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THE SECRETARY
WASHINGTON, D.C. 20202

October 20, 1983

MEMORANDUM TO THE HONORABLE CRAIG L. FULLER
ASSISTANT TO THE PRESIDENT FOR CABINET AFFAIRS

Last Friday we concluded in Houston the final in a series of twelve regional forums on the report of the National Commission on Excellence in Education. As you know, the President participated in two of these sessions.

We have now met with state and local leaders from all of the States. There has been extensive dissemination of our Commission report. Over five million copies have been printed. Extensive planning is under way in all the states to bring about reform and renewal of education. The President has been the key to our momentum. We also appreciate all the support we have had from the senior staff at the White House.

We are moving to our next step which is to convene a national meeting of Governors, legislative leaders, and other policy makers to formulate action steps to be taken when the State legislatures meet early in 1984. There are some critical issues hanging in the balance that will require the most aggressive leadership we can provide before Governors prepare messages to their State legislatures in the January and February openings of new sessions in most of the States. We want to nail down some firm action in the Master Teacher/Merit Pay issue. If we do not break with the NEA dominated salary schedules in the next few months we will not succeed in our drive to bring the spirit of competition and free enterprise into the teaching profession. Without this critical change, we will continue as we are with mediocre teachers.

We want tough, newly upgraded standards, textbooks, and graduation requirements in all the Nation's schools. This will require development of curriculum that gets us back to rigorous, basic subject matter. This must appear in legislation in all the States. Governor Deukmejian of California and Governor Graham of Florida have already signed new laws mandating change in this area. Governor Alexander is still fighting for this and his Master Teacher plan in Tennessee. But, we need more aggressive action in all the other States. They need to feel the weight of our support and encouragement. For example, Governor Kean of New Jersey (a new, first term Republican Governor) made some very strong proposals in a special message to his legislature. He is now under attack from NEA, and the political heat on him has been a bit intense. He came out for positions that we stand for in education, and his courage merits our support.

Carl Perkins, (our education Chair in the House) appointed a blue ribbon committee on Merit Pay for teachers. His committee was "loaded" to bring out a negative report that teachers do not want a Master Teacher (a more acceptable term than merit pay) program. But the committee surprised the education world (despite the fact that liberal Paul Simon was appointed to act as Chairman), and we had a report that supports the concept. This was a big victory for us, and I appreciate the help of the Department of Education staff who provided persuasive information to help tip the report in the right direction.

Our leadership during November and December on education reform will be critical to success or failure. We need help from you, Ed Meese, Jim Baker, and Mike Deaver on the following items that are pending action there at the White House:

1. My budget proposal for 1984-85 will be the budget before the public as the President runs for reelection. It would help me to know if you are inclined to approve the items (you may want to o.k. or cut back the dollar amounts) that I submitted that will offer incentives for reforms that we have been advocating:
 - a. Block grant money for school districts to do the development work and training (working with universities that use merit to pay professors) for peer review and promotion for Master Teacher programs. (As you know, professors on college campuses are advanced on the basis of evaluation by faculty groups and administrators. We believe the universities can help school districts to do the same for teachers. We would fund projects through the block grants to help in the training and writing of criteria.)
 - b. Block grant money for school districts and states to revise the curriculum back to tougher standards (implementing the "five new basics" in the Commission report) for high school graduation. (The States will have to put up the big money for textbooks, supplies, science labs, etc.)
 - c. The math and science bill now before Congress that will re-train teachers who do not have academic competence to teach physics, chemistry, algebra, calculus, etc. (I have been careful about this because of the funding level. If I advocate and the President decides to veto, we will be in an embarrassing position.)

- d. Student aid to give incentive to bright students to choose teaching. We proposed in the 84-85 budget a special initiative here. Most of the students on our college campuses who are studying to be tomorrow's teachers scored in the bottom 25% of all those who take the college entrance exams. I would like to propose to the Governors that if they will move on Master Teacher programs to reward and keep our best and brightest teachers that we will help to get more able students on college campuses into teaching by offering special breaks in college loans and grants to those who are academically talented.
- e. Development of some super software (that can be adapted to more than one brand of computer) to help teachers in paper work by scoring tests, correcting spelling, punctuation, and grammar in student essays, and by helping with reports and records. This will free teachers to teach. The costs are modest and are included in my proposals for 1984-85.

NOTE: All of the above will be in contrast to Mondale's \$11 billion increase in federal spending or Hollings' \$14 billion jump in federal largesse. I wanted modest proposals that would supplement what the Governors are planning to do. We need these during the coming campaign, and they fit our National Commission recommendations as well as our philosophy of limited and carefully targetted assistance.

2. My proposal for establishing a President's Academic Fitness Award (patterned after the President's Council on Physical Fitness and Student Physical Fitness Awards established during the Kennedy Administration) needs your attention there at the White House when you can find time to make a decision. Motivation is a big item in education. The President helped us to recognize outstanding schools that were honored at the White House. We also hosted outstanding teachers in the luncheon held for the teachers of the year from all 50 states. The Adopt-A-School Program is gaining momentum thanks to the President's great support. As students face a tougher curriculum (as we persuade the States to upgrade their graduation requirements), it would be very helpful to recognize and reward those students who take the tougher courses in high school and finish with a respectably high grade point average. (I believe that this program will be better received if it is announced before the President finally announces that he is a candidate for reelection.)

3. Our National Conference would be greatly assisted if the President could speak at one of the sessions (preferably the opening banquet the evening of December 6). I know that this is under consideration. If we cannot get the President could we get the Vice President?

It would help me, Craig, if I could have decisions on all of the above as early as possible. The budget items in dollar amounts are not critical to know, but, the program initiatives will be needed when we meet with all the Governors, State legislature leaders, and education leaders in Indianapolis. As I prod them to do what should be done, if we can have a few important but not too costly initiatives to show that we are willing to help it will go a long way to gain more momentum.

I conclude this lengthy memo by saying that I have had great support from Ed, Jim, Mike, and you. I sincerely believe that the Reagan Administration will be the turning point in getting America's schools back where they potentially can be. No President has spent so much time nor spoken so often and effectively on education. I am biased, of course, but I believe it is a great issue for Republicans to help people to be independent and self-sufficient through good, tough, rigorous education. It beats welfare and handouts.

Our decisions on education during the next few weeks will be critical to the election issues on this subject. I want to do my best to help, and I need your critical evaluation of what I propose so we don't make mistakes. Let's take full advantage of the position we are in to help shape the future of American education. I don't know of a better legacy for the President to leave to the American people.

We need to understand that the NEA and its State and local affiliates have enormous power in the State legislatures. That is where the battle over teacher salary reform, tougher standards, etc. will be fought. We can help with constant support and encouragement that keeps parents and taxpayer attention on the issues. We can also help with a few well placed initiatives such as the ones I have touched on in this memo.



T. H. Bell

to FR - 10/11/83

172024C


10/12 - LRS -
"look at it"

THE WHITE HOUSE
WASHINGTON

SCHEDULE PROPOSAL

October 11, 1983

TO: FRED RYAN

FROM: CRAIG L. FULLER 

REQUEST: Address National Conference of Education Leaders

BACKGROUND: A National Conference with the nation's education leaders will be held in Indianapolis, Indiana on December 6-8. The conference will bring together governors, chief state school officers, state legislators and local school leaders to culminate efforts to disseminate the report of the National Commission on Excellence in Education. Secretary Bell plans to highlight the need for local, private sector, State and Federal cooperation in implementing the recommendations of the Committee. The President's participation at this major meeting would be an indication of his continued concern for our nation's education system.

DATE: December 6, 7, or 8. DURATION: 60 Minutes

LOCATION: Indianapolis, Indiana

PARTICIPANTS: Secretary Bell, Governors, Chief State School Officers, State legislators, and local school leaders.

OUTLINE OF EVENT: The President will address the Conference.

REMARKS: Remarks will be required.

MEDIA COVERAGE: Open Press

PROJECT OFFICER: Craig L. Fuller



UNITED STATES DEPARTMENT OF EDUCATION

THE SECRETARY

Handwritten notes:
10/20/88
10/20/88

Dear Colleague:

I write to invite you to participate in a National Forum on Excellence in Education to be held December 6, 7, and 8 at the Indiana Convention Center in Indianapolis, Indiana.

Every State and community has individuals who play vital roles in advancing education. We are asking these leaders to come together to share experiences, meet colleagues from other States and communities who bear similar responsibilities, and learn from each other how problems in improving education are being solved. Your participation in this National Forum is important to its success, and I hope you will join your colleagues in the discussion of how we can encourage educational quality in America's schools.

In an effort to disseminate the report and recommendations of the National Commission on Excellence in Education, we are now concluding the last of twelve regional forums in which we have responded to questions and heard views of governors, State and local educational leaders, and other citizens. These forums have been useful in discussing issues and formulating possible solutions to problems. Many States have already started substantive actions for reform.

As a culmination to these regional forums, I am convinced that the National Forum on Excellence in Education--bringing together Governors, State legislators, State and local school board members, educators in public and private schools, businessmen and civic leaders, legislative and executive officials, and the interested public--will provide a useful arena for exchange of ideas. It will be helpful in preparing State legislation, programs, and policies and in initiating programs for excellence at our schools and colleges.

Participants in the National Forum will have no registration fees or expenses for meals except breakfast. Each participant, however, is asked to make arrangements for transportation and lodging and to assume those personal expenses. The number of places at the National Forum is limited, and an early reply is the best way to assure your registration. After you have accepted, you will receive formal confirmation by mail, together with a card for workshop selection and details about hotel accommodations.

Please telephone your acceptance at this toll-free number between October 14 and 28: (800) 621-2999. From the Washington, D. C. area, please call (202) 472-1607.

I look forward to welcoming you at the National Forum.

Sincerely,

T. H. Bell

THE WHITE HOUSE

WASHINGTON

August 16, 1983

MEMORANDUM FOR MIKE DEEVER

FROM:

CRAIG L. FULLER 

SUBJECT:

President's Academic Fitness Award

I have been meaning to discuss this matter with you. I thought you might consider it while in California and we can discuss it when we all return.

I have a few education related events proposed or scheduled that we might consider using to kick-off the President's Academic Fitness Award Program.

ACTION

_____ put together a kick-off proposal

_____ not what I had in mind

_____ other:



UNITED STATES DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202

OFFICE OF THE SECRETARY

July 15, 1983

MEMORANDUM TO THE HONORABLE CRAIG L. FULLER
ASSISTANT TO THE PRESIDENT
FOR CABINET ADMINISTRATION

SUBJECT: President's Academic Fitness Awards

As we discussed earlier, outlined below is a proposal to establish a President's Council on Academic Fitness and a President's Academic Fitness Award to be given to students who reach high levels of academic accomplishment:

1. The Council

We propose that a Council, patterned after the President's Council on Physical Fitness and the President's Council on Employment of the Handicapped, be established to help to direct a nationwide effort to recognize and reward high levels of academic attainment. The Council membership could come from among the following groups:

Secondary School Principals
Elementary School Principals
The Presidential Scholars Commission

2. The President's Academic Fitness Award

For years, the President's Council on Physical Fitness has set high standards for youth to meet in order to win a fitness award. Students work hard to earn recognition in meeting a nationally-recognized standard.

We propose that the newly-created President's Council on Academic Fitness set the standards for qualification for an academic fitness award. By involving elementary and secondary school principals in the membership on the Council, we can gain their essential cooperation. If the program is successful, we will want the thousands of individual schools across the Nation to participate. This will require the cooperation of the principal in each of these schools.

If this proposal is approved by the President, and after the new Council members are appointed, the Department of Education would work with the Council to set the standards for the academic fitness award that would be given on behalf of the President to all students who qualify.

Motivation has always been a problem in education, and this program should be very helpful in meeting the need to make academic excellence a high priority in the minds of our youth.


T. H. Bell

ed. file

THE WHITE HOUSE

WASHINGTON

August 4, 1983

Dear Mr. Kavanagh:

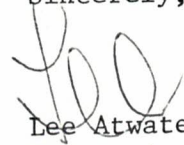
Mike Deaver passed your letter along to me. He figured that I would also be interested in what a politically active Reaganite had to say about education. He was right.

The description of the program for excellence undertaken by the Valley View School District shows how the community can work with school boards and teachers to improve instruction, curricula and standards. The test scores prove that considerable progress was made from 1975 to 1982.

Because I think that Valley View is such a good "case study," I have taken the liberty of sending a copy of your report to some of the other offices here.

Thanks again for alerting us to this inspiring success story.

Sincerely,



Lee Atwater
Deputy Assistant
to the President
Political Affairs

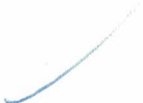
Richard J. Kavanagh, Esquire
Kroesch & Kavanagh
3033 West Jefferson Street - Suite 206
P. O. Box 2068
Joliet, Illinois 60434

THE WHITE HOUSE
WASHINGTON

Mr. DEaver:

Would you like to acknowledge
and then send on to Lee Atwater

Yes



No

Linda -
Pls. act. on
MKO's behalf
Thank you
Dancer

KROESCH & KAVANAGH LAW OFFICE, LTD.

STUART C. KROESCH
RICHARD J. KAVANAGH

JOSE M. NUNES

SUITE 206
3033 WEST JEFFERSON STREET
P. O. BOX 2068
JOLIET, ILLINOIS 60434
815-729-3500

July 26, 1983

MR MICHAEL DEAVER
ASSISTANT TO THE PRESIDENT
THE WHITE HOUSE
1600 PENNSYLVANIA AVENUE
WASHINGTON, D.C. 20500

Re: Public Education and the Reagan Campaign

Dear Mr. Deaver:

Don Totten suggested that I forward the enclosed report to you. The report was prepared by Valley View School District personnel at my request last month, after some discussions which I had with Don concerning the public education issue for the 1984 Campaign.

By way of background, I coordinated Region II in Illinois (the 2nd, 3rd, 4th and 17th Congressional Districts) for the Reagan-Bush Campaign in 1980, after having coordinated the 17th Congressional District for the 1980 primary election. I also have served as a member of the Board of Education of the Valley View School District for more than nine years, and currently serve as its President.

The Valley View School District is the 10th largest unit (K-12) district in the State of Illinois, with approximately 13,700 students and a budget of approximately \$35,000,000 per year. The district is located 30 miles southwest of Chicago in northern Will County, and includes the Villages of Bolingbrook and Romeoville. The size of the district has remained relatively stable during the seven years covered by the statistical data at the end of the report.

The report basically highlights the fact that the Valley View School District has achieved substantial student learning increases during the last seven years as a result of some programs which were implemented and improved from 1975 onward. I firmly believe that what we have done could also be accomplished by other districts throughout the country, at little additional cost to those districts. Basically, the enclosed report is a blueprint which provides answers to many of the issues raised by the President's Commission on Education.

HOW ONE SCHOOL DISTRICT SOUGHT
and
ACHIEVED OUTSTANDING PERFORMANCE FROM ITS SCHOOLS

PROLOGUE

In today's United States there is a renewed interest in the public schools. That interest can be described as one of serious concern. Report after report predicts ominous consequences if America's public schools do not rise above the mediocre in educating the nation's youth. Recommendations for causing improvement flow from many sources. Few, if any, of them come complete with well-designed plans for taking action. The following narrative summarizes the experience of one school district in turning its less than mediocre schools into educational institutions about which most users can today be justly proud.

The Valley View Public Schools, District 365U, is a midwest suburban school system serving approximately 14,000 students in grades kindergarten through senior high school. By June, 1974, citizens of the two communities served by the district had firmly determined that the schools were failing them and their children. Moreover, the citizens and the local board of education had taken the initiative to do something about the situation. An editorial carried in the local media suggests the tenor of the times.

At a Monday Meeting in May, the District 365U School Board was presented with a 16 page guideline for English Language Arts explaining the district's philosophy, goals and objectives.

Representing the culmination of two years work . . . the guidelines read like minutes of many meetings, defining no grades and designating no programs. It was merely a statement of philosophy and goals, a neat little package wrapped in the cover of flexibility and functional approaches, and ties with care to entice an attentive board. Simply stated, it was a boat with an oar. . . .

It became glaringly apparent that continuity was lacking in specific curriculum content between schools within the same district. There were eight elementary schools, one junior high school, and one high school all being run as little kingdoms. The building principals were totally responsible for all that concerned their building, from cracks in the walls to reading levels of students. Some schools were successful, some were not. . . .

The final blow came with the results of a district-wide standard achievement test. Our district scored a year below the national average in reading.

Chaos reigned. Pressure groups formed. Parents became afraid that their children were not being exposed to the fundamentals in a district where so much emphasis was placed on innovation . . . where new ways of doing things

consistently dispelled those methods worthwhile in traditional systems. Their greatest fear was transferring out of the district and wondering how their children would fare.

A cry for a coordinated curriculum followed, meaning a district where programs were concrete and a parent could be assured that his child was being taught the basics in each subject.

The need to remedy this situation was screaming at the district from all corners. The School Board recognized its responsibility and gave its sanction to an all out effort to right the sinking ship. . . .

These efforts produced nothing more than a guideline of goals, philosophy, and objectives. While these may be necessary considerations, they are by no means a remedy. They ring of the familiar 'kindgom' theory that first got us into trouble. We are again giving the teachers the task of writing their own subject content or curriculum and teaching at the same time. The principal is again charged with seeing that teachers in his building have the proper curriculum in order to achieve the guidelines set up by the district. . . . As always, in the final analysis, it will be the superintendent of schools who will be called to task by those angry voices again.

On April 13, 1974, a record 2,000 people voted in the school board elections. . . . Those voices (voters) called for organization and coordination two years ago when they elected a new board for the unit district. They called for it again this past April. They expected a more comprehensive plan spanning three important areas: first, establishing goals and objectives; second, mandating two or three proven programs and materials to achieve these goals; and third, creating an evaluation procedure for programs, teachers, and especially student achievement.

The talent to get this kind of job done is obviously in our district. Perhaps what those many voices need now is a forceful, stern Rutter at the helm of this ship.

In August, 1974 the Board of Education and Superintendent William Rutter set a new course for the district. Acting on the recommendations of a reorganized central office curriculum staff, they determined that six essential conditions would guide (direct and control) all subsequent effort to improve the district's K-12 curriculum. In general, those conditions were as follows:

CONDITIONS

- . . . Direction from the board of education
 - . . board policy on school expectations
 - . . adequate budgetary allocation
- . . . Community and school commitment
 - . . development of confidence that students can learn and that learning is important
- . . . Curriculum improvement effort
 - . . district-level administrator in charge
 - . . rational procedure for conducting work
 - . . expected educational outcomes in student learning terms
- . . . Provision of resources for instruction
 - . . instructional staff
 - . . supervisory staff
 - . . textbooks and materials
 - . . evaluation instruments
- . . . Management and supervision of instruction
 - . . definition of principals' priority job
 - . . selection of individuals who understand the priority and have the capability to perform

. . . establishment of ongoing instructional supervision

. . . Independent audit

. . . periodic assessment and report of educational achievement by independent evaluator

In a very real sense these conditions, taken together, comprise a system that can bring order out of chaos and, over time, cause dramatic improvement in the productivity of a district's schools. A few remarks regarding each of the six conditions may be useful in making their potential power more apparent.

. . . Direction from the Board of Education

It is not uncommon to find board policy on the matter of what schools are for and what they are expected to do extremely vague. All too often the policy manual may not speak to the issue at all. Surely this is a grave mistake, for it has long been known that an organization that does not know what its business is will almost certainly be out of business in very short order. The Valley View Schools had no clear-cut Board policy regarding expectations for its schools during 1972-74, so it should not have been surprising that the assembled members were to be disappointed in June, 1974; but everyone was in fact surprised and angry. That unacceptable condition was corrected before June, 1975.

School boards, superintendents, state and federal agencies, parent groups, principals, teacher unions, etc., appear to believe that designing, developing, implementing, and evaluating curriculum is a no-cost or low-cost set of activities. It may be that resource availability can only cover implementation of one step of a four-step process. However, it is just as likely that the remaining three steps are little known or understood by many who have the decision making power regarding budget allocation. Such has not been the case in Valley View since 1974-75.

. . . Community and School Commitment

It is probably true that most parents, teachers, principals, superintendents, board members, and others want students to learn. It is equally true that most students want to learn, at least when they are very young. The issue here is not what people want, but what they believe, are committed to, and thus will attempt and, most often, achieve. In 1974, many people in Valley View did not believe that the majority of the students in the schools could learn much more than they were learning and that it was imperative that they should. That perception had to be changed, and it was. The independent auditor conducted a comprehensive assessment of student ability to learn. Results indicated that they certainly could. This information was broadly disseminated throughout the community and the school district. The matter of setting high expectations--reasonable but high--and pursuing them with confidence is not likely to occur and be sustained in a context where beliefs run to the contrary.

. . . Curriculum Improvement Effort

Corollary to improving a district's instructional program is improving the district's curriculum. Four steps are important in this process. The first is to insure that a district administrator with line authority is in charge of both curriculum and instruction. In the Valley View Schools, both principals and district curriculum staff were assigned to report directly to the assistant superintendent for curriculum and instruction. This official also controlled the primary resources for allocation to the schools.

The second step is to establish an organized set of procedures for conducting the curriculum improvement effort. The Valley View procedures included (a) a curriculum cycle and (b) the use of project management techniques. The former spreads scarce resources over a six-year period while still permitting a penetrating review and subsequent development of two to three programs each year. Project management provides an excellent tool for "planning the work" and "working the plan." All the curriculum projects of the last several years were managed by two curriculum directors (elementary and secondary)

who held district-wide responsibility for curriculum development (but not implementation). They directed the efforts of a small number of curriculum consultants as well as representatives from the schools (e.g., teachers, team leaders, department chairs, principals), whose duties were always task-specific and restricted in time.

The third major step in curriculum improvement is to have the expected outcomes (results) of instruction described in student learning terms. The key term is "expected," for not all learning outcomes can be either predicted or described. Since the outcomes must be measurable or observable, the Valley View Schools chose to deal primarily with cognitive learning--that knowledge and those skills which are basic to quality education. Through regular curriculum project activity, Valley View gradually defined most of its programs in learner outcome terms. While many were stated as goals, those in such important programs as English, reading, and mathematics were written as measurable instructional objectives.

Finally, there must be effective tools and processes for assessing student learning. The assessment program delivers both formative and summative data. The former informs teachers, supervisors, and principals about the effectiveness of instruction while the latter reports on program quality.

. . . Provision of Resources for Instruction

To meet the objectives set for the schools, the principals and teachers must be provided with adequate resources. The products of the district curriculum office--instructional guidelines defined in learner outcome statements and accompanying criterion-referenced test--exemplify some of the major resources that Valley View supplied to its schools. Also, as each program was assessed through the curriculum cycle, the need for replacing or supplementing textbooks and other instructional materials was addressed.

A quality teaching staff is obviously a significant resource in the success of any educational enterprise. Selecting highly qualified candidates and providing appropriate training and supervision are continuing activities of any district committed to excellence. In Valley View, the selection process was improved, and screening was conducted more rigorously than in past.

Most of the teachers, however, were with the district in its period of low productivity and remained to help achieve its successes. Although their capability had been latent or dormant, they demonstrated time after time that with adequate resources and direction they could meet and surpass the educational objectives of the district.

. . . Management and Supervision of Instruction

Because many school districts disregard or incompletely establish a system for managing and supervising instruction, the powerful effects of such a system are not widely known. The Valley View Schools began with the following definition of a building principal's priority job: causing more students to learn more. The next step was to insure that each school was headed by an individual who understood the priority job definition and had the capability of performing accordingly. In several instances, incumbent principals were replaced by people ready and able to move without equivocation or digression toward the primary goal of the schools--to increase student learning achievement.

Unless a school is small in student enrollment and staff, the principal will be unable to fulfill the full range of required duties, including ongoing instructional supervision. To assist the principal in providing front-line supervision, Valley View assigned an instructional supervisor (known locally as a "team leader") to every elementary and middle school. In the high schools, the mathematics and English department chairs functioned in a similar capacity.

Through supervisory practices that were non-threatening and helpful, but also persistent, two key achievements were realized: (1) teachers taught the defined curriculum with care and thoroughness; (2) they began to pay close attention to whether or not students were learning. And, of course, Valley View students did learn--often at prodigious levels.

. . . Independent Audit

As is true in the private sector, the independent audit can serve public institutions well. Valley View's experience has been that the school district's credibility and accountability increased in quantum measures by using this service

to conduct the annual summative evaluation of student learning. The annual report to the stockholders (Board of Education and the community) presented by the independent auditor has been well received. There are several positive side effects that can accrue to the district's professional personnel as a result of this activity. For example, principals, teachers, and other curriculum workers deepen their knowledge and skill in using tests to help deliver instruction, in holding meaningful conferences with parents and students regarding achievement or the lack of it, and in adding substantive information to the content of informal dialogues that educators frequently hold as they share information about teaching and learning. Perhaps the most valuable contribution this service makes to school employees at all levels is in providing an objective data base regarding student learning throughout the district. Professional conversations about student achievement can begin with the focus all such talks should have. Is student learning proceeding as expected?

EPILOGUE

Nine years have passed since the school board meeting of May, 1974. The reader will recall the circumstances of that time as portrayed in the earlier referenced editorial. During that period the system outlined in this paper was designed, developed, installed, and administered. In the minds of some, the school district's steady improvement has been remarkable. Evidence of that achievement is present throughout the district. The large majority of the stockholders (Board and community) are very pleased with the educational achievement of the students served. Principals and teachers are pleased to see evidence supporting the proposition that thoughtfully conceived and effectively delivered instruction does produce desirable results.

Graduating seniors report that their high school program improved during their four-year tenure, and, more importantly, they say that they can see that improvement continuing. This report closes by presenting some data on student achievement, then and now.

In 1975, Valley View district operated eleven attendance centers. The following table compares student achievement in those centers at two points in time, spring '75 and spring '82. Readers of this report are invited to evaluate the data.*

VALLEY VIEW SCHOOLS, 365U
COMPARATIVE STANDARDIZED ACHIEVEMENT TEST DATA**
SPRING '75 and SPRING '82

<u>SCHOOL</u>	<u>GR.</u>	<u>READING</u>		<u>GAIN</u>	<u>ENGLISH</u>		<u>GAIN</u>	<u>MATH</u>		<u>GAIN</u>
		'75	'82		'75	'82		'75	'82	
1	5	32	54	22	26	47	21	11	72	61
2	5	23	60	37	9	60	51	10	82	72
3	5	19	59	40	7	58	51	9	86	77
4	5	34	62	28	22	60	38	16	80	64
5	5	32	68	36	20	63	43	16	84	68
6	5	32	50	22	17	50	33	18	72	54
7	5	76	69	-7	59	66	7	52	82	30
8	8	16	53	37	5	50	45	7	68	61
9	8	28	39	11	12	37	25	15	60	45
10	11	32	54	22	16	64	48	28	70	42
11	11	15	41	26	8	49	41	25	66	41

* A press release prepared by the independent auditor regarding Spring '82 district-wide achievement data is included as an item of further information.

** Numbers are mean (average) national percentiles.

* POLICY STUDIES IN EDUCATION

475 PARK AVENUE SOUTH • NEW YORK, N.Y. 10016 • (212) 683-4144

TEST SCORES STILL GOING UP

Results on New Tests Even Better than on Old Tests

1981-82 Basic Skills Test Scores Highest in District History

For the seventh straight year, mathematics and English test scores rose higher in the Valley View Public Schools on the end-of-year achievement tests. These are the national tests of basic skills used to compare Valley View students with students elsewhere in the country.

The full technical report contains results for the district as a whole, for each individual school, for each individual classroom, and for each individual student.

HIGHLIGHTS

- English achievement test scores went up this year in all three levels of school: elementary schools, middle schools, and high schools.
- Mathematics achievement test scores went up even more this year in all three levels of school: elementary schools, middle schools, and high schools.
- Even though mathematics scores in grade 5 were already above 80 last year (on a 100-point scale), they went up still higher.
- Achievement test scores are now 20 to 30 points higher (on a 100-point scale) in both English and mathematics than they were seven years ago.
- Compared to all elementary school students nationwide, average Valley View students :
 - Compute better than 85%.
 - Understand mathematics and make practical applications better than 80%.
 - Know grammar and punctuation better than 75%.
 - Know vocabulary better than 70%.
 - Read better than 65%.
 - Spell better than 65%.

- Ability test scores went up again. They are now about 20 points higher (on a 100-point scale) than they were seven years ago.
- In their sheer ability to do schoolwork, Valley View's average students outstrip 3 out of 4 students in the nation.

A Word about the New Tests. Valley View replaced the old Sequential Tests of Educational Progress and the old Stanford Achievement Test (both dating from about 1971) with the new 1981 Comprehensive Tests of Basic Skills. The change was made to get a test more in line with the current Valley View curriculum.

The old tests were retained in grades 5, 8, and 10 to provide a permanent yardstick for measuring growth from where Valley View stood seven years ago. The new tests were adopted for grades 1, 2, 3, 4, 6, 7, 9, and 11 and show how Valley View stands compared to other places today.

Test scores slipped all across the nation between 1971 and 1981, especially in middle schools and in high schools. Any school that held steady during those 10 years, staying up while the nation was going down, will get higher scores on the 1981 test than on the 1971 test. The school itself would not have to improve to get higher scores--just hold steady while the national average drops.

This is one reason Valley View scores higher on the new tests than on the old tests in the middle and high schools. The other reason is that Valley View has not held steady. It has improved every year since 1975. So Valley View scores higher on the new tests for two reasons: the nation is doing worse; Valley View is doing better.

Changing tests gives Valley View 5 to 10 points more in grades 4 through 11 in English and 5 to 10 points more in grades 7 through 11 in mathematics. There is no appreciable difference in the earlier grades.

If anyone ever wondered whether scores on the old tests have been rising year after year just because of practice--with students simply becoming more and more familiar with the tests and scoring higher for that reason--1981-1982 gave the clear answer: NO. When they came up against a brand new test they had never seen before, they actually scored 5 to 10 points higher than on the old tests.

Henry M. Brickell
President

Summer, 1982

Kinda -
Did it /
send the
AM. MKD
is referring
to Lee
Donna
Pls. call

Education

I just ask for a response to two women who were written on this issue.

Document No. 146787 SS

WHITE HOUSE STAFFING MEMORANDUM

DATE: August 2 ACTION/CONCURRENCE/COMMENT DUE BY: Thursday, August 4

SUBJECT: ADMINISTRATION POSITION ON GROVE CITY V. BELL (TITLE IX)

	ACTION FYI			ACTION FYI	
VICE PRESIDENT	<input type="checkbox"/>	<input type="checkbox"/>	HARPER	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MEESE	<input type="checkbox"/>	<input checked="" type="checkbox"/>	HERRINGTON	<input type="checkbox"/>	<input type="checkbox"/>
BAKER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	JENKINS	<input type="checkbox"/>	<input type="checkbox"/>
DEAVER	<input type="checkbox"/>	<input checked="" type="checkbox"/>	McMANUS	<input type="checkbox"/>	<input type="checkbox"/>
STOCKMAN	<input type="checkbox"/>	<input type="checkbox"/>	MURPHY	<input type="checkbox"/>	<input type="checkbox"/>
CLARK	<input type="checkbox"/>	<input type="checkbox"/>	ROGERS	<input type="checkbox"/>	<input type="checkbox"/>
DARMAN	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ROLLINS	<input checked="" type="checkbox"/>	<input type="checkbox"/>
DUBERSTEIN	<input type="checkbox"/>	<input checked="" type="checkbox"/>	VERSTANDIG	<input type="checkbox"/>	<input type="checkbox"/>
FELDSTEIN	<input type="checkbox"/>	<input type="checkbox"/>	WHITTLESEY	<input type="checkbox"/>	<input type="checkbox"/>
FIELDING	<input checked="" type="checkbox"/>	<input type="checkbox"/>	BRADY/SPEAKES	<input type="checkbox"/>	<input type="checkbox"/>
FULLER	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>
GERGEN	<input checked="" type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>	<input type="checkbox"/>

REMARKS: Craig, can you determine who is on top of this issue and arrange to consult with others as may be appropriate. Whatever way we are coming out on this, we ought to be prepared in advance.

NOTE: According to Elizabeth, the action by Justice is to be taken by August 8th.

RESPONSE:


Richard G. Darman
Assistant to the President



THE SECRETARY OF TRANSPORTATION
WASHINGTON, D.C. 20590

Received SS
1983 JUL 30 PM 4: 29

MEMORANDUM FOR: Richard Darman
Assistant to the President and
Deputy to the Chief of Staff

FROM: Elizabeth H. Dole 

SUBJECT: Title IX

The President's recent emphasis on education, as well as the concern about impact of Administration policies on women, highlight the importance of a case now pending before the Supreme Court. The Administration must file its brief in Grove City v. Bell by August 8.

The case relates to Title IX, the comprehensive federal law prohibiting sex discrimination in schools. That law has helped ensure that women and girls have equal opportunities in counseling and testing, enrollment, educational curricula, and athletics. Significant advances have been made for women since its passage in 1972.

I hope you will focus immediately on the Administration's position, for the interest and the visibility accorded by the press, civil rights and women's groups, is significant.

There are two basic issues before the Court. The first question, whether Pell Grants to students trigger Title IX enforcement, has been consistently supported by the Administration. In March 1982, the Department of Justice filed a brief in the Third Circuit Court of Appeals on behalf of the Department of Education which argued in strong terms that Pell Grants to a college's students were sufficient to subject its programs to Title IX. The Court of Appeals agreed. Apparently, the Department of Justice will take that position again at the Supreme Court level.


However, the Department sidestepped the second issue in its appellate brief; that is, if Pell Grants trigger Title IX enforcement, then how broadly in the institution does that enforcement requirement apply? It has been a longstanding regulatory policy (since the rules were first promulgated in 1975) that Title IX compliance is required for programs which receive or benefit from federal funds. The Department of Justice, however, has attempted to narrow the breadth of program coverage to include only those programs which directly receive funds (i.e. for student assistance, only the student aid office would be covered). The failure of the Administration to appeal earlier court cases (Richmond and Hillsdale College) and various remarks in briefs that have been filed on other cases, support this narrow interpretation of Title IX.

THE WHITE HOUSE

WASHINGTON

July 18, 1983

MEETING WITH EDUCATION LEADERS

DATE: July 19, 1983
LOCATION: Cabinet Room
TIME: 2:00 P.M. (45 minutes)
FROM: Craig L. Fuller 

I. PURPOSE

To continue the dialogue with primary and secondary education leaders in an effort to promote Administration education initiatives.

II. BACKGROUND

These groups represent the major interest groups in public primary and secondary education. The National Association of State Boards of Education promotes lay control of education. The National Association of Secondary School Principals seeks the improvement of secondary education through the promotion of high professional standards. The National Association of Elementary School Principals tries to enhance the image of elementary principals as educational leaders. The American Federation of Teachers, with close ties to the AFL-CIO, works to obtain exclusive bargaining rights for members, improve professional standards, improve discipline, toughen curriculum, and require strict teacher competency examinations. While at odds with many Administration proposals, it has promised cooperation in implementing several proposals of the National Commission on Excellence and is open to further discussion on merit pay. The National Education Association, AFT's larger, bitter rival, was invited to attend but as of now has chosen not to participate.

Topics of discussion are: The entire issue of excellence, improving technology, merit pay/master teacher concepts, improvement of elementary school efforts, Federal and State roles in the future, teacher and student testing, discipline, salary increases, and your opinions on the Federal role.

III. PARTICIPANTS

- Secretary Bell
- Ms. Jolly Ann Davidson, President-elect, Phyllis Blaunstein, Executive Director, National Association of State Boards of Education
- Dr. Robert C. Howe, President, Dr. Scott Thomson, Executive Director, National Association of Secondary School Principals
- Gilmon Jenkins, President, Dr. Samuel G. Sava, Executive Director, National Association of Elementary School Principals
- Robert Porter, Secretary-Treasurer, Mr. Pat Daly, Vice President, American Federation of Teachers

IV PRESS PLAN

White House Photographer

V. SEQUENCE OF EVENTS

Secretary Bell will introduce each Education Leader to you. A representative from each group will present his groups' views and you will respond accordingly. A round table discussion will take place as time permits.

Attachment

TALKING POINTS FOR THE MEETING WITH EDUCATION LEADERS

- o Pleased to welcome representatives from the Elementary and Secondary School Principals Association and the Association of State Boards of Education...and of course it is good to welcome back the representatives from the American Federation of Teachers.
- o Regretfully, your colleagues at the NEA have elected not to attend today. (Secretary Bell and Craig Fuller both spoke with Don Cameron, Executive Director, NEA and invited their participation)
- o I want you to know that I am encouraged by the response around the country to the Report from the Commission on Excellence in Education.
- o I would like to spend our time together talking a bit about what your organizations have been able to do and how we might help encourage educators, administrators and school boards advance the recommendations contained in the report at the local level.

POINTS TO MAKE DURING THE MEETING

- o State by state accomplishments are impressive:
 - Master teacher/merit pay concepts are being initiated in Tennessee, Florida and Virginia;
 - higher standards are being imposed in Mississippi, California, Utah and Florida;
 - longer school days are under active consideration in Florida, California and North Carolina
 - the list of states and local school boards that have these education reforms at the top of the agenda is encouraging.

o The Administration's effort is designed to improve the quality of education--we believe and the American people believe in:

- the recommendations of the bipartisan Commission on Excellence in Education
- competency tests for teachers
- teacher pay based on merit (merit pay/master teacher programs as designed by the states)
- incentives to attract bright students into teaching
- emphasis on the basics to prepare our young people for the future.

[NOTE: A briefing paper on state and local actions around the country is attached as is a briefing paper on the latest situation with our math and science legislative initiative.

HIGHLIGHTS OF SIGNIFICANT STATE EFFORTS IN ACHIEVING EXCELLENCE

The following activities represent significant efforts being undertaken by various States which are consistent with the recommendations of the report of the Commission on Excellence.

MASTER TEACHER PROPOSALS

- 1) Tennessee--During this year's legislative session, Governor LaMar Alexander of Tennessee introduced to the Tennessee legislature his well-known Master Teacher proposal along with a related program for master principals and administrators. Largely due to the efforts of the Tennessee Educators' Association (TEA), an affiliate of NEA, the Governor's proposals were defeated during the regular session. The Governor's office, however, has not given up the effort. When the legislature re-convenes next January, the Governor will re-introduce the plan with some changes, hoping that a rising tide of favorable public opinion and a few modifications will make the proposal acceptable to the teachers' union.

Beyond any general pay hikes, Governor Alexander's plan envisions separate career ladders for teachers, ranging from apprentice to Master Teacher, with wide pay differentials between the levels. The evaluation process would involve peer and supervisor review and would allow each teacher the opportunity for an evaluation and a possible step up to a higher level every few years.

- 2) Florida--This year in Florida, the process of determining teacher evaluation standards and methods will begin. By the 1984-85 school year, some Florida teachers will receive higher pay than their peers, based on their respective merit. A bill, signed into law Tuesday (July 12th) by Governor Robert Graham, provides for a two-tiered system, the "Florida Merit Compensation Program." The program calls on each of the State's school districts to develop its own merit plan, which will be reviewed by the newly-formed Florida Quality Instruction Incentives Council and approved by the State's Department of Education. Once approved, these programs will be funded through a central trust fund. The same fund will be used to support the second tier of the program, a State-wide master teacher career ladder. Unified, stringent guidelines will be used throughout the State to determine which teachers may become Associate Master Teachers and Master Teachers, thereby earning a few additional thousand dollars. Their selection will be based on attendance, experience, educational preparation (advanced degrees), and an evaluation by their principal, a fellow teacher, and a non-teaching subject specialist. Appropriations for the \$80 million package, which also includes enhancement of math, science, and computer education and the establishment of a longer school day, should be signed into law Monday, July 18th.
- 3) Virginia--For the 1984-86 biennium, Governor Charles Robb has proposed the funding of a Pay-for-Performance pilot program through which grants would be given to local districts to test various approaches to performance-based teacher pay. While details of the \$500,000 program remain to be worked out, the Governor has suggested that all local pilot

projects would include the following: 1) direct participation of teachers; 2) separate selection procedures for excellent teachers and administrators; and 3) monitoring and full disclosure of results, with a public report to the Governor. In his proposed budget for the upcoming biennium, Governor Robb also recommends an annual 10 percent increase in teacher salaries.

HIGHER STANDARDS/REQUIREMENTS

- 1) Mississippi--This Spring, the State of Mississippi Higher Education Commission established new requirements for admission to the State's universities, effective the Fall of 1987. Under these new requirements, college applicants must complete 13.5 academic units for admission, as follows: four units of English, three of math, three of science, two of social studies, and one and one-half units of a foreign language or other academic subject.
- 2) California--As one part of its major K-12 educational reform proposal currently pending before the California Legislature, the State is proposing to increase high school graduation requirements. Other components of the omnibus proposal include additional incentives for teaching math and science, streamlined procedures for teacher dismissal, funds for textbooks, a 10 percent increase in beginning teacher pay, and extra pay for extra duties ("mentor teachers"). At this time, the program has yet to be adopted, pending resolution of disagreements over the proposed budget to fund the program. State sources estimate that the final education budget will total approximately \$800 million; adoption is expected early during the week of July 18 (see below).
- 3) Utah--At the end of 1982, the University of Utah Board of Regents announced the raising of admissions standards for students seeking enrollment in the Fall of 1987. The announcement, which was widely disseminated by the media in full page advertisements, was favorably received by the public. These strengthened standards are expected to result ultimately in the raising of high school graduation requirements around the State.
- 4) Florida--As one part of an \$80 million education improvement bill, the enhancement of math, science, and computer education has been authorized in the State of Florida. Governor Robert Graham signed the authorizing bill last Tuesday (July 12), and plans to sign the appropriations bill Monday, July 18th. The bill requires the Florida Commissioner of Education to provide a plan for State-wide educational improvement in the areas of math, science and computer education. It authorizes the Legislature to provide categorical funding to local school districts excelling in these areas to fund the purchase of scientific equipment and computers, to fund various related efforts at planning centers associated with schools throughout the State, to establish teacher scholarship/loan programs, and to fund visiting scholar programs whereby individuals with Ph.D.s will be brought into high schools to teach for one year. The bill also includes provisions for merit pay/master teachers and a longer school day (see below).

- 5) Kentucky--In January, the State Higher Education Council raised requirements for entrance to State institutions, requiring 20 minimum credits (including four of English, two of math, two of science--biology and chemistry). The State Board of Education also adopted a 20 credit minimum for high school graduation, including four in English, three in math, and two in science. In response to concern that stricter minimum requirements could increase the school drop out rate, the State undertook a study of districts which had required the 20 credit minimum for several years. No significant impact on the drop out rate was evident. The new minimum standards have not yet been implemented State-wide, awaiting clearance by the State Legislative Research Committee.
- 6) Iowa--Governor Branstad recently signed into law a program providing grants to local districts totalling \$50 for each pupil enrolled in a first year of foreign language instruction and \$25 per pupil for enrollment in advanced math or science classes. Additionally, the law provides a State guaranteed student loan program for highly qualified students wishing to enter the teaching profession and a loan program for teachers desiring to upgrade their skills in science and math. This effort is quite consistent with the goal of attracting high quality students into teaching and strengthening the skills of inservice personnel in these critical areas.

LONGER SCHOOL DAY/YEAR

- 1) Florida--On Tuesday July 12, Governor Graham signed into law a bill implementing a new State-wide requirement for a longer school day. The law requires a minimum of seven instructional periods in the school day, and increases the required total hours of instruction per school year from 900 to 1050. The law, which takes effect in the 1984-85 school year, also includes provisions for merit pay/master teacher and the enhancement of math, science and computer education throughout the State. The Governor intends to sign an \$80 million appropriations bill on July 18, which will provide funds required for implementing the program.
- 2) California--Included in the State's major educational reform package for grades K-12 is a proposal for lengthening required instructional time. Interestingly, the proposal does not mandate that this be achieved by an increase in the length of the school day or year, but merely mandates that a certain number of additional minutes of instructional time be provided. The proposed increases are as follows: kindergarten--900 additional minutes; grades 1-3--a 25 percent increase or 10,000 additional minutes; and grades 4-12--a 28 percent increase or 12,000 additional minutes. As with other components of this education package, adoption of this proposal is contingent upon adoption of a State budget.
- 3) North Carolina--The State Board of Education has reviewed its first issue paper generated in response to the NCEE report, the topic of which was extension of the school day/year. The Board endorsed a three-year pilot project to test whether increased time in school results in improved student achievement. Two districts begin this pilot effort this month.

LEADERSHIP

A number of States (New Mexico, Utah, New Jersey, and Maryland, to name a few) and local school districts have established their own task forces to determine steps which should be taken to implement the Commission's recommendations.

Governors and State legislators are taking a particularly strong role in this process, challenging educators and educational organizations to provide leadership in shaping the excellence agenda.

PARTNERSHIP WITH THE PRIVATE SECTOR

A number of excellent examples exist which illustrate the benefits of strengthening cooperation between public education and the private sector. To name a few:

- 1) The Business Partnership--This Minneapolis-based organization of business and community leaders has made education improvement a major priority, focusing largely on education finance and increased standards.
- 2) The Atlanta Partnership--In operation for five years, this group has promoted the Adopt-A-School Program, linking schools in the district with corporate sponsors. The program has been so successful that practically all schools in the district now have some linkage with the Partnership.
- 3) The California Roundtable--This organization of business leaders has been very active in urging educational reform and in supporting additional tax levies to upgrade educational programs.

Deann

THE WHITE HOUSE
WASHINGTON

Meeting on Education Issues

June 27, 1983 - Roosevelt Room

10:30 a.m.

Agenda

- I. Themes for June 29 - July 5 events.
- II. Polling information - update or when available.
- III. Follow-up plan - Themes
Policy
Strategy.

Here are several specific actions that parents can ask any board of education to take this summer that won't require additional funds:

- o adopt the five new basics;
- o use letter grades for indicating academic achievement;
- o administer standardized achievement tests for entry and exit for each grade;
- o utilize the existing time in the school day more effectively for academic instruction;
- o develop a firm discipline code.

Many parents may not know their school board members and should:

- o call the town clerk or the city hall to find out who their representative is;
- o hold meetings with their local school board member to discuss the implementation of the Commission on Excellence Report.

This would transfer the responsibility of improving the quality of education from the Federal, even the State level, to parents and give them something specific that they could act on.

The President should use illustrations of successful school districts that already have implemented the Commission on Excellence recommendations. For example, El Camino High School in Sacramento, California decided in 1979 that the school suffered from all of the maladies commonly associated with public education today:

- o declining enrollment;
- o low achievement;
- o poor attendance;
- o teacher "burn out";
- o drug and alcohol abuse; and
- o lack of community support.

The school Principle was given:

- o no additional funds;
- o the same staff;
- o the same students;
- o the same faculty,

and in a period of 1 year literally turned that school around. The staff, the community and the students are in complete support

of the actions taken, and the taxpayers have not been required to increase the expenditure more than any normal annual increase.

The result is that the enrollment at El Camino for 1983 was at a maximum of 1700 with a waiting list of close to 400. The daily student absence rate had dropped from approximately 14% to less than 4%. (See attached.)

A second example is the DuVall County Public Schools in Jacksonville, Florida. The school committee analyzed the specific recommendations of the Commission on Excellence Report and found that they had already implemented most of the recommendations in their schools. (See attached.)

There are many other schools, both elementary and secondary, across the country that can be used as examples of how parents, teachers, school board members and State government officials have worked together to reintroduce high quality education in their schools. And all this without the involvement of the Federal Government.

If we are to respond to the parents and taxpayers in America who look to this Administration for leadership and continue to keep the focus of the debate at a local level, we must lay a sound strategy that is coherent and does not allow the U.S. Department of Education to become the focal point of improving the quality of America's schools.

Already the Congress is seeking to insert its own answers to improving education quality, such as Senator Kennedy's recommendation for a summit conference on education and Mickey Edward's recommendation on the National Excellence in Education bill, which would lead to more Federal involvement rather than less.

If there is one lesson we should have learned in the past twenty years, it is that the Federal Government is not the answer to improving the quality of education, it is the cause of the decline of the quality of education in America. The one hope that parents have is that this President will lead us back to true, local control for our schools.

Journal

Attendees

- Schedule

- Communications Plan

- Rate of inflation

had we not curbed
(Charts - Autos - Homes)

- July 2008 Budget Statement
opening Statement

- Average family of 4

- Cumulative Budget

1. opening Remarks
2. Rollins/Memo
3. Trust
4. Newsweek poll

Labor Day Speech

Begin inflation

Reader Digest. ^{my favorite} most forgettable

Parade Magazine

Amer Educ Week

Lloyd Shaver

EDUCATION



Bart Bartholomew—Black Star

Los Angeles teacher Marilyn Winningham: Special rewards for special efforts

The Merits of Merit Pay

The class of '83 was about to graduate from Grant High School in the San Fernando Valley when one of the seniors turned tables on English teacher Marilyn Winningham and presented her with a gift: a necklace whose pendant carried the word "teacher." There was also a note that read, "You taught me not only to write but also what was right." Winningham, who had helped the girl as an all-but-lost cause in her freshman year, beamed. "You can't be in teaching for the money," she said. "It has to be for moments like this."

But money is the issue at the moment. Marilyn Winningham is one of 197 "master teachers" in Los Angeles who are paid more than their colleagues for superior performance—and who represent the vanguard in Ronald Reagan's rhetorical crusade for quality in the nation's schools. As Democratic presidential candidates

join the debate over merit pay and master-teacher plans, education has percolated to unexpected prominence, ranking second only to unemployment as an issue in the emerging 1984 campaign, according to a new NEWSWEEK Poll (page 24). The NEWSWEEK Poll also finds the public similarly divided. There is sizable support for many of the reforms Reagan has been promoting, including merit pay, competency testing for teachers and a back-to-basics approach in the classroom (chart). But a large majority of those surveyed also feel that more government money is needed and almost half say they would willingly pay more taxes to that end.

The idea of merit pay itself is decades old, but states and local school districts are considering it anew as a result of grassroots demand. Many teachers and parents are pleased with the idea of special rewards for special efforts. Yet even support-

ers of merit pay see difficulties. "I'm all for it, but it's going to be an administrative nightmare," says North Carolina teacher of the year Jean Paul Powell. The National Education Association and the American Federation of Teachers, the country's two national teacher unions, have traditionally opposed merit pay as unworkable, unfair and prone to administrative favoritism. They have argued that teachers who do good work but are not rewarded—perhaps because the principal doesn't like them—would become discouraged. The NEA, in particular, has also maintained that it is difficult to evaluate teacher performance objectively (60 percent of those surveyed by NEWSWEEK disagreed). But not all are opposed. AFT's Albert Shanker has a more "open mind" and NEA's William H. McGuffey says his union is "willing to discuss alternative pay plans . . . after all teachers' salaries are substantially increased."

Rewards: For all the current talk of merit-pay plans are actually in effect—where they do exist, there are significant differences. In Seiling, Okla., where the school district for the past four years has distributed bonuses up to \$1,000 to some of its 47 teachers, rewards are based on student performance: teachers earn an automatic bonus if their school posts an overall gain on standardized tests. Elementary teachers earn more if their students improve in reading or math, and secondary teachers receive an additional \$1,000 for each of their classes that shows improved performance. Superintendent Gerald Daugherty believes the program encourages teachers to use their class time more wisely, "because lost time might mean lost dollars to them."

Seiling's merit-pay system seems more popular, and less complicated, than Houston's "Second Mile Plan." In the Houston scheme, teachers can make more than \$1,000 extra per year just based on a combination of their attendance, the test scores of the entire school and their own additional college credits. NEA and AFT affiliates both oppose the plan, and even some teach-

THE POLITICS OF EDUCATION: WHAT THE PUBLIC THINKS

A NEWSWEEK Poll shows that a large majority of Americans favor merit pay for teachers—and nearly half would pay higher taxes to support education.

1. Do you favor more funds for public education and teacher training?	Yes, even if it means higher taxes	45%	2. If more money is required to raise the quality of education:	It should come from the federal government	31%
	Yes, but only if it does not mean higher taxes	35		From state and local government	30
	No more funds for public education and teacher training	16		From eliminating some current education expenses	27
	Don't know	4		Don't know	12
3. Do you approve or disapprove of these proposed changes in educational policy?	Requiring more English, math and science to be taught in public schools	89%	Approve	Disapprove	Don't know
	Changing the tenure or seniority system to make it easier to fire poor teachers	71	23	6	
	Abolishing the federal Department of Education	23	58	19	
	Basing teachers' salaries on merit to attract and retain better public-school teachers	80	15	5	
	Competency testing for teachers	90	6	4	
	A constitutional amendment that would permit prayers to be said in public school	71	25	4	
	A federal income-tax credit of \$250 to \$500 for each child in private or parochial school	45	49	6	

For this NEWSWEEK Poll, The Gallup Organization interviewed 760 adults by telephone on June 15-16, 1983. The margin of error is plus or minus 4 percentage points. (The NEWSWEEK Poll © 1983 by NEWSWEEK, Inc.)

Jerry Eitelberg—News

ers earning bonuses suggest that the money is not a sufficient incentive and that the criteria should be more fair.

A variation of merit pay is the master-teacher system. Teachers are not only paid more for good work but are asked to serve as peer counselors for less experienced colleagues and sometimes given more authority for curriculum development. One advantage is that good teachers can continue to advance professionally and financially while remaining in the classroom. And because they are still practicing teachers, masters are theoretically immune to the criticism usually leveled at outside consultants and administrators: that they do not understand everyday classroom pressures.

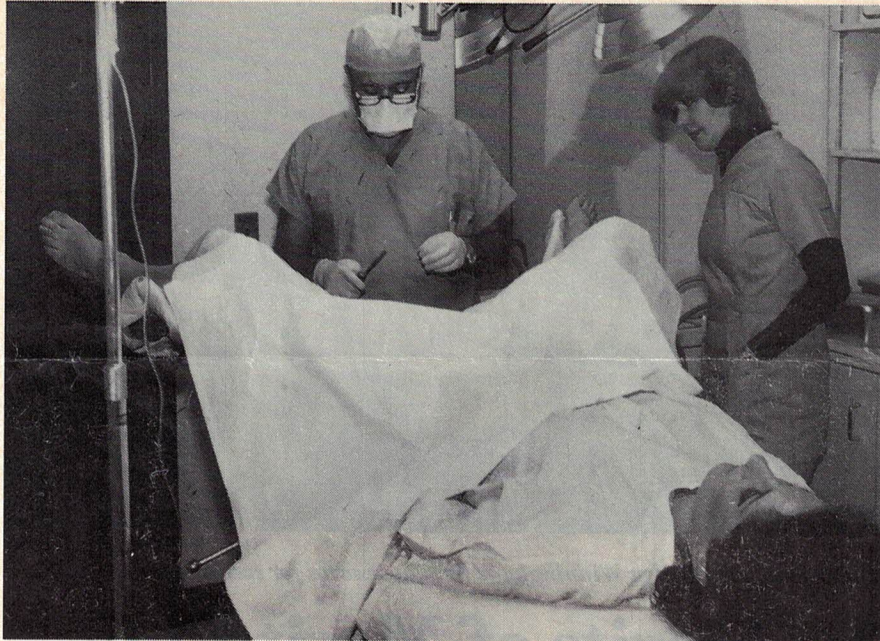
Los Angeles's program might end next year because of a local budget pinch, or it could be saved and expanded if California follows through on the \$30 million statewide master-teacher plan that has cleared both houses of the legislature. Master teacher Marilyn Wunningham makes only \$504 extra each semester, but masters under the state plan could earn as much as \$4,000 per year in bonus money. The plan, part of a \$700 million education package, enjoys wide support. The biggest obstacle is Gov. George Deukmejian, who would prefer a merit-pay system and who wants to postpone most of the education package until next year to ease the state deficit.

Professional Ladder: Perhaps the most comprehensive master-teacher scheme is now being pieced together in Charlotte, N.C. The "career development plan" would establish a professional ladder for teachers leading to a kind of master status and make it easier to fire less competent teachers along the way. All teachers would begin with a probationary period lasting from four to six years, with requirements similar to those for obtaining a master's degree. They would be drilled in classroom skills, including lesson planning, and would do advanced study in their academic fields. After probation teachers would either be fired or advanced to career level one. Anyone who does not develop enough skill to win tenure by the sixth year would be fired. Upon winning tenure teachers begin to move up through three career levels, the highest of which would enable them to become curriculum specialists or peer counselors, while still spending time in the classroom. Those who achieve tenure would get a \$2,000 raise and be eligible for another \$2,000 every three years thereafter.

To some degree, the fine points of master-teacher plans and merit pay may obscure the central theme in the national political debate on education. Quality education has become an apple-pie issue for Republicans and Democrats alike—but in an age of fiscal hemorrhage at all levels of government, neither party has come up with a detailed plan of how to achieve it.

DENNIS A. WILLIAMS with PATRICIA KING
in Atlanta, DON SHIRLEY in Los Angeles,
SONJA STEPTOE in San Francisco and bureau reports

JUSTICE



Yvonne Hemsey—Gamma-Liaison

Abortion clinic in New York City: Overturning 'heavy and unnecessary' restrictions

The Court Stands by Abortion

A decade ago the U.S. Supreme Court stepped into the middle of a national debate, consulted the Constitution and discerned a woman's right to have an abortion. Since then the justices have been haunted by the issue: on 10 occasions the court has been forced to pick its way through statutory schemes designed to limit access to abortion. Last week the justices faced the issue again and this time removed any lingering doubt that the current court might reverse itself. Writing for a 6-3 majority, Justice Lewis F. Powell Jr. indicated that the meaning of the Constitution can't change every 10 years—although in abortion cases, at least, it may be fine-tuned by advances in medical technology.

The court's decision effectively overturns about two dozen state laws that had put a variety of restrictions on women seeking abortions. Under the ruling, states may no longer require that all second-trimester abortions take place in hospitals or impose a 24-hour waiting period before an abortion may be performed. The court also struck down provisions requiring a doctor to discuss the fetus as "a human life" and those that required all teen-age girls—regardless of their maturity or individual circumstances—to get approval for an abortion from parents or judges. The message of the decisions, said Nanette Falkenberg, executive director of the National Abortion Rights Action League, was to "leave abortion alone. The courts will not tolerate laws that inhibit a woman's constitutional right."

Despite the court's decisions, no one involved in the controversy believes that the abortion issue will now disappear. Instead,

the high court's decision has galvanized anti-abortion groups to redouble their efforts in Congress for a constitutional amendment banning all abortions. Next week the U.S. Senate will take up just such a measure, but even supporters consider it doomed. Says sponsor Orrin Hatch of Utah, "I don't have a lot of confidence that the Senate will pass it, but I think it is important to have it debated." Next January right-to-life and pro-choice groups will stage their annual counterdemonstrations in the halls of Congress; more important, strategists on both sides have begun targeting congressional candidates they can campaign for or against—in next year's elections.

Leeway: The court ruling was another setback for the Reagan administration in the hands of the justices. Solicitor General Rex Lee had entered the case with a sweeping argument to give states great leeway regulating abortions. After that plea was flatly rejected last week, the president expressed "profound disappointment" and immediately endorsed the Hatch amendment. His support will probably not make much difference, however; two major abortion proposals have failed to pass Congress since Reagan became president. The White House took some comfort from the fact that Sandra Day O'Connor, Reagan's only appointment—and the court's only woman—voted with the anti-abortion side.

The principal question before the court was whether laws passed in Missouri and Akron, Ohio, imposed too great a burden on a woman's right to choose an abortion. Thirty years ago, in the court's seminal abortion ruling (*Roe v. Wade*), the justices found t

12:00
(mes)

THE WHITE HOUSE

WASHINGTON

CREATIVE SCHEDULING AGENDA

June 27, 1983

I. EDUCATION

- A. An update on recent progress
- B. What else needs to be done?
(i.e. More events? Slow things down?)
- C. Polling Results

II. THEME CONCEPT

- A. Should we have done it?
- B. Was it successful?

III. FUTURE THEMES

- A. Inflation - *week in August*
- B. Environment

IV. TRAVEL

- A. Future States and Cities

V. SURROGATES

- A. Recruitment
- B. Coordination

VI. BRAINSTORMING/NEW IDEAS

2:00p.

THE WHITE HOUSE
WASHINGTON

Participants:
Rosebush
Hodges
Scouten
Sittmann

* Tim Towell (state)
will join mtg. at
2:15

June 27, 1983

Memorandum for: Mike Deaver
From: Gahl Hodges *gh*
Subject: Agenda for Meeting on State Dinners

1. To establish guidelines for payment of entertainers.
i.e., Travel expenses, lodging, entertainment fees.
2. To establish guidelines for payment of entertainers
to non-State Department funded events.

THE WHITE HOUSE

WASHINGTON

June 16, 1983

MEMORANDUM FOR: GAHL HODGES
FROM: REX W. SCOUTEN
SUBJECT: Bahrain State Dinner

The following is the estimated Bahrain State Dinner cost:

Food and Beverage	\$ 4,000
Labor (Overtime and Extra Help)	8,500
Flowers	1,600
Calligraphy	1,500
Entertainer (Transportation and Hotel)	500
Rentals, Piano Tuning, etc.	<u>200</u>
	\$ 16,300
Park Service Charges	
(Labor, overtime, vehicles and plant material	<u>3,000</u>
	\$19,300

THE WHITE HOUSE

WASHINGTON

June 16, 1983

632-
4120

2:15

Bill
who should we
sit down with
at State?

MEMORANDUM FOR: GAHL HODGES
FROM: REX W. SCOUTEN
SUBJECT: Bahrain State Dinner

The following is the estimated Bahrain State Dinner cost:

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	\$ 16,300

Park Service Charges (Labor, overtime, vehicles and plant material)	<u>3,000</u>
	\$19,300

Set up meet
6/27
2:15