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This marker identifies the former location of a 3.5 floppy diskette.

NOTICE: The files from this diskette are not available because the disk is damaged, or the files are in an un-recognizable format.

Collection/FOIA: 2017-0692-S

Diskette Title: untitled



Thomas_Corwin @ ed.gov
01/26/98 03:41:00 PM

Record Type: Record

To: William R. Kincaid

cc:

Subject: Re[5]: Draft internal Q&A document for EOZs

Bill--

The future tense, while not wonderful, doesn't give me nearly as many problems as the present tense, which also appears all through the document -- "consortia of districts can apply", Charter schools...may benefit", "Private schools cannot be designated...", "Applicants must demonstrate...." And the conditional tense is in there once and a while as well. In all, this causes a lot of confusion about our initiatives.

Tom

Reply Separator

Subject: Re: Re[3]: Draft internal Q&A document for EOZs

Author: William_R_Kincaid@oa.eop.gov at Internet

Date: 1/26/98 2:14 PM

Message Creation Date was at 26-JAN-1998 14:14:00

Tom--

I'm sympathetic to the problem, but I think the implication on these is clear, and accurate -- these initiatives "will" do what they are designed to if enacted and funded. Using "would" all the time is less powerful rhetorically, and in fact can get downright awkward for press type materials. In any event, I'm pretty confident that you would get the same kind of inquiries regardless of all the caveats made. I certainly don't have any objection to folks over there using more conditional language as they use portions of these materials for other purposes, but I don't think we should change the basic set of materials.

-- Bill

Thomas_Corwin @ ed.gov

01/26/98 01:42:00 PM

Record Type: Record

To: William R. Kincaid

cc:

Subject: Re[3]: Draft internal Q&A document for EOZs

If I can have any say in the matter at all, I vote for going with accurate rather than "optimistic." My Division gets letters all the time from people who think proposed programs actually exist, when they don't, because of PR pieces that say things like, "The XYZ initiative provides each State with...." instead of using the conditional tense and letting people in on the fact that the Congress has to create and authorization and then pass an appropriation before States can get any money. The public actually does get confused about these things.

While the current Qs and As may be for internal use, the internal versions quickly become the external ones. OIIA, OLCA, Susan Frost's people, White House offices, etc. grab things from internal pieces and put them, verbatim, into external pieces. Because of the President's speech this morning, my guess is that this is happening already on EOZs.

Reply Separator

Subject: Re[2]: Draft internal Q&A document for EOZs

Author: Catherine Jovicich at WDCJ03

Date: 1/26/98 12:56 PM

Thanks, Tom.

I looked over your comments as well as the latest draft of the Qs and As that Bill Kincaid sent over. I mentioned changing the tense to him, but I think he is going to leave it "optimistic" as it is for now. He also emphasized that these Qs and As are strictly internal for now.

We need to change the Native American question I think. Your point is well taken. We'll work on another version. I think the internal version might still include the old question, but Bill said we could address those issues later and change the Q&A document.

Keep you eyes out for a final fax that includes fact sheets on EOZs,
class size and school construction.

Thanks.

Catherine

Reply Separator

Subject: Re: Draft internal Q&A document for EOZs
Author: Thomas Corwin at WDCT02
Date: 1/26/98 08:41 AM

Catherine--

I read the draft Qs over the weekend, and marked them up some. I'm
about to fax over my markup. I think you did a nice job on the
answers; most of my comments have more to do with style than
substance. Please call me if you can't read anything.

Tom

Reply Separator

Subject: Draft internal Q&A document for EOZs
Author: Catherine Jovicich at WDCJ03
Date: 1/23/98 11:44 AM

Bill Kincaid and I have brainstormed a rough list of questions and
answers for our internal use in questions next week. We have
attached a draft for your review. Please send your comments to Bill
or to me as soon as possible.

Thank you!

Catherine Jovicich

Reply Separator

The following attachments were included with this message:

TYPE : FILE
NAME : 012613H9.TXT

MIME-version: 1.0
Content-type: MESSAGE/RFC822



Thomas_Fagan @ ed.gov
01/26/98 12:37:00 PM

Record Type: Record

To: William R. Kincaid

cc:

Subject: Re: Revised Zones Paper

Bill: You may not want to hear from me again on this, but I have a few suggestions for the Q &As

First, on the social promotion issue, I think we should start with something like

The President strongly believes that every student is entitled to a high quality education that will prepare him or her for further education or meaningful employment in the workplace. Social promotion, which can allow students to pass through the educational system without gaining that level of education, only hurts kids in the long run.

I do not think we should let territories apply, but they are almost always coupled with the BIA so there may be a problem with excluding them. DC and PR, which are generally treated as states, should be eligible

I remain very troubled by the response to the question on activities. Many of these are the same things we have supported under Title I and they have not been successful. We should emphasize district changes, getting more funds in instruction, accountability - not a set of discrete activities like after school programs. The problem is with the school - after school programs won't fix it.

Hope to see you soon. Tom

Reply Separator

Subject: Revised Zones Paper

Author: William_R_Kincaid@oa.eop.gov at Internet

Date: 1/25/98 05:31 PM

Message Creation Date was at 25-JAN-1998 17:31:00

Attached are the following revised draft materials for the Education Opportunity Zones:

Revised 2-pager (urb98pub.9)

Examples (urb98ex.4)
Internal Q's and A's (eozq&a.7)

These materials are still draft and have NOT been shared externally yet.

If you have problems downloading these, please contact Allison Balderston in the morning at 456-5543 so she can fax them to you.

Thanks.

-- Bill

The following attachments were included with this message:

TYPE : FILE
NAME : EOZQ&A.7

TYPE : FILE
NAME : URB98EX.4

TYPE : FILE
NAME : URB98PUB.9

MIME-version: 1.0
Content-type: MESSAGE/RFC822

MIME-version: 1.0
Content-type: MESSAGE/RFC822

MIME-version: 1.0
Content-type: MESSAGE/RFC822

Bill: You may not want to hear from me again on this, but I have a few suggestions for the Q &As

First, on the social promotion issue, I think we should start with something like

The President strongly believes that every student is entitled to a high quality education that will prepare him or her for further education or meaningful employment in the workplace. Social promotion, which can allow students to pass through the educational system without gaining that level of education, only hurts kids in the long run. MAY BE OK, LET ME LOOK AT.

I do not think we should let territories apply, but they are almost always coupled with the BIA so there may be a problem with excluding them. DC and PR, which are generally treated as states, should be eligible

CAN YOU ELABORATE A LITTLE MORE ON WHY NOT TERRITORIES? WHO ELSE WOULD HAVE A STRONG FEELING ON THIS?

I remain very troubled by the response to the question on activities.

Many of these are the same things we have supported under Title I and they have not been successful. We should emphasize district changes, getting more funds in instruction, accountability - not a set of discrete activities like after school programs. The problem is with the school - after school programs won't fix it. THROUGHOUT BOTH THE 2-PAGER AND THE q&a, IN RESPONSE TO CONCERNS YOU FLAGGED, WE HAVE WORKED TO PLACE A GREATER EMPHASIS ON SYSTEMIC-TYPE ACTIVITIES, AND MAYBE CAN DO MORE IN FURTHER ITERATIONS OF THIS. BUT THE PRESIDENT HAS SPECIFICALLY POINTED TO THE EFFORTS IN CHICAGO TO BOOST AFTER SCHOOL AND SUMMER EFFORTS AS SOMETHING THAT SHOULD BE ENCOURAGED. YOU MAY ALSO WANT TO LOOK AT THE DRAFT CONGRESSIONAL JUSTIFICATION THAT JIM BUTLER HAS DRAFTED.

THANKS.

Hope to see you soon. Tom

DEPARTMENT OF EDUCATION
OFFICE OF THE UNDER SECRETARY
600 Independence Avenue, SW
Washington, DC 20202

Fax: 202-401-6139

facsimile
TRANSMITTAL

date:

1/27/98

to:

Pill (Circled)

office:

fax #:

456-7028

from:

Jim Butcher

office:

Budget

telephone #:

401-8311

pages: 2 pages(s) total, including cover sheet.

remarks:

Review C.J. Incorporate all your suggested changes.

SCHOOL IMPROVEMENT PROGRAMS

Education opportunity zones
(Proposed legislation)

1999 Authorization (\$ in 000s): To be determined

Budget Authority (\$ in 000s):

<u>1998</u>	<u>1999</u>	<u>Change</u>
—	\$200,000	+\$200,000

PURPOSE AND METHOD OF OPERATION

The Education Opportunity Zones (EOZ) program is a new initiative designed to assist urban and rural local educational agencies (LEAs) with high concentrations of children from low-income families to implement educational reform strategies. Under proposed legislation, the Department would award competitive grants to LEAs that set challenging academic standards for all students, hold students, teachers, and administrators accountable for results, expand public school choice, and are prepared to intervene in failing schools. Districts that have made at least initial progress in turning around low-performing schools and raising student outcomes would receive new resources to expand their efforts. Initial grants would run for three years, but recipients making solid progress could receive another two years of support. Schools in LEAs awarded EOZ grants would also gain increased flexibility in the use of funds provided by other Department programs.

While school districts awarded grants would develop their own programs, all recipients would focus on key systemwide objectives, including :

- Increased student achievement: For example, LEAs could provide extended learning programs — after-school, on weekends, or during the summer -- for children who need additional assistance to meet challenging performance standards.
- Improved teaching: Program funds could be used to reward outstanding teachers by providing them with financial rewards or supporting them as they earn certification from the National Board for Professional Teaching Standards. Participating districts would also develop approaches for identifying ineffective teachers, providing assistance to improve their performance, and removing those teachers whose performance does not improve.
- Strengthened school accountability: Program funds could be used to provide financial rewards to schools that show increases in student achievement or to intervene in schools where students are not achieving to high academic standards.
- Expanded public school choice: Districts could use program funds to increase the options students and parents have in choosing a school. These strategies could include open enrollment plans or charter schools, schools-within-schools, magnet schools, or opportunities to take courses at a local college or university.

SCHOOL IMPROVEMENT PROGRAMS

Education opportunity zones

To receive initial Education Opportunity Zone grants, LEAs would need to demonstrate that they have already begun to raise student achievement or, at a minimum, put into place effective reform policies such as: (1) hold schools accountable for helping students to reach high academic standards; (2) hold teachers and principals accountable for student achievement; (3) require students to meet academic standards at key transition points in their academic careers; (4) provide students and parents with expanded choice within public education; and (5) allow all students the opportunity to achieve to challenging standards by providing a rich curriculum, quality teaching, and extended learning opportunities. The amount of grants would range from \$10 to \$25 million for urban districts and \$250,000 to \$3 million for rural districts or consortia of those districts. Federal support would decrease beginning in the third year to encourage institutionalization of the reforms.

Applicants would have to submit to the Department a plan that would emphasize standards, accountability, and performance. Applicants will address how all students will be assisted to achieve to challenging academic standards, including students with disabilities and limited English proficient students. Grantees would be selected through a rigorous peer review process. Reviewers would work with finalists to identify benchmarks of progress in implementing the district reform plan, as well as indicators of satisfactory levels of student achievement to be reached by the end of the third year. Reviewers would consider the progress made by grantees and recommend to the Department whether funding should continue in years 4 and 5.

In their plans, applicants would demonstrate how they would use all available resources -- Federal, State, and local, as well as private funds -- to carry out their reform strategy. Applicants would be required to indicate how they would maintain the reforms after completion of the grant period.

The Department would be authorized to reserve up to 5 percent for national activities such as peer review of applications, technical assistance, dissemination of information, and program evaluation.

1999 BUDGET REQUEST

For fiscal year 1999, the Department is requesting \$200 million for Education Opportunity Zone. Educational Opportunity Zone grants will provide urban and rural school districts that have a commitment to, and a track record in, improving educational achievement with support for their efforts. The amount requested would allow the Department to award 10-15 grants averaging \$17.5 million per grant to selected urban districts, and 15-20 grants averaging \$1.25 million to rural districts.

One of the guiding principles of the education reform movement is holding all students to high academic standards. However, children from high-poverty schools begin academically behind their more well-to-do peers and are often unable to close the gap as they progress through school. Many children who attend high-poverty schools lack access to the challenging curricula, well-prepared teachers, and high expectations that would make better achievement possible.

SCHOOL IMPROVEMENT PROGRAMS

Education opportunity zones

The Nation's urban and rural districts share many of the same problems in preparing children to achieve to high standards. Urban and rural areas possess disproportionate shares of the country's poor children. According to the 1990 census, while only 12.5 percent of suburban children lived in households below the poverty level, approximately 22 percent of rural children and 30 percent of urban children lived in such households. Urban and rural students are also much less likely than their suburban counterparts to have a parent who has completed 4 years of college or expects their children to attend college. The low socio-economic status in many urban and rural areas results in limited resources to spend on education, hindering their ability to implement the reforms necessary to prepare children to meet challenging content and performance standards. The lack of financial resources also makes it difficult for such districts to recruit and retain the qualified teachers and administrators necessary to implement high standards and needed instructional reforms.

The Department's Title I *Prospects* report found that "the learning gap between high- and low-poverty schools was large, and appeared to increase as children progressed through school." When assessed against high academic standards, students in high-poverty schools were, by far, the least able to demonstrate the expected levels of academic proficiency. The recent *Quality Counts* report published by *Education Week* reported that more than half of 4th and 8th graders in urban schools have difficulty in performing at grade-level in reading, math, and science. It further reported that two-thirds or more of students in high-poverty urban schools perform below the basic level on national tests.

The lack of a quality education manifests itself in the diminished employment and earning prospects for graduates of the Nation's urban and rural schools. The 1986 National Center for Education Statistics (NCES) *High School and Beyond Study* found that, 4 years after high school graduation, while 64 percent of suburban high school graduates were either employed or attending school full time, only 57 percent of urban and 59 percent of rural graduates were similarly engaged. The Department of Labor's 1990 National Longitudinal Survey of Youth found that 2.6 percent of graduates of suburban high schools graduates aged 25-32 were unemployed, compared to almost 6 percent of urban and 4 percent of rural high school graduates in the same age group.

Certain problems are specific to the urban and rural environment. Children in urban districts are much more likely to attend schools with high concentrations of poverty. A 1996 Department study of found that slightly over 40 percent of urban children attended schools where over 40 percent of student population received free or reduced price lunches. In rural districts approximately 25 percent of students attended such schools, but in suburban districts only about 10 percent. The same study also found that students who attend schools with high concentrations of poverty achieved at a lower level than students in most other schools. Attendance is a larger problem for urban schools than nonurban. The 1987-88 NCES *Schools and Staffing Survey* found that while 68 percent of teachers nationally believe that student absenteeism was a problem in their school; however, 78 percent of teachers in urban schools found student absenteeism to be a problem. In addition, the *Quality Counts* report found that urban schools were more likely than schools in suburban or rural areas to have inadequate structural facilities.

SCHOOL IMPROVEMENT PROGRAMS

Education opportunity zones

While many of the challenges urban and rural districts face are similar, the small size of many rural schools and districts presents some problems distinct from those of their urban counterparts. The depth and breadth of curricula in small secondary schools is generally less than in larger schools, and rural teachers are more frequently called upon to teach multiple subjects. The 1994 NCES report, *The Condition of Education in Rural Schools*, found that rural teachers were nearly twice as likely as nonrural teachers to provide instruction in 3 or more subjects -- 31 percent versus 17 percent. As a result, many rural secondary students are provided more limited opportunities for advanced courses. Rural students are also less likely to have access to college or university courses.

Rural students also tend to have lower educational expectations. The 1994 NCES study reported that proportionately fewer rural high school seniors intended to pursue college and advanced degrees than did urban or suburban seniors. Reflecting these long-term educational goals, students in rural high schools were less likely to enroll in academic programs that would prepare them for further academic study.

Despite these problems, some districts with large concentrations of students from poor families are beginning to make progress in preparing children to meet high standards. For example, El Paso, Texas is the fifth poorest metropolitan area in the United States, with more than one-fourth of its residents live below the poverty line. When it became apparent that the city's schools were not adequately preparing their students for college, parents, teachers, and civic leaders banded together to develop a plan to raise student achievement. The results were a set of standards that guide what all children are to learn. Since then, the number of schools in the three El Paso school districts identified by the State as low-performing has fallen from 15 to none, and the number of schools in which more than 90 percent of the students pass State tests has gone from a handful to more than 30.

To receive EOZ grants districts would develop plans to ensure that all schools have challenging academic programs that hold all students to high standards. Accountability systems based on challenging academic standards and assessments aligned with those standards, would hold teachers, principals, and schools accountable for student achievement. Schools would be judged not just on the basis of student achievement, but on other measures such as improved attendance, discipline, safety, and drop-out rates.

Participating districts would provide assistance to the low-performing schools that would be most affected by the implementation of a rigorous accountability system. Such assistance could include sustained professional development and technical assistance tied to the specific needs of the school. If efforts to improve low-performing schools are unsuccessful, districts could use program funds to close and reconstitute these schools with a new staff and instructional program. Funds could also be used for schools that are implementing comprehensive school reform programs or to initiate charter school programs as alternatives for students who currently attend failing schools.

The Department will develop a performance indicator plan for the Education Opportunity Zone program to meet the requirements of the Government Performance and Results Act (GPRA). The indicators of program success might include increases in: (1) the number of schools in

SCHOOL IMPROVEMENT PROGRAMS

Education opportunity zones

which the majority of students perform at or above grade level on achievement tests; (2) the percentage of parents expressing satisfaction with their child's school; (3) the number of students who have a choice in the public school they attend; and (4) the number of districts monitoring teaching practices to identify low-performing teachers.

The Department will collect data measuring progress against these indicators through records maintained by participating districts and national evaluation of the program.

PROGRAM OUTPUT MEASURES (\$ in 000s)

	1998
Number of urban grants	10-15
Range of urban grants	\$10,000- 25,000
Average urban grant	\$17,500
Number of rural grants	15-20
Range of rural grants	\$250- 3,000
Average rural grant	\$1,250
Technical assistance/peer review/ national evaluation	\$5,000

DEPARTMENT OF EDUCATION
OFFICE OF THE UNDER SECRETARY
600 Independence Avenue, SW
Washington, DC 20202

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facsimile

TRANSMITTAL

date: 1/27/98

to: Bill Clinton

office:

fax #: 456-7028

from: Tim Wether

office:

telephone #: 401-0011

pages: 6 pages(s) total, including cover sheet.

remarks: revised C.T.

Please call me to discuss these
Comments.

Thank You

401-6139

SCHOOL IMPROVEMENT PROGRAMS

Education opportunity zones

(Proposed legislation)

1999 Authorization (\$ in 000s): To be determined

Budget Authority (\$ in 000s):

<u>1998</u>	<u>1999</u>	<u>Change</u>
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Schools in

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SCHOOL IMPROVEMENT PROGRAMS

Education opportunity zones

such as
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1999 BUDGET REQUEST

For fiscal year 1999, the Department is requesting \$200 million for Education Opportunity Zone. Educational Opportunity Zone grants will provide urban and rural school districts that have a commitment to, and a track record in, improving educational achievement with support for their efforts. The amount requested would allow the Department to award approximately 14 grants averaging \$17.5 million per grant to selected urban districts, and approximately 20 grants averaging \$1.25 million to rural districts. perhaps OMB would to estimate a range?

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Education opportunity zones

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SCHOOL IMPROVEMENT PROGRAMS

Education opportunity zones

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Valena Plisko @ ed.gov
01/26/98 05:56:00 PM

Record Type: Record

To: William R. Kincaid

cc:

Subject: Re[2]: Zones national activities

Bill: The peer review can be quite expensive, especially with such a large number of potential applicants. Given the scope of the applications and the large sums involved, we would really need to do a quality review. I expect we will use a preapplication mechanism to limit the number of full scale applications or use a tiered review like that used for the Technology Innovation Challenge Grants. For review of about 700 applications for some 30-40 grants, technology used about \$400,000 last year. ESEA allows up to 1% be used for peer review, which, in the case of the zones, would make a maximum of \$2 million available. I would guess we do it for \$500,000 - we need some extra funds for possible site visits. This also means using the regional approach for review, saving on reviewer travel costs but adding to ours.

Val can give you some idea of evaluation - I would guess it would be fairly low the first year but rising quite dramatically in years 2 & 3. I recommend establishing a fairly rigorous system of management information to document the process of implementation in all participating districts. This system should be set up very early on, organized around the core strategies that districts will be implementing.

Using existing centers for TA, adding money to those which had zones to serve, could cut down costs but not provide equal levels of assistance across the zones. Another way to address TA from outside is to require cost for it be included in the applications such as is done in Obey Porter. This has two advantages - it doesn't require leadership money and it allows the zone to choose the provider they want rather than taking advice from a source we fund. I would agree with Tom. Just as the grants would ask districts to match strategies that fit with their particular objectives, we should be giving them the flexibility and responsibility for deciding who to bring in for assistance.

In sum, I think the range you and Judith arrived at is OK -

Tom

Reply Separator

Subject: Zones national activities

Author: William_R_Kincaid@oa.eop.gov at Internet

Date: 1/26/98 04:05 PM

Message Creation Date was at 26-JAN-1998 16:05:00

The FY 99 budget request for Zones is \$200 million. In discussions on this, we have been assuming that 5% of these funds (or \$10 million for the first year) would go toward national activities. Budget service has raised the issue whether we should cut this back somewhat, and put a little more money into grants, under the theory that we may not need that much to do what we need to do and secondly that a percentage this high may not get a good reception on the Hill. I am comfortable asking for less in national activities as long as we can provide adequate technical assistance to districts involved (and perhaps to those interested in getting involved) with this initiative, get solid evaluation efforts off the ground, and begin to disseminate lessons learned (understanding that some of the successes/failures will not become evident until later years). Judith and I just spoke, and agreed that we should probably try to go with something less -- perhaps in the range of 5 M to 7.5 M. Furthermore, the range of activities that we would need to support would include the following in the first year would be as follows:

Peer Review (for X applications for to choose about 34 grantees)

Technical Assistance

On-site Activities

Use of Technology

Establishment of Leadership/Training Networks

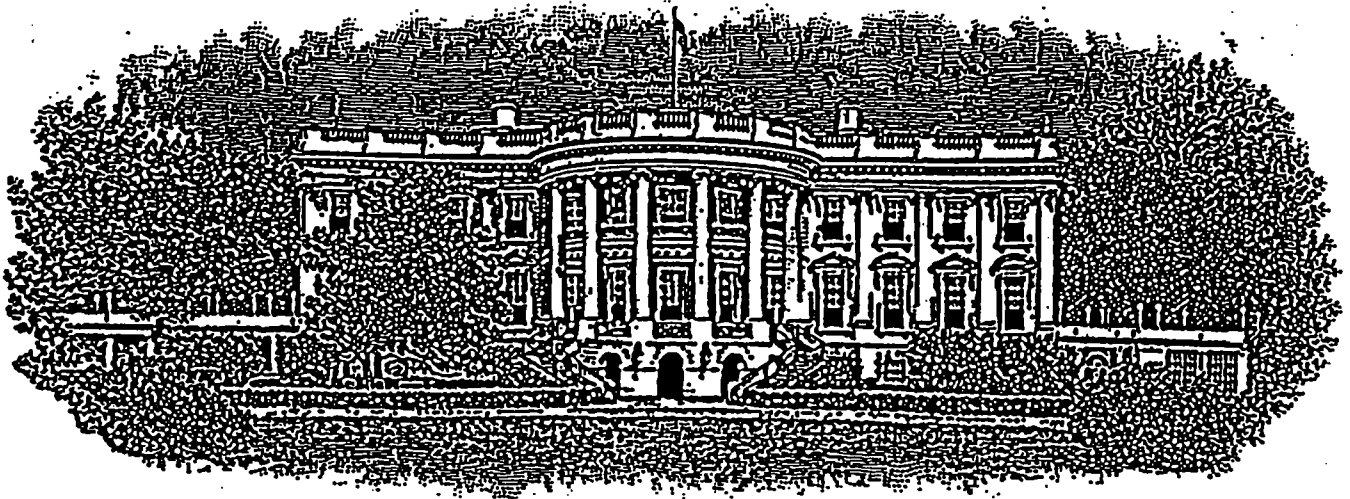
Evaluation/Dissemination

We would appreciate your thoughts on how much we should assume would be needed for these different elements so we can come up with a firmer figure on this aspect of the proposal. Budget Service is trying to finish work on the budget justification for this program, and so the sooner folks react the better.

Thanks.

-- Bill

The White House



Domestic Policy Council
Old Executive Office Building, Room 220
Washington, DC 20502

Telephone Number: (202) 456-2857
Alternate: (202) 456-2216

FAX Number: (202) 456-7028
Alternate FAX: (202) 456-7431

FAX COVER SHEET

TO: Jim Butler

FAX: 401-6139

FROM: BILL KINCAID

THIS FAX INCLUDES THE COVER SHEET PLUS 8 PAGES.

IF YOU DID NOT RECEIVE THE COMPLETE FAX, PLEASE CALL (202) 456-2857.

MESSAGE:

Comments on CT - please call
me to discuss - this is probably
hard to read.

Thanks Bill

SCHOOL IMPROVEMENT PROGRAMS

Education opportunity zones

(Proposed legislation)

1999 Authorization (\$ in 000s): To be determined

Budget Authority (\$ in 000s):

1998	1999	Change
-	\$200,000	+\$200,000

PURPOSE AND METHOD OF OPERATION

The Education Opportunity Zones (EOZ) program is a new initiative designed to assist urban and rural local educational agencies (LEAs) with high concentrations of children from low-income families to implement educational reform strategies. Under proposed legislation, the Department would award grants to LEAs that set challenging academic standards for all students, hold students, teachers, and administrators accountable for results, and are prepared to intervene in failing schools. Districts that have made at least initial progress in turning around low-performing schools and raising student outcomes would receive new resources to expand their efforts. Initial grants would run for three years, but recipients making solid progress could receive another two years of support. LEAs awarded EOZ grants would also gain increased flexibility in the use of funds provided by other Department programs.

While school districts awarded grants would develop their own programs, all recipients would focus on key objectives, including :

- ① Increased student achievement: For example, LEAs could provide extended learning programs -- after-school, on weekends, or during the summer -- for children who need additional assistance to meet challenging performance standards.
- ② Increased public school choice: Districts could use program funds to increase the options students and parents have in choosing a school. These strategies could include open enrollment plans or charter schools, schools-within-schools, magnet schools, or opportunities to take courses at a local college or university.
- ③ Improved teaching: Program funds could be used to reward outstanding teachers by providing them with financial bonuses or supporting them as they earn certification from the National Board of Professional Teaching Standards. Participating districts might also develop approaches for identifying ineffective teachers, providing assistance to improve their performance, and removing those teachers whose performance does not improve.

To receive initial Education Opportunity Zone grants, LEAs would need to demonstrate that they have already begun to raise student achievement or put into place effective reform policies. (In addition) districts will need to show how they will: (1) provide students and parents with expanded choice within public education; (2) give schools the autonomy to tailor their educational program to their students' needs and make available the resources and

such as: [item from 2nd pt of 2 page]
D-94
* Attached

expand public school choice
see new language

④ Partnerships

③ strengthen school accountability (new interventions)

this is must have

⑤ broad community support and

competition
choice

systemwide

for

SCHOOL IMPROVEMENT PROGRAMS

Education opportunity zones

opportunities to implement the program; (3) develop accountability systems that will provide awards or sanctions based, in part, on student achievement; and (4) require students to meet academic standards at key transition points in their academic careers.] The amount of grants would range from \$10 to \$25 million for urban districts and \$250,000 to \$3 million for rural districts or consortia of those districts. Federal support would decrease beginning in the third year to encourage institutionalization of the reforms.

Applicants would have to submit to the Department a plan that would emphasize standards, accountability, and performance. Grantees would be selected through a rigorous peer review process. Reviewers would work with finalists to identify benchmarks of progress in implementing the district reform plan, as well as indicators of satisfactory levels of student achievement to be reached by the end of the third year. The same reviewers that selected the grantees would ~~reconvene each year to consider progress made by grantees and~~ recommend to the Department whether funding should be continue in years 4 and 5.

In their plans, applicants would demonstrate how they would use all available resources -- Federal, State, and local, as well as private funds -- to carry out their reform strategy. Applicants would be required to indicate how they would maintain the reforms after completion of the grant period. ✓

The Department would be authorized to reserve up to 5 percent for national activities such as peer review of applications, technical assistance, dissemination of information, and program evaluation. ✓

1999 BUDGET REQUEST

For fiscal year 1999, the Department is requesting \$200 million for Education Opportunity Zone. Educational Opportunity Zone grants will provide urban and rural school districts that have a commitment to, and a track record in, improving educational achievement with support for their efforts. The amount requested would allow the Department to award approximately 10 grants averaging \$18 million per grant to selected urban districts, and approximately 20 grants averaging \$1 million to rural districts. 17.5 14

One of the guiding principles of the education reform ^{effective} movement is the desire to hold all students to high academic standards. However, this goal will pose particular challenges for schools with large numbers of students from low-income families. Children from high-poverty schools begin academically behind their more well-to-do peers and are often unable to close the gap as they progress through school. Many children who attend high-poverty schools lack access to the challenging curricula, well-prepared teachers, and high expectations that would make better achievement possible.

The Nation's urban and rural districts share many of the same problems in preparing children to achieve to high standards. Urban and rural areas possess disproportionate shares of the country's poor children. According to the 1990 census, while only 12.5 percent of suburban children lived in households below the poverty level, approximately 22 percent of rural children and 30 percent of urban children lived in such households. Urban and rural students are also

SCHOOL IMPROVEMENT PROGRAMS

Education opportunity zones

much less likely than their suburban counterparts to have a parent who has completed 4 years of college or expects their children to attend college. The low socio-economic status in many urban and rural areas results in limited resources to spend on education, hindering their ability to implement the reforms necessary to prepare children to meet challenging content and performance standards. The lack of financial resources also makes it difficult for such districts to recruit and retain the qualified teachers and administrators necessary to implement high standards and needed instructional reforms.

The Department's Title I *Prospects* report found that "the learning gap between high- and low-poverty schools was large, and appeared to increase as children progressed through school." When assessed against high academic standards, students in high-poverty schools were, by far, the least able to demonstrate the expected levels of academic proficiency. The recent *Quality Counts* report published by *Education Week* reported that more than half of 4th and 8th graders in urban schools have difficulty in performing at grade-level in reading, math, and science. It further reported that two-thirds or more of students in high-poverty urban schools perform below the basic level on national tests.

The lack of a quality education manifests itself in the diminished employment and earning prospects for graduates of the Nation's urban and rural schools. The 1986 National Center for Education Statistics (NCES) *High School and Beyond Study* found that, 4 years after high school graduation, while 64 percent of suburban high school graduates were either employed or attending school full time, only 57 percent of urban and 59 percent of rural graduates were similarly engaged. The Department of Labor's 1990 National Longitudinal Survey of Youth found that 2.6 percent of graduates of suburban high schools graduates aged 25-32 were unemployed, compared to almost 6 percent of urban and 4 percent of rural high school graduates in the same age group.

Certain problems are specific to the urban and rural environment. Children in urban districts are much more likely to attend schools with high concentrations of poverty. A 1996 Department study of found that slightly over 40 percent of urban children attended schools where over 40 percent of student population received free or reduced price lunches. In rural districts approximately 25 percent of students attended such schools, but in suburban districts only about 10 percent. The same study also found that students who attend schools with high concentrations of poverty achieved at a lower level than students in most other schools. Attendance is a larger problem for urban schools than nonurban. The 1987-88 NCES *Schools and Staffing Survey* found that while 68 percent of teachers nationally believe that student absenteeism was a problem in their school; the same was true of 78 percent of teachers in urban schools and 63 percent of rural teachers. In addition, the *Quality Counts* report found that urban schools were more likely than schools in suburban or rural areas to have inadequate structural facilities.

while many of the challenges the face are the same, ^{same} ^{district} ~~a different set of problems~~
The small size of many rural schools and districts presents a different set of problems from those of urban schools and districts. The depth and breadth of curricula in small secondary schools is generally less than in larger schools, and rural teachers are more frequently called upon to teach multiple subjects. The 1994 NCES report, *The Condition of Education in Rural*

SCHOOL IMPROVEMENT PROGRAMS

Education opportunity zones

Schools found that rural teachers were nearly twice as likely as nonrural teachers to provide instruction in 3 or more subjects – 31 percent versus 17 percent. As a result, many rural secondary students are provided more limited opportunities for advanced courses. Rural students are also less likely to have access to college or university courses.

Rural students also tend to have lower educational expectations. The 1994 NCES study reported that proportionately fewer rural high school seniors intended to pursue college and advanced degrees than did urban or suburban seniors. Reflecting these long-term educational goals, students in rural high schools were less likely to enroll in academic programs that would prepare them for further academic study.

Despite these problems, some districts with large concentrations of students from poor families ^{urban & rural} are effectively preparing children to meet high standards. ^{for example,} El Paso, Texas is the fifth poorest metropolitan area in the United States, with more than one-fourth of its residents ^{living} below the poverty line. When it became apparent that the city's schools were not adequately preparing their students for college, parents, teachers, and civic leaders banded together to develop a plan to raise student achievement. The results were a set of standards that guide what all children are to learn. Since then the number of schools in the El Paso school districts identified by the State as low-performing has fallen from 15 to none, and the number of schools in which more than 90 percent of the students pass State tests has gone from a handful to more than 30.

^{beginning to make progress in} ^{to receive} ~~With~~ EOZ grants districts would develop plans to ensure that all schools have challenging academic programs that hold all students to high standards. Accountability systems based on challenging academic standards and assessments aligned with those standards, would hold teachers, principals, and schools accountable for student achievement. Schools would be judged not just on the basis of student achievement, but on other measures such as improved attendance, discipline, safety, and drop-out rates.

Participating districts would provide assistance to the low-performing schools that would be most affected by the implementation of a rigorous accountability system. Such assistance could include sustained professional development and technical assistance tied to the specific needs of the school. If efforts to improve low-performing schools are unsuccessful, districts could use program funds to close and reconstitute these schools with a new staff and instructional program. Funds could also be used for schools that are implementing comprehensive school reform programs or to initiate charter school programs as alternatives for students who currently attend failing schools.

The Department will develop a performance indicator plan for the Education Opportunity Zone program to meet the requirements of the Government Performance and Results Act (GPRA). The indicators of program success might include increases in: (1) the number of schools in which the majority of students perform at or above grade level on achievement tests; (2) the percentage of parents expressing satisfaction with their child's school; (3) the number of students who have a choice in the public school they attend; and (4) the number of districts monitoring teaching practices to identify low-performing teachers.

SCHOOL IMPROVEMENT PROGRAMS

Education opportunity zones

The Department will collect data measuring progress against these indicators through records maintained by participating districts and national evaluation of the program.

PROGRAM OUTPUT MEASURES (\$ in 000s)

	1997	1998	1999
Number of urban grants	---	---	~~10~~ 14
Range of urban grants	---	---	\$10,000- 25,000
Average urban grant	---	---	\$17,500
Number of rural grants	---	---	20
Range of rural grants	---	---	\$250- 3,000
Average rural grant	---	---	~~\$1,000~~ 250
Peer review/national evaluation	---	---	<u>\$250</u> ?

See
e-mails
on
this.

EDUCATION OPPORTUNITY ZONES: STRENGTHENING URBAN AND RURAL SCHOOLS

January 26, 1998

I challenge every school district to adopt high standards, to abolish social promotion, to move aggressively to help all students make the grade through tutoring, and summer schools, and to hold schools accountable for results, giving them the tools and the leadership and the parental involvement to do the job.

-- President Bill Clinton, October 28, 1997

HELPING RAISE ACHIEVEMENT FOR STUDENTS IN HIGH POVERTY COMMUNITIES. President Clinton's Education Opportunity Zones initiative will strengthen public schools and help students master the basics where the need is the greatest: in high poverty urban and rural communities where low expectations, too many poorly prepared teachers, and overwhelmed school systems create significant barriers to high achievement. The Education Department will select approximately 50 high poverty urban and rural school districts that agree to: (1) use high standards and tests of student achievement to identify and provide help to students, teachers and schools who need it; (2) prevent students from falling behind by ensuring quality teaching, challenging curricula, and extended learning time; and (3) end social promotion and turn around failing schools. Added investments in these communities will accelerate their progress and provide successful models of system-wide, standards-based reform for the nation. The President's initiative will invest \$200 million in FY99, and \$1.5 billion over 5 years, to raise achievement and share lessons learned with school districts around the country.

ENDING SOCIAL PROMOTION, AND GIVING SCHOOLS THE TOOLS TO HELP EVERY CHILD MEET HIGH EXPECTATIONS. To be selected as Education Opportunity Zones, school districts will have to demonstrate that they are using their existing funds effectively to raise student achievement by:

- holding schools accountable for helping students reach high academic standards, including rewarding schools that succeed and intervening in schools that fail to make progress;
- holding teachers and principals accountable for quality, including rewarding outstanding teachers, providing help to teachers who need it, and fairly and quickly removing ineffective teachers;
- ensuring students don't fall behind, by providing a rich curriculum, good teaching and extended learning opportunities; ■ ~~ending social promotions and~~ requiring students to meet academic standards at key transition points in their academic careers; and
- providing students and parents with school report cards and expanded choice within public education.

EXTRA RESOURCES TO IMPROVE TEACHING, LEARNING, AND LEADERSHIP. School districts will use Education Opportunity Zone funds to support standards-based, district-wide reforms such as:

- rewarding schools that make significant gains in student achievement;
- turning around failing schools by implementing proven reform models, or closing them down and reconstituting them;
- providing extra help to students who need it to meet challenging standards, through after-school, Saturday, and/or summer school programs;
- building stronger partnerships between schools and parents, businesses, and communities;
- implementing sound management practices and accountability systems;
- providing intensive professional development to teachers and principals;
- helping outstanding teachers earn master teacher certification from the National Board

for Professional Teacher Standards and giving them bonuses when they do; and ■ implementing programs to identify low performing teachers, assist them to improve, and remove them if they fail to do so.

COMPETITIVE GRANTS TO SUPPORT PROMISING MODELS. Districts will be selected as Education Opportunity Zones under a competitive, peer-review process. A mix of large and smaller urban areas will be selected to participate, as well as rural school districts and consortia. Each urban Education Opportunity Zone will receive a 3-year grant of \$10-25 million per year (depending upon size and proposed activities), and each rural Zone will receive from \$250,000 to \$3 million (for consortia). Zones will be selected in two rounds, the first in FY 1999, and the second in FY 2001. Successful applicants will have broad-based partnerships to support their reforms -- including parents, teachers, local government, business and civic groups, institutions of higher education and other key stakeholders. Successful applications will show how the district will use all available resources -- federal, state, and local, as well as any business or foundation funds -- to carry out its reform strategy and maintain it once these federal funds are no longer available.

REWARDS FOR DEMONSTRATED STUDENT ACHIEVEMENT GAINS. Each Education Opportunity Zone will agree to specific, ambitious, benchmarks for improved student achievement, lower dropout rates and other indicators of success, for districtwide performance and specific student subgroups. Districts may receive further support in years 4 and 5 only if they have demonstrated success in reaching those benchmarks.

GREATER FLEXIBILITY IN USING OTHER FEDERAL RESOURCES. All schools in an Education Opportunity Zone school district -- regardless of poverty level -- will become eligible for schoolwide flexibility in the use of federal education funds. Requirements pertaining to school accountability, as well as special education, health, safety, and civil rights, will continue to be met.

ASSISTANCE TO HELP DISTRICTS FIND AND SHARE WHAT WORKS. The Department of Education will offer technical assistance, use technology to help districts consult with each other, and disseminate lessons learned to communities nationwide. Special attention will be given to helping school districts design and implement strategies for providing students who need it with early intervention and extra help to enable them to meet promotion standards. In addition, a national evaluation of the Education Opportunity Zones will be conducted, with the results helping to inform the next reauthorization of the Elementary and Secondary Education Act.

BOLD ACTION TO HELP CHILDREN IN OUR CITIES AND RURAL AREAS. Education Opportunity Zones are part of a broader set of initiatives to help strengthen high-poverty urban and rural schools. President Clinton is also proposing new initiatives to reduce class size in the primary grades, modernize school buildings, recruit and prepare teachers for underserved urban and rural areas, and dramatically expand the availability and quality of child care and after-school learning opportunities. These and other proposals will have a powerful impact on improving the prospects of children in some of our poorest communities.



Thomas Corwin @ ed.gov
01/14/98 12:49:00 PM

Record Type: Record

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

cc:

Subject: EOZs -- Indians

At the last meeting on the EOZs initiative, Mike asked the Department to put some words down on paper on how we would propose to include Indian schools (both public and Indian-controlled) in the initiative. I think it should be kept very simple, as follows:

1. Use the same definition of an LEA as used in ESEA.

That definition (sec. 14101(18)) makes BIA-funded schools eligible to receive grants as LEAs unless those schools receive funding under another provision of the program (i.e., unless the program has a BIA set-aside) or unless such a school has a smaller population than any LEA that receives funds under ESEA.

In other words, this definition makes the BIA schools eligible, except perhaps for very tiny ones.

As we discussed in our last meeting, both the BIA schools and LEAs that have large concentrations of Indians will qualify under our other criteria because they (1) are rural, and (2) have high percentages of children from poor families.

2. Include in the statute language requiring the Secretary to ensure that there is an equitable distribution of grants among geographic regions of the country and to rural schools serving concentrations of Indians.

Some OGC tweaking may be necessary here, but the intent is to give the Department flexibility to skip over higher-ranked applications in order to fund one or more Indian LEAs or schools (in addition to skipping in order to produce a geographic mix), or not to do that if it turns out to be a bad idea. I think this is preferable to either: (1) requiring that we fund one or more Indian LEAs or schools; or (2) requiring that we give some kind of priority to Indian applicants, because it is more flexible. We don't know, beforehand, what the appropriate number of Indian grants will be or the quality of applications that will come in. If we are making, say, 30 rural awards and we have to go to #35 in order to pick up an Indian applicant, so be it. But if we have to go to #250 and pick up a lousy application, we won't want to. But we would have to flexibility to provide for inclusion of Indian schools and districts.

Anyway, this is my take on the issue.

Tom

Message Sent To:

Mary I. Cassell
Michael Cohen
William R. Kincaid
Tanya E. Martin
Jonathan H. Schnur @ OVP@EOP
Robert M. Shireman
Wayne Upshaw
Barry White

EDUCATION OPPORTUNITY ZONES

Agenda -- January 16, 1998

I. Legislative/Outreach Update

- Obey
- Clay meeting

II. Eligibility Issues

- Budget/OLCA analysis

III. Flexibility Options

- OGC expansion on options for district-level/districtwide flexibility and districtwide schoolwides.

IV. Schools/Districts Serving Native American Students

- Corwin analysis

V. Catholic Schools

VI. Materials Needed for Roll-out

**EDUCATION OPPORTUNITY ZONES:
STRENGTHENING URBAN AND RURAL SCHOOLS**
REVISED DRAFT -- January 23, 1998

I challenge every school district to adopt high standards, to abolish social promotion, to move aggressively to help all students make the grade through tutoring, and summer schools, and to hold schools accountable for results, giving them the tools and the leadership and the parental involvement to do the job.

-- President Bill Clinton, October 28, 1997

HELPING STUDENTS IN HIGH POVERTY COMMUNITIES REACH HIGH STANDARDS. President Clinton's Education Opportunity Zones initiative will help strengthen public schools and help students master the basic and advanced academic skills where the need is the greatest: in high poverty urban and rural communities where concentrated poverty, low expectations, too many poorly prepared teachers, and overwhelmed school systems create significant barriers to high achievement. The Education Department will select approximately fifty high poverty urban and rural communities with: (1) a demonstrated commitment to use high standards and tests of student achievement as tools to identify and provide help to students, teachers and schools who need it; (2) programs to end social promotion and turn around failing schools; and (3) evidence of improved student achievement. Added investments in these communities will accelerate their progress and provide models of successful, standards-based reform for the nation. The President's initiative would invest \$200 million in FY99, and \$1.5 billion over 5 years, in raising achievement and sharing lessons learned with school districts around the country.

A CLEAR FOCUS ON HIGH STANDARDS AND ACCOUNTABILITY FOR RESULTS. To be selected as Education Opportunity Zones, school districts will have to demonstrate how they will address some key aspects of effective local reform efforts: ■ holding schools accountable for helping students reach high academic standards, including rewarding schools that succeed and intervening in schools that fail to make progress; ■ holding teachers and principals accountable for quality, including rewarding outstanding teachers, and fairly and quickly removing ineffective teachers; ■ ending social promotions and requiring students to meet academic standards at key transition points in their academic careers; and ■ providing students and parents with school report cards and expanded choice within public education.

EXTRA RESOURCES TO IMPROVE TEACHING, LEARNING, AND LEADERSHIP. School districts will use Education Opportunity Zone funds for key activities such as: ■ providing extra help to students who need it to meet challenging standards, through after-school, Saturday, and/or summer school programs; ■ providing bonuses to schools that make significant gains in student achievement; ■ turning around failing schools by implementing proven reform models, or closing them down and reconstituting them or reopening them as charter schools; ■ building stronger partnerships between schools and parents, businesses, and communities; ■ implementing sound management practices and accountability systems; ■ providing intensive professional development to teachers and principals; ■ helping outstanding teachers earn master teacher certification from the National Board for Professional Teacher Standards and giving them bonuses when they do; and ■ implementing programs to identify low performing teachers, assist them to improve, and remove them if they fail to do so.

COMPETITIVE GRANTS TO SUPPORT PROMISING MODELS. Districts will be selected as Education Opportunity Zones under a competitive, peer-review process. A mix of large and smaller urban areas will be selected to participate, as well as rural school districts and consortia. Each urban Education Opportunity Zone will receive a 3-year grant worth up to \$10-25 million per year (depending upon size and proposed activities), and each rural Zone could receive from \$250,000 to \$3 million (for consortia). Zones will be selected in two rounds, the first in FY 1999, and the second in FY 2001. Successful applicants will have broad-based partnerships to support their reforms -- including parents, teachers, local government, business and civic groups, institutions of higher education and other key stakeholders. Successful applications will show how the district will use all available resources -- federal, state, and local, as well as any business or foundation funds -- to carry out its reform strategy and maintain it once these federal funds are no longer available. Eligible districts often have substantial numbers of disabled and limited English proficient children, and successful applications will address how these children will be assisted to meet high standards.

REWARDS FOR DEMONSTRATED STUDENT ACHIEVEMENT GAINS. Each Education Opportunity Zone will agree to a rigorous performance partnership with the Secretary of Education, agreeing to set specific, ambitious, benchmarks in student achievement, dropout rates and other indicators of success. Districts may receive further support in years 4 and 5 only if they have demonstrated success in reaching the agreed benchmarks.

GREATER FLEXIBILITY IN USING OTHER FEDERAL RESOURCES. All schools in an Education Opportunity Zone school district -- regardless of poverty level -- will become eligible to combine all their federal education funds, together with state and local funds, in schoolwide programs to raise student achievement. Requirements pertaining to school accountability, as well as special education, health, safety, and civil rights, will continue to be met.

ASSISTANCE TO HELP DISTRICTS FIND AND SHARE WHAT WORKS. The Department of Education will offer technical assistance, use technology to help districts consult with each other, and disseminate lessons learned to urban and rural communities across the U.S. In addition, a national evaluation of the Zones will be conducted, with the results helping to inform the next reauthorization of the Elementary and Secondary Education Act.

BOLD ACTION TO HELP CHILDREN IN OUR CITIES AND RURAL AREAS. Education opportunity zones are part of a broader set of initiatives to help strengthen urban and rural schools. President Clinton has proposed a national campaign to rebuild crumbling schools, a \$350 million initiative to recruit and prepare teachers for underserved urban and rural areas, and a dramatic commitment to expanding the availability and quality of child care and after-school learning opportunities. These and additional proposals still to be announced will have a powerful impact on improving the prospects of children in some of our poorest communities.

**CHALLENGE GRANTS FOR URBAN AND RURAL EDUCATION
OPPORTUNITY ZONES -- *EXAMPLES OF ACTIVITIES THAT COULD
BE SUPPORTED UNDER THE PROPOSAL***
REVISED DRAFT -- January 23, 1998

Student Assistance and Accountability:

- In **Chicago**, many students participate in the district's Lighthouse after-school program, which features intense reading/math instruction, social other enrichment activities, and a meal. Students in the district who perform below minimum standards at key transition grades (3, 6, 8 and 9) are required to participate in a seven-week "SummerBridge" program and pass a test before moving on to the next grade. Over 45,000 students were served in the SummerBridge program in 1997, and over 144,000 students participated in some form of summer activity.
- This summer **Denver** served approximately 2,400 students in grades 3, 5, and 8 who were required to attend summer school to address subpar reading scores.
- The **Long Beach** school district required 1,600 third graders who had not attained reading proficiency by the end of the year to attend five-week tutorial sessions.
- In **Cincinnati**, student promotion is now based on specific standards that define what students must know and be able to do. The standards are designed to prepare students to pass the state's ninth-grade proficiency test.
- As part of the superintendent's focus on reading, the **Houston** school district is hiring 150 reading coaches. The coaches, mainly college students tutor about 1,000 children on a one-to-one basis at a cost of \$10 an hour. The program will use an intensive approach designed by the University of Texas at Dallas; the university is training the tutors.
- In the **Halifax County**, North Carolina School District, Saturday and after-school tutoring sessions are common. High school honor students are paid by the district to tutor younger students in reading one-and-a-half hours per day and the district hires retired teachers to work with struggling students.
- The **Zuni Pueblo** Public School District, in New Mexico, operates a community service learning program for middle and high school students focusing on the Zuni Pueblo. The program includes work preparedness and placements, and students are provided with the ongoing support of counselors and mentors.
- A before- and after-school tutoring program offered by the **Fentress County** school system in Jamestown, Tennessee provides approximately 300 students with long- or short-term assistance to address their instructional needs. The program is offered in all grades; mathematics and language arts are priorities for high school students.

- The **Alsea** School District in Oregon's timber country engages students by drawing examples from the lumber industry and working with the community. Business students set up their own enterprises and must turn a profit to earn an A; they also staff a career center for displaced workers. All seniors complete a senior project with a research topic of their choice, a 15-hour mentorship and a presentation to the school's faculty.
- After determining that half of its middle grade students were reading below grade level, staff in the **Wilkes County** schools in Washington, Georgia made intensive reading instruction a priority. The district has worked to upgrade professional development in reading instruction and reduce class size, providing teachers with more opportunities to work with individual students.
- In the **Rogers** and **Holland** school districts in Texas, students and teachers identify a project that utilizes technology as a primary research tool. Teachers create teams of 2 to 4 students, a mentor teacher-- and an expert who is linked via technology. The approach connects students to information sources beyond the rural communities and gets them actively engaged in learning.

Staff Effectiveness and Accountability:

- **Charlotte-Mecklenburg's** Benchmark Goals program gives cash awards of \$750 to \$1,000 to teachers in schools whose students meet a range of goals that reflect improvements from previous performance. The goals are structured so that schools have an incentive to raise the achievement of their lowest performing students. The program also focuses on goals for African American students, who historically have been under-achievers in the Charlotte school system, ensuring that schools work to close the achievement gap between African American and white students.
- In **Cincinnati**, school district administrators' pay raises are now linked to job performance, with automatic cost-of-living adjustments and salary rates being replaced by new criteria, including performance on several measures such as student test scores and graduation rates. The district is also preparing a system for providing financial rewards to schools based on student achievement, to take effect in 1998-99.
- In **St. Paul**, the school district is collaborating with the teachers' union and the University of Minnesota on Project 20/20 to support teachers through the National Board for Professional Teaching Standards (NBPTS) certification process. The district pays the application fees and the university and other partners develop and conduct professional support programs for the candidates.
- States like **North Carolina** and **Kentucky**, and school districts like **Los Angeles**, are providing significant salary increases to reward National Board Certified Master Teachers.

- Peer review and assistance programs help beginning teachers learn to teach and help veterans who are having difficulty improve their teaching or leave the classroom without union grievances or delays. In **Cincinnati**, for example, low-performing teachers can be assigned to an intervention program where they gain assistance from colleagues and administrators, and if unable to improve, are counseled out of the profession or removed. In Cincinnati, as well as **Toledo**, while most teachers improve their performance, roughly one-third of the teachers referred to intervention have left teaching by the end of the year, through resignation, retirement or dismissal. **Columbus** and **Seattle** also have aggressive peer review programs.
- In **Rochester**, expert, experienced teachers can be selected through a rigorous evaluation process as “lead teachers” and given significant salary stipends to become involved with peer counseling, or to take on other reform-related priorities such as consulting with new teachers, accepting positions in “intervention” schools, and developing curricula.
- **New York City**’s Community District 2 places an unusually strong emphasis on providing ongoing opportunities for teachers to build skills and learn from one another. For example, the district enables visiting teachers to observe and practice with a highly accomplished teacher for three weeks while their classrooms are taught by another experienced teacher. District 2 registered the second highest standardized test scores in math and reading in the city.
- In 1996, **Memphis** opened its new Teaching and Learning Academy, which coordinates professional development opportunities for all teachers in the district. The Academy offers workshops in all major areas of school reform including leadership, core content, performance assessment, and uses of technology.
- Students in the **Penasco** Independent Schools in New Mexico benefit from a districtwide plan for student success that sets standards for all district staff. The plan specifies what administrators, teachers, and support staff must do to reach the district’s targeted goals in a number of areas, including academic performance, attendance, and parent involvement. The plan also includes benchmarks to help staff assess their progress toward the goals. Student performance on the New Mexico High School Competency Exam and on the portfolio writing assessment have increased over the last three years.
- Staff in the **White Cloud** Public Schools in Michigan, along with five other districts, use a curriculum management system that provides staff with tools for measuring individual and classroom level progress on specific curriculum objectives, and identifies areas in which professional development is needed. Parents receive reports on their children’s progress toward curriculum objectives.
- Teachers in the one-school **Baker County**, Oregon district place a strong emphasis on connecting curricula and teaching strategies with state standards and benchmarks,

developing student portfolios and analyzing student performance. To address low math scores, for example, primary grade teachers increased daily math instruction time. The district's teachers take responsibility for preparing their students for skills that will be required in the next grade.

School Improvement and Accountability:

- **The San Francisco** Unified School District places low-performing schools on a one-year probationary period, during which they are expected to improve student performance. If there is no improvement, the school is reconstituted. All staff must reapply for jobs at their school, and the Board hires a new principal, who in turn hires a new teaching staff and support staff. The new team must then put together an improvement plan to raise student achievement. Since the 1993-94 school year, ten schools have been reconstituted.
- The **Charlotte-Mecklenburg** school system distributes to parents easy-to-read student learning goals at the beginning of the school year. The district then follows up with school report cards on student attendance and performance that are distributed to parents and every household in the district, and are published in the newspaper, in part to help inform parents' decisions about the district's magnet schools.
- In **Chicago**, schools are placed on probation due to continuously low student achievement. These schools will be targeted for aggressive intervention strategies by the district, such as providing intensive help and training from expert teams of educators, or, where necessary, replacing ineffective principals and teachers. In the event of persistent failure, the district may shut down and reorganize the schools. Seven high schools were reconstituted between the 1996-97 and 1997-98 school years.

Chicago also recognizes a number of exemplary schools, providing financial rewards of \$5,000 and \$10,000 to the winners to become professional development centers for other schools. Seventeen schools were awarded exemplary status in the first year.

- As part of **Kentucky's** school accountability program under the Kentucky Education Reform Act, schools that do not reach academic and non-academic (attendance, retention, dropout, transition to the next level of schools or the job market) accountability targets must develop their own school improvement plan. If a school fails to improve over the next two years, the state assigns a distinguished educator to provide support and advice to the school. If the school's performance continues to decline, the state can assume control. Although the state has yet to take over a school, 88 schools were recently identified as being in decline and nine have been placed in the "crisis" category. The state also rewards schools that have demonstrated substantial progress by distributing \$27 million to 502 schools in 1997.
- Late last summer, **Cleveland** reconstituted two elementary schools that had failed to meet

district-mandated school performance indicators and where there had been significant internal strife among staff members. The district reassigned the schools' principals and asked all teaching staff to reapply for their positions. As a result, about two-thirds of teachers at the reconstituted schools are new to the buildings this year. And earlier this year **Denver**, working closely with the teacher's union there, reconstituted two elementary schools, replacing nearly the entire staff at each.

- **New York City** also has a union-district negotiated process for "redesigning" schools identified by the state as failing. Such schools can replace approximately half the incumbent teaching faculty.
- In **Memphis**, since 1995, about half of all schools have adopted a "break-the-mold" reform model, including several of the models developed by the New American Schools Development Corporation.
- **McCreary County**, Kentucky has taken advantage of the fact that one of its schools was designated as in need of assistance from one of Kentucky's Distinguished Educators. The Distinguished Educator introduced the school to a variety of effective instructional strategies, which the county then disseminated to other schools in the district. Teachers have been working to align the county's curriculum with the state's standards. Schools develop their own improvement plans based on student achievement data, and use the plans to determine teachers' professional development needs. McCreary County has met its 1998 state accountability target a year early.
- The **Los Fresnos** Independent School District supplements the Texas Assessment of Academic Skills (TAAS) with local assessments -- administered three times each year -- to provide teachers with data for monitoring students' progress, and to modify timelines and instructional practices. Students who consistently perform below expectations on the assessments are tutored after school by certified teachers, who receive Title I-funded stipends. In 1997, 84 percent of students tested passed all portions of the TAAS -- an increase from 77 percent in 1996.
- Educators in the **Campbell County** school system in Jacksonboro, Tennessee rely on data from the state's assessment for accountability as well as school improvement. High-scoring schools share curriculum and instructional techniques with lower-scoring schools. The district also provides professional development to address instructional and content weaknesses. In math, the district -- together with the University of Tennessee -- provided teachers of low-scoring students with three years of professional development in math instruction, and a summer math program assists eighth graders with low scores on the state proficiency test.

Public School Choice:

- In **Boston**, all parents choose their child's public school, and have a wide array of options ranging from neighborhood schools, magnet schools, and pilot and public charter schools which operate under performance contracts that provide them with greater autonomy and accountability for results.
- The **Houston** Independent School District recently instituted an open choice program. Parents may send their children to any of the district's 258 schools provided the school is enrolled at 95 percent of capacity or below. The district is currently analyzing available space and plans to publish the information in the near future; parents will apply to the district transfer office to change schools. In addition to this choice program, the district has launched an aggressive effort to support in-district charter schools.
- **Cambridge**, Massachusetts allows every family to choose a public school for their child. The school district provides information on every school and has created parent centers to help parents learn about and choose a public school for their child. More than 90% of parents get their first choice of kindergarten for their child, and most get one of their top picks at all grade levels.
- The **San Diego** school district has helped parents, teachers, and principals create more than a dozen public charter schools that stay open only as long as they do a good job. These are all schools of choice, publicly accountable and open to students from around the school district.
- In August 1997, **Denver** opened its first charter school as the Pioneer Charter School (PCS). PCS is a joint effort of the school district and the University of Denver (DU), enrolling 320 students from throughout Denver in grades Pre-K-5, with priority given to students residing in specific economically depressed communities. The school is to serve as an incubator for practices to support high achievement for urban students. The school features a personalized instruction plan for each student; a year-round calendar (an additional 20 days each year and 45-day instructional periods with 15-day intersession breaks); an extended day that begins at 7:30 AM and ends at 6 PM; and access to basic health care, community and social and education services for students and their families.
- The **Zuni Pueblo Public School District** has public school choice, enabling families to choose among local schools, BIA and boarding schools. Families are well connected with the schools, for example, school conferences draw 100 percent participation from parents.

EDUCATION OPPORTUNITY ZONES:

Strengthening Urban and Rural Public Schools by Raising Standards,
Expanding Choice, and Strengthening Accountability

REVISED DRAFT -- January 15, 1998

I challenge every school district to adopt high standards, to abolish social promotion, to move aggressively to help all students make the grade through tutoring, and summer schools, and to hold schools accountable for results, giving them the tools and the leadership and the parental involvement to do the job.

-- President Bill Clinton

ACCELERATING PROGRESS IN HIGH POVERTY URBAN AND RURAL SCHOOL DISTRICTS. More than half the students in our nation's city schools are failing to master the basics in reading, math, and science -- the building blocks of all the skills they will need to succeed in the 21st Century. However, in a number of urban areas across the country, school districts are beginning to make progress in helping students reach high standards. In Chicago, Philadelphia, San Francisco, Boston, and other districts with strong leadership, challenging academic standards, a clear emphasis on getting kids the help they need, and a strong focus on results, urban districts are beginning to show progress in increasing student achievement. Schools in our nation's poor, rural areas often face many of the same challenges, and are adopting similar strategies for improvement.

President Clinton has proposed to accelerate and expand progress in high-poverty urban and rural school districts, and highlight models of success, by designating approximately 50 school districts as Education Opportunity Zones. In order to be chosen, a school district will have to demonstrate a strong commitment to holding schools, principals and teachers, and students accountable for academic performance, as well as a track record of improving academic achievement (districtwide, or at least in schools specifically targeted for intervention). The President's initiative would invest approximately \$200 million in FY 99, and \$1.5 billion over five years, in raising achievement and sharing lessons learned with school districts nationally.

A SHARP FOCUS ON ACCOUNTABILITY FOR RESULTS. Education Opportunity Zones will demonstrate how a serious approach to high standards benefits all students. Therefore, under this initiative, funds will be targeted from the outset to school systems with significant poverty that can show that they have begun to put into place credible and effective improvement policies and have already begun to raise student achievement. Moreover, districts that succeed in raising achievement over the first three years of the grant will qualify for continued funding into the fourth and fifth years.

GETTING SERIOUS ABOUT HIGH STANDARDS. To be selected as Education Opportunity Zones, school districts will have to demonstrate how they will address some key aspects of effective local reform efforts: → holding schools accountable for helping students reach high academic standards, including rewarding schools that succeed and intervening in schools that fail to make progress; → holding teachers and principals accountable for quality, including rewarding outstanding teachers, and fairly and quickly removing ineffective teachers; → requiring students to meet academic standards at key transition points in their academic

careers; → and providing students and parents with expanded choice within public education.

EXTRA RESOURCES TO IMPROVE TEACHING AND LEARNING. School districts will use Education Opportunity Zone funds for key activities such as: → providing extra help to students who need it to meet challenging standards, through after-school, Saturday, and/or summer school programs; → providing bonuses to schools that make significant gains in student achievement; → turning around failing schools by implementing proven reform models, or closing them down and reconstituting them or reopening them as charter schools; → building stronger partnerships between schools and parents, businesses, and communities; → providing intensive professional development to teachers and principals; → helping outstanding teachers earn master teacher certification from the National Board for Professional Teacher Standards and giving them bonuses when they do; → and implementing programs to identify low performing teachers, assist them to improve, and remove them if they fail to do so.

COMPETITIVE GRANTS TO SUPPORT PROMISING MODELS. Districts or consortia (including districts serving Native American students) will be selected as Education Opportunity Zones under a competitive, peer-review process. Each urban Education Opportunity Zone will receive a 3-year grant worth up to \$10-25 million per year (depending upon size and proposed activities), and each rural Zone could receive from \$250,000 to \$3 million (for consortia). Zones will be selected in two rounds, the first in FY 1999, and the second in FY 2001. Successful applicants will demonstrate the support of all key stakeholders -- including parents, teachers, and show how the district will use all available resources -- federal, state, and local, as well as any business or foundation funds -- in order to carry out its reform strategy, and how it intends to maintain the reform effort once federal funds are no longer available.

REWARDS FOR DEMONSTRATED STUDENT ACHIEVEMENT GAINS. Each Education Opportunity Zone would agree to a rigorous performance partnership with the Secretary of Education, agreeing to specific, ambitious, disaggregated benchmarks in student achievement, dropout rates and other indicators of success. Districts may receive further support in years 4 and 5 only if they have demonstrated success in reaching the agreed benchmarks.

FLEXIBILITY IN USE OF OTHER RESOURCES. Education Opportunity Zones will be given the authority to combine all district-level federal funds (other than special education funds) to carry out activities that support the district's plan to raise achievement for all students in the district. In addition, Education Opportunity Zones will be given the option of making all schools in the district -- regardless of poverty level -- eligible for schoolwide flexibility in the use of federal education funds.

ASSISTANCE TO HELP DISTRICTS FIND AND SHARE WHAT WORKS. In order to help Education Opportunity Zones maximize the impact of all their resources, and assist many other districts to learn from their efforts, the Department of Education will offer technical assistance, use technology to help districts consult with each other, and disseminate lessons learned to urban and rural communities across the U.S. In addition, a national evaluation of the Zones will be conducted, with the results helping to inform the next reauthorization of the Elementary and Secondary Education Act.

DRAFT

Strengthening Public Schools By Raising Standards, Expanding Opportunity, and Requiring Accountability

OPPORTUNITY AND RESPONSIBILITY FOR REACHING CHALLENGING ACADEMIC STANDARDS. In a number of urban areas across the country, school districts are beginning to make progress in their efforts to help students reach high standards. In Chicago, Philadelphia, San Francisco, Boston, and other districts where there is strong leadership, challenging academic standards, a clear emphasis on getting kids the help they need, and a strong focus on results, urban districts are beginning to show progress in increasing student achievement.

The Administration is developing a new initiative to help accelerate and expand such progress, and highlight models of success, by designating a number of high-poverty urban and rural school districts as Education Opportunity Zones. This competitive challenge grants program is aimed at demonstrating comprehensive, coordinated and effective approaches to expanding opportunities for students in high poverty urban and rural school districts, coupled with a balanced approach to increased responsibility for results for schools, educators and students themselves. High-poverty school districts will be eligible for additional Federal funding *if* (1) they now adopt tough reform measures -- like those adopted in Chicago -- that make administrators, principals, teachers, and students truly accountable for success or failure, and (2) in time, show real improvements in student achievement.

To receive funds, local school districts will demonstrate how they will:

- provide students and parents with choice within the public school system;
- hold schools accountable for helping students reach academic standards, including rewarding schools that succeed and intervening in schools that fail to make progress;
- hold teachers and principals accountable for quality, including rewarding outstanding teachers, and implementing processes for fairly and quickly removing ineffective teachers.
- require students to meet academic standards at key transition points in their academic careers.

School districts can use Education Opportunity Zone funds to:

- provide extra help to students in need in order to meet challenging standards, through after-school or Saturday tutoring programs and/or summer school.
- provide bonuses to schools that make significant gains in student achievement, and turn around failing schools by implementing proven reform models, providing intensive teacher training, building stronger partnerships between schools and parents, businesses and community-based organizations, or closing down failing schools and reopening them as charter schools.

- provide needed training to teachers and principals; reward outstanding teachers by helping them earn certification as master teachers from the National Board for Professional Teaching standards and providing them with financial incentives when they do; and implement programs to identify low performing teachers, providing them help to improve, and removing them fairly and quickly if they don't.

Examples of Local School Districts Using These Approaches. (See Attachment)

Spreading Practices Nationwide. These are the kinds of approaches that must be replicated everywhere in order to strengthen public schools. The President's Education Opportunity Zones challenge grants will help demonstrate how they can work and spread them to cities and rural communities with students that can benefit from them the most. They will help make sure that our most disadvantaged students are held to high academic standards and helped to reach them. They will help make sure that disadvantaged students can choose among good public schools, and are not trapped in failing schools. They will help reach the President's goal of having at least one Master Teacher in every school, which is particularly important for students in high poverty schools, because these schools often have the least well prepared teachers.

Budget. This initiative has not yet been finalized. Consultation with the education community, state and local officials, higher education, community groups and others is still underway. Final budget numbers will not be determined until the FY 1999 budget process is completed.

Chatter

EDUCATION OPPORTUNITY ZONES
QUESTIONS AND ANSWERS
DRAFT for internal use only -- January 24 1998

Overall Questions

What is the purpose of the Education Opportunity Zones?

This initiative will help accelerate and expand progress in high-poverty urban and rural school districts that are on the right track, and highlight models of success. Education Opportunity Zones will demonstrate how a serious approach to high standards benefits all students. Funds will be targeted to improve low performing schools, expand opportunities for student achievement, broaden choices for families, and hold schools, teachers, and students accountable for results.

How does the Zone initiative relate to the President's other new initiatives?

Education opportunity zones are part of a broader set of initiatives to help strengthen urban and rural schools. President Clinton has proposed a [\$10 billion] national campaign to modernize schools, a \$350 million initiative to recruit and prepare teachers for underserved urban and rural areas, and made a dramatic commitment to expanding the availability and quality of child care and after-school learning opportunities. [These and additional proposals still to be announced will have a powerful impact on improving the prospects of children in some of our poorest communities.]

Are you proposing this initiative as an alternative to respond to Republican calls for vouchers?

Along with other new initiatives that will help raise achievement for urban and rural students, like school construction and teacher recruitment and preparation, we are proposing Education Opportunity Zones in response to the clear need for sharp improvements in the nation's poorest school districts and to encourage and expand promising school reform efforts that are taking a disciplined, effective approach centered on high standards. The fact is that 90% of our students attend public schools, and our primary responsibility, especially with limited federal resources, is to make sure that the public schools they attend are among the best in the world. This means concentrating our time and money on raising academic standards, improving teaching, providing schools with technology and other up-to-date learning tools, and creating charter schools and other forms of choice within the public school system. In contrast to vouchers, the Education Opportunity Zones will support effective local efforts to improve education for all students in participating districts, rather than just a few.

President is committed to strengthening public schools, not abandoning them

Qualified Applicants

What communities will be eligible for the Zone initiative?

High-poverty urban and rural school districts will be targeted under this initiative. In order to be selected as Zones, districts will have to show that they have already begun to raise student achievement, or that they have begun to put into place credible and effective improvement policies.

How many school districts will be eligible to participate?

This initiative will target urban and rural school districts with a significant percentage or a large number of students in poverty. This means that well over a thousand districts will be eligible, including districts in every state.

Are Zones entire school districts or smaller areas within school districts?

Entire school districts, or consortia of districts, will be designated Education Opportunity Zones by the President. Grant funds may be used for district-wide activities such as improving sound management and assessment systems, as well as to improve low-performing schools. Districts may choose to target their resources under the initiative to subsets of low-performing schools.

Will large cities receive a preference for designation as Zones?

Proposed legislation will direct the Secretary to seek to ensure that both large and smaller urban areas are selected to participate, as well as rural school districts. We expect that urban school districts will receive a substantial proportion of funding under the initiative.

Can consortia of districts apply to be Zones?

Yes, consortia of districts can apply. We anticipate that most consortia will be comprised of rural school districts.

Can charter schools participate in the program?

Under state law, public charter schools are generally either Local Educational Agencies (LEAs) or public schools within an LEA. Charter schools that are part of an urban or rural school district designated as an Education Opportunity Zone may benefit from this program. Charter schools that are considered an LEA themselves are eligible to apply only if they meet the eligibility criteria for all LEAs. That is, they must be high poverty and serve a small town or rural community or an urban area. While charter schools may be eligible to apply, the purpose of this initiative is to demonstrate that a serious approach to high standards can help raise achievement across an entire district, or at least within a sizable portion of a district.

Are private schools eligible for funding under this program?

Private schools cannot be designated as Education Opportunity Zones, but students, teachers and administrators associated with private schools within an area served by a Zone will be eligible to participate, on an equitable basis, in training and extended learning programs supported by the initiative. Likewise, private school teachers and administrators will also be eligible to receive materials and information developed through the grants.

Can schools serving Native American students apply for funds?

Yes. Most BIA schools and schools that serve large concentrations of Native American students will qualify as eligible applicants under this program. Many of these schools are rural and have high percentages of students from low income families. Proposed legislation will direct the Secretary to seek to ensure that there is an equitable distribution of grants among geographic regions of the country and to rural schools serving large concentrations of Native American students.

[Can territories and outlying areas apply for this program?] ?

Grant Size and Scope**How many grants are expected to be awarded and what will be their size?**

The Zone initiative would invest approximately \$200 million in FY 99, and \$1.5 billion over five years. We expect to fund over 50 grants to urban and rural communities. Urban school districts will receive grants of \$10-25 million per year (depending on the size and proposed activities). Rural communities will receive grants of \$250,000 to \$3 million (for consortia) per year.

The Zones will be selected in two rounds, the first in FY 1999, and the second in FY 2001.

Are grants renewable?

Grants will be awarded for 3 years. As part of their original grant award, districts will agree to a rigorous performance partnership that includes specific benchmarks for student success. Districts may receive further support in years 4 and 5 only if they have demonstrated success in reaching the agreed benchmarks.

Will districts have to provide matching funds?

No, districts will not have to provide an explicit match. However, a successful applicant will have to show how it will use all available resources, including the new funds sought under the Education Opportunity Zones program, in order to carry out its plan to raise student achievement. Moreover, each applicant must show how it will continue to carry out its strategies using other resources at the conclusion of Zones funding. Education Opportunity Zone funding will be structured to phase out in latter years.

Application Process and Grant Activities**What will districts have to include in their applications for funds? Must they indicate which schools they will target for improvement?**

Districts will have to demonstrate in their applications that they are using their existing funds effectively and have already begun to raise student achievement, or, at a minimum, that they have begun to put into place credible and effective improvement policies. They will also need to explain how they will address key aspects of effective local reform such as: holding schools

accountable for helping students reach high academic standards, including rewarding schools that succeed and intervening in schools that fail to make progress; holding teachers and principals accountable for quality, including rewarding outstanding teachers, and fairly and quickly removing ineffective teachers; ensuring students don't fall behind, by providing a rich curriculum, good teaching and extended learning opportunities; ending social promotions and requiring students to meet academic standards at key transition points in their academic careers; and providing students and parents with expanded choice within public education.

Applicants must also demonstrate the support of all key stakeholders -- including parents and teachers. They must describe how they will use all available resources -- federal, state, local, and private -- to carry out their reform strategies and how they intend to maintain the reform effort once federal funds expire. Furthermore, successful applicants will need to describe how they will intervene in schools and how they will measure progress, including defining rigorous benchmarks for success.

How will Zones be selected?

Districts or consortia will be selected under a competitive, peer-review process. Reviewers will be looking for districts which best address the purposes of the program and which demonstrate the greatest likelihood of modeling successful approaches for raising achievement in high poverty urban and rural areas.

What kinds of activities can the grant funds support?

School districts will use Education Opportunity Zone funds for key activities such as: providing extra help to students who need it to meet challenging standards, through after-school, Saturday, and/or summer school programs; providing bonuses to schools that make significant gains in student achievement; turning around failing schools by implementing proven reform models, or closing them down and reconstituting them or reopening them as charter schools; building stronger partnerships between schools and parents, businesses, and communities; implementing sound management practices and accountability systems; providing intensive professional development to teachers and principals; helping outstanding teachers earn master teacher certification from the National Board for Professional Teacher Standards and giving them bonuses when they do; and implementing programs to identify low performing teachers, assist them to improve, and remove them if they fail to do so.

What flexibility will districts have in the use of other resources?

All public schools within an Education Opportunity Zone -- regardless of poverty level -- will become eligible for schoolwide flexibility in the use of federal education funds. In other words, under the proposal, the 50% poverty threshold ordinarily required for a school to become a schoolwide project would not apply to Education Opportunity Zone schools. However, requirements pertaining to school accountability, as well as special education, health, safety, and civil rights, will continue to be met.

What technical assistance will be available for Zones?

*Social Monitor
Report cards*

The Department of Education will provide expert technical assistance to the Education Opportunity Zones through its technical assistance providers and by convening grantees to share information and ideas. It will also utilize technology to help districts consult with each other and disseminate lessons learned to urban and rural communities across the U.S.

How will grantees be held accountable for results?

During the negotiation of each grant award, each Zone will agree to a rigorous performance partnership with the Secretary of Education. The performance partnership must include specific, ambitious, disaggregated benchmarks in student achievement, dropout rates, and other indicators of success. Districts will receive additional financial support in years 4 and 5 only if they have demonstrated success in reaching their agreed upon benchmarks.

Mr. Clay's legislation provides for the President to direct other agencies -- beyond Education -- to assist local schools with problems like school construction. Does the President's proposal include a similar feature?

The White House and the Department of Education are beginning to consult with other federal agencies to determine what kinds of assistance could be offered and what sort of arrangements would be most appropriate.

Connections to other initiatives

How do these new Zones differ from Empowerment Zones and Enterprise Communities?

The Education Opportunity Zones initiative and the EZ/EC initiative support one another, but are distinct. Education Opportunity Zones will consist of entire school districts or consortia of school districts. Empowerment Zones and Enterprise Communities are specific neighborhoods or regions that may or may not be contiguous with school districts. While both are in the spirit of bringing the community together behind focused efforts to address local challenges, Education Opportunity Zones are especially designed to address the educational needs of their communities, whereas the EZ/EC initiative is aimed at broader community revitalization strategies, which can include education but also extend to economic development, community development, and job training. Communities with a strong EZ/EC effort with a significant focus on education will be well-positioned to rally the community together behind the kinds of effective school reforms that will be supported by Education Opportunity Zones.

and school districts

Do Zone districts have to participate in the national tests?

No. We are pleased that 15 major city school districts have already made a commitment to take part in the national tests of 4th grade reading and 8th grade math, but participation in these tests is voluntary. However, successful Education Opportunity Zone applicants must show that they have firmly integrated challenging standards and tests (which could include state, local, or national assessments) into their strategies for raising student achievement.

How do Zones relate to the Comprehensive School Reform Program? Do Zones have to implement comprehensive school reform programs in their schools?

These two programs are distinct, but complementary, and both are geared to help students reach high academic standards.

The Education Opportunity Zones initiative distributes comparatively large grants from the Department of Education to a fairly limited number of competitively selected, high-poverty districts. The purpose of this initiative is to demonstrate that a serious approach to high standards, entailing accountability for students, teachers, and schools, can help raise achievement across an entire district, or at least within a sizable portion of a district.

The Comprehensive School Reform program established during the last session of Congress provides formula funds to states which then distribute the funds competitively to a significant number of districts on behalf of individual schools. The purpose of the Comprehensive School Reform program is to get individual schools to successfully adopt tested reform models, or develop new, effective models based on research. *Funds CSR funds can help some improve model from reform model and can be an important resource for*

Will Education Opportunity Zones receive a preference for other initiatives, such as school construction funding?

At this time, there are no plans to provide additional incentives for participation beyond in the Education Opportunity Zones initiative beyond the added funding and flexibility that all Zones will receive. However, other new initiatives will include features targeting assistance on the kinds of high poverty communities that the Zones are designed to assist. *improving existing schools. ED will encourage states to make sure these resources are available to schools.*

Process Issues

What kind of support do you expect to receive in Congress?

Lawmakers in both parties are keen on finding tough, effective ways to address low achievement in some of our largest cities, and we expect this proposal to gain strong bipartisan support. We have already heard from several Democratic members who are very interested in this initiative, and we are going to begin reaching out to Republicans as well. Among those who are interested is Congressman Bill Clay of St. Louis, Ranking Democrat on the House Education and the Workforce Committee, who has submitted urban education renewal legislation which has helped to shape our own proposal. *Improving urban public schools. It's very important that we should have bipartisan support. We will work with the cities and*

How will the Administration solicit input from outside groups?

Last winter and spring the Department hosted five meetings with experts in urban education to discuss urban needs and effective strategies for improving urban education. Many of these groups have participated in meetings throughout the year to offer advice on addressing urban education issues. Thus, the Administration's proposal already reflects more than a year of input from key groups committed to strengthening urban schools. Going forward, there will be many other opportunities for additional input as the legislation and grant competition are designed.

When will a bill go to Congress?

Work is underway at the Department to prepare legislative specifications, but we plan to do additional consultations with Congress and stakeholders in the education community before transmitting our proposal to the Hill.

Do you anticipate that all districts cited as examples in your materials will be selected for the program?

No. Each district cited helps illustrate one or more of the kinds of policies and activities to be supported under the Zones initiative, but no single district -- urban or rural -- best addresses each of the purposes of the program or will automatically be selected.

**EDUCATION OPPORTUNITY ZONES:
STRENGTHENING URBAN AND RURAL SCHOOLS**
REVISED DRAFT -- January 23, 1998

I challenge every school district to adopt high standards, to abolish social promotion, to move aggressively to help all students make the grade through tutoring, and summer schools, and to hold schools accountable for results, giving them the tools and the leadership and the parental involvement to do the job.

-- President Bill Clinton, October 28, 1997

HELPING RAISE ACHIEVEMENT FOR STUDENTS IN HIGH POVERTY COMMUNITIES. President Clinton's Education Opportunity Zones initiative will strengthen public schools and help students master the basic and advanced academic skills where the need is the greatest: in high poverty urban and rural communities where concentrated poverty, low expectations, too many poorly prepared teachers, and overwhelmed school systems create significant barriers to high achievement. The Education Department will select approximately fifty high poverty urban and rural communities with: (1) a demonstrated commitment to use high standards and tests of student achievement as tools to identify and provide help to students, teachers and schools who need it; (2) a strategy to prevent students from falling behind by ensuring quality teaching, challenging curricula, and extended learning time; (3) programs to end social promotion and turn around failing schools; and (4) evidence of improved student achievement. Added investments in these communities will accelerate their progress and provide models of successful, standards-based reform for the nation. The President's initiative would invest \$200 million in FY99, and \$1.5 billion over 5 years, to raise achievement and share lessons learned with school districts around the country.

A CLEAR FOCUS ON HIGH STANDARDS AND ACCOUNTABILITY FOR RESULTS.

To be selected as Education Opportunity Zones, school districts will have to demonstrate that they are using their existing funds effectively to raise student achievement and show how they will address some key aspects of strong local reform efforts: ■ holding schools accountable for helping students reach high academic standards, including rewarding schools that succeed and intervening in schools that fail to make progress; ■ holding teachers and principals accountable for quality, including rewarding outstanding teachers, and fairly and quickly removing ineffective teachers; ■ ensuring students don't fall behind, by providing a rich curriculum, good teaching and extended learning opportunities; ■ ending social promotions and requiring students to meet academic standards at key transition points in their academic careers; and ■ providing students and parents with school report cards and expanded choice within public education.

EXTRA RESOURCES TO IMPROVE TEACHING, LEARNING, AND LEADERSHIP.

School districts will use Education Opportunity Zone funds for key activities such as: ■ providing extra help to students who need it to meet challenging standards, through after-school, Saturday, and/or summer school programs; ■ providing bonuses to schools that make significant gains in student achievement; ■ turning around failing schools by implementing proven reform models, or closing them down and reconstituting them or reopening them as public charter schools; ■ building stronger partnerships between schools and parents, businesses, and communities; ■ implementing sound management practices and accountability systems; ■ providing intensive professional development to teachers and principals; ■ helping outstanding teachers earn master teacher

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certification from the National Board for Professional Teacher Standards and giving them bonuses when they do; and ■ implementing programs to identify low performing teachers, assist them to improve, and remove them if they fail to do so.

COMPETITIVE GRANTS TO SUPPORT PROMISING MODELS. Districts will be selected as Education Opportunity Zones under a competitive, peer-review process. A mix of large and smaller urban areas will be selected to participate, as well as rural school districts and consortia. Each urban Education Opportunity Zone will receive a 3-year grant of \$10-25 million per year (depending upon size and proposed activities), and each rural Zone will receive from \$250,000 to \$3 million (for consortia). Zones will be selected in two rounds, the first in FY 1999, and the second in FY 2001. Successful applicants will have broad-based partnerships to support their reforms -- including parents, teachers, local government, business and civic groups, institutions of higher education and other key stakeholders. Successful applications will show how the district will use all available resources -- federal, state, and local, as well as any business or foundation funds -- to carry out its reform strategy and maintain it once these federal funds are no longer available. Eligible districts often have substantial numbers of disabled and limited English proficient children, and successful applications will address how these children will be assisted to meet high standards.

REWARDS FOR DEMONSTRATED STUDENT ACHIEVEMENT GAINS. Each Education Opportunity Zone will agree to a rigorous performance partnership with the Secretary of Education, agreeing to set specific, ambitious, ~~disaggregated~~ benchmarks in student achievement, dropout rates and other indicators of success. Districts may receive further support in years 4 and 5 only if they have demonstrated success in reaching the agreed benchmarks.

GREATER FLEXIBILITY IN USING OTHER FEDERAL RESOURCES. All schools in an Education Opportunity Zone school district -- regardless of poverty level -- will become eligible for schoolwide flexibility in the use of federal education funds. Requirements pertaining to school accountability, as well as special education, health, safety, and civil rights, will continue to be met.

ASSISTANCE TO HELP DISTRICTS FIND AND SHARE WHAT WORKS. The Department of Education will offer technical assistance, use technology to help districts consult with each other, and disseminate lessons learned to urban and rural communities across the U.S. In addition, a national evaluation of the Education Opportunity Zones will be conducted, with the results helping to inform the next reauthorization of the Elementary and Secondary Education Act.

BOLD ACTION TO HELP CHILDREN IN OUR CITIES AND RURAL AREAS. Education opportunity zones are part of a broader set of initiatives to help strengthen urban and rural schools. President Clinton has proposed a national campaign to rebuild crumbling schools, a \$350 million initiative to recruit and prepare teachers for underserved urban and rural areas, and a dramatic commitment to expanding the availability and quality of child care and after-school learning opportunities. These and additional proposals still to be announced will have a powerful impact on improving the prospects of children in some of our poorest communities.

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**EDUCATION OPPORTUNITY ZONES:
STRENGTHENING URBAN AND RURAL SCHOOLS
REVISED DRAFT -- January 23, 1998**

I challenge every school district to adopt high standards, to abolish social promotion, to move aggressively to help all students make the grade through tutoring, and summer schools, and to hold schools accountable for results, giving them the tools and the leadership and the parental involvement to do the job.

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GREATER FLEXIBILITY IN USING OTHER FEDERAL RESOURCES. All schools in an Education Opportunity Zone school district -- regardless of poverty level -- will become eligible ~~to combine all their federal education funds, together with state and local funds, infor schoolwide programs to raise student achievement~~ flexibility in the use of federal education funds.- Requirements pertaining to school accountability, as well as special education, health, safety, and civil rights, will continue to be met.

ASSISTANCE TO HELP DISTRICTS FIND AND SHARE WHAT WORKS. The Department of Education will offer technical assistance, use technology to help districts consult with each other, and disseminate lessons learned to urban and rural communities across the U.S. In addition, a national evaluation of the Education Opportunity Zones will be conducted, with the results helping to inform the next reauthorization of the Elementary and Secondary Education Act.

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NOTE TO MIKE

Attached is a revised version of the Examples for the Zones; for the most part I took Catherine's suggestions on which of these to pull out, which has moved me to about 4 pages. A couple of issues I still need your input on:

1. See Val's comments on OCR reaction. In response, I have de-emphasized TAAS in the Los Fresnos Example and have pulled out two Denver examples -- one on summer school (of which we have plenty) and the other on Denver's charter school. I hate to lose the latter (also attached), because it's a good illustration of what we're encouraging with respect to public school choice. What are your thoughts on that?
2. San Francisco example -- in light of the mixed record and the fact that they are rethinking their reconstitution policies, do you think we should continue to use this or not?
3. The staff effectiveness/accountability string still looks too long to me. Any suggestions on what to cut there?

I have basically decided not to pursue Val's suggestion on using technology as a proxy for choice for rural schools.

Thanks.

-- Bill

URBAN AND RURAL EDUCATION
OPPORTUNITY ZONES -- EXAMPLES OF ACTIVITIES THAT COULD
BE SUPPORTED UNDER THE PROPOSAL
REVISED DRAFT -- January 24, 1998

Student Assistance and Accountability:

- In **Chicago**, many students participate in the district's Lighthouse after-school program, which features intense reading/math instruction, social, and other enrichment activities, and a meal. Students in the district who perform below minimum standards at key transition grades (3, 6, 8 and 9) are required to participate in a seven-week "SummerBridge" program and pass a test before moving on to the next grade. Over 45,000 students were served in the SummerBridge program in 1997, and over 144,000 students participated in some form of summer activity.
- The **Long Beach** school district required 1,600 third graders who had not attained reading proficiency by the end of the year to attend five-week tutorial sessions.
- In **Cincinnati**, student promotion is now based on specific standards that define what students must know and be able to do. The standards are designed to prepare students to pass the state's ninth-grade proficiency test.
- In the **Halifax County**, North Carolina School District, high school honor students are paid by the district to tutor younger students in reading one-and-a-half hours per day and the district hires retired teachers to work with struggling students.
- A before- and after-school tutoring program offered by the **Fentress County** school system in Jamestown, Tennessee provides approximately 300 students with long- or short-term assistance to address their instructional needs. The program is offered in all grades; mathematics and language arts are priorities for high school students.
- After determining that half of its middle grade students were reading below grade level, staff in the **Wilkes County** schools in Washington, Georgia made intensive reading instruction a priority. The district has worked to upgrade professional development in reading instruction and reduce class size, helping teachers work with individual students.
- In the **Rogers** and **Holland** school districts in Texas, students and teachers identify a project that utilizes technology as a primary research tool. Teachers create teams of 2 to 4 students, a mentor teacher-- and an expert who is linked via technology. The approach connects students to information sources beyond the rural communities and gets them actively engaged in learning.

Staff Effectiveness and Accountability:

- **Charlotte-Mecklenburg's** Benchmark Goals program gives cash awards of \$750 to \$1,000 to teachers in schools whose students meet a range of goals that reflect improvements from previous performance. The goals are structured so that schools have an incentive to raise the

achievement of their lowest performing students. The program also focuses on goals for African American students, who historically have been under-achievers in the Charlotte school system, thus ensuring that schools work to close the achievement gap between African American and white students.

- In **Cincinnati**, school district administrators' pay raises are now linked to job performance, with automatic cost-of-living adjustments and salary rates being replaced by new criteria, including performance on several measures such as student test scores and graduation rates. The district is also preparing a system for providing financial rewards to schools based on student achievement, to take effect in 1998-99.
- In **St. Paul**, the school district is collaborating with the teachers' union and the University of Minnesota on Project 20/20 to support teachers through the National Board for Professional Teaching Standards (NBPTS) certification process. The district pays the application fees and the university and other partners develop and conduct professional support programs for the candidates.
- ~~States like North Carolina and Kentucky, and~~ school districts like **Los Angeles**, are providing significant salary increases to reward National Board Certified Master Teachers.
- Peer review and assistance programs help beginning teachers learn to teach and help veterans who are having difficulty improve their teaching or leave the classroom without union grievances or delays. In **Cincinnati**, for example, low-performing teachers can be assigned to an intervention program where they gain assistance from colleagues and administrators, and if unable to improve, are counseled out of the profession or removed. In Cincinnati, as well as **Toledo**, while most teachers improve their performance, roughly one-third of the teachers referred to intervention have left teaching by the end of the year, through resignation, retirement or dismissal. **Columbus** and **Seattle** also have aggressive peer review programs.
- In **Rochester**, expert, experienced teachers can be selected through a rigorous evaluation process as "lead teachers" and given significant salary stipends to become involved with peer counseling, or to take on other reform-related priorities such as consulting with new teachers, accepting positions in "intervention" schools, and developing curricula.
- **New York City's** Community District 2 places an unusually strong emphasis on providing ongoing opportunities for teachers to build skills and learn from one another. For example, the district enables visiting teachers to observe and practice with a highly accomplished teacher for three weeks while their classrooms are taught by another experienced teacher. District 2 registered the second highest standardized test scores in math and reading in the city.
- Students in the **Penasco** Independent Schools in New Mexico benefit from a districtwide plan for student success that sets standards for all district staff. The plan specifies what administrators, teachers, and support staff must do to reach the district's targeted goals in a

number of areas, including academic performance, attendance, and parent involvement. The plan also includes benchmarks to help staff assess their progress toward the goals. Student performance on the New Mexico High School Competency Exam and on the portfolio writing assessment have increased over the last three years.

School Improvement and Accountability:

- **The San Francisco** Unified School District places low-performing schools on a one-year probationary period, during which they are expected to improve student performance. If there is no improvement, the school is reconstituted. All staff must reapply for jobs at their school, and the Board hires a new principal, who in turn hires a new teaching staff and support staff. The new team must then put together an improvement plan to raise student achievement. Since the 1993-94 school year, ten schools have been reconstituted.
- The **Charlotte-Mecklenburg** school system distributes to parents easy-to-read student learning goals at the beginning of the school year. The district then follows up with school report cards on student attendance and performance that are distributed to parents and every household in the district, and are published in the newspaper, in part to help inform parents' decisions about the district's magnet schools.
- In **Chicago**, schools are placed on probation due to continuously low student achievement. These schools will be targeted for aggressive intervention strategies by the district, such as providing intensive help and training from expert teams of educators, or, where necessary, replacing ineffective principals and teachers. In the event of persistent failure, the district may shut down and reorganize the schools. Seven high schools were reconstituted between the 1996-97 and 1997-98 school years.

Chicago also recognizes a number of exemplary schools, providing financial rewards of \$5,000 and \$10,000 to the winners to become professional development centers for other schools. Seventeen schools were awarded exemplary status in the first year.

- As part of **Kentucky's** school accountability program under the Kentucky Education Reform Act, schools that do not reach academic and non-academic (attendance, retention, dropout, transition to the next level of schools or the job market) accountability targets must develop their own school improvement plan. If a school fails to improve over the next two years, the state assigns a distinguished educator to provide support and advice to the school. If the school's performance continues to decline, the state can assume control. Although the state has yet to take over a school, 88 schools were recently identified as being in decline and nine have been placed in the "crisis" category. The state also rewards schools that have demonstrated substantial progress by distributing \$27 million to 502 schools in 1997.
- **New York City** also has a union-district negotiated process for "redesigning" schools identified by the state as failing. Such schools can replace approximately half the incumbent teaching faculty.

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- **McCreary County**, Kentucky has taken advantage of the fact that one of its schools was designated as in need of assistance from one of Kentucky's Distinguished Educators. The Distinguished Educator introduced the school to a variety of effective instructional strategies, which the county then disseminated to other schools in the district. Teachers have been working to align the county's curriculum with the state's standards. Schools develop their own improvement plans based on student achievement data, and use the plans to determine teachers' professional development needs. McCreary County has met its 1998 state accountability target a year early.
- The **Los Fresnos** Independent School District in Texas supplements the state assessment with local assessments -- administered three times each year -- to provide teachers with data for monitoring students' progress, and to modify timelines and instructional practices. Students who consistently perform below expectations are tutored after school by certified teachers, who receive Title I-funded stipends. In 1997, 84 percent of students tested passed all portions of the state assessment -- up from 77 percent in 1996.

Public School Choice:

- In **Boston**, all parents choose their child's public school, and have a wide array of options ranging from neighborhood schools, magnet schools, and pilot and public charter schools which operate under performance contracts that provide them with greater autonomy and accountability for results.
- The **Houston** Independent School District recently instituted an open choice program. Parents may send their children to any of the district's 258 schools provided the school is enrolled at 95 percent of capacity or below. The district is currently analyzing available space and plans to publish the information in the near future; parents will apply to the district transfer office to change schools. In addition to this choice program, the district has launched an aggressive effort to support in-district charter schools.
- **Cambridge**, Massachusetts allows every family to choose a public school for their child. The school district provides information on every school and has created parent centers to help parents learn about and choose a public school for their child. More than 90% of parents get their first choice of kindergarten for their child, and most get one of their top picks at all grade levels.
- The **San Diego** school district has helped parents, teachers, and principals create more than a dozen public charter schools that stay open only as long as they do a good job. These are all schools of choice, publicly accountable and open to students from around the school district.
- The **Zuni Pueblo** Public School District in New Mexico has public school choice, enabling families to choose among local schools, BIA and BIA-supported boarding schools. Families are well connected with the schools, for example, school conferences draw 100 percent participation from parents.

- In August 1997, **Denver** opened the Pioneer Charter School, the district's first charter school and a joint effort with the University of Denver. The school enrolls 320 students from throughout Denver in grades Pre-K-5, with priority given to students residing in specific economically depressed communities. Pioneer Charter School is to serve as an incubator for practices to support high achievement for urban students. The school features a personalized instruction plan for each student; a year-round calendar, an extended school day, and expanded services for students and their families.



Valena Plisko @ ed.gov
01/23/98 12:16:00 PM

Record Type: Record

To: William R. Kincaid

cc:

Subject: Re[2]: file including urban examples for vetting

Message Creation Date was at 23-JAN-1998 10:55:00

Val --

This message came through garbled to me, but maybe OCR got it ok.

-- Bill

It came across okay for OCR. We have two problems on the list:

Denver--ED/OCR will be submitting a request to DoJ to pursue a suit charging Denver with violating the civil rights of language-minority students in providing equal opportunity

Los Fresnos--MALDEF has a suit charging the State with civil rights violations over the use of the Texas Assessment of Academic Progress with limited English proficient students. While the example shows that the test is used to help remedy deficiencies, OCR points out that MALDEF can be very vocal in its opposition.

OCR left me with the impression to use at our own peril. Val

EDUCATION OPPORTUNITY ZONES
QUESTIONS AND ANSWERS
DRAFT for internal use only -- January 24 1998

Overall Questions

What is the purpose of the Education Opportunity Zones?

This initiative will help accelerate and expand progress in high-poverty urban and rural school districts that are on the right track, and highlight models of success. Education Opportunity Zones will demonstrate how a serious approach to high standards benefits all students. Funds will be targeted to improve low performing schools, expand opportunities for student achievement, broaden choices for families, and hold schools, teachers, and students accountable for results.

How does the Zone initiative relate to the President's other new initiatives?

Education opportunity zones are part of a broader set of initiatives to help strengthen urban and rural schools. President Clinton has proposed a [\$10 billion] national campaign to modernize schools, a \$350 million initiative to recruit and prepare teachers for underserved urban and rural areas, and made a dramatic commitment to expanding the availability and quality of child care and after-school learning opportunities. These and additional proposals still to be announced will have a powerful impact on improving the prospects of children in some of our poorest communities.

Are you proposing this initiative as an alternative to respond to Republican calls for vouchers?

Along with other new initiatives that will help raise achievement for urban and rural students, like school construction and teacher recruitment and preparation, we are proposing Education Opportunity Zones in response to the clear need for sharp improvements in the nation's poorest school districts and to encourage and expand promising school reform efforts that are taking a disciplined, effective approach centered on high standards. The fact is that 90% of our students attend public schools, and our primary responsibility, especially with limited federal resources, is to make sure that the public schools they attend are among the best in the world. This means concentrating our time and money on raising academic standards, improving teaching, providing schools with technology and other up-to-date learning tools, and creating charter schools and other forms of choice within the public school system. In contrast to vouchers, the Education Opportunity Zones will support effective local efforts to improve education for all students in participating districts, rather than just a few.

Qualified Applicants

What communities will be eligible for the Zone initiative?

High-poverty urban and rural school districts will be targeted under this initiative. In order to be selected as Zones, districts will have to show that they have already begun to raise student achievement, or that they have begun to put into place credible and effective improvement policies.

How many school districts will be eligible to participate?

This initiative will target urban and rural school districts with a significant percentage or a large number of students in poverty. This means that well over a thousand districts will be eligible, including districts in every state.

Are Zones entire school districts or smaller areas within school districts?

Entire school districts, or consortia of districts, will be designated Education Opportunity Zones by the President. Grant funds may be used for district-wide activities such as improving sound management and assessment systems, as well as to improve low-performing schools. Districts may choose to target their resources under the initiative to subsets of low-performing schools.

Will large cities receive a preference for designation as Zones?

Proposed legislation will direct the Secretary to seek to ensure that both large and smaller urban areas are selected to participate, as well as rural school districts. We expect that urban school districts will receive a substantial proportion of funding under the initiative.

Can consortia of districts apply to be Zones?

Yes, consortia of districts can apply. We anticipate that most consortia will be comprised of rural school districts.

Can charter schools participate in the program?

Under state law, public charter schools are generally either Local Educational Agencies (LEAs) or public schools within an LEA. Charter schools that are part of an urban or rural school district designated as an Education Opportunity Zone may benefit from this program. Charter schools that are considered an LEA themselves are eligible to apply only if they meet the eligibility criteria for all LEAs. That is, they must be high poverty and serve a small town or rural community or an urban area. While charter schools may be eligible to apply, the purpose of this initiative is to demonstrate that a serious approach to high standards can help raise achievement across an entire district, or at least within a sizable portion of a district.

Are private schools eligible for funding under this program?

Private schools cannot be designated as Education Opportunity Zones, but students, teachers and administrators associated with private schools within an area served by a Zone will be eligible to participate, on an equitable basis, in training and extended learning programs supported by the initiative. Likewise, private school teachers and administrators will also be eligible to receive materials and information developed through the grants.

Can schools serving Native American students apply for funds?

Yes. Most BIA schools and schools that serve large concentrations of Native American students will qualify as eligible applicants under this program. Many of these schools are rural and have high percentages of students from low income families. Proposed legislation will direct the Secretary to seek to ensure that there is an equitable distribution of grants among geographic regions of the country and to rural schools serving large concentrations of Native American students.

[Can territories and outlying areas apply for this program?]

Grant Size and Scope

How many grants are expected to be awarded and what will be their size?

The Zone initiative would invest approximately \$200 million in FY 99, and \$1.5 billion over five years. We expect to fund over 50 grants to urban and rural communities. Urban school districts will receive grants of \$10-25 million per year (depending on the size and proposed activities). Rural communities will receive grants of \$250,000 to \$3 million (for consortia) per year.

The Zones will be selected in two rounds, the first in FY 1999, and the second in FY 2001.

Are grants renewable?

Grants will be awarded for 3 years. As part of their original grant award, districts will agree to a rigorous performance partnership that includes specific benchmarks for student success. Districts may receive further support in years 4 and 5 only if they have demonstrated success in reaching the agreed benchmarks.

Will districts have to provide matching funds?

No, districts will not have to provide an explicit match. However, a successful applicant will have to show how it will use all available resources, including the new funds sought under the Education Opportunity Zones program, in order to carry out its plan to raise student achievement. Moreover, each applicant must show how it will continue to carry out its strategies using other resources at the conclusion of Zones funding. Education Opportunity Zone funding will be structured to phase out in latter years.

Application Process and Grant Activities

What will districts have to include in their applications for funds? Must they indicate which schools they will target for improvement?

Districts will have to demonstrate in their applications that they are using their existing funds effectively and have already begun to raise student achievement, or, at a minimum, that they have begun to put into place credible and effective improvement policies. They will also need to explain how they will address key aspects of effective local reform such as: holding schools

accountable for helping students reach high academic standards, including rewarding schools that succeed and intervening in schools that fail to make progress; holding teachers and principals accountable for quality, including rewarding outstanding teachers, and fairly and quickly removing ineffective teachers; ensuring students don't fall behind, by providing a rich curriculum, good teaching and extended learning opportunities; ending social promotions and requiring students to meet academic standards at key transition points in their academic careers; and providing students and parents with expanded choice within public education.

Applicants must also demonstrate the support of all key stakeholders -- including parents and teachers. They must describe how they will use all available resources -- federal, state, local, and private -- to carry out their reform strategies and how they intend to maintain the reform effort once federal funds expire. Furthermore, successful applicants will need to describe how they will intervene in schools and how they will measure progress, including defining rigorous benchmarks for success.

How will Zones be selected?

Districts or consortia will be selected under a competitive, peer-review process. Reviewers will be looking for districts which best address the purposes of the program and which demonstrate the greatest likelihood of modeling successful approaches for raising achievement in high poverty urban and rural areas.

What kinds of activities can the grant funds support?

School districts will use Education Opportunity Zone funds for key activities such as: providing extra help to students who need it to meet challenging standards, through after-school, Saturday, and/or summer school programs; providing bonuses to schools that make significant gains in student achievement; turning around failing schools by implementing proven reform models, or closing them down and reconstituting them or reopening them as charter schools; building stronger partnerships between schools and parents, businesses, and communities; implementing sound management practices and accountability systems; providing intensive professional development to teachers and principals; helping outstanding teachers earn master teacher certification from the National Board for Professional Teacher Standards and giving them bonuses when they do; and implementing programs to identify low performing teachers, assist them to improve, and remove them if they fail to do so.

What flexibility will districts have in the use of other resources?

All public schools within an Education Opportunity Zone -- regardless of poverty level -- will become eligible for schoolwide flexibility in the use of federal education funds. In other words, under the proposal, the 50% poverty threshold ordinarily required for a school to become a schoolwide project would not apply to Education Opportunity Zone schools. However, requirements pertaining to school accountability, as well as special education, health, safety, and civil rights, will continue to be met.

What technical assistance will be available for Zones?

The Department of Education will provide expert technical assistance to the Education Opportunity Zones through its technical assistance providers and by convening grantees to share information and ideas. It will also utilize technology to help districts consult with each other and disseminate lessons learned to urban and rural communities across the U.S.

How will grantees be held accountable for results?

During the negotiation of each grant award, each Zone will agree to a rigorous performance partnership with the Secretary of Education. The performance partnership must include specific, ambitious, disaggregated benchmarks in student achievement, dropout rates, and other indicators of success. Districts will receive additional financial support in years 4 and 5 only if they have demonstrated success in reaching their agreed upon benchmarks.

Mr. Clay's legislation provides for the President to direct other agencies -- beyond Education -- to assist local schools with problems like school construction. Does the President's proposal include a similar feature?

The White House and the Department of Education are beginning to consult with other federal agencies to determine what kinds of assistance could be offered and what sort of arrangements would be most appropriate.

Connections to other initiatives

How do these new Zones differ from Empowerment Zones and Enterprise Communities?

The Education Opportunity Zones initiative and the EZ/EC initiative support one another, but are distinct. Education Opportunity Zones will consist of entire school districts or consortia of school districts. Empowerment Zones and Enterprise Communities are specific neighborhoods or regions that may or may not be contiguous with school districts. While both are in the spirit of bringing the community together behind focused efforts to address local challenges, Education Opportunity Zones are especially designed to address the educational needs of their communities, whereas the EZ/EC initiative is aimed at broader community revitalization strategies, which can include education but also extend to economic development, community development, and job training. Communities with a strong EZ/EC effort with a significant focus on education will be well-positioned to rally the community together behind the kinds of effective school reforms that will be supported by Education Opportunity Zones.

Do Zone districts have to participate in the national tests?

No. We are pleased that 15 major city school districts have already made a commitment to take part in the national tests of 4th grade reading and 8th grade math, but participation in these tests is voluntary. However, successful Education Opportunity Zone applicants must show that they have firmly integrated challenging standards and tests (which could include state, local, or national assessments) into their strategies for raising student achievement.

How do Zones relate to the Comprehensive School Reform Program? Do Zones have to implement comprehensive school reform programs in their schools?

These two programs are distinct, but complementary, and both are geared to help students reach high academic standards.

The Education Opportunity Zones initiative distributes comparatively large grants from the Department of Education to a fairly limited number of competitively selected, high-poverty districts. The purpose of this initiative is to demonstrate that a serious approach to high standards, entailing accountability for students, teachers, and schools, can help raise achievement across an entire district, or at least within a sizable portion of a district.

The Comprehensive School Reform program established during the last session of Congress provides formula funds to states which then distribute the funds competitively to a significant number of districts on behalf of individual schools. The purpose of the Comprehensive School Reform program is to get individual schools to successfully adopt tested reform models, or develop new, effective models based on research.

Will Education Opportunity Zones receive a preference for other initiatives, such as school construction funding?

At this time, there are no plans to provide additional incentives for participation beyond in the Education Opportunity Zones initiative beyond the added funding and flexibility that all Zones will receive. However, other new initiatives will include features targeting assistance on the kinds of high poverty communities that the Zones are designed to assist.

Process Issues

What kind of support do you expect to receive in Congress?

Lawmakers in both parties are keen on finding tough, effective ways to address low achievement in some of our largest cities, and we expect this proposal to gain strong bipartisan support. We have already heard from several Democratic members who are very interested in this initiative, and we are going to begin reaching out to Republicans as well. Among those who are interested is Congressman Bill Clay of St. Louis, Ranking Democrat on the House Education and the Workforce Committee, who has submitted urban education renewal legislation which has helped to shape our own proposal.

How will the Administration solicit input from outside groups?

Last winter and spring the Department hosted five meetings with experts in urban education to discuss urban needs and effective strategies for improving urban education. Many of these groups have participated in meetings throughout the year to offer advice on addressing urban education issues. Thus, the Administration's proposal already reflects more than a year of input from key groups committed to strengthening urban schools. Going forward, there will be many other opportunities for additional input as the legislation and grant competition are designed.

When will a bill go to Congress?

Work is underway at the Department to prepare legislative specifications, but we plan to do additional consultations with Congress and stakeholders in the education community before transmitting our proposal to the Hill.

Do you anticipate that all districts cited as examples in your materials will be selected for the program?

No. Each district cited helps illustrate one or more of the kinds of policies and activities to be supported under the Zones initiative, but no single district -- urban or rural -- best addresses each of the purposes of the program or will automatically be selected.



Thomas_Fagan @ ed.gov

01/23/98 01:30:00 PM

Record Type: Record

To: William R. Kincaid

cc:

Subject: Re: Revised Zones paper -- Please Review ASAP

Bill: A couple of comments:

In the first item, I would delete "help" before "strengthen". In the last sentence, I would substitute "to raise achievement and share lessons..." I think this makes is more positive.

In the extra resources item, I am concerned that the list of activities (and especially the first one) look like Title I. We discussed this as an effort to attack district wide barriers to reform and this is not mentioned. I would like to see more reference to standards and systemic approach, tie in the zone activities with individual school reform.

In the "rewards" section, I suggest inserting "agreement" after partnership and "for improved" after benchmarks and before student achievement in the first sentence, and also adding "lowering" before dropout rates. In the last sentence, insert "upon" before benchmarks

Use any or all as you see fit. Tom Fagan

Reply Separator

Subject: Revised Zones paper -- Please Review ASAP

Author: William_R_Kincaid@oa.eop.gov at Internet

Date: 1/23/98 11:57 AM

Message Creation Date was at 23-JAN-1998 11:57:00

Attached is the latest revision of the Zones paper. Please review and let me know of any major concerns by 3:00 pm today. We plan to put this to bed by COB. We will also be circulating a revised set of urban and rural examples and some internal Q's and A's.

Thanks.

The following attachments were included with this message:

TYPE : FILE

NAME : URB98PUB.6

MIME-version: 1.0

Content-type: MESSAGE/RFC822



Valena Plisko @ ed.gov

01/23/98 06:40:00 PM

Record Type: Record

To: William R. Kincaid

cc:

Subject: comments on education opportunity zones draft

I have only a few substantive concerns. The first has to do with including "low performing" among the eligibility requirements. By targeting high-poverty you will reach the same group without sending the message that we are making money available to reward failure.

The second is my perennial favorite--that we stipulate that the grantees will be required to participate in a rigorous national evaluation. The evaluation will examine both implementation and impact; funds will need to be set aside for the Secretary to conduct the evaluation. Not only will the districts need to show results; the Department and the districts across the nation can gain much by studying the lessons learned from these districts.

Val

To: Bill Kincaid 65581
Catherine Jarvis 205-0303

From: Tony Wirtz

8 pp.

Comments on Q & A

EDUCATION OPPORTUNITY ZONES QUESTIONS AND ANSWERS

DRAFT for internal use only -- January 22, 1998

but we have global priority

What is the purpose of the Education Opportunity Zones?

This initiative will help accelerate and expand progress in high-poverty, ~~low achieving~~ urban and rural school districts, and highlight models of success. Education Opportunity Zones will demonstrate how a serious approach to high standards benefits all students. Funds will be targeted to improve low performing schools, expand opportunities for student achievement, broaden choices for families, and hold schools, teachers, and students accountable for results.

*improve
high
poverty
schools*

*Q & A -
spreaded -
city to
What funded
by
100%*

*Part of a larger effort to improve
urban schools - make point here.*

Qualified Applicants

What communities will be eligible for the Zone initiative?

High-poverty, ~~low achieving~~ urban and rural school districts will be targeted under this initiative. In order to be selected as Zones, districts will have to show that they have already begun to raise student achievement, or that they have begun to put into place credible and effective improvement policies.

How many school districts will be eligible to participate?

~~Details on this are still being determined. However, in general,~~ this initiative will target urban and rural school districts with a significant percentage or a large number of students in poverty. ~~We do know that~~ well over a thousand districts will be eligible, including districts in every state.

this means that

Are Zones entire school districts or smaller areas within school districts?

Entire school districts, or consortia of districts, will be designated Education Opportunity Zones by the President. Grant funds may be used for district-wide activities as well as to improve low-performing schools. Districts may choose to target their resources under the initiative to subsets of low-performing schools.

*Exhibit
point*

Will large cities receive a preference for designation as Zones?

Proposed legislation will direct the Secretary to ensure that both large and smaller urban areas are selected to participate, as well as rural school districts.

*such as your
implementing school system
management & assessment system*

Should make clear that a great % of \$ go to urban areas.

Can consortia of districts apply to be Zones?

Yes, consortia of districts can apply. We anticipate that most consortia will be comprised of rural school districts.

X

Can charter schools participate in the program?

Under state law, public charter schools are generally either LEAs or public schools within an LEA. Charter schools that are part of an urban or rural school district that receives an EOZ grant may certainly benefit from this program. (Charter schools that are considered an LEA themselves are eligible to apply only if they meet the eligibility criteria for all LEAs. That is, they must be high poverty, low-achieving districts that constitute a small town or rural community or an urban area. *(Doesn't this mean that charter school LEAs are not eligible?) — need to clarify*)

Consortium

Are private schools eligible for funding under this program?

Private schools cannot be designated as Zones, but students, teachers and administrators associated with private schools within an area served by a Zone will be eligible to participate, on an equitable basis, in training and extended learning programs supported by the Initiative. Likewise, private school teachers and administrators will also be eligible to receive materials and information developed through the grants.

Can schools serving Native American students apply for funds?

Yes. Most BIA schools and schools that serve large concentrations of Native American students qualify as eligible applicants under this program. Many of these schools are rural and have high percentages of students from low income families. *(Do we want to pursue the option of requiring the Secretary to ensure that there is an equitable distribution of grants among geographic regions of the country and to rural schools serving large concentrations of Indians?)*

[Can territories and outlying areas apply for this program?]**Grant Size and Scope****How many grants are expected to be awarded and what will be their size?**

The Zone initiative would invest approximately \$200 million in FY 99, and \$1.5 billion over five years. We expect to fund over 50 grants to urban and rural communities.

Urban school districts

will receive grants ~~worth up to~~ \$10-25 million per year (depending on the size and proposed activities). Rural communities will receive grants ~~worth up to~~ \$250,00 to \$3 million (for consortia) per year.

6f

The Zones will be selected in two rounds, the first in FY 1999, and the second in FY 2001.

Are grants renewable?

Grants will be awarded for 3 years. As part of their original grant award, districts will agree to a rigorous performance partnership that includes specific benchmarks for

student success. Districts may receive further support in years 4 and 5 only if they have demonstrated success in reaching the agreed benchmarks. (NOTE: We should address in specs: what if Zones make progress, but do not reach them because they set very high benchmarks, or unforeseeable events occur?)

Will districts have to provide matching funds?

No, districts will not have to provide an explicit match. However, a successful applicant will have to show how it will use all available resources, including the new funds sought under the Education Opportunity Zones program, in order to carry out its plan to raise student achievement. Moreover, each applicant must show how it will continue to carry out its strategies using other resources at the conclusion of Zones funding. Zones grants will be structured to phase out in latter years.

Application Process and Grant Activities

What will districts have to include in their applications for funds? Must they indicate which schools they will target for improvement?

Districts will have to demonstrate in their applications that they have already begun to raise student achievement, or that they have begun to put into place credible and effective improvement policies. They will also need to explain how they will address key aspects of effective local reform such as: holding schools accountable for helping students reach high academic standards, including rewarding schools that succeed and intervening in schools that fail to make progress; holding teachers and principals accountable for quality, including rewarding outstanding teachers, and fairly and quickly removing ineffective teachers; requiring students to meet academic standards at key transition points in their academic careers; and providing students and parents with expanded choice within public education.

Applicants must also demonstrate the support of all key stakeholders -- including parents and teachers. They must describe how they will use all available resources -- federal, state, local, and private -- to carry out their reform strategies and how they intend to maintain the reform effort once federal funds expire. Furthermore, successful applicants will need to describe how they will intervene in schools and how they will measure progress, including defining rigorous benchmarks for success.

How will Zones be selected?

Districts or consortia will be selected under a competitive, peer-review process. Reviewers will be looking for districts which best address the purposes of the program and which demonstrate the greatest likelihood of modeling successful approaches for raising achievement in high poverty urban and rural areas.

~~What is the significance of the Presidential declaration?~~

review
per
my
discussion
with
Bill to
include
more
positive
approaches
Ensuring
high quality
teachers,
high
standards,
extended
time
etc...

leaves at
Shut (+)
extended
time
poss
share
J

Districts will be formally declared Education Opportunity Zones by the President, upon the recommendation of the Secretary. The Presidential declaration is designed to acknowledge and strengthen community pride and support for serious, sustained local reform efforts tied to high standards, accountability, public school choice, and extra help for kids.

-not
in
2 pages
should
it be

What kinds of activities can the grant funds support?

School districts will use Education Opportunity Zone funds for key activities such as: providing extra help to students who need it to meet challenging standards, through after-school, Saturday, and/or summer school programs; providing bonuses to schools that make significant gains in student achievement; turning around failing schools by implementing proven reform models, or closing them down and reconstituting them or reopening them as charter schools; building stronger partnerships between schools and parents, businesses, and communities; implementing sound management practices and accountability systems; providing intensive professional development to teachers and principals; helping outstanding teachers earn master teacher certification from the National Board for Professional Teacher Standards and giving them bonuses when they do; and implementing programs to identify low performing teachers, assist them to improve, and remove them if they fail to do so.

What flexibility will districts have in the use of other resources?

All public schools within an Education Opportunity Zone -- regardless of poverty level -- will become eligible to combine all their federal education funds, together with state and local funds, in schoolwide programs to raise student achievement. Requirements pertaining to school accountability, as well as special education, health, safety, and civil rights, will continue to be met.

What technical assistance will be available for Zones?

The Department of Education will provide expert technical assistance to the Zones through its technical assistance providers and by convening grantees to share information and ideas. It will also utilize technology to help districts consult with each other and disseminate lessons learned to urban and rural communities across the U.S. The Zones may also request technical assistance and support (such as tutors and mentors) from other federal agencies.

How will grantees be held accountable for results?

During the negotiation of each grant award, each Zone will agree to a rigorous performance partnership with the Secretary of Education. The performance partnership must include specific, ambitious, disaggregated benchmarks in student achievement, dropout rates, and other indicators of success. Districts will receive additional financial support in years 4 and 5 only if they have demonstrated success in reaching their agreed upon benchmarks.

Mr. Clay's legislation provides for the President to direct other agencies -- beyond Education -- to assist local schools with problems like school construction. Does the President's proposal include a similar feature?

The White House and the Department of Education are beginning to consult with other federal agencies to determine what kinds of assistance could be offered and what sort of arrangements would be most appropriate.

Connections to other initiatives

How do the Zones differ from Empowerment Zones and Enterprise Communities?

The EOZ initiative and EZ/EC initiative support each other, but are distinct. EOZ grants will be awarded to entire school districts or consortia of school districts. Empowerment Zones and Enterprise Communities are specific neighborhoods or regions within urban and rural school districts. Furthermore, EOZs are targeted to address the educational needs of low-achieving, high poverty urban and rural communities, whereas the EZ/EC initiative is aimed at broader community revitalization strategies, including economic development, community development, and job training, as well as education. In some cases, EOZs will include empowerment zones or enterprise communities and can greatly benefit from both grants. *(This needs some work! Will we give a preference to EZs and ECs?)*

Do Zone districts have to participate in the national tests?

No. We are pleased that 15 major city school districts have already made a commitment to take part, but participation in the national tests is voluntary. However, successful Zone applicants must show that they have integrated challenging standards and tests (which may include state and local tests, as well as the national tests) into their strategies for raising student achievement.

How do Zones relate to the Comprehensive School Reform Program? Do Zones have to implement comprehensive school reform programs in their schools?

These two programs are distinct, but complementary, and both are geared to help students reach high academic standards.

The Zones initiative distributes comparatively large grants from the Department of Education to a fairly limited number of competitively selected, high-poverty districts. The purpose of the Zones initiative is to demonstrate that a serious approach to high standards, entailing accountability for students, teachers, and schools, can help raise achievement across an entire district, or at least within a sizable portion of a district.

The Comprehensive School Reform program established during the last session of Congress provides formula funds to states which then distribute the funds competitively to a significant number of districts on behalf of individual schools. The purpose of the Comprehensive School Reform program is to get individual schools to successfully adopt tested reform models, or develop new, effective models based on research.

but make it
empowerment
zones

and don't
just give
it to
the
schools
that
have
both.

I think we should not give preference, but should expect synergy in districts that have both.

Will Zones receive a preference for other Initiatives, such as school construction funding?

NO

How does the Zone initiative relate to the President's other new initiatives?

Education opportunity zones are part of a broader set of initiatives to help strengthen urban and rural schools. President Clinton has proposed a [\$5 billion] national campaign to rebuild crumbling schools, a \$350 million initiative to recruit and prepare teachers for underserved urban and rural areas, and a dramatic commitment to expanding the availability and quality of child care and after-school learning opportunities. These and additional proposals still to be announced will have a powerful impact on improving the prospects of children in some of our poorest communities.

move
up
to
front

need
some
letter

Process Issues

I think Susan & Kevin are
working on something
stronger, right.

When will a bill go to Congress?

What kind of support do you expect to receive in Congress?

We have already heard from several Democratic members who are very interested in this initiative, and we are going to begin reaching out to Republicans as well. Among members who are interested is Ranking Education and the Workforce Committee Democrat Bill Clay of St. Louis, who has submitted urban education renewal legislation which has greatly helped to shape our own proposal. Lawmakers in both parties are keen on finding tough, effective ways to address low achievement in some of our largest cities.

How will the Administration solicit input from outside groups?

The Administration's proposal reflects the year-long input of groups committed to education. In addition, there will be many other opportunities for additional input as the legislation and grant competition are designed.

Last winter and spring the Department hosted five meetings with experts in urban education to discuss urban needs and effective strategies for improving urban education. Many of these groups participated in meetings throughout the year to offer advice on how to address urban issues.

Do you anticipate that all districts cited as examples in your materials will be selected for the program?

No. Each district cited provides some idea of the kinds of policies and activities to be supported under the Zones initiative, but single district -- urban or rural -- best

addresses each of the purposes of the program or will automatically be selected.

Need an IDEA Q & A that
makes clear that flexibility
provisions don't go beyond
current IDEA legislation

EDUCATION OPPORTUNITY ZONES:
STRENGTHENING URBAN AND RURAL SCHOOLS
REVISED DRAFT -- January 23, 1998

I challenge every school district to adopt high standards, to abolish social promotion, to move aggressively to help all students make the grade through tutoring, and summer schools, and to hold schools accountable for results, giving them the tools and the leadership and the parental involvement to do the job.

-- President Bill Clinton, October 28, 1997

HELPING STUDENTS IN HIGH POVERTY COMMUNITIES REACH HIGH STANDARDS. President Clinton's Education Opportunity Zones initiative will help strengthen public schools and help students master the basic and advanced academic skills where the need is the greatest: in high poverty urban and rural communities where concentrated poverty, low expectations, too many poorly prepared teachers, and overwhelmed school systems create significant barriers to high achievement. The Education Department will select approximately fifty high poverty urban and rural communities with: (1) a demonstrated commitment to use high standards and tests of student achievement as tools to identify and provide help to students, teachers and schools who need it; (2) programs to end ~~social promotion~~ and turn around failing schools; and (3) evidence of improved student achievement. Added investments in these communities will accelerate their progress and provide models of successful, standards-based reform for the nation. The President's initiative would invest \$200 million in FY99, and \$1.5 billion over 5 years, in raising achievement and sharing lessons learned with school districts around the country.

quality
teachers,
challenging
curriculum,
extended
learning time,
accountability,
extra help

to extend learning time, support quality families, and districts

A CLEAR FOCUS ON HIGH STANDARDS AND ACCOUNTABILITY FOR RESULTS. To be selected as Education Opportunity Zones, school districts will have to demonstrate how they will address some key aspects of effective local reform efforts: ■ holding schools accountable for helping students reach high academic standards, including rewarding schools that succeed and intervening in schools that fail to make progress; ■ holding teachers and principals accountable for quality, including rewarding outstanding teachers, and fairly and quickly removing ineffective teachers; ■ ~~ending social promotions and~~ requiring students to meet academic standards at key transition points in their academic careers; and ■ providing students and parents with school report cards and expanded choice within public education.

EXTRA RESOURCES TO IMPROVE TEACHING, LEARNING, AND LEADERSHIP. School districts will use Education Opportunity Zone funds for key activities such as: ■ providing extra help to students who need it to meet challenging standards, through after-school, Saturday, and/or summer school programs; ■ providing bonuses to schools that make significant gains in student achievement; ■ turning around failing schools by implementing proven reform models, or closing them down and reconstituting them or reopening them as charter schools; ■ building stronger partnerships between schools and parents, businesses, and communities; ■ implementing sound management practices and accountability systems; ■ providing intensive professional development to teachers and principals; ■ helping outstanding teachers earn master teacher certification from the National Board for Professional Teacher Standards and giving them bonuses when they do; and ■ implementing programs to identify low performing teachers, assist them to improve, and remove them if they fail to do so.

ensure that schools don't fall behind by providing extra resources

perf. partnership + disaggregated
3/5 year pt.

COMPETITIVE GRANTS TO SUPPORT PROMISING MODELS. Districts will be selected as Education Opportunity Zones under a competitive, peer-review process. A mix of large and smaller urban areas will be selected to participate, as well as rural school districts and consortia. Each urban Education Opportunity Zone ^{of} will receive a 3-year grant worth up to \$10-25 million per year (depending upon size and proposed activities), and each rural Zone could receive from \$250,000 to \$3 million (for consortia). Zones will be selected in two rounds, the first in FY 1999, and the second in FY 2001. Successful applicants will have broad-based partnerships to support their reforms -- including parents, teachers, local government, business and civic groups, institutions of higher education and other key stakeholders. Successful applications will show how the district will use all available resources -- federal, state, and local, as well as any business or foundation funds -- to carry out its reform strategy and maintain it once these federal funds are no longer available. ~~English districts often have substantial numbers of disabled and limited English proficient children, and successful applications will address how these children will be assisted to meet high standards.~~

REWARDS FOR DEMONSTRATED STUDENT ACHIEVEMENT GAINS. Each Education Opportunity Zone will agree to a rigorous performance partnership with the Secretary of Education, agreeing to set specific, ambitious, benchmarks in student achievement, dropout rates and other indicators of success. Districts may receive further support in years 4 and 5 only if they have demonstrated success in reaching the agreed benchmarks.

GREATER FLEXIBILITY IN USING OTHER FEDERAL RESOURCES. All schools in an Education Opportunity Zone school district -- regardless of poverty level -- will become eligible to combine all their federal education funds, together with state and local funds, in schoolwide programs to raise student achievement. Requirements pertaining to school accountability, as well as special education, health, safety, and civil rights, will continue to be met.

IDEA? ~~to~~ schoolwide flexibility in use of federal education funds

ASSISTANCE TO HELP DISTRICTS FIND AND SHARE WHAT WORKS. The Department of Education will offer technical assistance, use technology to help districts consult with each other, and disseminate lessons learned to urban and rural communities across the U.S. In addition, a national evaluation of the Zones will be conducted, with the results helping to inform the next reauthorization of the Elementary and Secondary Education Act.

BOLD ACTION TO HELP CHILDREN IN OUR CITIES AND RURAL AREAS. Education Opportunity Zones are part of a broader set of initiatives to help strengthen urban and rural schools. President Clinton has proposed a national campaign to rebuild crumbling schools, a \$350 million initiative to recruit and prepare teachers for underserved urban and rural areas, and a dramatic commitment to expanding the availability and quality of child care and after-school learning opportunities. These and additional proposals still to be announced will have a powerful impact on improving the prospects of children in some of our poorest communities.

UNITED STATES DEPARTMENT OF EDUCATION

Office of Elementary and Secondary Education

600 Independence Avenue, S.W. - Portals

Washington, D.C. 20202-6100

Telephone: 202-401-0113 Fax: 202-205-0303

FAX TRANSMITTAL

Date: 1/23Number of Pages, Including Cover Sheet: 10Telephone Number of Receiving Fax Machine: 456 - 7028

ADDRESSEE:

Organization: _____

Telephone #: _____

FROM:

Catherine JovicichOrganization: OESETelephone #: 202-260-2012

MESSAGE:

This is starting to look good to me.
I took a crack at deleting examples.
My distribution is on the last page.
-Catherine

**EDUCATION OPPORTUNITY ZONES:
STRENGTHENING URBAN AND RURAL SCHOOLS
REVISED DRAFT – January 23, 1998**

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do they have to have all this in place?

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REWARDS FOR DEMONSTRATED STUDENT ACHIEVEMENT GAINS. Each Education Opportunity Zone will agree to a rigorous performance partnership with the Secretary of Education, agreeing to set specific, ambitious, benchmarks in student achievement, dropout rates and other indicators of success. Districts may receive further support in years 4 and 5 only if they have demonstrated success in reaching the agreed benchmarks.

GREATER FLEXIBILITY IN USING OTHER FEDERAL RESOURCES. All schools in an Education Opportunity Zone school district -- regardless of poverty level -- will become eligible to combine all their federal education funds, together with state and local funds, in schoolwide programs to raise student achievement. Requirements pertaining to school accountability, as well as special education, health, safety, and civil rights, will continue to be met.

ASSISTANCE TO HELP DISTRICTS FIND AND SHARE WHAT WORKS. The Department of Education will offer technical assistance, use technology to help districts consult with each other, and disseminate lessons learned to urban and rural communities across the U.S. In addition, a national evaluation of the Zones will be conducted, with the results helping to inform the next reauthorization of the Elementary and Secondary Education Act.

BOLD ACTION TO HELP CHILDREN IN OUR CITIES AND RURAL AREAS. Education opportunity zones are part of a broader set of initiatives to help strengthen urban and rural schools. President Clinton has proposed a national campaign to rebuild crumbling schools, a \$350 million initiative to recruit and prepare teachers for underserved urban and rural areas, and a dramatic commitment to expanding the availability and quality of child care and after-school learning opportunities. These and additional proposals still to be announced will have a powerful impact on improving the prospects of children in some of our poorest communities.

**CHALLENGE GRANTS FOR URBAN AND RURAL EDUCATION
OPPORTUNITY ZONES -- EXAMPLES OF ACTIVITIES THAT COULD
BE SUPPORTED UNDER THE PROPOSAL
REVISED DRAFT -- January 23, 1998**

Student Assistance and Accountability:

- In **Chicago**, many students participate in the district's Lighthouse after-school program, which features intense reading/math instruction, social ^{and} other enrichment activities, and a meal. Students in the district who perform below minimum standards at key transition grades (3, 6, 8 and 9) are required to participate in a seven-week "SummerBridge" program and pass a test before moving on to the next grade. Over 45,000 students were served in the SummerBridge program in 1997, and over 144,000 students participated in some form of summer activity.
- This summer **Denver** served approximately 2,400 students in grades 3, 5, and 8 who were required to attend summer school to address subpar reading scores.
- The **Long Beach** school district required 1,600 third graders who had not attained reading proficiency by the end of the year to attend five-week tutorial sessions.
- In **Cincinnati**, student promotion is now based on specific standards that define what students must know and be able to do. The standards are designed to prepare students to pass the state's ninth-grade proficiency test.
- As part of the superintendent's focus on reading, the **Houston** school district is hiring 150 reading coaches. The coaches, mainly college students, tutor about 1,000 children on a one-to-one basis at a cost of \$10 an hour. The program will use an intensive approach designed by the University of Texas at Dallas; the university is training the tutors.
- In the **Halifax County**, North Carolina School District, Saturday and after-school tutoring sessions are common. High school honor students are paid by the district to tutor younger students in reading one-and-a-half hours per day and the district hires retired teachers to work with struggling students.
- The **Zuni Pueblo Public School District**, in New Mexico, operates a community service learning program for middle and high school students focusing on the Zuni Pueblo. The program includes work preparedness and placements, and students are provided with the ongoing support of counselors and mentors.
- A before- and after-school tutoring program offered by the **Fentress County** school system in Jamestown, Tennessee provides approximately 300 students with long- or short-term assistance to address their instructional needs. The program is offered in all grades; mathematics and language arts are priorities for high school students.

- The Alsea School District in Oregon's timber country engages students by drawing examples from the lumber industry and working with the community. Business students set up their own enterprises and must turn a profit to earn an A; they also staff a career center for displaced workers. All seniors complete a senior project with a research topic of their choice, a 15-hour mentorship and a presentation to the school's faculty.
- After determining that half of its middle grade students were reading below grade level, staff in the Wilkes County schools in Washington, Georgia made intensive reading instruction a priority. The district has worked to upgrade professional development in reading instruction and reduce class size, providing teachers with more opportunities to work with individual students.
- In the Rogers and Holland school districts in Texas, students and teachers identify a project that utilizes technology as a primary research tool. Teachers create teams of 2 to 4 students, a mentor teacher-- and an expert who is linked via technology. The approach connects students to information sources beyond the rural communities and gets them actively engaged in learning.

Staff Effectiveness and Accountability:

- Charlotte-Mecklenburg's Benchmark Goals program gives cash awards of \$750 to \$1,000 to teachers in schools whose students meet a range of goals that reflect improvements from previous performance. The goals are structured so that schools have an incentive to raise the achievement of their lowest performing students. The program also focuses on goals for African American students, who historically have been under-achievers in the Charlotte school system, *ensuring* that schools work to close the achievement gap between African American and white students. ✓
- In Cincinnati, school district administrators' pay raises are now linked to job performance, with automatic cost-of-living adjustments and salary rates being replaced by new criteria, including performance on several measures such as student test scores and graduation rates. The district is also preparing a system for providing financial rewards to schools based on student achievement, to take effect in 1998-99. *thus ensuring*
- In St. Paul, the school district is collaborating with the teachers' union and the University of Minnesota on Project 20/20 to support teachers through the National Board for Professional Teaching Standards (NBPTS) certification process. The district pays the application fees and the university and other partners develop and conduct professional support programs for the candidates.
- States like North Carolina and Kentucky, and school districts like Los Angeles, are providing significant salary increases to reward National Board Certified Master Teachers.

- Peer review and assistance programs help beginning teachers learn to teach and help veterans who are having difficulty improve their teaching or leave the classroom without union grievances or delays. In Cincinnati, for example, low-performing teachers can be assigned to an intervention program where they gain assistance from colleagues and administrators, and if unable to improve, are counseled out of the profession or removed. In Cincinnati, as well as Toledo, while most teachers improve their performance, roughly one-third of the teachers referred to intervention have left teaching by the end of the year, through resignation, retirement or dismissal. Columbus and Seattle also have aggressive peer review programs.
- In Rochester, expert, experienced teachers can be selected through a rigorous evaluation process as "lead teachers" and given significant salary stipends to become involved with peer counseling, or to take on other reform-related priorities such as consulting with new teachers, accepting positions in "intervention" schools, and developing curricula.
- New York City's Community District 2 places an unusually strong emphasis on providing ongoing opportunities for teachers to build skills and learn from one another. For example, the district enables visiting teachers to observe and practice with a highly accomplished teacher for three weeks while their classrooms are taught by another experienced teacher. District 2 registered the second highest standardized test scores in math and reading in the city.
- In 1996, Memphis opened its new Teaching and Learning Academy, which coordinates professional development opportunities for all teachers in the district. The Academy offers workshops in all major areas of school reform including leadership, core content, performance assessment, and uses of technology.
- Students in the Penasco Independent Schools in New Mexico benefit from a districtwide plan for student success that sets standards for all district staff. The plan specifies what administrators, teachers, and support staff must do to reach the district's targeted goals in a number of areas, including academic performance, attendance, and parent involvement. The plan also includes benchmarks to help staff assess their progress toward the goals. Student performance on the New Mexico High School Competency Exam and on the portfolio writing assessment have increased over the last three years.
- Staff in the White Cloud Public Schools in Michigan, along with five other districts, use a curriculum management system that provides staff with tools for measuring individual and classroom level progress on specific curriculum objectives, and identifies areas in which professional development is needed. Parents receive reports on their children's progress toward curriculum objectives.
- Teachers in the one-school Baker County, Oregon district place a strong emphasis on connecting curricula and teaching strategies with state standards and benchmarks,

developing student portfolios and analyzing student performance. To address low math scores, for example, primary grade teachers increased daily math instruction time. The district's teachers take responsibility for preparing their students for skills that will be required in the next grade.

School Improvement and Accountability:

- The San Francisco Unified School District places low-performing schools on a one-year probationary period, during which they are expected to improve student performance. If there is no improvement, the school is reconstituted. All staff must reapply for jobs at their school, and the Board hires a new principal, who in turn hires a new teaching staff and support staff. The new team must then put together an improvement plan to raise student achievement. Since the 1993-94 school year, ten schools have been reconstituted.
- The Charlotte-Mecklenburg school system distributes to parents easy-to-read student learning goals at the beginning of the school year. The district then follows up with school report cards on student attendance and performance that are distributed to parents and every household in the district, and are published in the newspaper, in part to help inform parents' decisions about the district's magnet schools.
- In Chicago, schools are placed on probation due to continuously low student achievement. These schools will be targeted for aggressive intervention strategies by the district, such as providing intensive help and training from expert teams of educators, or, where necessary, replacing ineffective principals and teachers. In the event of persistent failure, the district may shut down and reorganize the schools. Seven high schools were reconstituted between the 1996-97 and 1997-98 school years.

Chicago also recognizes a number of exemplary schools, providing financial rewards of \$5,000 and \$10,000 to the winners to become professional development centers for other schools. Seventeen schools were awarded exemplary status in the first year.

- As part of Kentucky's school accountability program under the Kentucky Education Reform Act, schools that do not reach academic and non-academic (attendance, retention, dropout, transition to the next level of schools or the job market) accountability targets must develop their own school improvement plan. If a school fails to improve over the next two years, the state assigns a distinguished educator to provide support and advice to the school. If the school's performance continues to decline, the state can assume control. Although the state has yet to take over a school, 88 schools were recently identified as being in decline and nine have been placed in the "crisis" category. The state also rewards schools that have demonstrated substantial progress by distributing \$27 million to 502 schools in 1997.

- Late last summer, Cleveland reconstituted two elementary schools that had failed to meet

↓ this has not really been a "model" effort. Only gave school a month to reconstitute.

district-mandated school performance indicators and where there had been significant internal strife among staff members. The district reassigned the schools' principals and asked all teaching staff to reapply for their positions. As a result, about two-thirds of teachers at the reconstituted schools are new to the buildings this year. And earlier this year **Denver**, working closely with the teacher's union there, reconstituted two elementary schools, replacing nearly the entire staff at each.

- **New York City** also has a union-district negotiated process for "redesigning" schools identified by the state as failing. Such schools can replace approximately half the incumbent teaching faculty.
- **In Memphis**, since 1995, about half of all schools have adopted a "break-the-mold" reform model, including several of the models developed by the New American Schools Development Corporation.
- **McCreary County**, Kentucky has taken advantage of the fact that one of its schools was designated as in need of assistance from one of Kentucky's Distinguished Educators. The Distinguished Educator introduced the school to a variety of effective instructional strategies, which the county then disseminated to other schools in the district. Teachers have been working to align the county's curriculum with the state's standards. Schools develop their own improvement plans based on student achievement data, and use the plans to determine teachers' professional development needs. McCreary County has met its 1998 state accountability target a year early.
- The **Los Fresnos Independent School District** supplements the Texas Assessment of Academic Skills (TAAS) with local assessments -- administered three times each year -- to provide teachers with data for monitoring students' progress, and to modify timelines and instructional practices. Students who consistently perform below expectations on the assessments are tutored after school by certified teachers, who receive Title I-funded stipends. In 1997, 84 percent of students tested passed all portions of the TAAS -- an increase from 77 percent in 1996.
- Educators in the **Campbell County** school system in Jacksonboro, Tennessee rely on data from the state's assessment for accountability as well as school improvement. High-scoring schools share curriculum and instructional techniques with lower-scoring schools. The district also provides professional development to address instructional and content weaknesses. In math, the district -- together with the University of Tennessee -- provided teachers of low-scoring students with three years of professional development in math instruction, and a summer math program assists eighth graders with low scores on the state proficiency test.

Public School Choice:

- In Boston, all parents choose their child's public school, and have a wide array of options ranging from neighborhood schools, magnet schools, and pilot and public charter schools which operate under performance contracts that provide them with greater autonomy and accountability for results.
- The Houston Independent School District recently instituted an open choice program. Parents may send their children to any of the district's 258 schools provided the school is enrolled at 95 percent of capacity or below. The district is currently analyzing available space and plans to publish the information in the near future; parents will apply to the district transfer office to change schools. In addition to this choice program, the district has launched an aggressive effort to support in-district charter schools.
- Cambridge, Massachusetts allows every family to choose a public school for their child. The school district provides information on every school and has created parent centers to help parents learn about and choose a public school for their child. More than 90% of parents get their first choice of kindergarten for their child, and most get one of their top picks at all grade levels.
- The San Diego school district has helped parents, teachers, and principals create more than a dozen public charter schools that stay open only as long as they do a good job. These are all schools of choice, publicly accountable and open to students from around the school district.
- In August 1997, Denver opened its first charter school as the Pioneer Charter School (PCS). PCS is a joint effort of the school district and the University of Denver (DU), enrolling 320 students from throughout Denver in grades Pre-K-5, with priority given to students residing in specific economically depressed communities. The school is to serve as an incubator for practices to support high achievement for urban students. The school features a personalized instruction plan for each student; a year-round calendar (an additional 20 days each year and 45-day instructional periods with 15-day intersession breaks); an extended day that begins at 7:30 AM and ends at 6 PM; and access to basic health care, community and social and education services for students and their families.
- The Zuni Pueblo Public School District has public school choice, enabling families to choose among local schools, BIA and boarding schools. Families are well connected with the schools, for example, school conferences draw 100 percent participation from parents.

→ where is this? NM? AZ?

<u>Intervention</u>	<u>East</u>	<u>South</u>	<u>Midwest</u>	<u>Southwest</u>	<u>West</u>
Student Assistance		<u>Fentress, TN</u> <u>Wilkes, GA</u>	Chicago Cincinnati	Long Beach <u>Rogers, TX</u>	Denver
Staff Effectiveness	Rochester, NY NYC	Charlotte-Mecklen. <u>North Carolina</u> <u>Kentucky</u>	Cincinnati St. Paul, MN Toledo, Columbus	<u>Penasco, NM</u>	Los Angeles Seattle
School Accountability	NYC	Kentucky <u>McCreary, KY</u>	Chicago	<u>Los Fresnos, TX</u>	San Francisco
School Choice	Boston Cambridge, MA			Houston <u>Zuni, NM?</u>	San Diego Denver

— = rural

Office of the Under Secretary, Budget Service
Special Education, Rehabilitation and Research Analysis Division
Fax Number: (202) 401-0220 & Phone Number: (202) 401-3939

To: Bill Kencaid

Fax: 456-5581

Phone: 456-2857

From: Cichowski, Carol
Betka, Sue
Collins, Laurie
Frane, Greg

Gregory, Wava
Onstott, Matt
Snyderman, Mark
Spitz, Deborah

Pages: 3, including this cover sheet

Comments:

These are suggested edits
relating to disability.

Please call me to discuss.

Thanks.

(I understand that you
may be shortening this piece)

EDUCATION OPPORTUNITY ZONES:

Strengthening Urban and Rural Public Schools by Raising Standards,
Expanding Choice, and Strengthening Accountability

REVISED DRAFT -- January 19, 1998

I challenge every school district to adopt high standards, to abolish social promotion, to move aggressively to help all students make the grade through tutoring, and summer schools, and to hold schools accountable for results, giving them the tools and the leadership and the parental involvement to do the job.

— President Bill Clinton

ACCELERATING PROGRESS IN HIGH POVERTY URBAN AND RURAL SCHOOL

DISTRICTS. Test scores show that more than half the students in our nation's city schools are failing to master the basics in reading, math, and science — the building blocks of all the skills they will need to succeed in the 21st Century. However, in a number of urban areas across the country, school districts are beginning to make progress in helping students reach high standards. In Chicago, Philadelphia, San Francisco, Boston, and other districts with strong leadership, challenging academic standards, a clear emphasis on getting kids the help they need, and a strong focus on results, urban districts are beginning to show progress in increasing student achievement. Schools in our nation's poor, rural areas often face many of the same challenges, and are adopting similar strategies for improvement.

President Clinton has proposed to accelerate and expand progress in high-poverty, low-achieving urban and rural school districts, and highlight models of success, by declaring approximately 50 school districts as Education Opportunity Zones. In order to be chosen, a school district will have to demonstrate broad community support, as well as a track record of improving academic achievement (districtwide, or in schools specifically targeted for intervention), or, at a minimum, policies reflecting a strong commitment to holding schools, principals and teachers, and students accountable for academic performance with school districts nationally. The President's initiative would invest approximately \$200 million in FY 99, and \$1.5 billion over five years, in raising achievement and sharing lessons learned with school districts nationally.

A SHARP FOCUS ON ACCOUNTABILITY FOR RESULTS. Education Opportunity Zones will demonstrate how a serious approach to high standards benefits all students. Therefore, under this initiative, funds will be targeted from the outset to school systems with significant poverty and low test scores that can show that they already begun to raise student achievement, or can show that they have begun to put into place credible and effective improvement policies. Moreover, districts that succeed in raising achievement over the first three years of the grant will qualify for continued funding into the fourth and fifth years.

GETTING SERIOUS ABOUT HIGH STANDARDS. To be selected as Education Opportunity Zones, school districts will have to demonstrate how they will address some key aspects of effective local reform efforts: → holding schools accountable for helping students reach high academic standards, including rewarding schools that succeed and intervening in schools that fail to make progress; → holding teachers and principals accountable for quality, including rewarding outstanding teachers, and fairly and quickly removing ineffective teachers; → requiring students to meet academic standards at key transition points in their academic careers; → and providing

add here: ↑ training teachers on how to intervene early and effectively with children who are having difficulty with reading or who are having behavior problems.

of all students, including students with disabilities and students with limited English proficiency

students and parents with expanded choice within public education.

and providing coordinated services across public agencies

Safely
Coastal Service

EXTRA RESOURCES TO IMPROVE TEACHING AND LEARNING. School districts will use Education Opportunity Zone funds for key activities such as: → providing extra help to students who need it to meet challenging standards, through after-school, Saturday, and/or summer school programs; → providing bonuses to schools that make significant gains in student achievement; → turning around failing schools by implementing proven reform models, or closing them down and reconstituting them or reopening them as charter schools; → building stronger partnerships between schools and parents, businesses, and communities; → providing intensive professional development to teachers and principals; → helping outstanding teachers earn master teacher certification from the National Board for Professional Teacher Standards and giving them bonuses when they do; → and implementing programs to identify low performing teachers, assist them to improve, and remove them if they fail to do so.

COMPETITIVE GRANTS TO SUPPORT PROMISING MODELS. Districts or consortia (including districts serving Native American students) will be selected as Education Opportunity Zones under a competitive, peer-review process. Each urban Education Opportunity Zone will receive a 3-year grant worth up to \$10-25 million per year (depending upon size and proposed activities), and each rural Zone could receive from \$250,000 to \$3 million (for consortia). Zones will be selected in two rounds, the first in FY 1999, and the second in FY 2001. Successful applicants will demonstrate the support of all key stakeholders -- including parents, teachers, and show how the district will use all available resources -- federal, state, and local, as well as any business or foundation funds -- in order to carry out its reform strategy, and how it intends to maintain the reform effort once federal funds are no longer available.

REWARDS FOR DEMONSTRATED STUDENT ACHIEVEMENT GAINS. Each Education Opportunity Zone would agree to a rigorous performance partnership with the Secretary of Education, agreeing to specific, ambitious, disaggregated benchmarks in student achievement, dropout rates and other indicators of success. Districts may receive further support in years 4 and 5 only if they have demonstrated success in reaching the agreed benchmarks.

FLEXIBILITY IN USE OF OTHER RESOURCES. Education Opportunity Zones will be given the authority to combine all district-level federal education funds (other than special education funds) to carry out activities that support the district's plan to raise achievement for all students in the district. In addition, Education Opportunity Zones will be given the option of making all schools in the district -- regardless of poverty level -- eligible for schoolwide flexibility in the use of federal education funds. Requirements pertaining to school accountability, as well as special education, health, safety, and civil rights, will continue to be met.

ASSISTANCE TO HELP DISTRICTS FIND AND SHARE WHAT WORKS. In order to help Education Opportunity Zones maximize the impact of all their federal, state and local resources, and assist many other districts to learn from their efforts, the Department of Education will offer technical assistance, use technology to help districts consult with each other, and disseminate lessons learned to urban and rural communities across the U.S. In addition, a national evaluation of the Zones will be conducted, with the results helping to inform the next reauthorization of the Elementary and Secondary Education Act. Education Opportunity Zones may also request technical assistance and support (such as tutors and mentors) from other federal agencies.

EDUCATION OPPORTUNITY ZONES: STRENGTHENING URBAN AND RURAL SCHOOLS

REVISED DRAFT -- January 23, 1998

① add POTUS social promotions quote in small font

HELPING STUDENTS IN HIGH POVERTY COMMUNITIES REACH HIGH STANDARDS:

President Clinton's Education Opportunity Zones initiative will help strengthen public schools and help students master the basic and advanced academic skills where the need is the greatest: in high poverty urban and rural communities where concentrated poverty, low expectations, too many poorly prepared teachers, and overwhelmed school systems create significant barriers to high achievement. The Education Department will select fifty high poverty urban and rural communities with: (1) a demonstrated commitment to use high standards and tests of student achievement as tools to identify and provide help to students, teachers and schools who need it; (2) programs to end social promotion and turn around failing schools; and (3) evidence of improved student achievement. Added investments in these communities will accelerate their progress and provide models of successful, standards-based reform for the nation. The President's initiative would invest \$200 million in FY99, and \$1.5 billion over 5 years, in raising achievement and sharing lessons learned with school districts around the country.

A CLEAR FOCUS ON HIGH STANDARDS AND ACCOUNTABILITY FOR RESULTS.

To be selected as Education Opportunity Zones, school districts will have to demonstrate how they will address some key aspects of effective local reform efforts: → holding schools accountable for helping students reach high academic standards, including rewarding schools that succeed and intervening in schools that fail to make progress; → holding teachers and principals accountable for quality, including rewarding outstanding teachers, and fairly and quickly removing ineffective teachers; → ending social promotions and requiring students to meet academic standards at key transition points in their academic careers; → and providing students and parents with school report cards and expanded choice within public education.

EXTRA RESOURCES TO IMPROVE TEACHING, LEARNING, AND LEADERSHIP.

School districts will use Education Opportunity Zone funds for key activities such as: → providing extra help to students who need it to meet challenging standards, through after-school, Saturday, and/or summer school programs; → providing bonuses to schools that make significant gains in student achievement; → turning around failing schools by implementing proven reform models, or closing them down and reconstituting them or reopening them as charter schools; → building stronger partnerships between schools and parents, businesses, and communities; → implementing sound management practices and accountability systems; → providing intensive professional development to teachers and principals; → helping outstanding teachers earn master teacher certification from the National Board for Professional Teacher Standards and giving them bonuses when they do; → and implementing programs to identify low performing teachers, assist them to improve, and remove them if they fail to do so.

COMPETITIVE GRANTS TO SUPPORT PROMISING MODELS.

Districts or consortia ~~(including districts serving Native American students)~~ will be selected as Education Opportunity Zones under a competitive, peer-review process. Each urban Education Opportunity Zone will

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receive a 3-year grant worth up to \$10-25 million per year (depending upon size and proposed activities), and each rural Zone could receive from \$250,000 to \$3 million (for consortia). Zones will be selected in two rounds, the first in FY 1999, and the second in FY 2001. Successful applicants will have broad-based partnerships to support their reforms -- including parents, teachers, local government, business and civic groups, institutions of higher education and other key stakeholders. Successful applications will show how the district will use all available resources -- federal, state, and local, as well as any business or foundation funds -- to carry out its reform strategy and how it maintain it once these federal funds are no longer available.

REWARDS FOR DEMONSTRATED STUDENT ACHIEVEMENT GAINS. Each Education Opportunity Zone will agree to a rigorous performance partnership with the Secretary of Education, agreeing to set specific, ambitious, benchmarks in student achievement, dropout rates and other indicators of success. Districts may receive further support in years 4 and 5 only if they have demonstrated success in reaching the agreed benchmarks.

GREATER FLEXIBILITY IN USING OTHER FEDERAL RESOURCES. All schools in an Education Opportunity Zone school district -- regardless of poverty level -- will become eligible to combine all their federal education funds, together with state and local funds, in schoolwide programs to raise student achievement. Requirements pertaining to school accountability, as well as special education, health, safety, and civil rights, will continue to be met.

ASSISTANCE TO HELP DISTRICTS FIND AND SHARE WHAT WORKS. The Department of Education will offer technical assistance, use technology to help districts consult with each other, and disseminate lessons learned to urban and rural communities across the U.S. In addition, a national evaluation of the Zones will be conducted, with the results helping to inform the next reauthorization of the Elementary and Secondary Education Act.

EDUCATION OPPORTUNITY ZONES ARE PART OF A BROADER SET OF INITIATIVES TO HELP STRENGTHEN URBAN AND RURAL SCHOOLS. President Clinton has proposed a ~~[\$5 billion]~~ national campaign to rebuild crumbling schools, a \$350 million initiative to recruit and prepare teachers for underserved urban and rural areas, and a dramatic commitment to expanding the availability and quality of child care and after-school learning opportunities. These and additional proposals still to be announced will have a powerful impact on improving the prospects of children in some of our poorest communities.

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EDUCATION OPPORTUNITY ZONES:

Strengthening Urban and Rural Public Schools by Raising Standards,
Expanding Choice, and Strengthening Accountability
REVISED DRAFT -- January 19, 1998

Helping All kids
Reach
High Standards

Need to help all kids
reach high standards
But schools are not kids
Must help schools
I wish there were

challenge every school district to adopt high standards, to abolish social promotion, to move aggressively to help all students make the grade through tutoring, and summer schools, and to hold schools accountable for results, giving them the tools and the leadership and the parental involvement to do the job.

Memorandum to NAF President Bill Clinton
about education

President Clinton
has charged
J. Edgar Hoover

ACCELERATING PROGRESS IN HIGH POVERTY URBAN AND RURAL SCHOOL DISTRICTS.

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School
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[Leadership]
Ship "P" ?

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REWARDS FOR DEMONSTRATED STUDENT ACHIEVEMENT GAINS. Each Education Opportunity Zone would agree to a rigorous performance partnership with the Secretary of Education, agreeing to specific, ambitious, disaggregated benchmarks in student achievement, dropout rates and other indicators of success. Districts may receive further support in years 4 and 5 only if they have demonstrated success in reaching the agreed benchmarks.

FLEXIBILITY IN USE OF OTHER RESOURCES. Education Opportunity Zones will be given the authority to combine all district-level federal education funds (other than special education funds) to carry out activities that support the district's plan to raise achievement for all students in the district. In addition, Education Opportunity Zones will be given the option of making all schools in the district -- regardless of poverty level -- eligible for schoolwide flexibility in the use of federal education funds. Requirements pertaining to school accountability, as well as special education, health, safety, and civil rights, will continue to be met.

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Added section - part of a large package -
School ConsA Title V Classsize, many
package to reauthorize

**CHALLENGE GRANTS FOR URBAN AND RURAL EDUCATION
OPPORTUNITY ZONES -- *EXAMPLES OF ACTIVITIES THAT COULD
BE SUPPORTED UNDER THE PROPOSAL***

Student Assistance and Accountability:

- In **Chicago**, many students participate in the district's Lighthouse after-school program, which features intense reading/math instruction, social other enrichment activities, and a meal. Students in the district who perform below minimum standards at key transition grades (3, 6, 8 and 9) are required to participate in a seven-week "SummerBridge" program and pass a test before moving on to the next grade. Over 45,000 students were served in the SummerBridge program in 1997, and over 144,000 students participated in some form of summer activity.
- This summer **Denver** served approximately 2,400 students in grades 3, 5, and 8 who were required to attend summer school to address subpar reading scores.
- The **Long Beach** school district required 1,600 third graders who had not attained reading proficiency by the end of the year to attend five-week tutorial sessions.
- In **Cincinnati**, student promotion is now based on specific standards that define what students must know and be able to do. The standards are designed to prepare students to pass the state's ninth-grade proficiency test.
- As part of the superintendent's focus on reading, the **Houston** school district is hiring 150 reading coaches. The coaches, mainly college students tutor about 1,000 children on a one-to-one basis at a cost of \$10 an hour. The program will use an intensive approach designed by the University of Texas at Dallas; the university is training the tutors.
- In the **Halifax County**, North Carolina School District, Saturday and after-school tutoring sessions are common. High school honor students are paid by the district to tutor younger students in reading one-and-a-half hours per day and the district hires retired teachers to work with struggling students.
- The **Zuni** Public School District, in New Mexico, operates a community service learning program for middle and high school students focusing on the Zuni Pueblo. The program includes work preparedness and placements, and students are provided with the ongoing support of counselors and mentors.
- The **Alsea** School District in Oregon's timber country engages students by drawing examples from the lumber industry and working with the community. Business students set up their own enterprises and must turn a profit to earn an A; they also staff a career center for displaced workers. All seniors complete a senior project with a research topic of their choice, a 15-hour mentorship and a presentation to the school's faculty.
- In the **Rogers** and **Holland** school districts in Texas, students and teachers identify a

project that utilizes technology as a primary research tool. Teachers create teams of 2 to 4 students, a mentor teacher-- and an expert who is linked via technology. The approach connects students to information sources beyond the rural communities and gets them actively engaged in learning.

Staff Effectiveness and Accountability:

- **Charlotte-Mecklenburg's** Benchmark Goals program gives cash awards of \$750 to \$1,000 to teachers in schools whose students meet a range of goals that reflect improvements from previous performance. The goals are structured so that schools have an incentive to raise the achievement of their lowest performing students. The program also focuses on goals for African American students, who historically have been under-achievers in the Charlotte school system, ensuring that schools work to close the achievement gap between African American and white students.
- In **Cincinnati**, school district administrators' pay raises are now linked to job performance, with automatic cost-of-living adjustments and salary rates being replaced by new criteria, including performance on several measures such as student test scores and graduation rates. The district is also preparing a system for providing financial rewards to schools based on student achievement, to take effect in 1998-99.
- In **St. Paul**, the school district is collaborating with the teachers' union and the University of Minnesota on Project 20/20 to support teachers through the National Board for Professional Teaching Standards (NBPTS) certification process. The district pays the application fees and the university and other partners develop and conduct professional support programs for the candidates.
- States like **North Carolina** and **Kentucky**, and school districts like **Los Angeles**, are providing significant salary increases to reward National Board Certified Master Teachers.
- Peer review and assistance programs help beginning teachers learn to teach and help veterans who are having difficulty improve their teaching or leave the classroom without union grievances or delays. In **Cincinnati**, for example, low-performing teachers can be assigned to an intervention program where they gain assistance from colleagues and administrators, and if unable to improve, are counseled out of the profession or removed. In Cincinnati, as well as **Toledo**, while most teachers improve their performance, roughly one-third of the teachers referred to intervention have left teaching by the end of the year, through resignation, retirement or dismissal. **Columbus** and **Seattle** also have aggressive peer review programs.

In **Rochester**, expert, experienced teachers can be selected through a rigorous evaluation process as "lead teachers" and given significant salary stipends to become involved with peer counseling, or to take on other reform-related priorities such as consulting with new

teachers, accepting positions in “intervention” schools, and developing curricula.

- **New York City’s** Community District 2 places an unusually strong emphasis on providing ongoing opportunities for teachers to build skills and learn from one another. For example, the district enables visiting teachers to observe and practice with a highly accomplished teacher for three weeks while their classrooms are taught by another experienced teacher. District 2 registered the second highest standardized test scores in math and reading in the city.
- In 1996, **Memphis** opened its new Teaching and Learning Academy, which coordinates professional development opportunities for all teachers in the district. The Academy offers workshops in all major areas of school reform including leadership, core content, performance assessment, and uses of technology.
- Students in the **Penasco** Independent Schools in New Mexico benefit from a districtwide plan for student success that sets standards for all district staff. The plan specifies what administrators, teachers, and support staff must do to reach the district’s targeted goals in a number of areas, including academic performance, attendance, and parent involvement. The plan also includes benchmarks to help staff assess their progress toward the goals. Student performance on the New Mexico High School Competency Exam and on the portfolio writing assessment have increased over the last three years.
- Teachers in the rural, one-school **Baker County**, Oregon district place a strong emphasis on connecting curricula and teaching strategies with state standards and benchmarks, developing student portfolios and analyzing student performance. To address low math scores, for example, primary grade teachers increased daily math instruction time. The district’s teachers take responsibility for preparing their students for skills that will be required in the next grade.

School Improvement and Accountability:

- **The San Francisco** Unified School District places low-performing schools on a one-year probationary period, during which they are expected to improve student performance. If there is no improvement, the school is reconstituted. All staff must reapply for jobs at their school, and the Board hires a new principal, who in turn hires a new teaching staff and support staff. The new team must then put together an improvement plan to raise student achievement. Since the 1993-94 school year, ten schools have been reconstituted.
- The **Charlotte-Mecklenburg** school system distributes to parents easy-to-read student learning goals at the beginning of the school year. The district then follows up with school report cards on student attendance and performance that are distributed to parents and every household in the district, and are published in the newspaper, in part to help inform parents' decisions about the district’s magnet schools.
- In **Chicago**, schools are placed on probation due to continuously low student

achievement. These schools will be targeted for aggressive intervention strategies by the district, such as providing intensive help and training from expert teams of educators, or, where necessary, replacing ineffective principals and teachers. In the event of persistent failure, the district may shut down and reorganize the schools. Seven high schools were reconstituted between the 1996-97 and 1997-98 school years.

Chicago also recognizes a number of exemplary schools, providing financial rewards of \$5,000 and \$10,000 to the winners to become professional development centers for other schools. Seventeen schools were awarded exemplary status in the first year.

- As part of **Kentucky's** school accountability program under the Kentucky Education Reform Act, schools that do not reach academic and non-academic (attendance, retention, dropout, transition to the next level of schools or the job market) accountability targets must develop their own school improvement plan. If a school fails to improve over the next two years, the state assigns a distinguished educator to provide support and advice to the school. If the school's performance continues to decline, the state can assume control. Although the state has yet to take over a school, 88 schools were recently identified as being in decline and nine have been placed in the "crisis" category. The state also rewards schools that have demonstrated substantial progress by distributing \$27 million to 502 schools in 1997.
- Late last summer, **Cleveland** reconstituted two elementary schools that had failed to meet district-mandated school performance indicators and where there had been significant internal strife among staff members. The district reassigned the schools' principals and asked all teaching staff to reapply for their positions. As a result, about two-thirds of teachers at the reconstituted schools are new to the buildings this year. And earlier this year **Denver**, working closely with the teacher's union there, reconstituted two elementary schools, replacing nearly the entire staff at each.
- **New York City** also has a union-district negotiated process for "redesigning" schools identified by the state as failing. Such schools can replace approximately half the incumbent teaching faculty.
- In **Memphis**, since 1995, about half of all schools have adopted a "break-the-mold" reform model, including several of the models developed by the New American Schools Development Corporation.
- **McCreary County**, Kentucky has taken advantage of the fact that one of its schools was designated as in need of assistance from one of Kentucky's Distinguished Educators. The Distinguished Educator introduced the school to a variety of effective instructional strategies, which the county then disseminated to other schools in the district. Teachers have been working to align the county's curriculum with the state's standards. Schools develop their own improvement plans based on student achievement data, and use the plans to determine teachers' professional development needs. McCreary County has met its 1998 state accountability target a year early.

- The **Los Fresnos** Independent School District supplements the Texas Assessment of Academic Skills (TAAS) with local assessments -- administered three times each year -- to provide teachers with data for monitoring students' progress, and to modify timelines and instructional practices. Students who consistently perform below expectations on the assessments are tutored after school by certified teachers, who receive Title I-funded stipends. In 1997, 84 percent of students tested passed all portions of the TAAS -- an increase from 77 percent in 1996.

Public School Choice:

- In **Boston**, all parents choose their child's public school, and have a wide array of options ranging from neighborhood schools, magnet schools, and pilot and public charter schools which operate under performance contracts that provide them with greater autonomy and accountability for results.
- The **Houston** Independent School District recently instituted an open choice program. Parents may send their children to any of the district's 258 schools provided the school is enrolled at 95 percent of capacity or below. The district is currently analyzing available space and plans to publish the information in the near future; parents will apply to the district transfer office to change schools. In addition to this choice program, the district has launched an aggressive effort to support in-district charter schools.
- **Cambridge**, Massachusetts allows every family to choose a public school for their child. The school district provides information on every school and has created parent centers to help parents learn about and choose a public school for their child. More than 90% of parents get their first choice of kindergarten for their child, and most get one of their top picks at all grade levels.
- The **San Diego** school district has helped parents, teachers, and principals create more than a dozen public charter schools that stay open only as long as they do a good job. These are all schools of choice, publicly accountable and open to students from around the school district.
- In August 1997, **Denver** opened its first charter school as the Pioneer Charter School (PCS). PCS is a joint effort of the school district and the University of Denver (DU), enrolling 320 students from throughout Denver in grades Pre-K-5, with priority given to students residing in specific economically depressed communities. The school is to serve as an incubator for practices to support high achievement for urban students. The school features a personalized instruction plan for each student; a year-round calendar (an additional 20 days each year and 45-day instructional periods with 15-day intersession breaks); an extended day that begins at 7:30 AM and ends at 6 PM; and access to basic health care, community and social and education services for students and their families.



Mary I. Cassell

01/23/98 03:13:15 PM

Record Type: Record

To: William R. Kincaid/OPD/EOP

cc: Barbara Chow/OMB/EOP, Barry White/OMB/EOP, Wayne Upshaw/OMB/EOP

Subject: Re: Resending Zones Paper 

Barbara, Barry, Wayne and I only have only one comment on the piece.

In general, we urge you to strengthen the message that this initiative does not throw good money after bad. Specifically, there should be a reference to the "track record" requirement in the paragraph on what districts will have to do to receive grants. We suggest the following addition in the first sentence under "A Clear Focus on High Standards and Accountability for Results." After "will have to demonstrate" add "that they are using their existing funds effectively to raise student achievement and show".

Also, in addition to developing attachment with vignettes on successful high poverty urban and rural districts, you might want to do a fact sheet that addresses why urban and rural districts need these funds. It might include, for example, poverty rates, numbers of unqualified teachers, NAEP scores, information on the correlation between high poverty and low achievement, etc.



Thomas_Corwin @ ed.gov
01/23/98 10:58:00 AM

Record Type: Record

To: William R. Kincaid

cc:

Subject: Re[2]: Impact Figures

To build on Jim's response a little more:

Any estimate we come up with will be mainly a work of fiction. I guess the only quasi-methodology I can think of would be:

1. Assume that all students in a district would benefit if the district got a grant.
2. Estimate the average number of students in a major urban district. Actually, the number should be a median, not a mean, because, in a statistical sense, the outliers (NYC, depending on whether it is one or more districts, LA, CHI) will distort the mean so much.

Eyeballing the Digest of Ed Statistics table on the 130 largest districts (p. 103 of the 1997 version) it looks like a district in the middle of that group has about 55,000 students. That 130 biggest is not the same as our target group (it includes suburbans, Hawaii, etc.) but whatever.

Multiply that average by the number of urban grants: $14 \times 55,000 = 770,000$.

Add something for the rurals -- maybe another 5 percent? That would bring us to about 808,000.

To hedge our bets here, make it a range instead of a point estimate -- i.e. 750,000-850,000 or 700,000-900,00 -- whatever people are comfortable with.

There's 10 seconds worth of statistical analysis. I'm uncomfortable with putting it in briefing papers that will go all over the planet. Maybe others can refine on this or do better before the day's end.

Tom

Reply Separator

Subject: Re: Impact Figures

Author: James Butler at WDCT02

Date: 1/23/98 10:22 AM

Bill,

I spoke to Tom about doing an estimate of the number of students affected by the Zones initiative, and we are both quite uneasy about doing such an estimate. Given the wide variation in size among districts eligible for the grants, from N.Y.C. and L.A. to the small rural, it seems as if it would be impossible to have any confidence in such an estimate.

Let me know if you can talk people out of such an estimate. If you need to call me, my number is 401-0311.

Thanks,
Jim

Reply Separator

Subject: Impact Figures
Author: William_R._Kincaid@oa.eop.gov at Internet
Date: 1/23/98 8:07 AM

Message Creation Date was at 23-JAN-1998 08:07:00

Jim--

Early Monday morning DPC has been asked to submit a paragraph on the Zones for a larger document on the new initiatives in State of the Union. We have been asked to include in that paragraph an estimate of the number of people affected by the new initiative. Based on the numbers of urban and rural zones (including some consortia) that I gave you yesterday, would it be possible for you to make some reasonable assumptions and come up with an estimated number of students in the districts who will be assisted by the Zones initiative? If you could do that by the end of the day today, I would greatly appreciate it.

Thanks

-- Bill

→ TRY TO FIT
ON 2 PAGES

EDUCATION OPPORTUNITY ZONES: STRENGTHENING URBAN AND RURAL SCHOOLS

~~REVISED DRAFT January 25, 1998~~

I challenge every school district to adopt high standards, to abolish social promotion, to move aggressively to help all students make the grade through tutoring, and summer schools, and to hold schools accountable for results, giving them the tools and the leadership and the parental involvement to do the job.

— President Bill Clinton, October 28, 1997

HELPING RAISE ACHIEVEMENT FOR STUDENTS IN HIGH POVERTY

COMMUNITIES. President Clinton's Education Opportunity Zones initiative will strengthen public schools and help students master the basic ~~and advanced~~ ~~academic skills~~ where the need is the greatest: in high poverty urban and rural communities where ~~concentrated poverty~~, low expectations, too many poorly prepared teachers, and overwhelmed school systems create significant barriers to high achievement. The Education Department will select approximately ⁵⁰ ~~fifty~~ high poverty urban and rural school districts ~~with~~ ^{that agree to:} (1) ~~a demonstrated commitment to~~ use high standards and tests of student achievement ~~as tools~~ to identify and provide help to students, teachers and schools who need it; (2) ~~a strategy to~~ ^{prevent students from falling behind by ensuring} quality teaching, challenging curricula, and extended learning time; (3) ~~programs to end social promotion and~~ turn around failing schools; ~~and (4) evidence of improved student achievement.~~ Added investments in these communities will accelerate their progress and provide successful models of system-wide, standards-based reform for the nation. The President's initiative will invest \$200 million in FY99, and \$1.5 billion over 5 years, to raise achievement and share lessons learned with school districts around the country.

USILT

USILT ONLY

~~ENDING SOCIAL PROMOTION, AND GIVING ALL STUDENTS THE HELP THEY NEED EVERY CHILD TO~~ ^{SCHOOLS THE TOOLS TO HELP ACHIEVE AND LEARN} ~~A CLEAR FOCUS ON HIGH STANDARDS AND ACCOUNTABILITY FOR RESULTS.~~ ^{MEET HIGH EXPECTATION}

To be selected as Education Opportunity Zones, school districts will have to demonstrate that they are using their existing funds effectively to raise student achievement ~~and show how they will address some key aspects of strong local reform efforts:~~ ■ holding schools accountable for helping students reach high academic standards, including rewarding schools that succeed and intervening in schools that fail to make progress; ■ holding teachers and principals accountable for quality, including rewarding outstanding teachers, providing help to teachers who need it, and fairly and quickly removing ineffective teachers; ■ ensuring students don't fall behind, by providing a rich curriculum, good teaching and extended learning opportunities; ■ ending social promotions and requiring students to meet academic standards at key transition points in their academic careers; and ■ providing students and parents with school report cards and expanded choice within public education.

EXTRA RESOURCES TO IMPROVE TEACHING, LEARNING, AND LEADERSHIP.

School districts will use Education Opportunity Zone funds ~~for key activities~~ to support standards-based, district-wide reforms such as: ■ ~~providing rewards to~~ ^{rewarding} schools that make significant gains in student achievement; ■ turning around failing schools by implementing proven reform models, or closing them down and reconstituting them; ■ providing extra help to students who need it to meet challenging standards, through after-school, Saturday, and/or summer school programs; ■ ~~building stronger partnerships between schools and parents, businesses, and communities;~~ ■ implementing sound management practices and accountability systems; ■ providing intensive professional development to teachers and principals; ■ helping outstanding teachers earn master teacher certification from the National Board for Professional Teacher Standards and giving them bonuses when they do; and ■ implementing programs to identify low performing teachers, assist them to improve, and remove them if they fail to do so. (C)

COMPETITIVE GRANTS TO SUPPORT PROMISING MODELS. Districts will be selected as Education Opportunity Zones under a competitive, peer-review process. A mix of large and smaller urban areas will be selected to participate, as well as rural school districts and consortia. Each urban Education Opportunity Zone will receive a 3-year grant of \$10-25 million per year (depending upon size and proposed activities), and each rural Zone will receive from \$250,000 to \$3 million (for consortia). Zones will be selected in two rounds, the first in FY 1999, and the second in FY 2001. Successful applicants will have broad-based partnerships to support their reforms -- including parents, teachers, local government, business and civic groups, institutions of higher education and other key stakeholders. Successful applications will show how the district will use all available resources -- federal, state, and local, as well as any business or foundation funds -- to carry out its reform strategy and maintain it once these federal funds are no longer available. ~~Eligible districts often have substantial numbers of disabled and limited English proficient children, and successful applications will address how these children~~ will be assisted to meet high standards. ||

REWARDS FOR DEMONSTRATED STUDENT ACHIEVEMENT GAINS. Each Education Opportunity Zone, ~~together with the Secretary of Education,~~ will agree to specific, ambitious, benchmarks for improved student achievement, lower dropout rates and other indicators of ~~success, for districtwide performance and specific student subgroups.~~ Districts may receive further support in years 4 and 5 only if they have demonstrated success in reaching ~~the agreed upon~~ ^{those} benchmarks.

GREATER FLEXIBILITY IN USING OTHER FEDERAL RESOURCES. All schools in an Education Opportunity Zone school district -- regardless of poverty level -- will become eligible for schoolwide flexibility in the use of federal education funds. Requirements pertaining to school accountability, as well as special education, health, safety, and civil rights, will continue to be met. ||

ASSISTANCE TO HELP DISTRICTS FIND AND SHARE WHAT WORKS. The Department of Education will offer technical assistance, use technology to help districts consult with each other, and disseminate lessons learned to communities nationwide. Special attention will be given to helping school districts design and implement strategies for providing students who need it with early intervention and extra help to enable them to meet promotion standards. In addition, a national evaluation of the Education Opportunity Zones will be conducted, with the results helping to inform the next reauthorization of the Elementary and Secondary Education Act.

BOLD ACTION TO HELP CHILDREN IN OUR CITIES AND RURAL AREAS.

Education Opportunity Zones are part of a broader set of initiatives to help strengthen high-poverty urban and rural schools. President Clinton ~~has~~^{is} also proposed new initiatives to reduce class size in the primary grades, modernize school buildings, recruit and prepare teachers for underserved urban and rural areas, and dramatically expand the availability and quality of child care and after-school learning opportunities. These and other proposals ~~still to be announced~~ will have a powerful impact on improving the prospects of children in some of our poorest communities.

→ TRY TO FIT
ON 2 PAGES

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~~REVISED DRAFT January 25, 1998~~

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~~A CLEAR FOCUS ON HIGH STANDARDS AND ACCOUNTABILITY FOR RESULTS.~~ ^{SCHOOLS THE TOOLS TO HELP ~~ACHIEVE~~ ~~LEARN~~} ^{MEET HIGH EXPECTATIONS.}

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ASSISTANCE TO HELP DISTRICTS FIND AND SHARE WHAT WORKS. The Department of Education will offer technical assistance, use technology to help districts consult with each other, and disseminate lessons learned to communities nationwide. Special attention will be given to helping school districts design and implement strategies for providing students who need it with early intervention and extra help to enable them to meet promotion standards. In addition, a national evaluation of the Education Opportunity Zones will be conducted, with the results helping to inform the next reauthorization of the Elementary and Secondary Education Act.

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EDUCATION OPPORTUNITY ZONES:
Strengthening Urban and Rural Public Schools by Raising Standards,
Expanding Choice, and Strengthening Accountability
REVISED DRAFT -- January 15, 1998

I challenge every school district to adopt high standards, to abolish social promotion, to move aggressively to help all students make the grade through tutoring, and summer schools, and to hold schools accountable for results, giving them the tools and the leadership and the parental involvement to do the job.

-- President Bill Clinton

ACCELERATING PROGRESS IN HIGH POVERTY URBAN AND RURAL SCHOOL DISTRICTS.

More Test scores show that more than half the students in our nation's city schools are failing to master the basics in reading, math, and science -- the building blocks of all the skills they will need to succeed in the 21st Century. However, in a number of urban areas across the country, school districts are beginning to make progress in helping students reach high standards. In Chicago, Philadelphia, San Francisco, Boston, and other districts with strong leadership, challenging academic standards, a clear emphasis on getting kids the help they need, and a strong focus on results, urban districts are beginning to show progress in increasing student achievement. Schools in our nation's poor, rural areas often face many of the same challenges, and are adopting similar strategies for improvement.

President Clinton has proposed to accelerate and expand progress in high-poverty, low-achieving urban and rural school districts, and highlight models of success, by ~~designating~~ declaring approximately 50 school districts as Education Opportunity Zones. In order to be chosen, a school district will have to demonstrate a ~~strong commitment to holding schools, principals and teachers, and students accountable for academic performance~~ broad community support, as well as a track record of improving academic achievement (districtwide, or ~~at least~~ in schools specifically targeted for intervention), or, at a minimum, policies reflecting a strong commitment to holding schools, principals and teachers, and students accountable for academic performance with school districts nationally. The President's initiative would invest approximately \$200 million in FY 99, and \$1.5 billion over five years, in raising achievement and sharing lessons learned with school districts nationally. -

A SHARP FOCUS ON ACCOUNTABILITY FOR RESULTS. Education Opportunity Zones will demonstrate how a serious approach to high standards benefits all students. Therefore, under this initiative, funds will be targeted from the outset to school systems with significant poverty ~~that can show that they have begun to put into place credible and effective improvement policies and have~~ and low test scores that can show that they already begun to raise student achievement, or can show that they have begun to put into place credible and effective improvement policies. Moreover, districts that succeed in raising achievement over the first three years of the grant will qualify for continued funding into the fourth and fifth years.

GETTING SERIOUS ABOUT HIGH STANDARDS. To be selected as Education Opportunity Zones, school districts will have to demonstrate how they will address some key aspects of effective local reform efforts: → holding schools accountable for helping students reach high academic standards, including rewarding schools that succeed and intervening in schools that fail

to make progress; → holding teachers and principals accountable for quality, including rewarding outstanding teachers, and fairly and quickly removing ineffective teachers; → requiring students to meet academic standards at key transition points in their academic careers; → and providing students and parents with expanded choice within public education.-

EXTRA RESOURCES TO IMPROVE TEACHING AND LEARNING. School districts will use Education Opportunity Zone funds for key activities such as: → providing extra help to students who need it to meet challenging standards, through after-school, Saturday, and/or summer school programs; → providing bonuses to schools that make significant gains in student achievement; → turning around failing schools by implementing proven reform models, or closing them down and reconstituting them or reopening them as charter schools; → building stronger partnerships between schools and parents, businesses, and communities; → providing intensive professional development to teachers and principals; → helping outstanding teachers earn master teacher certification from the National Board for Professional Teacher Standards and giving them bonuses when they do; → and implementing programs to identify low performing teachers, assist them to improve, and remove them if they fail to do so.

COMPETITIVE GRANTS TO SUPPORT PROMISING MODELS. Districts or consortia (including districts serving Native American students) will be selected as Education Opportunity Zones under a competitive, peer-review process. Each urban Education Opportunity Zone will receive a 3-year grant worth up to \$10-25 million per year (depending upon size and proposed activities), and each rural Zone could receive from \$250,000 to \$3 million (for consortia). Zones will be selected in two rounds, the first in FY 1999, and the second in FY 2001. Successful applicants will demonstrate the support of all key stakeholders -- including parents, teachers, and show how the district will use all available resources -- federal, state, and local, as well as any business or foundation funds -- in order to carry out its reform strategy, and how it intends to maintain the reform effort once federal funds are no longer available.

REWARDS FOR DEMONSTRATED STUDENT ACHIEVEMENT GAINS. Each Education Opportunity Zone would agree to a rigorous performance partnership with the Secretary of Education, agreeing to specific, ambitious, disaggregated benchmarks in student achievement, dropout rates and other indicators of success. Districts may receive further support in years 4 and 5 only if they have demonstrated success in reaching the agreed benchmarks.

FLEXIBILITY IN USE OF OTHER RESOURCES. Education Opportunity Zones will be given the authority to combine all district-level federal education funds (other than special education funds) to carry out activities that support the district's plan to raise achievement for all students in the district. In addition, Education Opportunity Zones will be given the option of making all schools in the district -- regardless of poverty level -- eligible for schoolwide flexibility in the use of federal education funds. Requirements pertaining to school accountability, as well as special education, health, safety, and civil rights, will continue to be met.

ASSISTANCE TO HELP DISTRICTS FIND AND SHARE WHAT WORKS. In order to help Education Opportunity Zones maximize the impact of all their federal, state and local resources, and assist many other districts to learn from their efforts, the Department of Education will offer technical assistance, use technology to help districts consult with each other, and disseminate lessons learned to urban and rural communities across the U.S. In addition, a national evaluation

of the Zones will be conducted, with the results helping to inform the next reauthorization of the Elementary and Secondary Education Act. Education Opportunity Zones may also request technical assistance and support (such as tutors and mentors) from other federal agencies.

THE WHITE HOUSE

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Ramm

Goody

Mike Cohen

Bunny Tiv

Sey Ralay is planning
to respond to this
report tomorrow at
the Press Club. The
Council is planning to
release this report this
evening.

Kris

UNITED STATES
DEPARTMENT OF EDUCATION



NEWS

For Release: January 15, 1998

Contact: Julie Green (202) 401-3026

**STATEMENT BY U.S. SECRETARY OF EDUCATION RICHARD W. RILEY
On the Release of the "Charting the Right Course" Report**

There is a widely held belief that children in urban schools have no hope of achieving educational success. This report takes issue with this false assumption. As this report notes, young people who live even in the poorest urban areas can learn their way out of poverty if they are given the opportunity to take the tough courses -- the core college preparatory course sequence -- and if they reach for high standards.

American education is failing too many young people by buying into and maintaining the tyranny of low expectations -- the assumption that young people can't cut it academically simply because they are poor. This report, like the recent findings in *Mathematics Equals Opportunity*, tells us that young people can achieve a great deal more if we set them on the right course early.

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News...News...**News...News...****Council of the Great City Schools**

1301 Pennsylvania Avenue, N.W. • Suite 702 • Washington, D.C. • 20004

FOR RELEASE
January 16, 1998CONTACT: Henry Duvall, (202) 393-2427
Kelley Hayden, (319) 337-1028**Study Reveals Rigorous Courses Close Achievement Gaps Between Urban and Non-Urban Students**

WASHINGTON, Jan. 16 – When urban high school students complete rigorous courses – even in the poorest school districts – they outperform their inner-city counterparts who do not take those courses, and significantly reduce achievement gaps between urban and non-urban students preparing for college.

This is a key finding in the first-ever study on the impact of course-taking in urban public schools released today by the Council of the Great City Schools, a coalition of the nation's largest urban school systems, and ACT, Inc., which administers the ACT Assessment Program for college admission.

But *Charting the Right Course: A Report on Urban Students Achievement and Course-Taking* also reveals that when both urban and non-urban students take higher level courses, achievement gaps remain.

The 15-page report examines the ACT Assessment scores for 55,334 June 1997 high school graduates of Council member districts, taking into account the impact of specific course sequences, student ethnicity and gender, as well as poverty levels.

"This study indicates that inner-city students, regardless of poverty, can rise to higher standards if given the chance," says Council Executive Director Michael Casserly. "But completing tougher courses alone is not going to eliminate the gaps."

"The most important finding of the report is a confirmation of what we've been telling students for years – that taking a rigorous course of study in high school is their surest way to prepare for success in college," stresses ACT President Richard Ferguson.

Urban students who take "core" high school courses – four years of English and three or more years each of mathematics, social studies and science – generally earn higher scores on the ACT Assessment for college admissions and are better prepared for college coursework than their inner-city counterparts who do not take these courses, the report indicates. What's significant is that

(more)

Study Reveals Rigorous Courses Close Achievement Gaps

page 2

when comparing ACT scores of urban students completing rigorous courses with students nationally, the achievement gap closes substantially.

Charting the Right Course points out that if all ACT test takers in urban schools were to complete the "core" courses, the gap in scores between urban and non-urban students could close by 44 percent in English, 61.1 percent in mathematics, 80 percent in reading and 34.8 percent in science. The gap in composite scores could close by 39.1 percent.

But if all ACT test takers nationally completed core courses, the gap between urban and non-urban students would basically remain the same in English and composite scores. The gap would be slightly wider in mathematics, reading and science reasoning. "In other words," says the report, "the achievement gap between urban students and their fellow students nationally would remain approximately the same if everyone were to start taking rigorous coursework. Closing the gap will require urban students to improve at a faster rate than the nation."

The report also delineates the impact between wealthier urban school districts and the poorest urban public schools. Students attending districts with relatively small Title I populations achieve much higher ACT scores than their counterparts in poorer school districts. But regardless of poverty, inner-city students completing rigorous courses in high school still outperformed urban students who do not take the tougher courses.

Urban students in the poorest school districts, for instance, who completed five years of high school mathematics averaged 20.5 on the ACT Assessment, while those in relatively poor cities scored 22.8 and those in less poor cities scored 24.5. These scores are compared to an urban average of 22.8 and national average of 25.2 for students taking the same challenging math courses. The maximum achievable score on the ACT is 36.

Although the study indicates that rigorous courses can close achievement gaps, it also notes that course-taking alone can not eliminate the gaps. "These gaps can only be eliminated if there is a concentrated effort by the states, federal government, local governments, parents, businesses and the community to play a major role in improving the quality of urban public schools."

Of the 49 big-city school districts studied in the report, 12 percent had 1997 ACT Assessment composite scores at or above the national ACT composite score of 21.0. The high-achieving school districts were Clark County, Nev. (Las Vegas), Portland, Ore., Rochester, N.Y., Omaha, Pittsburgh and Tucson.

Moreover, 27 public school systems had ACT composite scores at or above the Council of the Great City Schools' average composite scores of 18.7, with 22 districts below the urban average.

Charting the Right Course also describes "promising practices" from urban districts that are successfully preparing students for college and gives recommendations on how to close the achievement gaps.

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*Mike Smith
Comm*

EDUCATION OPPORTUNITY ZONES

REVISED DRAFT -- December 16, 1997

In a number of urban areas across the country, school districts are beginning to make progress in their efforts to help students reach high standards. In Chicago, Philadelphia, San Francisco, Boston, and other districts where there is strong leadership, challenging academic standards, a clear emphasis on getting kids the help they need, and a strong focus on results, urban districts are beginning to show progress in increasing student achievement.

This initiative would help to accelerate and expand such progress, and highlight models of success, by designating approximately 50 high-poverty urban and rural school districts as Education Opportunity Zones. Districts would be selected through a competitive process. In order to be selected as an Education Opportunity Zone, a school district would have to demonstrate a track record of improving academic achievement (preferably districtwide, or at least in schools it specifically targeted for some kind of intervention) and a commitment to holding schools, principals and teachers, and students accountable for academic performance (demonstrated by having at least some such accountability policies already in place). As proposed, the initiative would cost approximately \$225 million in FY 99 (\$1.5 billion over five years).

The purpose of this initiative is to demonstrate that a serious approach to high standards can work. Therefore, funds would be targeted from the outset to school systems with significant poverty that have already begun to raise student achievement, or that can show that they have begun to put into place effective reform policies. Moreover, districts that succeed in raising achievement over the first three years of the grant would be rewarded by a continuation of the grant into the fourth and fifth years.

Conditions and Uses of Funding

To receive initial grant funds, local school districts would have to demonstrate how they will:

- provide students and parents with expanded choice within public education;
- hold schools accountable for helping students reach high academic standards, including rewarding schools that succeed and intervening in schools that fail to make progress;
- hold teachers and principals accountable for quality, including rewarding outstanding teachers, and fairly and quickly removing ineffective teachers;
- require students to meet academic standards at key transition points in their academic careers.

School districts could use Education Opportunity Zone funds ^{for activities such as:} to:

- provide extra help to students who need it to meet challenging standards, through after-school or Saturday tutoring programs and/or summer school;
- provide bonuses to schools that make significant gains in student achievement;
- turn around failing schools by implementing proven reform models, providing intensive teacher training, building stronger partnerships between schools and parents, businesses, and community-based organizations, or closing down failing schools and ^{reconstituting them or} reopening them as charter schools.
- provide needed ^{professional development} training to teachers and principals; reward outstanding teachers by helping them earn certification as master teachers from the National Board for Professional Teaching standards and providing them with financial bonuses when they do; and implement programs to identify low performing teachers, assist them to improve, and remove them if they fail to do so.

Initial Grants to Expand Promising Reform Efforts

As proposed, the Department of Education would award 3-year competitive grants to approximately 50 urban and rural school districts or consortia (including districts serving Native American students) selected as Education Opportunity Zones. Grants would go to school systems with significant poverty that can show that they have already begun to raise student achievement, at least in some low-income portions of the district, or that they have begun to put into place effective reform policies. Each urban Education Opportunity Zone would receive approximately \$10-25 million in its first year (depending upon size), and each rural zone would receive from \$250,000 to \$3 million (for consortia).

Grants would be awarded in two rounds, the first in FY 1999, and the second in FY 2001, which would follow the conclusion of the first round of the Obey-Porter comprehensive school reform grants. ^(lar.f.)
3 year.

Continuation Grants as a Reward for Results

Each Education Opportunity Zone would agree to a rigorous performance partnership with the Education Department, agreeing to specific, ambitious, disaggregated benchmarks in student achievement, dropout rates and other indicators of success. *Districts could receive continued support in years 4 and 5 only if they have demonstrated success in reaching the agreed benchmarks could qualify.* For all grantees, Federal support would be structured to decline following a peak in year 2, helping to ensure that district reforms can be sustained over the long term.

Relationship with Obey-Porter Comprehensive Reform Initiative

The Obey initiative provides formula funds to states which then distribute the funds competitively to a significant number of districts on behalf of individual schools. The Zones initiative distributes significantly larger amounts of funds from the Department of Education to a much smaller number of competitively selected, high-poverty districts. The purpose of Obey-Porter is to get individual schools to successfully adopt tested models. The purpose of the Zones initiative is to demonstrate that a serious approach to high standards can can around schools across an entire district, or at least within a sizable portion of a district.

will These programs have different purposes, and should remain distinct, but it is critical to ensure that they complement each other. One way is through the Obey-Porter program guidance, which ~~should~~ encourage states to target a substantial proportion of Obey funds to high-poverty, low-performing *schools* in need of improvement, and to encourage states to give priority to districts and other *places* with comprehensive reform plans that are beginning to show results (at least in some parts of the jurisdiction), or at least that have a compelling strategy for doing so.

Eligibility

Preliminary discussions have considered the possibility that districts eligible for the competition would be a subset of those districts that qualify as underserved areas in the Administration's Teacher Recruitment and Preparation Initiative: those with at least ~~20%~~ ^{many low} poor students, or with at least 20,000 poor students, or that are the three school districts in the state with the largest number of poor children, provided that the districts are located either in a central city or a non-metropolitan area. Further analysis of this issue is underway.

Role of Peer Review

Grantees would be selected through a rigorous peer review process. Distinguished peer reviewers would work with finalists to identify rigorous annual benchmarks of progress in implementing the district reform plan, as well as indicators of student achievement to be reached by the end of the third year. A consistent group of peer reviewers would reconvene each year to consider progress made by grantees and recommend to the Secretary whether funding should continue. At the end of three years, peer reviewers would carefully review measurable progress in student achievement to recommend whether the grant should be extended for an additional two years.

Effective Use of Other Resources

There would be no explicit matching requirement, although applicants would be challenged to show (and given priority for showing) how the district will use all available resources -- federal, state, and local, as well as any business or foundation funds -- in order to carry out its reform strategy, and how it intends to maintain the reform effort once federal funds are no longer available. Grant amounts would be phased down beginning in the third year, encouraging institutionalization and stability of the initiative.

Legislative Authority

The Department is reviewing authorization options for this program, which include offering new legislation, or using the Title I demonstration authority in ESEA §1502(a) or the Fund for Improvement of Education (FIE) in ESEA § 10101.

Flexibility in Use of Other Resources

The Department of Education is currently considering options for providing Zones with additional flexibility in the use of their federal education funds.

Rigorous Evaluation and Active Dissemination of Lessons Learned

Consistent with this initiative's clear focus on highlighting and rewarding aggressive, successful approaches to raising student achievement, this proposal anticipates funding for a strong, independent national evaluation in order to determine which Zones qualify for the years 4 and 5 grants, and to document what works. Zones will also be required to have their own accountability systems, encouraging these districts to be data-driven in continuing to shape their local reforms, and contributing to the overall evaluation. Additional funds would be set aside for brokering technical assistance to meet the needs of successful grantees; using technology to establish a "virtual urban and rural office" at the Department of Education and to help districts consult with each other on overcoming obstacles; and broadly disseminating of lessons learned to urban and rural communities across the U.S.

Looking Ahead

This initiative should be viewed as testing out ideas for possible wider inclusion in the next ESEA reauthorization.

EDUCATION OPPORTUNITY ZONES

REVISED DRAFT -- December 16, 1997

In a number of urban areas across the country, school districts are beginning to make progress in their efforts to help students reach high standards. In Chicago, Philadelphia, San Francisco, Boston, and other districts ~~where there is strong leadership~~, challenging academic standards, a clear emphasis on getting kids the help they need, and a strong focus on results, urban districts are beginning to show progress in increasing student achievement. *with*

This initiative would help to accelerate and expand such progress, and highlight models of success, by designating (approximately 50) high-poverty urban and rural school districts as Education Opportunity Zones. Districts would be selected through a competitive process. In order to be selected as an Education Opportunity Zone, a school district would have to demonstrate a track record of improving academic achievement (preferably districtwide, or at least in schools if specifically targeted for some kind of intervention) and a commitment to holding schools, principals and teachers, and students accountable for academic performance (demonstrated by having at least some such accountability policies already in place). As proposed, the initiative would cost approximately \$225 million in FY 99 (\$1.5 billion over five years).

The purpose of this initiative is to demonstrate that a serious approach to high standards can work. Therefore, funds would be targeted from the outset to school systems with significant poverty that have already begun to raise student achievement, ~~by~~ that can show that they have begun to put into place effective reform policies. Moreover, districts that succeed in raising achievement over the first three years of the grant would be rewarded by a continuation of the grant into the fourth and fifth years.

Conditions and Uses of Funding *Support Districts that Model Serious Reform*

To receive initial grant funds, local school districts would have to demonstrate how they will:

- provide students and parents with expanded choice within public education;
- hold schools accountable for helping students reach high academic standards, including rewarding schools that succeed and intervening in schools that fail to make progress;
- hold teachers and principals accountable for quality, including rewarding outstanding teachers, and fairly and quickly removing ineffective teachers;
- require students to meet academic standards at key transition points in their academic careers.

More
Strengthening, Improving Teaching, Learning, & Assessment to Provide Extra Help to Kids that Need it.

School districts could use Education Opportunity Zone funds to:

- provide extra help to students who need it to meet challenging standards, through after-school or Saturday tutoring programs and/or summer school;
- provide bonuses to schools that make significant gains in student achievement;
- turn around failing schools by implementing proven reform models, providing intensive teacher training, building stronger partnerships between schools and parents, businesses, and community-based organizations, or closing down failing schools and reopening them as charter schools.
- provide needed training to teachers and principals; reward outstanding teachers by helping them earn certification as master teachers from the National Board for Professional Teaching standards and providing them with financial bonuses when they do; and implement programs to identify low performing teachers, assist them to improve, and remove them if they fail to do so.

Initial Grants to Expand Promising Reform Efforts

As proposed, the Department of Education would award 3-year competitive grants to approximately 50 urban and rural school districts or consortia (including districts serving Native American students) selected as Education Opportunity Zones. Grants would go to school systems with significant poverty that can show that they have already begun to raise student achievement, at least in some low-income portions of the district, ~~or~~ that they have begun to put into place effective reform policies. Each urban Education Opportunity Zone would receive approximately \$10-25 million in its first year (depending upon size), and each rural zone would receive from \$250,000 to \$3 million (for consortia).

Grants would be awarded in two rounds, the first in FY 1999, and the second in FY 2001, which would follow the conclusion of the first round of the Obey-Porter comprehensive school reform grants.

Continuation Grants as a Reward for Results

Each Education Opportunity Zone would agree to a rigorous performance partnership with the Education Department, agreeing to specific, ambitious, disaggregated benchmarks in student achievement, dropout rates and other indicators of success. *Districts could receive continued support in years 4 and 5 only if they have demonstrated success in reaching the agreed benchmarks ~~could qualify~~.* For all grantees, Federal support would be structured to decline following a peak in year 2, helping to ensure that district reforms can be sustained over the long term.

Relationship with Obey-Porter Comprehensive Reform Initiative

The Obey initiative provides formula funds to states which then distribute the funds competitively to a significant number of districts on behalf of individual schools. The Zones initiative distributes significantly larger amounts of funds from the Department of Education to a much smaller number of competitively selected, high-poverty districts. The purpose of Obey-Porter is to get individual schools to successfully adopt tested models. The purpose of the Zones initiative is to demonstrate that a serious approach to high standards can can around schools turn across an entire district, or at least within a sizable portion of a district.

These programs have different purposes, and should remain distinct, but it is critical to ensure that they complement each other. One way is through the Obey-Porter program guidance, which should encourage states to target a substantial proportion of Obey funds to high-poverty, low-performing *schools* in need of improvement, and to encourage states to give priority to districts and other *places* with comprehensive reform plans that are beginning to show results (at least in some parts of the jurisdiction), or at least that have a compelling strategy for doing so.

Eligibility

Preliminary discussions have considered the possibility that districts eligible for the competition would be a subset of those districts that qualify as underserved areas in the Administration's Teacher Recruitment and Preparation Initiative: those with at least 20% poor students, or with at least 20,000 poor students, or that are the three school districts in the state with the largest number of poor children, provided that the districts are located either in a central city or a non-metropolitan area. Further analysis of this issue is underway.

Role of Peer Review

Grantees would be selected through a rigorous peer review process. Distinguished peer reviewers would work with finalists to identify rigorous annual benchmarks of progress in implementing the district reform plan, as well as indicators of student achievement to be reached by the end of the third year. A consistent group of peer reviewers would reconvene each year to consider progress made by grantees and recommend to the Secretary whether funding should continue. At the end of three years, peer reviewers would carefully review measurable progress in student achievement to recommend whether the grant should be extended for an additional two years.

Effective Use of Other Resources

There would be no explicit matching requirement, although applicants would be challenged to show (and given priority for showing) how the district will use all available resources -- federal, state, and local, as well as any business or foundation funds -- in order to carry out its reform strategy, and how it intends to maintain the reform effort once federal funds are no longer available. Grant amounts would be phased down beginning in the third year, encouraging institutionalization and stability of the initiative.

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Consistent with this initiative's clear focus on highlighting and rewarding aggressive, successful approaches to raising student achievement, this proposal anticipates funding for a strong, independent national evaluation in order to determine which Zones qualify for the years 4 and 5 grants, and to document what works. Zones will also be required to have their own accountability systems, encouraging these districts to be data-driven in continuing to shape their local reforms, and contributing to the overall evaluation. Additional funds would be set aside for brokering technical assistance to meet the needs of successful grantees; using technology to establish a "virtual urban and rural office" at the Department of Education and to help districts consult with each other on overcoming obstacles; and broadly disseminating of lessons learned to urban and rural communities across the U.S.

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Looking Ahead

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Education Opportunity Zones -- Budget Options -- ROUGH DRAFT 12/15/97
 *Funding Path: 70/100/85/60/40

			FY 1999	FY 2000	FY 2001	FY 2002	FY 2003	Total
Round 1	Number	Average						
Urban	15	18	189	270	229.5	162	108	958.5
Rural	20	1.5	21	30	25.5	18	12	106.5
Total	35	19.5	210	300	255	180	120	1065
Round 2								
Urban	8				100.8	144	122.4	367.2
Rural	10				10.5	15	12.75	38.25
Total	18				111.3	159	135.15	405.45
Combined	53		210	300	366.3	339	255.15	1470.45
National Activities			15	15	15	15	15	75
Grand Total			225	315	381.3	354	270.15	1545.45

*NOTE: This scenario presumes that grantees receive the maximum one-year amount of funds (100%) in year 2 of the grant. The year 1 amount would be smaller (70% of the maximum) to allow for phase-in. In years 3, 4, and 5 the size of the grant gradually declines (to 85%, 60%, and 40% of the maximum) as we assume districts will ultimately sustain reform activities with other federal, state and local funds.

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please give
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White C.
- Bill

facsimile
TRANSMITTAL

date: 12/19/97

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pages: 2 pages(s) total, including cover sheet.

remarks: Bill,

A table showing different eligibility levels. Hope
to hear something on specific places very soon.
If any place specific you'd like to know about
just call.

Jim

All Columns Include Districts With More Than 10,000 Poor Children

	# of Districts Eligible at 20%	# of Districts Eligible at 25%	# of Districts Eligible at 30%
ALABAMA	67	35	28
ALASKA	16	13	10
ARIZONA	110	85	69
ARKANSAS	190	120	74
CALIFORNIA	226	137	105
COLORADO	64	42	27
— CONNECTICUT	7	7	5
— DELAWARE	5	1	1
FLORIDA	43	21	13
GEORGIA	117	86	59
HAWAII	1	1	1
— IDAHO	26	6	4
ILLINOIS	87	35	23
— INDIANA	24	7	4
* — IOWA	29	3	2
KANSAS	59	21	6
KENTUCKY	115	85	63
? LOUISIANA	52	(14)	37
MAINE	56	26	17
— MARYLAND	4	2	2
MASSACHUSETTS	24	11	10
MICHIGAN	147	83	48
? MINNESOTA	64	(22)	26
MISSISSIPPI	119	103	79
MISSOURI	232	156	97
MONTANA	98	70	52
NEBRASKA	111	77	59
— NEVADA	3	1	1
— NEW HAMPSHIRE	14	6	4
NEW JERSEY	39	24	21
NEW MEXICO	71	57	46
NEW YORK	98	37	21
NORTH CAROLINA	48	23	15
NORTH DAKOTA	76	48	34
OHIO	102	57	39
OKLAHOMA	297	205	140
OREGON	53	21	14
PENNSYLVANIA	102	41	26
RHODE ISLAND	3	2	2
SOUTH CAROLINA	51	35	27
SOUTH DAKOTA	72	42	33
TENNESSEE	82	36	26
TEXAS	576	409	286
— UTAH	3	1	1
VERMONT	32	16	9
VIRGINIA	43	23	8
WASHINGTON	100	66	47
WEST VIRGINIA	41	28	14
WISCONSIN	47	20	8
WYOMING	11	6	4
DISTRICT OF COLUMBIA	1	1	1
PUERTO RICO	1	1	1
Total	4059	2475	1749

New Fact Sheet for review

DRAFT

DRAFT

2004

Strengthening Public Schools By Raising Standards, Expanding Opportunity, and Requiring Accountability

OPPORTUNITY AND RESPONSIBILITY FOR REACHING CHALLENGING

ACADEMIC STANDARDS. In a number of urban areas across the country, school districts are beginning to make progress in their efforts to help students reach high standards. In Chicago, Philadelphia, San Francisco, Boston, and other districts where there is strong leadership, challenging academic standards, a clear emphasis on getting kids the help they need, and a strong focus on results, urban districts are beginning to show progress in increasing student achievement.

The Administration is developing a new initiative to help accelerate and expand such progress, and highlight models of success, by designating a number of high-poverty urban and rural school districts as Education Opportunity Zones. This competitive challenge grants program is aimed at demonstrating comprehensive, coordinated and effective approaches to expanding opportunities for students in high poverty urban and rural school districts, coupled with a balanced approach to increased responsibility for results for schools, educators and students themselves. High-poverty school districts will be eligible for additional Federal funding if (1) they now adopt tough reform measures -- like those adopted in Chicago -- that make administrators, principals, teachers, and students truly accountable for success or failure, and (2) in time, show real improvements in student achievement.

To receive funds, local school districts will demonstrate how they will:

- provide students and parents with choice within the public school system;
- hold schools accountable for helping students reach academic standards, including rewarding schools that succeed and intervening in schools that fail to make progress;
- hold teachers and principals accountable for quality, including rewarding outstanding teachers, and implementing processes for fairly and quickly removing ineffective teachers.
- require students to meet academic standards at key transition points in their academic careers.

School districts can use Education Opportunity Zone funds to:

- provide extra help to students in need it in order to meet challenging standards, through after-school or Saturday tutoring programs and/or summer school.
- provide bonuses to schools that make significant gains in student achievement, and turn around failing schools by implementing proven reform models, providing intensive teacher training, building stronger partnerships between schools and parents, businesses and community-based organizations, or closing down failing schools and reopening them as charter schools.

Figure
Comments

But problem
v. com
sites phila
shown
p. 10, 11, 12

This
initiative
would
make
them
pay

can
significantly
improve
student
achievement

approaches
such as

too
many
in the
list

- provide needed training to teachers and principals; reward outstanding teachers by helping them earn certification as master teachers from the National Board for Professional Teaching standards and providing them with financial incentives when they do; and implement programs to identify low performing teachers, providing them help to improve, and removing them fairly and quickly if they don't. *some thing*

Examples of Local School Districts Using These Approaches. (See Attachment)

again
re view
Spreading Practices Nationwide. These are the *these approaches* kinds of approaches that must be replicated everywhere in order to strengthen public schools. The President's Education Opportunity Zones challenge grants will help demonstrate how they can work and spread them to cities and rural communities with students that can benefit from them the most. *referent? the zones? the approaches the grants?* They will help make sure that our most disadvantaged students are held to high academic standards and helped to reach them. They will help make sure that disadvantaged students can choose among good public schools, and are not trapped in failing schools. They will help reach the President's goal of having at least one Master Teacher in every school, which is particularly important for students in high poverty schools, because these schools often have the least well prepared teachers.

Budget. ~~This initiative has not yet been finalized. Consultation with the education community, state and local officials, higher education, community groups and others is still underway. Final budget numbers will not be determined until the FY 1999 budget process is completed.~~

CHALLENGE GRANTS FOR URBAN AND RURAL EDUCATION OPPORTUNITY ZONES – EXAMPLES OF ACTIVITIES THAT COULD BE SUPPORTED UNDER THE PROPOSAL

Student Assistance and Accountability:

- In **Chicago**, many students participate in the district's Lighthouse after-school program, which features intense reading/math instruction, social other enrichment activities, and a meal. Students in the district who perform below minimum standards at key transition grades (3, 6, 8 and 9) are required to participate in a seven-week "SummerBridge" program and pass a test before moving on to the next grade. Over 45,000 students were served in the SummerBridge program in 1997, and over 144,000 students participated in some form of summer activity.
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- The **Long Beach** school district required 1,600 third graders who had not attained reading proficiency by the end of the year to attend five-week tutorial sessions.

This isn't an activity to be supported - it's a rule

- In **Cincinnati**, student promotion is now based on specific standards that define what students must know and be able to do. The standards are designed to prepare students to pass the state's ninth-grade proficiency test.

a cost of

- As part of the superintendent's focus on reading, the **Houston** school district is hiring 150 reading coaches. The coaches, mainly college students, tutor about 1,000 children on a one-to-one basis at \$10 an hour. Designed by the University of Texas at Dallas, the program will use an intensive approach. The university is training the tutors and the district is funding the program from the general budget. *we don't want to signal that funds can replace current local expenditures*

Staff Effectiveness and Accountability:

- **Charlotte-Mecklenburg's** Benchmark Goals program gives cash awards of \$750 to \$1,000 to teachers in schools *whose* students meet a range of goals based on their previous performance. The goals are structured so that schools have an incentive to raise the achievement of their lowest performing students. *we raise from* *what?* *It also focuses on goals for African American students, who historically have been under-achievers in the Charlotte school system, ensuring that schools work to close the achievement gap with white students.* *between African American and*
- In **Cincinnati**, school district administrators' pay raises are now linked to job performance, with automatic cost-of-living adjustments and salary rates being replaced *by* with new criteria, including performance on several measures such as student test scores and graduation rates. The district is also preparing a system for providing financial rewards to schools based on student achievement, to take effect in 1998-99.

again, not an activity to be supported

- In **St. Paul**, the school district is collaborating with the teachers' union and the University of Minnesota on Project 20/20 to support teachers through the National Board for Professional Teaching Standards (NBPTS) certification process. The district pays the application fees and the university and other partners develop and conduct professional support programs for the candidates.
- States like **North Carolina** and **Kentucky**, and school districts like **Los Angeles**, are providing significant salary increases to reward National Board Certified Master Teachers.
- Peer review and assistance programs help beginning teachers learn to teach and help veterans who are having difficulty improve their teaching or leave the classroom without union grievances or delays. In **Cincinnati**, for example, low-performing teachers can be assigned to an intervention program where they gain assistance from colleagues and administrators, and if unable to improve, are counseled out of the profession or removed. In **Cincinnati**, as well as **Toledo**, while most teachers improve their performance, roughly one-third of the teachers referred to intervention have left teaching by the end of the year, through resignation, retirement or dismissal.

In **Rochester**, expert, experienced teachers can be selected through a rigorous evaluation process as "lead teachers" and given significant salary stipends to become involved with peer counseling, or to take on other reform-related priorities such as consulting with new teachers, accepting positions in "intervention" schools, and developing curricula.

Columbus and **Seattle** also have aggressive peer review programs.

*Now significant
Rochester is not
a peer review
program*

New York City's Community District 2 places an unusually strong emphasis on providing ongoing opportunities for teachers to build skills and learn from one another. For example, the district enables visiting teachers to observe and practice with a highly accomplished teacher for three weeks while their classrooms are taught by another experienced teacher. District 2 registered the second highest standardized test scores in math and reading in the city.

- In 1996, **Memphis** opened its new Teaching and Learning Academy, which coordinates professional development opportunities for all teachers in the district. The Academy offers workshops in all major areas of school reform including leadership, core content, performance assessment, and uses of technology.

School Improvement and Accountability:

- **The San Francisco Unified School District** places low-performing schools on a one-year probationary period, during which they are expected to improve student performance. If there is no improvement, the school is reconstituted. All staff must reapply for jobs at their school, and the Board hires a new principal, who in turn hires a new teaching staff and support staff. The new team must then put together an improvement plan to raise student achievement. Since the 1993-94 school year, ten schools have been reconstituted.
- **The Charlotte-Mecklenburg** school system distributes to parents easy-to-read student

*is this
reasonable?*

*- what
not by ex
result in
terms of
student
achievement*

learning goals at the beginning of the school year. The district then follows up with school report cards on student attendance and performance that are distributed to parents and every household in the district, and are published in the newspaper, in part to help inform parents' decisions about the district's magnet schools.

What is the funding here?

- In **Chicago**, schools can be placed on probation due to low student achievement. These schools will be targeted for aggressive intervention strategies by the district, such as providing intensive help and training from expert teams of educators, or, where necessary, replacing ineffective principals and teachers. In the event of persistent failure, the district may shut down and reorganize the schools. Seven high schools were reconstituted between the 1996-97 and 1997-98 school years.

Chicago also recognizes a number of exemplary schools, providing financial rewards of \$5,000 and \$10,000 to the winners to become professional development centers for other schools. Seventeen schools were awarded exemplary status in the first year.

- As part of **Kentucky's** school accountability program under the Kentucky Education Reform Act, schools that do not reach academic and non-academic (attendance, retention, dropout, transition to the next level of schools or the job market) accountability targets must develop their own school improvement plan. If a school fails to improve over the next two years, the state assigns a distinguished educator to provide support and advice to the school. If the school's performance continues to decline, the state can assume control. Although the state has yet to take over a school, 88 schools were recently identified as being in decline and nine have been placed in the "crisis" category. The state also rewards schools that have demonstrated substantial progress by distributing \$27 million to 502 schools in 1997.

- Late last summer, **Cleveland** reconstituted two elementary schools that had failed to meet district-mandated school performance indicators and where there had been significant internal strife among staff members. The district reassigned the schools' principals and asked all teaching staff to reapply for their positions. As a result, about two-thirds of teachers at the reconstituted schools are new to the buildings this year. And earlier this year **Denver**, working closely with the teacher's union there, reconstituted two elementary schools, replacing nearly the entire staff at each.

- **New York City** also has a union-district negotiated process for "redesigning" schools identified by the state as failing. Such schools can replace approximately half the incumbent teaching faculty.

- In **Memphis**, since 1995, about half of all schools have adopted a "break-the-mold" reform model, including several of the models developed by the New American Schools Development Corporation.

again - these are not activities to support

Public School Choice:

- In **Boston**, all parents choose their child's public school, and have a wide array of options ranging from neighborhood schools, magnet schools, and pilot and public charter schools which operate under performance contracts that provide them with greater autonomy and accountability for results.
- The **Houston Independent School District** recently instituted an open choice program. Parents may send their children to any of the district's 258 schools provided the school is enrolled at 95 percent of capacity or below. The district is currently analyzing available space and plans to publish the information in the near future; parents will apply to the district transfer office to change schools. HISD will not transport students to schools outside their attendance area. In addition to this choice program, the district has launched an aggressive effort to support in-district charter schools.
- *This is not a plus - it looks low income kids*
Cambridge allows every family to choose a public school for their child. The school district provides information on every school and has created parent centers to help parents learn about and choose a public school for their child. More than 90% of parents get their first choice of kindergarten for their child, and most get one of their top picks at all grade levels.
- The **San Diego** school district has helped parents, teachers, and principals create more than a dozen public charter schools that stay open only as long as they do a good job. These are all schools of choice, publicly accountable and open to students from around the school district.
- In August 1997, **Denver** opened its first charter school as the Pioneer Charter School (PCS). PCS is a joint effort of the school district and the University of Denver (DU), enrolling 320 students from throughout Denver in grades Pre-K-5, with priority given to students residing in specific economically depressed communities. The school is to serve as an incubator for practices to support high achievement for urban students. The school features a personalized instruction plan for each student; a year-round calendar (an additional 20 days each year and 45-day instructional periods with 15-day intersession breaks); an extended day that begins at 7:30 AM and ends at 6 PM; and access to basic health care, community and social and education services for students and their families.

FLEXIBILITY AVAILABLE FOR EOZs

Options under current law:

- Technical assistance

Considerable flexibility already exists in ESEA and Goals 2000, particularly through the Title I schoolwide program authority, consolidated LEA plans, consolidation of administrative funds, coordinated services projects, transferring unneeded funds for other purposes, and waivers. It is likely, however, that many LEAs are not fully aware of the flexibility that currently exists.

Devise a strategy whereby we would offer technical assistance to EOZs to enable them to take full advantage of the flexibility that currently exists.

- Waivers

The waiver authority in Title XIV of ESEA and Goals 2000 permits the Secretary to waive most statutory and regulatory requirements of many programs.

Encourage EOZs, in their applications, to request waivers of any applicable provisions that hinder their ability to implement district school reform strategies.

- This vehicle exists in the charter schools provisions in the ESEA, yet states have not sought waivers in their charter schools' applications.

- May pose logistical problems because waivers would likely need to be approved before EOZ applications were completed.

Options requiring legislation (either through authorizing committee or appropriations committee):

- Lower schoolwide program poverty threshold for EOZs to 35% (or lower)

The current schoolwide program authority in section 1114 of Title I gives high-poverty schools enormous flexibility to combine Title I as well as most other Federal education funds with state and local funds to upgrade the entire educational program in those schools. Most Federal statutory and regulatory requirements do not need to be met as long as the intent and purposes of the Federal programs are met.

Under the current 50% poverty threshold, most of the schools in the EOZs would likely already be eligible to operate

This sounds as if we know our legislation
stinks & needs to be waived -

schoolwide programs. However, lowering the poverty threshold would ensure that more schools would be eligible.

- Would not provide more flexibility for districtwide activities.

- Expand schoolwide program-type authority to cover districtwide activities

This option would allow LEAs, under a comprehensive reform plan, to combine Federal education funds at the district level and use those funds to achieve EOZ purposes.

- Under this option, we would need to think about the locus of decisionmaking. Currently, under Title I and Goals 2000, decisionmaking is focused at the school level--i.e., bottom-up reform. Giving more flexibility to LEAs might conflict with this school-level decisionmaking.

Should not be needed in the zones - we don't want schools at 35% based on school lunch.

Cindy Brown

Inst Res Education

617 373-4479

4TH STORY of Level 1 printed in FULL format.

Copyright 1998 Guardian Newspapers Limited
The Guardian (London)

January 7, 1998

SECTION: The Guardian Home Page; Pg. 3

LENGTH: 614 words

HEADLINE: Labour revolt on private schools plan;
Councils condemn proposals Blunkett says offer hope to deprived areas as
businesses seek contracts to run education 'action zones'

BYLINE: JOHN CARVEL EDUCATION EDITOR

BODY:

TONY BLAIR was last night facing a mutiny of Labour council chiefs after the Government announced plans to let private businesses take over the management of state education in deprived areas.

Senior officials disclosed that dozens of private firms were queueing for contracts in the first "education-action zones", where schools will be allowed to tear up the normal rules governing the curriculum and teachers' pay.

Local authority leaders who thought they were going to have control of the zones, which were included in the education bill published last month, were furious when the fine print of the proposals emerged at the North of England education conference in Bradford yesterday.

"This could be the beginning of the privatisation of the education system. It could lead to the break-up of education authorities. It could lead to the destruction of local democracy," said Graham Lane, Labour education chairman of the Local Government Association.

The row threatens to damage Labour unity in the run-up to council elections in May, which will be the first test in the polling booths of the Government's popularity.

The association sent a letter to Mr Blair accusing the Government of reneging on a code of conduct signed last month by John Prescott, the Deputy Prime Minister, promising full consultation on policies affecting local government.

Mr Lane said he was seeking an urgent meeting with David Blunkett, the Education Secretary, to demand withdrawal of "totally unacceptable" proposals pending further talks with councils, school governors and teacher unions.

The blueprint for the zones was outlined by Michael Barber, a civil servant who is Mr Blunkett's senior policy adviser. He invited bids by the end of March for the first 25 zones - clusters of about 20 schools which will get pounds 500,000 a year extra for three to five years to devise innovative ways of improving educational standards. Half the money will come from the Government and the rest from local businesses.

The Guardian (London), January 7, 1998

Professor Barber said ministers expected most of the zones to be run by partnerships of local authorities, businesses, schools and community organisations, but there would be powers to impose a zone on an area against the wishes of councillors.

The first five zones, due to come into operation in September, would include at least one where a contract to manage the schools was given to a private business, Prof Barber said. Interest had been expressed by "household names" - multinationals involved in manufacturing, commerce, insurance and information technology.

The initiative was modelled on schemes in the United States, where detergent group Procter and Gamble and management consultants Arthur Andersen ran schools.

"Successful companies are uniquely able to manage change and innovation," Prof Barber said. They would be allowed to make profits, but most were likely to use the early contracts to demonstrate their expertise.

The plan would increase school budgets by about 5 per cent. One possibility was to appoint "superheads" on pounds 100,000 or more a year to run consortia of schools.

Mr Lane said local authorities preparing to bid for zone status were horrified to discover that schools, parent groups and businesses would be allowed to bypass them and submit their own bids.

"This is not the action zone we envisaged. It is the beginning of an alternative education structure which is not accountable."

Doug McAvoy, general secretary of the National Union of Teachers, said: "No teacher can feel secure when the Government is proposing a scheme to suspend national terms for pay and conditions."

LANGUAGE: ENGLISH

LOAD-DATE: January 7, 1998

EDUCATION OPPORTUNITY ZONES

Agenda -- December 18, 1997

I. Budget Status

II. Legislative Strategy

A. Authority: New Legislation versus Existing

B. Differences Between Zones and Obey-Porter

-- Review Jovicich Paper

C. Consultations with Hill/Groups

III. Eligibility

IV. Flexibility

DIFFERENCES BETWEEN OBEY AND EOZs

DRAFT 12/14/97

Obey-Porter

Improving individual schools

Implement research-based, comprehensive models in schools

Open to all schools, with a focus on Title I

Hold schools accountable

Small grants (at least \$50k/school)
-- \$145 mill to many schools and LEAs

Grants scattered to many schools

Grant policy rests with state
-- formula grant to state, competitive to district

Standards are referenced in report language, but standards are not necessarily explicitly built into comprehensive reform models

Models not necessarily systemic

New authority to do schoolwide programs

?
↓
response to carry out
of Parker

Education Zones

Improving whole districts

Reform district policy / report effective
Build district support systems to practice to

Improve all schools:

1. Hold schools accountable
 - intervene when necessary
 - provide TA
2. Hold school staff accountable
 - rewards and interventions
3. Hold students accountable
 - end social promotion
 - provide extended opportunities for students to reach standards
4. Build systems of public choice

Targeted to high poverty districts with a track record of reform

Hold districts & schools accountable
-- reward for improvements (extend grant after 3 years)

Large grants ^{approx. 50}
-- \$200 million to 20-30 LEAs
²¹⁰
Grants concentrated to 20-30 LEAs ^{approx 50}

Grant policy rests with ED
-- competitive to districts from ED

Explicit focus on high standards
-- central part of reforms and accountability

Systemic interventions are required

More aggressive and bold approach to district-level interventions than seen in our previous legislative authorities

DRAFT TALKING POINTS
12/14/97

We must demonstrate that high poverty urban and rural school districts can successfully operate public school systems in which all students reach high academic standards.

The Education Opportunity Zone (EOZ) initiative will provide targeted, intensive interventions to turn around entire districts. It is focused on high poverty urban and rural communities that have demonstrated their commitment to turning around their schools. The EOZ initiative aims to show that a focus on high standards and sustained interventions at the district level can turn around schools throughout a high poverty school district.

The Obey-Porter program focuses on school-by-school improvement efforts. But research and experience shows that educational improvements at the school building level is only a first step toward comprehensive reform. Such efforts ultimately need to address district-wide barriers to school improvement. The EOZs will receive larger grants to address the district level barriers to comprehensive reform. EOZ funds will be used to:

- build school level accountability systems -- including interventions to turn around low performing schools;
- support teachers and principals through ongoing professional development, rewards for those who are outstanding, and intervention strategies for low performers such as counseling out those who do not improve;
- develop student supports and accountability for learning, including extended learning opportunities for those who do not reach standards; and
- create systems of expanded public school choice.

DRAFT

Strengthening Public Schools By Raising Standards, Expanding Opportunity, and Requiring Accountability December 3, 1997

OPPORTUNITY AND RESPONSIBILITY FOR REACHING CHALLENGING

ACADEMIC STANDARDS. In a number of urban areas across the country, school districts are beginning to make progress in their efforts to help students reach high standards. In Chicago, Philadelphia, San Francisco, Boston, and other districts where there is strong leadership, challenging academic standards, a clear emphasis on getting kids the help they need, and a strong focus on results, urban districts are beginning to show progress in increasing student achievement.

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**CHALLENGE GRANTS FOR URBAN AND RURAL EDUCATION
OPPORTUNITY ZONES -- *EXAMPLES OF ACTIVITIES THAT COULD
BE SUPPORTED UNDER THE PROPOSAL***

Proposed FY 99 Budget Initiative

DRAFT -- November 29, 1997

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Columbus and **Seattle** also have aggressive peer review programs.

- **New York City's** Community District 2 places an unusually strong emphasis on providing ongoing opportunities for teachers to build skills and learn from one another. For example, the district enables visiting teachers to observe and practice with a highly accomplished teacher for three weeks while their classrooms are taught by another experienced teacher. District 2 registered the second highest standardized test scores in math and reading in the city.
- In 1996, **Memphis** opened its new Teaching and Learning Academy, which coordinates professional development opportunities for all teachers in the district. The Academy offers workshops in all major areas of school reform including leadership, core content, performance assessment, and uses of technology.

School Improvement and Accountability:

- **The San Francisco** Unified School District places low-performing schools on a one-year probationary period, during which they are expected to improve student performance. If there is no improvement, the school is reconstituted. All staff must reapply for jobs at their school, and the Board hires a new principal, who in turn hires a new teaching staff and support staff. The new team must then put together an improvement plan to raise

student achievement. Since the 1993-94 school year, ten schools have been reconstituted.

- The **Charlotte-Mecklenburg** school system distributes to parents easy-to-read student learning goals at the beginning of the school year. The district then follows up with school report cards on student attendance and performance that are distributed to parents and every household in the district, and are published in the newspaper, in part to help inform parents' decisions about the district's magnet schools.
- In **Chicago**, schools can be placed on probation due to low student achievement. These schools will be targeted for aggressive intervention strategies by the district, such as providing intensive help and training from expert teams of educators, or, where necessary, replacing ineffective principals and teachers. In the event of persistent failure, the district may shut down and reorganize the schools. Seven high schools were reconstituted between the 1996-97 and 1997-98 school years.

Chicago also recognizes a number of exemplary schools, providing financial rewards of \$5,000 and \$10,000 to the winners to become professional development centers for other schools. Seventeen schools were awarded exemplary status in the first year.

- As part of **Kentucky's** school accountability program under the Kentucky Education Reform Act, schools that do not reach academic and non-academic (attendance, retention, dropout, transition to the next level of schools or the job market) accountability targets must develop their own school improvement plan. If a school fails to improve over the next two years, the state assigns a distinguished educator to provide support and advice to the school. If the school's performance continues to decline, the state can assume control. Although the state has yet to take over a school, 88 schools were recently identified as being in decline and nine have been placed in the "crisis" category. The state also rewards schools that have demonstrated substantial progress by distributing \$27 million to 502 schools in 1997.
- Late last summer, **Cleveland** reconstituted two elementary schools that had failed to meet district-mandated school performance indicators and where there had been significant internal strife among staff members. The district reassigned the schools' principals and asked all teaching staff to reapply for their positions. As a result, about two-thirds of teachers at the reconstituted schools are new to the buildings this year. And earlier this year **Denver**, working closely with the teacher's union there, reconstituted two elementary schools, replacing nearly the entire staff at each.
- **New York City** also has a union-district negotiated process for "redesigning" schools identified by the state as failing. Such schools can replace approximately half the incumbent teaching faculty.
- In **Memphis**, since 1995, about half of all schools have adopted a "break-the-mold" reform model, including several of the models developed by the New American Schools Development Corporation.

Public School Choice:

- In **Boston**, all parents choose their child's public school, and have a wide array of options ranging from neighborhood schools, magnet schools, and pilot and public charter schools which operate under performance contracts that provide them with greater autonomy and accountability for results.
- The **Houston** Independent School District recently instituted an open choice program. Parents may send their children to any of the district's 258 schools provided the school is enrolled at 95 percent of capacity or below. The district is currently analyzing available space and plans to publish the information in the near future; parents will apply to the district transfer office to change schools. HISD will not transport students to schools outside their attendance area. In addition to this choice program, the district has launched an aggressive effort to support in-district charter schools.
- **Cambridge** allows every family to choose a public school for their child. The school district provides information on every school and has created parent centers to help parents learn about and choose a public school for their child. More than 90% of parents get their first choice of kindergarten for their child, and most get one of their top picks at all grade levels.
- The **San Diego** school district has helped parents, teachers, and principals create more than a dozen public charter schools that stay open only as long as they do a good job. These are all schools of choice, publicly accountable and open to students from around the school district.
- In August 1997, **Denver** opened its first charter school as the Pioneer Charter School (PCS). PCS is a joint effort of the school district and the University of Denver (DU), enrolling 320 students from throughout Denver in grades Pre-K-5, with priority given to students residing in specific economically depressed communities. The school is to serve as an incubator for practices to support high achievement for urban students. The school features a personalized instruction plan for each student; a year-round calendar (an additional 20 days each year and 45-day instructional periods with 15-day intersession breaks); an extended day that begins at 7:30 AM and ends at 6 PM; and access to basic health care, community and social and education services for students and their families.

recalc round 2
smooth out rural

Education Opportunity Zones -- Budget Options -- ROUGH DRAFT 12/12/97
*Funding Path: 70/100/85/60/40

			FY 1999	FY 2000	FY 2001	FY 2002	FY 2003	Total
Round 1	Number	Average						
Urban	15	17.5	183.75	262.5	223.125	157.5*	105	931.875
Rural	20-25 ~~15~~ →	3.5	31.5	45	38.25	27	18	159.75
Total	30	~~20.5~~	215.25	307.5	261.375	184.5	123	1091.625
Round 2								
Urban	8		183.75	262.5	223.125	140	140	669.375
Rural	8		31.5	45	38.25	24	24	114.75
Total	16		215.25	307.5	261.375	164	164	784.125
Combined	46		215.25	307.5	476.625	492	384.375	1875.75
National Activities			10	10	10	10	10	50
Grand Total			225.25	317.5	486.625	502	394.375	1925.75

*NOTE: This scenario presumes that grantees receive the maximum one-year amount of funds (100%) in year 2 of the grant. The year 1 amount would be smaller (70% of the maximum) to allow for phase-in. In years 3, 4, and 5 the size of the grant gradually declines (to 85%, 60%, and 40% of the maximum) as we assume districts will ultimately sustain reform activities with other federal, state and local funds.

keep in the neighborhood
of 50 total.