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The President's Urban Schools Initiative: Helping America's Cities Make Their Public Schools More Effective

Helping communities overhaul urban public school systems:

The future of urban children -- and therefore the future of our cities -- depends significantly on whether they can attend well-managed schools with demanding academic standards, high-quality teachers and principals, and a safe, disciplined, and drug-free environment where students can focus on learning and achievement. The President's urban schools initiative will place national attention squarely on this critical challenge, helping America's cities work to restore confidence in urban public school systems and provide children with the education they need to get a leg up on a job, college, and productive citizenship.

To help cities accomplish these aims, the initiative will:

- ▶ support and accelerate the boldest urban education reforms (providing communities funding to ensure rigorous and fair accountability for results, excellence in the workforce, and public school choice and institutionalize these improvements into reform efforts aimed at raising academic standards for all students.)
- ▶ provide fresh support and energy to urban communities prepared to shake up and turn around troubled schools and school systems.
- ▶ provide reform models to urban school systems not yet prepared to take up the challenge.

With help from the President's Urban Schools initiative, participating communities will launch or accelerate efforts to:

- ▶ Raise academic standards and get rid of watered-down curriculum. This initiative will help parents insist that schools set demanding expectations and challenging academic standards for their students.
- ▶ Make sure every school has an effective principal and high-quality teachers. The initiative will help communities bring teachers and principals up to professional standards of excellence, with support for recruiting, training, and rewarding good teachers and principals. Teachers and principals not up to the job can be assisted and retrained, or -- in the case of persistent failure -- counseled out of the profession or removed.
- ▶ Cut bureaucracy, strengthen management, and drive more resources to the classroom level to focus on teaching and learning

*communities that successfully
compel to
participate
under the
initiative*

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- ▶ Fix low-performing schools, shutting them down and reorganizing them when necessary.
- ▶ Keep schools open longer, providing a safe haven for students after-school, on weekends, and in summer. These community schools will provide tutoring, and other educational and recreational opportunities for students who would otherwise be on the streets.
- ▶ Give families the ability and information to choose what public school their child attends.
- ▶ Have strong incentives to make progress on these reforms, with grant funds continuing to flow to school systems only as long as they make demonstrable progress.

It is only with revitalized urban schools that cities can attract employers and jobs, rejuvenate economically, provide an attractive and safe place to live for all families including the middle-class, and place the American dream within reach for our cities' children and families.

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The President's Urban Schools Initiative: Pushing Ahead With Critical Reforms

The Urban Schools Initiative called for by the President can help districts build on existing examples of accountability, excellence and choice, broadening their reach to affect many more urban schools and students. The following examples illustrate the kinds of reform needed in many urban districts to regain public confidence and improve student achievement.

Higher Standards

- In 1993, the chancellor of the **New York City** Schools, required all students to take math and science at the level of the state's Regents honors exam. In 1995, State Education Commissioner Richard Mills announced that all students would be required to take Regents-level classes starting this fall. Since the district began its College Preparatory Initiative, the number of New York City freshmen with four years of English has risen by 59 percent, test scores are up, and the number of Hispanic and black students who passed the science test has more than doubled. Entering freshmen at the City University of New York are the best prepared academically in two decades.
- The **San Diego** Unified School District has developed a set of curriculum frameworks and high achievement standards for students in grades 4, 8, and 10 based on tough model standards developed by the New Standards Project. By this fall, the district is expected to have examples of student work and performance that meet the standards in all 12 grades.

Rigorous and Fair Accountability for Results

- In **Cincinnati**, school district administrators' pay raises are now linked to job performance, with automatic cost-of-living adjustments and salary rates being replaced with new criteria, including performance on several measures such as student test scores and graduation rates. For students, promotion is now based on specific standards designed to prepare students to graduate.
- In **Chicago**, 109 public schools were recently placed on probation due to low student achievement. These schools will be targeted for aggressive intervention strategies by the district, such as providing intensive help and training from expert teams of educators, or, where necessary, replacing ineffective principals and teachers. In the event of persistent failure, the district may shut down and reorganize the schools. Meanwhile, 6,700 students who performed below minimum standards were required to participate in a seven-week "SummerBridge" program and pass a test before moving on to the next grade.
- The **Charlotte-Mecklenburg** school system distributes to parents easy-to-read student learning goals at the beginning of the school year. The district then follows up with school report cards on student attendance and performance that are distributed to parents

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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

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- In **Chicago**, award-winning teachers developed the “Golden Apple Scholars” program that recruits and mentors promising young people for teaching in the Chicago public schools. “Teachers for Chicago” recruits highly educated professionals, like doctors, lawyers, and engineers, and provides them with teaching internships, mentors, and alternative routes to certification as public school teachers.
- Principal example

Empowering Families to Choose Their Public Schools

- In **Boston**, all parents choose their child’s public school, and have a wide array of options ranging from neighborhood schools, magnet schools, and pilot and public charter schools which operate under performance contracts that provide them with greater autonomy and accountability for results.
- The **San Diego** school district has helped parents, teachers, and principals create more than a dozen public charter schools that stay open only as long as they do a good job. These are all schools of choice, publicly accountable and open to students from around the school district.
- **Cambridge** allows every family to choose a public school for their child. The school district provides information on every school and has created parent centers to help parents learn about and choose a public school for their child. More than 90% of parents get their first choice of kindergarten for their child, and most get one of their top picks at all grade levels.

Safe and Drug Free Learning Environments During and After the School Day

- In **Baltimore**, Patterson High School was reorganized, with a new principal overseeing six schools-within-a-school that have improved safety, discipline, and attendance. In Baltimore and elsewhere in the state, unsafe and low-performing schools may be closed and reconstituted to provide safer, more personalized learning environments for students.
- In **St. Louis**, 16 school-based Community Education Centers offer tutoring, drug prevention, and recreational and educational opportunities for approximately 44,000 children and adults each year.

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The President's Urban Schools Initiative: Building on School Improvement Efforts

A Sharper Focus on Improving the Quality of Urban Public Schools-- Since the 1980s, communities and states across the U.S. have undertaken reform efforts to raise standards and improve teaching and learning. However, urban schools and school districts face serious challenges, and many are not making progress at the same pace as their counterparts serving suburban areas and smaller cities.

To help ensure that urban schools can fully benefit from broader school improvement efforts, the President's urban schools initiative will place a special focus on the challenges facing urban districts, and provide extra support and funding for urban districts prepared to take up the challenge.

First, the President's initiative will help participating urban districts review their management and instructional strategies, strengthening their capacity to make effective use of local, state, and federal resources. Second, the initiative will reinforce the importance of raising academic standards and strongly focus on reform strategies designed to address challenges common to urban areas. Third, the initiative will create models of effective reform that other urban districts can use.

This initiative will enhance and dramatically supplement current federal education programs that can be used by urban schools to build successful school improvement efforts.

- Better Management -- The President's urban schools initiative will help ensure that federal, state, and local funds (including Safe-and-Drug Free Schools, Title I, and School-to-Work Opportunities) are thoughtfully and efficiently spent, translating into maximum effective instruction and services for kids in urban districts. Likewise, the initiative will help to insure that urban districts can act quickly and get the maximum benefit from the President's proposed School Construction program, from a major new influx of volunteers and college work-study students expected under the President's Reading Initiative, and from free access to the information superhighway under the e-Rate proposal pending before the FCC. No district will be allowed to continue receiving funds under the urban schools initiative unless it demonstrates needed progress in improving its management practices.
- Higher Standards: More Rigorous and Fair Accountability -- The President's initiative will strengthen state and local efforts -- many with support from Goals 2000 -- to have more challenging standards, curricula and assessments for students in urban schools. Moreover, the initiative will move urban districts toward providing better information for parents and the community on whether schools are improving student achievement and reducing dropouts, and toward aggressive implementation of Title I provisions that authorize intervention when schools fail.

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- Excellent Teachers and Principals -- The initiative will support the efforts of urban districts to recruit, train, and hold accountable high quality teachers, as called for in the President's directive to the Secretary on promoting excellence and accountability in teaching. Likewise, the initiative will press urban districts to select and prepare only high quality school leaders.
- Expanding Public School Choice -- The President's initiative will catalyze wider public school choice to provide meaningful, attractive school options for all parents, providing a safety valve within public education for dissatisfied parents and injecting a healthy sense of competition within public education. The initiative will help districts take full advantage of the existing federal Public Charter Schools Program and Magnet Schools Program funds, and foster comprehensive public school choice strategies benefiting all families.

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MEMORANDUM FOR THE SECRETARY OF EDUCATION

SUBJECT: Strengthening Urban Education

Introduction

Recently, the Nation has witnessed some promising trends in public education: drop-out rates are down, SAT scores are up, and more students are taking tougher classes and going to college. Indeed, this Nation's system of public education -- long the cornerstone of our democracy, economy, and the key to realizing the American dream for Americans willing to work for it -- is educating record numbers of children who are staying in school longer and learning more than ever before.

Meanwhile, new demands are being placed on our educational system and on our young people. Jobs in today's economy are demanding substantially higher levels of education, skills, and knowledge. The gap in lifetime earnings and opportunity between the well-educated and the poorly educated is growing quickly. And schools are educating many more children from families struggling to make ends meet, spend time together, and deal with difficult social and economic problems.

To respond to this rising demand, parents, teachers, communities, and states throughout the Nation have been taking the steps necessary to improve teaching and learning in our schools. Throughout the Nation, important efforts are underway to raise standards for learning in the basic and advanced academic skills. Schools and school districts across the country are working to keep schools safe and drug free. Many are taking advantage of new technologies to provide richer opportunities for learning. Others are working hard to promote greater parental involvement in each child's learning, and greater choice within the public school system. And, throughout the Nation there is a growing effort to hold schools accountable for learning, free them up from overregulation, and give educators the training and tools they need to be more innovative and effective.

New and expanded federal initiatives are supporting these state and local efforts. Head Start and other early childhood efforts are helping children start school ready to learn. Goals 2000, the School-to-Work program, and a strengthened Title I program are helping states and communities to raise standards and improve teaching and learning in schools. Our Charter Schools and Technology Learning Challenge initiatives are supporting innovative approaches at the grass roots level.

New initiatives proposed by the Administration will provide further assistance, by helping to renovate or replace decaying schools, provide tutors to help all children learn to read well

by the time they are 8, provide all schools with technology and with access to the information highway, and provide all students who work hard and succeed in school with the ability to go to college.

The Need for an Urban Education Initiative

Yet more needs to be done for our urban school districts. While there are now excellent public schools in virtually every urban public school system in the Nation, unfortunately too many children and communities in urban areas have been unable to take full advantage of such efforts. Urban schools are often overwhelmed by problems beyond their control, such as urban poverty and violence, old and decaying infrastructure, and rapidly increasing enrollments. In addition, strong efforts to improve schools are often undermined by too few consequences for success and failure, inadequately prepared and recruited workforce of teachers and principals, and parents who know lack the information to judge the effectiveness of their schools and the opportunity to choose better public schools for their children.

Therefore, more must be done to help students in urban areas receive the quality education they need for a brighter future, and that they deserve. While the final responsibility for the success of urban schools rests with parents, educators, local government and education officials, and those who live and work in our urban centers, the federal government can and must help as well.

Principles for strengthening urban education

A new national initiative to improve urban schools must be built upon a clear set of principals and proven practices:

- . There must be a strong effort to keep schools safe and drug free.
- . There must be a focus on improving the basics, achieving high standards, and reducing dropouts.
- . School systems must drive more resources to the classroom and improve teaching and learning through effective management practices.
- . We must demand accountability for results, with rewards for successful schools, strong and effective strategies to fix failing schools, and extra help for schools and students that need it.
- . School systems must foster outstanding teams of teachers and principals and effective instruction.
- . Families must be empowered to choose their public schools.

- . Schools must be kept open: there must be extended learning time in a safe and drug-free environment before and after school.

I hereby direct you to prepare a plan for improving urban education, consistent with the above principles, to be included in the Administration's budget for Fiscal Year 1998.

Schools must be kept open: there must be extended learning time in a safe and drug-free environment before and after school.

- In St. Louis, Missouri, 16 school-based Community Education Centers offer tutoring, drug prevention classes, adult classes and arts and recreation, to approximately 44,000 residents each year.. An average site serves 1,500 children per year, and an average of 70-90 children per day.
- In Murfreesboro, Tennessee, 9 elementary schools, with a total enrollment of 5,400 (k-8) offer an optional full-day enrollment schedule with extended learning activities. Approximately 80% of the children in these schools participate in the program. Some of the costs of this program were derived from reallocated transportation funding that was no longer needed when the child's school day matched the parent's work day.
- The 41 Beacon School schools in New York (at least one for every school district), offer academics, comprehensive social services and arts and recreation to roughly 100-150 children per day

Examples of Effective Urban School Systems

School districts can help make every school successful by providing leadership and support for school improvement and academic excellence in all schools for all students.

Effective schools are most often supported by effective districts, which foster their development and stimulate their growth. Such districts contribute to the value added by the school. They operate not as an extra bureaucratic layer, but as a vital support to school improvement and educational enrichment for students. Rather than creating hurdles, such districts act as conduits, working as liaisons between states and schools.

Effective districts provide leadership in:

- 1) building public commitment and partnerships for improving schools,***
- 2) collaborating in setting challenging standards that reflect the community's high expectations and that serve as the basis for all future planning and decision-making,***
- 3) helping schools reach these challenging standards by giving them autonomy to tailor their educational program to their students' needs, and by making available the resources and opportunities they need to implement that program, and***
- 4) holding teachers and administrators accountable for their students' progress through performance-driven systems of assessment and public reporting.***

These districts reach out to teachers, principals, parents, and community members in developing a shared commitment to excellence and equity for all students and cultivating these partnerships. Their mission statements reflect in plain language the real-world concerns of parents, employers, and other citizens. Beyond that, they dedicate themselves to making that mission a reality through careful planning, efficient and equitable management of resources, and the development and recognition of instructional leaders throughout the school system.

Examples of this process can be found in San Diego, California; Seattle, Washington; Fort Worth, Texas; Jefferson County (Louisville), Kentucky; Charlotte-Mecklenburg, North Carolina; Cincinnati, Ohio; and New York City's Community District 2.

The **San Diego** Unified School District has developed a set of curriculum frameworks and high achievement standards for students in grades 4, 8, and 10 based on national standards developed by the New Standards Project. Teacher-developed guides in language arts, math, science, and applied learning define the learning objectives for students in these grades. By October 1996, the district will have performance standards and examples of student work that meet the standards in all 12 grades.

Implemented in 1991, the **Seattle** Public Schools' strategic plan has five major goals: 1)

higher achievement for all students; 2) development and retention of an excellent multicultural workforce; 3) maintenance of a safe, healthy, secure learning environment; 4) assurance of stable and adequate funding; and 5) increase in the district's ability to meet the diverse needs of students and parents. Activities to meet these goals include developing student learning goals, revising curriculum, coordinating staff development for greater efficiency, developing safety and communication plans for each school, integrating health services at five high schools, levying a two-year tax increase, modifying school assignment processes, and creating the Seattle Urban Teacher Education Program -- a career-ladder recruitment technique that enables district teaching assistants and classified staff to participate in teacher preparation programs. Several major accomplishments related to its strategic plan include: developing curriculum frameworks in all major subject areas; shifting power to the school and classroom by initiating shared decisionmaking and site-based management and eliminating one-third of the central office staff; and developing a performance-based accountability system, beginning with a writing assessment.

Fort Worth's C-3 initiative derives its name from its commitment to linking the community, corporations, and classrooms to promote higher student achievement. In 1994, Fort Worth received the Scholastic/National Alliance of Business' Community Award for Excellence in Education for its community-wide support for excellence and equality of opportunity for all of its students. The business community's devotion to students' future success is reflected in its extensive participation in the Vital Link program, a work-based learning program that helps students to recognize the relationship between school achievement and success in career opportunities. More than 4,000 students spend a week with employers at more than 270 job sites to learn about the academic and employment skills they will need to enter and succeed in the careers of their choice.

The **Fort Worth** district has also pledged itself to ensuring equality of opportunity for its students. Through its participation in Equity 2000, the College Board's effort to raise minority enrollment and success in college, Fort Worth now requires every student to complete Algebra I and Geometry by the end of the tenth grade. To meet the goals of the Equity 2000 program, Fort Worth provided teachers and counselors with extensive professional development opportunities focused on helping all students succeed in challenging math classes. As a result, 94 percent of all freshmen took Algebra I in 1995, up from 51 percent in 1990, and 64 percent passed the first time.

About a year ago, the **Jefferson County** (Louisville, Kentucky) school board launched an effort to establish goals for the school system and community. As part of this effort, the school board sponsored a series of small group discussions, involving more than 100 community members. Four goals for the Jefferson County Public Schools (JCPS) grew out of this process:

- All JCPS students will perform at a higher level of academic achievement in the areas of basic skills and critical-thinking skills.
- All JCPS students will be safe, supported, respected, and confident in their

schools and classrooms.

- All JCPS parents and community members will be urged and welcomed to participate in the education of JCPS students.
- All JCPS employees will contribute to and be accountable for the success of JCPS students through higher levels of performance in supportive work environments.

This year, the district has launched a series of initiatives to address each of these goals.

Under former superintendent John Murphy, the **Charlotte-Mecklenburg (North Carolina)** school system developed student learning goals at each grade level and adopted plans to assess and report progress of students in every school every year. Easy-to-read summaries of the learning goals are distributed to parents at the beginning of the year. The goals formed the basis of school report cards published each year and distributed to every district household. The goals for each school call for improving student attendance and performance on state end-of-course and end-of-year standardized tests and (for students in grades K-2) on district-developed developmental checklists and reading and writing prompts. Other goals relate to such areas as the percentage of students (especially minorities) enrolling in Advanced Placement courses and the percentage who pass the tests.

Charlotte-Mecklenburg's Benchmark Goals program gives cash awards to teachers in schools when their students meet a range of goals based on their previous performance. The goals are structured so that schools have an incentive to raise the achievement of their lowest performing students. It also focuses on goals for African American students, who historically have been under-achievers in the Charlotte school system, ensuring that schools work to close the achievement gap with white students. As another mechanism of accountability, the district publishes annual achievement results from every school in the largest daily newspaper, in part to help inform parents' decisions about the district's magnet schools.

Cincinnati reorganized its school system in 1991, creating nine "mini-districts," each led by a principal who acts as liaison to the superintendent. The central office staff--mostly mid-level managers--was reduced by 70 percent. The district has also injected accountability for both administrators and students into the educational system. School district administrators' pay raises are now linked to job performance. The policy change replaced automatic cost-of-living adjustments and salary rates with new criteria, including performance on staff development, management, and community involvement; students' scores on standardized tests and on the state's graduation test; and graduation, promotion, passing, and dropout rates. At the student level, promotion is now based on specific standards that define what students must know and be able to do. The standards are designed to prepare students to pass a ninth-grade proficiency test.

New York City's Community District 2 is a model for local districts seeking to improve instruction in fundamental ways. Serving an extremely diverse population from the Upper East Side to Chinatown, the district implements a corresponding diversity in its approaches to teaching and learning. This particular district illustrates the powerful, participatory role that a local district can play in instructional improvement. Every decision made by the district takes instructional improvement into account. It is a group effort and a long-term commitment based on high expectations, clear objectives, and shared expertise. The concrete strategies revolve around the idea that professional development is not a series of programs per se but rather an ongoing opportunity to build and bridge skills. Strategies include: a Professional Development Laboratory in which Visiting teachers observe and practice with a Resident teacher for three weeks while their classrooms are taught by a teacher who has also gone through the Laboratory; extensive use of visits across classrooms and schools by teachers and principals; and a core of consultants hired by the districts and available to the schools for one-on-one and small group assistance. With these strategies in hand, the district has a direct impact on improving its schools.

Some Additional Examples

Cincinnati

Reorganization. Cincinnati reorganized its school system in 1991 after a task force evaluating the district found "political discord, inefficient management, [and] antiquated systems" in addition to a high dropout rate, low achievement scores, and rampant student discipline problems. The report suggested the development of school-based management; a decentralized district administration; improved infrastructure; and incentive pay for teachers, principals, and administrators. Leaders created a new administrative position to handle daily duties formerly handled by the superintendent, freeing the superintendent (now called "president") to focus on more general reform issues. The district also created nine "mini-districts," each led by a principal who acts as liaison to the superintendent; one of these mini-districts is being used to test additional education reforms. The central office staff--mostly mid-level managers--was reduced by 70 percent.

Pilot mini-district. There are nine schools and 4,800 students in the pilot mini-district: one high school and eight elementary schools (most of which are actually K-8 schools); all except one of the elementary schools feeds into the high school. One of the elementary schools is a magnet school. The pilot district's reforms began slowly in 1992 because of power struggles in the wake of the school district's decentralization effort. Planners regrouped in 1993 under the leadership of a new director (who had been a principal in the district for 17 years) and the reforms began in earnest. First, each school established a "change team" to research options and drive change within the school. The teams evaluated such issues as school organization and governance, student achievement, parent and community involvement, staff development, and instruction. During a one-year planning period, the district brought in consultants to work with the schools on Success For All, Effective Schools, and developmentally appropriate practices. Each school chose a method to implement; the high school chose the Coalition of Essential Schools, three schools chose Success For All, three chose Effective Schools, and two chose developmentally appropriate practices. Schools that adopted the same models are working collaboratively to implement reforms.

In 1994-95, each school in the pilot district converted its traditional teacher advocacy council to an Instructional Leadership Team (ILT). The ILTs are composed of teachers, parents, and administrators who meet weekly to oversee instruction, budget management, contract compliance, and organizational structure; they offer a more collaborative, hands-on management system for school staff. The mini-district leader credits the high level of involvement of these teams with making the broader reforms possible because the ILTs increase school-level buy-in and motivation.

New teachers' and administrators' contracts. In 1994, the district established contracts that link teachers' pay to their performance but also gives teachers greater say in education reforms. The contract, which contained pay raises and averted a planned strike by the union, also established "instructional leadership teams" in schools in the pilot mini-district; the teams, which include

teachers, help manage the schools. The contract also equalized the number of experienced and lead teachers in schools throughout the district, allocated extra professional development days for such teachers in inner-city schools, and allows teachers to transfer to inner-city schools in groups of two or three. However, the contract may not be fully implemented if the proposed budget cuts are approved.

The district linked school district administrators' pay raises to job performance in January 1995. The policy change replaced automatic cost-of-living adjustments and salary rates with new criteria, including performance on required tasks such as staff development, management, and community involvement; students' scores on standardized tests and on the state's graduation test; and graduation, promotion, passing, and dropout rates. (Schools will be judged against their own prior performance rather than other schools.) District officials say the change will focus attention on improved performance. The Cincinnati Association of Administrators has indicated support for the new policy.

New York City

The New York Times (5/9/95) reports that tougher graduation requirements in New York City public schools are spurring thousands more high school students to take and pass college-preparatory mathematics and science courses. The number of Hispanic and black students who passed the science test more than doubled from the previous year. Grade schools in the city continue a four-year rise in test scores (The New York Times, 6/21/96). Entering freshmen at the City University of New York are the best prepared academically in two decades (The New York Times, 12/10/95). Since the College Preparatory Initiative began, the number of New York City freshmen with four years of English has risen by 59 percent. In 1993 then-Chancellor Ramon Cortines required all students to take tougher Regents-level math and science. This fall State Education Commissioner Richard Mills announced that all students would be required to take Regents-level classes starting this fall (The New York Times, 4/26/96).

Charleston

Total Quality Management Training (TQM). The district employs the TQM philosophy to stimulate continuous improvement. Process teams encourage employee and student involvement in systemwide improvement activities and maintain the focus on students and parents as customers. The district used a state grant to fund a pilot project that trained all principals and middle level managers in TQM strategies.

PHILADELPHIA

SIZE OF GRANT: \$50 million, to be matched two-for-one

DISTRICT SIZE: 200,000 public school students in K-12

UNIQUE FEATURES: The Children Achieving Challenge, as the grant is referred to in Philadelphia, is built upon a citywide, systemic reform effort launched in the fall of 1994 by Philadelphia's new superintendent. The ten-point Children Achieving plan, adopted by the Board of Education, was developed over a number of months with the support of a broad cross section of local groups interested in school change. At its heart is the creation of small "communities of learners" throughout Philadelphia's schools. These communities provide the foundation for a new organizational structure in which teachers, students, parents, community members, and the principal will make decisions together and in which schools are grouped into K-12 clusters.

These clusters are supported by Teaching and Learning and Family Resource Networks in order to ensure that students come to school ready to learn and that teachers have the training and support necessary to assist all students in meeting high academic standards. The central administration will be restructured to support the work of these clusters and to ensure accountability, equity, and public responsiveness. The Children Achieving Challenge (i.e., the Challenge portion of the larger Children Achieving agenda) targets short-term (five-year maximum) projects that build the district's capacity to implement the entire ten-point plan.

PHILADELPHIA

"[This gift] will give some of the best innovators a chance to do things that work, bring people into the system, help kids reach their goals... Kids, this is a great, great day for you and a great, great day for your future... It's a chance to fulfill your dreams. It means you will have the opportunity to achieve your goals."

**- Edward Rendell,
Mayor of Philadelphia**

INITIAL FOUNDATION AND CORPORATE PARTNERS: Annie E. Casey Foundation, ARCO Chemical, Bell Atlantic, CONRAIL, Corestates Financial Corporation, Danforth Foundation, Fels Fund, First Fidelity Bancorporation, Greater Philadelphia First Foundation, IBM Corporation, Independence Blue Cross, Mellon/PSFS, Pew Charitable Trusts, Philadelphia Foundation, Rohm and Haas

- CONTACT: Vicki Phillips, Executive Director; Children Achieving Challenge; Greater Philadelphia First; 1818 Market Street, Suite 3510; Philadelphia, PA 19103-3681; (215) 575-2200

SAN FRANCISCO BAY AREA

SIZE OF GRANT: A grant of \$25 million - \$15 million from William R. Hewlett himself and \$10 million from the William and Flora Hewlett Foundation in Menlo Park, California - is being matched by \$25 million from the Annenberg Foundation to form the joint Hewlett-Annenberg Challenge Grant. This combined sum of \$50 million is then to be matched one-for-one by local private and public sources.

DISTRICT SIZE: 740,000 public school students in K-12 in the 118 schools districts comprising the Bay Area School Reform Collaborative

UNIQUE FEATURES: Spearheading the Challenge effort in the San Francisco Bay Area is the new Bay Area School Reform Collaborative (BASRC), drawn from existing school reform networks, universities, foundations, nonprofit

groups, schools, and districts. The collaborative covers 118 school districts in six counties. Challenge resources will concentrate on supporting a core group of one hundred to two hundred schools and their partner school districts willing to take on a leadership role in whole-school reform. The collaborative will also organize ongoing opportunities for participating schools and districts to come together to explore questions about what works, what they are learning from their experiences, and what they need to do next. In addition, the collaborative will

BAY AREA

"Schools need to perform at markedly higher standards than we, all of us, have allowed to become the norm. The economy demands it... and our children deserve it."

**- Walter Hewlett, Board chairman
of the William and Flora Hewlett
Foundation**

devote significant resources to participating schools' and partner organizations' research and development efforts related to critical educational issues.

INITIAL FOUNDATION AND CORPORATE PARTNERS: Koret Foundation, Marin Community Foundation, S.H. Cowell Foundation, Walter and Elise Haas Fund, Walter S. Johnson Foundation, William and Flora Hewlett Foundation.

- CONTACT: Merrill Vargo, Director; BASRC (Bay Area School Reform Collaborative); c/o Far West Laboratory; 730 Harrison St.; San Francisco, CA 94107; (415) 365-3084

IN PROGRESS

From the group of major urban school districts invited to submit proposals since the Challenge began, three are at various stages of completing the requisite coalitions and plans for funding consideration: Detroit, Houston, and Broward, Dade, and Palm Beach Counties in southeastern Florida, which are working on a joint submission. At the end of July, over sixty individuals and organizations gathered for a two-day symposium in southeastern Florida to discuss ideas for a Broward-Dade-Palm Beach Annenberg Challenge reform project. A comparable "think-in," involving local foundations, school people, and reformers, is scheduled for the early fall in Houston. Decisions relative to these three remaining large urban efforts will be made by December 1995.

In addition, funders, community groups interested in school reform, a large array of other individuals and groups, and the New York City Board of Education continue to work on a final proposal aimed at garnering a second grant for New York City, also to be matched two-for-one. This second project is intended to complement the \$25 million Annenberg Challenge grant already awarded to New York for the Networks for School Renewal project.

demonstrate an interest and capacity for reform, and then the schools recruit outside institutions or organizations that can be of help.

Despite this set of guidelines about the process, the Annenberg Challenge has welcomed a broad range of strategies for achieving its vision of good schools and supportive school systems. Nonpartisanship, diversity, and partnerships are the hallmarks of the grants to date.

The Challenge "umbrella" therefore includes, for example, the ideas of James Comer, Deborah Meier, Hank Levin, and Sy Flegel, as well as small,

local reform programs whose leaders are less well known. It includes large, established reform initiatives such as Los Angeles's LEARN or the Philadelphia Schools Collaborative, along with initiatives that are just starting. It includes entities rooted within the established system, such as the Chicago Teacher Union's Quest Center, as well as activist community groups, such as ACORN in New York City. It includes systemic reform strategies that emanate from a dynamic superintendent, like David Hornbeck in Philadelphia, along with reform strategies, as in Chicago, where the district has abandoned the notion of a superintendent leader and puts greater emphasis on bottom-up change.

Following, in chronological order, are brief descriptions of the urban grants awarded so far. It is important to note that the list of foundation and corporate partners accompanying each description is both preliminary and partial. Matching funds will be raised over a five-year period.

NEW YORK CITY

"A quiet revolution is taking place in New York City public schools.... The creation of 50 small, experimental schools has quickly given many teachers, students and communities more of a stake in education, while slowly generating more innovation and reform.... Fifty more new schools are in the works, largely financed by a \$25 million matching grant from the Annenberg Foundation. With the school system reeling from \$1 billion in budget cuts, the promise of the new schools should help convince foundations, corporations and other private sources that public education is a worthy investment."

— Editorial, *The New York Times*,
June 2, 1995

NEW YORK CITY

SIZE OF GRANT: \$25 million, to be matched two-for-one (for every two dollars raised locally, Annenberg provides one)

DISTRICT SIZE: 1,000,000 public school students in K-12

UNIQUE FEATURES: The project, called New York Networks for School Renewal, links a number of school reform networks in New York City within a new "learning zone," which serves fifty schools already undergoing reform along with fifty schools just beginning the change process. The emphasis is on creating small schools and on creating strategies for the schools within these networks to hold one another accountable. Schools belonging to the learning zone will be freed of standard school regulations and given full autonomy with regard to budgets, hiring, and the conduct of their daily business. The initial partners in the project are the Fund for New York City Public Education, established to mobilize private-sector support for systemwide improvements in the City's schools; the Center for Collaborative Education, which assists schools and districts working to improve their classroom prac-

tices, in cooperation with the Coalition of Essential Schools; the Center for Educational Innovation, started by the Manhattan Institute as a catalyst for school change; and ACORN, a grassroots community organization active in school reform. Prior to this grant, all four had successful but separate networks of newly restructuring schools within New York City.

INITIAL FOUNDATION AND CORPORATE PARTNERS: Aaron Diamond Foundation, Carnegie Corporation of New York, Chase Manhattan Bank, Chemical Bank, Ford Foundation, Hayden Foundation, Stella and Charles Guttman Foundation, Time Warner, Viacom International

- CONTACT: Doug White, Project Director; New York Networks for School Renewal; Central Park East Secondary School; 1573 Madison Ave., Room 318; New York, NY 10029; (212) 369-1288

CHICAGO

SIZE OF GRANT: \$49.2 million, to be matched two-for-one

DISTRICT SIZE: 410,000 public school students in K-12

UNIQUE FEATURES: The Chicago Annenberg Challenge builds upon substantial reforms already under way in Chicago since the 1988 school reform law that created parent-majority local school councils with significant authority in all of the city's schools. The Chicago Annenberg Challenge will support networks consisting of three or more schools and an external partner — a nonprofit organization, a community group, or a university — as they work

together to improve the quality of teaching and the quality of students' work. Schools chosen to participate agree to address the structural issues of isolation, time, and size: 1) to build relationships with parents and community; 2) to make instructional time more effective and to make time available for teacher planning and professional development; and 3) to create small learning communities where students are well-known to their teachers. A substantial reorganization of the Chicago Public Schools' central administration will support the project. Chicago's Challenge initiative also underwrites leadership development for parents and community

members and will undertake a joint program for in-service training of new teachers involving city and suburban schools. Supported by a small staff, the Chicago Annenberg Challenge is led by a governing board with operational support from a twenty-three-member Chicago School Reform Collaborative. Over sixty community organizations participated in the selection of the latter group.

INITIAL FOUNDATION AND CORPORATE PARTNERS: Amoco Foundation, Arie and Ida Crown Memorial Fund, Bank of America, Chicago Community Trust, Fel-Pro/Mecklenburger Foundation, Field Foundation, Harris Bank Foundation, IBM Corporation, Joyce Foundation, Kraft General Foods, Lloyd

CHICAGO

"I see this as a challenge to legislators to step up and look at not only the Chicago public schools, but the funding level of schools throughout the state. Annenberg and other leaders have given a vote of confidence to the public school system, and that should be paid attention to by everybody...."

— Superintendent Argie Johnson

- In an effort to keep children off the streets and focused on learning this summer, the Chicago public schools enrolled nearly one-quarter of the district's students -- over 101,000 -- in summer school programs. With the intent of bolstering its overall reforms and increasing expectations, opportunities and achievement throughout the district, schools offered a range of options including purely academic courses, recreational and arts activities, and job programs. Special prominence has been given to the 6,700 students who participated in the mandatory seven-week "Summer Bridge" program for 8th graders with poor standardized test scores. These students received intensive instruction in reading and math in preparation for the Iowa test, which would determine whether they would advance to high school. School administrators have stated that, in addition to educational reforms implemented during the school year, the renewed focus on ending social promotions and the prospect of attending summer classes, may have prompted students to take the Iowa test more seriously in the spring and may spur students in every grade level to improve their performance. Next year, mandatory bridge courses in third and sixth grades are planned.

Source: *Education Week* August 7, 1996 pp. 12

- In 1990-91, the new principal at White Oak Middle School in Silver Spring, Maryland was charged with the task of converting White Oak from an intermediate school to a middle school. With extensive staff turnover and a sudden increase in the racial and ethnic diversification of the school population, the principal catalyzed changes in virtually every aspect of the school program to address the changes. Some of the changes included in her plan were the institution of extensive staff workshops, the formulation of teacher teams and the adoption of the Reading-Writing Workshop. Constituting a major revision of the school's traditional language arts program, the reading-writing workshop, the program is flexible enough to accommodate each child's skill level and allows for both individual instruction and small group work. The program is particularly intensive for sixth graders, who spend two-fifths of their class day in the workshop. As a result, student performance on the Stanford Diagnostic Reading Test has improved considerably with White Oak students performing at levels comparable to or above the population in Montgomery County as well as the state as a whole. For example, between fall 1991 and February 1992, 72 percent of sixth graders classified as "average" readers improved by one or more years and 19 percent improved but by less than one year.

Source: information provided by Elois Scott

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

10/2/96

or Performing Schools Become Targets For Takeovers

DEB RIECHMANN

12

P Education Writer

WASHINGTON (AP) - Public schools that fail to make the grade are being called to account. Increasingly, they are being overhauled, placed on probation - even threatened with closure.

This week, a new board put in place by Chicago's mayor placed one-fifth of the city's schools on probation because at least 85 percent of their students had scored below the national average on standardized tests.

"It's not a typical strategy, but it's one you're starting to see more and more. The pressure for accountability is having a real effect," said Michael D. Casserly, director of the Council of the Great City Schools, which represents the nation's 50 largest city school districts.

"What's unique about Chicago is the scale of it," Casserly said.

Most previous takeovers have been much smaller.

In January, New York state education officials seized control of a Long Island school district and fired its board for failing to correct instruction, discipline and other problems in the district.

Schools in Jersey City, N.J., have been under state control since 1989. And two other districts, Newark and Paterson, also are run by the state, which stepped in because some schools had poor test scores or were poorly managed or maintained.

Last November, the Milwaukee School Board voted to reconstitute 10 schools where students had earned poor test scores for years, says board director Mary Bills. The Milwaukee Teachers Education Association, however, has challenged the move in court.

"There have to be consequences for failing to educate children," Bills says.

Marshall K. Smith, deputy secretary of the Education Department, says takeovers and other moves to push for higher accountability reflect an impatience for school reform. He says the trend toward more accountability began in the late 1980s and has taken hold in mostly urban and poor, rural districts.

"People are tired of the status quo. They're frustrated," he said. "This is taking extreme measures when things are so bad that you can't see another way out."

In Chicago, the school district plans to send teams of educators to each of the 109 schools on probation to figure out why students are doing so poorly.

The teams are authorized to replace principals or teachers. They also can decertify school councils - the groups of parents, teachers and neighborhood residents who have guided the schools since the late 1980s.

And, the teams can close schools as a last resort.

Jackie Gallagher, a spokeswoman for the Chicago teachers' union, says the union does not like to see any plan that threatens job security. However, the teachers recognize that some city schools are in trouble and are willing to work with new management in the central office.

"The truth of the matter is that we have some schools that do need help - that are below standard," Gallagher said. "We don't see it as the fault of the teachers. We see it as the fault of a system that has been neglected too long."

In June 1995, Mayor Richard Daley took over the Chicago school system, appointing a new management team.

In its first two months, the new board gave teachers a four-year contract, quashed perks for administrators and discovered a warehouse full of wasted equipment.

In addition to the 109 schools put on probation, 31 schools were placed on remediation, a less stringent measure that allows school staffs to come up with their own plans to improve student

more

~~performance.~~

(2)

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In New York, the Board of Education took over the Roosevelt district on Long Island. The school board was ousted, and the state Board of Regents is overseeing a new board.

The regents have always been able to close schools, but only under nebulous criteria, says Bill Hirschen, a spokesman for the Board of Regents. Now, more specific rules have been established, so that schools that fail to meet minimum requirements after a certain period of time can be closed.

"There is a trend to hold schools more accountable," he said.

[education]

THE WHITE HOUSE

Office of the Press Secretary
(Columbus, Ohio)

For Immediate Release
29, 1996

October

REMARKS BY THE PRESIDENT
IN ADDRESS TO THE PEOPLE OF THE COLUMBUS AREA

St. John's Arena
Ohio State University
Columbus, Ohio

9:55 A.M. EST

THE PRESIDENT: Thank you very much, Jennie Nelson. Your fellow student did a good job, didn't she, up here in front of this big crowd? Give her a hand. Thank you. (Applause.) Thank you, Senator John Glenn. Thank you, Senator Ben Espy. Thank you, Ted Strickland, for having the courage to run for Congress again. Your courage should be rewarded, and I hope it will be, by the people of Ohio. (Applause.)

We have a number of other people here with me today, including our National Treasurer and your former State Treasurer from Ohio, Mary Ellen Withrow. Thank you, Mary Ellen. (Applause.) And we have another candidate for Congress here today who is opposing the architect of the Gingrich-Dole budget

that shut the government down and would have divided the country. Thank you, Cynthia Rusha (phonetic), for having the courage to take on that race for Congress. (Applause.)

I thank Representative Charlita Tavares for being here; our State Democratic Chair, David Leland; State Senate candidate Mary Jo Kilroy; Bill Burga, the president of the AFL-CIO; Mike Bilirakis; the president of the Ohio Education Association; Tom Mooney of the Ohio Federation of Teachers. Tony Celebrezze, thank you for being here. And thank you, Ohio State. Thank you, band and cheerleaders for being here. Thank you all up there. (Applause.)

On the way in today, your student leaders gave me an Ohio State pin, your fine basketball coach gave me a jogging suit for the winter that I can run in -- (applause) -- and I needed no reminding that your football team is having another wonderful season. Congratulations. (Applause.)

Ladies and gentlemen, it seems almost amazing to me that it was four years ago that I came here to Ohio State and we had a great rally outside, thousands of people, a lot of

enthusiasm. I think I stood around for more than an hour to shake hands, talking to you about my hopes for the future.

Now, four years later, you are about to go to the polls, just a week from today, to elect the last President of the 20th century and the first President of the 21st century. (Applause.) Four years ago when I came here, I came because I was worried about how you would go into the 21st century, and because I had a vision for what America ought to be like at the dawn of that new era: a country with the American Dream alive and well for everyone willing to work for it; a country still leading the world toward peace and freedom and prosperity; a country where we are coming together in the midst of all of our diversity, not being driven apart and divided as so many other countries in the world are. I believe we are closer to that vision today than we were four years ago, and I ask you to stay on the right track to build our bridge to the 21st century. (Applause.)

Our strategy of opportunity for all, responsibility from all, an American community in which everyone has a place at the table and a role to play is paying off. You heard Senator Glenn say we have 10.5 million new jobs, unemployment in Ohio has dropped a third to 4.6 percent. We've cut the deficit by 63 percent. We've got the lowest combined rates of unemployment, inflation and home mortgages in 28 years. We have the biggest drop in child poverty in 20 years. We have the highest rate of homeownership in 15 years. Household income is up \$1,600.

We have now dropping crime rates and dropping welfare rolls for four years in a row. We are moving in the right direction toward the 21st century, and I ask you to stay on that track. (Applause.) We are also breaking the barriers that will unleash a future that we can only imagine -- and sometimes not even imagine. Many of you students in this audience will soon be doing jobs that have not been invented yet. Some of you will soon be doing jobs that have not been imagined yet.

Here at Ohio State and Ohio Tech and biotech centers and firms all across America, new discoveries are being made at breathtaking speed. The United States government just signed a contract with IBM to produce a supercomputer -- wait, hey, wait a minute. Just listen to it.

MEMBERS OF AUDIENCE: Dole-Kemp. Dole-Kemp.

AUDIENCE: Booo!

THE PRESIDENT: Wait, wait. Wait a minute, wait a minute. Just listen to them. Wait a minute. Why are they screaming like that? We heard you. Now, how about the First Amendment. We heard your message, now you listen to ours. (Applause.) This is a university. This is a university and we have respected their free speech. They won't respect ours

because they hate the truth. We're better off, and we had to run over them to do it. (Applause.)

Now, they must not have any student loans. Senator Dole voted against creating the student loan program. (Applause.) Ohio State adopted our direct loan program. They must not be in the direct loan program which gives you the right to pay your loan back as a percentage of your income, because Senator Dole led the fight against the direct loan program. (Applause.)

And they must believe we should start the 21st century as the only great nation in the world with no one in the President's Cabinet to represent education, because that is part of the Dole-Kemp program for the 21st century -- get rid of the Department of Education. (Applause.)

I welcome anyone to these rallies, and I welcome you to theirs. I hope you will never go to theirs and stop them from speaking. I believe in free speech at every university in America. (Applause.)

Now, where was I? We just signed a contract with IBM in which the United States and IBM will produce a supercomputer that will do more calculations in a second than you can do at home tonight on your hand-held calculator in 30,000 years. Recently, scientists were able to have movement in laboratory animals whose spines have been completely severed because of nerve transplants to the spine from other parts of the body.

The human genome project has now mapped out 40 percent of the genetic structure of the body, including discovering in the last four years two genes which cause breast cancer. We have more than doubled the life expectancy of people with HIV and AIDS in only four years -- (applause) -- which opens the prospect that it will become a chronic disease. Now all these things are happening. (Audience interruption.) And therefore what we ought to be focusing on today is how we can build a future together that will be worthy of all of our people. (Audience interruption.)

I tell you what I'll do. I'll bet you they won't be doing that a week from today. (Applause.) Everybody who believes in the First Amendment, cheer. (Applause.) Thank you. Now, let's go on.

You know, we heard a lot of talk from the other side about fiscal responsibility. And you heard Senator Glenn say that the deficit has gone down in all four years of this administration for the first time, he said since President Truman. Actually, President Truman had to raise the deficit one year because of the war in Korea. This is the first time in the 20th century in all four years of a President administration the deficit has gone down. And that's a good thing for America. (Applause.)

It means lower interests rates, lower credit card rates, car payment rates, home mortgage payments. It's moving us in the right direction. We're moving from a welfare system based on dependence to one based on independence. The welfare rolls are nearly 2 million smaller than they were four years ago -- inconvenient for those who would shout down speakers, but it is. (Applause.) Two million.

Now, this welfare reform bill gives a chance to move people forever from welfare to work. But we still have to create jobs. If you're going to tell people you've got to go to work if you're able-bodied, there has to be work there for them to go to. So we have a plan for that. (Applause.)

We're making our families, our neighborhoods safer. We're putting 100,000 police on the street, taking drugs and guns and gangs off the street. The Brady Bill has kept 60,000 felons, fugitives, and stalkers from getting handguns, but no Ohio hunter has lost his weapon, not a single one. (Applause.)

We have helped to strengthen families by passing the Family and Medical Leave law. I tell all of you students here who have not started your families yet, one of the biggest challenges facing parents -- I hear it everywhere I go -- is how to balance the demands of work and the demands of parenting. Everywhere I go people talk about it. The Family and Medical Leave law has allowed 12 million families to take some time off from work without losing their jobs. Senator Dole led the fight against the family leave law. That's why they're screaming now, and they're wrong, and they won't be screaming.

So you tell me, do you agree with the screamers who were against Family and Medical Leave? Or do you think America is better off that you can take a little time off when your baby is born or someone in your family has been sick? Do you agree? (Applause.) And would you like to see the family leave law extended so that you can take some time off to see parents go to

the teacher conferences at the school or to medical appointments with their family members? (Applause.)

These are the things we have to do. But there is no choice before you that is more profoundly significant than the choice involving education. Today I brought with me the Secretary of Education Dick Riley, who served with me as a governor, and I believe is the finest Secretary of Education ever to serve the United States. I'd like for him to stand up and be recognized. (Applause.) We have worked -- for 20 years we have worked, first as governors, then now here in the national government, to try to advance the cause of education. Now you have to decide whether you believe there are things we should do together or whether we should just say you're on your own.

When Ted Strickland said his opponent had said to the school people in his district you're entitled to only so much education as you can afford, I think we ought to compliment his

opponent for his candor and his honesty because that is what they believe. But I don't believe that. I believe everybody should have a chance to have as much education as is necessary to develop their God-given capacity. (Applause.) And you have to decide. You have to decide. You have to decide.

AUDIENCE: Four more years! Four more years!

THE PRESIDENT: You know, remember what John Glenn said? I want a country in which every 8-year-old can read, in which every 12-year-old can log on to the Internet, in which every 18-year-old can go to college. I would be screaming, too, if I wanted a country that took Head Start and Big Bird away from 5-year-olds, school lunches away from 10-year-olds, summer jobs away from 15-year-olds and college loans away from 20-year-olds. I might be screaming, too. (Applause.) We are not afraid of honest discussion and debate, so we don't have to shout our opponents down. But I might be screaming if I had that kind of record -- either that, or running and looking for a rock to hide behind. (Applause.)

We're having a good time here today, but this is serious business. Our ability to give every young person in this country the capacity to live up to his or her God-given abilities, without regard to their race, their income, their region, where they start out in life, is central to their ability, all of your abilities to build strong families, strong careers and strong communities and central to America's ability to maintain its world leadership not only in economic, but in military and political terms in the 21st century.

I'd like to talk to you just for a minute -- you know what we have done -- I want to talk about what we are going to do. First of all, we know that we have the best system of

higher education in the world. We know that our schools are doing a great job with a lot of our students, but we also know that compared to many other countries, too many of our students are getting too far in schools without knowing what they need to know to compete and win in the global economy of the 21st century.

So here's what I think should be done in the future and what I will work for. Number one, as we have been trying to do for years, the states of this country must set high national standards based on international standards of excellence -- for students, for teachers and for schools. The only way to get excellence in education for everyone is to define it, to expect it, to demand it and then to measure it. I believe all children can learn. But we have to have high expectations and people need to understand that 90 percent of what we need to know is not a function of I.Q., it is a function of sustained effort, and we have it measured against high standards. (Applause.)]

That's why I believe that students should pass to move from one level in school to another, and a diploma ought to mean something and we ought to know that, we ought to measure it.

But these standardized tests shouldn't be just measuring your test-taking ability, everybody should know on the front end what it is you need to know to meet world-class standards, and that is what should be tested. So you can have a lot of tests that don't mean anything; if we're going to have the tests, they must be tied to what is defined as an excellent education. That is what I favor, and everybody in every state is entitled to it. (Applause.)

Number two, we should continue to support grass-roots reforms, as Secretary Riley has, to give parents and teachers and principals and students the capacity to achieve their highest level at every school in America. Every parent should have the freedom to choose their child's public school. Our balanced budget plan contains funds to create 3,000 new schools, charter schools, schools that are free to innovate, to demand high standards, schools that survive only if they produce results. The states already have money to begin that, and I urge them to do it.

But before parents can exercise the right sort of choice, they have to have enough information. So today, again let me say I challenge the states and the school districts of America to publish report cards on every school and to put them on the Internet. Parents should be able to compare class size, reading scores, safety records, with all the schools in their district, all the schools in their state, and with schools across the country. We need to know how our schools are doing, and the schools should have a report card accessible to every parent in the United States, in every state and every community. (Applause.)

Number three, we should do, as Ted Strickland says;

in our balanced budget plan we have a plan that will lower the interest rates on borrowing for school districts that are desperate to build cafeterias, new facilities, remodel facilities. There are almost 52 million children in school this year. This is the first year when there have been more children in our school systems across America than were there during the baby boom years -- the first year.

I have been to school after school after school where people are running out of the classrooms, where the conditions are broken down, the schools don't have the money to fix them; where beautiful old buildings are surrounded by trailers taking up the extra students. We have to do this together now.

Number four, we ought to work hard to make our schools, all our schools, places of values and learning, not violence. We have supported zero tolerance for guns in schools. We have encouraged schools to adopt school uniform policies. We have helped communities to enforce truancy laws and curfews. We fought hard to protect the Safe and Drug-Free Schools program from slashing cuts, because all of our children, early in life, need to see one of those DARE officers or other role models up in

their classrooms saying, these drugs can kill you; they're not just illegal, they're wrong. They can kill you. (Applause.) We need to do that and we should support it. (Applause.)

I have also challenged all of our schools to a broad national goal: Every child in America should be able to read independently by the 3rd grade. Forty percent of our children still cannot do that. I want to send 30,000 reading specialists and national service corps, AmeriCorps volunteers around the country -- (applause) -- to form an army of 1 million people to make sure that by the year 2000 all of our 3rd graders can read independently.

In the budget I signed last month, we increased the number of work-study jobs for college students by a third, by 200,000 -- that many more work-study slots. (Applause.) Now, I want to ask you something. I have recommended that at least 100,000 of those new work-study slots be allocated to young people who are willing to work to teach children to read. Would you help do that? Will you support that goal? Will you help us? (Applause.) Think what it would mean for America if every 8-year-old in this country could hold up a book and say, I can read this all by myself. We can do that. (Applause.)

The next thing we have to do is to hook up every classroom and library in America to the Internet by the year 2000. You know, four years ago nobody but nuclear physicists had

ever heard of the Internet. Today even my cat, Socks, has his own Web page. (Laughter.) I'm amazed at that. I meet kids all the time -- been talking to my cat on the Internet. (Laughter.) It's an amazing thing. By the time a child born today is old enough to read, there will be 100 million people on the Internet. We must connect all of our classrooms and libraries to that Information Superhighway by the year 2000.

Here in Ohio and 18 other states this past weekend a Net Day was held in which business people, computer technicians, students, parents, teachers all worked to hook up their schools. Now, let me tell you what this means. I have asked the Federal Communications Commission to authorize an E-rate, a rate that would say, all the schools and libraries in America will be able to hook up to the Internet for free. (Applause.) We've committed -- actually, the Internet is even getting overloaded now, so we've committed another \$100 million to creating a new,

expanded, upgraded, next-generation Internet to handle all of you who want to get on it. Now, if you're not a computer wizard, like me, let me explain in plain language what it means.

If we can hook up all of our classrooms to the Information Superhighway -- to the Internet, to the World Wide Web -- what it means is, in those school districts Ted Strickland was talking about in Southern Ohio, in the poorest inner-city school districts in America, in the most remote school districts in the far reaches of the high plains in America, for the first time ever they and the schools in all the richest districts and the middle class districts, for the first time ever, will have

access to the same information in the same way at the same time. It will revolutionize educational opportunity in America, and we owe it to our children to do just that. (Applause.) And I hope you will support it. And finally, I want you to help me in this election and afterward to open the doors of college education to all Americans. Everybody who wants to go who is willing to work should be able to go. (Applause.)

We have improved the student loan program. This Direct Loan Program that Ohio State participates in has saved the average college student \$200, and lots of time. But most important of all, it says you can pay your college loan back as a percentage of your income. So no student ever now needs to fear borrowing money to go to college for fear they'll go broke paying the loans off because you can pay it back as a percentage of your income. It is a very important thing. (Applause.)

Secondly, we've signed the biggest increase in Pell Grants last month in 20 years. We did add 200,000 people to work study. We've got almost 70,000 young people who have now earned money for college through AmeriCorps, but I want to do three more things and ask you to help me.

Number one, not everybody in America is or can go to a place like Ohio State, but almost every American of any age who needs further education is within driving distance of a good community college. I want to make two years of education after high school as universal as a high school diploma is today, and we can do it. We can do it. We can do it by simply saying -- (applause) -- we can do it by simply saying you can deduct the cost of your tuition, dollar for dollar, from your tax bill -- a HOPE scholarship in the form of a \$1,500 tax credit. That will revolutionize education. (Applause.)]

Number two, we should give every family a deduction of up to \$10,000 a year for the cost of college tuition at any place of higher education, undergraduate or graduate, in the United States of America. (Applause.) And number three, we should expand IRAs so that families can save in these Individual Retirement Accounts, and then withdraw from them without any tax penalty if the money is used to pay for college or buying a first-time home or dealing with a family medical cost. These things will allow us to say that middle-income families will never, never be taxed on the money they save and spend for

college. It will revolutionize the capacity of people to finance a college education in America. (Applause.)

Now, again I say I want you to think about what our country should look like in the 21st century. What is your vision for America then? What is your vision for America when your children are your age? That is what this whole thing is about. So as you go to the polls, and as you debate this with your friends and neighbors over the next week, and as you

encourage a vigorous exchange, think about this, and think about this last point.

Look around this hall today. Look around this hall today. We have people of all kinds of different political views and genders and ethnic backgrounds and religions and races. There is no place in America anymore where you can't find some measure of diversity.

I was in Detroit the other day and I was told that in Wayne County there are people from 141 different racial and ethnic groups -- 141 in one county in America. There are only 192 different national groups represented at the Olympics. Amazing. But you look at the rest of the world. Pick up the paper on any day. And you read about the Middle East, or Bosnia, or Northern Ireland or Rwanda, or Burundi. All over the world, people literally torn apart by their differences. Why? Because there is something in human nature that makes people have to believe that they can only be important if they're looking down on someone else. Well, whatever is wrong with me, at least I'm not them.

Now, we're trying to beat that rap. And that's why we cannot tolerate hatred or intolerance in this country. That's why America reacted so strongly against the horror of Oklahoma City. That's why America reacted so strongly against the church burnings and the desecration of synagogues and Islamic centers in America. That's why we know that -- we know that. (Applause.)

And let me tell you, for all of the other issues I've talked about today, it is just as important for you to be able to say in your heart that you want to build a bridge to the 21st century big enough, wide enough, strong enough for everybody to walk across, and if someone stands up and says I believe in the Constitution, the Bill of Rights and the Declaration of Independence, and I'm willing to show up and do my job at work or as a student or in some other way tomorrow, I'm going to obey the law and be a responsible citizen, you need to be able to say back, I need to know nothing else about you. You're part of my America, I will join hands with you, and we will walk into the 21st century together.

Thank you, Ohio. Thank you. God bless you. Be there with us next Tuesday. (Applause.)

END

10:27 A.M. EST

DRAFT

Draft

MEMORANDUM FOR THE SECRETARY OF EDUCATION

SUBJECT: Strengthening Urban Education

Introduction

Recently, the Nation has witnessed some promising trends in public education: drop-out rates are down, SAT scores are up, and more students are taking tougher classes and going to college. Indeed, this Nation's system of public education -- long the cornerstone of our democracy, economy, and the key to realizing the American dream for Americans willing to work for it -- is educating record numbers of children who are staying in school longer and learning more than ever before.

Meanwhile, new demands are being placed on our educational system and on our young people. Jobs in today's economy are demanding substantially higher levels of education, skills, and knowledge. The gap in lifetime earnings and opportunity between the well-educated and the poorly educated is growing quickly. And schools are educating many more children from families struggling to make ends meet, spend time together, and deal with difficult social and economic problems.

To respond to this rising demand, parents, teachers, communities, and states throughout the Nation have been taking the steps necessary to improve teaching and learning in our schools. Throughout the Nation, important efforts are underway to raise standards for learning in the basic and advanced academic skills. Schools and school districts across the country are working to keep schools safe and drug free. Many are taking advantage of new technologies to provide richer opportunities for learning. Others are working hard to promote greater parental involvement in each child's learning, and greater choice within the public school system. And, throughout the Nation there is a growing effort to hold schools accountable for learning, free them up from overregulation, and give educators the training and tools they need to be more innovative and effective.

New and expanded federal initiatives are supporting these state and local efforts. Head Start and other early childhood efforts are helping children start school ready to learn. Goals 2000, the School-to-Work program, and a strengthened Title I program are helping states and communities to raise standards and improve teaching and learning in schools. Our Charter Schools and Technology Learning Challenge initiatives are supporting innovative approaches at the grass roots level.

New initiatives proposed by the Administration will provide further assistance, by helping to renovate or replace decaying schools, provide tutors to help all children learn to read well

by the time they are 8, provide all schools with technology and with access to the information highway, and provide all students who work hard and succeed in school with the ability to go to college.

The Need for an Urban Education Initiative

Yet more needs to be done for our urban school districts. While there are now excellent public schools in virtually every urban public school system in the Nation, unfortunately too many children and communities in urban areas have been unable to take full advantage of such efforts. Urban schools are often overwhelmed by problems beyond their control, such as urban poverty and violence, old and decaying infrastructure, and rapidly increasing enrollments. In addition, strong efforts to improve schools are often undermined by too few consequences for success and failure, inadequately prepared and recruited workforce of teachers and principals, and parents who know lack the information to judge the effectiveness of their schools and the opportunity to choose better public schools for their children.

Therefore, more must be done to help students in urban areas receive the quality education they need for a brighter future, and that they deserve. While the final responsibility for the success of urban schools rests with parents, educators, local government and education officials, and those who live and work in our urban centers, the federal government can and must help as well.

Principles for strengthening urban education

A new national initiative to improve urban schools must be built upon a clear set of principals and proven practices:

- . There must be a strong effort to keep schools safe and drug free.
- . There must be a focus on improving the basics, achieving high standards, and reducing dropouts.
- . School systems must drive more resources to the classroom and improve teaching and learning through effective management practices.
- . We must demand accountability for results, with rewards for successful schools, strong and effective strategies to fix failing schools, and extra help for schools and students that need it.
- . School systems must foster outstanding teams of teachers and principals and effective instruction.
- . Families must be empowered to choose their public schools.

- . Schools must be kept open: there must be extended learning time in a safe and drug-free environment before and after school.

I hereby direct you to prepare a plan for improving urban education, consistent with the above principles, to be included in the Administration's budget for Fiscal Year 1998.



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

FAX TRANSMITTAL

TO: Mike Cohen

ORGANIZATION: _____

PHONE NUMBER: _____

FAX NUMBER: 301-989-4046

FROM: Jon Schnur

PHONE NUMBER: 202-401-3598 (w) (H) (202) 232-8671 Pager:

MESSAGE: 10 attached pages

800-759-8888
PIN# 10649377

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_____ PAGE(S) TO FOLLOW

**The President's Urban Schools Initiative:
Helping America's Cities Make Their Schools More Effective**

Helping communities overhaul urban school systems:

The future of urban children -- and therefore the future of our cities -- depends significantly on whether they attend well-managed schools with demanding academic standards, high-quality teachers and principals, and a safe, disciplined, and drug-free environment where students can focus on learning and achievement. The President's urban schools initiative will place national attention squarely on this critical challenge, helping America's cities work to restore confidence in urban schools and provide children with the education they need to get a leg up on a job, college, and productive citizenship.

To help cities accomplish these aims, the initiative will:

- ▶ support and accelerate the boldest urban education reforms (providing communities funding to ensure accountability for results, excellence in the workforce, and parental choice and institutionalize these improvements into reform efforts aimed at raising academic standards for all students.)
- ▶ provide fresh support and energy to urban communities prepared to shake up and turn around troubled school systems.
- ▶ provide reform models to urban school systems not yet prepared to take up the challenge.

With help from the President's Urban Schools initiative, participating communities will launch or accelerate efforts to:

- ▶ Raise academic standards and get rid of watered-down curriculum. This initiative will help parents insist that schools set demanding expectations and challenging academic standards for their students.
- ▶ Make sure every school has an effective principal and high-quality teachers. The initiative will help communities bring teachers and principals up to professional standards of excellence, with support for recruiting, training, and rewarding good teachers and principals. Teachers and principals not up to the job can be assisted and retrained, or -- in the case of persistent failure -- counseled out of the profession or removed.
- ▶ Cut bureaucracy, strengthen management, and drive more resources to the classroom level to focus on teaching and learning

- ▶ Fix low-performing schools, shutting them down and reorganizing them when necessary.
- ▶ Keep schools open longer, providing a safe haven for students after-school, on weekends, and in summer. These community schools will provide tutoring, and other educational and recreational opportunities for students who would otherwise be on the streets.
- ▶ Give families the ability to choose what public school their child attends.
- ▶ Have strong incentives to make progress on these reforms, with grant funds continuing to flow to school systems only as long as they make demonstrable progress.

It is only with revitalized urban schools that cities can attract employers and jobs, rejuvenate economically, provide an attractive and safe place to live for all families including the middle-class, and place the American dream within reach for our cities' children and families.

The President's Urban Schools Initiative: Pushing Ahead With Critical Reforms

The Urban Schools Initiative called for by the President can help districts build on existing examples of accountability, excellence and choice, broadening their reach to affect many more urban schools and students. The following examples illustrate the kinds of reform needed in many urban districts to regain public confidence and improve student achievement.

Higher Standards

- In 1993, Ramon Cortines, then-chancellor the of **New York City** Schools, required all students to take math and science at the level of the state's Regents honors exam. In 1995, State Education Commissioner Richard Mills announced that all students would be required to take Regents-level classes starting this fall. Since the district began its College Preparatory Initiative, the number of New York City freshmen with four years of English has risen by 59 percent, test scores are up, and the number of Hispanic and black students who passed the science test has more than doubled. Entering freshmen at the City University of New York are the best prepared academically in two decades.
- The **San Diego** Unified School District has developed a set of curriculum frameworks and high achievement standards for students in grades 4, 8, and 10 based on tough model standards developed by the New Standards Project. By this fall, the district is expected to have examples of student work and performance that meet the standards in all 12 grades.

Accountability for Results

- In **Cincinnati**, school district administrators' pay raises are now linked to job performance, with automatic cost-of-living adjustments and salary rates being replaced with new criteria, including performance on several measures such as student test scores and graduation rates. For students, promotion is now based on specific standards designed to prepare students to graduate.
- In **Chicago**, 109 public schools were recently placed on probation due to low student achievement. These schools will be targeted for aggressive intervention strategies by the district, such as providing intensive help and training from expert teams of educators, or, where necessary, replacing ineffective principals and teachers. In the event of persistent failure, the district may shut down and reorganize the schools. Meanwhile, 6,700 students who performed below minimum standards were required to participate in a seven-week "SummerBridge" program and pass a test before moving on to the next grade.
- The **Charlotte-Mecklenburg** school system distributes to parents easy-to-read student learning goals at the beginning of the school year. The district then follows up with school report cards on student attendance and performance that are distributed to parents and every household in the district, and are published in the newspaper. 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.
- In **Chicago**, Teachers for Chicago recruits highly educated professionals, like doctors, lawyers, and engineers, and provides them with teaching internships, mentors, and alternative routes to certification as public school teachers.
- Principals

Empowering Families to Choose Their Public Schools

- In **Boston**, all parents choose their child's public school, and have a wide array of options ranging from neighborhood schools, magnet schools, and pilot and public charter schools which operate under performance contracts that provide them with greater autonomy and accountability for results.
- The **San Diego** school district has helped parents, teachers, and principals create more than a dozen public charter schools that stay open only as long as they do a good job. These are all schools of choice, publicly accountable and open to students from around the school district.
- **Cambridge** allows every family to choose a public school for their child. The school district provides information on every school and has created parent centers to help parents learn about and choose a public school for their child. More than 90% of parents get their first choice of kindergarten for their child, and most get one of their top picks at all grade levels.

Safe and Drug Free Learning Environments During and After the School Day

- In **Baltimore**, unsafe and low-performing schools may be closed and reconstituted to provide safer, more personalized learning environments for students. For example, Patterson High School has been reconstituted, with a new principal overseeing six schools-within-a-school that have improved safety, discipline, and attendance.
- In **St. Louis**, 16 school-based Community Education Centers offer tutoring, drug prevention, and recreational and educational opportunities for approximately 44,000 children and adults each year.

**The President's Urban Schools Initiative:
Building on Existing School Improvement Efforts**

A Sharper Focus on Improving the Quality of Urban Schools-- Since the 1980s, communities and states across the U.S. have undertaken reform efforts to raise standards and improve teaching and learning. However, urban schools and school districts face serious challenges, and many are not making progress at the same pace as their counterparts serving suburban areas and smaller cities.

To help ensure that urban schools can fully benefit from broader school improvement efforts, the President's urban schools initiative will place a special focus on the challenges facing urban districts, and provide extra support and funding for urban districts prepared to take up the challenge.

First, the President's initiative will help participating urban districts review their management and instructional strategies, strengthening their capacity to make effective use of local, state, and federal resources. Second, the initiative will reinforce the importance of raising academic standards and strongly focus on reform strategies designed to address challenges common to urban areas. Third, the initiative will create models of effective reform that other urban districts can use.

- Better Management -- The President's urban schools initiative will help ensure that federal, state, and local funds (including Safe-and-Drug Free Schools, Title I, and School-to-Work Opportunities) are thoughtfully and efficiently spent, translating into maximum effective instruction and services for kids in urban districts. Likewise, the initiative will help to insure that urban districts can act quickly and get the maximum benefit from the President's proposed School Construction program, from a major new influx of volunteers and college work-study students expected under the President's Reading Initiative, and from free access to the information superhighway under the e-Rate proposal pending before the FCC. No district will be allowed to continue receiving funds under the urban schools initiative unless it demonstrates needed progress in improving its management practices.
- Higher Standards: More Accountability -- The President's initiative will ensure that state and local standards-setting efforts supported under Goals 2000 lead to more challenging standards, curricula and assessments for students in urban schools. Moreover, the initiative will move urban districts toward providing better information for parents and the community on whether schools are improving student achievement and reducing dropouts, and toward aggressive implementation of Title I provisions that authorize intervention when schools fail.
- Excellent Teachers and Principals -- The initiative will support the efforts of urban districts to recruit, train, and hold accountable high quality teachers, as called for in the President's directive to the Secretary on promoting excellence and accountability in

teaching. Likewise, the initiative will press urban districts to select and prepare only high quality school leaders.

- Expanding Public School Choice -- The President's initiative will catalyze wider public school choice to provide meaningful, attractive school options for all parents. The initiative will help districts take full advantage of the existing federal Public Charter Schools Program and Magnet Schools Program funds, and foster comprehensive public school choice strategies benefiting all families.

Friday p.m. 11:27

Draft

MEMORANDUM FOR THE SECRETARY OF EDUCATION

SUBJECT: Strengthening Urban Education

Introduction

But problems remain in some schools and school districts, including in many urban areas.

college entrance

Recently, the Nation has witnessed some promising trends in public education: drop-out rates are down, ~~test~~ scores are up, and more students are taking tougher classes and going to college. ~~Indeed, this Nation's system of public education is the cornerstone of our democracy, economy, and the key to realizing the American dream for Americans willing to work for it. -- is educating record numbers of children who are staying in school longer and learning more than ever before.~~

In the United States,

Meanwhile, new demands are being placed on our ~~educational system~~ and on our young people. Jobs in today's economy are demanding substantially higher levels of education, skills, and knowledge. The gap in lifetime earnings and opportunity between the well-educated and the poorly educated is growing quickly. And schools are educating many more children from families struggling to make ends meet, spend time together, and deal with difficult social and economic problems. ~~Many schools also face the challenge of educating record numbers of students.~~

To respond to this rising demand, parents, teachers, communities, and states throughout the Nation have been taking the steps necessary to improve teaching and learning in our schools. Throughout the Nation, important efforts are underway to raise standards for learning in the basic and advanced academic skills. Schools and school districts across the country are working to keep schools safe and drug free. Many are taking advantage of new technologies to provide richer opportunities for learning. Others are working hard to promote greater parental involvement in each child's learning, and greater choice within the public school system. And, throughout the Nation there is a growing effort to hold schools accountable for learning, free them up from overregulation, and give educators the training and tools they need to be more ~~innovative and effective.~~

New and expanded federal initiatives are supporting these ~~state and local~~ efforts. Head Start and other early childhood efforts are helping children start school ready to learn. Goals 2000; ~~Education~~ America Act the School-to-Work program, and a strengthened Title I program are helping states and communities to raise standards and improve teaching and learning in schools. Our Charter Schools and Technology Learning Challenge initiatives are supporting promising ~~innovative approaches~~ at the grass roots level.

New initiatives proposed by the Administration will provide further assistance, by helping to renovate or replace decaying schools, provide tutors to help ~~the~~ children learn to read well

buildings

by the time they are 8, provide all schools with technology and with access to the information highway, and provide all students who work hard and succeed in school with the ~~ability~~ to go to college.

Financial ability
OR
opportunity

Rewards for
success and
consequences
for failure

The Need for an Urban Education Initiative

Yet more needs to be done ^{to address the special challenges facing} ~~for~~ our urban school districts. While there are now excellent public schools in virtually every urban public school system in the Nation, unfortunately too many children and communities in urban areas have been unable to take full advantage of ~~such~~ efforts. Urban schools are often overwhelmed by problems beyond their control, such as urban poverty and violence, old and decaying infrastructure, and rapidly increasing enrollments. In addition, strong efforts to improve schools are often undermined by too few consequences for success and failure, inadequately prepared and recruited workforce of teachers and principals, and parents who ~~lack~~ lack the information to judge the effectiveness of their schools and the opportunity to choose better public schools for their children. ^{few opportunities for after-school and summer learning}

ineffective use of resources

Therefore, more must be done to help students in urban areas receive the quality education they need ~~for a brighter future~~, and that they deserve. While the final responsibility for the success of urban schools rests with parents, educators, local government and education officials, and those who live and work in our urban centers, the federal government can and must help as well. ^{for productive employment and to be informed citizens in a rapidly changing world}

Principles for strengthening urban education

A new national initiative to improve urban schools must be built upon a clear set of principles and proven practices:

- There must be a strong effort to keep schools safe and drug free.
- There must be a focus on improving the basics, achieving high standards, and reducing dropouts. ^{relentless/persistent/sustained}
- School systems must drive more resources to the classroom to ~~and~~ improve teaching and learning through effective management practices.
- ^{community} We must demand accountability for results, with rewards for successful schools, strong and effective strategies to fix failing schools, and extra help for schools and students that need it.

~~School systems must create outstanding teams of teachers and principals and effective instruction.~~

^{should have the ability and information} Families must be empowered to choose ^{what public schools their children will attend.} their public schools.

Every school should have a principal who provides strong leadership and outstanding teachers, with support and freedom to overhaul their schools and focus on improved teaching and learning.

to improve teaching and learning

Insert
Dad.
on
next
page
here

REPLACE
with...

- Schools must be kept open: there must be extended learning time in a safe and drug-free environment before and after school.

request that

~~Consistent with the principles,~~

I hereby direct you to prepare a plan for improving urban education, consistent with the ~~above~~ principles, to be included in the Administration's budget for Fiscal Year 1998.

skt

se
Possible insert after the first full paragraph on page 2

The future ~~of~~ of urban children — and therefore the future of our cities — depends significantly on whether they attend well-managed schools with demanding academic standards, high-quality teachers and principals, and a safe, disciplined, and drug-free environment where students can focus on learning and achievement. Moreover, it is only with revitalized urban schools that cities can attract employers and jobs, rejuvenate economically, provide a safe and attractive place to live for all families including the middle class, and place the American dream within reach for our cities' children and families.

Note to Val Plisko

Attached is the examples document that Jon Schnur and I put together over the weekend, drawing on the materials that you sent us plus news articles and other sources. Mike looked at the document this morning and raised several questions about it (see his comment on the draft). Could folks in PES please find out what they can about these items? I have also written out some specific questions that Mike raised, not all of which are reflected in his written comments. We are still looking at a very short timeframe, so I would appreciate whatever you can provide by 11:30 today.

Higher Standards

New York example -- does this apply to 9th grade students only? Also, Jon and I were a little confused about what exactly the "College Preparatory Initiative" refers to -- is that the NYC thing only, and what all does it cover?

Accountability

Cincinnati and Chicago -- do they use grade by grade promotion (bad) or a series of gates (say 9th grade, in the case of Cincy) (ok)?

Mike says that the best example of where we have data that a takeover has worked is from San Francisco -- I believe Jennifer O'Day mentioned this to him. Do we have anything on this here?

Better Management

Mike would like to do a New York District 2 example here -- he thinks it best exemplifies maximizing the resources you get to the classroom and being utilized to improve teaching and learning. Something that doesn't simply repeat what we have under the Teachers and Principals heading.

High Quality Teacher and Principals

He would like to see something that references the National Board for Professional Teaching Standards. Do we know of any urban districts where this is a big factor? Jon S. is looking in the National Board report, also.

Mike doesn't like the Teachers for Chicago example, but do we have a good example re: alternative certification?

Do we have a good example where a local college(s) have worked with urban districts to set standards -- either academic standards or standards for teaching excellence?

Choice

Boston -- verify that, under Boston's system, all parents choose their children's schools.

Beyond that, please feel free to suggest other examples that you think may be appropriate given the headings here, or to suggest additional edits/flag problems with the way these are described.

I am also sending you the document on e-mail.

Thanks!

-- Bill

The President's ^{public} Urban Schools Initiative: Pushing Ahead With Critical Reforms

The Urban Schools Initiative called for by the President can help districts build on existing examples of accountability, excellence and choice, broadening their reach to affect many more urban schools and students. The following examples illustrate the kinds of reform needed in many urban districts to regain public confidence and improve student achievement.

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Accountability for Results

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MP

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- 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.
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District

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- In **Chicago**, **Teachers for Chicago** recruits highly educated professionals, like doctors, lawyers, and engineers, and provides them with teaching internships, mentors, and alternative routes to certification as public school teachers.

support
that summer

NDPTS

- Principals

Empowering Families to Choose Their Public Schools

- In **Boston**, all parents choose their child's public school, and have a wide array of options ranging from neighborhood schools, magnet schools, and pilot and public charter schools which operate under performance contracts that provide them with greater autonomy and accountability for results.
- The **San Diego** school district has helped parents, teachers, and principals create more than a dozen public charter schools that stay open only as long as they do a good job. These are all schools of choice, publicly accountable and open to students from around the school district.
- **Cambridge** allows every family to choose a public school for their child. The school district provides information on every school and has created parent centers to help parents learn about and choose a public school for their child. More than 90% of parents get their first choice of kindergarten for their child, and most get one of their top picks at all grade levels.

Safe and Drug Free Learning Environments During and After the School Day

- In **Baltimore**, unsafe and low-performing schools may be closed and reconstituted to provide safer, more personalized learning environments for students. For example, Patterson High School has been reconstituted, with a new principal overseeing six schools-within-a-school that have improved safety, discipline, and attendance.
- In **St. Louis**, 16 school-based Community Education Centers offer tutoring, drug prevention, and recreational and educational opportunities for approximately 44,000 children and adults each year.

Friday p.m. draft

Draft

MEMORANDUM FOR THE SECRETARY OF EDUCATION

SUBJECT: Strengthening Urban Education

Introduction

Recently, the Nation has witnessed some promising trends in public education: drop-out rates are down, SAT scores are up, and more students are taking tougher classes and going to college. Indeed, this Nation's system of public education -- long the cornerstone of our democracy, economy, and the key to realizing the American dream for Americans willing to work for it -- is educating record numbers of children who are staying in school longer and learning more than ever before.

college
entrance

Meanwhile, new demands are being placed on our educational system and on our young people. Jobs in today's economy are demanding substantially higher levels of education, skills, and knowledge. The gap in lifetime earnings and opportunity between the well-educated and the poorly educated is growing quickly. And schools are educating many more children from families struggling to make ends meet, spend time together, and deal with difficult social and economic problems.

To respond to this rising demand, parents, teachers, communities, and states throughout the Nation have been taking the steps necessary to improve teaching and learning in our schools. Throughout the Nation, important efforts are underway to raise standards for learning in the basic and advanced academic skills. Schools and school districts across the country are working to keep schools safe and drug free. Many are taking advantage of new technologies to provide richer opportunities for learning. Others are working hard to promote greater parental involvement in each child's learning, and greater choice within the public school system. And, throughout the Nation there is a growing effort to hold schools accountable for learning, free them up from overregulation, and give educators the training and tools they need to be more innovative and effective.

New and expanded federal initiatives are supporting these state and local efforts. Head Start and other early childhood efforts are helping children start school ready to learn. Goals 2000, the School-to-Work program, and a strengthened Title I program are helping states and communities to raise standards and improve teaching and learning in schools. Our Charter Schools and Technology Learning Challenge initiatives are supporting innovative approaches at the grass roots level.

New initiatives proposed by the Administration will provide further assistance, by helping to renovate or replace decaying schools, provide tutors to help all children learn to read well

by the time they are 8, provide all schools with technology and with access to the information highway, and provide all students who work hard and succeed in school with the ^{opportunity} ability to go to college.

The Need for an Urban Education Initiative

to address the special challenges facing
Yet more needs to be done for our urban school districts. While there are now excellent public schools in virtually every urban public school system in the Nation, unfortunately too many children and communities in urban areas have been unable to take full advantage of such efforts. Urban schools are often overwhelmed by problems beyond their control, such as ^{neighborhood} urban poverty and violence, old and decaying infrastructure, and rapidly increasing enrollments. In addition, strong efforts to improve schools are often undermined by too few consequences for success and failure, inadequately prepared and recruited workforce of teachers and principals, and parents who ~~know~~ lack the information to judge the effectiveness of their schools and the opportunity to choose better public schools for their children.

to improve teaching & learning
an
Therefore, more must be done to help students in urban areas receive the quality education they need for a brighter future, and that they deserve. While the final responsibility for the success of urban schools rests with parents, educators, local government and education officials, and those who live and work in our urban centers, the federal government can and must help as well.

Principles for strengthening urban education

A new national initiative to improve urban schools must be built upon a clear set of principles and proven practices:

- There must be a strong effort to keep schools safe and drug free.
- There must be a ^{relentless/persistent/sustained} focus on improving the basics, achieving high standards, and reducing dropouts.
- School systems must drive more resources to the classroom to ^{and} improve teaching and learning through effective management practices.
- ^{communities} We must demand accountability for results, with rewards for successful schools, strong and effective strategies to fix failing schools, and extra help for schools and students that need it.
- School systems must ^{recruit support dedicated} foster outstanding teams of teachers and principals and effective instruction.
- Families must be empowered to choose their public schools.

insufficient focus on teaching & learning
use of resources on teaching
ineffective use of resources

- . Schools must be kept open: there must be extended learning time in a safe and drug-free environment before and after school.

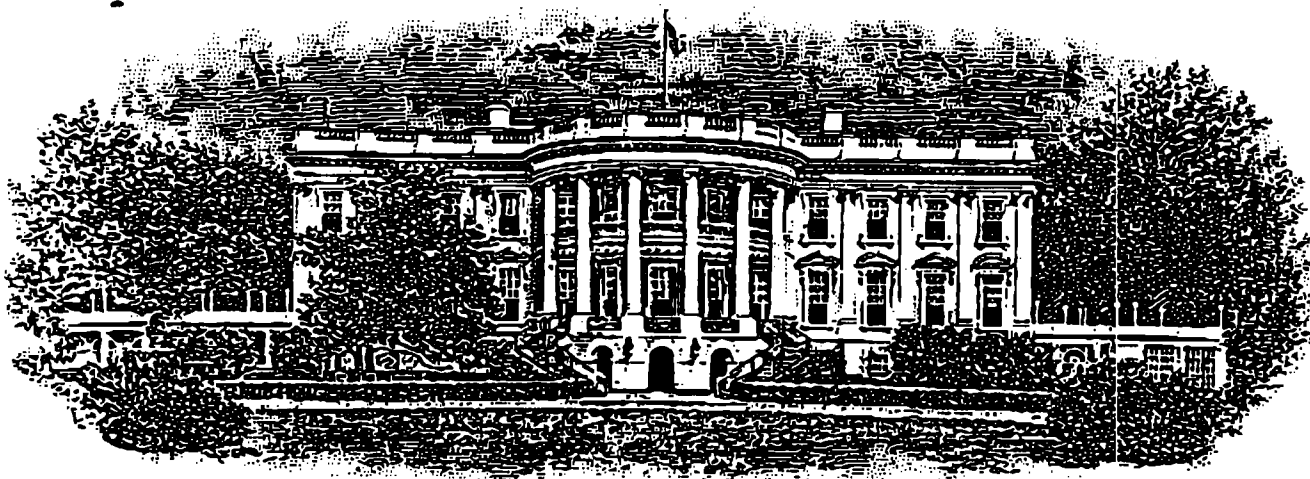
~~Consistent with the principles,~~

I hereby direct you to prepare a plan for improving urban education, ~~consistent with the above principles,~~ to be included in the Administration's budget for Fiscal Year 1998.

skt

sc

The White House



DOMESTIC POLICY

FACSIMILE TRANSMISSION COVER SHEET

TO: Mike Smith

FAX NUMBER: 601-3095

TELEPHONE NUMBER: 40

FROM: Mike C.

TELEPHONE NUMBER: _____

PAGES (INCLUDING COVER): 4

COMMENTS: _____

Very rough 1st draft

MEMORANDUM FOR THE SECRETARY OF EDUCATION

SUBJECT: Strengthening Urban Education

Introduction

[Statement about important role that urban schools have historically played in providing quality education and opportunity for all...Today, there are many outstanding schools in our cities, that provide excellent teaching and many opportunities for students to learn and excel. However, there are many urban schools which are overwhelmed by problems in the community, and which do not provide quality...]

[All of our ongoing education efforts -- Title 1, Technology Challenge, Charter Schools, Goals 2000, Safe and Drug Free Schools, STW, etc -- as well as new proposals (America Reads, School Construction, HOPE Scholarship) will provide urban school districts tools to help promote excellence in education. These programs will help them to keep schools safe, raise academic standards for basic and advanced skills, renovate outdated school buildings, equip them with the technology for the 21st century...]

Yet more needs to be done for our urban districts. With appropriate support, our urban schools can be world class models of excellence. We have learned enough to know the foundation for designing an urban initiative. An important challenge now is to take what we know and demonstrate how it can work...

Principles for strengthening urban education:

- . Effort must focus on reaching national goal for high school completion and having students leave school (and at key transition points along the way) achieving at internationally competitive levels;
- . There must be accountability for results;
 - . for students, schools and school systems
 - . rewards for success
 - . intervention in failing schools
 - . extra help for students who need it
- . ~~Funds must be drive~~ to classroom level *more resources for it* *to improve quality* *very*
- . Provide parental and student choice within the public schools
- . Schools and communities work in partnership to ameliorate nonacademic obstacles to learning (i.e., community schools)

*Take 1st 4
graphs in
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transition R
say to Secy
Plan accor
to principle.*

Morgan

Presidential Directive:

- . Direct Secretary to prepare a plan, in time for FY98 Budget, for demonstration program to assist urban school systems to establish world class education systems...

Explanation of Urban Initiative for Press

President's initiative will:

- . Help parents know that the schools have set demanding expectations and challenging academic standards for their students
- . Help bring teachers and principals up to professional standards of excellence
- . Help urban schools cut bureaucracy and drive funds to the classroom
- . Require urban schools districts to fix low performing schools
- . Make urban schools accountable to the public for results and to parents for meeting each child's needs
- . Help cities keep schools open longer, providing a safe haven and needed services for students
- . Require participating school districts to make demonstrable progress in order to continue receiving these funds

Choice

Principles for Strengthening Urban Education

- Focus on improving the basics, achieving high standards, and reducing dropouts.
- Drive more resources to the classroom and improve teaching and learning through effective management practices.
- Demand accountability for results, with rewards for successful schools, strong and effective strategies to fix failing schools, and extra help for schools and students that need it.
- Foster outstanding teams of teachers and principals and effective instruction.
- Empower families to choose their public schools.
- Keep schools open: extend learning time in a safe and drug-free environment before and after school.

October 24, 1996 -- 6:40 pm