

7/19/96

Dear Bettye:

Will fax more to you.

The picture I see emerging, backed up by documentation, is as follows:

Effective school research and the activities of all the ESR consultants: Dale Mann, Columbia University and Don Thomas who went to Russia under auspices Lamar Alexander to work with Russians, E. Europeans, Michigan's Lezotte, etc. on ESR can be linked to:

International use of mastery learning (effective school research calls for mastery learning and direct instruction which is the same thing as ML) can be linked to:

the Charter School movement (I have info on Russian charter schools which was passed out at an Empower America conference) which can be linked to:

global work force training.

The persons involved are those with Hudson Institute including Bennett, Denis Doyle, Finn, Jeanne Allen, et al. (you have the list) Educational Excellence Network, Herman Kahn Center, Indianapolis.

Chey Simonton has all the info on Hudson's role in work force training dating back thirty years or so.

I have been able to track charter school movement to Paul Berman, formerly with Rand, major change agent, PROBABLY NO. 2 AFTER GOODLAD, who went into Minnesota about 12 years ago and into a contract with Minnesota Business Roundtable, NOT with Dept. of Education. The info I have on that project proves that Minnesota was first state to go for the restructured model (I'll fax that to you) and all the teachers were trained in mastery learning. Minnesota is up to its eyeballs in charter schools and Total Quality Management. Cindi and I attended the 2-day conference there a couple of years ago. We all know that TQM is for work force training period.

Note Ed Week article re Paul Hill, a senior social scientist with RAND; who no doubt knows Berman.

Very interesting the list of people interested in transforming our schools to global training sites. Brunno Manno is the one who wrote the article which I critiqued; he implied that OBE was OKAY if you got rid of bad outcomes; method OKAY.

I still don't have it all together, but am working on it. Want to do an article.

Be sure to order the videos from Canada. The first video "Failing Grades" is the one that put me onto what they are doing: Dr. Freedman called for effective school research in that video and the use of Follow Through's Direct Instruction (Skinner). He talked about Brookings' Chubb and Moe book and how important charter schools are for the global economy.

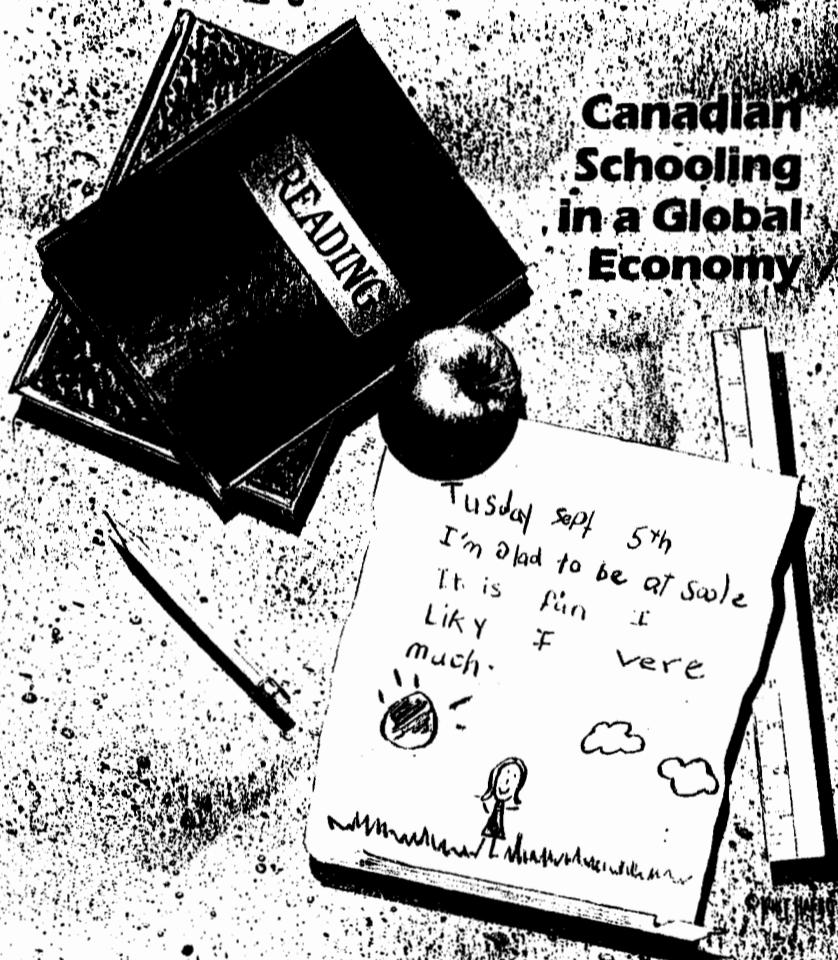
That is the video many conservatives fell for. Wolfgang was one; also the guy from Texas who was at the conference we attended in PA. I succeeded in clarifying the picture for them. The videos come with booklets. It is all spelled out clearly and lists all the rotten.



FAILING GRADES

Redirecting Canada's Educational Debate

Canadian
Schooling
in a Global
Economy



A PLAIN LANGUAGE REVIEW OF
IMPORTANT EDUCATIONAL RESEARCH

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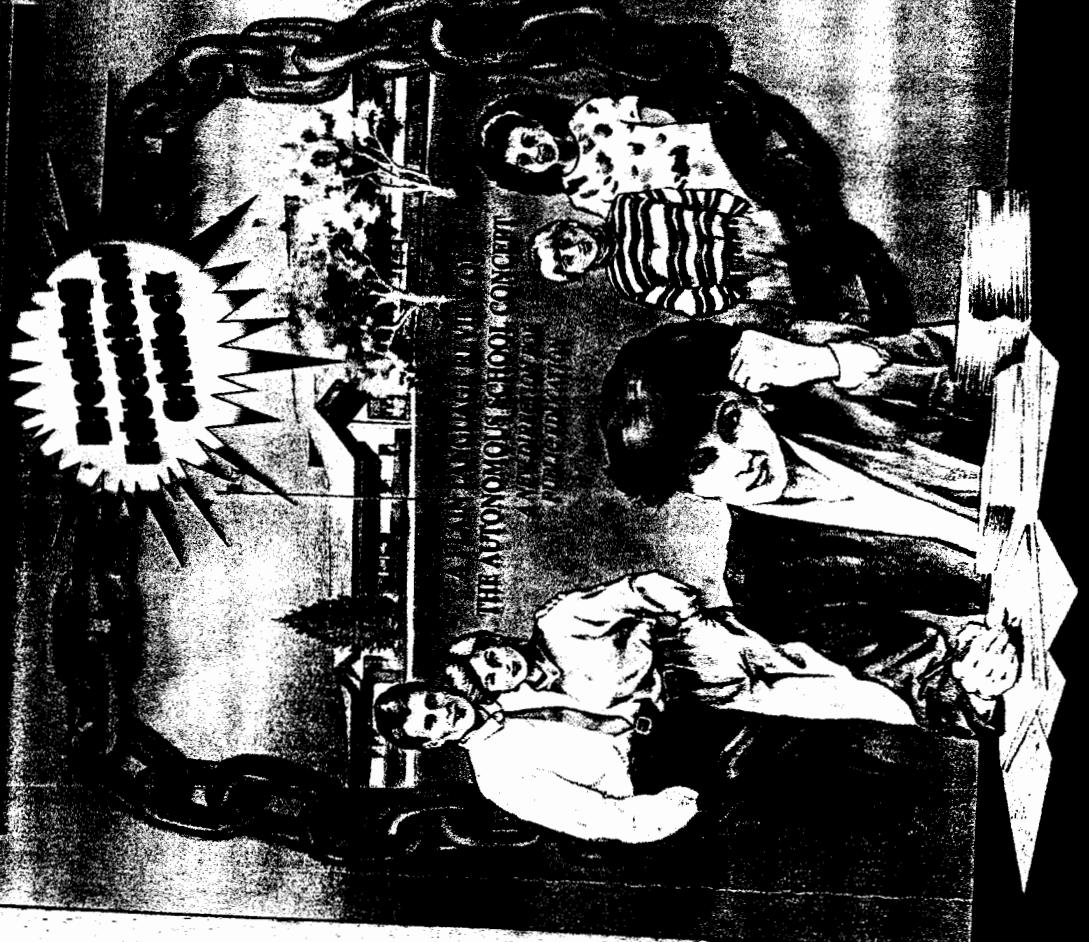
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Freedman, Joe, 1944-
Failing grades: annotated bibliography - important
sources for further reading
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Further copies of this bibliography may be ordered in two
ways:

1. as part of a package which includes the 76
minute videotape review of the research
and a short booklet which draws some of
that research together. This package may
be ordered by sending \$19.95 Cdn. (\$17.95
U.S.) to Society for Advancing Educational
Research, c/o VICOM Limited, 11603-165
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THE CHARTER SCHOOL IDEA

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The idea of the autonomous public school—free of the usual school board and its strangling bureaucracy—is catching on. The charter school captures the values of public education, becomes fully accountable to parents and the larger community, and offers, for the first time, the prospect of breaking educational gridlock and reforming the entire system.

This book explores the charter concept, provides an annotated bibliography, and lists a number of the best sources and contacts for further information about charter schools and how to create them. It complements a 56-minute videotape of the same title.



THE CHARTER SCHOOL IDEA

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Book CAN 7.00 USA 6.00
Book and Video CAN 24.95 USA 19.95

A good example of a clear and comprehensive document outlining the public nature, expectations and technical requirements of charter schools. This and the previous item may be obtained by phone (617) 727-1313.

SOURCES AND CONTACTS

CALIFORNIA NETWORK OF EDUCATION CHARTERS (CANEC)
Sue Bragato, CANEC, 751 Laurel St., Box 414, San Carlos, CA
94070. Phone (415) 598-8192 / FAX (415) 591-1043.

THE CENTER FOR EDUCATION REFORM
Jeanne Allen, President, 1001 Connecticut Avenue, N.W., Suite
920, Washington, D.C. 200364. Phone (202) 822-9000 / FAX
(202) 822-5077.

CENTER FOR POLICY STUDIES
Ted Kolderie, Senior Policy Analyst, 59 West Fourth Street, St.
Paul, MN 551024. Phone (612) 224-9703 / FAX (612) 224-2304.

CENTER FOR SCHOOL CHANGE
Joe Nathan, Director, at the Humphrey Institute of Public
Affairs, University of Minnesota, 301 - 19th Ave. South,
Minneapolis, MN 55455. Phone (612) 625-3506 / FAX (612) 625-
3513.

THE CHARTER SCHOOL PROJECT
Eric Premack or Linda Diamond, The Institute for Policy
Analysis and Research, 819 Bancroft Way, Suite 100, Berkeley,
CA 94710. Phone (510) 843-8588 / FAX (510) 843-2436.

CHARTER SCHOOL STRATEGIES, INC. (CSSI)

Peggy Hunter, President, 210 West Grant Street, Suite 321, Minneapolis, MN 55403. Phone (612) 321-9221 / FAX (612) 672-0244.

A group formed to assist chartering nationally at the legislative and practical level. Provides information, a network of providers and consultancy.

COLORADO DEPARTMENT OF EDUCATION

Contact Bill Windler, Charter Schools Team, 201 East Colfax Avenue, Denver, CO 80203. Phone (303) 866-6631 / FAX (303) 830-0793.

DESIGNS FOR LEARNING

Wayne B. Jennings, President, 2550 University Ave. W., Suite 347N, St. Paul, MN 55114-1052. Phone (612) 645-0200 / FAX (612) 0240.

Provides support for charter schools in the area of evaluation, a critical aspect of accountability. Publishes a booklet, School Assessment Manual, by Wayne Jennings.

THE EDUCATIONAL EXCELLENCE NETWORK OF HUDSON INSTITUTE

Carol D'Amico, Michael Garber or Cathy Nehf, 5395 Emerson Way, Indianapolis, IN 46226. Phone (317) 545-1000.

INSTITUTE FOR PUBLIC POLICY AND MANAGEMENT

Paul T. Hill, Research Professor, Graduate School of Public Affairs, 324 Parrington Hall, DC-14, Seattle, WA 98195. Phone (206) 543-0190 / FAX (206) 543-1096.

MORRISON INSTITUTE FOR PUBLIC POLICY

Lori Mulholland, Senior Research Specialist, Arizona State

University, School of Public Affairs, Tempe, AZ 85287-4405. Phone (602) 965-4525 / FAX (602) 965-9219.

NATIONAL CONFERENCE OF STATE LEGISLATURES

Connie Koprowicz, Educational Policy Associate, 1050 - 17th Street, Suite 700, Denver, CO 804017. Phone (303) 830-2200 / FAX (303) 863-8003.

PACIFIC RESEARCH INSTITUTE FOR PUBLIC POLICY

Pamela A. Riley or Lance T. Izumi, 755 Sansome Street, Suite 450, San Francisco, CA 94111. Phone (415) 989-0833 / FAX (415) 989-2411.

PIONEER INSTITUTE FOR PUBLIC POLICY RESEARCH

Linda Brown, Director, Charter Schools Resource Center, 85 Devonshire Street, 8th Floor, Boston, MA 02109. Phone (617) 723-2277 / FAX (617) 723-1880

RAND CORPORATION

Marc Dean Millot, Senior Social Scientist, 2100 M Street, NW, Washington, D.C. 20037-1270. Phone (202) 296-5000 Ext. 5213 / FAX (202) 296-7960.

REASON FOUNDATION

Janet Beales, Policy Analyst, 3415 South Sepulveda Blvd., Suite 400, Los Angeles, CA 900434. Phone (310) 391-2245 / FAX (310) 391-4395.

Canada's unique "choice" offerings within the public system. Surrey Traditional School is the direct result of parental wishes for an alternative to British Columbia's "Year 2000" program offered by the Ministry. It is an alternative school, not a charter, and was very difficult for parents to obtain because B.C. had no charter law. The report may be obtained by writing Muriel Wilson, Mgr., Communication Services, School District 36 (Surrey), 14225 - 56 Ave., Surrey, B.C. V3X 3A3.

Wentzel, Corey. "The Charter School Movement: Implications for Public Education in Canada." (unpublished).

An informative paper with a Canadian perspective. May be obtained for \$3.00 (to cover costs of copying, handling and postage) from Organization for Quality Education (OQE), 170 University Ave. W., Suite 12-218, Waterloo, Ontario N2L 3E9.

Wilkinson, Bruce W. *Educational Choice: Necessary But Not Sufficient*. Montreal: The Institute for Research on Public Policy, 1994.

A fine short monograph on the case for educational choice in the Canadian context. A natural fit with Lawton's monograph, it may also be ordered from Renouf Publishing Co. Ltd. (see above).

Sources for Canadians

RON BABIUK, EDUCATION MANAGER, CHARTER SCHOOLS
Alberta Education, Edmonton Regional Office.
3rd Floor, 11160 Jasper Avenue
Edmonton, Alberta T5K 0L2
Phone (403) 427-2952 / FAX (403) 422-9682

STEPHEN B. LAWTON, PROFESSOR AND CHAIR
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The Ontario Institute for Studies in Education
252 Bloor Street West
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Phone (416) 923-6641, ext. 2421 / FAX (416) 926-4741

SOCIETY FOR ADVANCING EDUCATIONAL RESEARCH
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Kelowna, B.C. Canada V1W 3Y7
Phone (604) 763-0852 / FAX (604) 763-3297



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The Next Step: The Minnesota Plan

by Paul Berman

Elementary and secondary education in America are in need of more than just repair and maintenance, says Mr. Berman; the challenge is to move to "a new plateau of learning." The necessary structural reforms for such a move appear to be under way in Minnesota.

THE DEBATE is no longer over whether American education is in trouble, but over what should be done. Many states have already taken legislative action to seek improvements and, not incidentally, to quiet the public clamor for reform. But most of these actions implicitly assume that elementary and secondary education need only repair and maintenance: higher standards for students, upgraded entry requirements or accountability mechanisms for teachers, more money to attract better teachers, tougher student disciplinary procedures, improved textbooks, refined curricula, and so on.

Fine-tuning of this sort may lead to some short-run improvements, but the past record of such small-scale reform efforts in education does not provide much reason for optimism. Over the last three decades, various states have issued mandates, tried a succession of costly improvements, and raised public expenditures — all in the hope of correcting deficiencies and improving qual-

PAUL BERMAN is executive director, Center for Policy Alternatives, and president of BW Associates, a consulting firm specializing in policy research and analysis, in Berkeley, Calif.

ity without basically altering the way public education is structured and delivered. Despite scattered improvements, the evidence does not show appreciable gains, and the lesson of history is clear: adjustments at the margin of our extraordinarily complex system of education will not produce large effects.

U.S. schools need to change — and change dramatically. The arrival of the post-industrial age and the advent of global economic competition have radically altered what students must learn. Continued American prosperity will require more highly skilled managers, scientists, and technical experts, coupled with a progressively more competent labor force. Job skills will change rapidly, and employees will be asked to adapt to new practices and to work in more complex environments requiring close cooperation and clear communication. Before the end of this century, now less than 15 years away, our economy will need people at all levels who are able to think creatively, apply general skills to the solution of practical problems, and learn throughout their careers. Moreover, America's need for informed and literate citizens has never been greater. From issues of war and peace to the complexities of modern

consumer choice, it no longer suffices for a small percentage of our citizens to be "well-educated."

Measured against these future needs, the preparation of today's students is sadly inadequate in at least two ways. First, there is a persistent problem of illiteracy. Graduating seniors barely able to read, let alone calculate percentages, are swelling the numbers of functionally illiterate adults in U.S. society. Second, most American students, at all levels of achievement, are not learning deeply and not learning to reason, to apply general knowledge to particular circumstances, and to think creatively — though these are precisely the skills that will be needed for a full and productive life in the 21st century.

The challenge, in short, is not simply to prevent erosion of the present level of education, but to move to a new plateau of learning — one in which more students learn more, learn in depth, and learn how to learn.

STRUCTURAL FLAWS IN U.S. EDUCATION

Reaching a new plateau of learning is hard, because American education is now locked into a lower level of performance than students are capable of achieving and a lower level of productivity than educators are capable of providing. The following barriers to attaining more effective education lie deep in the way schooling is structured, in its system of personal and organizational incentives, and in the maze of regulations governing its conduct.

- Comprehensive high schools are asked to do too much and are overregulated. The curriculum does not go deep enough, and it proceeds from lesson to lesson independently of how much students have learned. *Need to get rid of Carnegie units*
- Students are separated into "tracks" that prevent most from learning as much as they could. They are generally promoted without objective measures of achievement, are not challenged to develop reasoning skills, and have limited opportunities to realize any special talents they might have. *work force*
- Teachers are greatly overburdened and cannot spend enough time with each student. What's more, they are isolated from one another, have little say about school decisions, and are not treated as true professionals. Their training tends to be largely irrelevant to teaching and grows quickly obsolete.
- Principals do not have authority to

create quality schools attuned to community values.

• Superintendents and board members find it hard to run their districts efficiently, and they lack economic incentives to do so.

• Parents do not have the means to assess their children's education or to hold schools accountable. Too often they believe their children must settle for mediocre schooling.

These problems reinforce one another, so that attempts to change one at a time are bound to yield only minor improvements. Thus the conclusion is inescapable: American education, *as it is now organized*, has reached the limits of its effectiveness. More money per student has not helped. Nor has tinkering. It is time to redesign American education, building on its substantial strengths and removing its unnecessary weaknesses.

THE DEBATE IN MINNESOTA

Although Minnesota's schools are among the best in the nation, the evidence shows that they have been unable to keep pace with the rapidly increasing need for more students to learn more. People in Minnesota seem determined to change matters, and they are willing to consider major structural reforms.

Various groups in the state, as well as reform-minded legislators and state officials, have been asking basic questions about the future of education in Minnesota. One such group is the Minnesota Business Partnership, which contracted with me and my associates to examine K-12 education and suggest reforms, if necessary. (The Partnership wisely stayed at arm's length from the research process and did not know what the recommendations would be.)

The result was the Minnesota Plan, a document that has altered the nature of the debate in Minnesota. Gov. Rudy Perpich and Ruth Randall, his superintendent of public instruction, used the Plan, as well as the work of others, when they proposed to the state legislature reform measures based on concepts in the Plan. As expected, this led to an intense political struggle, with various legislators introducing additional or alternative measures similar to other proposals in the Plan.

This year's legislative session eventually did pass bold reform laws. Although it falls short of what the governor wanted, the reform legislation may mark the beginning of the profound

process of change called for by the Minnesota Plan. I will discuss this legislation below, after outlining highlights of the Plan.

THE MINNESOTA PLAN

In the balance of this article I will present an abridged version of the reforms proposed in the Minnesota Plan.* The discussion is organized around the following key principles of reform that work to correct underlying deficiencies in American education. Following each principle, specific reforms from the Plan are presented in condensed form.

1. Restructure schooling. *The usual six years of comprehensive secondary education in junior and senior high schools, with their multiplicity of courses and student tracking, should be phased out. Instead, all students should attend a four-year secondary school that concentrates on core academic subjects. Then they should have opportunities to specialize for two years.*

Today's schools separate students into distinct learning tracks according to their presumed ability. Tracking is socially abhorrent to the American ideal of a common education for all, and it is educationally unsound. The vast majority of students — those excluded from the highest track — are expected to learn less, are given less-challenging material, and, not surprisingly, achieve less. Thus tracking structurally locks K-12 public education into its present unacceptably low level of average student performance.

Tracking has been justified as a way for schools to meet the legitimate concern that students should be prepared for different careers. The comprehensive high school, with its bewildering array of courses, also evolved in part to satisfy this need. For example,

*Though the Minnesota Plan has many unique elements, it has derived specific reforms from three sources. First, various state-level proposals over the past few years influenced what went into the Plan, as well as what was omitted. My experience in developing reforms for what became California's omnibus education reform legislation (SB 813) was particularly valuable. Second, recent and earlier literature on schooling was extremely helpful, particularly the work of Benjamin Bloom, John Goodlad, and TheodoreSizer. Appropriate citations are listed in the extensive bibliography of the fully documented description of the Minnesota Plan, *The Minnesota Plan: Volume 1, Overview and Volume 2, Implementation* (Berkeley, Calif.: BW Associates, Inc., R-106, November 1984). Finally, Minnesotans have long been debating various proposals, and their ideas inspired specific reforms and an extensive implementation plan.

It is time to redesign American education, building on its substantial strengths and removing its unnecessary weaknesses.

most states, including Minnesota, impose seat-time or graduation requirements under which each student must take a certain number of units of high school mathematics. To satisfy this requirement, many comprehensive high schools offer mathematics for business applications (vocational track), consumer mathematics (general track), and algebra (college-preparatory track). A student taking any one of these courses satisfies the state mathematics requirement. No wonder the high school diploma has lost its meaning.

The challenge for American education is to provide a common and equivalent educational experience for all students and to prepare them for different careers. The comprehensive high school has not — and cannot — meet either goal adequately.

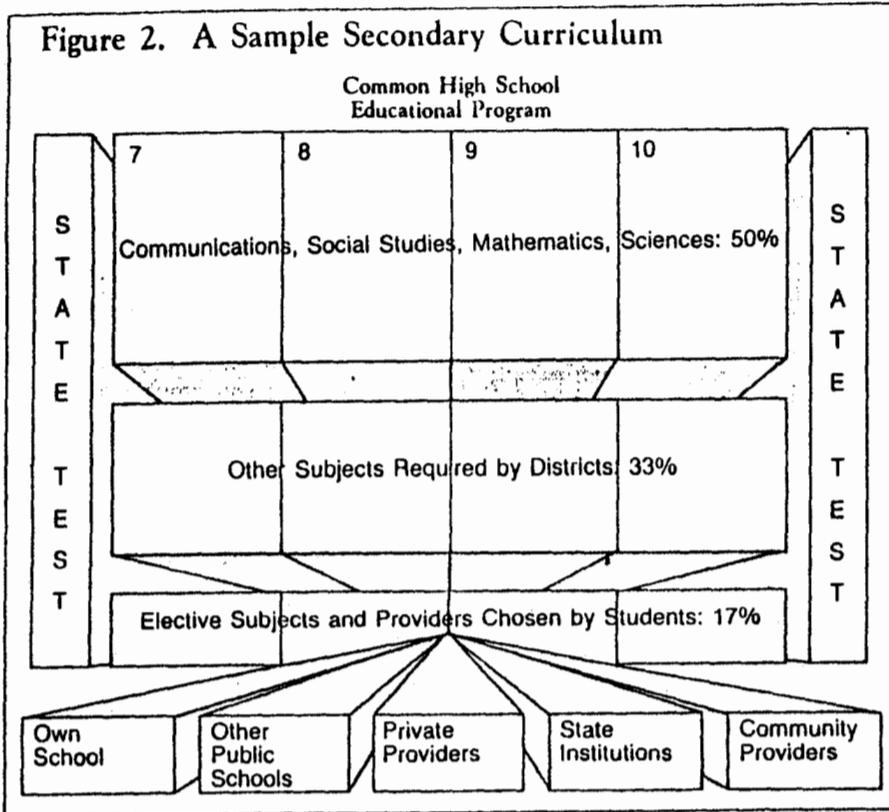
The restructuring illustrated by Figure 1 offers a different approach to realizing these dual objectives of American education. All students would concentrate on a core academic program in grades 7 through 10 and then, in grades 11 and 12, choose further education that matches their career aspirations.

By creating core academic expectations for *all* students through grade 10, a major barrier to providing high-quality and equitable education would be lifted. Tracking could be eliminated, schools could deliver services more efficiently, and in-depth teaching of higher-order skills would become possible. As one national commission recently reported, students' needs will be the *same* in the future regardless of whether they go directly to work or pursue advanced education. They all must master core academic competencies. The restructuring proposed in the Minnesota Plan asserts this message unequivocally.

After completing the common high school, students would take two years

Revised
ed ←

Figure 2. A Sample Secondary Curriculum



one guaranteed free elective per semester, which they could take either in their own school or elsewhere, as approved by a school/community governance board.

These changes in the regulation of curriculum and instruction would introduce competitive incentives into public education, but in a manner controlled by local communities. All students would be exposed to a core experience in the common high school and would be able to choose individual enrichment in areas in which they felt motivated. Schools would have the opportunity to set priorities that reflect community values.

Moreover, the plan greatly enlarges the scope for creative management. The school and its community, rather than the district, would decide on the details of curriculum and instruction. A publicly elected school-level board, operating in concert with a school-site management council, would decide which courses to offer at the school and which courses might be offered by other public schools or by other public or private providers.

Schools would have the authority to "contract out" or "contract in" for teaching services. Districts and schools could, for example, realize major efficiencies by deciding to specialize in certain non-core areas — for instance, art or foreign languages — and to contract

for other services. Secondary schools could cooperatively plan programs that would allow their communities to offer a wider range of high-quality courses more cost-effectively. Similarly, the 4-H, the YMCA, local colleges, private language institutes, and other specialized suppliers might offer outstanding courses that would free schools to drop poorly attended and costly courses that are now typically expected as part of the "comprehensive" curriculum.

In sum, the Minnesota Plan would restore the common high school experience; set statewide academic priorities while strengthening local control and accountability; and challenge all students to learn more and take more responsibility for their initial career direction. It would also enable savings and efficiencies that could be reinvested in improving instruction.

3. Redesign instruction and instructional management. *States should reorganize teaching and instruction, so that all students could master core academic subjects and realize their potential to a much greater extent than they now do.*

The reforms described above restructure schooling so that educators can focus on helping students learn more and be better prepared for citizenship and work, regardless of their backgrounds. Can students actually learn more than they now do? They can, if the underlying

ing assumptions and practices of instruction are changed, if the organization of teaching is altered to enable teachers to give more time and energy to all students, and if training and career incentives in the teaching profession are altered. The Minnesota Plan offers reforms in each of these areas.

Elementary and secondary instruction are typically based on the tacit assumption that student achievement depends predominantly on student aptitude. Teachers trained in this view tend to follow instructional practices that implicitly categorize students into their presumed aptitude levels. Accordingly, only a small percentage of students are expected to be "A" students, leaving the majority of pupils to perform at lower levels.

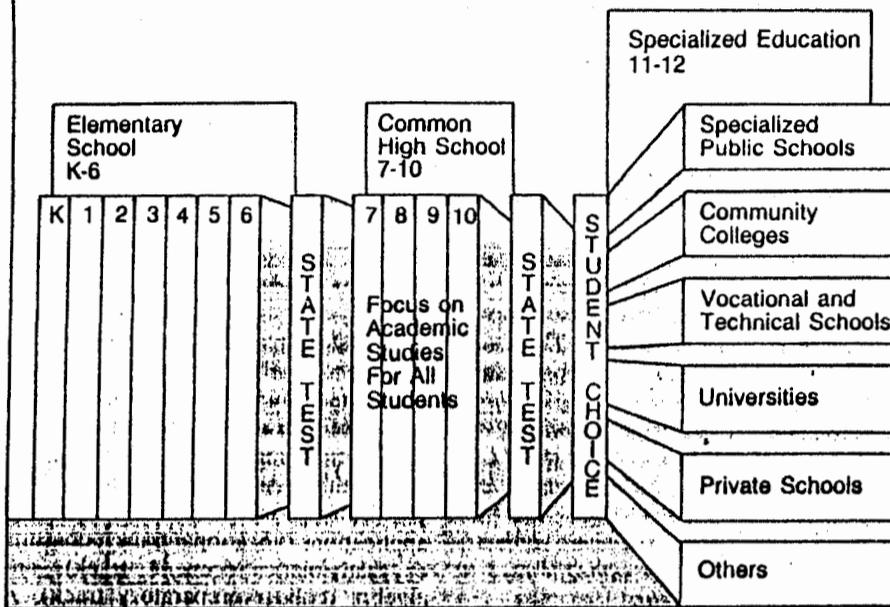
But student learning depends on how pupils are taught and on how much time and attention they are given, not solely — or even predominantly — on their aptitude. Research and practice in thousands of classrooms both in the U.S. and abroad indicate that instructional strategies using this assumption, such as mastery learning or cooperative learning techniques, can result in more students learning dramatically more in both basic and higher-order skills.* The Minnesota Plan calls for these approaches to be taught to senior teachers, who can then train other teachers to shift their expectations and instruction to enable all students to learn.

To implement this change, the Plan proposes that the state establish four categories of teachers — lead teachers, teachers, assistant teachers, and adjunct teachers (experts from the private or public sectors) — who would work together as a "teacher team" (see Figure 3).**

*Mastery learning is controversial. However, the bulk of the evidence shows that large gains in student learning occur if teachers have the training and support to implement mastery learning effectively. Too often, mastery learning has been introduced as a "top down" innovation. The Minnesota Plan, by contrast, proposes a grassroots approach to implementation.

**The Minnesota Plan proposes that one lead teacher at the secondary level would supervise three teachers, each of whom would have an assistant teacher. An average of one adjunct teacher would be assigned to this teacher team. A somewhat different arrangement is proposed for the elementary level. Assistant teachers would be paraprofessionals who hold two-year degrees from community colleges or four-year degrees from universities. For full details on the operation of the teacher team, contact the author, 1185 Keeler Ave., Berkeley, CA 94708.

Figure 1. An Overview of the Minnesota Plan's Restructuring of Schooling



of further education. Since all students would have had core academic instruction, education in grades 11 and 12 would be specialized: some students might choose to prepare for college; others might select vocational or technical training; and still others might choose specialized education in fine arts or music, in supervised community service, and so on.

Students would receive a state grant for post-grade-10 education that would enable them to go to public or private institutions of their choice. Public school districts would undoubtedly continue to be the primary providers of 11th- and 12th-grade specialized education, though they would have to develop stronger, more focused programs. Public schools would be in competition with each other, and they would also "compete" with existing postsecondary institutions (for example, community colleges and four-year state universities), private institutions, or other new state-certified educational organizations (for example, the Minnesota Plan proposes the establishment of an Entrepreneurial Development Fund for teachers who would like to establish schools for specialized education).

This restructuring would take advantage of strengths in the best European systems, while preserving — indeed, strengthening — the American ideal of high-quality education for all. It would restore meaning to the high school diploma, and, at the same time, it would

return American secondary education to its essential purpose: providing a basic education for all students. In addition, students would choose their initial career direction in grades 11 and 12, after they have mastered core skills and are therefore more capable of making responsible choices.

2. Deregulate curriculum and instruction. Educators should be free to design curriculum and instruction that they feel meet state standards and community needs. States should set basic goals; educators should be responsible to the community for helping students to meet these goals.

A restructuring of schooling could not realize its full promise without jettisoning the anachronistic system of employing course-unit/seat-time requirements as the criterion for student promotion and graduation. Advancement should be based on demonstrated achievement.

The Minnesota Plan promotes this concept in a number of ways. State-mandated course and graduation requirements would be eliminated in favor of a statement by the state of the competencies students are expected to master and two state tests, which would be required of all students before they leave the sixth and 10th grades.

The tests would be given in the state-determined core areas. They would be challenging, subject-matter examinations, emphasizing higher-order skills. They would not be minimum competency tests but would include writing and

problem-solving exercises graded by teachers outside of the student's district. Since these tests would powerfully influence local curriculum, teachers would develop them with the assistance of experts.

The examinations would qualify a student for graduation, but they would not guarantee it. The requirements for graduation would be fixed by school districts. A score on these tests, which could be taken more than once, would indicate a student's level of mastery at the time of the testing. The state would not establish a minimum passing score, though awards for high achievement might be offered.

This plan would help reorder the current unsatisfactory balance between state regulation and local control. There would be stronger local control and accountability within a common framework of statewide expectations for schooling. State course requirements would be eliminated in favor of a more appropriate way for the state to influence the content of schooling: the state would establish expectations regarding the competencies that all students should master and require tests to measure the results. Districts and schools, not the state, would decide how they should design curriculum and instruction to meet local needs. The community could hold educators accountable because school-level average scores would be made public and, unlike today, the results would be easily understood and comparable across schools.

Figure 2 illustrates other aspects of the proposed balance between state, district, school, community, and student responsibilities. All common high schools would provide instruction in such core areas as communication, social studies, mathematics, and science. Local districts would decide what other subjects to require — perhaps physical education and foreign languages, or fine arts and music, or health education and consumer awareness. The possibilities are many, and the courses actually offered would reflect the values of local communities and therefore be quite diverse. Figure 2 shows one scenario in which half the courses would be in the state-required core and one-third in locally determined subjects.

Furthermore, though students would have a more structured environment than they now have in high school, they would also have the freedom to develop their own interests. In the Minnesota Plan, secondary students would have

This is group I name.
Allen affiliated with

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...ation

Heritage



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EMPOWER AMERICA

For your INFO.

1776 I Street, NW, Suite 890
Washington, DC 20006
(202) 452-8200

January 4, 1995

Mr. Pat Garland
State Chairman
Christian Coalition
1401 Johnson Ferry Road
Suite P7
Marietta, GA 30062

Dear Mr. Garland,

On January 25, Empower America, along with the Center for Education Reform and the Educational Excellence Network, will sponsor a one-day educational policy summit in Washington, D.C. to help you in your efforts to reform the education system.

As conservatives turn to the task of governing, we face important questions about how best to reform, change and reconstruct important social policies. No social policy is more important than the task of educating our children. The real hope in education reform, however, does not come from Washington, but from the states.

This forum, designed not for policy experts, but for state elected officials and other state leaders, will unite you with like-minded officials, strategists and education policy experts. The goal here is simple; to provide an opportunity for you to hear what is happening in other states, to hear about some new ideas, and to provide you with the resources you need as you govern.

We realize that there is no magic bullet in the fight to reform education, but we also believe that this will be an important opportunity to learn and to plan. Enclosed is a preliminary overview of the day's agenda, as well as a response card. Please take a moment now to mail, fax, or phone your reply. Our number is (202) 452-8200 or (800) 332-2000, and our fax is (202) 833-0388. If you have any questions, please call Christian Plakston at x. 257 or for help with reservations, Manon McKinnon at x. 238.

We look forward to seeing you on January 25.

Sincerely,


Lamar Alexander


William J. Bennett

Founding Chairman
Theodore J. Forstmann

Chairman
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EMPOWER AMERICA
CENTER FOR EDUCATION REFORM
AND
EDUCATIONAL EXCELLENCE NETWORK

PRESENT

Wednesday, January 25, 1995
8:30 a.m. to 6:00 p.m.
The National Press Club, Main Lounge
529 14th Street, N.W.
Washington, D.C.

The following is a preliminary agenda for the summit.

Confirmed speakers include:

Former Secretaries of Education and Empower America Co-Directors

Lamar Alexander and William Bennett

Governor Tommy Thompson of Wisconsin

Arizona State Superintendent of Schools Lisa Graham ←

PANELS:

The New Public Schools

Looking at charters and other forms of school governance.

Local Management and State Sovereignty

The states assert their rights in education.

Assessing the Real Federal Role

Invited: Majority Leader Congressman Dick Arney

Expanding Opportunities for Parents and Communities

Looking at school choice options.

Standards and Accountability

A review of the debate and highlights of individual states.

**NEWS
& VIEWS**

Vol. XIV, No. 9

September 1995

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Diane Ravitch**
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Chicago**

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Institute
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→

New Center To Explore Governance Alternatives

By Ann Bradley

The RAND Corporation and the University of Washington's Institute for Public Policy and Management have jointly established a new center that will explore alternatives to the current system of education governance, particularly in urban areas.

Paul Hill, a senior social scientist with RAND and a professor at the university, is heading the center, known as the Program on Reinventing Public Education.

"I've become convinced that the marginal, inside-the-system changes we've been talking about—decentralization, site-based management—are all much too gentle," Mr. Hill said in an interview. "They are experimental projects that leave the core of the bureaucratic system intact."

Instead, Mr. Hill and his colleagues plan to explore how school boards could create "contract

schools" that would be legal entities operating under specific agreements with local boards. Such schools would have a strong sense of mission and a cohesive faculty, and would have to meet certain criteria to continue to operate.

The idea differs from the popular "charter schools" concept, Mr. Hill said, because school boards' primary mission would be to create contract schools. Under the charter approach, boards react to people who want to open schools, rather than seek them out.

Contract schools, in Mr. Hill's conception, also would be different in that they would operate under legal contracts that would hold them accountable for student performance and give them an assurance that they could continue as long as they were successful. Charter schools, he said, are subject to "political vagaries."

The Program on Reinventing Public Education will generate

papers exploring the many questions involved in creating a system of contract schools.

Mr. Hill proposes, for example, that teachers work for individual schools, rather than for a central board. Their unions, he says, could help teachers find suitable spots and would negotiate only certain basic protections, much like the union that represents players in the National Basketball Association.

While districts initially should launch contract schools to help restructure their lowest-performing schools, Mr. Hill envisions entire districts being governed under such a system.

Hopes To Build a Network

The Seattle-based center will try to build a national network of local business, civic, and political leaders who are interested in changing the governance of their schools and help them link up with people in education who have

similar interests.

"I'm trying to be both a researcher and provocateur to make the ideas as concrete and understandable as possible and to try to help localities and state legislatures to do something," Mr. Hill said.

Under a contract-school system, school boards' primary missions would be to monitor schools' performance and to make sure they had contractors to run them.

Mr. Hill said he was confident that people would be interested in running contract schools. He said he has talked about the idea with people in Denver and Seattle.

Providers might include magnet schools, universities, or clusters of elementary schools that want to create a middle school, he said.

The Program on Reinventing Public Education is supported by the Exxon Education Foundation, the Pew Charitable Trusts, the RAND Corporation's Institute for



Paul Hill's new reform effort will encourage school boards to create "contract schools."

Education and Training, the Mann-Paller Foundation, and the Medina Foundation.

More information is available from Mr. Hill at (206) 543-0190.

Ill. District Seeks To Force U.S. To Boost Impact Aid

By Mark Walsh

An Illinois school district is using an untested state law to try to force the federal government to pay more for educating children who live on a military base in its district.

North Shore School District #112, which serves Highland Park and other affluent suburbs north of Chicago, is seeking to detach from

dents, as a result of consolidation, now make up a smaller proportion of the North Shore district.

Another suburban Chicago district that is closer to the Great Lakes naval base last year voted to dissolve in protest of what it considered inadequate state funding and federal impact aid. North Chicago School District #187 withdrew its application to dis-

PACKETS POST

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Charity bike-a-thon to ride Saturday

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Sponsored by the League of Women Voters will again sponsor a bike-a-thon to raise funds for

Public money bad for private schools

The leadership of conservative groups and the Christian Coalition are making a fatal mistake by calling for legislation that provides public money for private schools.

I once crossed a faculty picket line and suffered the singularly most traumatic experience in my life; no one could possibly be more averse to the monolithic political control of public education by unions than I. It is precisely for this reason that I oppose public vouchers for private schools; government money is inevitably accompanied by government control.

Many believe an impenetrable fire wall can be built between government control and the autonomy of public education, but it defies common sense and history to argue that the recipient of money can in perpetuity restrict the giver. It works the other way around. Congress eventually would triumph with what is money it allocates; the same would hold at the state level, should Congress pass on educational block grants to state legislatures. If the courts interdict, Congress or state legislatures simply would circumvent by writing another law. It happens all the time.

We found this out the hard way at Hillsdale College. Our students initially received Pell grants and federal loans, with Congress declaring that no strings would be attached. Ten years later the government and the courts changed the rules: Students receiving government grants or loans would make the institution those students attended a "recipient" of federal funds and therefore required to comply with centralized, political terms from Washington. We told D.C. to keep its money and provided private dollars to our students.

But most private schools would not reject government funds because all they have to do is close their hands on the windfall. Having received the largesse, most private schools then would expand curricula, staff, buildings, salaries and budgets to the point of irrevocable dependency. Following the defeat of Proposition 174 in California, the Association of Christian Schools Interna-

tional found that 132 of its California member schools supported this voucher proposal, with 21 opposed and 25 neutral. Easy money tempts a selling of the soul to Mephistopheles — who is attractive, not ugly.

Free World Research has compiled a list of educational restructuring bills by last year's Congress. It is plethoric. The new Republican Congress and a Prop 174 disclaimer that "private schools ... be free from unnecessary burdensome, or onerous regulation" may keep "civil rights" interventions at bay for now, but what about for our children or grandchildren?

All of this might be a sound and fury signifying nothing: There is evidence suggesting that the voucher/choice movement, if it includes private school and is subjected to referendums, is already stone dead. The chief reason for this is that, ironically, too many Republicans and conservatives oppose it, for among the following reasons:

- Half of Republicans are satisfied with public schools.
- Current or prospective customers (parents) of private schools don't want the status quo disturbed.
- Many Republicans and conservatives don't approve in principle of taxpayer money going to religious schools; four-fifths of private schools are religious.
- Many realize that government money to private schools sooner or later will be followed by government control.

A partial solution is already before us: the proliferation of charter schools, competition by means of public money for competing public schools. Teacher unions are already frothing over this development. Private vouchers, too, have begun to proliferate and have unlimited potential. Unlike public vouchers to private schools that would toss out the baby with the bath water, charter schools and private vouchers will add more babies to the tub.

Ron Trowbridge is vice-president for external programs and communications at Hillsdale College in Hillsdale, Mich.



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**COMING THIS SPRING
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Diane Ravitch, Editor

This volume brings together a diverse group of experts to debate the utility and equity of increasing the use of standardized tests for students, teachers, and schools.

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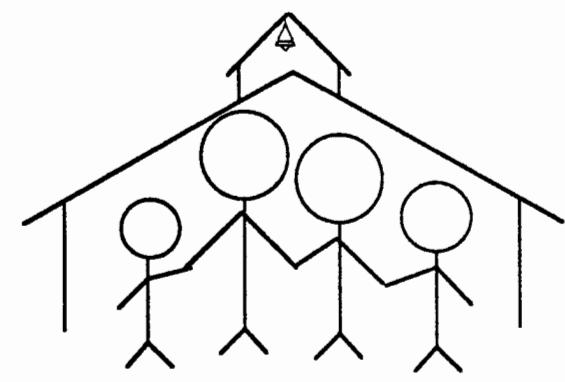
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Ronald Reagan**

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| Hon. Jeremiah Denton
U.S. Senator | Hon. William Kean
Gov. New Jersey |

An Agenda for Leadership

Monday, September 30

Dr. Gordon Schultz, Conference Chairman

- 9:00-12noon Registration - Ramada Hotel at Broadview Place
- 12:00-1:00 pm Luncheon - Welcome
- 1:00-2:00 pm Dr. Tim LaHaye
- 2:00-2:30 pm Dr. Milton Friedman - via video
- 2:30-3:00 pm Break
- 3:00-4:30 pm Dr. Gene Kerr - Pres. Savant Inc.
- 4:30-5:00 pm Dr. James Dobson - via video
- 5:00-6:00 pm Break
- 6:00-7:30 pm Dinner - Dr. Larry Uzzell - Scripps-Howard News
- 8:00 pm - ? Pow-Wow Mid America All Indian Center

Tuesday, October 1

- 8:00-9:00 am Continental Breakfast
- 9:00-10:00 am Dr. Joan Ratteray - Pres. Institute For Independent Education
- 10:00-10:30 am Dr. Charles O'Malley - Exec. Asst. to the Secretary for Private Education
- 10:30-11:00 am Break
- 11:00-12:00 am Business Leaders Panel with Q & A
- 12:00-1:30 pm Luncheon Dr. Joe Nathan - Nat'l Governor's Association **MN**
- 1:30-2:00 pm Break
- 2:00-3:30 pm Susan Staub - Nat'l Right to Work
- 3:30-5:00 pm Chief State School Officers Panel
- Dr. Ruth Randall - Minnesota, Dr. Bob Benton - Iowa, Dr. John Folks - Oklahoma, Dr. Harold Blackburn, Kansas
- 5:00-6:00 pm Break
- 6:00-7:30 pm Dinner - Phyllis Schlafly - "National Perspective"
- 8:00 pm - ? "Wichita On The River"

Wednesday, October 2

- 8:00-9:00 am Continental Breakfast
- 9:00-10:00 am Douglas H. M. Branion - Canadian Consul General "Canadian Perspectives"
- 10:00-10:30 am Break
- 10:30-11:00 am T. Boone Pickens, Mesa Petroleum
- 11:00-12:00 am President Ronald Reagan and / or U.S. Secretary of Education William Bennett, To be confirmed.

Program may be subject to revision.

President of the United States
Ronald Reagan



"We will be in touch with you closer to the time about the possibility of his (The President's) acceptance."
 Letter from Fred Ryan
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 U.S. Secretary of Education



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 Focus On The Family



Dr. Tim LaHaye
 Family Life Seminars



Dr. Milton Friedman
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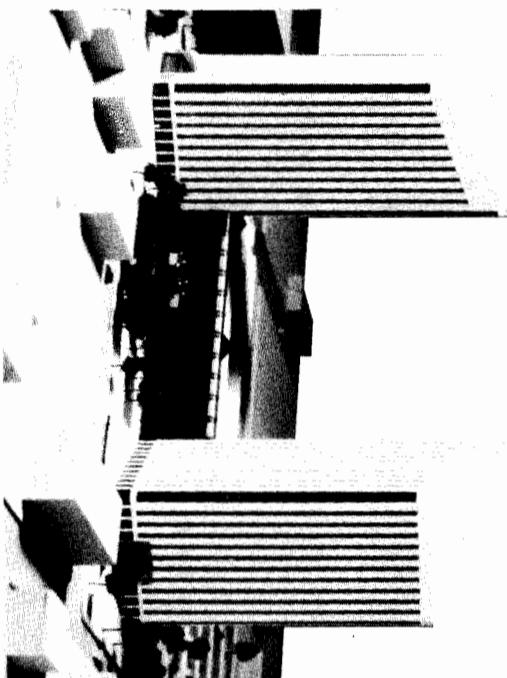
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Variations on a Trend in Public Education

*How Schools Are Chartered in Eleven States
and in the Russian Federation*

by Abby R. Weiss

Few would deny that the way we school our children needs restructuring. Meaningful educational restructuring calls for giving parents, teachers, and administrators opportunities to think and act anew—to develop new methods of teaching and to create, where necessary, new schools. In the current system, schools often become mired in the quicksand of bureaucratic regulations and restrictions, unable to carry out new ideas in a structure designed to preserve the status quo. One response to the urgent need for change in education is to charter public schools.

Charter schools are being either considered or implemented in many states across the country as an opportunity for teachers and parents to create new schools that are autonomous. Because they are not subject to the direct control that prevents public schools from experimenting, these schools represent opportunities for real change. Ted Kolderie of the Center for Policy Studies in St. Paul, Minnesota, discusses the concept: "The 'charter' idea is to offer change-oriented educators and others the opportunity to go either to the local school district or to some other public body for a contract under which they would set

NEW SCHOOLS, NEW COMMUNITIES, Vol. 11 No. 1,
Fall 1994 10-20
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Author's Note: Research for this article was based almost exclusively on the legislation and proposals from each of the states and the Russian Federation.

VARIATIONS ON A TREND IN PUBLIC EDUCATION

Table 1
Features of the Charter School Approval Process by State

	CA	CO	CT	GA	MA	MI	MN	MO	NM	PA	WI	RF
LEA approval required?	yes	yes	no	yes	no	no	yes	no	no	no	yes	yes
Criteria for LEA disapproval given?	yes	no	—	no	—	—	no	—	—	—	no	no
State approval required?	no	no ^a	yes	yes	yes	no	no ^a	yes	yes	yes	yes	yes
Criteria for SEA disapproval given?	—	yes	no	yes	no	—	no	no	yes	no	yes	yes
Duration of term of charter (in years)?	5	5	5	3	5	var.	3	5	5	5	5	n.s.
Maximum number of charters per state?	100	50	6	no max.	25	no max.	20	3	5	no max.	2/dist.	none

NOTE: CA = California; CO = Colorado; CT = Connecticut; GA = Georgia; MA = Massachusetts; MI = Michigan; MN = Minnesota; MO = Missouri; NM = New Mexico; PA = Pennsylvania; WI = Wisconsin; RF = Russian Federation. n.s. = not specified.

a. SEA approval required for appeals only.

There is no stated limit to the number of schools that could be approved.

Wisconsin Charter Schools

Wisconsin passed charter school legislation in 1993 (Wisconsin Statutes 118.40 [Charter Schools]).

A school board must receive approval from the state superintendent to establish up to two charter schools in its district. The law states that a school board must hold a public hearing to consider the level of employee and parental support for the establishment of the charter school. After the hearing, the school board may grant or deny a petition. No other evaluation criteria are outlined in the law.

The state superintendent shall approve the first ten requests received. The state superintendent will ensure that the charter schools are established in no more than ten districts. The state may revoke a school board's approval if the school board has not begun to operate or made significant progress toward operating a charter school. No appeals process is mentioned in the law.

The charter school terms are for five years, and schools may be renewed for one or more terms of up to five school years. In the statute, there is no discussion of the criteria for renewal. Approval may be limited by the number of schools allowed per district (two)—however, if a district wishes, it can apply to

convert the whole district. Revocation of the charter can occur if the school board finds that the charter violated its contract, that pupils enrolled in the school failed to make sufficient progress toward attaining the educational goals, or that the school failed to comply with generally accepted accounting standards of fiscal management.

Law on Education of the Russian Federation

The Russian Education Act of July 1992 (De Groof 1993) established a system of schools closely resembling charter schools.

The approval process in the Russian Federation requires that "agencies of local self-government" award registration in order to make the education institution a "legal person" (Art. 33, Art. 12). In the law, there are no specific approval criteria, except that registration cannot be denied upon grounds of "inappropriateness" (Art. 33).

The state must issue a license for the school to "engage in educational activity." The license is issued by an appraisal committee comprising representatives of state and local agencies. (The state can order a local authority to issue a license.) After a license is issued, a school must be accredited by a federal agency (or an authorized state agency) to determine whether the content, level, and quality of training of graduates will meet the state educational standards. A precondition



Empower America Hosts San Francisco Conference

Regional Meeting Draws 500 Local Activists

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SAN FRANCISCO, CA — Empower America drew over 500 local activists to its fifth regional conference, held in San Francisco, California, on June 1, 1994. The regional conferences are designed to engage conference participants in an open discussion with Empower America's Co-directors William Bennett, Jack Kemp, Jeane Kirkpatrick and Vin Weber.

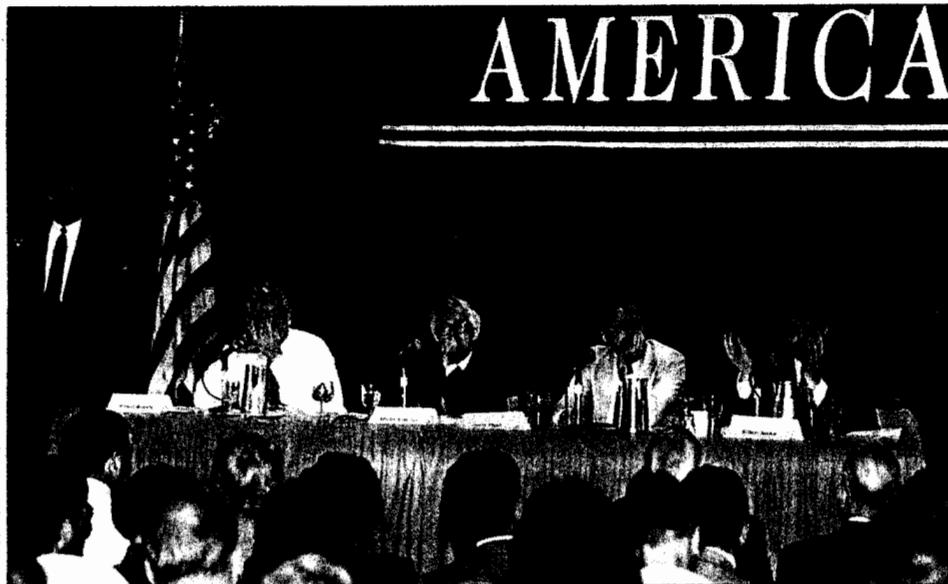
The conference focused on the future of entitlements. Panel discussions addressed different aspects of entitlement programs ranging from the information superhighway, to welfare policy, to the current debate over health care reform.

The first session covered America's newest entitlement, the information superhighway and the direction of the current administration's technology policy. Famed author and economist George Gilder advocated free market alternatives to President Clinton's government managed approach to developing information technologies. Other panelists included Larry Ellison, Chairman of the Oracle Corporation and Tom Hazlet, a professor at the University of California at Davis who specializes in telecommunications policy. A lively discussion followed panelists' presentations in which several conference attendees shared frustrations with a government-run technology policy.

"WE HAVE SPENT ENORMOUS SUMS OVER THE PAST THREE DECADES ON WELFARE PROGRAMS AND WHAT DO WE HAVE TO SHOW FOR IT?"

Empower America Co-director William Bennett led the discussion on welfare reform from which several suggestions were offered by both panelists and conference participants. Addressing the status of the welfare system, Bennett told the grassroots activists, "The current system is a complete failure. We have spent enormous sums over the past three decades on welfare programs and what do we have to show for it?"

Jack Kemp provided the luncheon



Panel discussion at Empower America Conference in San Francisco featuring Vin Weber, Bill Bennett, Larry Mead, Martin Anderson and Robert Rector.

address entitled, "The Assault on Personal Liberty: The Clinton Administration and the Growth of Entitlement Programs." Addressing the recent growth and creation of entitlement programs, Kemp said, "Government — not the entrepreneur — is the centerpiece of the Clinton economic plan. The notion that government can guide America to prosperity is the fundamental flaw that fuels Clinton's belief that 'government must do more.' This is wrong — individuals must do more. The future of American prosperity depends on whether we can roll back government's interference in our lives and allow the entrepreneurial spirit to flourish again."

The afternoon session, chaired by Empower America's Chairman of the Board, Malcolm S. Forbes Jr., addressed health care reform. Forbes opened the session by airing Empower America's latest health care television commercial which criticizes President Clinton's nationalized health care plan. Joining Mr. Forbes in the discussion were health care policy experts Stuart Butler of the Heritage Foundation, Merrill Matthews, Jr. of the National Center for Policy Analysis and Sally Pipes of the Pacific Research Institute. Each pol-

icy expert stressed the need for free market health care reforms as opposed to government managed proposals.

Forbes criticized the Clinton administration's assumption that individuals can't be trusted to make sensible decisions about health care and that the only solution is a government run system. He advocated a new health care system based on private sector decisions and reforms, such as tax incentives like medical tax-free savings accounts. He emphasized that individual based plans have eliminated health care inflation, and that individuals are very capable of making free market decisions regarding their specific coverage needs.

Empower America's regional conferences have served to unite grassroots activists around the country in an effort to promote the conservative agenda of limited government. The San Francisco conference received national media attention which has helped Empower America deliver its message to the American people. It is this message that Empower America will build upon as these issues are discussed during the 1994 elections. For more information about Empower America's upcoming events, call 1-800-4-EMPOWER. ■

EMPOWER AMERICA

Speeches & Lectures

Each month, Empower America's leaders give dozens of speeches and lectures to a variety of audiences across the country. The following are highlights from some recent addresses they delivered during the past several months:

Remarks by George Gilder

*At Empower America's
San Francisco Regional Conference*

...What's going on in electronics with this exponential upsurge is not commodity competition, it's dynamic competition. It's creative destruction. And what is optimal now in technological competition, technology competition focuses on innovation, and innovation is the pursuit of the temporary positions of monopoly — that's what innovation is. And innovation is an advance that nobody else has for a while. It's a monopoly...That's what motivates high levels of investment and risk-taking in technology advance. But if you begin a race by saying nobody can win, and nobody can make any money, you essentially prohibit the creation of a real broad-band infrastructure in dynamic advances in electronics and communications...

"Building Bridges To Build A Better Michigan"

*By John Engler, Governor of Michigan
Addressing the Greater Detroit Chamber
of Commerce Mackinac Conference*

...How did we turbocharge Michigan's economy? By cutting taxes, cutting red tape and holding the line on government spend-

ing. We made tough decisions, built partnerships, and we worked together. Just as Michigan companies are re-engineering the way they do business, we are reinventing state government — from top to bottom...

"Capitalism and Democracy American Style: Can They Co-Exist?"

*By Theodore J. Forstmann,
Founding Chairman, Empower America
Grants Political Conference*

...No political freedom, their words echo down to us, is secure where the right to property, the fruit of one's own intellectual or physical labor, is not strong. Government's job, our Founders all believed, was basically to create a stable environment in which free people could operate; to provide the permanent political conditions in which economic changes would inevitably occur. This was all basic non-controversial stuff. And so, for example, in Wilson's day, Americans paid no more than 10 percent of their earnings to all levels of government. When the income tax was first proposed in 1909, one senator rose to suggest a constitutional limit of ten percent. And it's staggering to reflect how this suggestion was greeted. After further heated debate, the idea was rejected on the

grounds that if a ten percent maximum were set, the income tax might inevitably rise to that ominous level...

"The Real War On Crime: States On The Front Lines"

*By George Allen, Governor of Virginia
Addressing The Governor's Forum*

...The surge in violent crime is more than a "thief in the night" stealing someone's belongings. It is stealing something much more precious: our freedom. It is denying our citizens their unalienable rights to life, liberty, and the pursuit of happiness; their right to work, live and raise a family without being terrorized and victimized by violent criminals and lawlessness...

...There is only one way to stop it [crime], and that is to take the people who are committing the violence — that small percentage of criminals who commit the vast majority of crime — and get them out of the free society that they have declared war on. Because one thing is certain: The one place a violent career criminal won't harm more innocent people is in prison...

...But the last thing we need from Congress is more expensive social spending designed to fight crime. If social welfare spending were the answer to crime, the street corners of America would be far and away the safest in the world. This approach has failed us for the past 30 years, and will continue to fail. We in the states need flexibility, we need to cover the costs of prison construction, and we need the freedom to combat violent crime with the common-sense methods our citizens demand.

To obtain the full text of any of Empower America's recent Speeches and Lectures, write to Empower America, Attn: Speeches and Lectures, 1776 I Street, NW, Suite 890, Washington, DC 20006. Speeches and Lectures cost \$2.00 each for postage and handling. Please make checks payable to Empower America. ■

HEALTH CARE ACTION ALERT

As the debate in Congress over health care reform continues, it is essential that your voice be heard. Calling and writing your Representative and Senators is the most important action you can take:

• **Contact your Senator:** Call the U.S. Senate Switchboard at (202) 224-3121 Or write: Senator _____
United States Senate, Washington, DC 20500

• **Contact your Congressman:** Call the U.S. House of Representatives Switchboard at (202) 225-3121 Or write: Congressman _____, U.S. House of Representatives, Washington, DC 20505

Get informed about the choices in the current health care debate. For more information, write for a copy of Empower America's Health Care Issue Briefing, laying out the case against the Clinton plan and the principles upon which an alternative plan should be written.

E
A

57- IPR...
61- equitable...
81-...
84-...
78-...

67-...
71-... advocate...

THE UNFINISHED AGENDA:

A NEW VISION FOR CHILD DEVELOPMENT AND EDUCATION

A Statement by the Research and
Policy Committee of the
Committee for Economic Development



p. 54 team/small use model
p. 40 Rand Corp.

5/2
Should be...
for...
has...

growth. The report emphasizes that the first actions we must take are to strengthen families and increase the abilities of parents to act as their children's first and most important teacher.

The report also recognizes that as we begin to prepare children better for formal schooling, we will be in danger of squandering our early investment unless we also restructure the schools to enable them to meet the diverse learning needs of their students at every stage of the educational process.

THE IMPACT OF BUSINESS

Throughout its work on improving educational achievement, CED has consistently urged business involvement in this effort. To provide data on the contributions of business, CED commissioned new research. The resulting study, titled *Business Impact on Education and Child Development Reform*, by P. Michael Timpane, president of Teachers College, Columbia University, and Laurie Miller McNeill, clearly demonstrates that the advocacy of the corporate community nationwide has been instrumental in driving the evolving agenda on reforming our system of education and child development.

For its analysis of the implications of demographic change on human resource development, *The Unfinished Agenda* also draws on illuminating research conducted for CED's recent policy report *An America That Works: A Life Cycle Approach to a Competitive Work Force* (1990). The underlying message of this report is that the profound changes in our society and economy over the past twenty years will overwhelm us unless we are willing to transform our system of human investment to ensure that every child is prepared to be a productive citizen.

See...
1990

ACKNOWLEDGMENTS

On behalf of the Research and Policy Committee, I would like to express our deepest appreciation to (James J. Renier) chairman and chief executive officer of Honeywell, Inc., for the energy, wisdom, and commitment he demonstrated as chairman of the CED Subcommittee on Education and Child Development. Jim Renier also brought an unusually high degree of practical experience to the subcommittee process, as exemplified by his leadership of the innovative Minneapolis Success by 6 project and his work on behalf of education with the Minnesota Business Partnership and the national Business Roundtable.

Minnesota

The Committee responsible for The Unfinished Agenda, along with the Research Policy Com.

with...



SUBCOMMITTEE ON EDUCATION AND CHILD DEVELOPMENT

(see Hudson list)

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Non-Trustee Member*

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Chairman of the Executive
Committee
Pittway Corporation

Dallas
Morning
News
Ch. 8 TV

*Voted to approve the policy statement but submitted memoranda of comment, reservation, or dissent.
*Nontrustee members take part in all discussions of the statement but do not vote on it.

* testified for reauthorization of Chap. 1, ESEA, 1987 (HR 5)
now PL 100-297
(reauthorized with HR-6)

This is probably one of schools to be visited.

South Shore Charter School, Inc.

Developing A New Type of Public School to Serve the South Shore

Our Approach

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Dovetail Consulting
Fit For Success, Inc.

→ Hull Council For Business &
Cultural Development, Inc.
Ma. Alliance Against Violence

→ National Academy Foundation
Saint Communications, Inc.
Sandcastle Associates, Inc.
Suffolk University
Theodore S. Samet Company
Very Special Arts Mass., Inc.

We use projects and apprenticeships to integrate learning, encourage daily reading and writing, and motivate achievement in academic and skill competencies for college, work, and life. Our student projects and apprenticeships are in the areas of environment, human service, communication, and entrepreneurship. Students choose projects within each of these areas in which they are interested and our teachers will encourage them to branch out and not avoid things that they will need to know in the future. Groups of students working together on projects are encouraged to work as a consulting team on the project with their work completed to the client's satisfaction.

Our projects place the student at the center of a diverse and mutually respectful educational community of teachers, parents, inter-generational community volunteers, and experienced practitioners who all act as general coaches and student advocates. We encourage and assist heavy parent and other adult reinforcement of students as workers through extensive student writing and reading. Our process is reinforced by the resources of many college, nonprofit, and business partners. We use these active, daily partnerships to connect our students' learning with the current needs of the marketplace on the South Shore or with needs in the areas where our home-schoolers live.

Our students are encouraged to progress at their own speed to cover all of the academic and career competencies that our curriculum requires for their age level. They will spread their work over an extended-day and extended-year schedule. Their individual progression is regulated by their demonstrating their competency through presentations to their teachers, standardized tests, portfolio assessments, and regular exhibitions of mastery. All of this will be tracked by an interactive computerized system. The exhibitions of mastery are interdisciplinary before diverse panels of internal and external practitioners in the academic and life competencies being demonstrated. For our home-schoolers, while most of their work is via mail, telephone, and electronic mail; we require each of them and one of their parents to visit the Charter School twice a year for a three-day, face-to-face exhibition of mastery.

We work to foster character, initiative, leadership, problem solving, critical thinking, team work, and communication as well as academic skills in math/science/technology, the humanities, and communication. As incentives, high school aged students may earn transferable college credit from Suffolk University and Massasoit Community College for much of their work and may also qualify for paid apprenticeships on their own projects or in area organizations.

The South Shore Charter School is located in Hull and is initially drawing students from Kindergarten - 2nd grades and 7th-10th grades from across the South Shore. We also provide support programs for students and parents involved in home schooling. The Charter School was founded and is managed by Dovetail Consulting which reports to a nonprofit Board of Trustees that is answerable to the State Secretary of Education.

*no school board?
no local control*

c/o 936 Nantasket Ave. ♦ Hull ♦ Mass. ♦ 02045 ♦ (617) 925-3078 ♦ FAX 925-9818
Local Education Foundation: Hull Council For Business & Cultural Development, Inc.
Management Company: Dovetail Consulting

South Shore Charter School, Inc.

Developing A New Type of Public School to Serve the South Shore

Information For Applicants

The South Shore Charter School is now accepting applications from interested K-2nd and 7th-10th grade students and their parents for the school year beginning in September of 1995. During this fall and winter, parents of students who apply will be involved in the development of the curriculum and will be assisted in beginning to work with their children to prepare them for our curriculum framework, learning process, and culture.

To apply, parents or guardians of interested students should write a brief letter of why they would like their child to be in the Charter School and how they might be helpful to their student's education. Students who will be in the 7th-10th grades in the fall of 1995 should also write a letter explaining their reasons for wishing to attend the Charter School and ways in which they have helped others. Their letter should be co-signed by a parent and have a copy of the student's resume attached. Parents and teachers will be encouraged to attend a brief evening or weekend meeting each week. Students and parents will negotiate and co-sign individual learning contracts.

During the Fall and Winter of 1994-1995, we are offering Suffolk University and Massasoit Community College courses for adults and high school students, high school apprenticeships in environment, human service, and communication, Saturday and vacation enrichment programs, and monthly inter-generational forums introducing our curriculum, process, and teachers.

For further information, please complete and return the form below.

✂ ✂ ✂ ✂ ✂ ✂ ✂ ✂ ✂ ✂ ✂ ✂ ✂ ✂ ✂ ✂ ✂ ✂ ✂

- Send an application for my child to attend the Charter School in September of 1995.
- Send me an application for my child to enroll as a Charter School Home-Schooler.
- Put me on the invitation list for the pot-luck Intergenerational Forums.
- Enclosed is a check for \$40, please enroll me in the "Friends of the Charter School",
- I will volunteer as a tutor, instructor, or mentor for the Charter School's students.
- Send (student or instructor) registration information for our Saturday & Vacation Enrichment Programs beginning in November of 1994
- Send registration information for the 2nd offering of Massasoit Community College courses to begin in January of 1995

Name: _____ Phone Number: _____

Address: _____

Name of Potential Student(s): _____ Age(s): _____

Make Check Payable To: *South Shore Charter School, Inc.*
936 Nantasket Ave. ♦ Hull ♦ Mass. ♦ 02045 ♦ (617) 925-3078 ♦ FAX 925-9818

lifelong learning / training →

N.S.B.A. Endorses Alternatives to Traditional School Governance

By Lynn Olson

The National School Boards Association should assist local boards interested in contracting out school services by creating a technical-assistance network for them, a report released last week suggests.

The report, by a task force on public school governance, was unveiled in New Orleans at the organization's annual meeting. It was expected to be approved by the N.S.B.A.'s board of directors.

Titled "A New Framework for School Governance," the report endorses school-based decision-making, charter schools, and other alternatives to traditional governance structures, provided they meet local needs.

It also argues, however, that the retention of elected school officials at the local level "guarantees that policymakers are ultimately accountable to the community."

The association's board of directors created the task force last year after a series of scathing reports took local boards of education to task for micromanaging schools

and lacking a broader vision.

"We had been more reactive than proactive," explained E. Harold Fisher, the chairman of the task force and the immediate

Network urged to help districts interested in contracting out services.

past president of the N.S.B.A. "Those people who actually dealt in governance had not been heard."

Much of the report focuses on improving the alignment of government services at all levels so that children can meet high academic standards. School governance, Mr. Fisher asserted, "is really a collaborative effort."

The report also recommends that the N.S.B.A. release an annual

report card on the state of school governance. It would include such information as how many board members in each state participate in annual training conducted by the N.S.B.A. or a state school boards' association.

That way, said Mr. Fisher, "we can tell from the various states how well the school boards are doing."

Child-Development Goals

The task force endorsed the creation of a national board to help set voluntary learning standards for students, as required by the Goals 2000: Educate America Act signed into law by President Clinton late last month.

The N.S.B.A. panel also offered support for the creation of "opportunity to learn" standards that would measure the delivery of education by assessing the resources, practices, and conditions needed for effective performance.

In addition to the national education goals, the new report advocates the creation of national goals for child and youth development.

"The line between services of-

fered by schools and those offered by health, welfare, and other agencies is changing," the report notes. "Establishing explicit, substantive goals based on children's needs will allow providers to coordinate services more effectively and insure that help is available to those in need."

At the state level, the report calls for statewide youth-service plans that would cut across traditional bureaucratic boundaries and focus instead on clients' needs.

States should also provide "stable, predictable, adequate, and equitable funding to fulfill the state-level youth-service and education plans," it argues.

Vision and Structure

The report notes that the N.S.B.A. in 1992 adopted a policy statement outlining four major responsibilities of local school boards. It urges boards to:

- Set a vision for education—including the adoption of goals and outcomes—with broad community participation.
- Establish a structure that reflects local circumstances and

works through a strategic-planning process.

- Create an accountability system that includes a provision for staff and board training.

- Advocate on behalf of students and schools in the community and among other units of governance.

"These four functions—vision, structure, accountability, and advocacy—will help local, elected governance bodies avoid activities counter to educational improvement, such as micromanagement of school district affairs," the report says.

The report also suggests that boards require teachers and administrators to participate in professional-development networks that expand their knowledge.

The 23-member task force included representatives from a number of state school boards' associations, as well as the leaders of the black and Hispanic caucuses and the council of urban boards of education. The task force met six times and reviewed 67 articles and reports, as well as consulting outside experts.

Education Week
4/13/94

Court Blocks Accrediting Agency's Reprimand of Gary District

By Peter Schmidt

An Indiana state court last week blocked a regional accrediting organization from reprimanding the Gary school system for its governance problems.

A Lake County Superior Court

judge ruled that the North Central Association of Colleges and Schools had denied the Gary school board due process when it determined that the board's power struggle with the district's superintendent violated N.C.A. standards.

Judge James Danikolas enjoined

the nonprofit N.C.A., which institutions belong to on a voluntary basis, from taking action to formally classify the district's schools as having been warned of possible accreditation loss. He concluded that such action would cause the district irreparable injury.

If the Gary schools were listed by the N.C.A. as "warned," the judge said, their graduates would find it more difficult to get into college or obtain scholarships, and the school system could encounter problems in maintaining state accreditation.

An official of the private association, which accredits more than 7,000 educational institutions in 19 states, said last week that he knew of no other case in which a member had sought, much less obtained, a court ruling challenging the actions of his organization's leadership.

"We hope the board has not boxed everybody in" said Ken F. Gose, the executive director of the N.C.A., who argued that the court's injunction could prevent his organization from granting the district a routine renewal when its accreditation expires.

Benjamin R. Coleman, the school board's president, last week hailed the decision as protecting the district from interference by a membership organization that tried to loom "bigger than life."

"They have no authority over us," Mr. Coleman said. "As board president, I kind of got the feeling they came in to whip us into line."

'A Serious Breakdown'

An N.C.A. report submitted to the district in December said the group's Indiana office decided to investigate the school system after receiving complaints from people within the district of problems that could prevent Gary schools from meeting N.C.A. standards.

The school board had switched in June 1992 from members who were appointed by the mayor to elected

members. A majority of the new members have been locked in a power struggle with Superintendent James Hawkins, who was selected by their predecessors.

The standards of the N.C.A. hold that a member district's superintendent and governing board should have a working relationship that enables them to be effective and that the board should refrain from interfering with the administration of schools.

The accrediting association has "no authority over us. I kind of got the feeling they came in to whip us into line."

Benjamin R. Coleman
President of the Gary, Ind., School Board

After reportedly interviewing about 60 people from the district and community in October, a three-member investigative panel from the N.C.A. state office concluded that "a serious breakdown" in superintendent-board relations had caused the Gary district to breach N.C.A. standards and was detracting from the quality of the district's educational programs.

The investigative team said a coalition of board members had "gone beyond their school board role as policymakers" and was interfering in personnel decisions, staff supervision, and other areas of administration that should be left to the superintendent

The team also concluded that the board majority had hindered the district's operation by strictly interpreting state law to force the superintendent to get prior approval of personnel moves and contracts of more than \$5,000.

The N.C.A. was set last month to consider the Indiana office's recommendation to formally place the six Gary high schools accredited by the organization on warning for the school year. If the district failed to correct the problems cited, the schools could be stripped of accreditation after one academic year.

The board last month voted 4 to 2 to sue to block the change in its status.

Shares Information With State

The N.C.A. sent its correspondence to Superintendent Hawkins and directed that any appeals must come through him. Mr. Coleman said the board voted in February to direct Mr. Hawkins to appeal, but the superintendent took no such action.

Mr. Hawkins was out of the office last week and unavailable for comment.

"We will not have due process if we have to go through our accusers to appeal," Mr. Coleman said.

The judge, in ruling in favor of the board, held that the N.C.A. conducted its investigation without affording the board representation by counsel, an opportunity to confront or cross-examine witnesses, notice of the substance of the complaints, or an opportunity to appeal the investigators' findings and conclusions.

Because the N.C.A. shares information with the Indiana Department of Education, its findings potentially could cause the district to lose state accreditation, the judge said. Moreover, the judge said, a change in Gary's accreditation, once made, could not be reversed before affecting the college plans of at least one graduating class

EDUCATOR WEEK 4/12/94

**EXCERPT FROM
WILLARD W. GARVEY ,
NATIONAL CENTER FOR
PRIVATIZATION, LETTER
TO PRESIDENT REAGAN,
APRIL 6, 1984 RE
PRIVATIZATION:**

**“PRIVATIZATION IS NOW
‘AN IDEA WHOSE TIME
HAS COME’. THE
KNOWLEDGE,
COMMUNICATION, AND
COMPUTER INDUSTRY
CAN MAKE POLITICAL
REPRESENTATIVES
OBSOLETE.**

Educational Forum on Russia



**Sponsored by the South Shore
Charter School**

**September 10, 1994
Cohasset, MA**

Schedule of Events

- 1 Refreshments
- 2 Introduction of Russian Guests
By Dr. Walter H. Johnson, member of Board of Trustees
of South Shore Charter School
- 3 Description of life and education in Russia
By Ivan Bulyko, Anna Petrovskaya, Elena Petrovskaya,
Tatiana Petrovskaya, Bella Rodina, Yevginy Rodin,
Elena Toulzova, Vitay Vanchurin
- 4 Question and answers about Russia
- 5 South Shore Charter School Presentation
By Tim Anderson, Chairman of Board of Trustees, Administrator
for South Shore Charter School
- 6 Questions and answers about South Shore Charter School

THE RUSSIAN ALPHABET
 (With English Pronunciation)
 33 Characters

Аа (ah)	Пп (p)
Бб (b)	Сс (s)
Вв (v)	Тт (t)
Гг (g)	Уу (oo - as in boot)
Дд (d)	Фф (f)
Ее (ye)	Хх (ch - as in loch)
Ёё (yo)	Цц (ts)
Жж (zhe)	Чч (ch - as in check)
Зз (z)	Шш (sh)
Ии (ee)	Щщ (shch)
Йй (yh)	Ъъ (no sound)
Кк (k)	Ыы (chee)
Лл (l)	Ьь (no sound)
Мм (m)	Ээ (e - as in bet)
Нн (n)	Юю (u - as in university)
Оо (o - as in bottom)	Яя (ya)
Фф (p)	

Welcome!

Добро пожаловать!

Russian Guests:

Ivan Buyko Иван Буйко
 Winner of the Moscow Competition for Scholarship at Suffolk University, national ranked in Putnam Mathematical Competition, Student at Suffolk University majoring in Computer Engineering and Computer Science

Anna Petrovskaya Анна Петровская
 Winner of the Moscow Competition for Scholarship at Suffolk University, national ranked in Putnam Mathematical Competition, Student at Suffolk University majoring in Mathematics and Computer Science, minoring in Physics.

Elena Petrovskaya Елена Петровская
 Liaison between Russian secondary schools and South Shore Charter School, former secondary school teacher and administrator in Moscow

Tatiana Petrovskaya Татьяна Петровская
 President of research firm ELPI, specialist in electronic engineering

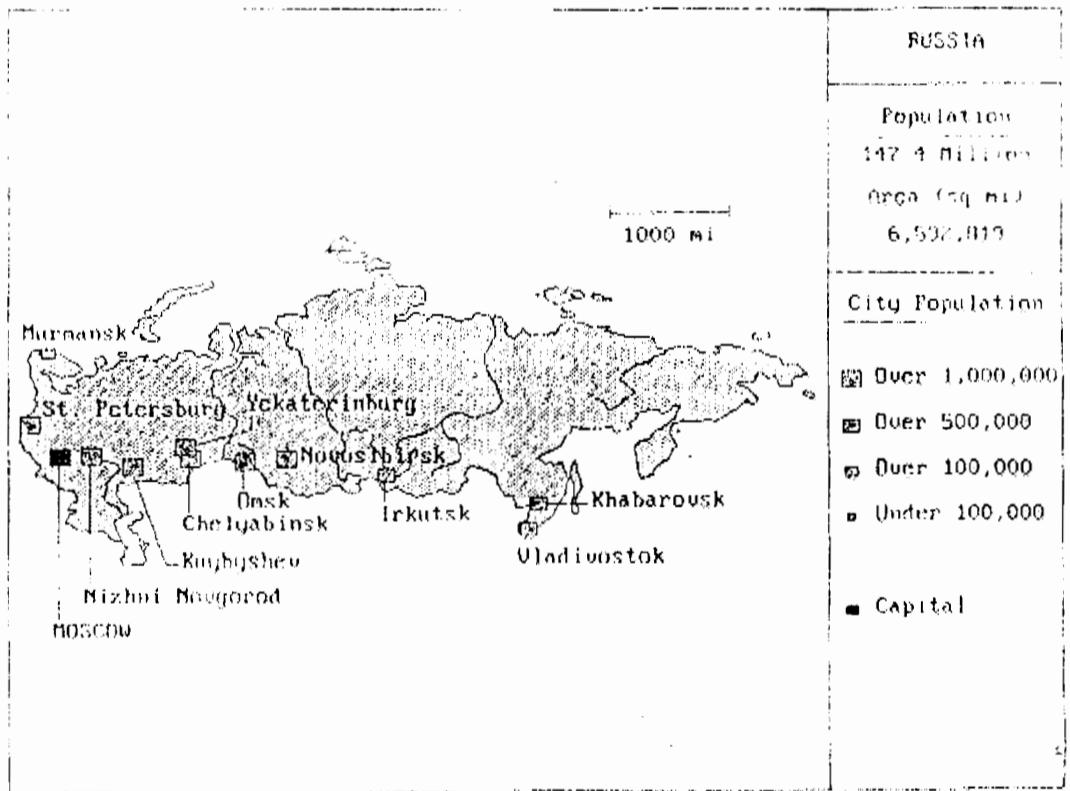
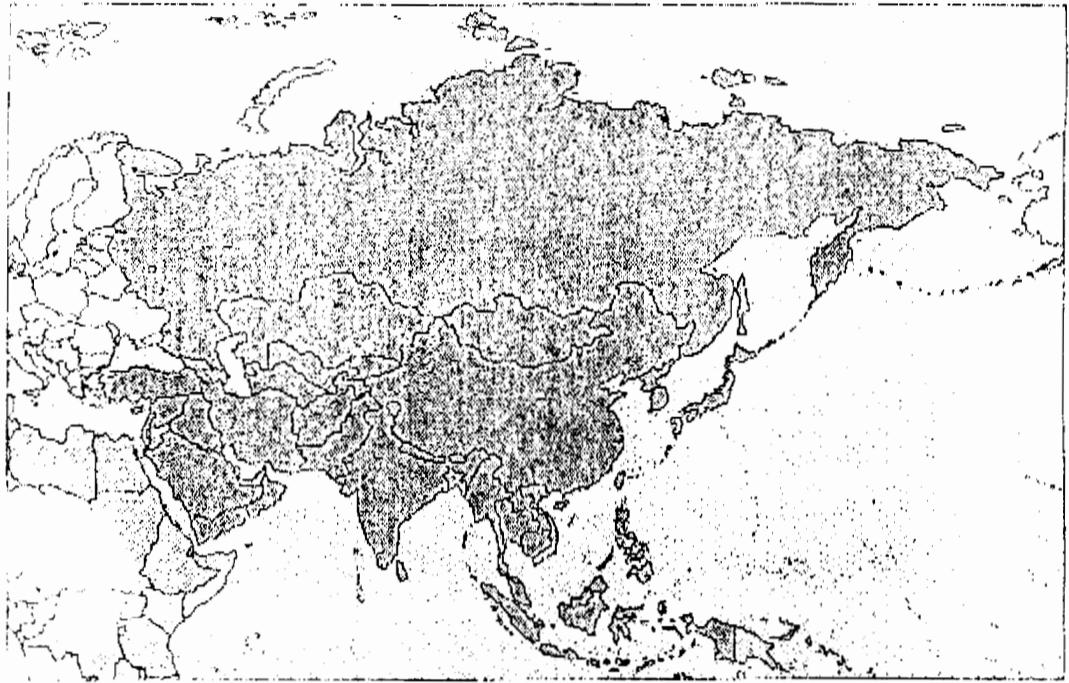
Bella Rodina Белла Родина
 Taught English in Moscow, winner of several teaching awards, teacher for Russian language at all levels for South Shore Charter School

Yevgny Rodin Евгений Родин
 Rocket scientist (mostly classified); researcher, specialist in Thermodynamics, college professor

Elena Touzova Елена Тузова
 Actress, Russian film and stage productions; most recent film was White Line (also released in Italy) and most recent stage production was Streetcar Named Desire.

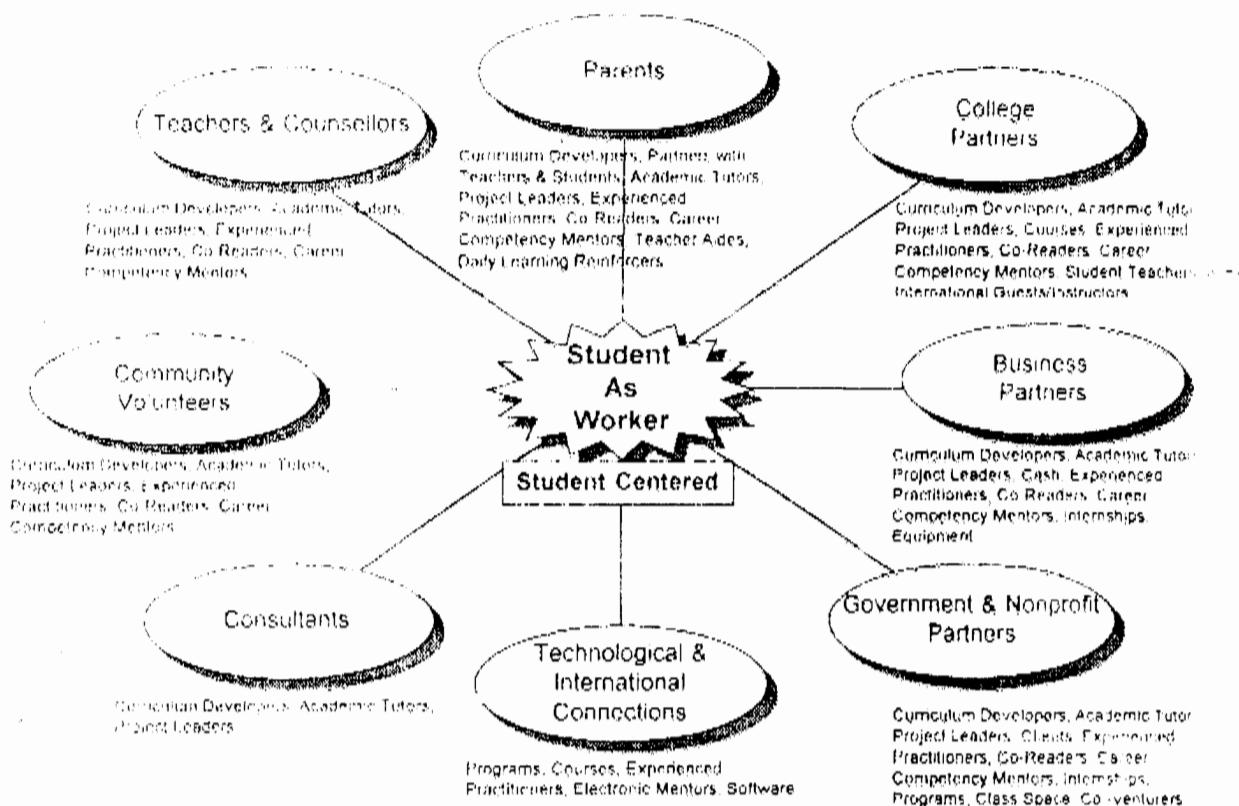
Vitaly Vanchurin Виталий Ванчурин
 Winner of the Moscow Competition for Scholarship at Suffolk University, national ranked in Putnam Mathematical Competition, Student at Suffolk University majoring in Physics

MOSCOW, RUSSIA



South Shore Charter School

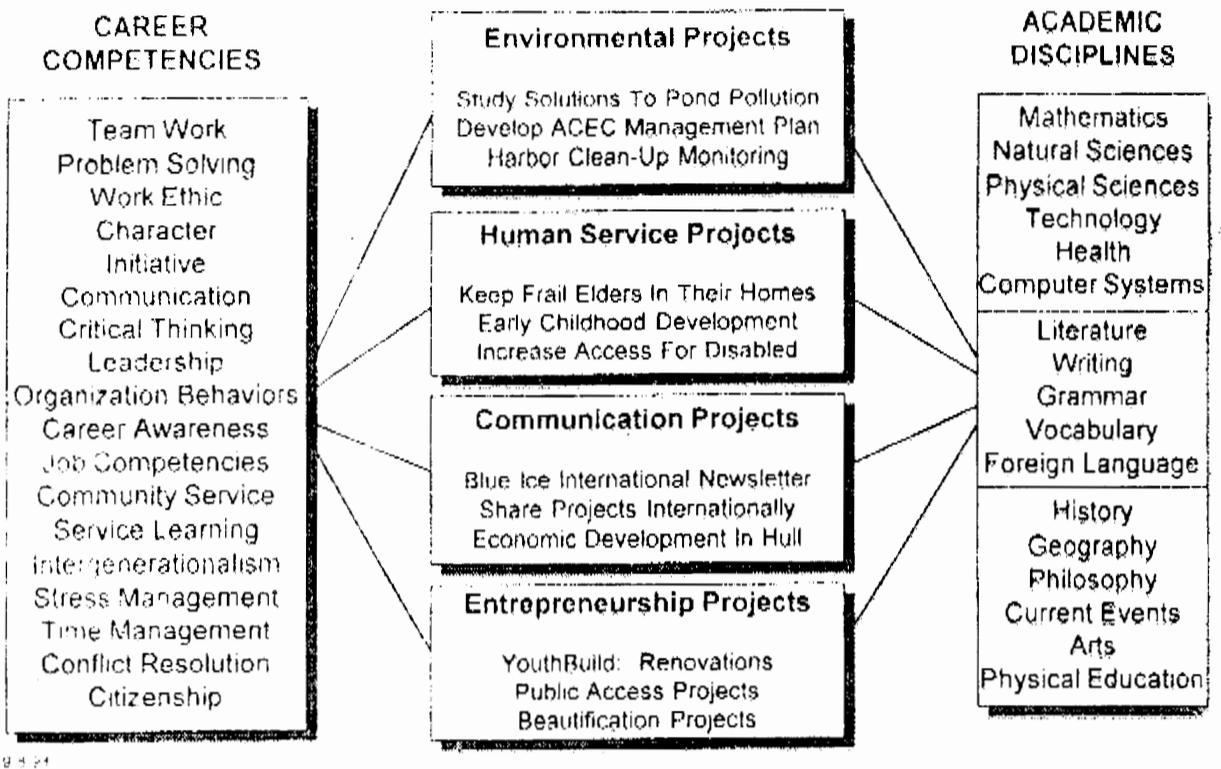
Educational Village



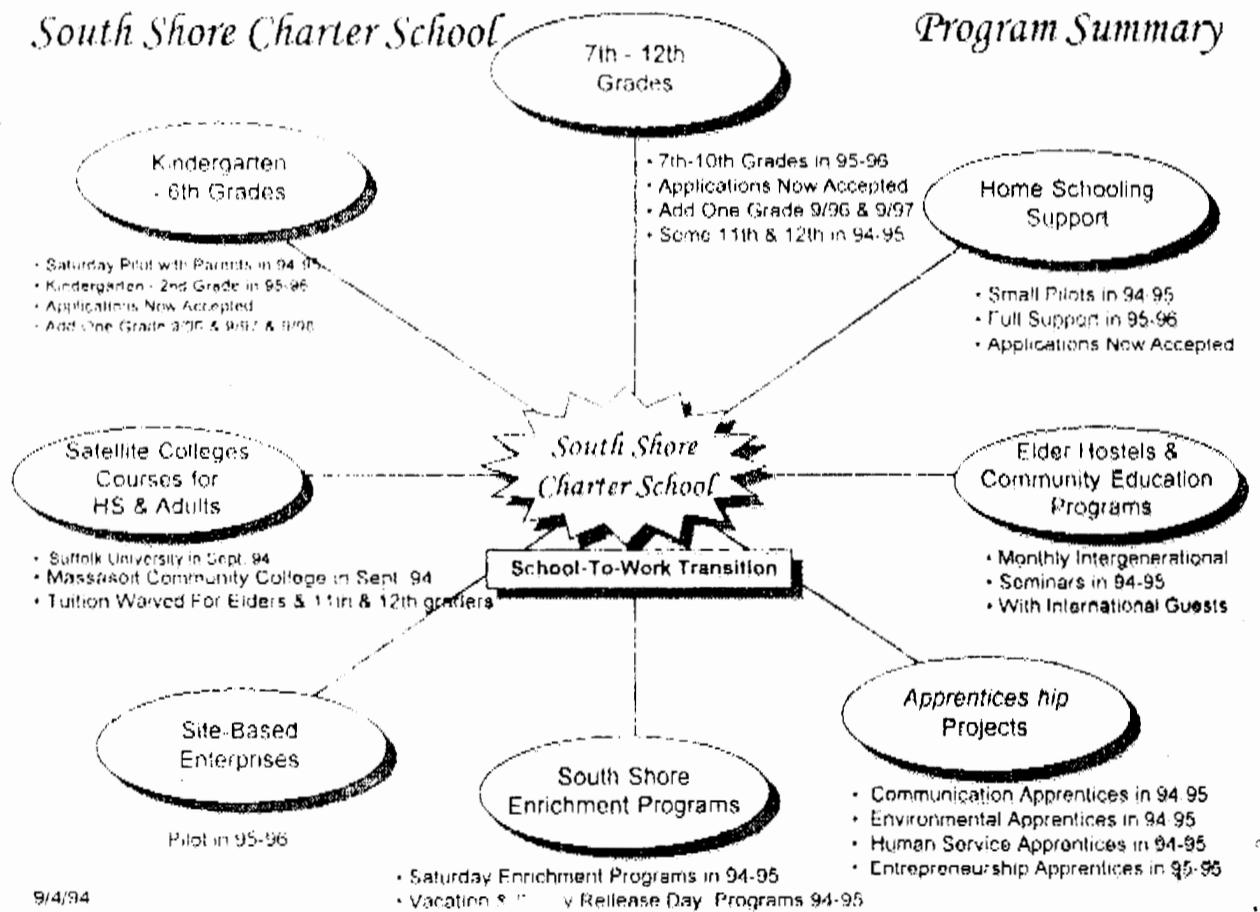
South Shore Charter School

Differences From Regular Public School

- Weekly parent involvement & input
- Daily use of experienced practitioners from the community
- Students progressing at their own pace
- Daily student writing & reading
- Regular student reflection, team work & initiative
- Extended school day & year
- Sharper focus on basic academic disciplines
- Full integration of technology into every aspect of school
- Integrated career competencies with academic disciplines
- Central use of projects to help motivate & integrate learning
- Mutual respect & weekly student self-governance
- Daily successes & mistakes are seen as part of learning
- Community service learning & citizenship
- Work to external criteria, judges & certification
- Student exchanges around the country & the world
- Regular public exhibitions of mastery
- Paid apprenticeships as reward for academic achievement
- All staff teach & few full time staff
- Highly responsive public/private school leadership



9/4/94



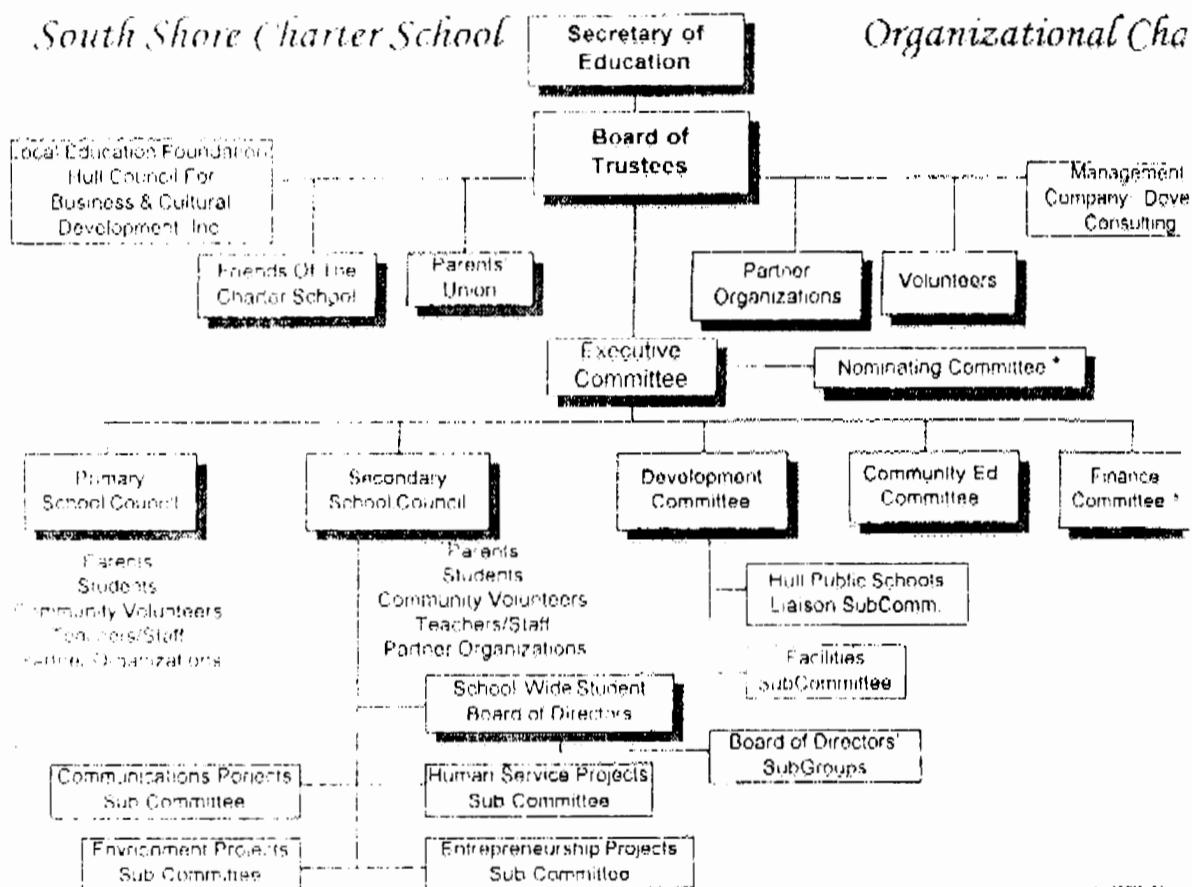
9/4/94

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3
4

5

South Shore Charter School **Secretary of Education** *Organizational Chart*



For All Information on the
South Shore Charter School
contact

Timothy Anderson
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