

Specifications for Education Opportunity Zones Initiative

1. Findings

-- Students in schools that have high concentrations of poor children begin school academically behind their peers in other schools and are often unable to close the gap as they progress through school. In later years, these students are less likely than other students to attend a college or university and more likely to experience unemployment.

-- Many children who attend these high-poverty schools lack access to the challenging curricula, well-prepared teachers, and high expectations that make better achievement possible.

-- Data from the National Assessment of Educational Progress consistently show large gaps between the achievement of students in high-poverty schools and those in other schools. High-poverty schools will face special challenges in preparing their students to succeed on new and more challenging national and State assessments, such as voluntary national tests and the assessments States are developing under the Goals 2000 and Title I programs.

-- Recent reports have found that students in urban districts are: (1) more likely to attend high-poverty schools; (2) more frequently taught by teachers possessing only an emergency or temporary license; and (3) less likely to score above the basic level on achievement tests than are nonurban students.

-- High-poverty rural schools, because of their isolation, small size, and low level of resources, also face particular challenges. For example, teachers in rural districts are nearly twice as likely as nonrural teachers to provide instruction in 3 or more subjects.

-- Notwithstanding these general trends, some high-poverty school districts have shown that they can achieve outstanding educational outcomes, if they adopt challenging standards for all children, expand educational choice for parents and students, adopt the other components of systemic educational reform, and hold schools, staff, and students accountable for results. Generally, however, these successes have occurred in isolated schools rather than throughout a district.

-- Districts that have already established the policies needed to attain widespread student achievement gains, and have attained those gains in some of their schools, can serve as models for other districts desiring to improve the academic achievement of their students. The Federal Government can spur more districts in this direction by providing targeted resources for urban and rural districts willing to carry out solid plans for improving the educational achievement of all their children.

2. Purpose

It is the purpose of this title to assist urban and rural local educational agencies that: (1) have high concentrations of children from low-income families; (2) have a record of achieving high educational outcomes, in at least some of their schools, and (3) are implementing standards-based systemic reform strategies, to pursue further reforms and raise the academic achievement of all their students.

3. Authorization of Appropriations

There are authorized to be appropriated \$200 million for FY 1999, and such sums as may be necessary for each of the four succeeding fiscal years.

4. Definitions

The term “local educational agency” has the meaning given that term in section 14101 (18) of the Elementary and Secondary Education Act of 1965 (but modify to include all BIA-supported schools).

An “urban locality” is a locality that is: (1) a central city of a metropolitan statistical area (MSA); or (2) any other locality within an MSA if such MSA has a population of at least 400,000 or a population density of at least 6,000 persons per square mile.

A “rural locality” is a locality that is not within an MSA and has a population of less than 25,000.

A “high-poverty local educational agency” is an LEA in which the percentage of children, ages 5-17, from families with incomes below the poverty level is 20 percent or greater or the number of such children exceeds 10,000.

For the purposes of these definitions, the terms “central city” and “metropolitan statistical area” have the meanings given these terms by the Office of Management and Budget.

[Note: May also have to define “locality.”]

5. Eligibility

A local educational agency is eligible to receive a grant under this program if it is: (1) a high-poverty LEA; and (2) located in, or serves, either an urban locality or a rural locality.

The Secretary shall determine which local educational agencies meet this eligibility criteria on the basis of the most recent satisfactory data.

6. Applications

In order to receive a grant under this program, an eligible local educational agency shall submit an application to the Secretary at such time, in such form, and containing such information as the Secretary may require.

Each application shall include:

- Evidence that the local educational agency has begun to raise student achievement, as measured through the assessments States are developing under Goals 2000, ESEA Title I, or comparably rigorous State or local assessments (which shall include data disaggregated to show the achievement of students in different racial groups, by gender, and for students with disabilities and with limited English proficiency) throughout the district or, at a minimum, in schools that have implemented a comprehensive school improvement strategy;
- Evidence that the local educational agency expects all students to achieve to challenging State or local content standards, has developed or is developing assessments aligned with the standards, and has implemented or is implementing comprehensive reform policies designed to assist all children to achieve to the standards.
- Evidence that the local educational agency has entered into a partnership that (1) includes the active involvement of representatives of local organizations and agencies and other members of the community; and (2) is designed to guide the implementation of the local educational agency's comprehensive reform strategy;
- Evidence that the local educational agency has put (or is putting) into place effective educational reform policies, including policies that:
 - Hold schools accountable for helping all students, including limited English proficient and disabled students, reach high academic standards, including by rewarding schools that succeed and intervening in schools that fail to make progress. The application shall describe the approach that the local educational agency will take to assist schools that fail to achieve progress toward student achievement goals;
 - Require all students, including students with disabilities and limited English proficient students, to meet academic standards before (1) being promoted to the next grade level at key transition points in their careers, or (2) graduating from high school. The application shall describe the local educational agency's strategy for providing students with a rich curriculum tied to high standards, and with qualified teachers and class sizes conducive to high student achievement;

- Identify, during the early stages of their academic careers, students who have difficulty in achieving to high standards, and provide them, and other students who have failed to meet the standards, with additional learning opportunities, so that the students are able to meet the standards at key transition points in their academic careers;
- Hold teachers and principals accountable for quality, including the local educational agency's strategies for ensuring quality through, among other things:
 - Development of clearly articulated standards for teachers and school administrators, and development, in cooperation with teacher organizations, of procedures for identifying, working with, and, if necessary, fairly and quickly removing teachers who fail to meet the standards;
 - Implementation of a comprehensive professional development plan for teachers and instructional leaders;
 - Encouraging excellent teaching by, among other things, providing incentives for teachers to obtain certification by the National Board for Professional Teaching Standards; and
- Provide students and parents with expanded choice within public education.

The application shall also include a description of how the local educational agency will use the grant made available under this part, including descriptions of:

- How the district will use all available resources -- Federal, State, local, and private -- to carry out its reform strategy;
- The specific measures that the applicant proposes to use to provide evidence of future progress in improving student achievement, including the subject areas and grade levels in which it will measure such progress, and an assurance that the applicant will collect such student data in a manner that demonstrates the achievement of students in different racial groups, by gender, and for students with disabilities and with limited English proficiency; and
- How the applicant will continue the activities carried out under the grant after the grant has expired.

7. Selection of Applications

The Secretary shall, using a peer-review process, select applicants to receive funding based on:

-- Evidence that: (1) the applicant has made progress in improving student achievement, in at least some of its schools that enroll concentrations of children from low-income families, and (2) the applicant has put (or is putting) into place effective reform policies as described in #6 above; and

-- The quality of the applicant's plan for carrying out activities under the grant, as set forth in the application.

In making the selections, the Secretary shall seek to ensure that there is an equitable distribution of grants among geographic regions of the country, to varying sizes of urban local educational agencies, and to rural local educational agencies, including rural local educational agencies serving concentrations of Indian children.

8. Presidential Designation

The President shall designate each local educational agency selected by the Secretary to receive a grant under this program as an "Education Opportunity Zone" and may instruct Federal agencies to provide grant recipients with such technical and other assistance as those agencies can make available to enable the recipients to carry out their activities under the program.

9. Length and Amount of Grants/Conditions on Continuations

In determining the amount of a grant, the Secretary shall consider such factors as the scope of the activities proposed in the application, the number of students in the district who are from low-income families, the number of low-performing schools in the district, and the number of children in the district who are not reaching State or local standards.

Each grant shall be for three years, but may be continued for up to 2 additional years if the grantee is achieving agreed-upon measures of progress by the 3rd year of the grant (see below). The Secretary may increase the amount of a grant in the second year, in order to permit full implementation of grant activities. However:

- The amount of a second-year award shall be no more than 140 percent of a year 1 award.
- The amount of a third-year award shall be no more than 80 percent of the year 2 award
- The amount of a year 4 award shall be no more than 70 percent of a year 2 award.
- The amount of a year 5 award shall be no more than 50 percent of a year 2 award.

Prior to receiving a grant, recipients shall develop and adopt, with the approval of the Secretary, specific, ambitious levels of achievement that exceed typical achievement levels for comparable

districts and that the district will commit to attaining during the period of the grant. The agreed-upon levels shall reflect progress in the areas of: (1) student academic achievement; (2) dropout rates; (3) attendance; and (4) such other areas as may be proposed by the local educational agency or the Secretary, and shall provide for the disaggregation of data on the basis of race and gender and for disabled and limited English proficient students. The Secretary shall make continuation awards for years 4 and 5 only after determining that the grantee has achieved the agreed upon levels of achievement.

10. Uses of Funds

Grantees shall use their awards for activities that support the comprehensive reform efforts described in the application or that are otherwise consistent with the purpose of the program. Activities funded may include:

- Implementing school-performance-information systems to measure the performance of schools in educating their students to high standards, maintaining a safe school environment, and achieving the anticipated school-attendance and graduation rates;
- Implementing district accountability systems that reward schools that raise student achievement and provide assistance to, and ultimately result in intervention in, schools that fail to do so, including such intervention strategies as technical assistance on school management and leadership, intensive professional development for the school staff, institution of new instructional programs that are based on reliable research, or the reconstitution of the school;
- Providing students with expanded choice and increased curriculum options within public education, through such means as open-enrollment policies, schools within schools, magnet schools, charter schools, distance-learning programs, and opportunities for secondary school students to take postsecondary courses;
- Implementing financial incentives for schools to make progress against the goals and benchmarks the district has established for the program;
- Providing additional learning opportunities to students who are failing, or are at risk of failing, to achieve to high standards, such as after-school, weekend, and summer programs;
- Providing ongoing professional development opportunities to teachers, principals, and other school staff that are tailored to the needs of individual schools, and aligned with the State or local academic standards and to the objectives of the program carried out under the grant;

- Implementing programs to provide recognition and financial rewards to teachers who demonstrate outstanding capability at educating students who achieve to high standards, including monetary rewards for teachers who earn certification from the National Board for Professional Teaching Standards;
- Implementing procedures for identifying ineffective teachers, providing them with assistance to improve their skills and, if there is no improvement, fairly and quickly removing them from the classroom;
- Establishing programs to improve the recruitment and retention of qualified teachers, including the use of financial incentives to encourage individuals to teach in different schools in the district;
- Implementing procedures for selecting and retaining principals who have the ability to provide the school leadership needed to raise student achievement;
- Strengthening the management of the local educational agency so that all components of management are focused on improving student achievement;
- Carrying out activities to build stronger partnerships between schools and parents, businesses, and communities; and
- Assessment of activities carried out under the grant, including the extent to which the grant is achieving its objectives.

11. Flexibility

Each school operated by a local educational agency receiving funding under this authority shall be considered as meeting the criteria for eligibility to implement a schoolwide program as described in section 1114 of ESEA. All schools in the local educational district that qualify for eligibility for a schoolwide program based solely on the district's receiving funding under this authority and wish to carry out a schoolwide program shall:

- Develop a plan that satisfies the requirements of section 1114 (b)(2); and
- Develop a program that includes the components of a schoolwide program described in section 1114(b)(1).

12. Participation of Private School Students and Teachers

Include in the bill language similar to Goals 2000 section 310, requiring that local educational agencies participating in the program, if requested by private schools: (1) make available to private schools any materials they develop under the program, and (2) provide for the

participation of private school teachers and administrators in professional development activities carried out under this program, in a manner proportionate to the number of children in the area served by the local educational agency who are enrolled in private schools.

13. Evaluation

The Secretary shall carry out an evaluation of the program supported under this part. The evaluation shall address such issues as:

- The extent to which student achievement in local educational agencies receiving support increases;
- The extent to which local educational agencies receiving support expand the choices for students and parents within public education; and
- The extent to which local educational agencies receiving support develop and implement systems to hold schools, teachers, and principals accountable for student achievement.

14. National Activities

The Secretary may reserve up to 5 percent of the appropriation for:

- Peer review activities;
- Evaluation of the program as called for under #13, and measurement of its effectiveness in accordance with the Government Performance and Results Act;
- Dissemination of research findings, evaluation data, and the experiences of other districts implementing comprehensive school reform; and
- Technical assistance to grantees.

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5. Eligibility

A local educational agency shall be eligible to receive a grant under this program if it is: (1) a high-poverty LEA; and (2) located in, or serves, either an urban locality or a rural locality. [Note: Inclusion of "or serves" should make eligible Hawaii, Puerto Rico, and the Territories.]

6. Applications

In order to receive a grant under this program, eligible local educational agencies shall submit an application to the Secretary at such time, in such form, and containing such information as the Secretary may require.

Each application shall include:

-- Evidence that the local educational agency has begun to raise student achievement, as measured through the assessments States are developing under ESEA Title I or comparably rigorous State or local assessments (and such evidence shall include data disaggregated to show the achievement of students in different racial groups, by gender, and for students with disabilities and with limited English proficiency) throughout the district or, at a minimum, in schools that have implemented a comprehensive school improvement strategy;

Goal 2000

-- Evidence that the local educational agency expects all students to achieve to challenging State or local content standards, has developed or is developing assessments aligned with the standards, and has implemented or is implementing comprehensive reform policies designed to assist all children to achieve to the standards [Note: These first two requirements follow Mike C.'s writeup. They imply the LEAs will both have to show progress and have policies in place. This is somewhat different from our earlier cuts, which allowed one or the other. Thus the "and [or?]" notations in previous sections.]

-- Evidence that the local educational agency has entered into a partnership that includes:
 (1) the active involvement of representatives of the local educational agency, teachers, administrators, parent groups, community-based organizations, local businesses and institutions of higher education, and (2) is designed to guide the implementation of the local educational agency's comprehensive reform strategy;

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-- Hold schools accountable for helping all students, including limited English proficient and disabled students, reach high academic standards, including by rewarding schools that succeed and intervening in schools that fail to make progress. The application shall provide the approach that the local educational agency will take to assist schools that fail to achieve progress toward student achievement goals;

-- Require all students, including students with disabilities and limited English proficient students, to meet academic standards before being (1) promoted at key transition points in their careers to the next grade level, or (2) graduating. The application shall describe the local educational agency's strategy for providing students with a rich curriculum tied to high standards, and with qualified teachers and class sizes conducive to high student achievement;

-- Identify, during the early stages of their academic careers, students who have

difficulty in achieving to high standards, and provide them, and other students who have failed to meet the standards, with extended learning opportunities, so that the students are able to meet the standards at key transition points in their academic careers;

*help
for transition*

-- Hold teachers and principals accountable for quality, including the local educational agency's strategies for ensuring quality through, among other things:

-- Development of clearly articulated standards for teachers and school administrators, and development, in cooperation with teacher organizations, of procedures for identifying, working with, and, if necessary, fairly and quickly removing teachers who fail to meet the standards;

-- Development of a comprehensive professional development plan for teachers and instructional leaders;

-- Encourage excellent teaching by, among other things, providing incentives for teachers to obtain certification by the National Board for Professional Teaching Standards; and

-- Provide students and parents with expanded choice within public education.

The application shall also include a description of how the local educational agency will use the grant made available under this part, including descriptions of:

-- How the district will use all available resources -- Federal, State, local, and private -- to carry out its reform strategy;

-- The specific measures that the applicant proposes to use to provide evidence of progress in improving student achievement, including the subject areas and grade levels in which it will measure such progress, and an assurance that the applicant will collect such student data in a manner that demonstrates the achievement of students in different racial groups, by gender, and for students with disabilities and with limited English proficiency; and

future

-- How the applicant will continue the activities carried out under the grant after the grant has expired.

7. Selection of Applications

The Secretary shall, using a peer review process, select applicants to receive funding based on:

-- Evidence that: (1) the applicant has made progress in improving student achievement, at least in some of its schools that enroll concentrations of children from low-income families; ⁽²⁾ the applicant has put (or is putting) into place effective reform policies as described in #6 above; and

-- The quality of the applicant's plan for carrying out activities under the grant, as set forth in the application.

In making the selections, the Secretary shall seek to ensure that there is an equitable distribution of grants among geographic regions of the country, to varying sizes of urban local educational agencies, and to rural schools, including rural schools serving concentrations of Indian children.

8. Presidential Designation

The President ^{shall} may designate each local educational agency selected by the Secretary to receive a grant under this program as an "Education Opportunity Zone" and may instruct Federal agencies to provide grant recipients with such technical and other assistance as those agencies can make available to enable the recipients to carry out their activities under the program.

9. Length and Amount of Grants/Conditions on Continuations

In determining the amount of a grant, the Secretary shall consider such factors as the number of students in the district who are from low-income families, the number of low-performing schools in the district, and the number of children in the district ^{Scoring below grade level on} assessments.

Each grant shall be for a period three years, but may be continued for up to 2 additional years if the grantee is achieving agreed upon measures of progress by the 3rd year of the grant (see below). The Secretary may increase the amount of a grant in the second year, in order to permit full implementation of grant activities. However:

- The amount of a second-year award shall be no more than 140 percent of a year 1 award.
- The amount of a third-year award shall be no more than 80 percent of the year 2 award
- The amount of a year 4 award shall be no more than 70 percent of a year 2 award.
- The amount of a year 5 award shall be no more than 50 percent of a year 2 award.

[In their initial year] of participation in the program, recipients shall develop and adopt, with the approval of the Secretary, specific measures of progress in the areas of: (1) student achievement; (2) dropout rates; (3) attendance; and (4) such other areas as may be specified by

disagregate

proposed by the applicant or specified

proposed by

or

high up

+ scope of activities proposed

not reaching state or district local standards

the Secretary. The Secretary shall make continuation awards for years 4 and 5 only after determining that the grantee has achieved the agreed upon levels of achievement.

10. Uses of Funds

✓ c - o r d ✓

Local educational agencies selected to receive grants shall use their grants for activities that support the comprehensive reform efforts described in the application or that are otherwise consistent with the purposes of the program. Activities funded may include:

- Providing students with expanded choice and increased curriculum options within public education, through such means as open enrollment policies, schools within schools, magnet schools, charter schools, distance learning programs, and opportunities for secondary school students to take postsecondary courses;
- Strengthening the management of the local educational agency so that all components of management are focused on improving student achievement;
- ~~Designing and~~ implementing school performance information systems to measure the performance of schools in educating their students to high standards, maintaining a safe school environment, and achieving the anticipated school attendance and graduation rates;
- ~~Developing and~~ implementing district accountability systems that reward schools that raise student achievement and provide assistance to, and ultimately result in intervention in, schools that fail to do so;
- ~~Developing and~~ implementing programs to provide recognition and financial rewards to teachers who demonstrate outstanding capability at educating students who achieve to high standards, including monetary rewards for teachers who earn certification from the National Board for Professional Teaching Standards;
- ~~Developing and~~ implementing financial incentives for schools to make progress against the goals and benchmarks the district has established for the program;
- ~~Developing~~ ^{Implementing} procedures for identifying ineffective teachers, providing them with assistance to improve their skills, and if there is no improvement, fairly and quickly removing them from the classroom.
- ^{Developing} procedures for selecting, and retaining principals who have the ability to provide the school leadership needed to raise student achievement;

-- ~~Developing and~~ carrying out procedures to intervene in schools that are failing to teach children to high standards, including such activities as technical assistance on school management and leadership, intensive professional development for the school staff, institution of new instructional programs that are based on reliable research, or the reconstitution of the school;

-- Providing extended learning services to students who are failing, or are at risk of failing, to achieve to high standards, such as after-school, weekend, and summer programs;

-- Providing ongoing professional development opportunities to teachers, principals, and other school staff that are tailored to the needs of individual schools, and aligned with the State or local academic standards and to the objectives of the program carried out under the grant;

-- Establishing programs to improve the recruitment and retention of qualified teachers, including the use of financial incentives to encourage individuals to teach in different schools in the district;

-- Carrying out activities to build stronger partnerships between schools and parents, businesses, and communities; and

-- Assessment of activities carried out under the grant, including the extent to which the grant is achieving its objectives.

11. Flexibility

Each school operated by a local educational agency receiving funding under this authority shall be considered as meeting the criteria for eligibility to implement a schoolwide program as described in section 1114 of ESEA. All schools in the local educational district that qualify for eligibility for a schoolwide program based solely on the district's receiving funding under this authority and wish to carry out a schoolwide program shall:

-- Develop a plan that satisfies the requirements of section 1114 (b)(2); and

-- Develop a program that includes the components of a schoolwide program described in section 1114(b)(1).

12. Participation of Private School Students and Teachers

Include in the bill language similar to Goals 2000 section 310, requiring that local educational agencies participating in the program, if requested by private schools: (1) make available to private schools any materials they develop under the program, and (2) provide for the

participation of private school teachers and administrators in professional development activities carried out under this program, in a manner proportionate to the number of children in the area served by the local educational agency who are enrolled in private schools. [Note: Per conversation at 2/11 meeting, specs now reflect the Goals 2000 model rather than the ESEA model.]

13. Evaluation

The Secretary shall carry out an evaluation of the program supported under this part. The evaluation shall address such issues as:

- The extent to which student achievement in local educational agencies receiving support increases;
- The extent to which local educational agencies receiving support expand the choices for students and parents within public education; and
- The extent to which local educational agencies receiving support develop and implement systems to hold schools, teachers, and principals accountable for student achievement.

14. National Activities

The Secretary may reserve up to 5 percent of the appropriation for:

- Peer review ^{activities} of applications;
- Evaluation of the program as called for under #9, and measurement of its effectiveness in accordance with the Government Performance and Results Act;
- Conferences of grantees, and other entities, in order to facilitate the exchange of information and ideas among the participating local educational agencies and other institutions, agencies, and individuals who are interested in raising student achievement in high-poverty urban and rural schools;
- Dissemination of research findings, evaluation data, and the experiences of other districts implementing comprehensive school reform; and
- Technical assistance to grantees.



Catherine_Jovicich @ ed.gov
02/18/98 12:09:00 PM

Record Type: Record

To: William R. Kincaid
cc:
Subject: EOZ Legislative Specs

Since I can't attend the meeting today, I thought I'd send my comments to you. I reviewed the draft specs. They are shaping up and most of my comments are editorial. I'll fax those to Jim.

The one substantive suggestion that I have is under the applications section -- delete the first requirement about evidence of raising student achievement. This is confusing. First, states don't have their assessments up and running yet, second it gets confused with the other bullets.

On the bullet about professional development (page 4, second bullet under holding teachers and principals accountable), I'd add developing and *implementing* a comprehensive professional development plan...

That is it for my comments. We have an awfully long list of use of funds, but I guess it is meant to be illustrative. We should probably think about paring it down some. I'm sure that you will discuss that today.

Catherine

TX measure

MC 2/11 draft

Applications

The Application should include:

- Evidence of a track record for improving student achievement (as measured by state or local assessments for Title 1, Goals 2000 or comparable assessments), on a district wide basis or in selected schools which have participated in a deliberate school improvement strategy. *disagg*
- Evidence that the district has set high standards (or is using state standards), has or is developing tests that are aligned with the standards, and is implementing a comprehensive education improvement strategy (...) designed to help all kids meet the standards.
- Evidence of a partnership involving the LEA, educators, parents, community groups, employers and higher education focused on the implementation of the district's standards-based strategy for improving education.
- Evidence that the district has (or is putting in place) accountability policies that:
 - Hold schools accountable for results, including rewarding schools that succeed and intervening in schools that fail to make progress. The application should describe the district's approach to helping schools that fail to make progress improve, and the evidence that this approach works (can work?). *disagg date dis/sep*
 - Requiring students to meet academic standards at key transition points in their schooling career before being promoted to the next grade level or graduating. The application should describe the district's strategy for (1) providing students with qualified teachers, challenging curriculum, small classes, etc.???; (2) for identifying early students who need help and providing them with needed help; and, (3) for providing students who do not meet the standards with extra help after school or in summer school, so that students are able to meet the standards and be promoted rather than retained.
- Holding teachers and principals accountable for quality, including providing incentives for teachers to gain certification by the National Board for Professional Teaching Standards, and (in cooperation with teachers organization) procedures for identifying, helping and if necessary fairly and quickly removing ineffective teachers. *such as requiring what?*
- Provide students and parents with expanded choice within public education.
- A description of the resources under this grant, as well as other federal resources, will be used to support the strategy described above.
- A description of the applicants plans for using local, state or other federal resources to continue the activities carried out with grant funds after the grant has expired.

completing prop development process!

- The specific measures the applicant will use to determine progress in improving student achievement (including the subject areas and grade levels to be included), and the gains on each measure that will constitute adequate (annual? 3-year?) progress? These measures and gains will be used to determine if the applicant will receive continued funding in years 4 and 5, and are subject to negotiation with and the approval of the Secretary, based on the recommendations of peer reviewers.

Uses of funds

Anything consistent with the purposes of the program and the application submitted.

Do a such as

Dropouts?

[Handwritten signature]

DRAFT
2/4/98

Specifications for Education Opportunity Zones Initiative

acknowledgment of system reform

1. Findings

-- Children in high-poverty schools begin school academically behind their peers in other schools and are often unable to close the gap as they progress through school.

-- Many children who attend high-poverty schools lack access to the challenging curricula, well-prepared teachers, and high expectations that make better achievement possible.

-- Data from the National Assessment of Educational Progress show large gaps in the achievement of students in high-poverty and low-poverty. High-poverty schools will face special challenges in preparing their students to succeed on new and more challenging national and State assessments, such as voluntary national tests and the assessments States are developing under the Goals 2000 and Title I programs.

-- Graduates of urban and rural high schools are more likely than comparable graduates of suburban high schools to be unemployed.

-- High-poverty rural schools, because of their isolation, small size, and low level of resources, face particular challenges. For example, teachers in rural districts are nearly twice as likely as nonrural teachers to provide instruction in 3 or more subjects.

-- Some urban and rural local educational agencies with large concentrations of students from poor families are beginning to make progress in preparing children to meet high standards and can serve as models for other districts desiring to improve the academic achievement of their students. The Federal Government can spur more local educational agencies in this direction by providing targeted resources for urban and rural districts willing to carry out solid plans for improving the educational achievement of all their children.

2. Purpose

It is the purpose of this title to assist urban and rural local educational agencies with high concentrations of children from low-income families to implement educational reform strategies that will enable all their students to meet challenging educational standards.

3. Authorization of Appropriations

There are authorized to be appropriated \$200 million for FY 1999, \$318 million in FY 2000, \$386 million in FY 2001, \$359 million in FY 2002, and \$272 million in FY 2003. [These are the

- Downside of high impact of poor concentration of poor in poor schools

(Edu. Ex. in Districts, etc.)
- serious standards
- use of high standards
- holds accountable

- private schools
- and see progress
- turning around poor schools

Criticism?
EX -
system

College-going

choice

more accountability?
models?
of success

such sums

amounts included in the budget request.]

4. Definitions

The term "local educational agency" has the meaning given that term in section 14101 (18) of the Elementary and Secondary Education Act of 1965.

An "urban locality" is a locality that is a: (1) central city of a metropolitan statistical area (MSA) (3) any other locality with an MSA if such MSA has a population of at least 400,000 or a population density of a least 6,000 persons per square mile.

A "rural locality" is a locality is not within an MSA and has a population of less than 25,000.

A "high-poverty local educational agency" is an LEA in which the percentage of children, ages 5-17, from families with incomes below the poverty level is 20 percent or greater or the number of such children exceeds 10,000.

5. Eligibility

A local educational agency shall be eligible to receive a grant under this program if it is: (1) a high-poverty LEA; and (2) located in either an urban locality or a rural locality.

6. Applications

In order to receive a grant under this program, eligible local educational agencies or consortia of eligible districts shall submit an application to the Secretary at such time, in such form, and containing such information as the Secretary may require.

The application shall include:

Evidence that (comp part?)

--[An assurance] that the local educational agency developed the application after extensive public discussions with State education officials; affected parents, students, teachers, and representatives of teachers and school employees; administrators; higher education officials; other educators; and business and community leaders, and that the LEA will work in partnership with those individuals in implementing its grant under this program; [Note: this language comes largely from the Clay bill. That bill includes not only an assurance that the applicant has consulted with the various entities, but also a requirement that grants go to consortia of pretty much the same entities. That seemed confusing. The above is an attempt to incorporate some of the Clay language, as well as the language in the White House fact sheet saying that "Successful applicants will have broad-based partnerships to support their reforms."]

-- Evidence that the local educational agency or consortia of such agencies have begun to

+ How PR here
Figure out how to
get in
BIA covered
2?

Charles \$500
must serve min
of students

mc: want a broad-based functioning partnership
advisors, private, employer, community groups

Want to
encourage / want
active partnership
but not too far
not many

~

Seems Appropriate to High
SIS in low income
community
④ choice
Use of \$

3

Partnership
Tests / reform effort also
over SIS low reform school
SIS Accountability
More towards more holistic

raise student achievement, as measured through the assessments States are developing under ESEA Title I or comparably rigorous State or local assessments (and such evidence shall include data disaggregated to show the achievement of students in different racial and groups, by gender, and for students with disabilities and with limited English proficiency); or, at a minimum

-- Evidence that the local educational agency or consortia have put (or are putting) into place effective reform policies, including policies to:

-- Hold schools accountable for helping ^{all} students reach high academic standards, including rewarding schools that succeed and intervening in schools that fail to make progress;

-- Hold teachers and principals accountable for quality, including rewarding outstanding teachers, and identifying, working with, and, if necessary, fairly and quickly removing ineffective teachers;

-- Require students to meet academic standards at key transition points in their careers; and ~~and prevent students~~

-- Provide students and parents with expanded choice within public education; and

-- Evidence that the local educational agency is using its existing local, State, and Federal funds effectively to implement educational reforms and raise student achievement. }

The application shall also include a description of how the local educational agency or consortia of such agencies will use the grant made available under this part, including descriptions of:

-- How the district will use all available resources -- Federal, State, local, and private -- to carry out its reform strategy; }

-- How the district will use those resources to provide students with a rich curriculum tied to high standards, good teaching, extended learning opportunities, and expanded educational choices;

-- How the applicant will use its grant to strengthen educational accountability, including holding teachers and principals accountable for helping all students (including those with disabilities or limited English proficiency) achieve to high standards, and holding students accountable for their behavior and educational achievement;

-- The benchmarks the applicant proposes to establish to determine whether it is making adequate progress in implementing its reforms, and raising educational achievement, by the third year of the grant; and

at some point - now live to get or or. Par track round (Gore)

Helping students succeed - keep from falling behind

school report cards for parents' study

Extending strategies to whole district all students (LEP, etc)

Prevent students from falling behind

-- A description of how the applicant will continue the activities carried out under the grant after the grant has expired.

- Evaluation plans?

[Note: We have tried to incorporate, in the application requirements, everything that seems to be called for in the White House fact sheet; see in particular the list of 4 items, in the first paragraph of the fact sheet, that are supposed to characterize EOZ districts; the five items that, according to the second paragraph, districts would have to demonstrate in order to be selected, and the statements in the 4th paragraph about 3 or 4 other things applicants will have to "have" or "show." But we've also tried to minimize, where possible, the number of application requirements. Although we've omitted some things, the listing still seems pretty long. Comments are welcome.]

7. Selection of Applications

The Secretary shall, using a peer review process, select applicants to receive funding based on:

-- Evidence that: (1) the applicant has made progress in improving student achievement, at least in some of its schools that enroll concentrations of children from low-income families, or (2) the applicant has put (or is putting) into place effective reform policies as described in #6 above; and

-- The applicant's plan for carrying out activities under the grant, as set forth in the application

*TF - shows
of evidence to quality
add it to app
w. l. in*

The Secretary shall make the selections through a two-stage process. In the first stage, local educational agencies desiring to be an education opportunity zone shall submit a "pre-application," incorporating such of the requirements of #6 above as the Secretary prescribes. The Secretary shall designate the most promising of the pre-applicants to submit full applications. The local educational agencies would then prepare final applications incorporating all of the elements of #6. [Note: This is more or less what we put in the HEA Title V bill, where we anticipated a situation similar to what we predict here. (Lots of applications for very few awards.) We could do the same thing administratively, but it may a good idea to signal what the process would be.]

In making the selections, the Secretary shall seek to ensure that there is an equitable distribution of grants among geographic regions of the country, to varying sizes of urban local educational agencies, and to rural schools, including rural schools serving concentrations of Indian children.

8. Presidential Declaration

The President shall designate each local educational agency, or consortium of agencies, selected by the Secretary to receive a grant under this program as an "Education Opportunity Zone" and shall instruct Federal agencies to provide grant recipients with such technical assistance as those agencies can make available to enable the recipients to carry out their activities under the program. [Based on Clay bill; do we want this?] *and other*

9. Length and Amount of Grants/Conditions on Continuations

In determining the amount of a grant, the Secretary shall take into consideration such factors as the number of students in the district who are from low-income families, the number of low-performing schools in the district, and the number of children in the district scoring below grade level on assessments.

Each grant shall be for a period of up to five years. The Secretary may increase the amount of a grant in the second year, in order to permit full implementation of grant activities. However:

- The amount of a second-year award shall be no more than 140 percent of a year 1 award.
- The amount of a third-year award shall be no more than 80 percent of the year 2 award
- The amount of a year 4 award shall be no more than 70 percent of a year 2 award.
- The amount of a year 5 award shall be no more than 50 percent of a year 2 award.

In the initial year of their participation in the program, recipients would develop and adopt, with the approval of the Secretary, specific benchmarks in the areas of: (1) student achievement; (2) dropout rates; (3) attendance; and (4) such other areas as may be specified by the Secretary. Each grantee would agree to be held accountable for achieving those benchmarks. The Secretary shall make continuation awards for years 4 and 5 only after determining that the grantee is reaching its benchmarks.

10. Uses of Funds

Local educational agencies selected to receive grants shall use their grants for some or all of? need to think about, particularly for rural districts that may not be able to do much in areas like expanding choice] the following purposes:

- Providing students with expanded choice and increased curriculum options within public education, through such means as schools within schools, magnet schools, charter schools, distance learning programs, and opportunities for secondary school students to take postsecondary courses;

meet purpose,
such as management reform

ordering

6

- Designing and implementing school performance information systems to measure the performance of schools in educating their students to high standards, maintaining a safe school environment, and achieving high school attendance and graduation rates;
- Developing and implementing district accountability systems that reward schools that raise student achievement and provide assistance to, and ultimately sanctions for, schools that fail to do so;
- Developing and implementing programs to provide recognition and financial rewards to teachers who demonstrate outstanding capability at educating students who achieve to high standards, including monetary rewards for teachers who earn certification from the National Board of Professional Teaching Standards;
- Developing and implementing financial incentives for schools to make progress against the goals and benchmarks the district has established for the program;
- Developing procedures for identifying ineffective teachers, providing them with assistance to improve their skills, and if there is no improvement, fairly and expeditiously removing such teachers from the classroom.
- Developing procedures for selecting, and retaining principals who have the ability to provide the school leadership needed to raise student achievement;
- Developing and carrying out procedures to intervene in schools that are failing to teach children to high standards, including such activities as technical assistance as technical assistance on school management and leadership, intensive professional development for the school staff, or institution of new instructional programs that are based on reliable research, or the reconstitution of the school;
- Providing extended learning services to students who are failing, or are at risk of failing, to achieve to high standards, such as after-school, weekend, and summer programs;
- Providing ongoing professional development opportunities to teachers, principals, and other school staff that are tailored to the needs of individual schools and to the objectives of the program carried out under the grant;
- Establishing programs to improve the recruitment and retention of qualified teachers, including the use of financial incentives to encourage individuals to teach in different schools in the district;
- Carrying out activities to build stronger partnerships between schools and parents, businesses, and communities; and

-- Assessment of activities carried out under the grant, including the extent to which the grant is achieving its objectives.

11. Flexibility --this is very much a first cut; need input from OGC

Each school operated by a local educational agency receiving funding under this authority shall be considered as meeting the criteria for eligibility to implement a schoolwide program as described in section 1114 of ESEA. All schools in the local educational district that qualify for eligibility for a schoolwide program based solely on the district's receiving funding under this authority and wish to carry out a schoolwide program shall:

-- Develop a plan that satisfies the requirements of section 1114 (b)(2); and

-- Develop a program that includes the components of a schoolwide program described in section 1411(b)(1).

Amendment to PL 103-227 -- In section 311(e)(2), delete "not more than 6..." [Note: This would remove the 6-State cap on Edflex. May also need conforming language to the 1996 Omnibus Appropriations Act, which raised the cap to 12.]

NO -

12. Participation of Private School Students and Teachers

Include in the bill language similar to ESEA section 14503 that: (1) provides for equitable participation of private school students and teachers in special educational services or other benefits under the program, after timely and meaningful consultation with appropriate private school officials; (2) requires that all such services be secular, neutral, and nonideological; and (3) provides for public control of the funds used to provide such services.

ty

13. Evaluation

The Secretary shall carry out an evaluation of the program supported under this part. The evaluation shall address such issues as:

Part of Charles

-- The extent to which student achievement in local educational agencies receiving support increases;

-- The extent to which local educational agencies receiving support expand the choices for students and parents within public education; and

-- The extent to which local educational agencies receiving support develop and implement systems to hold schools, teachers, and principals accountable for student achievement.

14. National Activities

The Secretary may reserve up to 5 percent of the appropriation for:

- Peer review of applications;
- Evaluation of the program as called for under #9, and measurement of its effectiveness in accordance with the Government Performance and Results Act;
- Conferences of grantees, and other entities, in order to facilitate the exchange of information and ideas among the participating local educational agencies and other institutions, agencies, and individuals who are interested in raising student achievement in high-poverty urban and rural schools;
- Dissemination of research findings, evaluation data, and the experiences of other districts implementing comprehensive school reform; and
- Technical assistance to grantees.

Prohibitions/non-requirements

⑤ - EOZs

2/5

Author: Thomas Corwin at WDCT02
Date: 2/4/98 5:08 PM
Priority: Normal
TO: kincaid_w@al.eop.gov at INTERNET
TO: cohen_m@al.eop.gov at INTERNET
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TO: schnur_j@al.eop.gov at INTERNET
TO: Gerald N. Tirozzi at WDCJ01
TO: Judith Johnson at WDCJ03
TO: Catherine Jovicich at WDCJ03
TO: Jackie C. Jackson at WDCJ03
TO: Terry Peterson at Wdcb04
TO: Susan Frost at Wdcb04
TO: Scott Fleming at WDCB03
TO: Charlotte Fraas at WDCB03
TO: Sandra Cook at WDCB03
TO: Jack Kristy at WDCE04
TO: Paul Riddle at WDCE04
TO: Phil Rosenfelt at WDCE04
TO: Steve Winnick at WDCE01
TO: Thomas Fagan at WDCJ01
TO: James Butler
TO: Raymond Pierce at WDCF01
TO: Judy Wurtzel at WDCT01
TO: Michelle Doyle at WDCB03
Subject: EOZs specs

Tom - my comments. At
some point, I think OSERS
and ODEMLA need to be involved
because of the references to
kids with disabilities or LD.

Paul R

cc: Jack Kristy

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

Attached, for discussion at Friday's meeting (or earlier, if people want to send comments) is a first draft of legislative specifications for the Education Opportunity Zones program.

*the 2 terms together make up the universe or
are there schools that are in between?*

DRAFT
2/4/98

Specifications for Education Opportunity Zones Initiative

1. Findings

-- Children in high-poverty schools begin school academically behind their peers in other schools and are often unable to close the gap as they progress through school.

-- Many children who attend high-poverty schools lack access to the challenging curricula, well-prepared teachers, and high expectations that make better achievement possible. *Is this the term we normally use? Do*

Any particular year? -- Data from the National Assessment of Educational Progress show large gaps in the achievement of students in high-poverty and low-poverty schools. High-poverty schools will face special challenges in preparing their students to succeed on new and more challenging national and State assessments, such as voluntary national tests and the assessments States are developing under the Goals 2000 and Title I programs.

-- Graduates of urban and rural high schools are more likely than comparable graduates of suburban high schools to be unemployed.

-- High-poverty rural schools, because of their isolation, small size, and low level of resources, face particular challenges. For example, teachers in rural districts are nearly twice as likely as nonrural teachers to provide instruction in 3 or more subjects.

-- Some urban and rural local educational agencies with large concentrations of students from poor families are beginning to make progress in preparing children to meet high standards and can serve as models for other districts desiring to improve the academic achievement of their students. The Federal Government can spur more local educational agencies in this direction by providing targeted resources for urban and rural districts willing to carry out solid plans for improving the educational achievement of all their children.

2. Purpose

It is the purpose of this title to assist urban and rural local educational agencies with high concentrations of children from low-income families to implement educational reform strategies that will enable all their students to meet challenging educational standards.

Even so, the normal approach is to authorize "such sums" in the outyears, but we're happy to draft it either way.

3. Authorization of Appropriations

There are authorized to be appropriated \$200 million for FY 1999, \$318 million in FY 2000, \$386 million in FY 2001, \$359 million in FY 2002, and \$272 million in FY 2003. [These are the amounts included in the budget request.]

4. Definitions

The term "local educational agency" has the meaning given that term in section 14101 (18) of the Elementary and Secondary Education Act of 1965.

An "urban locality" is a locality that is a: (1) central city of a metropolitan statistical area (MSA) (2) any other locality with an MSA if such MSA has a population of at least 400,000 or a population density of at least 6,000 persons per square mile.

A "rural locality" is a locality is not within an MSA and has a population of less than 25,000.

A "high-poverty local educational agency" is an LEA in which the percentage of children, ages 5-17, from families with incomes below the poverty level is 20 percent or greater or the number of such children exceeds 10,000.

5. Eligibility

A local educational agency shall be eligible to receive a grant under this program if it is: (1) a high-poverty LEA; and (2) located in either an urban locality or a rural locality.

6. Applications

In order to receive a grant under this program, eligible local educational agencies ~~or consortia of eligible districts~~ shall submit an application to the Secretary at such time, in such form, and containing such information as the Secretary may require.

The application shall include:

- An assurance that the local educational agency developed the application after extensive public discussions with State education officials; affected parents, students, teachers, and representatives of teachers and school employees; administrators; higher education officials; other educators; and business and community leaders, and that the LEA will work in partnership with those individuals in implementing its grant under this program; [Note: this language

comes largely from the Clay bill. That bill includes not only an assurance that the applicant has consulted with the various entities, but also a requirement that

If you're referring to HR 1436, it talks about "collaboration"; which is better

Consortia are allowed without saying so, and putting them in makes for clumsy drafting because you have to keep mentioning them.

Even so, we don't have to use "partnership" in our bill language

grants go to consortia of pretty much the same entities. That seemed confusing. The above is an attempt to incorporate some of the Clay language, as well as the language in the White House fact sheet saying that "Successful applicants will have broad-based partnerships to support their reforms."]

-- Evidence that the local educational agency ~~(or consortia of such agencies have)~~ *has* begun to raise student achievement, as measured through the assessments States are developing under ESEA Title I or comparably rigorous State or local assessments (and such evidence shall include data disaggregated to show the achievement of students in different racial ~~and~~ groups, by gender, and for students with disabilities and with limited English proficiency); or

-- Evidence that the local educational agency ~~(or consortia have)~~ *has* put (or ~~are~~ *is* putting) into place effective reform policies, including policies to:

-- Hold schools accountable for helping students reach high academic standards, including rewarding schools that succeed and intervening in schools that fail to make progress;

-- Hold teachers and principals accountable for quality, including rewarding outstanding teachers, and identifying, working with, and, if necessary, fairly and quickly removing ineffective teachers;

-- Require students to meet academic standards at key transition points in their careers; and

-- Provide students and parents with expanded choice within public education; and

-- Evidence that the local educational agency is using its existing local, State, and Federal funds effectively to implement educational reforms and raise student achievement.

The application shall also include a description of how the local educational agency ~~(or consortia of such agencies)~~ will use the grant made available under this part, including descriptions of:

-- How the district will use all available resources -- Federal, State, local, and private -- to carry out its reform ~~strategy~~ *title?*

-- How the district will use those resources to provide students with a rich curriculum tied to high standards, good teaching, extended learning opportunities, and expanded educational choices;

→ Is this our alternative articulation to "ending social promotions"? Do we dislike that phrase, which the White House fact sheet uses, and the President used in the State of the Union?

-- How the applicant will use its grant to strengthen educational accountability, including holding teachers and principals accountable for helping all students (including those with disabilities or limited English proficiency) achieve to high standards, and holding students accountable for their behavior and educational achievement;

-- The benchmarks the applicant proposes to establish to determine whether it is making adequate progress in implementing its reforms, and raising educational achievement, by the third year of the grant; and



-- A description of how the applicant will continue the activities carried out under the grant after the grant has expired.

[Note: We have tried to incorporate, in the application requirements, everything that seems to be called for in the White House fact sheet; see in particular the list of 4 items, in the first paragraph of the fact sheet, that are supposed to characterize EOZ districts; the five items that, according to the second paragraph, districts would have to demonstrate in order to be selected, and the statements in the 4th paragraph about 3 or 4 other things applicants will have to "have" or "show." But we've also tried to minimize, where possible, the number of application requirements. Although we've omitted some things, the listing still seems pretty long. Comments are welcome.]

7. Selection of Applications

The Secretary shall, using a peer review process, select applicants to receive funding based on:

-- Evidence that: (1) the applicant has made progress in improving student achievement, at least in some of its schools that enroll concentrations of children from low-income families, or (2) the applicant has put (or is putting) into place effective reform policies as described in #6 above; and

-- The applicant's plan for carrying out activities under the grant, as set forth in the application.

The Secretary shall make the selections through a two-stage process. In the first stage, local educational agencies desiring to be an education opportunity zone shall submit a "pre-application," incorporating such of the requirements of #6 above as the Secretary prescribes. The Secretary shall designate the most promising of the pre-applicants to submit full applications. The local educational agencies would then prepare final applications incorporating all of the elements of #6. [Note: This is more or less what we put in the HEA Title V bill, where we anticipated a situation similar to what we predict here. (Lots of applications for very few awards.) We could do the same

→ It seems bizarre to call an agency a "zone".

thing administratively, but it may a good idea to signal what the process would be.]

In making the selections, the Secretary shall seek to ensure that there is an equitable distribution of grants among geographic regions of the country, to varying sizes of urban local educational agencies, and to rural schools, including rural schools serving concentrations of Indian children.

8. Presidential Declaration

Designation?

The President shall designate each local educational agency ~~or consortium of agencies~~ selected by the Secretary to receive a grant under this program as an "Education Opportunity Zone" and shall instruct Federal agencies to provide grant recipients with such technical assistance as those agencies can make available to enable the recipients to carry out their activities under the program. [Based on Clay bill; do we want this?]

9. Length and Amount of Grants/Conditions on Continuations

In determining the amount of a grant, the Secretary shall ~~(take into)~~ consideration such factors as the number of students in the district who are from low-income families, the number of low-performing schools in the district, and the number of children in the district scoring below grade level on assessments.

Each grant shall be for a period of up to five years. The Secretary may increase the amount of a grant in the second year, in order to permit full implementation of grant activities. However:

- The amount of a second-year award shall be no more than 140 percent of a year 1 award.
- The amount of a third-year award shall be no more than 80 percent of the year 2 award
- The amount of a year 4 award shall be no more than 70 percent of a year 2 award.
- The amount of a year 5 award shall be no more than 50 percent of a year 2 award.

In the initial year of their participation in the program, recipients would develop and adopt, with the approval of the Secretary, specific benchmarks in the areas of : (1) student achievement; (2) dropout rates; (3) attendance; and (4) such other areas as may be specified by the Secretary. Each grantee would agree to be held accountable for achieving those benchmarks. The Secretary shall make continuation awards for

years 4 and 5 only after determining that the grantee is reaching its benchmarks.

10. Uses of Funds

Local educational agencies selected to receive grants shall use their grants for [some or all of? need to think about, particularly for rural districts that may not be able to do much in areas like expanding choice] the following purposes:

- Providing students with expanded choice and increased curriculum options within public education, through such means as schools within schools, magnet schools, charter schools, distance learning programs, and opportunities for secondary school students to take postsecondary courses;
- # ← -- Designing and implementing school performance information systems to measure the performance of schools in educating their students to high standards, maintaining a safe school environment, and achieving high school attendance and graduation rates; *[i.e., "high" modifies "rates", not "school"]* ✓
- Developing and implementing district accountability systems that reward schools that raise student achievement and provide assistance to, and ultimately sanctions for, schools that fail to do so;
- Developing and implementing programs to provide recognition and financial rewards to teachers who demonstrate outstanding capability at educating students who achieve to high standards, including monetary rewards for teachers who earn certification from the National Board of Professional Teaching Standards; *for?*
- Developing and implementing financial incentives for schools to make progress against the goals and benchmarks the district has established for the program;
- Developing procedures for identifying ineffective teachers, providing them with assistance to improve their skills, and if there is no improvement, fairly and *quickly* ~~expeditiously~~ removing ~~such teachers~~ *→ them* from the classroom. —
- Developing procedures for selecting ~~and~~ retaining principals who have the ability to provide the school leadership needed to raise student achievement; —
- Developing and carrying out procedures to intervene in schools that are failing to teach children to high standards, including such activities as technical assistance ~~(as technical assistance)~~ on school management and leadership, intensive professional development for the school staff, or institution of new instructional programs that are based on reliable research, or the reconstitution of the school; —

OK to say it this way here. In bill language, I'd probably go with a "notwithstanding" rather than a "deeming" approach.

-- Providing extended learning services to students who are failing, or are at risk of failing, to achieve to high standards, such as after-school, weekend, and summer programs;

-- Providing ongoing professional development opportunities to teachers, principals, and other school staff that are tailored to the needs of individual schools and to the objectives of the program carried out under the grant;

-- Establishing programs to improve the recruitment and retention of qualified teachers, including the use of financial incentives to encourage individuals to teach in different schools in the district;

-- Carrying out activities to build stronger partnerships between schools and parents, businesses, and communities; and

-- Assessment of activities carried out under the grant, including the extent to which the grant is achieving its objectives.

11. Flexibility --this is very much a first cut; need input from OGC

What are the policy objectives?

Each school operated by a local educational agency receiving funding under this authority shall be considered as meeting the criteria for eligibility to implement a schoolwide program as described in section 1114 of ESEA. All schools in the local educational district that qualify for eligibility for a schoolwide program based solely on the district's receiving funding under this authority and wish to carry out a schoolwide program shall:

-- Develop a plan that satisfies the requirements of section 1114 (b)(2); and

-- Develop a program that includes the components of a schoolwide program described in section 1411(b)(1).

Amendment to ~~PL 103-223~~ ^{Goals 2000} In section 311(e)(2), delete "not more than 6..." [Note: This would remove the 6-State cap on Edflex. May also need conforming language to the 1996 Omnibus Appropriations Act, which raised the cap to 12.]

12. Participation of Private School Students and Teachers

Include in the bill language similar to ESEA section 14503 that: (1) provides for equitable participation of private school students and teachers in special educational services or other benefits under the program, after timely and meaningful consultation with appropriate private school officials; (2) requires that all such services be secular, neutral, and nonideological; and (3) provides for public control of the funds used to provide such services.

How about a simple cross-reference to that section? In what about ESEA §§14504-06? I assume we don't want them to apply, but others may disagree.

title?

13. Evaluation

The Secretary shall carry out an evaluation of the program supported under this part. The evaluation shall address such issues as:

- The extent to which student achievement in local educational agencies receiving support increases;
- The extent to which local educational agencies receiving support expand the choices for students and parents within public education; and
- The extent to which local educational agencies receiving support develop and implement systems to hold schools, teachers, and principals accountable for student achievement.

14. National Activities

The Secretary may reserve up to 5 percent of the appropriation for:

- Peer review of applications;
- Evaluation of the program as called for under ¹² (9) and measurement of its effectiveness in accordance with the Government Performance and Results Act; _{of 1993} ←
- Conferences of grantees, and other entities, in order to facilitate the exchange of information and ideas among the participating local educational agencies and other institutions, agencies, and individuals who are interested in raising student achievement in high-poverty urban and rural schools; → 5
- Dissemination of research findings, evaluation data, and the experiences of other districts implementing comprehensive school reform; and
- Technical assistance to grantees.