percent	EX	SAT
Grades 7 - 8	96	94	92.8	83.1	93.4		✓
Students absent fewer than 6 days				26.7	33.2		
Students absent more than 20 days				15.1	15.2		

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM	Standard Percent		1993 Percent		1995 Percent		1998									
	EX	SAT	EX	SAT	EX	SAT	Number Tested	Number Absent Exempt	Number EX Exempt	Number Special Education Exempt	Number Limited English Proficiency	Percent		EX	SAT	Not Met
												EX	SAT			
Grade 8																
Reading	25	70	.3	25.8	.5	25.0	408	21	0	0	*	.8	22.8			✓
Writing	25	70	6.0	32.1	9.5	39.8	407	20	0	0	*	12.4	38.8			✓
Language Usage	25	70	8.8	32.4	17.9	53.4	415	12	0	0	*	13.1	50.8			✓
Mathematics	25	70	2.4	25.3	3.8	32.5	397	30	0	0	*	4.4	38.1			✓
Science	25	70			7.8	40.8	416	11	0	0	*	7.7	41.5			✓
Social Studies	25	70	2.7	20.5	2.0	34.7	409	18	0	0	*	2.8	38.7			✓

DISAGGREGATED DATA

Maryland Functional Tests** Grade 9 Status	Standard Percent		Race / Ethnicity and Gender								All Races	
	Excellent	Satisfactory	American Indian / Alaskan Native Male	Female	Asian / Pacific Islander Male	Female	Black (not of Hispanic origin) Male	Female	White (not of Hispanic origin) Male	Female	Hispanic Male	Female
Reading	87	95			100.0	100.0	98.8	100.0	98.8	100.0	100.0	
Mathematics	90	80			100.0	100.0	87.1	78.8	83.5	87.1	100.0	
Writing	95	90			90.8	100.0	83.8	90.8	82.3	92.8	85.7	
Attendance Rate (Yearly) Grades 7 - 8	96	84			87.0	87.9	99.9	93.1	92.8	93.9	92.1	

MARYLAND SCHOOL PERFORMANCE ASSESSMENT PROGRAM	Standard Percent		American Indian / Alaskan Native		Asian / Pacific Islander		Black (not of Hispanic origin)		White (not of Hispanic origin)		Hispanic		All Races	
	EX	SAT	Male Percent of EX	Female Percent of SAT	Male Percent of EX	Female Percent of SAT	Male Percent of EX	Female Percent of SAT	Male Percent of EX	Female Percent of SAT	Male Percent of EX	Female Percent of SAT	Male Percent of EX	Female Percent of SAT
Grade 8														
Reading	25	70			0.0	51.3	0.0	44.4	0.0	4.0	0.0	25.0	1.4	17.1
Writing	25	70			28.7	93.3	33.3	88.7	2.0	15.8	11.8	38.8	8.8	32.7
Language Usage	25	70			28.7	98.3	44.4	88.7	2.0	28.7	12.5	48.1	6.5	42.7
Mathematics	25	70			13.3	68.7	11.1	68.7	0.0	18.8	0.8	25.0	4.7	38.0
Science	25	70			33.3	80.0	11.1	77.8	2.0	18.8	2.7	55.7	9.0	34.1
Social Studies	25	70			0.0	68.0	11.1	65.8	0.0	12.9	2.7	25.0	2.4	24.8

* Fewer Than 6 Students ** Indicates Baseline Year of Data *** Maryland Functional Test Results are given in high school and reported by the middle school attended

KEY: EX - Excellent, SAT - Satisfactory

ANNAPOLIS MIDDLE

SUPPORTING INFORMATION

School Year 1995-1996

ENROLLMENT	1995	1996
Grade 6	238	225
Grade 7	227	210
Grade 8	213	214
Ungraded Special Education	0	0
Total Enrollment	678	649

STUDENT MOBILITY	1995		1996	
	Number	Percent	Number	Percent
Entrants	68	10.2	77	12.0
Withdrawals	86	12.9	79	12.3

STUDENTS RECEIVING SPECIAL SERVICES	1995		1996	
	Number	Percent	Number	Percent
Limited English Proficient	*	.7	*	.9
Free/Reduced Price Meals	312	46.0	318	49.0
Special Education	88	13.0	99	15.3

School Improvement Notes

Once again Annapolis Middle School's students met the standard of excellence on the Maryland Functional Reading and Mathematics Tests, but missed the satisfactory standard on the Maryland Writing Test by 1.7 percent. All instructional departments will continue to give students a writing prompt to help improve writing abilities and will continue to provide assistance with designated functional reading and mathematics objectives. Teachers will also be involved in staff development activities throughout the school year to improve instruction.

On the eighth grade Maryland School Performance Assessment Program (MSPAP), the percentage of students meeting the satisfactory standard increased in Reading, Writing, Language Usage, and Mathematics. The percentage of students meeting the satisfactory standard in Science and Social Studies decreased slightly, but the percentage meeting the excellent standard increased. Attendance improved slightly; we are only 1.3 percent short of reaching the satisfactory level. To build on our successes, all teachers will continue to address specific reading and writing activities and will administer performance tasks that model MSPAP questions in each content area. The faculty will continue to receive instructional support in performance instruction to help teachers modify their lessons and require students to continue to develop higher level thinking skills. Additionally, we will use technology to enhance instruction in all classrooms and increase technological exposure for all students. We are hopeful that these efforts will continue to improve MSPAP scores.

The efforts of our students, staff, parents and School Improvement Teams during the 1995-96 school year are commendable, yet we still have much work to do. We continue to need the support of our neighborhood organizations, local businesses and colleges towards these efforts. Academic success for all Annapolis Middle School students will always be our goal.

* Fewer Than 20 Students

ANNAPOLIS M D D L E

STUDENT PERFORMANCE

School Year 1995-1996

ASSESSED STUDENT KNOWLEDGE

Functional Tests Grade 9 Status	Standard Percent		1993** Percent Passing	1995 Percent Passing	1996					
	Ex	Sat			Number Taking	Number Absent	Number Exempt	Percent Passing	Ex	Sat
Reading	97	95	98.9	97.1	234	0	•	97.9	✓	
Mathematics	90	80	86.9	95.5	234	0	•	97.9	✓	
Writing	96	90	92.5	94.6	230	•	•	88.3		✓

STUDENT PARTICIPATION

ATTENDANCE RATE (Yearly)	Standard Percent		1991** Percent	1995 Percent	1996			
	Ex	Sat			Percent	Ex	Sat	Not Met
Grade 6-8	96	94	91.4	92.4	92.5			✓
Students Absent			1995 Percent		1996 Percent			
Fewer than 5 days			24.5		28.9			
More than 20 days			20.0		17.4			

Maryland School Performance Assessment Program		Standard Percent		1993** Percent at		1995 Percent at		Tested	Absent/ Excused	1996 Number ESL Exemptions	Special Education Exemptions	Second Semester Transfers	1996 Percent at		Ex	Sat	Not Met
		Ex	Sat	Ex	Sat	Ex	Sat						Ex	Sat			
GRADE 5	Reading	25	70	5	8.3	5	16.8	188	•	•	•	•	1.8	26.3			✓
	Writing	25	70	2.5	16.1	4.6	28.7	207	•	•	•	•	11.9	37.6			✓
	Language Usage	25	70	2.0	20.1	9.3	41.2	204	•	•	•	•	11.7	42.5			✓
	Mathematics	25	70	2.5	17.1	2.6	27.7	186	72	•	•	•	6.9	29.6			✓
	Science	25	70			4.6	36.4	207	•	•	•	•	9.2	34.9			✓
	Social Studies	25	70	2.0	9.0	1.0	25.6	206	•	•	•	•	2.8	23.9			✓

DISAGGREGATED DATA

Maryland Functional Tests Percent Passing Grade 9 Status		Standard Percent		American Indian/ Alaskan Native		Asian/Pacific Islander		African American		White (not of Hispanic origin)		Hispanic		All Races	
		Excellent Satisfactory		M F		M F		M F		M F		M F		M F	
		97	95			•		95.2	97.6	100.0	100.0	•		97.4	98.3
Reading		97	95			•		95.2	97.6	100.0	100.0	•		97.4	98.3
Mathematics		90	80			•		93.7	100.0	100.0	97.2	•		96.6	99.2
Writing		96	90			•		88.5	86.4	90.0	91.4	•		88.6	87.9
Attendance Rate (Grade 6-8)		96	94					92.8	90.7	94.0	93.7	89.5	92.3	93.2	91.7

Maryland School Performance Assessment Program (MSPAP)		Standard Percent		American Indian/ Alaskan Native		Asian/Pacific Islander		African American		White (not of Hispanic origin)		Hispanic		All Races	
		Excellent Satisfactory		M %m F %m		M %m F %m		M %m F %m		M %m F %m		M %m F %m		M %m F %m	
		EX SAT	EX SAT	EX SAT	EX SAT	EX SAT	EX SAT	EX SAT	EX SAT	EX SAT	EX SAT	EX SAT	EX SAT	EX SAT	EX SAT
GRADE 5	Reading	25	70			•	•	1.6 13.9	6.0 16.4	0.0 77.8	3.0 66.7	•	•	1.8 19.8	1.0 23
	Writing	25	70			•	•	5.6 30.8	10.0 28.6	8.1 51.4	31.3 78.8	•	•	6.7 30.6	17.9 45
	Language Usage	25	70			•	•	5.8 29.0	7.2 34.3	16.2 51.4	30.3 75.8	•	•	9.3 36.1	14.3 49
	Mathematics	25	70			•	•	0.0 19.4	1.4 14.3	21.6 59.5	13.2 54.5	•	•	7.2 32.4	6.6 27
	Science	25	70			•	•	2.8 20.0	0.0 20.0	16.2 39.5	33.3 69.7	•	•	7.2 33.3	11.3 36
	Social Studies	25	70			•	•	1.4 8.3	1.4 11.4	2.7 43.3	9.1 60.6	•	•	1.5 19.0	3.8 28

* Fewer Than 20 Students ** Indicates Baseline Year Data

KEY: Ex-Excellent, Sat-Satisfactory

SLIGO MIDDLE SCHOOL

SCHOOL NUMBER: 770
CLUSTER: Albert Einstein
RECEIVING SCHOOL(S): Einstein

PRINCIPAL: Mr. Mark Kelsch
DIRECTOR: Mrs. Diane M. Ippolito
FEEDER SCHOOL(S): Glen Haven, Highland, Oakland Terrace, Rock View, Woodlawn

ADDRESS: 1401 Dennis Avenue
Silver Spring, MD 20902

TELEPHONE: (301) 649-8121
SCHOOL DAY: 7:55 - 2:25

FACILITIES DATA

Original Construction Date	Modernized Date	Sq. Ft. in Acres	Core Facility Teaching Stations			Joint Occupancy	Relocatable Classrooms
			TOTAL	Regular Education	Special/Ad. Education		
1959	1991	21.1 P	55	47	8	9	0

4 - Double entry or partial conversion

5 - Double entry or partial conversion

CAPACITY/ENROLLMENT DATA

Program	Capacity	Actual	Projected Enrollment					
Current	Future	1994-95	1995-96	1996-97	1997-98	1998-99	1999-2000	2000-01
1151	1151	981	1032	1088	1125	1175	1238	1289

DEMOGRAPHIC DATA

% Gender		% Racial/Ethnic Composition				% Special Ed		% ESOL	% FARMS	Mobility Rate
Female	Male	African American	Hispanic	Asian	Native	Spec. Ed	Student			
67.8	32.2	27.1	0.1	12.6	10.4	39.0	11.1	21.0	7.5	29.8

STAFF POSITIONS

Professional		Supporting Services	
Administrative	FTEs	Instructional Support	FTEs
Principal	1.000	Instructional Assistant	
Assistant Principal	2.000	Regular	1.375
Administrative Total	1.000	SES	0.500
		ESOL	0.500
		ISM	0.750
		Computer Lab	0.750
		Special Education	1.000
		Interpreter, Hearing Impaired	
		Teacher Assistant	
		Media Assistant	1.500
		Instructional Support Total	8.375
Teachers		Other Support	
Classroom/Resource	52.934	Administrative Secretary	1.000
Resource Support	0.000	School Emergency Assistant	1.000
ESOL	3.500	Secretary 1	1.125
OW	0.000	Secretary 2	1.000
Special Program		Guidance Secretary	0.000
Alternative	2.000	Special Ed Secretary	
Disadvantaged	1.000	Magnet Secretary	
Special Needs	1.000	Media Services Technician	
Reading	1.000	Security Assistant	2.000
Special Education		Student Monitor	1.000
Classroom/Resource	4.700	Cashier	1.000
Resource Program	2.000		
Teachers Total	60.334	Other Support Total	9.750
Other Professional		Building Services	
Coordinator	0.000	Manager	1.000
Media Specialist	1.000	Teacher	1.000
Spec Ed Related Services	1.000	Worker	2.000
Other Professional Total	0.000	Plant Equipment Operator	1.000
Total Professional	27.400	Building Services Total	10.000
		Total Supporting Services	21.625

ENROLLMENT BY GRADE

	Number	Percent
Grade 6	334	31.03
Grade 7	308	31.42
Grade 8	292	29.03
Special Ed	47	4.52
Total	981	

SCHOOL PROGRAMS

- Grades Served: 5 - 8
- Special Education Classes
- NETS

SCHOOL DATA

Student/Professional Staff Ratio: 17.65
Average Class Size (English): 21.9
Average Class Size (Other): 23.0

MCPS Criterion Referenced Tests

Test	% Meeting Standard	Local Standard
Gr 6 Reading	53	80% MET
Math	44	80% MET
Gr 7 Reading	53	80% MET
Math	43	80% MET
Gr 8 Reading	54	80% MET
Math	29	80% MET

Student Participation

	Rate	State Standard
Attendance	92.7	80% MET

SCHOOL OPERATING COSTS

Professional Salaries

Administrative	\$914,479
Teachers	\$2,231,417
Other Professional	\$312,135

Professional Salaries Total: \$3,457,971

Supporting Services Salaries

Instructional Support	\$171,393
Other Support	\$247,714
Building Services	\$270,548

Supporting Service Salaries Total: \$689,785

EYE/Stipends/Substitutes

Fringe Benefits	\$113,748
Instructional Supplies	\$121,144
Facilities Costs	\$289,242

Total Allocated Cost: \$4,644,142

After School Programs

Maryland

1. Allegany County Public School System
108 Washington Street
Cumberland, MD 21502
(301) 759-2049

Contact: Mrs. Mary Louise Jones, Director of Communication and Accountability

The district offers an After School Tutorial Program lead by teachers for two weeks duration twice each year. There is a second, similar program lead by parent volunteers who have been trained by teachers that is also offered twice each year. Students who have not reached the minimum competency levels on the state reading test are encouraged to participate. The program has been offered for the past four years and is based on the district reading curriculum and materials. It is free and it attracts 278 students who spend two hours a day after regular school hours for two weeks.

2. Midfield Heights Elementary School Kids Compute Program
4300 Buchanan Avenue
Baltimore City, Md. 21211
(410) 396-6461

Contact: Mr. James Sasiadek, Principal

Approximately 25 students from the school participate in computer-based reading activities as part of the Kids Compute program at this Baltimore school. Participants can attend all week (for \$50 per month) or on a day-by-day basis. Two adults supervise the students from 2:45 - 6:00 PM. All activities focus on reading and math.

AUG 28 '97 06:02PM SCH & COMM OUTREACH 410 333 2275

P.2

Interoffice

MEMORANDUM

to: Regan Burke
from: Ronald A. Peiffer
subject: Proposed schools for Sec. Riley's visits
date: August 28, 1997

The following schools have posted nice gains in MSPAP grade 3 reading or grade 8 math. We believe they would potentially be good sites for visits. However, we have not been able to confirm these with the local school systems, with the exception of Anne Arundel County.

1. Rolling Knolls Elem., Annapolia, MD, Anne Arundel County Schools
Principal Linda Unklebee, 410-222-5820.
Notes: Good increases in grade 3 reading, 40% free and reduced lunch, mixed demographics. *Schubert*
2. West Annapolis Elem., Annapolis, MD, Anne Arundel County Schools
Principal: Joan Briscoe, 410-222-1635
Notes: Good increase in grade 3 reading, 26% free and reduced lunch, not a wide mix of demographics. *parent internet*
3. Annapolis Middle School, Annapolis, MD, Anne Arundel Co.
Principal: Reginald Ferrare, 410-267-8658
Notes: Significant increase in math scores, free and reduced lunch 49%, good demographic mix. *too far!*
4. Arundel Middle School, Odenton MD (Near Fort Meade) Anne Arundel Co.
Principal Gary Williams, 410-674-6900
Notes: Very good increases in math scores, free and reduced lunch 10.4%, fairly good demographic mix.
5. Wyngate Elem. Sch., Bethesda (may be housed off site--will need to check- Montgomery Co.)
Principal Barbara Leister 301-571-6979
Notes: Very good increases in grade 3 reading scores, free and reduced lunch 3.1%, largely white demographics. *0*
6. Laytonville Elem., Gaithersburg, MD, Montgomery Co.
Principal Laura Turner, 301-840-7145
Notes: Substantial increase in grade 3 reading scores, free and reduced lunch 3.4%, good demographic mix. *0 too far*

Regan Burke

Page 2

August 28, 1997

1. 7. Viers Mill Elementary, Silver Spring MD, Montgomery Co.
Principal: RoseAnn Arnes 301-929-2165
Notes: Very good increases in reading scores, free and reduced lunch 46.7%, very good demographic mix.
2. 8. Sligo Middle School, Silver Spring MD, Mont. Co.
Principal: Mark Kelsch 301-6498121
Notes: Increase in math grade 8 very good, free and reduced lunch 40.8%, very good demographic mix.
9. Takoma Park Middle School, Silver Spring, Mont Co.
Principal Maria Montgomery 301-650-6444
Notes: Pretty very good increase in math score. Free and reduced lunch 33.1%, significant demographic mix
3. 10. Princeton Elem., Suitland MD, Prince Geo. Co.
Principal Cynthia Rodgers 301-702-7650
Notes: Very good increase in reading and other areas, free and reduced lunch 61.8%, majority minority population
11. Oaklands Elementary Sch, Laurel MD, P.G. Co.
Principal Evelyn Nicks 301-497-3110
Notes: Significant Increase in reading scores grade 3 and other areas, free and reduced lunch 33.3%, demographic mix, majority minority
4. 12. Martin Luther King Middle, Beltsville, PG Co.
Principal Bette Lewis 301-572-0650
Notes: Very good increase in grade 8 math, free and reduced lunch 28.7%, very good demographic mix.
13. Dwight D. Eisenhower Middle, Laurel, PG Co.
Principal William Ryan 301-497-3620
Notes: very good increase in math scores grade 8, free and reduced lunch 38.8%, very good demographic mix.

Good theme -

fax #6-5581

Bill Kincaid

THE WHITE HOUSE
WASHINGTON

September 4, 1997

MEMORANDUM FOR:

FIRST LADY'S STAFF (MELANNE VERVEER)
TODD STERN (PHIL CAPLAN)
CHARLES RUFF
THURGOOD MARSHALL, JR.
JOHN HILLEY
✓ BRUCE REED
CRAIG SMITH
MARIA ECHAVESTE
JODIE TORKELSON
STEPHANIE STREETT - FYI

FROM:

Lana Dickey/Maureen Hudson
for JIM DORSKIND

SUBJECT:

(Draft Proclamation)
America Goes Back to School, 1997

Attached for your review is the above-mentioned proclamation designating September 8-14, 1997, as "America Goes Back to School."

It was submitted by the Department of Education and edited/revised by the Presidential Letters and Messages Office.

IMMEDIATE ATTENTION REQUIRED. Written or oral response required by no later than 6:00 p.m., Thursday, September 4, 1997. IF WE HAVE NOT HEARD FROM YOU BY 6:00 P.M., WE WILL ASSUME THAT THE DRAFT IS ACCEPTABLE TO YOU.

For questions, discussion, or routine clearance, contact Lana Dickey, extension 65504, or Maureen Hudson, extension 65902, via phone or interoffice mail, in room 91. Thank you.

cc: Tim Saunders

AMERICA GOES BACK TO SCHOOL, 1997

- - - - -
 BY THE PRESIDENT OF THE UNITED STATES OF AMERICA
 A PROCLAMATION

Americans want the best for our children. We want to help them live out their dreams, empower them with the tools they need to make the most of their lives, and help them build a future where America remains the world's beacon of hope and freedom and opportunity. For all these reasons, I have made improving the quality of education in America one of my Administration's top priorities.

In my State of the Union Address earlier this year, I issued a call to action; a challenge to every school and every State to adopt rigorous national standards, with national tests in 4th-grade reading and 8th-grade math to make sure our children master the basics. We must ensure that every classroom has a skilled and dedicated teacher, that every student can read independently and well by the end of the 3rd grade, and that schools are safe, disciplined, drug free, and committed to instilling basic American values.

We must connect every classroom and library to the Internet by the year 2000 and help all students become technologically literate. We must modernize school buildings, support construction, and expand school choice and accountability in public education. And we must encourage lifelong learning for all our citizens, from expanding Head Start programs for pre-schoolers to making the 13th and 14th years of education as universal as high school to helping adults improve their education and skills. These goals are ambitious, but they are crucial if we are to prepare our young people for the challenges and possibilities of life in the 21st century. And with the 1997 budget agreement, we will begin to meet these goals by providing tens of billions of dollars in education-related tax cuts, increasing access to college, ~~providing quality training to insert~~ ~~that all students can children learn to read~~ ~~creating grants to allow~~ ~~teachers to receive quality training~~, and providing the means to help connect every school to the Internet.

providing new
resources to
help children
learn to
read

NOTE -
no
"teacher"
grants
in budget
agreement.

2

I urge all Americans to become actively involved in their local schools and colleges and to make a real commitment to support education improvement and give our children the kind of support they need to succeed. The Partnership for Family Involvement in Education is setting a powerful example in this endeavor. These partners -- including the Department of Education and more than 3,000 schools, families, colleges and universities, community, cultural, and religious groups, businesses, elected officials and policymakers, and the men and women of our Armed Forces -- have pledged their support for our initiative, "America Goes Back to School: Answering the President's Call to Action." Through their dedication to our children, they are helping America's young people grow into responsible and productive citizens. They are proving that when communities unite, every student can achieve.

NOW, THEREFORE, I, WILLIAM J. CLINTON, President of the United States of America, by virtue of the authority vested in me by the Constitution and laws of the United States, do hereby proclaim September 8 through September 14, 1997, as a time when America Goes Back to School. I encourage parents, schools, community and State leaders, businesses, civic and religious organizations, and the people of the United States to observe this week with appropriate ceremonies and activities expressing support for high academic standards and meaningful involvement in schools and colleges and the students and families they serve.

IN WITNESS WHEREOF, I have hereunto set my hand this
day of , in the year of our Lord
nineteen hundred and ninety-seven, and of the Independence of
the United States of America the two hundred and twenty-second.