

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. list	Re: Preliminary List Names Still Coming In (partial) (3 pages)	n.d.	P6/b(6)
002. list	Council of the Great City Schools (partial) (1 page)	n.d.	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Michael Cohen (Subject Files)
OA/Box Number: 13364

FOLDER TITLE:

City Letters [1]

2012-0160-S

ry1211

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

P1 National Security Classified Information [(a)(1) of the PRA]
P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
P3 Release would violate a Federal statute [(a)(3) of the PRA]
P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

b(1) National security classified information [(b)(1) of the FOIA]
b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

Michael Cohen

DPC

(4) 1 (5)

- National Tests-Final Provision '92
- Goodling Amendment Appropriations '98
- 2/98 Goodling Testing Vote
- National Academy of Sciences Testing
- GAO-National Test
- 11/21 NAGB Radio Address
- FY 99 Test Negotiations and Results
- City Letters
- Test Delay
- NAGB-Senate '97
- Test Sample Questions
- Testing-Memos to Potus
- Zone Legislation
- Education Zones
- Education Opportunity Zones

ENCLOSURES FILED OVERSIZE ATTACHMENTS

13364

NADA10793

OPTIONAL FORM 99 (7-90)

FAX TRANSMITTAL

of pages ► 3

To	Alison Balderston	From	Sara Napierala
Dept./Agency		Phone #	208-7740
Fax #	456-5581	Fax #	

NSN 7540-01-317-7368

5099-101

GENERAL SERVICES ADMINISTRATION

Attached is a letter fm Gen Becton
sent to David Mandal at MPR Associates.
in favor of the Math Test Specs.

Sara

**DISTRICT OF COLUMBIA
PUBLIC SCHOOLS**

Office of the Chief Executive Officer
415 12th Street, N.W.
Washington, D.C. 20004-1994
202-724-4222, fax: 202-724-5580

October 27, 1997

Mathematics Committee
MPR Center for Curriculum
and Professional Development
1250 24th Street, NW Suite #350
Washington, DC 20037

Dear Committee Members:

On behalf of the District of Columbia Public Schools, it is with great pleasure that I submit the following comments on the draft test specifications for the Voluntary National 8th Grade Mathematics Test.

As noted in the document, this proposed assessment has a different but equally important focus from the multitude of other assessment instruments referenced today with regard to student achievement. The National Assessment of Educational Progress (NAEP) is specifically designed to monitor, assess and report on the achievement of the nation's students as a whole, while the Third International Mathematics and Science Study (TIMSS) allows for an international comparison of schools and students. As we pursue the goal of placing "Children First," it seems only appropriate that they be given an opportunity to see how well they are performing in light of the national standards. The National Voluntary Mathematics Test (NVMT) seems an excellent opportunity for students, families and teachers to receive information specific to the student. Certainly, the promise of reporting each student's scores in the NAEP and TIMSS is of paramount importance to parents and teachers.

The descriptions of the content strands are clearly stated, and it is helpful that the Committee further identifies the focus areas for each strand. In view of the goal to predict student achievement on the NAEP and TIMSS, it is most appropriate that the mathematics content strands for the NVMT mirror those of the 1996 NAEP Framework. There is no question regarding whether these content strands reflect the importance of mathematics, since they are also aligned with the National Council of Teachers of Mathematics, *Curriculum and Evaluation Standards for School Mathematics*. Consequently, the content reflects current trends in mathematics instruction.

Mathematics Committee
page 2

It is always a concern as to whether the time is too lengthy or too brief for all when testing for information about what children know and are able to achieve, and therein lies the merit to piloting. I think the time allotted by the committee is appropriate and in addition, I concur that if additional time is needed by an individual student he/she should be granted the needed time. This clearly addresses the equity issues that may arise as a result of different learning styles.

Since a caveat to a test of this nature is to improve classroom instruction, it seems that districts volunteering to participate in this assessment will encourage the use of calculators through their curricula design in order for students to become familiar with this tool and learn how to utilize a calculator to solve mathematical problems. (Students will have the basic knowledge necessary to use a calculator whether or not they are provided with one during testing time.) However, since calculators are not being provided, it is incumbent upon the developer to ensure the selection of test items that do not require the use of a calculator.

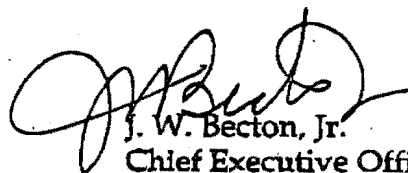
I particularly appreciate the approach for providing necessary formulas. The possession of this kind of information and providing it well in advance of the test will go a long way to fostering the non-threatening atmosphere sought.

The examples were extremely helpful, and I would hope that more could be generated and provided in advance of the test. This, like the formulas, assists parents, teachers and students to know what is expected of them.

There is disagreement regarding the types of reports and scores that are deemed to be most helpful to parents, students and teachers. It is difficult to provide test results that will only help and not hurt someone.

In closing, I applaud the Committee's work and look forward to the finalization of the National Voluntary Mathematics Test.

Sincerely,


J. W. Becton, Jr.
Chief Executive Officer

JWB:ee

Urban Testing/Achievement Initiative

White House Event:

- o mid-late June
- o President announces that: (1) 6-12 cities have committed to participate in national testing starting in 1999, and to implement locally developed strategy to prepare students for the tests; and, (2) formation of partnership with cities, led by ED, that will broker assistance from federal and nonfederal sources.
- o Representatives of educators and others from these cities, as well as national organizations committed to helping them, present at event (perhaps combined with ED meeting to organize/launch partnership)
- o Invite Congressional Delegations
- o Simultaneous press conferences occur in each participating city

City Commitment:

- o to use 4th grade reading and 8th grade math tests to raise expectations and benchmark student and school performance
- o to implement locally developed approaches focused on preparing all students to reach standards in 1999 and thereafter
- o to participate in supportive network with other cities and ED, sharing information, and tools to help all cities move forward

City sign-on requirements:

- o Support of superintendent, school board and union president
- o Support from some part of general government where possible -- mayor, city council members
- o Support from parent, community groups, business and higher education

Possible Target Cities (list subject to revision):

- o Los Angeles (already indicated commitment from school board and UTLA president)
- o San Francisco (Rojas supportive)
- o Seattle
- o Chicago
- o Detroit (Michigan already participating)
- o Milwaukee
- o Cincinnati/Cleveland
- o Boston
- o Philadelphia (though conflict between Hornbeck and union may be serious obstacle)
- o New York City
- o Baltimore (Maryland already participating)
- o D.C.

- o Charlotte (North Carolina already participating)
- o Atlanta
- o Miami/Dade
- o New Orleans
- o Memphis
- o Houston

Resources/Networks for Recruiting Cities and partners:

- o Council of Great City Schools
- o AFT
- o U.S. Conference of Mayors (Education Task Force meets end of April; Mike Cohen and Jennifer Davis on program)
- o Reading is Fundamental cities participating in America Reads roll-out
- o NSF Urban systemic districts
- o America Reads College Presidents Steering Committee
- o Business Coalition for Education Reform/NAB
- o Urban League
- o New Standards/National Alliance cities

Action Steps:

- o Internal ED/WH meeting to develop strategy, coordinate testing, reading, and math/science initiatives, and identify federal and nonfederal partners to recruit
- o Larger Admin. meeting with WH intergovernmental and public liason to enlist their support and direct their efforts
- o Meeting with Great City Schools and AFT to refine target list
- o ED calls to superintendents, supportive calls made from AFT and CGCS
- o Where positive response from sup, discuss how to reach out to additional partners (possible calls from Sup., ED, WH, other organizations)
- o Explore with sup's whether/how to link state into effort; this should be handled on case-by-case basis
- o Once we have a few cities in hand, begin briefing organizations with urban focus (civil rights/ethnic groups, business groups, reading and math groups, etc.) to alert them, and to begin to mobilize their support in all target cities
- o ED assembles technical assistance/networking resources from Labs and other resources, NSF, etc.

Interim Advisory Committee for National Testing Initiative

1. Develop Draft Mission Statement

- o Assure that national test accurately reflects NAEP frameworks and achievement levels
- o oversee licensing process
- o help public understand nature and importance of, and need for, these tests

2. Check out FACA and other legal requirements for appointment by Secretary, or by President

3. Develop Options for Structure/Composition

- o look at NAGB, NESIC
- o overlapping membership with NAGB, NEGP, ACHIEVE
- o need: governors, business leaders, teachers, testing experts, opinion leaders, parents, subject experts

Governors: Hunt/Romer; Engler/Thompson/Voinavich/Levitt/Whitman

Legislators: 2 from Goals Panel

Chiefs: Mills/Eastin/WA state; Bill Randall or one from NAGB

Teachers: Teachers of the Year; Board Certified Teachers; Presidential Math/Science Teachers

Business Leaders: Gerstner or other from ACHIEVE; leader of BRT or NAB

Standards/testing experts: Ravitch, Cross, Finn, Warren Simmons, Resnick/Tucker, Hirsch,

Urban leader: Rudy Crew, Mayor Daley (or other Chicago leader)

Community/Civil Rights Groups: Hugh Price, Paul Dimond,

Get - NAB - Legislation
- membership

Why not use NAB for advice
instead of appoint new group?

Urgent To Do:

1. NYC briefing paragraph for POTUS re: nyc voting rights issues
2. Set up strategy mtg with rasco, smith, wurtzel, peterson, kincaid, shireman for mon, tues, or wed.
 - o set up wh mtg for later in week with maria echeveste
3. need to respond to menino letter -- ask bruce who handles mayors in intergovernmental, and what the deal between marsha hale and new person is
4. native americans -- respond to their letter, set up time to meet just before the dpc native american group meets
5. Teaching event -- need 1-pager; call Bruce by Monday a.m
6. incentive for teaching -- call mike, how many new teachers in critical shortage areas (cities, rural) will we need each year

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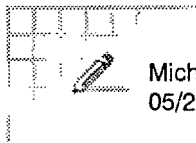
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- o Urban League
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Equity 2000

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*John Lee
le lee*



Michael Cohen
05/29/97 10:22:53 AM

Record Type: Record

To: William R. Kincaid/OPD/EOP

cc:

Subject: urban testing

What do you think of the following as a framework of organizing and describing to local superintendents what we can bring to the table?

Federal resources to assist urban districts to prepare students to learn to high standards in reading and math, as reflected in the national tests

We should describe the resources we have available to:

- o help develop and explain challenging content standards and to more generally raise expectations (e.g., examples of national, state or local standards, examples of student work to high standards, etc.)
- o improve teaching (e.g., materials, models, resources for professional development)
- o improve curriculum and instructional materials, including the use of technology
Timss toolkit / NSF guide / NASA
- o provide after-school learning opportunities (e.g, reading tutors)
- o help mobilize local partners, (e.g., from the math/science community, business community) *parents ; pilot sites for RWN/math like 98*
- o provide technical assistance
- o fund development and/or implementation of local strategies, with new resources or by strategic use of existing funding streams

*EZ/EC
USIS*

- help connect with partners in similar schools
; distribute across the U.S.

- linkage w/ the answering?

- technology - delivering technology?

Beale

Initial Target Cities

Atlanta - AFT/NERA call - no collection bags

Boston - cars

Chicago - change by memo

Cincinnati - for

El Paso - AFT - but no collect bags

Fresno -

Houston - with SCAP

Long Beach

Los Angeles - AFT/NERA

Memphis

Milwaukee

New Orleans - AFT VP

New York City - call

Philadelphia

San Antonio - AFT - for the call

San Francisco - AFT/NERA spot - new Pres. Kent Mitchell

Seattle

Washington DC.

Hartford

Broward County - AFT

Oakland

Local Affiliate	President	Telephone Number
Atlanta Education Association	Anita Spann-Peek	404-758-9444
Fresno Teachers' Association	Carol Massey	209-224-8430
Long Beach Association of Teachers	Patricia Williams	310-426-6433
Memphis Education Association	Wayne Pike	901-454-0966
Seattle Education Association	Berleeta Wooten	206-283-8443

City	City Total	Percentage
Atlanta	59,560	.13
Boston	61,489	.14
Broward County	199,255	.45
Chicago	407,241	.92
Cincinnati	52,852	.12
El Paso	64,880	.15
Fresno	77,023	.17
Houston	202,149	.46
Long Beach	78,127	.18
Los Angeles	632,973	1.4
Memphis	98,009	.25
Milwaukee	108,643	.22
New Orleans	86,028	.19
New York City	1,022,534	2.31
Philadelphia	208,710	.47
San Antonio	60,419	.14
San Francisco	61,340	.14
Seattle	46,565	.11

U.S. Total including DOD schools 44,197,344

7.89

Federal resources to assist urban districts to prepare students to learn to high standards in reading and math, as reflected in the national tests

We should describe the resources we have available to:

- o help develop and explain challenging content standards and to more generally raise expectations (e.g., examples of national, state or local standards, examples of student work to high standards, etc.)
- o help districts determine how to integrate these tests with other state and local assessment programs
- o improve teaching (e.g., materials, models, resources for professional development)
- o improve curriculum and instructional materials (e.g., TIMSS Toolkit, NSF guides, etc.)
- o promote the effective use of technology (e.g., technology literacy grants, access to online information from federal agencies, ways of using new e-rate)
- o provide after-school learning opportunities (e.g, reading tutors)
- o help mobilize local partners, (e.g., from the math/science community, business community)
- o establish networks among key people in local districts, to help them learn from each other, pool resources, etc.
- o provide technical assistance
- o fund development and/or implementation of local strategies, with new resources or by strategic use of existing funding streams

No one
negate

Initial Target Cities

more info

Atlanta - Don Combs - least few interest - Call for me, PG, Cur

→ Boston - Yes - absh with stl

Chicago

→ Cincinnati - Mike Aral - interested, few more ahead

El Paso - Stan Poz - 1st talk to rest of + he has - will call back (dlym w. TAA)

Fresno - Chuck McCarty - very interested - but - stepping down the same trans. tie

Houston - Rod Page - Yes, but not clear

→ Long Beach - Carl Cohn - family tie, improved rel. with mayor - chli c. H. C.

→ Los Angeles - Sid Thayer - not Zacharias Sacco

Memphis - Jerry Han - no unred. committ - web to hear me

Milwaukee - Bob Jones - same as sid - successive - Heav - Colo J's

New Orleans

New York City heli

Philadelphia - Hornbush Yes

San Antonio - Dene - supportive - models do it, can't be mayor, PG, T/comm

San Francisco -

Seattle

Washington DC

Hartford

Broward County - Frank Poterwell - very interested

Oakland

NA7D-20

POSSIBLE TARGET CITIES

✓ Atlanta

NSF/USI

CGCS target

State
signed-on

EZ

X

Reach
X

Baltimore - No

X

X

X

✓ Boston

X

X

✓ Chicago

X

X

X

✓ Cincinnati

X

X

Clark County

X

Cleveland

X

Colombus

X

Dallas

X

Detroit

X

X

X

✓ El Paso

X

X

✓ Fresno CA

X

✓ Houston

X

Long Beach

X

Los Angeles

X

✓ Memphis

X

X

Miami

X

✓ Milwaukee

X

X

Minneapolis

X

✓ New Orleans

X

X

✓ New York City

X

X

X

	NSF/USI	CGCS target	State signed-on	EZ
Oakland - <i>PA</i>		X		
✓ Philadelphia	X	X		X
Phoenix	X			
Rochester		X		
✓ San Antonio	X	X		
San Diego	X			
✓ San Francisco		X		
✓ Seattle	X	<i>X</i>		
St. Louis	X	X ?		
Tucson	X			

Wash DC

Florida - Brown

Plant Food

	USI	CGCS target	State signed-on
Baltimore			
Boston			
Chicago			
Cincinnati			
Clark County			
Cleveland			
Colombus			
Dallas			
Detroit			
El Paso			
Fresno			
Houston			
Long Beach			
Los Angeles			
Memphis			
Miami			
Milwaukee			
Minneapolis			
New Orleans			
New York City			
Oakland			
Philadelphia			
Phoenix			
Rochester			

USI

CGCS target

State
signed-on

San Antonio

San Diego

San Francisco

Seattle

St. Louis

Tucson

NSF/USI

CGCS target

State
signed-on

EZ

Baltimore

Boston ✓

Chicago

Cincinnati

Clark County

Cleveland ✓

Colombus

Dallas

Detroit

El Paso

Fresno

Houston ✓?

Long Beach

Los Angeles ✓

Memphis

Miami

Milwaukee

Minneapolis

New Orleans

New York City

NSF/USI

CGCS target

State
signed-on

EZ

Oakland

Philadelphia

Phoenix

Rochester

San Antonio

San Diego

San Francisco

Seattle

St. Louis

Tucson

Missing = ATLANTA

✓ = "SUPPLEMENTAL" EZs.

Mike Casserly list

* - Good relabel
w. H. M. J.

~~Criteria: Mayors~~

Likely test candidate

- * Seattle -
- * Oakland -
- * San Francisco -
- Long Beach -
- ? Tucson -
- El Paso / -
- X Houston ? -
- Clark County ? -
- ? San Antonio -
- * Chicago / -
- ? Milwaukee -
- * Minneapolis -
- Cincinnati / -
- * Philadelphia -
- * NYC -
- X Rochester -
- * Boston -
- * Memphis -
- X New Orleans -

- Community dev. beh.
- E2 loc

Urban Systemic Initiatives

Eligibility for the USI program is limited to the cities with the largest number of school-age children (ages 5 to 17) living in economic poverty, as determined by the 1990 census.

Baltimore
Chicago
Cincinnati
Cleveland
Columbus
Dallas
Detroit
El Paso
Fresno
Los Angeles
Memphis
Miami
Milwaukee
New Orleans
New York
Philadelphia
Phoenix
San Antonio
San Diego
St. Louis

Cassidy

✓ *

✓

✓

✓ *

✓ *

✓ *

✓ *

Media Contact: Peter West (703) 306-1070/pwest@nsf.gov

Urban Testing

Boston Tom Payzant 617 635-9050

Broward Frank Petrusolo 954 765 6271
Parent - Carmen Russo
(Gm 410)

Cincinnati Michael Brandt

Lag Beach Carl Cohn 310 997-8242

Philadel Den Harbe

EMPOWERMENT ZONE DIRECTORS

ATLANTA

(do not know name of director)

Atlanta Empowerment Zone Corporation

(404) 331-4480

PAUL WATKINS IS PRESIDENT
OR CHIEF EXEC. I THOUGHT.

BALTIMORE

Diane Bell

Empower Baltimore Management Corporation

(410) 783-4400

CHICAGO

Bridget Brown

Chicago Empowerment Zone

(312) 744-9623

DETROIT

Gloria Robinson

Empowerment Zone Development Corporation

(313) 872-8050

NEW YORK

Debra Wright

Upper Manhattan Empowerment Zone Development Corporation - Harlem

(212) 932-1902

Yvette Clark

Bronx Overall Economic Development Corporation - South Bronx

(718) 590-6202

PHILADELPHIA/CAMDEN

Carlos Acosta

Philadelphia Empowerment Zones

(215) 686-9404

Richard Cummings

Camden Empowerment Zone Corporation

(609) 541-2836

**State and Local Testing Sign-Up
July 25 event**

City Sign Up

Cities Already Contacted

Boston -- Superintendent interested*

Broward -- Superintendent interested

Cincinnati -- Superintendent interested

Long Beach -- Superintendent interested

Philadelphia -- Superintendent interested

San Antonio -- Superintendent publicly committed

New Orleans -- Superintendent will consider

Next Target Cities

El Paso - Ray

Fresno - Ray

Houston

Los Angeles - Ray

Milwaukee

Chicago - Mickey

Memphis - Tirozzi

New York City - Tirozzi

San Francisco - Ray

Seattle

Omaha

Dallas

Mark

States Sign Up

States Signed Up: As you know, 6 states -- Maryland, Michigan, North Carolina, West Virginia, Massachusetts, and Kentucky -- have pledged to participate in the test, with support in each case coming from the governor, the chief state school officer and the state board of education. In addition, the Department of Defense schools have also pledged to participate in the testing initiative.

In a seventh state, California, State Superintendent Delaine Eastin has pledged her support, though Gov. Wilson and the State Board of Education (Wilson appointees) have withheld theirs. They have not opposed participation in the test, but instead have chosen to oppose Delaine's independent action. These 7 states represent approximately 24% of the nation's 4th and 8th graders.

Next Target States: A number of additional states are within reach in the near future, based on our discussions with governors and chief state school officers. Over the next several weeks we will work to nail down as many of these states as possible. If possible, we would like to hold a multi-state sign-up event with a handful of states at the White House in mid-July.

Our most promising current targets are 14 states with another 20% of the 4th and 8th grade population:

Fred called 7/11 **Colorado** Gov. Romer has indicated his intention for Colorado to participate. We are working with him to determine how soon he will be prepared to announce publicly.

Nevada Gov. Miller has indicated that he wants Nevada to participate. We are also working with him to determine the timing of the announcement.

Vermont Gov. Dean wants Vermont to participate; he is working to secure the support throughout the state for Vermont's participation. One critical step in this process is a mid-July meeting of a state task force on student achievement. No official decision will be made until after this meeting.

→ **Missouri** Gov. Carnahan and his chief state school officer are prepared for Missouri to participate in the 4th grade reading test. They have just completed the development of an 8th grade state math test (at a cost of \$6 million) and do not believe they can move forward with a separate national math test as well. We are working with Carnahan to determine the timing of an announcement.

→ **Delaware** Gov. Carper is heavily leaning toward participating in the national testing initiative; he is planning on working to secure the support of his state board of education and legislature. We will work with Carper to determine how soon he will be prepared to make a public commitment.

Utah Gov. Leavitt has expressed tentative interest in having Utah participate, pending consultation with his chief state school officer. We are following up directly and working with

Romer to secure Leavitt's support.

Wyoming Gov. Geringer participated in a conference call with Secretary Riley, Mike Cohen, and a number of governors identified above. He expressed considerable interest, and we are now following up with him.

Oregon Gov. Kitzhaber and State Superintendent Norma Paulus are both interested in Oregon's participation, with the most active leadership coming from Norma. Norma has indicated they would be willing to make a public announcement after the legislature adjourns in late June.

New Jersey Preliminary discussions with the New Jersey Commissioner of Education (a gubernatorial appointee) indicated clear interest from him and Gov. Whitman. The New Jersey Supreme Court recently ruled that the state's approach to complying with a court order to provide more equitable funding is unconstitutional, so the attention of state education officials is now heavily focused on school finance issues. But we are trying to determine if an announcement from New Jersey will be feasible in the near future.

New York Commissioner Rick Mills is working to secure New York State's participation in your testing initiative. He has discussed this privately and publicly with the Board of Regents, has solicited input from education and business leaders in the state, and has discussed it with Gov. Pataki. There is no specific timetable for the Regents to take this issue up, but Rick is pushing to have the Regents consider this as soon as possible.

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Friday, July 25, 1997

9:45-10:00 ED and NSF attendees should arrive at Marriott and proceed to hall and be seated in the audience.

10:30-10:40 POTUS meets receiving line of 20 people from NAESP

10:40-11:00 POTUS meets District Delegations for photos, after photo groups will be seated in audience

11:00-11:55 EVENT

11:55-12:30 District Delegations will meet with regional press at Marriott

12:30-12:45 District Delegations will drive to OEOB for lunch

12:45-1:15 District Delegations will be waved into building and proceed to Indian Treaty Room

2:30-4:00 District Delegation will meet with White House, Education and National Science Foundation Staff

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. list	Re: Preliminary List Names Still Coming In (partial) (3 pages)	n.d.	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Michael Cohen (Subject Files)
OA/Box Number: 13364

FOLDER TITLE:

City Letters [1]

2012-0160-S
ry1211

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

Freedom of Information Act - [5 U.S.C. 552(b)]

P1 National Security Classified Information [(a)(1) of the PRA]
P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
P3 Release would violate a Federal statute [(a)(3) of the PRA]
P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

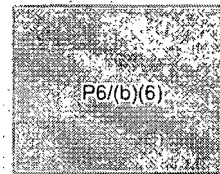
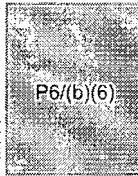
RR. Document will be reviewed upon request.

b(1) National security classified information [(b)(1) of the FOIA]
b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

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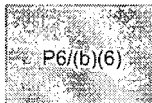
Betty Strickland
Associate Superintendent
Mitzi Bickers
Board Member
Glyniss Terrell
Member of AFT of Atlanta



[001]

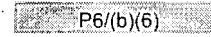
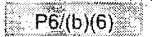
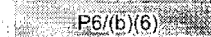
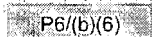
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Assistant Superintendent
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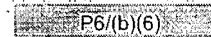
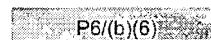
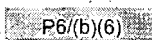
Chicago

Tom Reese
Chicago Federation of Teachers
Patricia Harvey
Chief Accountability Officer



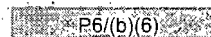
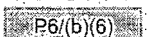
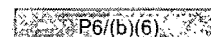
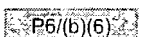
Cincinnati

Lynn Marmer
President of the School Board
Kathleen Ware
Director, Quality Improvements
Tom Mooney
President, Cincinnati Federation of Teachers



Detroit

Irma Clark
President, Detroit Board of Education
Arthur Carter
Deputy, Superintendent
John Elliot
President of Detroit Federation of Teachers

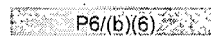
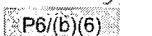
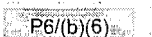
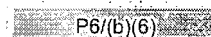
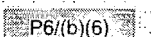


El Paso

Stan Paz
Superintendent

Houston

Rod Paige
Superintendent
Steve Antley
Teacher & President of the Congress of Houston Teachers
Olga Gallegos
Board Member



William Moore [REDACTED] [REDACTED]
Teacher & Vice President of Houston Education Association
Kristina Robinson [REDACTED] [REDACTED]
Teacher & Board Member of Houston Education Association

Long Beach

Carl Cohn [REDACTED] [REDACTED]
Superintendent
Karin Polacheck [REDACTED] [REDACTED]
Board President
Patricia Williams
President, Teachers Association of Long Beach

Los Angeles

Ronald Prescott [REDACTED] [REDACTED]
Associate Superintendent/Legislation
Day Higuchi [REDACTED] [REDACTED]
President, United Teachers Association of Los Angeles
Victoria Castro [REDACTED] [REDACTED]
Board Member

New York City

Judith Rizzo [REDACTED] [REDACTED]
Deputy Chancellor

Omaha

John Mackiel [REDACTED] [REDACTED]
Superintendent
John Langan [REDACTED] [REDACTED]
Board Member
Carolyn Grice [REDACTED] [REDACTED]
President, Omaha Education Association

Philadelphia

Floyd Alston [REDACTED] [REDACTED]
Board of Education
David Hornbeck [REDACTED] [REDACTED]
Superintendent of Schools
Ted Kirsch
President, Philadelphia Federation of Teachers

San Antonio

Diana Lam [REDACTED] [REDACTED]
Superintendent of Schools
Margaret Mireles [REDACTED] [REDACTED]
President, SAISD Board of Education
Sylvia Ward [REDACTED] [REDACTED]
Member, SAISD Board of Education
Lydia Lorenzi [REDACTED] [REDACTED]
President, San Antonio Teachers

Seattle

John Stanford

Superintendent

Linda Harris

Board Member

Roger Erskine

President, Seattle Education Association

P6/(b)(6)

P6/(b)(6)

Additional

Robert Chase

NEA

P6/(b)(6)

P6/(b)(6)

Anne Bryant

Executive Director, National School Board Association

P6/(b)(6)

P6/(b)(6)

Sandra Feldman

AFT

P6/(b)(6)

P6/(b)(6)

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
002. list	Council of the Great City Schools (partial) (1 page)	n.d.	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Michael Cohen (Subject Files)
OA/Box Number: 13364

FOLDER TITLE:

City Letters [1]

2012-0160-S
ry1211

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

Kiele — I think Mike Casserly faxed this to
Mike Cohen. Gu

COUNCIL OF THE GREAT CITY SCHOOLS

Name	DOB	S.S. Num.	Title
I. STAFF			
Michael Casserly			Executive Director
Sharon Lewis			Director of Research
Henry Duvall			Director of Communications
Gabriela Uro	P6/(b)(6)	P6/(b)(6)	Manager, Intergovernmental Rel's
Teresita T. ValeCruz			Director of Finance & Admin.
Terry Louise Tabor			Executive Assis./Conf. Specialist

[002]

II. SCHOOL DISTRICT LEADERSHIP AND STAFF

School District	Name	DOB	S.S. Num.	Title
Broward	Carmen Russon			Assistant Superintendent
	Abraham Fischler			Board Member
Chicago				
Cincinnati	Ms. Lynn Marmer	P6/(b)(6)	P6/(b)(6)	President of the School Board
	Ms. Kathleen T. Ware			Director, Quality Improvements
	Mr. Tom Mooney			President, Cincinnati Federat'n of Teachers
Detroit				
El Paso	Stan Paz			Superintendent
Houston	Rod Paige			Superintendent
	Steve A. Antley			Teacher & President of the Congress of Houston Teachers
	Olga Gallegos			Board Member
	William Moore	P6/(b)(6)	P6/(b)(6)	Teacher & Vice President of Houston Education Association
	Kristina V. Robinson			Teacher & Board Member of Houston Education Association
Long Beach	Carl Cohn			Superintendent
	Karin N. Polachek			Board President
	Patricia A. Williams			Board President
Los Angeles	Ronald Prescott			Associate Superintendent/Legislation
New York City	Judith A. Rizzo			Deputy Chancellor
Omaha	John Mackiel			Superintendent
	John Langan			Board Member
	Carolyn Grice			Board Member
Philadelphia	David Hornbeck	P6/(b)(6)	P6/(b)(6)	Superintendent
	Floyd Alston			Board Member
	Ted Kirsch			Board Member
San Antonio	Diana Lam			Superintendent
Seattle	John Stanford			Superintendent
	Linda Harris			Board Member
	Roger Erskine			Board Member



Council of the Great City Schools

Council of the Great City Schools

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

(202) 393-2427 ♦ (202) 393-2400 (fax)

<http://www.cgcs.org>

MEMORANDUM

To: Michael Cohen, Special Assistant to the President
The White House

From: Michael Casserly, Executive Director

Date: June 3, 1997

Subject: Great City School Involvement in National Tests Activities

I would like to take this opportunity to thank you for involving the Council of the Great City Schools in conversations regarding the planning, development and implementation of national tests for students in Grade 4 reading and Grade 8 mathematics.

The Council clearly recognizes the need to ensure that students in the United States are not only taught but also master high standards in reading and mathematics. The Council has been, therefore, supportive of President Clinton's initiative on *National Standards of Excellence Including the Creation of National Tests in Reading and Mathematics*.

This support has been demonstrated in several different ways: conversations with White House staff, conversations with OERI staff, serving on the National Panel and more importantly, encouraging Council member districts' participation in the first administration of these tests.

Although we are pleased with our current level of involvement, we believe that we can and should play a much larger role. Members of the Council districts will play a pivotal role in the success of the implementation of national standards and administration of a national testing program. A single district may have the responsibility of testing up to 15,000 students per grade. It is, therefore, imperative that the Council form the nucleus of the leadership team, collaborating with representatives of other key constituent groups, designed to develop, investigate, document or evaluate this initiative.

It is our understanding that there will be five (5) Request for Proposals which will guide the activities surrounding the national tests.

- Item and Test Development
- Test Specification
- License for Scoring & Reporting
- Linking to NAEP & TIMSS
- Evaluation

Atlanta
Baltimore
Birmingham
Boston
Broward County
Buffalo
Charlotte
Chicago
Clark County
Cleveland
Columbus
Dade County
Dallas
Dayton
Denver
Detroit
El Paso
Fort Worth
Fresno
Houston
Indianapolis
Long Beach
Los Angeles
Memphis
Milwaukee
Minneapolis
Nashville
New Orleans
New York City
Newark
Norfolk
Oakland
Oklahoma City
Omaha
Philadelphia
Pittsburgh
Portland
Providence
Richmond
Rochester
St. Louis
St. Paul
San Diego
San Francisco
Seattle
Toledo
Tucson
Washington, D.C.



We further understand that the Council of the Chief State School Officers and MPR have been awarded the contract to develop test specifications. CGCS is uniquely qualified to collaborate with the U.S. Department of Education on three of the remaining four contracts. Listed below are *examples* of activities for which the Council might become engaged. A general category is also included which highlights tasks which may not fall in either of the three categories.

Evaluation

- Study/document test administration procedures
- Establish focus groups to address critical issues
- Provide technical assistance to districts
- Study/document how test scores are understood and utilized
- Study/document changes made at local level as a result of the national tests
- Study/document the licensing process

License for scoring and reporting

- Provide technical assistance to districts re: test score interpretation
- Serve on technical advisory board to ensure that urban issues are addressed
- Provide input on test reporting guidelines
- Provide input on how information should be shared with staff, parents and the general community
- Provide input on how background information may be used
- Provide input on format for reporting results to states and/or districts
- Develop protocol for determining inclusion criteria and accommodation processes

Item and Test Development

- Participate in the item review process
- Helping identify experts
- Provide input in the development of a parent information booklet
- Provide input in the development of best metric and reporting format

General

- Participate in the identification of materials/strategies for instructional improvement
- Provide technical assistance to align local curriculum with standards
- Form an Urban Advisory Group designed to provide input on issues which are addressed by more than one RFP

Typically, the leadership responsibility for activities such as these are awarded to persons and/or organizations identified as "national experts". Reports from these experts, though scholarly in nature, do not always recognize the issues and needs of students, teachers and administrators representing urban cities and thus, are of limited use for purposes of assisting with local implementation.

The Council has and will continue to make a significant investment in ensuring the success of this very important education initiative. CGCS involvement must extend beyond the current discussion level. We have highlighted a few of the areas where we can become involved. We welcome the opportunity to further explore these thoughts.

L.A., Long Beach Schools Agree to National Testing

By FAYE FIORE and JONATHAN PETERSON
TIMES STAFF WRITERS

WASHINGTON—Rejecting pervasive doubts about the role of national tests in education, 15 major school districts, including those in Los Angeles and Long Beach, signed on Friday to President Clinton's call for U.S. academic standards, agreeing to start testing fourth-graders for reading and eighth-graders for math before the end of the century.

Accusing many of the nation's governors of "dragging their feet," Clinton applauded the school districts—which in California also include Fresno's—for taking a step "that would have been literally unthinkable" just a few years ago.

Please see TESTS, B8

Los Angeles Times

Post-it Fax Note		7671	
To	MICHAEL COHEN	Date	7/27
Co/Dept.		From	MATTHEW COHEN
Phone #		Co.	
Fax #	(202) 456-5581	Phone #	
		Fax #	(310) 644-2520
		# of pages	1

B8

SATURDAY, JULY 26, 1997 *

TESTS

Continued from B1

Voluntary national testing remains a highly controversial issue in many states, with officials questioning everything from the type of examinations that would be administered to the political fallout that could result from poor scores.

Only seven of the nation's governors have embraced Clinton's idea. And school districts in 39 states have been unwilling so far to participate in any national plan.

A spokesman for California Gov. Pete Wilson—one of those who has steered clear of Clinton's testing initiative—gave voice to some of the skepticism that surrounds the plan. Responding to Friday's announcement, Wilson press secretary Sean Walsh said: "We're all for testing. But what kind of testimony is this?"

Indeed, the details of how the tests will be created and administered, who pays for them and who has access to the results have yet to be worked out.

Still, Friday's announcement broke a logjam of sorts, with the White House winning the support of schools in six of the nation's seven biggest cities, including the three largest districts—New York, Los

Angeles and Chicago. The 15 school systems that agreed to implement the approach account for 7% of the nation's fourth- and eighth-graders, the White House said.

"I believe that the single most important thing we can do to give our children a world-class education is to insist on high national standards, so that we make sure we have done everything we can to see that every single child learns to succeed in the exciting world of the 21st century," Clinton told a convention of the National Assn. of Elementary School Principals in Washington on Friday.

Principals from around the country received the president's remarks with generous applause and standing ovations.

First announced in his State of the Union address in February, the Clinton proposal challenged local school districts to measure the progress of children against a national test, with parents, teachers, principals and students being held in part to what students failed to achieve.

Children are now tested by local standards, but there are no prevailing national performance standards. Some educators and examination experts have warned that national testing could be fraught with problems. For instance, they

questioned whether it is possible to test every fourth- or eighth-grade student in the country on a single day and, if not, how to prevent the answers from leaking out.

Officials from the Los Angeles Unified School District, which represents 668,000 children, said they were ready to measure their students against a national barometer and deal with the results.

"Some of our students will do very well and some of them won't," said Ronald Prescott, associate superintendent of the district. "Urban school districts have more students at risk—some students who don't speak English, some students who will probably have more difficulty with some parts of the test. But it's important that we find out and do something about it."

Referring to the frustration many parents have expressed about the state of public education, Prescott added: "Before, everybody just wanted to fire everybody else and start over. Well, we've done that and it didn't work. There is no magic bullet to solve this. The answer is just hard work. We need to sit down again and teach kids how to read."

Times staff writers David Lesher in Sacramento and Richard Lee Colvin in Los Angeles contributed to this story.

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

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

September 3, 1997

FOR INFORMATION:

Gabriela Uro (202) 393-2427

Urban Schools Statement on the Voluntary National Reading Test

The Council of Great City Schools is distressed and troubled by a decision made late last week by the Clinton Administration not to support non-English versions of the Voluntary National 4th Grade Reading Test from being developed and used—even at local option—as part of the national program. The decision would exclude from the benefits of the program many urban school children who are still learning English, including many of the nearly 300,000 4th graders from the 15 cities that have recently volunteered to take the National Tests. The Council is concerned that the goal of the tests—to spur high standards for all children—has now been compromised; and that cities who want to participate in the reading assessment may be unable to do so. The Council calls on the Clinton Administration to reconsider this decision so that all urban school children might take full advantage of this initiative.

###

THE WHITE HOUSE
WASHINGTON

Bob Chase/NEA

822-7020

Name + phone number for
Pres & NEA local
affiliates

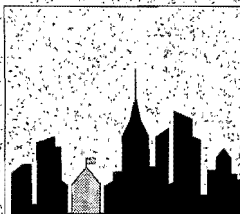
CLINTON LIBRARY PHOTOCOPY

THE WHITE HOUSE
WASHINGTON

Bob Chase/NEA

822-7020

Name + phone number for
Pres & NEA local
affiliates



Council of the Great City Schools

Council of the Great City Schools

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(202) 393-2427 ♦ (202) 393-2400 (fax)

<http://www.cgcs.org>

MEMORANDUM

To: Michael Cohen, Special Assistant to the President
The White House

From: Michael Casserly, Executive Director
Council of the Great City Schools

Date: June 3, 1997

Subject: Great City School Participation in National Tests

This memo gives the status of phone calls made by the Council of the Great City Schools to selected members soliciting their interest in participating in the National Tests:

Great City School	Status As Of May 29, 1997	Contact
Atlanta	Could make no commitment but indicated interest in receiving more information. Expressed only marginal interest and concern about school board approval. Information mailed by Council.	Ben Canada, Superintendent
Boston	Indicated strong interest. Would like to have broad cooperation in city. Expressed some concern with current state-wide test; alignment issues; and use of results. Information mailed by Council.	Tom Payzant, Superintendent
Broward County	Indicated strong interest. Described role of assessment and standards in district. Felt national tests were consistent.	Frank Petruzielo, Superintendent
Chicago	No response yet.	Paul Vallas, CEO
Cincinnati	Indicated strong interest. Described role of assessment in current local reform efforts. Expressed some concern with use of results to make unfavorable comparisons; alignment issues; overlap with state assessments in same grades; and mixed messages to states and locals about own tests. Information mailed by Council.	Michael Brandt, Superintendent

Atlanta
Baltimore
Birmingham
Boston
Broward County
Buffalo
Charlotte
Chicago
Clark County
Cleveland
Columbus
Dade County
Dallas
Dayton
Denver
Detroit
El Paso
Fort Worth
Fresno
Houston
Indianapolis
Long Beach
Los Angeles
Memphis
Milwaukee
Minneapolis
Nashville
New Orleans
New York City
Newark
Norfolk
Oakland
Oklahoma City
Omaha
Philadelphia
Pittsburgh
Portland
Providence
Richmond
Rochester
St. Louis
St. Paul
San Diego
San Francisco
Seattle
Toleno
Tucson
Washington D.C.



El Paso	Indicated marginal interest initially and wanted to consult with district test director. Subsequently indicated preliminary interest. Expressed concern with overlap with state assessment (TASS) and inclusion of limited English proficient children. Information mailed by Council.	Stan Paz, Superintendent
Fresno	Indicated preliminary interest but will be retiring this summer. Decision should go to unpicked successor. Expressed concerns with how to include LEP students, reporting of data, definitions for levels of attainment, staff training on administering and use of tests, and reporting. Information mailed by Council	Charles McCully, Superintendent
Houston	Indicated preliminary interest but did not want to be only city administering tests. Information mailed by Council.	Rod Paige, Superintendent
Long Beach	Indicated strong interest. Wants to involve board president and others in city. Information mailed by Council.	Carl Cohn, Superintendent
Los Angeles	Indicated preliminary interest but will be retiring this summer. Decision should go to successor, Ruben Zacharias, during transition. Wants to involve the board and others. Information mailed by Council.	Sidney Thompson, Superintendent
Memphis	Gave no commitment but did indicate interest in receiving subsequent phone call. Indicated desire to consult with district test director. Information mailed by Council.	Gerry House, Superintendent
Milwaukee	Indicated preliminary interest but will be retiring this summer. Decision should go to unpicked successor. Information mailed by Council.	Robert Jasna, Superintendent
New Orleans	Indicated preliminary interest. Information mailed by Council.	Morris Holmes, Superintendent
New York City	Hold	Rudy Crew, Chancellor

Philadelphia	Indicated strong interest. Described role of assessments in current local reform efforts and thought national tests were consistent. Information mailed by Council. (Hoped that any public announcement would not occur between July 3-20)	David Hornbeck, Superintendent
San Antonio	Indicated preliminary interest. Wants to involve board and teachers. Expressed some concern with alignment with state assessment (TASS). Information mailed by Council.	Diana Lam, Superintendent
San Francisco	No response yet.	Bill Rojas, Superintendent
Seattle	No response yet.	John Stanford, Superintendent

In general, the interest expressed by Great City School Superintendents in participating in the National Tests was strong to tentative. It is clearly viable to expect a dozen or so cities being able to commit publicly within the foreseeable future. Concerns expressed generally included issues with alignment with current state or local testing, over-testing, participation of limited-English proficient children. There was a strong desire to build broad local support, particularly with teachers and the board. Some were interested in directly involving the Mayor, others were less enthusiastic.

The Council of the Great City Schools recommends proceeding with the next round of discussions.

I. Selected Characteristics of Targeted Great City Schools

Great City School	Teacher Bargaining Union	Total Enrollment 1996-97	4th Grade Enrollment 1993-94	8th Grade Enrollment 1993-94	LEP Percent of Enrollment
1. Atlanta	NEA	59,281	4,890	4,770	0.9%
2. Boston	AFT	65,698	5,045	4,556	24.4
3. Broward County		217,218	15,166	13,415	8.0
4. Chicago	AFT	421,334	30,542	30,474	14.2
5. Cincinnati	AFT	51,520	4,090	4,246	
6. El Paso	NA	64,605	5,119	4,936	27.5
7. Fresno	NEA	78,110	6,303	5,703	31.5
8. Houston	NA	209,610	15,926	15,356	25.3
9. Long Beach	NEA	83,408	6,303	5,703	33.9
10. Los Angeles	UTLA	682,251	52,949	47,908	45.6
11. Memphis	NEA	109,784	8,403	8,208	1.3
12. Milwaukee		106,261	7,714	7,825	
13. New Orleans	AFT	84,343	6,008	5,652	
14. New York	AFT	1,075,752	73,356	69,661	15.2
15. Philadelphia	AFT	217,383	15,625	15,789	3.0
16. San Antonio	NA	66,093	5,688	5,484	
17. San Francisco		61,313	5,463	4,943	28.7
18. Seattle	NEA	44,672	3,617	3,463	11.3
Totals					

II. Selected Characteristics of Targeted Great City Schools

Great City School	Current Reading Test	Grades Administered	Current Math Test	Grades Administered
1. Atlanta	Iowa Test of Basic Skills and Test of Achievement and Proficiency	1,2,4,6,7,9, 10	Iowa Test of Basic Skills and Test of Achievement and Proficiency	3,5,8, 11
2. Boston	Metropolitan Achievement Test, 6th edition	1-12	Metropolitan Achievement Test, 6th edition	1-12
3. Broward County	Stanford Achievement Tests	3-9	Stanford Achievement Tests	3-9
4. Chicago	Iowa Test of Basic Skills	3-8	Iowa Test of Basic Skills	3-8
5. Cincinnati				
6. El Paso		3-11		3-11
7. Fresno	Individual Tests of Academic Skills	1-12	Individual Tests of Academic Skills	1-12
8. Houston		3-11		3-11
9. Long Beach				
10. Los Angeles	Comprehensive Test of Basic Skills	1-11	Comprehensive Test of Basic Skills	1-11
11. Memphis	Comprehensive Test of Basic Skills	1-8,10	Comprehensive Test of Basic Skills	1-8,10
12. Milwaukee	Iowa Test of Basic Skills and Test of Achievement and Proficiency	5,7,10	Iowa Test of Basic Skills and Test of Achievement and Proficiency	5,7,10
13. New Orleans	California Achievement Test	1,3,4,5,6	California Achievement Test	1,3,4,5,6

14. New York	Degrees of Reading Power	2-10	California Achievement Test	2-8
15. Philadelphia	Comprehensive Test of Basic Skills	1-12	Comprehensive Test of Basic Skills	1-12
16. San Antonio				
17. San Francisco	Comprehensive Test of Basic Skills	1-11	Comprehensive Test of Basic Skills	1-11
18. <u>Seattle</u>	California Achievement Test	<u>1-11</u>	California Achievement Test	<u>1-11</u>
Totals				

I. Selected Characteristics of Targeted Great City Schools

Great City School	Teacher Bargaining Union	Total Enrollment 1996-97	4th Grade Enrollment 1993-94	8th Grade Enrollment 1993-94	LEP Percent of Enrollment
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4. Chicago	AFT	421,334	30,542	30,474	14.2
5. Cincinnati	AFT	51,520	4,090	4,246	
6. El Paso	NA	64,605	5,119	4,936	27.5
7. Fresno	NEA	78,110	6,303	5,703	31.5
8. Houston	NA	209,610	15,926	15,356	25.3
9. Long Beach	NEA	83,408	6,303	5,703	33.9
10. Los Angeles	UTLA	682,251	52,949	47,908	45.6
11. Memphis	NEA	109,784	8,403	8,208	1.3
12. Milwaukee		106,261	7,714	7,825	
13. New Orleans	AFT	84,343	6,008	5,652	
14. New York	AFT	1,075,752	73,356	69,661	15.2
15. Philadelphia	AFT	217,383	15,625	15,789	3.0
16. San Antonio	NA	66,093	5,688	5,484	
17. San Francisco		61,313	5,463	4,943	28.7
18. <u>Seattle</u>	NEA	44,672	3,617	3,463	11.3
Totals					

II. Selected Characteristics of Targeted Great City Schools

Great City School	Current Reading Test (Local)	Grades Admin.	Current Math Test (Local)	Grades Admin.	Statewide Assessment in Reading	Grades admin.	Statewide Assessment in Math	Grades admin.
1. Atlanta	Iowa Test of Basic Skills and Test of Achievement and Proficiency	1,2,4,6, 7,9, 10	Iowa Test of Basic Skills and Test of Achievement and Proficiency	3,5,8, 11	Iowa Test of Basic Skills and Test of Achievement and Proficiency	1,2,4, 6,7,9, 10	Iowa Test of Basic Skills and Test of Achievement and Proficiency	3,5,8, 11
2. Boston	Metropolitan Achievement Test, 6th edition	1-12	Metropolitan Achievement Test, 6th edition	1-12	Massachusetts Educational Assessment Program	4, 8, 10	Mass. Educational Assessment Program	4, 8, 10
3. Broward County	Stanford Achievement Tests	3-9	Stanford Achievement Tests	3-9	Grade Ten Assessment Test, High School Competency Test and Florida Writing Assessment Program	4, 8, 10, 11	Grade Ten Assessment Test, High School Competency Test and Florida Writing Assessment Program	4, 8, 10, 11
4. Chicago	Iowa Test of Basic Skills	3-8	Iowa Test of Basic Skills	3-8	Illinois Goal Assessment Program	3, 6, 8, 10	Illinois Goal Assessment Program	3, 6, 8, 10
5. Cincinnati					Grade Level Proficiency Tests	4, 6, 9, 12	Grade Level Proficiency Tests	4, 6, 9, 12
6. El Paso	Texas Assessment of Academic Skills	3, 8, 10	Texas Assessment of Academic Skills	3, 8, 10	Texas Assessment of Academic Skills	3, 8, 10	Texas Assessment of Academic Skills	3, 8, 10
7. Fresno	Individual Tests of Academic Skills	1-12	Individual Tests of Academic Skills	1-12	no	state	assessment	
8. Houston	Texas Assessment of Academic Skills	3, 8, 10	Texas Assessment of Academic Skills	3, 8, 10	Texas Assessment of Academic Skills	3, 8, 10	Texas Assessment of Academic Skills	3, 8, 10
9. Long Beach					no	state	assessment	

10. Los Angeles	Comprehensive Test of Basic Skills	1-11	Comprehensive Test of Basic Skills	1-11	no	state	assessment	
11. Memphis	Comprehensive Test of Basic Skills	1-8,10	Comprehensive Test of Basic Skills	1-8,10	Achievement Test	2 - 8	Achievement Test	2 - 8
12. Milwaukee	Iowa Test of Basic Skills and Test of Achievement and Proficiency	5,7,10	Iowa Test of Basic Skills and Test of Achievement and Proficiency	5,7,10	Wisconsin Student Assessment System and Wisconsin Reading Comprehension Test	3, 4, 8, 10	Wisconsin Student Assessment System	4, 8, 10
13. New Orleans	California Achievement Test	1,3,4,5, 6	California Achievement Test	1,3,4,5, 6	Louisiana Educational Assessment Program	3, 4, 5, 6, 7	Louisiana Educational Assessment Program	3, 4, 5, 6, 7
14. New York	Degrees of Reading Power	2-10	California Achievement Test	2-8	Preliminary Competency Tests and Pupil Evaluation Program Tests	3, 6, 8	Pupil Evaluation Program Tests	3, 6
15. Philadelphia	Comprehensive Test of Basic Skills	1-12	Comprehensive Test of Basic Skills	1-12	statewide assessment	5, 8, 11	statewide assessment	5, 8, 11
16. San Antonio	Texas Assessment of Academic Skills	3,8, 10	Texas Assessment of Academic Skills	3, 8, 10	Texas Assessment of Academic Skills	3, 8, 10	Texas Assessment of Academic Skills	3, 8, 10
17. San Francisco	Comprehensive Test of Basic Skills	1-11	Comprehensive Test of Basic Skills	1-11	no	state	assessment	
18. Seattle	California Achievement Test	1-11	California Achievement Test	1-11	annual statewide test	4, 8, 11	annual statewide test	4, 8, 11
Totals								

I. Selected Characteristics of Targeted Great City Schools

Great City School	Teacher Bargaining Union	Total Enrollment 1996-97	4th Grade Enrollment 1993-94	8th Grade Enrollment 1993-94	LEP Percent of Enrollment
1. Atlanta	NEA	59,281	4,890	4,770	0.9%
2. Boston	AFT	65,698	5,045	4,556	24.4
3. Broward County		217,218	15,166	13,415	8.0
4. Chicago	AFT	421,334	30,542	30,474	14.2
5. Cincinnati	AFT	51,520	4,090	4,246	
6. El Paso	NA	64,605	5,119	4,936	27.5
7. Fresno	NEA	78,110	6,303	5,703	31.5
8. Houston	NA	209,610	15,926	15,356	25.3
9. Long Beach	NEA	83,408	6,303	5,703	33.9
10. Los Angeles	UTLA	682,251	52,949	47,908	45.6
11. Memphis	NEA	109,784	8,403	8,208	1.3
12. Milwaukee		106,261	7,714	7,825	
13. New Orleans	AFT	84,343	6,008	5,652	
14. New York	AFT	1,075,752	73,356	69,661	15.2
15. Philadelphia	AFT	217,383	15,625	15,789	3.0
16. San Antonio	NA	66,093	5,688	5,484	
17. San Francisco		61,313	5,463	4,943	28.7
18. Seattle	NEA	44,672	3,617	3,463	11.3
Totals					

II. Selected Characteristics of Targeted Great City Schools

Great City School	Current Reading Test	Grades Administered	Current Math Test	Grades Administered
1. Atlanta	Iowa Test of Basic Skills and Test of Achievement and Proficiency	1,2,4,6,7,9, 10	Iowa Test of Basic Skills and Test of Achievement and Proficiency	3,5,8, 11
2. Boston	Metropolitan Achievement Test, 6th edition	1-12	Metropolitan Achievement Test, 6th edition	1-12
3. Broward County	Stanford Achievement Tests	3-9	Stanford Achievement Tests	3-9
4. Chicago	Iowa Test of Basic Skills	3-8	Iowa Test of Basic Skills	3-8
5. Cincinnati				
6. El Paso		3-11		3-11
7. Fresno	Individual Tests of Academic Skills	1-12	Individual Tests of Academic Skills	1-12
8. Houston		3-11		3-11
9. Long Beach				
10. Los Angeles	Comprehensive Test of Basic Skills	1-11	Comprehensive Test of Basic Skills	1-11
11. Memphis	Comprehensive Test of Basic Skills	1-8,10	Comprehensive Test of Basic Skills	1-8,10
12. Milwaukee	Iowa Test of Basic Skills and Test of Achievement and Proficiency	5,7,10	Iowa Test of Basic Skills and Test of Achievement and Proficiency	5,7,10
13. New Orleans	California Achievement Test	1,3,4,5,6	California Achievement Test	1,3,4,5,6

14. New York	Degrees of Reading Power	2-10	California Achievement Test	2-8
15. Philadelphia	Comprehensive Test of Basic Skills	1-12	Comprehensive Test of Basic Skills	1-12
16. San Antonio				
17. San Francisco	Comprehensive Test of Basic Skills	1-11	Comprehensive Test of Basic Skills	1-11
18. <u>Seattle</u>	California <u>Achievement Test</u>	<u>1-11</u>	California <u>Achievement Test</u>	<u>1-11</u>
Totals				