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March 10, 1997

Contact: Ivette Rodriguez
(202) 401-4262

RILEY CITES URBAN HIGH SCHOOLS AS EXAMPLES OF REFORM

The U.S. Department of Education has identified five urban high schools as on the cutting edge of education reform.

The schools were selected under an Office of Vocational and Adult Education project called *Changing the Subject: The New Urban High School*.

The schools selected are

California (San Diego)	Hoover High School
Florida (Miami)	William Turner Technical High School
Illinois (Chicago)	Chicago Vocational Essential High School
Missouri (St. Louis)	St. Louis Academy
New York (New York)	Central Park East Secondary School

President Clinton has issued a "Call to Action" to ensure that all students are prepared for college; that schools adopt challenging standards; that students have access to the Internet; that every classroom has a qualified teacher; and that schools are safe and drug-free.

"It can be done," U.S. Secretary of Education Richard W. Riley said during today's visit to Central Park East Secondary School. "When teachers, students, parents, the community and business join forces, the result is state-of-the-art education, with young people preparing themselves to continue their education beyond high school."

Central Park East graduates 97.3 percent of its students and 90 percent of them go on to college.

-MORE-



Riley said the selected schools approach reform from a perspective grounded in their communities' needs, while stressing

- high academic standards and career skills,
- a curriculum that emphasizes high-level academics linked with career experiences,
- career exploration, internships and work-based experiences linked to classroom learning,
- strong partnerships between the high school and postsecondary institutions,
- adult mentors to assist students with classroom and on-the-job learning experiences, and
- a safe, supportive learning environment within the school

"These new American high schools have restructured what and how they teach so that learning is relevant and all students are prepared for college and career opportunities," Patricia W McNeil, assistant secretary for vocational and adult education, said. "They enable students to have a broader range of choices, equipping them with the advanced knowledge and skills they will need to succeed in the 21st century."

The schools were identified as part of a contract, funded by the School-to-Work Opportunities Act of 1994, with The Big Picture Company, a Providence, R.I., non-profit education research and advocacy group. The high schools will receive assistance from The Big Picture Company in expanding and promoting their initiatives, with the intent that they will serve as models for other schools. Each school will also benefit from working with a renowned educator as mentor. These nationally recognized experts include Howard Fuller, Norton Grubb, Deborah Meier, Seymour Sarason, TheodoreSizer, and Judith Warren Little.

Crew Backs Idea of Elementary School Uniforms

By ABBY GOODNOUGH

Schools Chancellor Rudy Crew spoke strongly in favor of requiring uniforms for students in the primary grades yesterday, suggesting that too many children in New York City are basing their self-image on the clothes they wear to school.

Addressing several hundred alumni of Teacher's College at Columbia University, Dr. Crew said that uniforms should be part of a larger strategy to improve early childhood education. If students in kindergarten through third grade wore uniforms, he said, their self-image

would be based on academic achievement instead of on wardrobe.

"These young people have literally gotten the notion of human worth confused with the notion of material worth," he said. "It's time for us to clear this notion up that you are not what the label says in the back of your shirt."

Although Dr. Crew has supported the idea of school uniforms since he arrived in New York in 1995, he has said he would not pursue a mandatory uniform policy. Instead, he has urged schools to develop voluntary uniform policies. Several have done

so, with dress codes that range from formal to casual.

National interest in school uniforms has been growing since last winter, when President Clinton said he supported mandatory uniform policies and directed the Federal Department of Education to distribute information to the nation's 16,000 school districts advising them on how to create and enforce such policies.

Other school systems around the country have required uniforms as a means of discouraging gangs, whose members come to school dressed in

certain colors or styles. But Dr. Crew said yesterday that if he adopted a uniform policy, its main purpose would be to improve students' self-esteem.

"We've got to level the playing field about their emotional understanding of their human value," he said. "That, in my mind, is the basis for talking about uniforms."

Dr. Crew also said that if children in the primary grades are going to meet new academic standards — in particular, if they are going to read by the time they finish third grade —

they must spend more time in school.

"A longer day and a longer year are going to have to be a necessity of the future," he said. "We've got to tack on some more time."

ST. LOUIS POST DISPATCH MAR 10 1997

Class Act: U.S. Education Official To Honor Career Academy

By Tammie Leigh Brown
Of the Post-Dispatch Staff

The St. Louis Career Academy today will be named one of the five best urban schools in the country by Secretary of Education Richard W. Riley.

He will recognize the vocational-technical school at a

ceremony at Central Park East Secondary School in New York, also to be honored. The other top schools are in Chicago, Miami and San Diego.

These schools will be part of a national education reform initiative to set new academic standards for urban high schools. The schools were selected for their

"cutting-edge" teaching methods under a national education project called "Changing the Subject: The New Urban High School."

The St. Louis Career Academy, which opened in September, gained praise for its mix of computer-assisted teaching and project-based learning. The stu-

dents use work stations instead of classrooms and have few textbooks. Upperclassmen will take part in internships and feature their work in portfolios and exhibitions.

"We're extremely pleased and honored to be recog-

nized for what our school and its students have accomplished in a short period of time," said John McDonnell, president of the academy's Board of Education and chairman of McDonnell Douglas Corp.

The academy and the other selected schools base what and how they teach on what the surrounding community needs, said Riley. The schools must prepare students for college and stress high academic standards

and career skills, career exploration, internship and work-based experiences, mentoring and a safe, supportive learning environment.

The federal government will pay The Big Picture Co., a national non-profit education research group, to work with the schools. The group will help the schools expand and promote their educational programs and will provide the schools with a renowned educator as a mentor.

In the months since the St. Louis Career Academy opened at the old Southwest High School, Kingshighway and Arsenal Street, many students there have made dramatic improvements. Many students who at first tested at the fourth-grade level in reading and math now are working at the seventh-grade level.

The first-year class is entirely freshmen; next year, the school will include sophomores and freshmen, and the next year, juniors and so on.

The curriculum for each student is tailored to particular needs. The students get to choose the order of their lessons and use only one textbook — for chemistry. Instead of using books, the students learn at work stations on computers or in team projects. The teachers review each student's progress daily.

"I can be on my own level. This is more of a challenge. I can excel at my own pace and go as fast as I want to," said freshman Sara Fierce.

Students also set school rules. And once a student loses a privilege because of bad behavior, he or she always gets to earn that privilege back by doing something good.

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Chicago Vocational gets national honor Cited as budding model school

MAR 11 1997

CHICAGO TRIBUNE

CHICAGO

Chicago Vocational shows improvement

Chicago Vocational High School was among five urban schools praised by U.S. Education Secretary Richard Riley on Monday for showing significant improvement under reform.

The five schools were selected by a U.S. Department of Education office of vocational and adult education project called "Changing the Subject: The New Urban High School."

Even though it is one of four Chicago high schools on remediation for low reading scores, Chicago Vocational at 2100 E. 87th St. was cited for its transformation during the past five years into an eight "schools-within-a-school" facility, where teachers in each school meet regularly to plan ways to integrate their curricula, federal officials said.

The federal survey said officials were impressed by CVS' ability to personalize education for 2,700 students in a "huge" physical plant covering 750,000 square feet.

Under the award, Chicago Vocational and the other four schools will work with the Big Picture Co. of Providence, R.I., a non-profit education research and advocacy group that will help CVS expand and promote its educational initiatives to be used as models for other schools.

The other schools are Hoover High School of San Diego, William Turner High School of Miami, St. Louis Career Academy of St. Louis and Central Park East Secondary School of New York.

BY LORRAINE FORTE
STAFF REPORTER

Citing a small schools program, business partnerships and teacher training initiatives, the U.S. Department of Education on Monday selected Chicago Vocational High as one of five national New Urban High Schools.

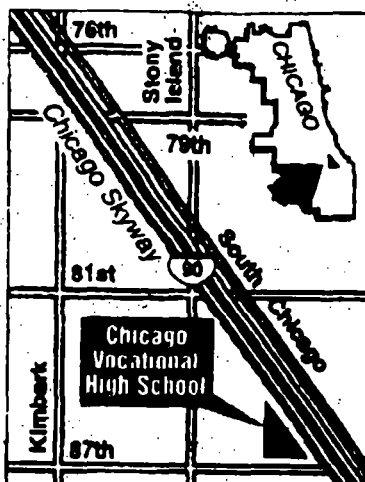
CVS and the other winners—from San Diego, St. Louis, Miami and New York City—will get \$30,000 each to help foster further improvements and turn the schools into models for other struggling schools across the country.

Since Principal Betty Despenza-Green took over in 1989, CVS's biggest success has been to break up the 2,700-student school at 2100 E. 87th in the Calumet Heights neighborhood into eight small schools that focus on specific career areas.

The Chicago Board of Education has called on more high schools—which usually have more than 1,000 students—to create small schools that allow for personalized teaching.

At CVS, faculty members have been trained in new teaching methods and have rewritten the curriculum to combine academics and career education.

Business partners provide internships, mentoring and on-the-job training. An engineering consultant now installing a new fiberoptic network took on drafting students to help with the design; the network will allow the school to have access to the Internet and to participate in video teleconferences with schools around the world.



SUN-TIMES

CVS also opened an evening high school for dropouts, adopted uniforms and launched weekly "reading days" on which students read modern classics such as George Orwell's 1984 and Maya Angelou's I Know Why the Caged Bird Sings.

The efforts have brought modest improvements in attendance, dropout and graduation rates. But test scores, while on a par with other Chicago high schools, remain far below state averages. More than 50 percent of students do not meet state reading and math goals.

"They're definitely not where we want them to be," Despenza-Green said. "But we have all the pieces in place to get them up. I can't wait to see them this year."

PHOTO CAPTION:

BRIAN JACKSON/SUN-TIMES

Carletha Hughes, a student and senate representative at Chicago Vocational High School, talks Monday about the family atmosphere at the school. The 2,700-student school has been divided into eight smaller schools. In back are Lynn St. James (left), Chicago public schools chief educational officer, and Principal Betty Despenza-Green.

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—Betty Despenza-Green, CVS principal

Harlem HS joins list of nation's best

A 'HIGH FIVE' FOR CITY SCHOOL

By DENISE BUFFA
Education Reporter

Central Park East Secondary School in Manhattan — where kids perform internships in morgues and criminal courthouses — was yesterday named one of the five best urban high schools in the country.

The East Harlem school, where 97 percent of the kids graduate and 90 percent go to college, will share a \$2 million grant to continue its work, exchange ideas with the four other top schools and ultimately spread its secrets of success with schools throughout the region.

"They are what every school should be reaching for," U.S. Education Secretary Richard Riley said at the Madison Avenue school yesterday as he announced the U.S. Department of Education's Urban High School Initiative.

The program is a partnership between the department, the five schools and The Big Picture Company, a Rhode Island-based nonprofit education research and advocacy group.

Central Park East — whose 475 seventh-through 12th-graders hail from the East Harlem neighborhood — is answering President Clinton's "Call to Action" to ensure kids are ready to go to college, have access to the Internet, qualified teachers and a safe school, Riley said.

At the end of the 10th grade, students enter what's called the Senior Institute, where they must prepare

portfolios in areas including literature and science and technology.

They must then present their thoughts to a committee consisting of an administrator, a teacher, a younger student and an adult of the graduation candidate's choice.

Much of the work done in connection with the portfolio is the outcome of internships, which give the students firsthand experience in professions they're considering.

One student, Robin Bullock, said working as a teacher's assistant in an elementary school helped her decide what sort of education career to pursue: as a high school math teacher.

"It really made me decide this is what I want to do," said the 18-year-old senior.

Parents and teachers, sitting with Riley and the students in a circle after the announcement, told of what's worked for them.

For Samantha Olds, who teaches social studies and English to seventh- and eighth-graders, there's a bigger reward than camaraderie with other teachers or the chance to earn credits toward a master's degree.

"The payoff is watching the progress and seeing the light go off in someone's head," she said.

The other selected schools are Hoover High School, San Diego, Calif.; William Turner Technical High School, Miami; Chicago Vocational Essential High School; and the St. Louis Academy.

"I've tried to hide it," admitted Hazel Langrall, 16, a Conestoga senior who was deferred at her top choice, Duke University. "I know it's not personal, but it feels that way. It's a rejection of yourself."

And for a teenager, grappling with the normal insecurities of adolescence, any rejection is tough news.

"I feel betrayed by the whole process, and what I'd been told," Baldwin's Judi DeDerenzo said of her Duke deferral. "I've worked my butt off for years, and look where it got me."

The quest to stand out — to become the student who leaps ahead of all others — is not lost on Patrick Fischer, who has seen the pressures building when he recruits for Cardinal O'Hara at elementary schools. Already, students are asking about advanced placement courses, when to take the SAT, and how early to

start the college-application process.

"We have parents of eighth grad-

ers asking about it," Fischer said. "The mind-set has changed so much. It's scary."

NEW YORK DAILY NEWS THURSDAY MARCH 13, 1997

E. Harlem HS wins 2M federal grant

By LAWRENCE GOODMAN

Daily News Staff Writer

Pg 2CN

An experimental East Harlem high school that sends 90% of its students to college will get \$2 million from the U.S. government to develop ways to spread its success to other schools.

The U.S. Department of Education cited Central Park East Secondary School as one of five "cutting edge" urban public high schools in the nation.

With the \$2 million grant, teachers and administrators at the 450-student academy on Madison Ave. at 106th St. will develop innovative educational techniques and then tell other schools about them.

"The percentages of students you graduate and send to college are remarkable," Education Secretary Richard Riley told school officials and students earlier this week.

"They are testament to the hard work of your school administrators, teachers, community members and businesses — and of course your parents."

The school, established nearly 12 years ago, has grades seven through 12. Students can call their teachers by their first names, and are required to perform a semester-long internship to graduate.

Class sizes in grades seven through 10 are no larger than 20, and the staff meets to discuss teaching strategies at least five hours a week.

A stunning 97% of the students graduate, the U.S. Education Department said. Most of the students come from the East Harlem neighborhood, and nearly all are black or Hispanic.

One parent who lives outside the area said her children get up at 5 a.m. to attend school there.

"My main concern was I wanted my children in a safe haven where they didn't feel like outcasts because they wanted to learn," parent Sheila Lam-bright told Riley.

The other schools tapped for the Education Department's Urban High School Initiative are in Miami, Chicago, St. Louis and San Diego, Calif. A sixth will be added shortly.

Each school will receive a base grant of \$30,000 to \$50,000, and then additional funds as needed, federal officials said.

Larry Rosenstock, an education consultant who helped select the schools, said all the academies are small or have been divided up into smaller schools.

"It seems to be a very common theme for getting results," he said.

KANSAS CITY STAR MAR 13 1997

Education board delays action on 23 grants

By KATE BEEM

Staff Writer

P 8

Although it approved the state's first charter school on Tuesday, the Kansas Board of Education did not approve 23 grants to help districts plan for the experimental schools.

The money is part of an \$850,000 federal grant Kansas received last fall. Department of Education staff members recommended that the board approve 23 grants to school districts, including Blue Valley and Spring Hill in Johnson County and the Columbus School District in southeast Kansas, which will start the state's first charter school in August.

Board members Scott Hill of Abilene and Linda Holloway of Shawnee told Commissioner Andy Tompkins they couldn't approve the grants based solely on a recommendation from department staff

members. They wanted to see the criteria used to rank the grant applications and possibly the applications themselves.

Tompkins told the two they could have asked to see that information before Tuesday's meeting. Board members receive their agendas about two weeks before the monthly meetings.

Assistant Commissioner Dale Dennis said after the meeting that the board members would get the information and that the grants would be placed on the board's April agenda.

The 23 grants — 15 for \$35,000 and eight for \$30,000 — are for planning only. Groups within school districts receiving the grants who want to start charter schools must follow the charter school application process, Tompkins said.

The 1994 Kansas law allowing charter schools limits the state to 15 such schools.

April 24, 1997

NOTE TO CHRISTA

Attached is a list of graduation dates and other information for several universities that have strong teacher preparation programs, compiled by an intern at ED. It seems pretty clear that the POTUS is not going to visit one of these schools as a part of his commencement slate, but it occurred to me that one of the other principals might still be looking. Do you think it would be appropriate to share this with schedulers? Please use your own judgement.

Thanks.

-- Bill

Michigan State University

Date of Graduation: May 2,3

There is one large undergraduate ceremony that all can attend, but they don't walk (May 2)
Then they disperse to their ceremonies which are broken down into the various colleges
these ceremonies occur simultaneously all over the campus

of graduates total- (candidates for this year so far) 4,940

of graduates from their College of Education- undergrad 180, masters 100, Ph.D. 33

University of Cincinnati

Date of Graduation: June 13th at 1:30 in Shoemaker Center

Everyone graduates in one ceremony

of graduates total- 5,737 est

of graduates from College of Ed.- undergrad 250, graduate 225 est

Ohio State University

Date of Graduation: June 13th

Everyone graduates in one ceremony

of graduates total- 5,132 est.

of graduates from College of Ed.-

University of Missouri at Columbia

Date of Graduation. May 17th

All of the Colleges within the University have separate and simultaneous graduations

of graduates total- 4,827 est

of graduates in College of Education- undergrad 275 Total: 576 est

University of Texas at El Paso

Date of Graduation: May 17th

All graduation ceremonies are on the same day but they are scheduled for different times throughout the day. They are broken up into separate ceremonies for the various colleges.

of graduates total- 2,119 est

of graduates from College of Ed.- 333 est

Montclair State University

Date of Graduation: May 16th

One ceremony for all graduates.

of graduates total- 3,025 est

of graduates from the College of Ed.
and Human Services- Undergrad. 308 est Graduate- 338 est

Vanderbilt University

Date of Graduation: May 9th

One large ceremony, then students dismissed for ceremonies by college

of graduates total-

of graduates from College of Ed.-



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

FAX TRANSMITTAL

TO: Bill Kincaid

ORGANIZATION: The White House

PHONE NUMBER: 456-2857

FAX NUMBER: 456-7028

FROM: Jennifer Johnson

PHONE NUMBER: 401-4401

MESSAGE: This is what I have so far, as far
as information about commencement for these
universities.

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_____ PAGE(S) TO FOLLOW

COMMENCEMENT OPTIONS

Recommended Schools

- * Morgan State University, May 17 *Speech/Ethics*
- * West Point, May 31
- * Sidwell Friends, June 6

Options for Fourth Commencement

Coming out of this morning's race meeting, there is interest in using the fourth commencement for the race speech. Noted below are options for consideration.

* University of Washington, Spokane, June 14 *Also Affirm Action*

* University of Santa Clara, June 14 - pr Catholic school

* University of Oregon, Eugene, June 14

* University of California, San Diego, June 14

* University of California, Riverside, June 14

make up -
check w/ ED

OSU

Midwest Schools - / ethnic area / after

Concern about it not major speech
Concern about going too long about education event
Burr - not clear what would say at an
education event

-mid

Interest in education roundtable in early May
mobility
~ 17th

~ Sense should go to a forum
Central High - September

June 14
racial reconciliation

Harlem HS joins list of nation's best

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In the months since the St. Louis Career Academy opened at the old Southwest High School, Kingshighway and Arsenal Street, many students there have made dramatic improvements. Many students who at first tested at the fourth-grade level in reading and math now are working at the seventh-grade level.

The first-year class is entirely freshmen; next year, the school will include sophomores and freshmen, and the next year, juniors and so on.

The curriculum for each student is tailored to particular needs. The students get to choose the order of their lessons and use only one textbook — for chemistry. Instead of using books, the students learn at work stations on computers or in team projects. The teachers review each student's progress daily.

"I can be on my own level. This is more of a challenge. I can excel at my own pace and go as fast as I want to," said freshman Sara Fierce.

Students also set school rules. And once a student loses a privilege because of bad behavior, he or she always gets to earn that privilege back by doing something good.

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Chicago Vocational gets national honor Cited as budding model school

BY LORRAINE FORTE
STAFF REPORTER

Citing a small schools program, business partnerships and teacher training initiatives, the U.S. Department of Education on Monday selected Chicago Vocational High as one of five national New Urban High Schools.

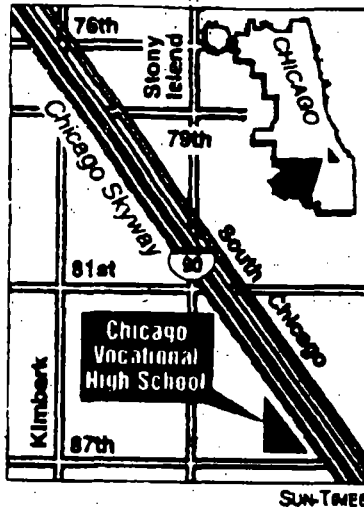
CVS and the other winners—from San Diego, St. Louis, Miami and New York City—will get \$30,000 each to help foster further improvements and turn the schools into models for other struggling schools across the country.

Since Principal Betty Despenza-Green took over in 1989, CVS's biggest success has been to break up the 2,700-student school at 2100 E. 87th in the Calumet Heights neighborhood into eight small schools that focus on specific career areas.

The Chicago Board of Education has called on more high schools—which usually have more than 1,000 students—to create small schools that allow for personalized teaching.

At CVS, faculty members have been trained in new teaching methods and have rewritten the curriculum to combine academics and career education.

Business partners provide internships, mentoring and on-the-job training. An engineering consultant now installing a new fiberoptic network took on drafting students to help with the design; the network will allow the school to have access to the Internet and to participate in video teleconferences with schools around the world.



CVS also opened an evening high school for dropouts, adopted uniforms and launched weekly "reading days" on which students read modern classics such as George Orwell's *1984* and Maya Angelou's *I Know Why the Caged Bird Sings*.

The efforts have brought modest improvements in attendance, dropout and graduation rates. But test scores, while on a par with other Chicago high schools, remain far below state averages. More than 50 percent of students do not meet state reading and math goals.

"They're definitely not where we want them to be," Despenza-Green said. "But we have all the pieces in place to get them up. I can't wait to see them this year."

MAR 11 1997

CHICAGO TRIBUNE

CHICAGO

Chicago Vocational shows improvement

Chicago Vocational High School was among five urban schools praised by U.S. Education Secretary Richard Riley on Monday for showing significant improvement under reform.

The five schools were selected by a U.S. Department of Education office of vocational and adult education project called "Changing the Subject: The New Urban High School."

Even though it is one of four Chicago high schools on remediation for low reading scores, Chicago Vocational at 2100 E. 87th St. was cited for its transformation during the past five years into an eight "schools-within-a-school" facility, where teachers in each school meet regularly to plan ways to integrate their curricula, federal officials said.

The federal survey said officials were impressed by CVS' ability to personalize education for 2,700 students in a "huge" physical plant covering 750,000 square feet.

Under the award, Chicago Vocational and the other four schools will work with the Big Picture Co. of Providence, R.I., a non-profit education research and advocacy group that will help CVS expand and promote its educational initiatives to be used as models for other schools.

The other schools are Hoover High School of San Diego, William Turner High School of Miami, St. Louis Career Academy of St. Louis and Central Park East Secondary School of New York.

PHOTO CAPTION:

SPAIN JACKSON/SUN-TIMES
Carietha Hughes, a student and senate representative at Chicago Vocational High School, talks Monday about the family atmosphere at the school. The 2,700-student school has been divided into eight smaller schools. In back are Lynn St. James (left), Chicago public schools chief educational officer, and Principal Betty Despenza-Green.

"[Test scores are] definitely not where we want them to be. But we have all the pieces in place to get them up. I can't wait to see them this year."

—Betty Despenza-Green, CVS principal

+ ~~to~~ New Urban
Schools/
OVAE

**U.S. Department of Education
Office of Under Secretary, Planning and Evaluation Service
600 Independence Avenue, SW
Room 4168, FOB10
Washington, DC 20202**

FAX COVER SHEET

Fax Number: (202) 401-3036

TO : Bill Kincaid

FAX NO.: 456-7028

(Number of pages, including cover sheet: 22)

FROM: Melissa Chabran

PHONE NO.: 401-1265

Message:
Bill,

Attached are profiles of four schools which Elois Scott asked me to send to you. These schools are ones that have either promising approaches or that are operating restructuring projects. They are taken from an idea book that our office commissioned and include sites that focus on:

- a restructuring project creating a school-within-a-school;
- career academies;
- tech-prep; and
- student supports, using the Comer Cities-in-Schools model.

We hope this information is useful to you. We will send you information on the Deborah Meier school as well as any additional material tomorrow morning.

Please let me know if you have any questions or comments in the interim.

Thanks.

Melissa



ACADEMIC CHALLENGE AND ENRICHMENT LINK RURAL STUDENTS TO THE OUTSIDE WORLD

Tuba City High School

Tuba City, Arizona

Overview

Ofelia wakes up early at her home on the Navajo reservation in Arizona to catch a 7 a.m. school bus that will take her 50 miles to Tuba City High School. A student in Tuba City's Liberal Arts theme house, Ofelia is eager to turn in a paper for an interdisciplinary U.S. history and English course discussing Puritan traditions as revealed in The Scarlet Letter. She proudly finished her paper at 9 p.m. the night before, just as the school's computer room was closing. Looking beyond high school, Ofelia is considering majoring in English in college.

At Tuba City High School, teachers and district staff have been engaged in fundamental school restructuring for almost a decade. The process of change began in 1985 when the school founded Bio-prep, a school-within-a-school honors program that initially focused on intensive course preparation in science and math and grew to involve an extensive college-preparatory curriculum in all subjects. Hallmarks of Bio-prep were a rigorous curriculum, team teaching, extended-day activities, and enriched summer program options off the reservation. Most of these features still exist through a new, schoolwide restructuring effort that continues the process of change in Tuba City High School. In the fall of 1993, building on the successes and lessons learned from Bio-prep, Tuba City launched Next Century Warriors, which extends special opportunities to all students in the school.

School Context

Located on Arizona's Navajo reservation, near the western border of the Hopi reservation, Tuba City High primarily enrolls Navajo and Hopi students from rural communities within a 54-mile radius of campus. All students in the school participate in the Next Century Warriors restructuring project.

Major Program Features

Until the advent of Bio-prep, Tuba City High had an academic record that reflected the damaging effects of rural isolation and high rates of poverty, teen pregnancy, unemployment, alcoholism; basic skills scores hovered three to five years below grade level at graduation for those who managed to stay in school. A group of Tuba City High School science teachers were especially concerned

Key Characteristics

- Restructuring project creates schools-within-schools that integrate learning around a specific academic or occupational focus
- Interdisciplinary courses provide opportunities for inquiry-based learning
- Extended time and summer options help rural community students connect with postsecondary educational opportunities

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Number of Students	890
Grades Served	9-12
Racial/Ethnic Breakdown	91% Navajo 6% Hopi
Eligible for Free/Reduced Price Lunch	75%
Limited English Proficiency	35%
Chapter I Program	Yes
Major Sources of Outside Funding	200 Navajo Jostan Macy, Inc. Foundation

about the state of the school and its lack of college-bound graduates. With help from the Josiah Macy Foundation and Northern Arizona University, they created Bio-prep, a four-year, integrated high school honors program that prepared 150 students a year for postsecondary education. The program's goals were to offer enriched, advanced courses to average and above-average high school students who were willing to take on an academic challenge with the intention of pursuing higher education at a college or university. Macy Foundation support for Bio-prep continued until 1993.

The Bio-prep goals were extended to all students through the Next Century Warriors project in 1993. With \$750,000 in funding from RJR Nabisco, a planning committee composed of the principal, district staff, and half of the school's faculty developed the following goals for the high school: (1) all students should develop and achieve to their highest potential; (2) by graduation students should be able to solve problems and make decisions; (3) students should be encouraged to pursue lifelong learning; and (4) the school's educational programs should contribute to the Native American community and society at large. According to one teacher who has participated in restructuring efforts over the past decade, "We're trying to keep the same expectations and support systems and high levels of success [for all students as there were in the Bio-Prep program]."

Academic Program

- **Theme houses.** Students at Tuba City enroll in one of four "houses," each with its own discipline-specific theme: Math, Academics, Science, and Health (MASH), Technology and Engineering Career House (TECHs), Business, and Liberal Arts. Students may take courses in any house—or even change houses entirely if their interests change—without losing credits or progress toward graduation. Each house has a team of teachers that remains with students until they graduate, a concept proven effective through the Bio-prep program. "It's important that kids develop a rapport with the faculty," explained the project director. Students take four core courses from their house team teachers and three courses from specialists (e.g., in art and physical education) who serve the entire school.
- **Innovative uses of class time** include advising and mentoring. On Wednesdays and Thursdays, Tuba City departs from its standard seven-period schedule to offer four 90-minute class periods. Students attend four of their classes on Wednesdays and three on Thursdays, as well as a fourth "advisory" session.

Students at Tuba City

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each with its own discipline-specific theme:

Math, Academics, Science,

and Health (MASH),

Technology and

Engineering Career House

(TECHs), Business, and

Liberal Arts.

In this weekly meeting, students in a stable cohort of 10 to 15 meet with teachers to discuss school-related issues, interact with special guests, or solve problems. Advisory meetings are held daily every morning in small groups with all house members. Topics and activities for these sessions will include counseling, mentoring, checking grades, and building self-esteem. Teachers will mentor students during the advisory periods and throughout the school day; they will receive extensive training from a former school counselor who was actively involved in Bio-prep.

- **Interdisciplinary courses.** Bio-prep offered many courses in interdisciplinary blocks, a strategy that still continues under the Next Century Warriors project. For example, Bio-prep ninth graders were required to take English, a math-physics course, and biology, all which were taught by a team of teachers who built connections among the disciplines. In eleventh grade, an American Studies course combined U.S. history and English; while students studied the Puritans, they read *The Scarlet Letter*. "This gave the feeling of a common group of kids with a common group of teachers doing common things," the Bio-prep director explains. Today, any interested student at Tuba City may take these courses; some courses maintain an honors label and draw matriculating students who have participated in a junior high school spin-off of Bio-prep.

Extended Support Programs

For Native American youth, getting to and staying in college hinges on having a solid high school preparation, garnering support from family and community, and adjusting to non-Native American culture. By offering summer programs, extending hours of school support services, and building parent/community support, Tuba City High School offers supplemental programs that work toward these ends.

- **Summer options.** Because Tuba City is extremely isolated (Flagstaff, the nearest town, is 80 miles away), and because the high school serves primarily Native Americans, many students have few opportunities to interact with students from other cultures—a fact that project staff believe may partially account for the high attrition rate of the few Native Americans who pursue postsecondary education. School staff believe that off-campus summer experiences can combat the effects of isolation. "In order for Native American youth to do better in college, they have to experience living on a campus, in a dorm . . . so they're more comfortable with the dominant society," said the

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Bio-prep director, who planned a rigorous off-campus summer experience for Bio-prep students. Using funds from the Macy Foundation, staff from Bio-prep and the University of Arizona (UA) in Tucson developed a five-week, five-class summer program for 15 Bio-prep participants, held at UA. Participants studied Native American literature and creative writing for six hours each day and lived in UA dormitories. In addition, Bio-prep staff sought out, publicized, recruited for, and funded other summer opportunities, such as those offered by Arizona State University (ASU), eastern prep schools, other Southwestern universities, and even Oxford University in England.

Since Bio-prep has ended, students have had fewer chances to study off-campus, but a few students still participate in programs sponsored by ASU and UA. During the 1994 summer, with money from Next Century Warriors, Tuba City High offered five courses in math, physics, music, art, and creative writing to interested students. The school also offered a summer counseling and academic preparation session for incoming freshmen as well as field trips to San Diego and Los Angeles. The MASH house sponsors a geology "excavation" trip, which any student in the school may attend. District personnel recognize the importance of these summer programs and hope to increase participation in the future.

- **Extended hours of service.** Tuba City students are expected to work hard. To facilitate their learning, the school library is open from 7 to 9 p.m., Monday through Thursday. Under Bio-prep, math, physics, computer, and English labs—staffed by teachers—also remained open Monday through Thursday from 7 to 9 p.m. Macy Foundation money paid for the added staff time. Although the school no longer has money to pay teachers for extended hours, many teachers volunteer extra time. One physics teacher holds class from 1 to 3 p.m. every Sunday; students know not to sign up for the class unless they can meet his demanding schedule. Transportation to and from these extended-day events is left to the student. Many students live in the high desert without electricity or running water, and their cultural lives center on tribal rather than academic involvement. Extending the availability of school resources enables them to strengthen academic competencies.

Support for Implementation

About 50 percent of the school's 85 staff members are Native American, more than usual for schools serving Native Americans.

According to 1992 Bureau of Indian Affairs (BIA) data, the average school serving Native Americans has 22 percent Native American faculty members. Staff stability is a major concern in most reservation schools; in 1990, the BIA reported that staff turnover averaged 30 percent in BIA schools, due mainly to the extreme isolation on reservations. However, the staff at Tuba City High is stable despite frequent changes in principal leadership over the past decade.

Leadership at Tuba City is not concentrated in the principal; instead, a long-standing and stable team of dedicated school and district staff has been instrumental in bringing about the school's decade of innovations. District and school staff alike praise the work and leadership of the former Bio-prep director, who could "get teachers together, help them like and respect each other, and get them to believe they have something special to offer." Through this stability, teachers have come to know the families who send their children to Tuba City High—a fact that has resulted in increased communication, better understanding, and stronger school/community ties. Teachers remain dedicated to helping students succeed at all costs, even when it means sacrificing personal time to keep open a lab or teach supplemental lessons during a weekend or after school. Says one teacher about his personal commitment to the school and volunteering extra hours without pay, "I feel it's normal."

Evidence of Success

Bio-prep students in the honors program made significant gains on state and national standardized test scores, increased their college attendance rates, and were accepted into some of the most prestigious colleges in the country (six are currently studying at MIT). Many students receive college scholarships. Graduates of the 1993 class earned five Manuclito scholarships from the Navajo tribe for outstanding academic performance—a record among the surrounding schools for the most scholarships received in one year.

As a whole, Tuba City students in the twelfth grade performed better than average on the Arizona Student Assessment Program (ASAP): In 1993, for example, reading and writing mean scores exceeded both the county and state averages (10.5 versus the state's 9.2 and 5.2 versus 5.1, respectively). Scores in math were below average (5.1 versus the state's average of 5.6). Tuba City High students consistently outperformed similar populations on ASAP writing and math tests, however, and were competitive in reading. On the Iowa Test of Basic Skills (ITBS), eleventh-grade students perform at levels superior to students in similarly situated districts in

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the state but below the average for the country. In 1992, eleventh graders scored an average of 31 in reading (versus the nation's average score of 52), 43 in language (versus 48), and 43 in math (versus 50). The district reports that ITBS scores have risen slightly over recent years.

The jury is still out on the success of Next Century Warriors. One encouraging sign is rising NCE gains: In 1993-94, reading scores went up 8.6 points and math scores increased 7.7 points from the previous school year. Another indication of nonacademic success is that pregnancy rates among Tuba City High School girls have dropped among first-year students and are low for the general student population; at one time, Tuba City High School had one of the highest teen pregnancy rates in the country. The district attributes this success to school support groups and an AIDS prevention program. Support groups are also credited for keeping substance abuse low among Tuba City students. Says one teacher who has experienced a decade of change at Tuba City High: "We're interested and motivated, and I think that's reflected on the students—that we expect a lot from them."

CAREER ACADEMIES INTEGRATING ACADEMIC AND APPLIED LEARNING

*Socorro High School for the Health Professions
Socorro, Texas*

Overview

Ana Rodriguez has just finished a morning of classes typical for a college-bound high school junior—chemistry, English, U.S. history, and geometry. After a quick lunch she will board a school bus bound for the El Paso Community Health Center, where she has been shadowing a pediatric nurse on his rounds. Seven months into the school year, Ana has completed eight of ten scheduled rotations in hospitals and health services agencies throughout El Paso; she likes working with children and has decided to pursue pediatrics for her year-long clinical placement during her senior year.

At Socorro High School for the Health Professions, the career academy model offers students like Ana an integrated academic and health-related curriculum and the work-based learning that will prepare them for high-skilled jobs in the health professions. Academic excellence, community service, and hands-on work experience help students develop positive attitudes about school as they plan and prepare for future careers.

School/Program Context

The Socorro High School for the Health Professions is a school-within-a-school located in metropolitan El Paso's Socorro High School. Every year it admits about 50 ninth graders interested in the health professions. Sixty-four percent of Socorro students have mothers who did not graduate from high school or complete an equivalency degree, and many students are first-generation U.S. citizens. Ninety-eight percent of Socorro students are bilingual; about 15 percent have limited English proficiency.

Students must earn a minimum high school GPA of 2.0 to continue in the program; students falling below that level must pass failed courses before they can re-enter.

Major Program Features

The Socorro High School for the Health Professions introduces students to more than 300 health care careers and their academic prerequisites. The program's goals are to: (1) introduce students to health careers via role models, speakers, and practical experience; (2) develop students' academic skills through early identification and remediation of academic deficits, integration of the core cur-

Key Characteristics

- Career academy integrates academic and applied learning
- Clinical rotations expose students to a variety of professions
- Internships provide technical training

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Number of Students	225
Grades Served	9-12
Racial/Ethnic Breakdown	198% Mexican American
Eligible for Free/Reduced Price Lunch	75%
Chapter 1 Program Yes	Schoolwide 499,495
Major Sources of Outside Funding	Chapter 1, Gift, Perkins, JTPA

riculum with a health care focus, peer tutoring, preparation for standardized tests, and honors courses; and (3) develop students' skills for career entry and certification as nursing assistants, dental assistants, medical laboratory assistants, unit coordinators, medical transcribers, EKG technicians, phlebotomists, and home health aides.

Academic Program

- **Courses.** Socorro combines a traditional college-preparatory course of study with applied health occupations classes. The ninth-grade program includes a double period of math (pre-algebra and Algebra I) and an introductory health occupations course. Tenth-grade students take a foreign language and a two-period, pre-employment health occupations lab in addition to their other courses. Eleventh graders take a third year of math and science and begin their field experience in a series of clinical rotations. While reserving two to three periods for health occupations cooperative placements, seniors continue their academic coursework and take English, social studies, and (if they choose) math and science.

A team of eight teachers, including two health occupations teachers, meets weekly to integrate academic and occupational instruction, address individual student needs, and plan academy events. Occupation-related assignments for students include writing biographical sketches of medical pioneers in English class, developing a health care reform agenda in social studies, and solving math word problems using medical applications (e.g., temperature conversions in the human body, drug dosage conversions, and intravenous solution dilution problems).

- **Team clusters.** Academy students are grouped in teams that remain together for all four years of the program. Students take all their classes with their assigned teams, including English, math, social studies, science, and health occupations. Teachers stay with the same group of students throughout the program; in this way, students and teachers develop closer relationships than would be possible in a traditional high school.

School-to-Work Transition

- **Clinical rotations.** In their junior year, academy students spend half of each school day in clinical rotations. These are unpaid assignments that enable students to explore a range of health occupations and prepare them to enter the co-op program in their senior year. Students rotate through 12 three-

Socorro combines a traditional college-preparatory course of study with applied health occupations classes.

week assignments in health services administration, direct care, support services, rehabilitation, diagnostic/therapeutic services, volunteer services, the city/county health department, and two electives. Clinical rotations also include one three-week block in which students visit local community and four-year colleges to learn about postsecondary health-related education. Socorro offers students a range of choices for each clinical rotation. Under direct care, for example, students may shadow nurses in pediatrics, surgery, internal medicine, intensive care, or oncology. Socorro places students in area hospitals, public health clinics, doctors' offices, and community health agencies. Students' on-site activities are primarily job shadowing and observation; students formalize their learning by completing study assignments, task sheets, and clinical observation sheets. The district provides transportation from the school to clinical placements so that all students can participate.

- **Internships.** In their senior year, students fill out job applications and undergo interviews for year-long internships. Past internships have been career-entry jobs in nursing services, physical therapy and EKG facilities, medical laboratories, medical clinics, dental offices, nursing homes, school nurse offices, occupational therapy departments, and nursing education offices. Student interns work between 15 and 20 hours per week (three to four hours every afternoon) and attend a one-period health occupation class every day. Department supervisors and other medical professionals monitor student progress toward learning the essential elements of the job, as specified in individual training plans signed by the supervisor, student, parent, and high school internship coordinator. Clinical supervisors complete student performance evaluations every six weeks.
- **Cooperative placements.** Typically, students in cooperative placements who have earned a positive evaluation from their clinical supervisors and completed their first 12 weeks on the job become regular employees and are paid part-time salaries directly by the facility. Although the training period technically ends with the school year, outstanding students continue after training ends. For students who are interested in pursuing their education beyond high school but may not qualify for full scholarships, these jobs provide money for college tuition.

Postsecondary Education

The academy program serves as a bridge to postsecondary education for students interested in furthering their formal educations.

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signed by the supervisor,
student, parent, and
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coordinator.

PROFILES

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The health occupations coordinators attribute much of the academy's success in this area to strong counseling and mentoring. For example, eleventh graders taking clinical rotations spend one week observing college classes to gain exposure to the higher education system. The students then walk through the application process and fill out scholarship forms. Socorro staff serve as advisors to students planning for further education.

Under articulation agreements approved by the state, the Nursing and Allied Health Programs Department of El Paso Community College can grant up to eight credits for health occupations courses completed at Socorro High School.

Professional Affiliations

Ninety percent of Socorro Academy for the Health Professions' students participate actively in the school chapter of the Health Occupations Students of America (HOSA) and in its local, state, and national competitions. HOSA activities build unity among health occupations students and reinforce their classroom experiences by bringing them into contact with other students who have similar aspirations and by expanding their knowledge of health professions. In addition, the teachers receive information and support through their involvement in this national network of health occupation educators. Activities have involved students in public speaking, demonstrating their CPR skills, and responding to mock trauma cases. In addition to HOSA, the academy's Association of Students and Parent/Professionals (ASAP) serves as a forum for area health care professionals, students, teachers, and parents to share their experiences and ideas.

Support for Implementation

Socorro's network of extended relationships with local businesses, community colleges, and four-year colleges enables the program to make cooperative placements. Many of these partnerships were facilitated by the school's successful overtures to the El Paso Hospital Council, a coalition of CEOs from all the major health care facilities in the city. Working through the council, Socorro staff "sell the program from the top down" and win commitments for support through on-the-job assignments and on-site mentoring.

The program used a portion of the district's JTPA funds to cover start-up costs. Ongoing operational costs for the academy exceed the cost of the regular academic program by about \$50 to \$100 per student per year. The additional monies are spent on equipment, supplies, and program development, although teachers do much of

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the development work during conference periods or on their own time.

Evidence of Success

Socorro became a school-within-a-school in 1991-92. Scores on the Texas Assessment of Academic Study (TAAS) for sophomores (first-time testers) at Socorro High School as a whole indicate substantial increases in reading, writing, and math achievement. In 1992-93, reading scores increased about 20 points from the previous year, with 55 percent of students passing. In 1993-94, the number of sophomores passing the TAAS reading test further increased to 62 percent of students passing. Writing scores increased from 50 percent to 75 percent passing between 1991-92 and 1992-93, and this gain was sustained in 1993-94. Math scores increased to 49 percent passing in 1992-93 and to 62 percent in 1993-94—the highest math scores for first-time tested students in the city.

The first student cohort to complete the four-year health academy program will graduate in 1996. Preliminary outcome data (based on students who entered the program as sophomores and juniors) are promising. According to the Socorro health occupations coordinator, 95 percent of academy graduates are either: (1) enrolled as full-time students in postsecondary programs in health careers, (2) continuing in their cooperative jobs and attending postsecondary institutions on a part-time basis, or (3) working full-time in training-related cooperative jobs.

TECH PREP AND YOUTH APPRENTICESHIP COURSES STUDENTS APPLY KNOWLEDGE IN WORKPLACE SITUATIONS

Liberty High School
Liberty, South Carolina

Key Characteristics

- Tech Prep courses link learning to future careers
- Apprenticeships prepare qualified Tech Prep students for highly skilled jobs
- School- and district-sponsored courses complement work-oriented curriculum

Overview

Before Dan took Tech Prep courses at Liberty High School, he was disengaged in school and rarely spoke out in class. When Liberty adopted a rigorous Tech Prep program that included him in activities simulating the workplace, Dan found school more relevant and became motivated to do well. He learned how to write a resume and prepare for a job interview; in time, he grew comfortable with working in groups and making oral presentations. A few weeks after high school graduation, Dan was hired by a local textile plant to maintain industrial equipment and do electrical work.

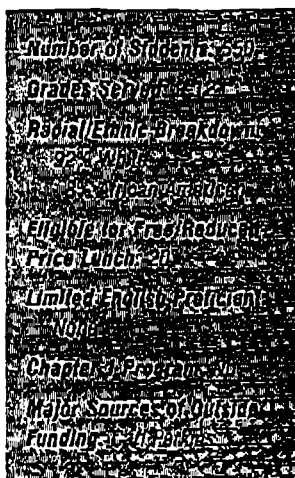
Liberty High School has eliminated its general track courses and replaced them with a Tech Prep program that provides students like Dan with integrated academic and vocational courses, prepares them for meaningful employment, and encourages them to pursue postsecondary education.

School Context

Liberty is one of four high schools in the rural Pickens County School District. About 100 Liberty students take vocational courses that follow a Tech Prep model at the district's career center. Each year, 15 to 20 seniors with good grades and attendance participate in the four-year youth apprenticeship program with students from the three other county high schools. Participants apprentice at local businesses while working toward an associate degree at an area technical college. In 1994-95, about 45 students will participate in the program.

Major Program Features

In 1985, the president of Tri-County Technical College convened local school district administrators, business leaders, and technical college faculty to discuss education reform and the adequacy of student preparation for high-skilled employment or postsecondary education. School administrators pointed out that many students saw little relevance in their courses; business leaders observed that graduates of area high schools were usually not qualified for entry-level positions; and technical college faculty affirmed that graduates were poorly prepared for advanced study.



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Number of Students	550
Grades Served	9-12
Racial/Ethnic Breakdown	1992-93
	White
	African American
Eligible for Free/Reduced Price Lunch	20%
Limited English Proficiency	None
Chapter 1 Program	No
Major Sources of Outside Funding	Contributions

The group agreed that the general track courses in area high schools should be replaced with courses relevant to real-world experiences that would prepare students for employment and further education. In 1987, these leaders established the Partnership for Academic and Career Education (PACE) to help implement Tech Prep and youth apprenticeship programs. PACE staff support Liberty and other high schools in the tri-county area. By 1990, Liberty had eliminated all of its general track curriculum courses and replaced them with Tech Prep.

Tech Prep Courses

- **School-based courses.** Liberty offers Tech Prep courses in English, math, biology, chemistry, and physics. In these courses, students apply their knowledge and skills in situations that simulate the workplace. According to the principal, students are more motivated to learn because they see more relevance in their courses. College prep students are also encouraged to take these courses in addition to regular college preparatory curriculum.

The English courses—Communications for the Workplace I and II—are open to juniors and seniors, respectively. They are designed to help students develop the communication skills necessary for gaining employment and functioning effectively in the workplace. Students write resumes, conduct mock job interviews, make oral presentations, and work in groups to devise solutions to workplace problems. They are assessed through written essays and tests, interviews, oral presentations, and group projects.

Tech Prep mathematics courses—Mathematics for the Technologies I and II—are open to students who have completed pre-Algebra or higher-level math courses. Students develop problem-solving skills that they will use in the workplace by measuring dimensions and rates at which objects move; calculating ratios and percents; creating scale drawings that represent rooms or buildings; and developing and using graphs, tables, and charts. In one class, for example, a few students measured the weight and height of every student in the class and reported this information on graphs and in tables. In another class, students were divided into groups and each group made a scale drawing of a different floor of the school.

Applied Biology I and Physics for Technologies are open to students who have taken physical science. Students study the role of biology and physics in industry and the community and

The group agreed that the general track courses in area high schools should be replaced with courses relevant to real-world experiences that would prepare students for employment and further education.

apply their knowledge in classroom activities. For example, in one class students studying bacteria used their knowledge about parasites to determine the source of a hypothetical outbreak of food poisoning.

- **Modified schedule.** The school introduced 90-minute class periods and the Tech Prep courses simultaneously. When the school had general track courses, teachers usually lectured during 45-minute class periods; with Tech Prep, longer blocks of time allow teachers to use various instructional approaches.
- **Career center courses.** The district's career center offers vocational courses to students in grades 10-12. Sophomores may choose among 12 one-year introductory courses, while juniors and seniors may take two-year courses. Like the Tech Prep courses at Liberty, the vocational courses require students to apply their knowledge and skills. Courses are offered in the following areas: agricultural mechanics, automobile technology, business management, carpentry, electronics, cosmetology, drafting, culinary arts, graphic communications, health occupations, horticulture, industrial electricity, machine technology, masonry, fashion and garment design, and welding.

Youth Apprenticeship Program

The three-year youth apprenticeship program is designed for advanced vocational students from Liberty and other area high schools. Apprenticeships are available in computer electronics, business management, auto mechanics, and industrial electricity. Students qualify for the apprenticeship program during their junior year, and apply for apprenticeships that spring. During their senior year, students continue to take classes at their own high school and at the career center; they also work as apprentices for 20 hours a week at a local business. After graduating from high school, they continue working for the same business for two years while studying for an associate's degree at a technical college in the area. On average, students in the program earn \$6 per hour.

Sixteen area businesses provided apprenticeships during the 1993-94 school year, including AT&T Global Communications, Blue Ridge Electric Cooperative, Compu-Software Innovations, Cornell Dubilier, Mayfair Mills, Ryobi Motor Products Corporation, Sealevel Systems, Inc., three car dealerships, and the Pickens County School District. At Cornell Dubilier—a manufacturing plant that provides an apprenticeship in business management—the student's initial responsibilities included bookkeeping and secretari-

During their senior year, students work as apprentices for 20 hours a week at a local business. After graduating from high school, they continue working for the same business for two years while studying for an associate's degree at a technical college in the area.

al work; eventually she will become an administrative assistant, a mid-level technology position. Sealevel Systems Inc. provided an apprenticeship to a student who has studied electronics. He started as a technical assistant and is learning to assemble and repair computers. He will eventually become an electronic technician—also, a mid-level technology position.

Vocational teachers, technical college faculty, and employers have developed workplace competencies for the four occupational fields in which apprenticeships are available. These competencies help teachers and employers devise activities at the career center, technical college, and workplace. In computer electronics, for example, the teacher at the career center and the chairman of engineering technology at Tri-County Technical College developed competencies in problem solving, reading, mathematics, communications, and teamwork. The electronics teacher helps students develop skills in these areas while employers provide opportunities for students to use them.

Support for Implementation

Partnership for Academic and Career Education

Teachers at Liberty and other area high schools received Tech Prep implementation support from the Partnership for Academic and Career Education (PACE), a business and education consortium involving the seven school districts of the tri-county region, local businesses and industries, two local business and education partnerships, the Tri-County Technical College, Clemson University's College of Education and National Dropout Prevention Center, and the Career and Technology Center. PACE provides staff development opportunities, helps develop curriculum units, and furnishes materials to Liberty and the other area high schools. PACE staff also coordinate networking meetings for Tech Prep teachers several times a year.

PACE staff provided numerous in-service training opportunities on active learning strategies, which assisted Liberty High School personnel to take advantage of a new block scheduling pattern containing 90-minute class periods. PACE staff also assisted district and school curriculum coordinators and teachers to adapt 15 curriculum units for applied English to better meet local needs. The units, developed by the Agency for Instructional Technology (AIT), are designed to teach a particular communication skill and include such topics as group participation, communication with clients and customers, and discussion to solve interpersonal conflict.

PACE staff provided numerous in-service training opportunities on active learning strategies, which assisted Liberty High School personnel to take advantage of a new block scheduling pattern containing 90-minute class periods.

1/1/97

5/1/97

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Other Training Experiences

Before teaching Tech Prep courses, teachers at Liberty and other area high schools take a three-credit course to learn innovative teaching techniques and to see first hand the education that is needed for future employees. The course is offered through PACE and is taught by Tri-County Technical College faculty and experienced Tech Prep teachers. Occasionally, local businesses hire Liberty teachers in curriculum-related summer internship programs that provide work experiences to help them teach Tech Prep courses.

Evidence of Success

In 1991, PACE received the first U.S. Department of Education Award for Tech Prep Program Excellence and one of three national awards given by the American Association of Community Colleges. In 1992, Jobs for the Future, a national organization, chose the Pickens County Youth Apprenticeship Initiative as one of seven exemplary programs nationwide to become part of its National Youth Apprenticeship Initiative. In 1993, PACE received one of nine U.S. Department of Education demonstration grants for model Tech Prep programs.

Liberty's principal maintains that students in the Tech Prep/youth apprenticeship programs see better the relevance of their coursework for future employment and education. He points to an increased enrollment at local technical colleges and general student enthusiasm as evidence of the program's success. One teacher noted that Tech Prep courses are becoming more popular as teachers and students recognize their ability to relate education to future learning—both in and out of the workplace. Finally, teaching methods being used in Tech Prep are being adopted for all courses.

IMPROVING ACADEMIC PERFORMANCE BY ADDRESSING STUDENTS' MENTAL HEALTH NEEDS

West Mecklenburg High School
Charlotte, North Carolina

Key Characteristics

- Student services management team trains teachers as case managers for at-risk students
- Cities-in-Schools program provides case managers and agency referrals to at-risk students and their families
- School teams develop curriculum and provide leadership and planning

Overview

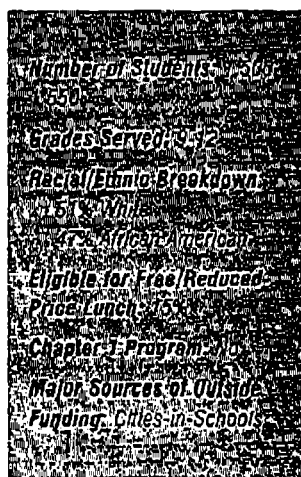
Robert's freshman year at West Mecklenburg High School was characterized by poor grades and irregular attendance. Last year, Robert participated in the school's Cities-in-Schools program, where he developed a strong and caring relationship with one of the school's counselors. Since then the support he has received from his school has helped him to develop and achieve individual goals. Because his father is an alcoholic, Robert attends Alateen support group sessions in his community, at the suggestion of his counselor. Now a sophomore, Robert has made his first A ever, in earth science. He has graduated from the Cities-in-Schools program and now meets regularly with a teacher assigned to be his case manager.

Students like Robert at West Mecklenburg High School receive the support they need to succeed, through reforms pioneered by child development specialist James C. Comer. A student service management team, a network of case managers, and the district's Cities-in-Schools (CIS) program provide a network of support services that prevent students from falling through the cracks.

School Context

Located on the outskirts of Charlotte, West Mecklenburg appears rural but lies within a few miles of housing projects and low-income neighborhoods. Most of the students at West Mecklenburg High School come from working-class families. During the 1980s, the school had one of the lowest attendance and academic performance records in the district in addition to major safety and discipline problems. In 1992, 400 students were transferred to West Mecklenburg from a high school that had been converted into a magnet school. With abysmal teacher morale and declining expectations for students, the school's new principal realized that something needed to be done.

The principal introduced the faculty to Comer's model for school change, which emphasizes the importance of addressing students' mental health needs to help them achieve academically and become responsible community members. This model relies on shared responsibility for students among faculty members and develops collaboration, consensus building, and a no-fault environment



Number of Students	2,000
Grades Served	9-12
Racial/Ethnic Breakdown	51% White, 47% African American
Eligible for Free/Reduced Price Lunch	15%
Chapter 1 Program	No
Major Sources of Outside Funding	Cities-in-Schools

among staff. Expedited by a Comer facilitator—one of the school's own guidance counselors—in 1992 West Mecklenburg developed a student services management (SSM) team, a school planning and management team, and a parents' council.

Major Program Features

Student Services Management Team

The SSM team coordinates the professional staff at the high school to address students' mental health needs. This team oversees case managers, guidance counselors, and CIS counselors and makes referrals to local social service agencies. The SSM team includes four guidance counselors; a nurse; a social worker; a psychologist; a drug abuse counselor; a speech therapist; two CIS counselors; and representatives from the local health, social services, and mental health agencies.

- **Cities-in-Schools.** The CIS program, in place at West Mecklenburg since 1993-94, targets students who have been identified during elementary or middle school as at risk of dropping out because of abuse (substance, physical, or sexual) or family problems. Two CIS counselors at West Mecklenburg provide intensive services to 75 ninth graders and their families—counseling students at the school, making home visits, arranging parent involvement activities, and teaching practical skills such as budgeting. Counselors also take students and their families to job sites and on recreational trips. At the end of the school year, the SSM team evaluates whether students in the program should continue receiving these intensive services. In 1993-94, the team determined that about half of the student participants were doing well enough academically and socially that they no longer needed the CIS program.
- **Case managers and guidance counselors.** Students who were in the CIS program as ninth graders but no longer need intensive services receive a case manager. Other students with personal and/or family problems can request a case manager. About 80 of the school's 100 teachers serve as case managers, supervising about 200 students. Case managers and their students establish short- and long-term goals and meet weekly throughout the year to discuss concerns, problems, and progress toward meeting goals.

Before West Mecklenburg began its restructuring process, the Comer facilitator and other members of the SSM team provided case managers with a day of training to help them identify

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symptoms of problems that may require intervention. Case managers notify the SSM team when these symptoms occur and work with the team to determine appropriate interventions. West Mecklenburg also has four guidance counselors.

- **Referrals to outside agencies.** When students or their family members need treatment for substance abuse, depression, or other serious problems, the SSM team refers them to outside agencies. For example, a student who was sexually molested by her step-father was referred to a group counseling program for teenage women at the local department of mental health.

School Planning and Management Team

The School Planning and Management team developed the school's plan in conjunction with parents, the PTA, and the Comer facilitator; it also establishes school policy. Members—including the principal, an assistant principal, department representatives, and three at-large members—continue to meet monthly to address curriculum, staff development, and personnel issues. After studying alternatives to the eight-period school day, for example, the team built consensus in support of a rotating schedule with four 90-minute periods a day. In 1994-95, an instructional advisory committee—composed of the principal, assistant principal, and instructional supervisors—will focus on curricular issues.

Support for Implementation

Staff Development

As an introduction to the Comer process, the principal, the Comer facilitator, and two assistant principals participated in a week of training at Yale. With additional training, they learned to implement the Comer elements, build staff commitment to the principles, and become effective leaders. In the first two years of implementation, the Comer facilitator met regularly with small groups of faculty to help them understand the process. He also met with parents, church and community leaders, and representatives of social service agencies to explain the changes at the school.

The principal has tried to ensure that the faculty includes only teachers committed to the Comer process. He hired 30 new teachers before the 1992-93 school year, 20 new teachers before the 1993-94 school year, and 15 new teachers before the 1994-95 school year. As a result, about two-thirds of the faculty has been at the school less than three years; almost every faculty member is an advocate of the Comer process.

In addition, a team of West Mecklenburg teachers attended a workshop on using cooperative learning, seminar teaching, debates, games, and puzzles in 90-minute class periods. These teachers have provided in-service workshops for other teachers at the school.

Evidence of Success

The school climate at West Mecklenburg has improved since the Comer process was implemented in 1992. The number of students with perfect attendance has increased 195 percent; the number of students on the honor rolls has increased 52 percent. At the end of the 1993-94 school year, the SSM team determined that 40 of the students in the CIS program no longer needed intensive services because they were earning Bs and Cs and their problems outside of school had been adequately addressed.

Morale among teachers at the school also has improved. The instructional supervisor in the history department commented, "The teachers have a more active role in making decisions and running the school. We find our work more rewarding than before."

PROFILES



DEWITT CLINTON HIGH SCHOOL

100 WEST MOSHOLU PARKWAY SOUTH, BRONX, N.Y. 10468

Telephone: (718) 543-1000 • Fax: (718) 548-0036

Norman M. Wechsler
Principal

February 24, 1997

Michael Cohen
Special Assistant to the President
The Old Executive Office Building
The White House
Washington, D.C. 20502

Dear Mr. Cohen,

I read with great interest the article in the January 29th Education Week entitled, "Clinton, Test Scores Put Illinois Consortium on the Map".

I've taken the liberty of writing to you to explain why I believe we are the **perfect** school for the President to acknowledge as part of his enormously important campaign to make education the centerpiece of his second administration. Given that we are celebrating our Centennial this year (1897-1997), it would be an extraordinary tie-in.

1. Seven years ago, we were identified as a low achieving school, and required to participate in the New York State Attendance Improvement/Dropout Prevention Program (attendance rate was 74%, dropout rate over 11%).

Today, we can boast the following:

1. Selected by Redbook Magazine, April 1996, 5th Annual Best High Schools in America Competition, as **one of the five most improved high schools in the nation**.
2. The New York Times, on January 12, 1997, gave us their **highest 5-star rating**, based upon our performance on the New York State Report Card, recently issued to every single school in the state. Only 25% of the high schools in New York City even received an average rating of 3 or more. Seventeen percent received a 4 or better. Only 8% of the high schools received the highest score (11 schools) and we were in the rarified company of Stuyvesant, Bronx Science, Brooklyn Tech, Townsend Harris, Manhattan High School for Science and Math, etc.

3. We have **met or exceeded** every single one of the eleven Chancellor's Standards for performance.
4. We were selected as **one of the top ten high schools (adjusted for poverty) in the State of New York** for our performance on the English Regents Examination.
5. Our attendance for the first five months of this school year: **90.3%, 90.4% 90.5% 90.9%, 90.1%**, exceeding every high school in the Bronx (except Bronx High School of Science).
6. Our dropout rate last year was **2.8%** or less.
7. Our academic performance has improved dramatically (see attached data sheet).
8. Clinton is a high school with an especially rich tradition and history. We have an incredibly distinguished body of alumni; our Alumni Association considers itself the largest, most active, most devoted in the country for any secondary school.

Jack Rudin, Arthur Gelb, Richard Avedon, William Kuntsler, Edward Bernays, Avery Fisher, Walter Hoving, Lewis Rudin, Maj. Howard Lee, Don Adams, Ralph Lauren, Burt Lancaster, Stanley Simon, James Baldwin, Avery Corman, Nate Archibald, Fats Waller, Adolph Shayes, Martin Balsam, Theodore Kheel, Maurice Nadjari, Garry Marshall, Gil Noble, Richard Rodgers, Bernard Kalb, Murray Bergtraum, Basil Patterson, Robert Lowery, George Cukor, Douglas Fairbanks, Sr., Larry Hart, Judd Hirsh, Theodore Kupferman, Bob Kane, Stubby Kaye, Robert Klein, Jan Murray, Jan Peerce, Daniel Schorr, Jimmy Walker, Larry Storch, Arthur Markowitz, Burton Roberts, Paddy Chayefsky, Ron Behagen, Frank Gilroy, A.M. Rosenthal, Richard Hofstadter, Steve Sheppard, Ed Lewis, Bruce Friedman, Gary Gubner, Dave Herman, Stan Lee and Neil Simon.

9. Our student population is comprised:
 - 57% Latino
 - 34% African-American
 - 5% Asian
 - 4% White non-Latino, other**Over 80%** of our students are Title I eligible (poverty).
10. Our philosophy:

HIGH STANDARDS + HIGH EXPECTATIONS = HIGH ACHIEVEMENT

"NO ONE RISES TO LOW EXPECTATIONS"

M. Cohen

Page 3

11. Our objectives:
 - a. To truly become a School of Excellence;
 - b. To continuously improve student performance outcomes;
 - c. For all of our students to demonstrate the mastery of world-class standards.
12. Our magnificent and wonderful Teacher of the Year for 1997, Ann Williamson, happens to be a classmate of Hillary Clinton, Wellesley, '69, and a roommate of Crandell Close Bowles, wife of the Chief of Staff. Hillary had the entire class of '69 at the White House for a reunion in February '95.
13. DeWitt Clinton, famous American and part Irishman, must be distantly related to the President's step family.

Here's a calendar of the significant up-coming events to celebrate our Centennial:

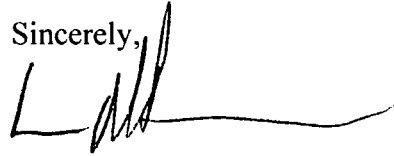
Date	Event	
Friday, May 16 (activities all day) 7:30 - 8:30 PM 8:30 - Midnight	Homecoming Day -for Alumni/Retired Faculty Ribbon-Cutting Ceremony to commemorate/inaugurate the DWCHS Walk of Fame /Parade TDF/Student Theatrical Production DWCHS Auditorium Centennial Dance	
Saturday, May 17 7:00 P.M.	DWCHS Centennial Banquet New York Hilton Hotel Basil Patterson (alum), principal honoree Robert Klein (alum), Master of Ceremonies	<u>Special Guests:</u> DeWitt Clinton V DeWitt Clinton VI
Wednesday, June 25 10:00 A.M.	Commencement Exercises/Graduation	
Saturday, September 13	Centennial Commemoration Ceremony (exact actual birthday of the school)	

Mr. Cohen, as you can imagine, we would be thrilled, delighted, ecstatic, incredibly appreciative and grateful if the President could, would acknowledge and participate in our Centennial Celebrations. We are, of course, flexible, and to the extent possible, would adapt our plans/schedule around the President. Even a live, interactive, distance link-up with one of these events would be great if a personal appearance is impossible.

M. Cohen
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What d'ya think? Can do? Please advise a.s.a.p.

Thanks, thanks, thanks, thanks, thanks, thanks...

Sincerely,


Norman M. Wechsler
Principal

NMW:na

Report Cards for Middle and High Schools

Following are some key measures from the first New York State Report Cards, issued this month for every public school in the state.

INCOME Percentage of students above Federal income guidelines for free school lunch. Where missing, similar income figures were substituted from the 1990 Census.

MATH Percentage scoring more than 85 on a math Regents test usually administered in the eighth or ninth grades. This test score was estimated by The New York Times from data on the school report cards.

READING Percentage of students scoring above typical reading level for sixth graders on a statewide test. Nearly three-quarters of sixth graders in the state meet this standard; blanks are shown for schools without sixth grades.

DROPOUT RATE The total number of students who dropped out in 1995, divided by the total school register.

11TH-GRADE ENGLISH Percentage of students scoring more than 85 on the high school English Regents exam, usually given in 11th grade. This test score was estimated by The New York Times from data on the school report cards.

REGENTS DIPLOMA Percentage of graduates last year who met the higher academic standards for a diploma endorsed by the State Board of Regents. Blanks are shown where schools have obtained waivers and do not offer Regents diplomas.

THE 'PERFORMANCE' COLUMN A measure calculated by The New York Times that adjusts test scores to control for differences in students' backgrounds. Schools are coded from one to five boxes, with

five highest and three average.

For sixth-grade reading performance, the scores were adjusted using students' family income and language background, as measured by the number of students with limited proficiency in English. For high school performance, they were adjusted using family income.

The performance scale is intended to put a sharp focus on the effectiveness of schools, by comparing schools to other schools with similar students. The Times calculated the typical test score for each level of income; the actual outcomes at each school were then compared to the typical score from similar schools. Schools were ranked by how much they exceeded or lagged behind similar schools, and divided into five groups, with one-fifth of students tested in each group.

Over all, the statistical model

accounted for nearly three-quarters of the differences among schools in sixth-grade reading, and just under half the differences in Regents diploma rates.

The performance scale is only one of many ways of looking at a schools. No single statistical analysis can tell the entire story of any school. And the calculation includes assumptions that may not fit every school: some schools may do a better job than others in reporting student information, and the differences among schools may be due to other factors not available for analysis. Schools were not included in the analysis if fewer than 20 students were tested.

Notes: Some calculations may be affected by rounding by the state. High schools with no graduating class or not administering the English Regents are omitted.

High Schools

SCHOOL	STU DENTS	IN- COME	DROP- OUT RATE	11TH ENG- LISH	RE- GENTS DIPL.	PERF
BRONX						
Adlai E. Stevenson	3,800	70	8		5	■
Alfred E. Smith	1,601	57	9		3	■
Bronx Regional	322	51	20			
Bronx Science	2,708	83	0	70	99	■■■■■
Christopher Columbus	3,318	60	12	4	12	■
De Witt Clinton	3,816	23	6	7	14	■■■■■
Evander Childs	3,014	26	9	3	4	■■■■■
Grace H. Dodge Vocational	1,516	27	4	4		
Harry S. Truman	2,776	90	5	2	15	■
Herbert H. Lehman	3,466	91	5	8	12	■
Hostos Lincoln Academy	238	20	1	7	8	■■■■■
James Monroe	1,020	0	7		3	■■■■■
Jane Addams Vocational	1,707	35	5		8	■■■■■
John F. Kennedy	5,294	52	5	6	10	■■■■■
Morris	1,971	43	4		4	■■
Samuel Gompers	1,025	25	4		4	■■■■■
South Bronx	956	20	7		1	■■■■■
Theodore Roosevelt	4,042	34	7		4	■■■■■
Walton	2,703	41	7	5		■■■■■
William H. Taft	4,086	41	8		2	■■■■■

REDBOOK**AMERICA'S BEST SCHOOLS PROJECT**

March 5, 1996

Mr. Norman M. Wechsler
DeWitt Clinton High School
100 West Musholu Parkway South
Bronx, NY 10468

Dear Mr. Wechsler:

Congratulations! I am delighted to announce that your high school has been named a winner in REDBOOK's America's Best Schools Project. Your school has been selected for its innovative and successful programs as well as its uncompromising commitment to excellence. To celebrate this accomplishment, please accept the enclosed certificate of recognition which carries with it the commendation of education leaders from around the country.

Being honored as one of REDBOOK's America's Best Schools is truly an impressive achievement. State and national education leaders nominated nearly 400 schools for recognition in one of six categories: classroom innovation, parent/community involvement, extracurricular activities, special-needs programs, significant improvement and overall excellence. Our judging panel of a dozen education experts selected 155 winners in the different categories, including one school from every state plus the District of Columbia for special recognition as the "Best of the States."

A prominent feature in REDBOOK's April issue spotlights your school along with all the other winners, and will be available on the newsstands on March 12th (a tearsheet is enclosed). To coordinate our national promotion effort, we'd appreciate it if you'd not give interviews to your local media prior to Friday, March 8th.

Warmest congratulations again to you, your faculty and students as well as their families! The entire community deserves to feel very proud of your school's national recognition.

Sincerely,

Kate White

Kate White
Editor-in-Chief
REDBOOK



DEWITT CLINTON HIGH SCHOOL

100 WEST MOSHOLU PARKWAY SOUTH, BRONX, N.Y. 10468

Telephone: (718) 543-1000 • Fax: (718) 548-0036

Norman M. Wechsler
Principal

March 12, 1996

Dear Friends,

I am thrilled to be able to share with all of you that we have been selected as a winner in Redbook Magazine's fifth annual America's Best High Schools Project. State and national education leaders nominated 400 schools across the nation for recognition, and a panel of a dozen education experts selected 155 winners. **"Your schools has been selected for its innovative and successful program as well as its uncompromising commitment to excellence."** We are one of the 5 high schools in the country selected in the category of Significant Improvement:

"Refusing to accept failure, these five schools sought new approaches to solving their problems and showed marked improvement in test scores and graduation rates."

In all, four New York City public high schools have been recognized by Redbook Magazine, and we are the only school cited in the Bronx.

The April issue of Redbook, on sale as of March 12th, prominently features the project (pp. 66-76).

These accolades are clearly the result of the contributions of all constituencies who comprise our DeWitt Clinton High School family-- students, parents, faculty and staff, community-based organizations, alumni and members of the community.

Although well on our way to truly becoming a school of excellence, much work remains to be done. We are greatly encouraged by this special recognition, and more committed than ever to achieve world-class standards. But these lofty goals are unattainable unless each student individually commits to the highest standards, expectations and achievement. Working together, teachers, students and parents, there is nothing which we can't attain.

So let's enjoy our well-deserved success-- and prepare to move ever-upward and onward!

Sincerely,

A handwritten signature in black ink, appearing to be "NMW", with a long horizontal flourish extending to the right.

Norman M. Wechsler
Principal

NMW:na

Clinton turns itself around

By RAPHAEL SUGARMAN

Daily News Staff Writer

WHEN DEWITT CLINTON WAS GOVERNOR in the first part of the 19th century, he helped establish New York State's first school system.

He also promoted the construction of the Erie Canal, which opened up the flow of commerce to New York State from the West and the Great Lakes.

More than 150 years later, the North Bronx high school of 3,500 students named after him is enjoying a renaissance that would surely have made him proud.

After a severe academic slide in the early and mid-1980s, when the school on Mosholu Parkway was almost shut down and reorganized, Clinton has rebounded. Academic scores, attendance and student morale has improved, as has the communication among kids, parents and school staffers.

"The environment of this school used to be dreary, and now it's upbeat," said 17-year-old Giovanni Melendez, a 12th-grader who watched the school improve during his four years there.

"Clinton used to be geared toward just getting its students through high school; now it's geared toward getting them into college."

Principal Norman Wechsler, credited with leading Clinton's resurgence, points to several programs initiated since the late 1980s that have sparked students and bolstered teachers.

They include the Macy's Medical Honors program for 700 students, a health careers program and a renowned encounter-group program to help students deal with often serious personal problems.

Since arriving in 1993, Wechsler has also expanded the college advanced-placement program, eliminated all non-Regents level courses, tripled the number of students successfully moving on from the Limited English Proficiency program and opened a new health clinic that is sponsored by Montefiore Medical Center.

But two factors — more than any others — have contributed to the new spirit at Clinton, said Wechsler, the admission of young women into the former all-boys school and the expanded role of the parents association.

Clinton also boasts perhaps the largest high school alumni association in the country, with a mailing list of 19,000 former students.



MICHAEL SCHWARTZ

PRINCIPAL man behind school's rise is Norman Wechsler (center, with students and staff); at right, students in chem lab and ROTC.

"The things that really improved this school were the dramatic increase in expectations and the inclusion of students, parents and all school staff in reaching those expectations," Wechsler said.

In just one year, Clinton has shown a nearly 50% improvement in the number of students who passed the state Regents exams. A total of 1,716 students at Clinton passed the exams during the 1994-95 school year, compared to 1,145 the previous year.

The biggest jumps were in the sciences, where the number of students passing the Earth science exam increased 513%; chemistry, 225%; and biology, 100%. Students also showed improvement in math, and humanities subjects such as English, French, Spanish and history.

Insuring that students are in their classrooms every day is a big part of the reason for the improved test scores, according to Wechsler.

"Students in this school had to begin to feel that being in class was not an option but an absolute expectation," said Wechsler, who credited his teachers and other school staff with Clinton's turnaround.

One in four Clinton students



was absent from class on any given day during the 1988-89 school year. This year, Wechsler expects the school's attendance rate to be 88%, which exceeds the chancellor's standard of 85%.

The rate of Clinton students who dropped out before completing four years of school has also plummeted, from 25% in 1988 to about half that last year.

The school is also safer today than it's been in a long time. The number of yearly suspensions has been cut in half, from 60 in 1992-93 to a more manageable 27 last year.

"The school feels a lot safer now than when I started here," said Stacyann Ricketts, an 11th-grader. "There are less people in the halls during classes and hanging out around the school."

Clinton's improvements

have been so dramatic that it was recently cited by Redbook magazine as one of the country's most improved high schools.

The national publication, which has 2.8 million readers, selected 155 schools nationwide — out of about 500 applicants — to be honored in several different categories.

Clinton was the only New York City school and one of only five schools nationwide to be honored in the significant improvement category.

"DeWitt Clinton still has a long way to go," said John Ferrandino, the Board of Education's superintendent of the Division of High Schools. "But this school is a great example of what can happen when a community gets behind a group of dedicated educators for the purpose of helping students."



AT-A-GLANCE JUST THE FACTS

- **Address:** Paul Ave. and Mosholu Parkway
- **Number of students:** 3,500.
- **Percentage of female students:** About 55%.
- **Average daily attendance:** About 88% of students.
- **Dropout rate:** In 1994, 13.7% of students failed to complete full four years.
- **Number of applications for admission to the school:** 8,000 last year.



DeWitt Clinton High School

100 West Mosholu Parkway South

Bronx, New York 10468

Telephone (718) 543-1000 • Fax (718) 548-0036

Norman M. Wechsler, Principal

Improvement in Performance Outcomes

Updated 1/97

ATTENDANCE

	88/89	89/90	90/91	91/92	92/93	93/94	94/95	95/96
average daily excluding LTA's	74.7%	79.2%	82.0%	83.3%	84.3%	85.2%*	86.8%*	87.9%*

Students absent 16 or more	92/93	93/94	94/95	95/96
days per semester	27.6%	25.1%	21.9%	20.0%*

Long-term absentees (LTA's)	92-93	93-94	94-95	95-96
	10.0%	9.3%	6.9%	4.9%*

ANNUAL DROPOUT RATE

'89-'90	'90-'91	'91-'92	'92-'93	'93-'94	'94-'95	'95-'96
11.4%	6.3%	4.6% *	4.2% *	4.0% *	3.4% *	2.8% est *

REGENTS DIPLOMAS

1993	1994	1995	1996	Improvement (3 yrs)
31	34	44	67	+116.1%

REGENTS EXAM RESULTS

Total number of Regents Exams Passed, January and June

1993	1994	1995	1996	Improvement (3 yrs)
1,311	1,454	1,829	2,253	+71.9%

COLLEGE ADMISSIONS RATE

June, 1994	June, 1995	June, 1996
81.0%	88.9%	92.1%

COLLEGE FINANCIAL AID OFFERED

June, 1995	June, 1996
\$898,761	\$2,464,781

* Meets or exceeds Chancellor's Standards

**HIGH STANDARDS + HIGH EXPECTATIONS =
HIGH ACHIEVEMENT!**

ENGLISH LANGUAGE ACQUISITION PROGRESS

% of students making necessary improvement	' 93 - ' 94	' 94 - ' 95	' 95 - ' 96
	48.1%	71.9%	73.8%

HIGH SCHOOL ADMISSIONS (Number of Applications for Sept. 1996)

DeWitt Clinton HS	9,342	+50.9%	High School of Choice in the Bronx!
Nearest Bronxwide HS	6,190		

BILINGUAL (Limited English Proficient - LEP Students)

Successfully Tested Out	Spr ' 94	Spr ' 95	Spr ' 96	Improvement (2 yrs)
(number)	23	69	78	+239%

ADVANCED PLACEMENT ENROLLMENT (A.P./College Board)

Fall ' 93	Fall ' 94	Fall ' 95	Fall ' 96	3 Yr. Increase
131	216	264	296	+ 126%

CHANCELLOR'S STANDARDS

91/92	94/95	95/96
6 out of 12 met	9 out of 11 met	11 out of 11 met
50% met	81.8% met	100% met

C.P.I. - COLLEGE PREPARATORY UNITS EARNED

Percentage of Graduating Seniors with 16 or more units (the highest category)

1993	1994	1995	1996
38.9%	40.4%	45.2%	48.4%

REGENTS EXAM RESULTS
(numbers passing)

January + June

Regents Exams in	1993	1994	1995	1996	3 yr. improvement
English	175	209	250	342	+ 95.4%
French	20	20	22	35	+ 75.0%
Spanish	225	234	251	327	+ 45.3%
Global History	161	188	247	291	+ 80.7%
US History	194	183	232	241	+ 24.2%
Math Sequential 1	97	113	132	226	+133.0%
Math Sequential 2	108	132	146	169	+ 56.5%
Math Sequential 3	65	73	106	120	+ 84.6%
Biology	79	166	158	218	+175.9%
Chemistry	36	42	117	83	+130.6%
Earth Science	30	56	154	155	+416.7%
Physics	38	38	14	46	+ 21.1%
TOTALS	1,311	1,454	1,829	2,253	+ 71.9%

Turnaround Stories

• In Alexandria, Virginia, a father of a Mount Vernon High School (MVHS) student took action to improve the school's quality by increasing parent participation and community involvement. Distressed by his child's lack of enthusiasm about learning, Coleman Harris ran, and was elected, President of the MVHS Parent-Teacher-Student organization (PTSA) in 1994 and subsequently began an intensive effort to increase PTSA membership and the participation of all the members of the community in school activities, whether they had school-aged children or not. As a result, PTSA membership rose from 124 to over 600, various parent councils and community resource teams have been created, enrollment in advanced courses has increased sharply and MVHS 1995 SAT scores gained 15 points over 1994. His school-reform achievements were recognized by the Vice President at the "Strengthening the Role of Fathers in Families" earlier this year. "We convinced the community that better education is everybody's business," Harris noted "as much the business of fathers as of mothers, who are traditionally closer to their children's school experiences."

Source: *Ed Initiatives* June 1, 1996 pp. 1 & *Ed Initiatives* June 15, 1996 pp. 15.

• In an effort to revitalize Drummond Elementary school in Chicago, a new principal, with the support of teachers and parents, initiated a school-wide restructuring plan, which include a switch to a year-round schedule as the centerpiece. All Drummond student's attend school for 60-day periods followed by 20-day "intersessions"; the intersessions are technically vacations, but between 80-90 percent of the students attend additional classes during these periods to strengthen their skills. The new principal also instituted a teacher-selected literature-based reading curriculum for all grades, in addition to forging a partnership with a local steel manufacturer to help introduce technology into the classroom. As a result, students' scores on the Illinois Goals Assessment Program tests have improved dramatically in both reading and math and every classroom is equipped with five computers.

Source: information provided by Elois Scott

• Despite its location an area fraught with substance abuse, gangs, violence and high rates of poverty and unemployment, Zavala Elementary School in Austin, Texas has instituted innovative reforms at all levels. Among the school's reforms are the restructuring of their special education program and the institution of an accelerated science and math-focused sixth grade academy. In addition, although barely one-quarter of the adults in the area served by Zavala are high school graduates, the school has cultivated an impressively high level of parent and community participation in school governance and advocacy. On a regular basis, parents help staff interview and select new teachers, as well as develop the school budget and curriculum. Historically, Zavala has been one of the lowest performing schools in the district, but since reforms were implemented in 1992, student achievement on the state assessment has increased dramatically in reading, math and writing at all grade levels. The most notable increase of student scores on the state assessment was in grade 5, where 71% of students passed all sections of the exam in 1994 compared to only 12% in 1992.

Source: information provided by Elois Scott

Options and Principles for Spring, 1997 Commencement Addresses

Draft -- March 27, 1997

This commencement season will be especially important for advancing the President's education agenda. This memo presents a brief list of considerations that should be taken into account for schools (other than the service academies) being considered for a presidential address, and provides several specific recommendations for sites that would highlight one or more aspects of the President's Call to Action for American education.

I. General Considerations

For every high school that is under consideration, we should check:

- Whether the school or district is committed to participating in the President's national tests in reading and math.

For every college or university, we should check:

- Whether the school has signed on to the President's America Reads Initiative (committing significant work study students to serve as reading tutors)?
- Whether the school supports the President's HOPE scholarship and other postsecondary education proposals?
- Whether the school is a Direct Lending institution?

II. Site Options (NOTE: some graduation dates could not be obtained this week due to school holidays; if known, these dates are shown immediately after the name of the school).

Charter Schools

A commencement speech at a charter school would highlight the President's call for more choice in public education and his budget proposal to help create 3000 charter schools nationwide. While there are plenty of good charter schools out there to visit, there are relatively few charter high schools. However, we have identified at least one good possibility for a commencement address:

- **International Studies Academy Charter School, San Francisco, CA** -- This very diverse school was formerly a regular magnet school before its teachers (led by a union activist) converted it into a district-wide charter magnet school in 1994. The school's curriculum focuses on international topics such as commerce, trade, and tourism and provides an option to pursue an International Baccalaureate diploma--an indication of high standards. Moreover, all students at the school participate in service learning projects.

Good Urban High Schools

Many Americans have grown skeptical about the possibility of substantially improving public education in urban areas. The President could help increase support for his education agenda, and give new energy to urban school improvement efforts, by attending the graduation of an excellent urban high school. Several of these schools would allow the President to highlight this administration's emphasis on school-to-careers opportunities. Perhaps the best example would be Central Park East:

- **Central Park East Secondary School, New York, NY** -- This Harlem neighborhood school serves 460 students in grades 7 - 12 and is acknowledged for its lead role in the movement towards smaller schools characterized by rigor and a sense of community. All students in grades 8 - 10 perform community service, and each must complete a 100-hour internship accompanied by a portfolio of work before graduating.

Additional examples would include:

- **Chicago Vocational Essential High School, Chicago, IL** -- Over the past five years, this large (2,700 students) school has personalized itself with eight schools within schools organized by career clusters.
- **Hoover High School, San Diego, CA** -- June 11-- Serving 1,800 students, Hoover curriculum organized around three broad career pathways. Students develop individualized learning plans and document their work in computer based portfolios that serve as electronic transcripts for college and career explorations.
- **St. Louis Career Academy, St. Louis, MO** -- Currently serving 240 students, the school offers a unique mix of computer assisted instruction and small group-based learning, with juniors and seniors participating in life sciences work internships and displaying work in portfolios and exhibitions.
- **William Turner Technical High School, Miami, FL** -- June 11-- A new school in an economically depressed section of Miami, the school integrates vocational and academic curriculum with high standards, offering students occupational certification along with high school diploma.

Turnaround Schools

The President could make the point about the ability to improve urban education even more strongly by visiting a "turnaround school," i.e., a once-troubled school that has made dramatic strides by following some of the key principles embodied in the President's Call to Action: high standards, better teaching, more parental involvement, greater discipline. Our top recommendation in this category is DeWitt Clinton High School in the Bronx.

- **DeWitt Clinton High School, Bronx, NY -- June 25 --** Dramatic turnaround story in a large, highly ethnically diverse high school in the Bronx. Identified seven years ago as a low-achieving school by New York State, with low attendance and high dropout rates. The formerly all-male school raised expectations (expanded AP program, eliminated all non-Regents level courses, and tripled the number of students moving on from Limited English Proficient program), admitted women and substantially increased parental involvement. Dropout rates and attendance have dramatically improved, and far more students are taking and passing rigorous regents exams (although the total receiving Regents diplomas is still under 20%). Selected by Redbook magazine in 1996 as one of the five most improved high schools in the nation, and given a high rating for performance from New York Times. The school is also an example of public school choice in action -- in 1995, 8,000 students applied for the school's 3,500 seats.

The school is celebrating its Centennial this year, and boasts alumni including Daniel Schor, Bernard Kalb, A.M. Rosenthal, Neil Simon, Richard Rodgers, James Baldwin, Ralph Lauren, Fats Waller, Garry Marshall and Burt Lancaster, as well as other notables.

NOTE: Issues regarding the Voting Rights Act and legislation providing for takeover of local school districts in New York City could be an issue here, although the high schools are governed by the central board.

NOTE: The President has been invited to this commencement, as well as to Centennial commemoration on September 13.

- **Patterson High School, Baltimore, Maryland --** Formerly one of the lowest-achieving schools in Maryland, the school reorganized into smaller five schools within schools (including four career academies in the upper grades), allowing closer ties with caring adults and improved safety, discipline, and student performance.
- **West Mecklenburg High School, Charlotte, North Carolina --** Within a two year period the school raised its test scores, increased parental involvement, and had a 75% increase in students making the honor roll. It also reduced violence and the number of weapons at school. NOTE: The President spoke to the N.C. State Legislature on education in early March.

Teachers Colleges/Schools of Education

In speaking at one of these schools, the President could highlight his call for improving teacher recruitment and preparation. A speech at one of these institutions could provide a good setting for rolling out the Administration's proposed changes to teacher preparation-related provisions in the Higher Education Act, which is scheduled for reauthorization. Depending on the arrangements at each individual school, we might need to combine a speech to the larger commencement audience with a round table discussion or similar event with graduates of the education school.

- **University of Cincinnati, Cincinnati, OH** -- June 13 -- Unique collaboration between university and local teachers union involves a year-long internship at half a teacher's starting salary. Could also highlight other professional development initiatives in the Cincinnati area, including innovative Mayerson training academy and the High School for Teaching professions.
- **University of Missouri at Columbia, MO** -- May 17 -- All entering teacher education students required to have a laptop -- heavy emphasis on educational technology. School has an energetic dean who is connecting the school with local schools.
- **Montclair State University (New Jersey)** -- Suburban education school investing heavily in difficult schools in Jersey City and Trenton. Good arts and science contributions.
- **Ohio State, Columbus, OH** -- One of the top ten producers of teachers nationally. Operates professional development schools and its Dean is an outspoken proponent of this approach. Part of a consortium of districts preparing students for urban settings.
- **University of Texas at El Paso** -- Strong involvement of university's education school in very poor, heavily Hispanic K-12 schools in intensive clinical program. Active participation of the university's wider arts and sciences faculty, not just ed school staff, in teacher preparation.
- **Vanderbilt University, Nashville, TN** -- May 9 -- Peabody College of Education among U.S. News top-ranked education schools; very strong across the board in teacher preparation. Exceptional technology capabilities (perhaps leader in the field).

- West Point
 - Sidwell
 - Morgan State

public institution or
 turnaround / chi:

COMMENCEMENT IDEAS

- University of Arizona - (520) 621-2211 Sat., May 17th
 southwest region
 large Hispanic population
 no Direct Lending
- University of Santa Clara - (408) 554-4764 June 14th
 coming into Direct Lending
 supportive of the Administration's initiatives
 cons - caught up in the ROTC situation
- Cal State Sacramento - (916) 278-6011 May 23 & 24, 1997
- University of Denver - (303) 871-2000 Sat, June 7, 1997
 friendly President to the Administration
 A market
 Direct Lending school
- University of Oregon & Oregon State - (541) 346-3111 Sat. June 14th
 supportive of Direct Lending OSU - (541) 737-0123 Sun. June 15th
 innovative workforce development ideas
 B market
- University of Washington (206) 543-2100 Sat June 14th
 supportive of Direct Lending
 A market
- San Francisco State University - (415) 338-2141 May 31st
 leader in the America Reads initiative (Bob Corrigan, President)
- UC Riverside - (909) 787-1012 Sat, June 14th
 just joined the America Reads initiative
 Direct Lending school
- University of Iowa (319) 335-3500 Sat., May 17th
 excited about Direct Lending
 nice, new President
- * University of Puget Sound (206) 756-3100 Sun. May 18th
 NA A market
 friendly territory
- University of California San Diego (619) 534-2230 June 14th & 15th
- * New Mexico (505) 277-0111 Sat. May 17th
 B-market

INTERNATIONAL STUDIES ACADEMY CHARTER SCHOOL

SAN FRANCISCO UNIFIED SCHOOL DISTRICT
CHARTER 39, SAN FRANCISCO CITY AND COUNTY

Overview of the School

The International Studies Academy (ISA) converted to charter status in 1994 and operates as a magnet school drawing a diverse population from across San Francisco. As its name suggests, the school's curriculum centers around international issues including commerce, trade, and tourism—including an option to pursue the prestigious International Baccalaureate diploma. The school features block scheduling and cooperative arrangements with the San Francisco Community College District. ISA serves a large educationally-disadvantaged and limited-English proficient population, including a special program for the hearing impaired.

ISA is governed by a unique governing board, the Charter Council, consisting of one-third each of students, staff, and community members. The sponsor district continues to manage the school's funds with a portion of its funds managed by the school independent of the district.

Student Demographics

1994-95 Student Racial, Ethnic, & Enrollment Data						
	American Indian	Asian & Pacific Islander	Hispanic	African-American	White	Total
School Number	7	211	188	69	95	570
School Percent	1	36	33	12	17	100
District Percent	1	48	20	18	13	100

- Percent of students qualifying for free/reduced price lunch: 50 percent
- Special needs services provided: The school offers a broad array of special education services, serves as a district-wide site for hearing-impaired students, and features extensive counseling and support services

Student Assessment Methods:

- Standardized testing (CTBS)
- International Baccalaureate (IB) exam for IB program students
- Subject matter standards under development starting in 1995-96 school year

Major Successes and Distinguishing Features:

- Began developing International Baccalaureate program this fall with the support of a California State Specialized School Program grant. IB program to commence Fall

1996.

- Reintroduced foreign language instruction for 9th grade students
- Established cross-registration program for students who wish to attend Community College classes
- All students engage in community-based service learning projects
- Custom-developed Memoranda of Understanding with the sponsor district covering finance, personnel, professional development and assessment help clarify charter relationship with district
- School focus on two levels of student learning including: (1) foundation mastery of core skills including culminating in a Certificate of Initial Mastery and (2) a choice of four advanced curricular pathways which may also be integrated with the IB program
- Extensive career counseling services supplemented by internship partnership with San Francisco State University counseling program
- Attendance rate increased and dropout rate decreased during first year as a charter school
- Partnerships with the Bay Area Global Education Project, the World Affairs Council, Project 2061 (science and technology), the Bay Area Writing Project, and the Coalition of Essential Schools, and Coopers & Lybrand
- Available representative standardized test scores: none available

Major Obstacles or Concerns:

- Lack of equity across the district for support of innovative programs
- Limited technology support and training

Contacts:

- | | |
|------------------------|--------------------------------|
| • Assistant Principal: | Richard Reynoso (415) 695-5866 |
| • Assemblymember: | Vacancy |
| • Senator: | Milton Marks |



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

FAX TRANSMITTAL**TO:** Bill Kincaid**ORGANIZATION:** _____**PHONE NUMBER:** 456-2587**FAX NUMBER:** 456-7028**FROM:** Jon Schur**PHONE NUMBER:** 401-3598**MESSAGE:** _____

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2 PAGE(S) TO FOLLOW

FOR IMMEDIATE RELEASE: WASHINGTON, D.C. 20202

March 24, 1997

MEMORANDUM

TO: Margaret O'Keefe

FROM: David Imig 

SUBJECT: 10 Ed Schools

There are dozens of caveats that I should make about this or any list that a group like AACTE puts together. How about making this my list of 10 Ed Schools, i.e., I have visited them and believe they merit the attention of Mrs. Clinton's schedulers as they plan future trips for the First Lady.

1) University of Texas at El Paso - a charismatic dean of education is struggling to change his Ed School by "investing" the time and talents of his faculty and students in some very poor K-12 schools - lots of Anglo teacher education students working in heavily Hispanic K-12 settings in intensive clinical or practicum program - heavy bilingual and cross-cultural emphasis - attempting to recruit substantial numbers of Hispanic students into the program - a wonderful university president and outstanding arts and science support make this place exemplary - lots of NSF and Ed money here as well as growing foundation support.

2) Alverno College (Milwaukee, WI) - the college receives lots of recognition for its carefully articulated program - its teacher education program leads many of these efforts - essentially taking lower income female students from Milwaukee and turning them into exemplary teachers for the schools of Milwaukee - the dean has been widely recognized for her extraordinary leadership and is leading many of the standards setting efforts for teachers and teacher education - serves on the NBPTS Board - a showcase for performance assessments and their use in teacher education.

3) University of Missouri at Columbia - all entering teacher education students are required to have a laptop - heavy emphasis on educational technology - energetic and dynamic dean who is transforming the Ed School by connecting it in very meaningful ways with local schools - into professional development schools and school leadership in very big ways.

4) Vanderbilt University - Peabody College of Education is the exception among the *U.S. News & World Report* top-ranked Ed Schools because it focuses much of its efforts on preparing teachers - exceptional technology capabilities (perhaps the leader in the field) - has an extraordinary dean - leader in virtually every dimension of teacher preparation - when foreign teacher educators ask me for "the one place" they must visit during their trip to the States, this is where I tell them to go.

5) University of Northern Iowa - of all the Easterns and Northerns and Westerns that merit attention this is my current favorite - a big teacher producer that has set high standards -

MAR-25-1997 12:51

CHGO. HILTON & TOWERS

312 922 5240 P.03/03

emphasized technology - strong clinical components - an old Normal School that has really retained that identity and done it with integrity and high quality - connected in real ways with all of the K-12 schools in Iowa - a successful and viable laboratory school is a part of the program.

6) University of Connecticut - a place transformed by an energetic dean that said the work of the faculty would be centered on the schools of Hartford (an hour away from the pristine setting of Storrs) - extraordinary commitments of faculty time and teacher candidate experiences in some of the most difficult of Hartford's schools - the influence of the Ed School is really evident in every aspect of the efforts to turn around the schools of that city.

7) Montclair State University (New Jersey) - this suburban Ed School is investing heavily in difficult schools in Jersey City and Trenton - redesigning the teacher education program while working to change K-12 schools - a very smart and able dean of education is making this a showcase for teacher education - has gained the support of the campus union and is changing all aspect of the program - excellent presidential support and good arts and science contributions.

8) Norfolk State University (Virginia) - this HBCU stands head and shoulders above its peers - an exemplary dean who has dedicated her life to making this a showcase teacher education program - this program is providing exceptional teachers for the entire Tidewater Area.

9) University of Maryland at College Park - a succession of extraordinary deans have transformed this Ed School into a real showcase for exemplary teacher preparation - well recognized faculty - outstanding programs - counselor education is a strength - child centered focus - new emphasis upon technology.

10) Florida International University - an absolute "wild man" is in charge and is doing incredible things with the Miami schools - every aspect of the program is changing - bilingual strengths - heavy emphasis on clinical program for all candidates - a smart, high energy dean is showing faculty how to respond to interests and needs of the Miami school system.

As soon as I completed this list of 10, I thought of another dozen that should have been highlighted: Maryville University in St. Louis, Trinity in San Antonio, Cal Poly at San Luis Obispo, Southern Maine, Emporia State in Kansas, DePaul in Chicago, Towson State in Maryland, Louisville, North Carolina at Charlotte, Colorado at Denver, Nebraska at Lincoln, Brigham Young, and the University of Washington at Seattle. Again, this is my list (and not that of AACTE) and to get on the list, I had to have been on the particular campus within the past two years; incidentally, I visit 20-25 Ed Schools each year.

If you have additional questions, please do not hesitate to call me.

CC: Terry Dozier



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

FAX TRANSMITTAL

TO: Bill Kincaid
ORGANIZATION: Domestic Policy Council
PHONE NUMBER: _____
FAX NUMBER: 456-7028
FROM: Margaret O'Keefe / Jerry Dozuei
PHONE NUMBER: 401-1078
MESSAGE: David Imig ACTE list
of higher ed institutions
URGENT

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UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

FAX TRANSMITTAL

TO: Bill Kincaid

ORGANIZATION: Domestic Policy Council

PHONE NUMBER: _____

FAX NUMBER: 456 - 5575

FROM: Margaret O'Keefe / Terry Dozier

PHONE NUMBER: 401-1078

MESSAGE: Those with "X" by them were
also recommended by "Education Trust"
in D.C.
Call me. I have more coming in. I'm waiting to hear
from David Imig AACTE
Margaret

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5 **PAGE(S) TO FOLLOW**

Author: Cynthia Ryan at WDCC04

Date: 3/24/97 04:30 PM

Priority: Normal

TO: Margaret O'Keefe at WDCB01

Subject: Exemplary programs

/OBEEMA

----- Message Contents -----

Margaret, as I mentioned to you earlier, I feel comfortable in recommending these 2 programs as exemplary, however I cannot make a general statement about all teacher training efforts in either of those schools.

The Urban Multicultural Action Research Project, Florida International University, is a collaborative professional development program between Dade County and Florida International University. Participating teachers are working toward Masters degrees with certification in teaching English-as-a-second language. Teachers are selected from schools which exemplify models of professional development and which have high concentrations of limited English speakers. Characteristics of the FIU school partnerships include: mutual deliberation on solutions to effective teaching practices; collaborative research on problems of educational practices; shared teaching in the schools.

The Latino teacher project is a collaboration of the university of Southern California and Los Angeles Unified School District. The goal of this project is to increase the number of bilingual teachers by creating a career track for Latino teaching assistants and by providing financial, social, and academic support. Special features of the program include: school-based faculty mentors, special workshops to prepare for state-mandated tests; commitment of the schools to support the career ladder transition, supplemental practica, seminars to enhance participants knowledge and skills.

MAR 24 '97 09:29AM UW COLLEGE OF EDUC.

P.1

FACSIMILE COVER SHEET

John I. Goodlad
Center for Educational Renewal

College of Education
University of Washington
313 Miller Hall, Box 353600
Seattle, WA 98195

(206) 543-6162

(206) 543-8439 FAX

ATTENTION:

Margaret O'Keefe

NAME OF FIRM/DEPARTMENT:

Dept. of Education

FACSIMILE NUMBER:

(202) 401-0596

VERIFICATION NUMBER:

(202) 401-1078

FROM:

Paula McMannon / John GoodladThis transmission, including the cover page, contains 4 page(s).

DATE:

3/24/97

Message:

MAR 24 197 09:29AM UW COLLEGE OF EDUC.

P.2

UNIVERSITY OF WASHINGTON
SEATTLE WASHINGTON 98195-3600

CENTER FOR EDUCATIONAL RENEWAL
313 Miller Hall
College of Education
Box 353600

(206) 543-6230
(206) 543-8439 FAX

March 24, 1997

Ms. Margaret O'Keefe
U.S. Department of Education
Washington, DC

Dear Ms. O'Keefe:

The enclosed information is in response to your recent request to John Goodlad to recommend some institutions of higher education that have good teacher preparation programs. As you may know, our National Network for Educational Renewal (NNER) currently is comprised of sixteen settings in fourteen states. These sixteen settings embrace 34 colleges and universities, more than 100 school districts, and more than 400 partner (or professional development) schools. Many of the recent efforts of national organizations (such as the NEA) to pick top teacher education programs in the United States have resulted in the majority of those chosen coming from our NNER.

Although all of our NNER settings are working to implement the renewal agenda--the simultaneous renewal of schools and education of educators--we have come up with the attached list of institutions that are doing a particularly good job.

Please do not hesitate to contact me if you have any questions or need further information.

Sincerely yours,

Paula McMannon

Paula McMannon
Administrative Assistant

MAR 24 '97 09:29AM UW COLLEGE OF EDUC.

P.3

National Network for Educational Renewal

Suggested Teacher Education Programs

University of Colorado at Denver

This institution is part of our Colorado Partnership for Educational Renewal setting that includes five institutions of higher education.

The University of Colorado at Denver features a postbaccalaureate program designed to develop teachers who are leaders in their profession. Of particular interest is the work with Goldrick Elementary School in Denver that includes a link with Americorps, which uses this urban setting with its diverse student population as a clinical setting. Also, the Northglenn High School in the Adams School District 12 (just north of Denver) is the scene of unusually good cooperation between a high school and a university.

Contact: Carol Wilson, Executive Director, Colorado Partnership for Educational Renewal.
(800) 534-1857.

University of Connecticut (Storrs)

The University of Connecticut has a five-year program in which all prospective teachers are required to complete an urban experience as well as one with either a suburban or rural site. Although the Hartford School District has experienced considerable turmoil, the University of Connecticut program has persisted, working well with a cluster of elementary and secondary schools in the city.

Contact: Judith Meagher, Interim Dean of the School of Education, (860) 486-3813.

Metropolitan St. Louis Consortium for Educational Renewal--Maryville University and Harris-Stowe State College

Maryville University is a small, former Catholic women's college located in suburban St. Louis, and Harris-Stowe State College is a historically black school serving the inner city. In order to help both of these programs grow and support the development of a diverse group of teachers, these two colleges have started a joint program. Work with the Wilkinson Early Childhood Center and the Shepard Accelerated School has been emphasized as has a collaborative program developed with Parkway South High School.

Contact: Mary Ellen Finch, Dean of the School of Education, Maryville University, (314) 528-9466.

Montclair State University

Montclair State University focuses on developing secondary teachers who are critical thinkers and who can develop critical thinking in their students. Montclair has worked closely with the Newark School District and with other school districts in that portion of New Jersey to develop a program for prospective teachers that is well grounded in an understanding of the moral imperatives of teaching in a political and social democracy.

Contact: Nicholas Michelli, Dean of the College of Education and Human Services, (201) 655-5167.

MAR 24 '97 09:30AM UW COLLEGE OF EDUC.

P. 4

University of South Carolina and Columbia College (Columbia, SC)

These two institutions are part of the South Carolina Network for Educational Renewal setting that includes five institutions of higher education.

The University of South Carolina has taken the lead in creating professional development schools by working closely with the principals and teachers in the schools to understand the role of such institutions. Their new Center for Critical Inquiry in the Richland II School District is an exciting example of school district/university collaboration at the elementary level.

Columbia College is a small, women's school that has developed a very close working relationship with several school districts. Teachers from local public schools have conducted training designed to help college faculty improve their teaching. Columbia College Professional Development Schools, such as H.E. Corley Elementary School in suburban Columbia, provide marvelous learning opportunities for children and college students alike.

Contact: Barbara Cottesman, State Site Director, South Carolina Network for Educational Renewal, (803) 786-8568.

University of Texas at El Paso

X With support from The Pew Charitable Trusts, the National Science Foundation, and the state of Texas, the University of Texas at El Paso has developed exemplary elementary education programs working with schools comprised of predominantly Hispanic students. The work with Ysleta Elementary School is particularly interesting because of the way in which it has succeeded in drawing in the local community.

Contact: Arturo Pacheco, Dean of the College of Education, (915) 747-5572.

Additional Settings

We could point a visitor to excellent examples of teacher training, particularly at the elementary level, in all of our NNER settings. For example, depending on the part of the country one wanted to visit and the specific kinds of programs of interest, exciting options could be identified at the University of Southern Maine (Gorham), the University of Washington, the University of Hawaii, Brigham Young University, and other sites in Colorado.

Contact: Dick Clark, Senior Associate of the Center for Educational Renewal, (206) 747-3280.

X



Melissa_Chabran @ ed.gov

03/28/97 04:33:00 PM

Record Type: Record

To: William R. Kincaid

cc:

Subject: - no subject (01IH1K3A0Q1U00778Y) -

Bill,

Attached is the information you requested on the graduations of exemplary secondary schools. You will notice that much of the information is not available at this time, as many schools and districts are out of the office today. I hope this information is useful, however. We will send you additional information as we receive it. Please let us know if you have any questions.

Melissa
401-1265

Exemplary Secondary School Graduation Information

School	Graduation Date	Number of Students Graduating
Hoover High School San Diego, CA	June 11, 1997	
William Turner High School Miami, FL	June 11, 1997	375
Chicago Vocational Essential High School Chicago, IL	■ Not before June 13, 1997"	
St. Louis Career Academy St. Louis, MO		
Central Park East Secondary School New York, NY		

REDBOOK

AMERICA'S BEST HIGH SCHOOLS

Here's the way they do it -- and what every parent can do to improve the quality of education in their own town

BY MICHAEL J. WEISS

You usually know you're in a top-notch high school the minute you walk through the door. The place practically vibrates with energy and expectations about to be fulfilled. Walk the hallways of Indiana's Richmond High School and see academic awards displayed everywhere. Peek into its classrooms and see students working on state-of-the-art computers. Students at Kansas's Shawnee Mission West participate in any of 50 extracurricular clubs. At Wisconsin's Rufus King High, students take advanced anthropology courses and win state championships in chess and basketball. And every single student at Illinois's Mathematics and Science Academy plans to go to college this fall.

In choosing the 155 winning public high schools for *Redbook's* fifth annual America's Best Schools project, our panel of education leaders discovered that a national effort to address drugs, violence, and low achievement in our high schools paid off big. Many principals, faculty members, parents, and students have formed dynamic partnerships that have turned schools around.

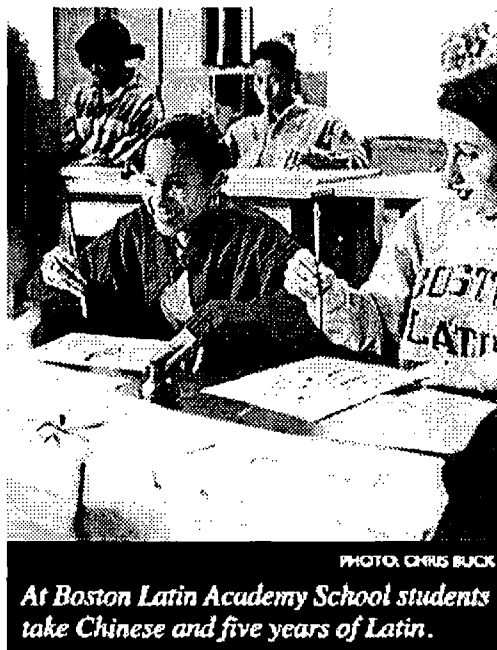


PHOTO: CHRIS BUCK
At Boston Latin Academy School students take Chinese and five years of Latin.

- **Success Stories**
- **7 Ways You Can Improve Your School**
- **Winning Schools**
- **Redbook Forum: Grade Your Child's School**
- **More Redbook Articles**

**A TALK WITH
HILLARY RODHAM CLINTON**



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■ GRADE A SCHOOLS

Special Categories

Extra-Curricular Activities

The impressive extracurricular programs at these schools include nearly all their students. One school has forged an after-school alliance with a Native American tribe, and another has created a club dedicated to reducing violence.

Arapahoe, Littleton, CO

Lake Forest, Felton, DE

Capital, Charleston, WV

Special-Needs Programs

These five schools are honored for their innovative programs that serve students with unique needs, whether they're teen mothers, have learning disabilities, or are gifted and talented.

Whitney, Cerritos, CA

Metro, Cedar Rapids, IA

Toms River Alternate Learning Center, South Toms River, NJ

Northwest Career Center, Dublin, OH

J.J. Pearce, Richardson, TX

Significant Improvement

Refusing to accept failure, these five schools sought new approaches to solving their problems and showed marked improvement in test scores and graduation rates.

Benjamin Banneker, College Park, GA

Howard, Ellicott City, MD

Alexander Hamilton, Elmsford, NY

DeWitt Clinton, Bronx, NY

West Mecklenburg, Charlotte, NC



TO : Bill Kincaid

FAX NO.: 456-7028

(Number of pages, including cover sheet: 23)

FROM: Melissa Chabran

PHONE NO.:401-1265

Message:

Bill,

Attached are the remaining profiles of high schools that we thought you might be interested in. We currently do not have an updated file on Central Park East. Good luck, and please let us know if you have any questions or need additional information.

Melissa

A handwritten signature in black ink, appearing to read "Melissa", written over the printed name.

03/27/97

11:30

202 401 3036

OPP/PES

001

U.S. Department of Education
Office of Under Secretary, Planning and Evaluation Service
600 Independence Avenue, SW
Room 4168, FOB10
Washington, DC 20202

FAX COVER SHEET

Fax Number: (202) 401-3036

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(Number of pages, including cover sheet: 23)

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Melissa



March 10, 1997

Contact: Ivette Rodriguez
(202) 401-1576

RILEY CITES URBAN HIGH SCHOOLS AS EXAMPLES OF REFORM

The U.S. Department of Education has identified five urban high schools as on the cutting edge of education reform.

The schools were selected under an Office of Vocational and Adult Education project called Changing the Subject: The New Urban High School.

The schools selected are:

California (San Diego)
Hoover High School
Florida (Miami)
William Turner Technical High School
Illinois (Chicago)
Chicago Vocational Essential High School
Missouri (St. Louis)
St. Louis Academy
New York (New York)
Central Park East Secondary School

President Clinton has issued a "Call to Action" to ensure that all students are prepared for college; that schools adopt challenging standards; that students have access to the Internet; that every classroom has a qualified teacher; and that schools are safe and drugfree.

"It can be done," U.S. Secretary of Education Richard W. Riley said during today's visit to Central Park East Secondary School. "When teachers, students, parents, the community and business join forces, the result is state of the art education, with young people preparing themselves to continue their education beyond high school."

Central Park East graduates 97.3 percent of its students and 90 percent of them go on to college. Riley said the selected schools approach reform from a perspective grounded in their communities' needs, while stressing:

- ☐ high academic standards and career skills;
 - ☐ a curriculum that emphasizes high level
- ☐ academics linked with career experiences;
 - ☐ career exploration, internships and work based
- ☐ experiences linked to classroom teaching;
 - ☐ strong partnerships between the high school
- ☐ and postsecondary institutions;
 - ☐ adult mentors to assist students with classroom and on the job learning experiences; and
 - ☐ a safe, supportive learning environment within the school.

"These new American high schools have restructured what and how they teach so that learning is relevant and all students are prepared for college and career opportunities," Patricia W. McNeil, assistant secretary for vocational and adult education, said. "They enable students to have a broader range of choices, equipping them with the advanced knowledge and skills they will need to succeed in the 21st century."

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The schools were identified as part of a contract, funded by the School to Work Opportunities Act of 1994, with The Big Picture Company, a Providence, R.I., non profit education research and advocacy group. The high schools will receive assistance from The Big Picture Company in expanding and promoting their initiatives, with the intent that they will serve as models for other schools. Each school will also benefit from working with a renowned educator as mentor. These nationally recognized experts include Howard Fuller, Norton Grubb, Deborah Meier, Seymour Sarason, TheodoreSizer, and Judith Warren Little.

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NOTE TO EDITORS:

High school descriptions are attached.

NEW URBAN HIGH SCHOOLS

Hoover High School, San Diego, Calif.
Contact: Doris Alvarez, principal, (619) 283 6281

Serving 1,800 students, Hoover has organized its curriculum around three broad career pathways. Students develop individualized learning plans, incorporating learning objectives, and document their work in computer based portfolios that serve as electronic transcripts for students' college and career explorations.

William Turner High School, Miami, Fla.
Contact: Enid Weisman, principal, (305) 691 8324

In a new building set in an economically depressed area of Miami, Turner offers seven broad career pathways to 2,147 students. A model school for Dade County, Turner is proud of its ground breaking work in integrating vocational and academic curriculum in an atmosphere of high expectations for all students. Turner is a dual certification school, offering students occupational certification along with their high school diploma.

Chicago Vocational Essential High School, Chicago, Ill.
Contact: Betty Despenza Green, principal, (773) 535 6099

Serving 2,700 students in a huge physical plant covering 750,000 square feet, Chicago Vocational has transformed itself over the past five years into eight "schools within a school," organized by broad career clusters. Within each school, vocational and academic teachers meet together regularly to plan integrated units of study. Chicago Vocational has been recognized locally and nationally for its exemplary leadership and unique achievements in personalizing education in a large urban site.

St. Louis Career Academy, St. Louis, Mo.
Contact: Vonelle Middleton, principal, (314) 772 8200

The St. Louis Career Academy offers a unique mix of computer assisted instruction and project based learning in a redesigned high school setting, featuring individual work stations and emphasizing small group work rather than conventional classrooms. Each career academy student works on academic skills at a personal computer for up to three hours each morning, and participates in group projects in the afternoon. Juniors and seniors engage in workplace internships in the life sciences, and feature their work in portfolios and exhibitions. Currently serving 240 students, the academy is a pilot program for the new St. Louis Career Education District, which will operate four such academies, each serving 450 students from the city and the surrounding county.

Central Park East Secondary School, New York, N.Y.

Contact: Paul Schwarz and David Smith, co directors, (212) 427 6230

Central Park East is a small neighborhood school in Harlem, serving 460 students in grades 7 through 12. Known for its district and national leadership in the movement toward smaller schools characterized by intellectual rigor and a sense of community, Central Park East is also a leader in providing work based learning for all students. Each student in grades eighth through tenth performs structured, supported community service. In addition, as a requirement for graduation, every student completes a minimum one semester, 100 hour internship accompanied by a portfolio of work. Community service and student internships are mediated through the school's advisory program, an exemplary support system for student learning and career exploration.

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THE TALENT DEVELOPMENT HIGH SCHOOL

Early Evidence of Impact on School Climate, Attendance, and Student Promotion

James M. McPartland, Nettie Legters, Will Jordan, & Edward L. McDill
Johns Hopkins University

Report No. 2

September 1996

Published by the Center for Research on the Education of Students Placed At Risk (CRESPAR), supported as a national research and development center by funds from the Office of Educational Research and Improvement, U. S. Department of Education (R-117-D40005). The opinions expressed in this publication do not necessarily reflect the position or policy of OERI, and no official endorsement should be inferred.

Abstract

The first Talent Development High School was established in September 1995 at Patterson High School in Baltimore, Maryland. The model at Patterson, which features career-focused academies for the upper grades, a ninth grade academy with teams of teachers and students, and other key Talent Development components, was designed and developed by the school's faculty and administration with the participation of Johns Hopkins' CRESPAR staff as partners. Priorities set for the first year included improvements in school climate, student attendance, and student promotion rates. Early evidence after the first seven months of the 1995-96 school year indicates that, compared to previous years, there is dramatic improvement in overall school climate (student behavior and faculty collegial support), in student attendance, and in expected student promotion rates, especially from ninth grade to tenth grade.

Early Evidence of Impact on School Climate, Attendance, and Student Promotion in a Talent Development High School

The first Talent Development High School was established in September 1995 at Patterson High School in Baltimore, Maryland. The model at Patterson, which features career-focused academies for the upper grades, a ninth grade academy with teams of teachers and students, and other key Talent Development components, was designed and developed by the school's faculty and administration with the participation of Johns Hopkins' CRESPAR staff as partners. Some priorities were set for the first year to address the most pressing problems at Patterson.

Patterson Prior to Career Academies

Patterson High School enrolls about 2,000 students, of whom about 60 percent are African American, 30 percent white (mostly living in white ethnic neighborhoods of Greek, Polish and Italian heritage) and 10 percent American Indian, Asian, and Hispanic. The school is non-selective and geographically zoned, thus it receives all the students within its boundaries who do not gain admission to one of the district's three citywide high schools or three vocational-technical high schools, all of which have entrance requirements based on grades, tests, and attendance.

Patterson was one of the first two high schools cited in 1994 by the Maryland State Department of Education as "eligible for reconstitution" because of its low rankings and negative trends on dropout rates, student attendance, and student achievement tests. This designation is tantamount to saying that Patterson was one of the two worst high schools in the state of Maryland in 1994. The designation meant that the state would come in and take over the school or find a university or firm to do so if Patterson proved unable to provide a dramatic improvement plan (with district help) that the State Department of Education could accept.

In fact, there were two initial attempts to develop improvement plans that were not successful. In one, the district explored turning the school over to the Hyde Foundation, which was known for its "values education." This proposal was rejected by the Patterson parents and

community. In a second attempt, the school proposed to overhaul the teaching faculty through "zero-based staffing." This was rejected by the state as too vague.

In the summer of 1994, a new principal was brought in with a small team of associates. Faculty changes were made — some teachers left willingly, others not so willingly, and some new teachers came in. The new principal, her associates, and the new and existing faculty then worked together to develop a school improvement plan that featured several career-focused academies as schools-within-the-school, and a ninth grade academy built around interdisciplinary teacher teams.

At about the same time period, the proposal for the creation of CRESPAR was being developed by staff at Johns Hopkins and Howard Universities. The proposal included a detailed outline of the Talent Development Model for High Schools. This proposal won the competition for funding, and CRESPAR was established as a national research and development center funded primarily by the Office of Educational Research and Improvement (OERI) in October, 1994.

CRESPAR staff made it known they were looking for school partners to work with on high school reform. The Maryland state school superintendent met with Hopkins researchers to urge CRESPAR to work with Patterson. This school was already under consideration by CRESPAR due to an earlier request from Patterson staff to the Johns Hopkins Center for assistance soon after the state announced its designation for reconstitution, but before the change in Patterson leadership or the CRESPAR grant.

In November 1994, CRESPAR Hopkins staff met with the Patterson leadership team to discuss a partnership. The Patterson improvement plan already under development contained key features of the Talent Development model of the CRESPAR proposal, including a common core curriculum for all students (which was district-wide policy) and an emphasis on creating small learning communities in the school with a career focus and using teacher teams. Given this match between the ongoing Patterson work and the CRESPAR model, a partnership was formed, and Hopkins staff joined the ongoing Patterson planning groups as regular team members.

It became immediately apparent to CRESPAR staff why Patterson was in major trouble with the state — the school learning environment was in chaos. Small groups of unruly students were constantly roaming the halls and stairways, and repeated faculty efforts to bring order to the building were unsuccessful. Teachers, unable to maintain peace in the halls, retreated to their classrooms where they tried to do their best with the students in their own

rooms. They kept the doors of their rooms closed, and many papered over their door windows to shut out the outside confusion.

Student attendance and lateness were serious problems, of such proportions that proposed solutions — such as daily detention for tardiness — could not be managed due to the overwhelming numbers. A policy to prevent lateness by closing the building one hour after school had begun, so that late students could not enter, was the only workable recourse to demonstrate the school's seriousness about lateness, but it required that almost all of the several sets of school doors be kept locked at all times (a violation of fire regulations).

The rate at which students failed courses and were left behind to repeat a grade was enormous. In 1993-94, over 80 percent failed the ninth grade (4 out of 5 students were *not* promoted to grade 10). In the planning year of 1994-95, this improved somewhat — about 50 percent of ninth graders failed to be promoted. A high rate of students being left back in grade 9 almost inevitably leads to a high rate of student dropouts. Indeed, Patterson enrolls over 600 new ninth graders each year, but has graduating classes well under 200.

Student test score performance was also poor on the Maryland minimum competency tests in Math, Writing and Citizenship, which are required for graduation. The Math test is actually intended to be passed in the seventh or eighth grade, but only about one quarter of Patterson students have done so by the end of the ninth grade.

Priorities on Climate, Attendance, and Promotions

The improvement plan put together by the Patterson team addressed the state's concerns about test scores, attendance, dropouts, and climate. But the team became aware as the plan was developed and implemented that priorities needed to be set. School climate was definitely the first order of business. Little else could be achieved until the school environment, currently an overwhelming impediment to good teaching and learning, was transformed into a positive force at Patterson. Instead of students seeing the school as a perpetual playground and teachers seeing school authority as a joke, all needed to believe that Patterson had become a "real school" with a widely-respected seriousness of purpose. With such a transformation, students could be held to high standards of discipline and achievement, and teachers could feel good about working at Patterson to help students mature and learn.

Attendance emerged as the second priority. Studies of why Patterson students failed to pass their courses to gain promotion to the next grade level showed that poor attendance was the strongest correlate of course failures. Students who attended regularly passed most or all of their

classes — teachers found ways to motivate them to achieve a passing grade (although often a low passing grade). Because absenteeism is closely tied to failing to earn course credits, which leads to grade retention and dropout, improving student attendance was seen to be a top priority for improving promotion, school retention, and graduation rates.

The priority given to climate, attendance and promotion rates in the first year of implementing a Talent Development Model at Patterson took precedence over other goals of the model, such as improving classroom instruction in higher order competencies through new learning activities and methods. Nonetheless, many such efforts occurred simultaneously. The use of 90-minute classes in a four-period day was instituted as part of the school improvement plan. Faculty were provided staff development in using computers, cooperative learning, and project-based learning activities. Indeed, most of the time in Patterson's weekly 90-minute professional development sessions for faculty has been devoted this year to instructional improvement. (Students are released early every Wednesday to provide time for these sessions.) The improvement team clearly realized, however, that giving teachers new instructional tools without first vastly improving school climate and student attendance would do little to improve student learning, promotion, and graduation. On the other hand, traditional instruction conducted within the framework of a serious climate for learning, improved student attendance, and the four-period day could make major strides forward on these goals. Thus, Patterson still has far to go in impacting the type of classroom learning activities received by its students, but the school's efforts will shift to these factors as climate and attendance come under control.

The Talent Development Model at Patterson

The Patterson school improvement plan, designed by the Patterson staff in a partnership with Johns Hopkins CRESPAR, addresses many of the components of the CRESPAR framework for a Talent Development High School. The components include (a) making schoolwork relevant, (b) providing opportunities for academic success, (c) providing a caring and supportive learning community, and (d) providing help with student problems.¹ Initial efforts at Patterson have focused primarily on changes in school organization to support these components.²

¹The Talent Development High School components are fully elaborated in LaPoint, V., Thompson, D., Jordan, W., and McPartland, J.M., "Essential Components for the Talent Development High School." CRESPAR Report No. 1, September 1996.

²Initiating changes in school organization to bring about changes in student outcomes is discussed by McPartland, J.M. in "Applying James Coleman's Education Theories to Practical School Reform." American Educational Research Association annual meeting, New York, April, 1996.

Patterson's Ninth Grade and Career Academies

The major improvements at Patterson derive directly or indirectly from the establishment of Academies as five self-contained schools-within-a-school.

The ninth grade is housed in one wing of the building as "The Ninth Grade Success Academy," with its own entrance and classrooms (including computer and science labs). The ninth grade has its own Academy Principal, Academy Leader, and a teaching faculty that is divided into five interdisciplinary teams, each of which teaches a common group of 150-180 students in a four-period block schedule. Each teacher team has a common planning time each day to work together on student and instructional issues.

The Ninth Grade Success Academy decided that the teacher teams would target improved student attendance as a major goal. A full-day retreat was held off campus at mid-year in 1995 for ninth grade faculty and administrators to set attendance goals and to practice attendance-improvement approaches. As a consequence, phone calls to absent students are made daily by ninth grade teacher-team members.

Four career-focused academies were designed by Patterson staff for the upper-level (grades 10-12) students. The academy themes were generated by drawing on and combining multiple proposals submitted by individual Patterson faculty members and by groups of faculty. The four upper-level career academies, which opened at Patterson in September 1995, are Arts and Humanities, Business and Finance, Sports Studies and Health/Wellness, and Transportation and Engineering Technology. Like the Ninth Grade Success Academy, each upper-level career academy has its own entrance, its own area of the building, and its own faculty and administrators.

Students select their academy through a process of self-examination of career interests and presentations of academy offerings by academy staff. Although block-scheduling with teacher teams is not possible due to the multiple electives and individual needs of upper-level students, homeroom advisory groups have been formed to further enhance the school's caring human environment. Each academy is small enough (under 325 students) that problems of student attendance and lateness can be handled with individual students, through enforceable practices such as daily lateness detention.

Flexible Resources

New practices have been instituted at Patterson to increase student motivation and opportunities for academic success. The Ninth Grade Success Academy has introduced Improvement Grades and Credit School to help students recover from failures. Improvement Grades give extra report card points to students who started out low but are catching up to meet high standards. Credit School meets for an additional hour after regular dismissal. It allows students who failed major courses in the first term, for a small fee, to attend regularly to make up the missed credit. All academies permit students to recover from spells of poor attendance early in the term – the school has an automatic-failure policy for high absenteeism, but 10 consecutive days of perfect attendance allows students to recover from a violation of the policy. In addition, the school is continuing previous voluntary coaching classes before and after school for students who need extra help.

Twilight School and Coordinated Services

A significant number of students come to Patterson with serious personal problems that interfere with their schoolwork and negatively affect the school environment for other students and teachers. Some students enter Patterson from incarceration in state juvenile detention centers and become discipline problems in many Patterson classrooms. Other students have family responsibilities, either for care of their own children as teenage parents or for time-consuming support or assistance to their siblings or adult relatives. Others have substance abuse problems that not only damage their own life chances, but also draw their peers into self-destructive activities.

Patterson is provided by the district with a full-time professional health suite and a staff of social workers, school psychologists, and guidance counselors who provide on-site services or referrals for students whose personal needs cannot be handled by the teacher teams or adult advisors. Regular instruction and discussions by Patterson staff are conducted on topics of teenage sexuality and drug or alcohol issues.

Patterson faculty developed an alternative after-hours school called the Twilight School to provide students who have serious discipline problems with a setting in which they will not disturb other learners and in which they can be helped to adjust to their school responsibilities. The Twilight School meets daily for three hours after the regular school has been dismissed, and offers small classes in basic academic subjects and personal coping skills. The purpose

is to help students move back into the regular school with improved chances of managing their behavior well in the context of regular school rules, regulations, and teaching staff.

Early Evidence of Effects at Patterson

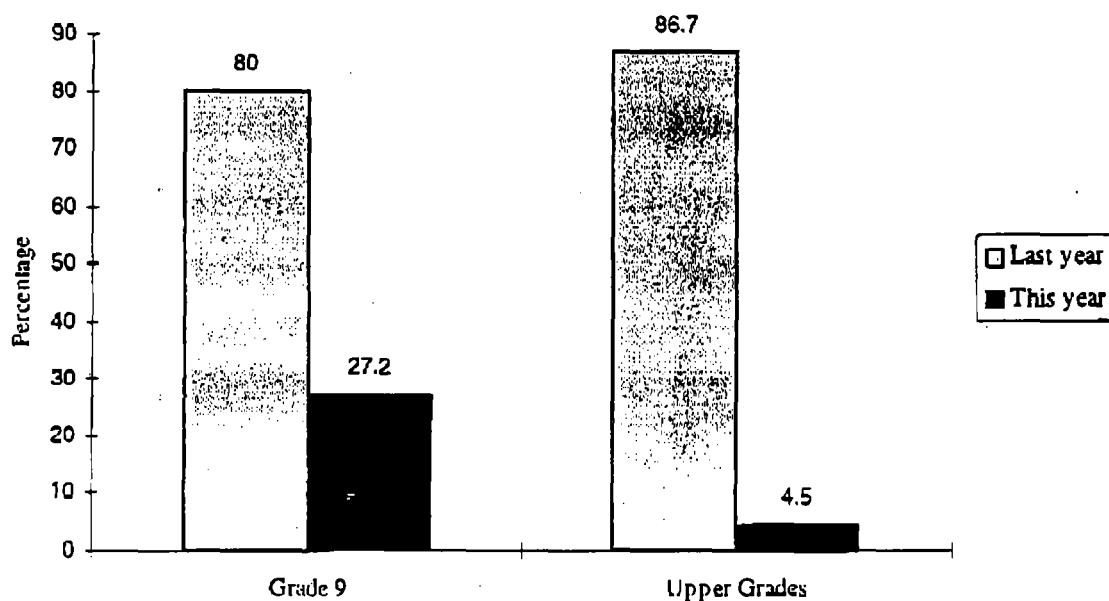
At this time, statistical evidence is available to compare conditions at Patterson in the 1994-95 school year with conditions in 1995-96. The evidence is drawn from faculty surveys about climate and teaching conditions, student attendance rates by grade level and month, and report card grades and course credits through the first 18-week term. We are also collecting similar data from other non-selective high schools in the district, which allows control group comparisons.

School Climate

Patterson teacher surveys show a dramatic change in the learning climate of the school since the Talent Development reforms have been instituted. Last year, almost all of the Patterson teachers believed the school's learning environment was *not* conducive to school achievement for most students. This year, almost none of the Patterson teachers feel this way. Figure 1 shows this complete turn-around in teacher perceptions of the learning environment at Patterson.³ The change is somewhat more overwhelming in the upper grades than in the ninth grade — the percentage difference is 86.7 vs. 4.5 in the upper grade and 80.0 vs. 27.2 in grade nine. The size of both these differences is rarely encountered in social science research.

³Teachers surveyed last school year and those surveyed this school year are not exactly comparable samples. As noted, a number of last year's teachers (about 20%) were replaced by teachers new to the school this year. The turn-around in teacher perceptions is still impressive.

Figure 1
Percent of Teachers Who Agree That The Learning Environment
is Not Conducive to School Achievement for Most Students



Teacher collegiality and helpfulness to one another also shows impressive improvement from the previous year. Figure 2 shows that last year only about thirteen percent agreed that “this school seems like a big family: everyone is so close and cordial” compared to about half who agree this year.

Figure 2
Percent of Teachers Who Agree That This School Seems Like a
Big Family; Everyone is so Close and Cordial

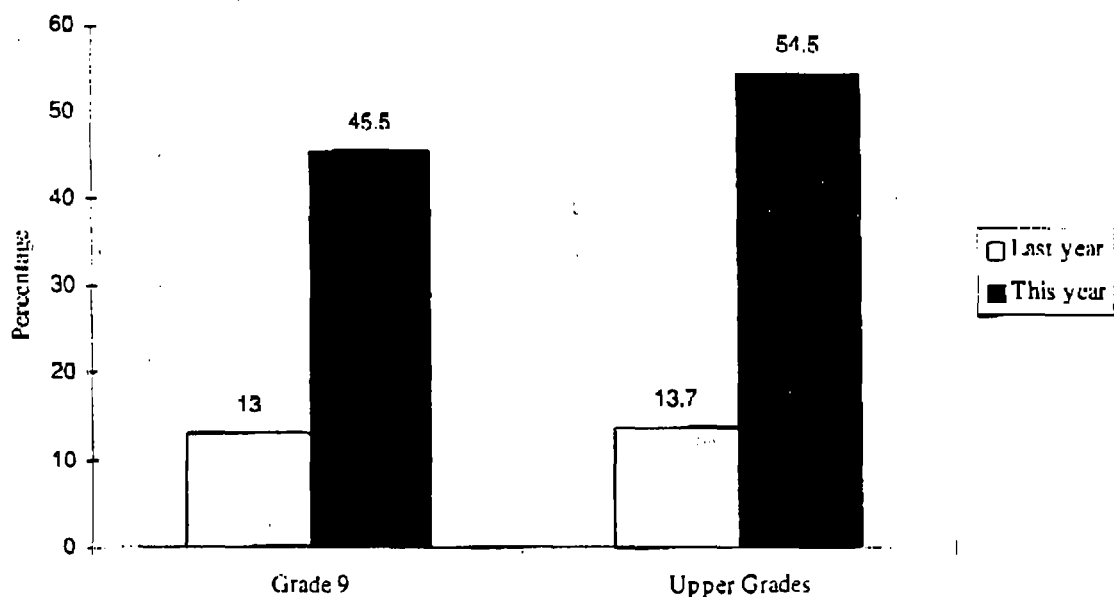
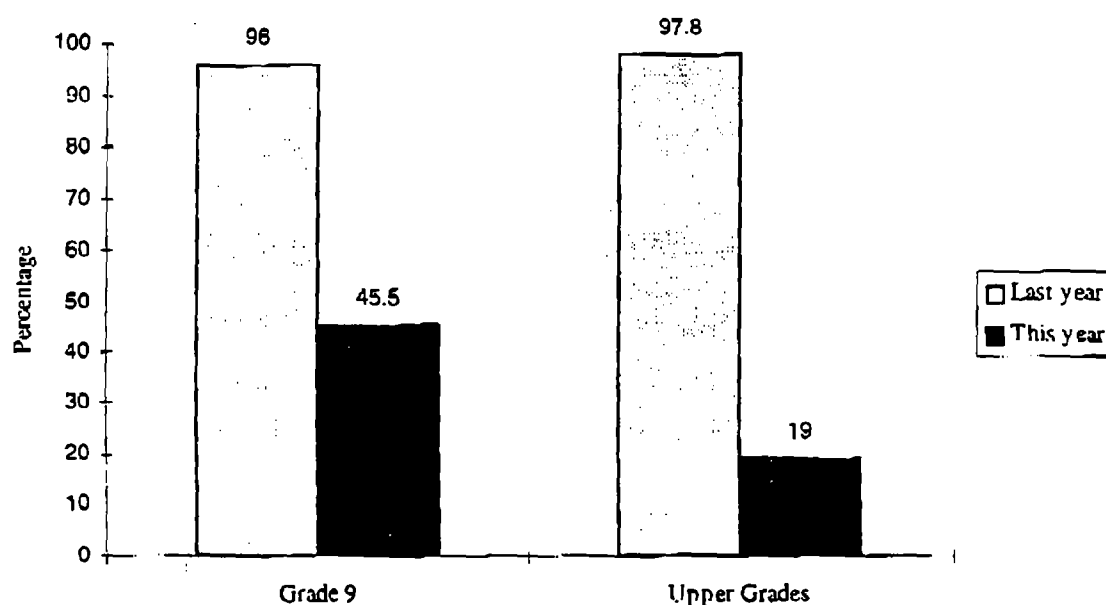


Figure 3 shows that Patterson teachers also agree that the school is moving in the right direction in terms of student absenteeism as a serious problem. Last year there was nearly unanimous agreement that absenteeism was of serious proportions. This year, the percent who agree has been halved in the ninth grade and is down to less than twenty percent in the upper grades. Below, we present actual attendance statistics that reflect the accuracy of perceptions that student behavior has significantly improved, although much room remains for additional advances.

Figure 3
Percent of Teachers Who Strongly Agree Absenteeism is a Problem



When teachers are asked to directly compare this year with last year, they make clear distinctions about the changes they see in different components of school climate and teacher working conditions. Table 1 lists 20 different school problems that can detract from a climate of safety and seriousness. It shows that Patterson teachers see significant improvements in almost all of these problems since last year. Again, the perceived improvements are somewhat greater in the upper-level career academies than in the Ninth Grade Academy, although the same kinds of improvements are seen in all cases.

Table 1 shows that teachers perceive that student behavior in the halls, stairways, and cafeteria, and problems of student class-cutting are most dramatically better compared to last

year — 83.0, 62.7, and 58.5 percent of teachers respectively select the most positive extreme on a seven-point evaluation scale.

The set of items regarding faculty and staff relations comes next in teachers' evaluations of the positive changes at Patterson. About two-thirds or more give comparison ratings in the two most positive categories to conditions of "teachers working together," "support of teachers by school administration," and "school spirit of faculty and administration."

Teachers also perceive positive changes in student daily attendance and student lateness. Again, about two thirds of teachers select the top two positive change categories, but somewhat fewer choose the very top category of "much better."

Instructional changes are also seen as predominately constructive, but the ratings are not quite as consistently and extremely positive. Items about students' interest in learning activities, preparation for state functional tests, and quality of classroom instruction do not attract the very highest rates as often as items in the other clusters.

The only area in which there is *not* a perception that Patterson is better this year is class size. More teachers indicate that their classes are larger this year than indicate that their classes are smaller. And more report that things are about the same with regard to class size than with regard to any other school condition in the list.

Overall, these findings show that Patterson is making excellent progress on its school climate improvement priorities in the first year of the Talent Development Model. Improved school climate has occurred as student behavior in halls and stairways has definitely come under control, faculty collegial support is much better, and student attendance is significantly improving. The ninth grade continues to be more of a challenge on each of these goals, even though significant progress is evident for ninth graders as well. The instructional program is also showing signs of positive change, but less so than in other areas. There is certainly room for further improvement in the liveliness and effectiveness of classroom learning activities.

Table 1
Teachers' Assessments of School Climate for May 1995 and October 1995
 (% Teachers reporting that the following are a *serious problem*)

	Problem	<u>All</u>		<u>9th Grade</u>		<u>Upper Level</u>	
		Spring	Fall	Spring	Fall	Spring	Fall
a.	Tardiness	83.7	21.1	76.0	40.9	88.9	6.8
b.	Physical Conflict	45.3	3.7	56.0	9.1	35.6	2.3
c.	Gang Activities	10.7	2.7	8.3	9.1	9.1	0.0
d.	Robbery or Theft	28.2	8.1	24.0	19.0	31.8	4.7
e.	Vandalism	64.0	5.3	52.0	13.6	71.1	2.3
f.	Absenteeism	96.5	29.7	96.0	45.5	97.8	19.0
g.	Lack of Student Interest in Learning	67.1	18.7	72.0	27.3	66.7	15.9
h.	Sale of Drugs	20.0	8.7	20.8	19.0	17.1	4.9
i.	Use of Alcohol	8.8	4.3	8.0	9.1	7.3	2.4
j.	Use of Illegal Drugs	22.6	8.5	24.0	22.7	18.2	2.4
k.	Possession of Weapons	8.8	2.9	8.0	9.5	7.3	0.0
l.	Physical Abuse of Teachers	21.4	4.2	25.0	13.6	18.2	0.0
m.	Lack of Student Focus on Future	57.6	24.0	56.0	40.9	60.0	13.6
n.	Class Cutting	84.7	14.7	84.0	45.5	82.2	0.0
o.	Students Under Influence	16.7	8.5	16.0	22.7	15.6	2.4
p.	Verbal Abuse of Teachers	65.1	21.3	72.0	50.0	62.2	11.4
q.	Racial/Ethnic Conflict	25.9	5.4	24.0	18.2	24.4	0.0
r.	Cheating	14.1	11.0	16.0	22.7	11.4	4.7
s.	Lack of Student Knowledge of College	29.4	20.0	24.0	22.7	33.3	18.2
t.	Teacher Absenteeism	10.8	0.0	12.0	0.0	11.6	0.0
N	SAMPLE SIZE	86	76	25	22	45	44

Student Attendance

The strong emphasis at Patterson on improving student attendance through interventions by ninth grade teacher team members has paid off with significantly higher rates of ninth grade attendance compared to recent previous years. The upper level career academies, which start out with higher base rates of previous attendance, also show some improvement this year in student attendance, but the gains are primarily in the eleventh grade and are much lower than the gains in the ninth grade.

Table 2 presents monthly student attendance rates for this year (1995-96) compared to the average of the previous three years at Patterson High School. Rates at each grade level are shown as well as the schoolwide rates. The bottom rows give the year-to-date rates for the first seven months of the school year. In the ninth grade, which has had the poorest attendance in recent years of any grade in the school, student attendance has improved by 9.4 percentage points since the beginning of the year, which reflects a 14.3 percent increase. The current ninth grade average monthly attendance of 75.0 percent is now quite close to the tenth grade rate of 78.2 percent, which has not improved much over previous years. The attendance rates are highest overall in the eleventh and twelfth grades, in part because most of the poorest attenders have dropped out of school by this time. Some attendance improvements can be seen in the twelfth grade (1.4 percent) and especially in the eleventh grade (4.8 percent), but these are much smaller than the ninth grade gains. Schoolwide, attendance is up 6.1 percentage points over the average of the past three years (from 71.6 to 77.7), an increase of 8.5 percent.

The absence of significant progress in grade 10 attendance rates probably reflects the greater number of ninth graders who were promoted last year compared to promotion rates of previous years. About half the ninth grade was promoted last year, which is more than twice the rate of the previous year. This means many students who would have previously been ninth grade repeaters are tenth graders this year, and they bring poorer attendance habits with them. Thus, more of the attendance problems are being shared by the tenth grade this year. By not falling back in tenth grade attendance rates this year, Patterson is probably doing a better overall job in attendance with a more problematic tenth grade population.

Table 2
Comparison of Student Attendance at Patterson High School for
Last Three Years and This Year

		Grade 9	Grade 10	Grade 11	Grade 12	School
September	Last 3	74.7	83.3	85.7	89.4	79.4
	This Year	80.1	81.4	85.7	87.8	81.9
	Gain	+5.4	-1.9	0	-1.6	+2.5
October	Last 3	70.0	82.9	82.5	85.5	76.0
	This Year	76.3	79.2	83.5	85.3	79.2
	Gain	+6.3	-3.7	+1.0	-0.2	+3.2
November	Last 3	63.4	78.1	78.1	81.5	70.5
	This Year	73.7	77.7	81.7	81.8	77.3
	Gain	+10.3	-0.4	+3.6	+0.3	+6.8
December	Last 3	62.0	72.0	71.2	76.2	67.0
	This Year	66.8	73.4	78.0	78.1	71.9
	Gain	+4.8	+1.4	+6.8	+1.9	+4.9
January	Last 3	60.0	74.3	73.3	76.3	66.7
	This Year	79.5	82.6	85.0	85.6	82.0
	Gain	+19.5	+8.3	+11.7	+9.3	+15.3
February	Last 3	62.9	75.9	75.7	80.2	69.7
	This Year	73.8	77.7	81.5	79.9	75.6
	Gain	+10.9	+1.8	+5.8	-0.3	+5.9
March	Last 3	66.5	76.5	75.7	80.2	71.6
	This Year	75.1	75.7	80.6	80.2	75.8
	Gain	+8.6	-0.8	+4.9	0	+4.2
Year-to-date	Last 3	65.6	77.6	77.5	81.3	71.6
	This Year	75.0	78.2	82.3	82.7	77.7
		+9.4	+0.6	+4.8	+1.4	+6.1

We expect student attendance to continue to improve at Patterson High School as a new instructional program takes hold in the ninth grade and upper-level academics. The improvements in attendance so far have been produced by a safer school climate and especially by the efforts of teachers in regularly phoning students who miss school. But the drawing power of the school has not yet changed much in terms of daily classroom activities that

students find of great interest and involvement. As Patterson's teachers become more comfortable at using technology, project-based learning, cooperative learning and other methods to more actively involve students in challenging learning activities, attendance should further improve to reflect the greater attraction of students to the content and activities in their classrooms.

The improvements this year in Patterson's schoolwide attendance rates far exceed the record of any of the eight other non-selective high schools in the district. Over the past year, Patterson has moved from one of the two worst schools to one of the two best schools in attendance rates at the non-selective high schools. Table 3 shows Patterson with a gain of 6.3 percent in student attendance, where most schools had registered losses and the next best school showed only a 0.9 percent gain. Last year, Patterson's attendance rate of 70.9 percent was second from the bottom. This year, Patterson's rate of 77.2 percent is second from the top, exceeded only by an unusually small non-selective high school that consistently registers an 80+ percent attendance rate. These figures are through the first seven months of the school year, with Patterson still showing monthly improvements where most other schools are now on downward monthly trends. Thus, it is likely that the full year totals will show even greater Patterson improvements in comparison to other district schools serving similar student populations.

Table 3
A Comparison of Attendance Changes Through March at the
Nine Baltimore Comprehensive High Schools

	Last Year	This Year	Change
Patterson	70.9	77.2	+6.3
B	68.0	66.9	-1.1
C	74.8	74.5	-0.3
D	72.0	68.7	-3.3
E	71.9	68.3	-3.6
F	71.8	72.7	+0.9
G	71.2	59.1	-12.1
H	84.2	83.8	-0.4
I	72.6	70.8	-1.8

Student Promotion

The improved attendance rates in the ninth grade bode well for improved promotion rates to the tenth grade, because regularly attending students are much more likely to pass their courses and earn the credits needed to move on to the next grade. It's too early in the year to know for sure how many students will be promoted, but the first term course grades received at the end of January give a good basis for predicting promotion rates.

Table 4 shows the percent of students who earned promotion last year, with two predictions about the likely promotion rate at the end of this year. The first prediction is simply the percent of students who passed three or four of their courses in the first term. Five credits are needed for promotion, and these students already have three or four of them and have four more chances to earn additional course credits in the Spring term. These students seem certain to pass, so the first prediction is a minimum promotion rate to be expected. The second prediction sets a higher expected rate because some of the students who earned two or fewer credits in the first term can still make it to the next grade on time. Some of them will pass enough courses in the Spring term to reach the required five credits for promotion. Others will make up missing credits by attending Summer School or the ninth grade Credit school that meets after regular school hours. We looked at the numbers with two credits or enrolled in Credit school to give a second more optimistic prediction of the promotion rates at the end of the year.

Table 4 shows that the ninth grade Academy is already well on its way to bettering last year's promotion rate. Whereas only 47.3 percent earned promotion the previous year, 69.1 percent are poised for promotion this year, based on passing most of their courses in the first term. We expect this rate to reach 80 percent, given the numbers now making up a credit in Credit school and reasonable estimates of current term successes and summer school users.

Table 4
Promotion Rates Last Year and Predicted Promotion Rates for this Year,
by Patterson Grades

	Last Year Promotion Rate	Minimum Predicted Rate*	Expected Predicted Rate*
Grade 9 to 10	47.3	69.1	80
Grade 10 to 11	72.1	72.1	80
Grade 11 to 12	76.8	77.6	85

* Minimum Predicted Rate = Percent who passed 3 or 4 of their four courses in the first term

* Expected Predicted Rate = Corrections for number with 2 first term credits who will pass the needed 3 in the second term and/or make up missed credits in Summer School or Credit School

On the other hand, the current upper level students are almost exactly in the same position for promotion as last year's class. Tenth graders got promoted at the rate of 72.1 percent last year, which is the same percentage of tenth graders who passed three or four courses in the Fall term. Eleventh graders are also closely matched in the comparison of last year's promotion rate and this year's first term credits earned in three or four courses. As with ninth graders, we expect that this first prediction is a minimum for the upper grades, given opportunities for others to earn sufficient credits in the Spring or to make up work for promotion to the next grade. Our revised prediction therefore increases the expected promotion rate to 80 percent for eleventh graders and 85 percent for twelfth graders.

Improvements in promotion rates, especially from grade 9 to 10, which is where many students are currently lost, are critical for reducing the dropout rate. Because being left back to repeat a grade is the first decisive step in the dropout process, helping students earn regular promotion across the grades is how the Talent Development High School will hold students in school through graduation. Besides producing more students with high school diplomas, more students will come closer to fully developing their talents as each additional year of schooling will produce more learning for every student.

Realistic High Expectations for the Talent Development Model

These early results indicate that one of the worst high schools in an urban district, designated for reconstitution by the state, is well on its way to becoming a very good school in its first year as a Talent Development High School. The teachers and administrators of Patterson High School have been able to turn their school around in terms of the climate for learning. They have also significantly improved student attendance and the probabilities of student promotions and graduations. Another sign of this school's initial success is the need to add a fifth upper-level career academy for next year to accommodate the greater numbers of students who are attending school regularly and earning promotion to the next grade.

The momentum of improved student outcomes should continue at Patterson for the next year and beyond, as the curriculum and learning activities are improved further to incorporate career themes and to present more engaging lessons. These expected developments should help accelerate further improvements in student attendance, course credits earned, and promotion and graduation rates. This will produce the talent development outcomes for students that give this model its name.

Plans are in place to add more Talent Development sites at the beginning of the 1996-1997 school year in Washington, DC (working with CRESPAR at Howard University) and in Baltimore (working with CRESPAR at Johns Hopkins University). These new Talent Development High Schools will apply the lessons learned and practices developed at Patterson and, with Patterson, will serve to create the basis for moving to national dissemination in the near future.



FOR EMBARGOED RELEASE 10:15 a.m. EST
March 10, 1997

Contact: Ivette Rodriguez
(202) 401-1252

RILEY CITES URBAN HIGH SCHOOLS AS EXAMPLES OF REFORM

The U.S. Department of Education has identified five urban high schools as on the cutting edge of education reform.

The schools were selected under an Office of Vocational and Adult Education project called *Changing the Subject: The New Urban High School*.

The schools selected are

California (San Diego)	Hoover High School
Florida (Miami)	William Turner Technical High School
Illinois (Chicago)	Chicago Vocational Essential High School
Missouri (St. Louis)	St. Louis Academy
New York (New York)	Central Park East Secondary School

President Clinton has issued a "Call to Action" to ensure that all students are prepared for college, that schools adopt challenging standards, that students have access to the Internet, that every classroom has a qualified teacher, and that schools are safe and drug-free.

"It can be done," U.S. Secretary of Education Richard W. Riley said during today's visit to Central Park East Secondary School. "When teachers, students, parents, the community and business join forces, the result is state-of-the-art education, with young people preparing themselves to continue their education beyond high school."

Central Park East graduates 97.3 percent of its students and 90 percent of them go on to college.

-MORE-



Riley said the selected schools approach reform from a perspective grounded in their communities' needs, while stressing

- high academic standards and career skills.
- a curriculum that emphasizes high-level academics linked with career experiences.
- career exploration, internships and work-based experiences linked to classroom teaching.
- strong partnerships between the high school and postsecondary institutions.
- adult mentors to assist students with classroom and on-the-job learning experiences, and
- a safe, supportive learning environment within the school

"These new American high schools have restructured what and how they teach so that learning is relevant and all students are prepared for college and career opportunities," Patricia W McNeil, assistant secretary for vocational and adult education, said. "They enable students to have a broader range of choices, equipping them with the advanced knowledge and skills they will need to succeed in the 21st century."

The schools were identified as part of a contract, funded by the School-to-Work Opportunities Act of 1994, with The Big Picture Company, a Providence, R.I., non-profit education research and advocacy group. The high schools will receive assistance from The Big Picture Company in expanding and promoting their initiatives, with the intent that they will serve as models for other schools. Each school will also benefit from working with a renowned educator as mentor. These nationally recognized experts include Howard Fuller, Norton Grubb, Deborah Meier, Seymour Sarason, TheodoreSizer, and Judith Warren Little

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IMPROVING ACADEMIC PERFORMANCE BY ADDRESSING STUDENTS' MENTAL HEALTH NEEDS

West Mecklenburg High School
Charlotte, North Carolina

Key Characteristics

- Student services management team trains teachers as case managers for at-risk students
- Cities-in-Schools program provides case managers and agency referrals to at-risk students and their families
- School teams develop curriculum and provide leadership and planning

Overview

Robert's freshman year at West Mecklenburg High School was characterized by poor grades and irregular attendance. Last year, Robert participated in the school's Cities-in-Schools program, where he developed a strong and caring relationship with one of the school's counselors. Since then the support he has received from his school has helped him to develop and achieve individual goals. Because his father is an alcoholic, Robert attends Alateen support group sessions in his community, at the suggestion of his counselor. Now a sophomore, Robert has made his first A ever, in earth science. He has graduated from the Cities-in-Schools program and now meets regularly with a teacher assigned to be his case manager.

Students like Robert at West Mecklenburg High School receive the support they need to succeed, through reforms pioneered by child development specialist James C. Comer. A student service management team, a network of case managers, and the district's Cities-in-Schools (CIS) program provide a network of support services that prevent students from falling through the cracks.

School Context

Located on the outskirts of Charlotte, West Mecklenburg appears rural but lies within a few miles of housing projects and low-income neighborhoods. Most of the students at West Mecklenburg High School come from working-class families. During the 1980s, the school had one of the lowest attendance and academic performance records in the district in addition to major safety and discipline problems. In 1992, 400 students were transferred to West Mecklenburg from a high school that had been converted into a magnet school. With abysmal teacher morale and declining expectations for students, the school's new principal realized that something needed to be done.

The principal introduced the faculty to Comer's model for school change, which emphasizes the importance of addressing students' mental health needs to help them achieve academically and become responsible community members. This model relies on shared responsibility for students among faculty members and develops collaboration, consensus building, and a no-fault environment

Number of Students	1,300
Grades Served	9-12
Racial/Ethnic Breakdown	51% White
	43% African American
Eligible for Free/Reduced Price Lunch	15%
Chapter 1 Program	No
Major Sources of Outside Funding	Cities-in-Schools

DRAFT

MEMORANDUM FOR

FROM:

SUBJECT: Commencement Address at an Urban Turnaround School

Thus far, there are plans for the President to deliver three commencement addresses: Morgan State; West Point; and Sidwell Friends. There is also interest in having the President deliver a fourth speech, concerning themes of racial reconciliation, in a West Coast commencement. We urge that a fifth site should be added to the slate, whether billed as a part of the commencement series, or as a free-standing event. The President should visit a once-troubled public high school that has recently made dramatic strides, embodying some of the key principles of our education agenda: high standards, better teaching, greater discipline, more parental involvement. Visiting such a “turnaround school” could send a powerful message that high standards can yield greater student achievement in a diverse, challenging urban setting, not just comfortable white suburbs. It could also provide an opportunity to reinforce the message of racial reconciliation.

Adding a turnaround school graduation to the President’s calendar is critical for several reasons:

- The President’s initiative on national standards will only succeed if it is firmly embraced by our nation’s urban schools. However, many urban teachers, administrators and parents view the standards movement warily, concerned that adopting higher standards and testing for performance can only set up their children--and their schools--for failure. Focusing national attention on a real urban high school that is beginning to see the results from higher standards could build on next month’s Education Town Hall to help urban parents and educators understand why the President passionately believes that all students can do better if we ask them to.
- Another potential threat to the President’s standards initiative is the risk of test-related litigation. Mike Smith, Mike Cohen, and others have been meeting with the civil rights community to try to address concerns that they have expressed about the national reading and math tests. However, we are far more likely to succeed the more the President can communicate that this is an achievement initiative that will benefit minority groups, rather than a pure testing initiative that will penalize them. Showing that standards have worked in a predominantly minority school would help get this across.
- Many parents, businesspeople, legislators and others are on the verge of concluding that urban public schools are beyond salvation, that there is nothing we can do to make them safe and educationally sound. This cynical attitude feeds public sentiment for vouchers and other quick fixes, rather than supporting the more complicated, long-term task of reform the public schools that serve 90% of students. Visiting a turnaround school conveys that if we raise standards, get parents more involved, and pay attention to the basics, we can make our urban public schools safe centers of learning.

- Finally, unless such a visit is scheduled, we will soon find ourselves defending the fact that as the President has embarked on his campaign to raise standards across the nation, he will have elected to visit two of the more exclusive schools in the country (the North Shore high school from the First in the World consortium and Sidwell) without setting foot in an urban high school. Visiting a turnaround school to discuss higher standards would show that the President is in tune with the needs and challenges of our urban public schools.

These considerations should be addressed now, before the end of the current school year. If we delay until this fall, there is a serious danger that negative impressions will have had too much time to harden.

If, as we recommend, the President were to visit a turnaround school, our top choice would be DeWitt Clinton High School in the Bronx. This school has a graduation date of June 25, but has expressed a willingness to adjust to accommodate a Presidential visit.

- Dramatic turnaround story in a large, highly ethnically diverse high school. Identified seven years ago as a low-achieving school by New York State, with low attendance and high dropout rates. The formerly all-male school raised expectations (expanded AP program, eliminated all non-Regents level courses, and tripled the number of students moving on from Limited English Proficient program), and substantially increased parental involvement.
- Dropout rates and attendance have dramatically improved, and far more students are taking and passing rigorous regents exams (although the total receiving Regents diplomas is still under 20%).
- Selected by Redbook magazine in 1996 as one of the five most improved high schools in the nation, and given a high rating for performance from New York Times.
- The school is celebrating its Centennial this year.
- Distinguished alumni including Daniel Schor, Bernard Kalb, A.M. Rosenthal, Neil Simon, Richard Rodgers, James Baldwin, Ralph Lauren, Fats Waller, Garry Marshall and Burt Lancaster. Press interest in a Presidential visit to DeWitt Clinton would likely be high.
- The President has expressed a general interest in going to the Bronx.

Other possibilities for visiting a turnaround school would include:

- Patterson High School, Baltimore, Maryland -- Formerly one of the lowest-achieving schools in the state, the school reorganized into smaller five schools within schools (including four career academies in the upper grades), allowing closer ties with caring adults and improved safety, discipline, and student performance.
- West Mecklenburg High School, Charlotte, North Carolina -- Within a two year period

the school raised its test scores, increased parental involvement, and had a 75% increase in students making the honor roll. It also reduced violence and the number of weapons at school.

Again, we think adding a turnaround school to the schedule for this spring is of tremendous importance to the President's education agenda; waiting for next fall would be too late. If there is support for this general concept, but additional options are necessary, we would be happy to ask the Education Department for an expanded list of candidates.

DRAFT

and every household in the district, and are published in the newspaper. The district also gives financial rewards to schools where student achievement improves, with special incentives for schools that raise achievement among their lowest performing students.

Better Management and Focusing More Resources on the Classroom

- In **Seattle**, the school district has substantially shrunk its central administrative staff and is working to help principals cut through unnecessary red tape and expand their authority to hire their own staff. The school district and the teacher's union recently agreed to an innovative 8-page "trust agreement" that commits both to a collaborative partnership and to move towards school-based decision-making. They hope to replace 300 pages of documents with a 25 page contract.
- **Cincinnati** created a new position to handle the school district's daily administrative duties, freeing up the superintendent to focus on broad efforts to improve education. The district also streamlined its central office, reducing staff by 70 percent. Now Cincinnati is preparing to shift resources and decision-making to individual schools and teams of teachers to custom-make programs to meet the needs of their students.
- Under **Philadelphia's** Children Achieving initiative, "communities of learners" in each school are being formed throughout the district's schools. The communities provide the foundation for a new organizational structure in which teachers, students, parents, community members, and principals will make decisions together and assist students in meeting high academic standards. The district plans to restructure its central office to provide services purchased by these school communities and ensure accountability, equity, and responsiveness to the public.

High Quality Teachers and Principals

- 
- In **Cincinnati**, the district has worked with outside partners to develop a world-class training academy for teachers, the innovative Mayerson Training Academy. The school district is also working hard to help recruit and prepare future urban teachers, with programs like the High School for Teaching Professions, and the Cincinnati Initiative for Teacher Education, in which college students spend a fifth undergraduate year as interns in the city's public schools.
 - **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 has created a laboratory in which visiting teachers observe and practice with a highly accomplished teacher for three weeks while their classrooms are taught by another experienced teacher.
 - National Board Teaching Standards example