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ANNOTATED BIBLIOGRAPHY: EDUCATIONAL PRACTICES

The Allen Company, Newark Public Schools Instructional Profile Report (The Allen Company 2000).

The Profile examines prevailing teaching practices within the district. The report is based on classroom observations and interviews with school administrators and teachers. The report concludes that Success For All may be an appropriate whole school reform model for ensuring consistency and continuity in daily instruction; teachers are teaching to the whole class instead of addressing individual needs; teachers are teaching at grade level even when students do not have the necessary prerequisite skills to understand the material; math instruction focuses on repetition and memorization; technology is not integrated into classroom instruction; textbooks and other commercial teaching materials drive instructional content, not the curriculum; a significant percentage of students were off-task during instructional time; and the majority of lessons observed focused on basic skills, not classroom discussion or divergent thinking activities.

Lili Allen et al., Reinventing High School: Six Journeys of Change (Jobs for the Future, et al., 2000).

Reinventing High School presents six case studies highlighting the reform practices of several high schools. Emerging patterns included the emphasis on preparing students for both college and careers, building community resources and support, and the tense relationship between districts and schools initiating reform. The schools profiled were selected from those participating in the Coalition of Essential Schools/Jobs for the Future network.

American Federation of Teachers, Building on the Best, Learning from What Works - Six Promising Schoolwide Reform Programs (1998).

Building on the Best recommends several school reform models. The models are supported by evidence that demonstrates their capacity to increase academic achievement levels based on high standards. The models had to be replicable beyond the pilot programs and provide support structures to adopting schools. The report recommended the following school reform models: Success for All, the School Development Program, High Schools that Work, Direct Instruction, Consistency Management & Cooperative Discipline, and Core Knowledge.

American Federation of Teachers, Improving Low-Performing High Schools - Ideas & Promising Programs for High Schools (1999).

The report suggests that low-performing high schools should conduct a self-study, consider adopting a research-based reform program, establish entry-level standards for first-year students, establish an intervention program for struggling students, ensure a safe learning environment, develop high standards, provide all students with challenging class work and support, ensure that teachers are qualified to teach their subject matter, organize the school into a personal community, and create incentives for student achievement. Also considered are block scheduling, year-round schools, and late-start days. Several school wide reform models are recommended, including: High Schools that Work, Expeditionary Learning Outward Bound, and Community for Learning.

American Institutes for Research, An Educators' Guide to Schoolwide Reform (1999).

The Guide provides an overview and independent evaluation of twenty-four whole school reform models. Each model was evaluated with regards to evidence on student outcomes, the strength of the research base, available support, and program costs. The Guide was sponsored by the American Association of School Administrators, the American Federation of Teachers, the National Association of Elementary School Principals, the National Association of Secondary Schools Principals, and the National Education Association.

Jacqueline Ancess & Suzanna Wichterle Ort, How the Coalition Campus Schools Have Re-Imagined High School: Seven Years Later (The National Center for Restructuring Education, Schools, and Teaching, Teachers College, Columbia University 1999).

The report describes the success of the high school reform practices implemented by the Coalition Campus Schools Project in New York City. Such practices include small school and class size, innovative school organization, a focus on teacher-student relationships and personal responsibility, the vision of the school as an intellectual community, and frequent assessment to ensure academic improvement.

Jean Anyon, Ghetto Schooling: A Political Economy of Urban Educational Reform (Teachers College Press 1997).

Ghetto Schooling chronicles the study of urban education reform efforts in the Newark, New Jersey public schools. Anyon argues that in order to see why inner city schools are failing, it is not enough to look at reform efforts or educational practices. Instead, study must focus on the interaction between social class and race. The City of Newark is used as an example of how political and economic decision-making has influenced the public schools. To improve urban education, reform efforts must commit resources towards the reconstruction of central city government. Additionally, analysis of conditions found within the Newark schools demonstrates that educational reform must also include efforts to restore economic and political opportunities to inner city residents.

David Bensman, Central Park East and Its Graduates: Learning by Heart (Teachers College Press 2000).

A longitudinal study of the graduates of the Central Park East Elementary School (CPE) in East Harlem. Founded in 1974, with a bottom-up reform philosophy, CPE was designed to provide inner-city children with the finest educators and pedagogy available. Bensman highlights the experiences of several graduates who emerged from poverty as a result of the education they received at CPE.

Paul Berman & David Chambliss, Readiness of Low-Performing Schools for Comprehensive Reform (RPP International, Inc. 2000).

Based on the efforts of the High Performance Learning Community project and participating schools in California and Oregon, the report describes lessons learned about the readiness capacity of low-performing schools for reform. In order for the implementation of comprehensive school reform to be effective, efforts must: (1) consider readiness capacity; (2) utilize support programs matched to a schools readiness needs; (3) recognize that external accountability measures can retard or advance readiness capacity; and (4) understand that different schools require different amounts of time to build readiness for reform.

Samuel Casey Carter, No Excuses - Lessons from 21 High-Performing, High-Poverty Schools (The Heritage Foundation 2000).

No Excuses identifies seven common traits of high-performing, high-poverty schools: (1) Principals are free to spend their budget, hire faculty, and establish curricula; (2) principals use measurable goals to establish a culture of achievement within their school; (3) presence of master teachers to improve the instructional faculty; (4) frequent testing

to promote continuous student achievement; (5) student success is key to discipline; (6) principals work with parents to create a center of learning in the home environment; and (7) effort develops student ability. The effective practices of twenty-one high-performing, high-poverty public schools are profiled.

James P. Comer, School Power: Implications of an Intervention Project (Yale University Press 1980).

School Power demonstrates the positive effect of applying institutional, psychological, and social research on the performance of schools and students. The book examines how a university, a public school system, and parents worked together to raise social and academic achievement in a failing public school.

James P. Comer et al., Rallying the Whole Village: The Comer Process for Reforming Education (Teachers College Press 1996).

Rallying the Whole Village describes the philosophy and reform efforts of James Comer's School Development Program (SDP). Comer argues that besides the family, the school has the most significant impact on a child's growth and development. The SDP, therefore, was developed to provide students with a challenging and supportive environment. Data from the SDP demonstrates that schools won't be able to carry out their educational charge unless fundamental changes occur in the social and economic context of family and child life.

Community Training and Assistance Center, Myths and Realities - The Impact of the State Takeover on Students and Schools in Newark (2000).

Based on surveys, interviews, and student performance data, Myths and Realities, examines the impact of the state takeover of the Newark Public Schools on school and district operations, community engagement, and student performance. State initiatives in the areas of personnel, school organization and structures, planning, curriculum, instruction, student behavior, parental involvement, and school facilities are discussed. The takeover is linked to increases in student attendance and improvements in student achievement.

Noreen Connell et al., Beating the Odds: High-Achieving Elementary Schools in High-Poverty Neighborhoods (Educational Priorities Panel 1999).

The report examines how public elementary schools serving high-poverty neighborhoods in New York City have brought their students up to or above the city average on standardized tests. These high-performing schools have several features in common: (1) the principal managed instruction; (2) principals and teachers demonstrated a mastery of the curriculum; (3) a code of professional respect and caring for children; (4) a no-nonsense communication style used by the principal; (5) classrooms in which teachers were freely observed; (6) active parental involvement; and (7) incentives for high academic performance.

Kristin Donaldson Geiser and Paul Berman, Building Implementation Capacity for Continuous Improvement (RPP International, Inc. 2000).

Based on the efforts of the High Performance Learning Community project and participating schools in California and Oregon, this report identifies several challenges to effective implementation of school reform. These challenges include: (1) getting teachers and school officials to buy into reform; (2) adopting a comprehensive reform plan and following through in detail; (3) the need for quality professional development and on-going support; (4) adapting the reform to the school context; and (5) constant evaluation and feedback during the implementation process.

Linda Darling-Hammond, The Right to Learn: A Blueprint for Creating Schools That Work (Jossey-Bass 1997).

Darling-Hammond argues that the United States can radically improve, not only its individual schools, but its whole system of education by implementing changes to make schools both learner centered and learning centered.

Linda Darling-Hammond, What Matters Most: Teaching for America's Future - Report of the National Commission on Teaching and America's Future (1996).

This two-year study found that: (1) teacher knowledge and ability is the most important influence on student learning; (2) recruiting, training, and retaining quality teachers should be the main focus for improving public schools; and (3) school reform will fail unless it creates conditions that allow teachers to teach and teach well. The study identifies several factors that confound the above findings: (1) low expectations for student performance; (2) unenforced standards for teachers; (3) flaws in teacher preparation; (4) low quality teacher recruiting; (5) inadequate induction programs for

new teachers; (6) lack of professional development and few incentives for continued training; and (7) schools that are structured for failure rather than success. The report offers several recommendations to address these concerns: (1) high standards for both students and teachers; (2) reinvent teacher preparation and professional development programs; (3) employ qualified teachers in every classroom; (4) create incentives and rewards for teacher skill and training; and (5) create schools organized around student and teacher success.

Lisa Delpit, Other People's Children: Cultural Conflict in the Classroom (New Press 1995).

This book suggests that several of the academic problems attributed to children of color stem from the prevailing power structure in which the views of those of privilege are taken as the only reality, while the views and culture of those less powerful are dismissed as inconsequential or deficient.

Ronald Edmonds, Effective Schools for the Urban Poor, Educational Leadership, Oct. 1979, at 15.

Seminal work on effective schools. Edmonds' findings reinforce the relationship of the elements of a school's leadership, expectations, and atmosphere to student achievement.

Education Law Center, Wiping Out Disadvantages - The Programs and Services Needed to Supplement Regular Education For Poor School Children (1996).

Wiping Out Disadvantages presents a package of supplemental programs and services to address the special needs of disadvantaged students. The proposal recommends: (1) Access to preschool and full-day kindergarten; (2) the reduction of class size to under 15 students for kindergarten through third grade; (3) a research-based instructional intervention, such as Success For All, should be implemented in elementary schools; (4) the continuation of programs for limited English-speaking students; (5) parent participation, education, and training programs should be implemented at all schools; (6) the adoption of programs to extend the school day and/or school year; (7) the implementation of school-based youth and family services; (8) the development of alternative schools and programs for middle and high schools; and (9) school-to-work and school-to-college transition programs for middle and high schools.

Education Law Center, Transforming Teaching and Learning in Special Needs Districts (2d ed. 1998).

The report recommends a three-pronged reform package to improve teaching and learning in the Abbott special needs districts. Steven Barnett and Ellen C. Frede outline a comprehensive early childhood education reform strategy to improve learning readiness in elementary school. Second, Gary Natriello submits a package of community and social support programs designed to support academic achievement. Lastly, Barbara Neufeld offers a school reform program focused on developing academic standards, teacher development, school leadership, school and district organization, and accountability.

Bari Anhalt Erlichson et al., Implementing Whole School Reform in New Jersey: Year One in the First Cohort Schools (Center for Government Services, Rutgers University 1999).

This report examines the first-year whole school reform and school-based budgeting implementation efforts in New Jersey. The report found that whole school reform was frustrated by the short timeframe for model selection and implementation, the lack of State guidance with regards to school plans and budgets, and the failure of the State to release funds earmarked for reform efforts in a timely fashion.

Bari Anhalt Erlichson and Margaret Goertz, Implementing Whole School Reform in New Jersey: Year Two (Center for Government Services, Rutgers University 2001).

This report examines the implementation and structural issues surrounding whole school reform and school-based budgeting efforts in New Jersey. The report found that teacher support and adequate implementation time were critical to a successful whole school reform program. Reform efforts, however, were frustrated by the lack of empowerment at the school site, paperwork burden and outdated reporting technology, the lack of State leadership and coordination, and the failure of the State to clearly define the district role.

Evaluation of the First Year Implementation of Whole School Reform: Public Hearing Before the Joint Committee on the Public Schools, Abbott Subcommittee (N.J. Dec. 16, 1999)(testimony of Professor Bari Anhalt Erlichson).

Summary of the implementation difficulties experienced by schools adopting whole school reform models in New Jersey. Implementation was frustrated by delays in receiving State funds, limited information for model selection, and the State's failure to provide adequate technical assistance. School budgeting difficulties are also discussed.

Olatokunbo S. Fashola & Robert E. Slavin, Schoolwide Reform Models: What Works?, Phi Delta Kappan, Jan. 1998, at 370.

Slavin and Fashola suggest the adoption of established school reform models, using Title I funds, in order to help high-poverty schools raise student achievement. The article provides a description of several established school reform models.

Michelle Fine et al., Chartering Urban School Reform - Reflections on Public High Schools in the Midst of Change (Michelle Fine ed., Teachers College Press 1994).

This book discusses the urban school reform efforts of the Philadelphia School Collaborative and examines the creation of small, intimate school communities, organized around a particular intellectual theme, known as charters.

Michael Fullan, Change Forces: Probing the Depths of Educational Reform (Falmer Press 1993).

Fullan argues that neither top-down policy and programs, nor locally based reforms will improve schooling. He suggests that community agencies and educators must form partnerships that create learning societies as part of a larger social reform. Fullan identifies eight lessons critical for educational change: (1) you can't mandate or force change; (2) change is a journey, not a blueprint; (3) problems are our friends; (4) vision and strategic planning come later; (5) individualism and collectivism must have equal power; (6) neither centralization nor decentralization works by itself; (7) connections with the wider environment are critical for success; and (8) every person is a change agent. Fullan views the school as a learning organization that possesses a two-way relationship with its environment. He further argues that continuous teacher education is essential for the production of moral change agents.

David W. Grissmer et al., Improving Student Achievement: What NAEP State Test Scores Tell Us (RAND 2000).

Utilizing test score data from the National Assessment of Educational Progress (NAEP) from 1990 through 1996 the report estimates score gains both nationally and by state. The report also this data to examine the effects of varying levels and uses of per-pupil expenditures. The report found that both the level of per-pupil expenditure and its allocation affected student achievement. The report concludes that differences in score increases across different states cannot be explained by resource changes and may provide some preliminary evidence that educational reform is working.

Kati Haycock, Dispelling the Myth: High Poverty Schools Exceeding Expectations (The Education Trust 1999).

Dispelling the Myth identifies the common characteristics of high performing, high poverty schools. These schools tend to utilize state standards to design curriculum, guide instruction, and assess student progress; increase the amount of instructional time focused on reading and math; devote funds to professional development; implement monitoring and support structures for students; involve parents; and have accountability systems in place for administrators of failing schools.

G. Alfred Hess, Jr., Empowering Parents and Teachers (Bergin & Garvey 1992).

The book examines the impact of parents and teachers on efforts to improve public schools through restructuring. Professional development for teachers and parent empowerment programs are discussed. A distinction is drawn between programs that work from the ground up rather than the large-scale policy approach. Hess argues that strong family-school relationships help foster urban school reform.

G. Alfred Hess, Jr., Restructuring Urban Schools: A Chicago Perspective (Teachers College Press 1995).

Restructuring Urban Schools examines the Chicago School Reform Act of 1988. The CSRA emphasizes returning school control to parents and communities through the use of school-based management and local school councils. The book discusses the studies that have been conducted on the implementation of the CSRA. The successes and failures of reshaping this failing urban educational system are evaluated.

Paul T. Hill et al., It Takes A City: Getting Serious About Urban School Reform (Brooking Institution Press 2000).

It Takes a City is a practical guide for politicians, community leaders, and school officials attempting to reform urban education. The book argues that there are three interdependent elements necessary for the success of any educational reform proposal: (1) incentives for performance; (2) programs for increasing school capabilities; and (3) opportunities for school staff to change how they teach and serve students. In addition, several reform implementation barriers are discussed, including: (1) the loss of a superintendent; (2) weak board support; (3) teacher resistance; (4) funding shortfalls; (5) delays; and (6) competing initiatives. The educational reform experiences of Boston, Memphis, New York City, San Antonio, San Francisco, and Seattle are examined.

Joseph F. Johnson, Jr. et al., Hope for Urban Education: A Study of Nine High-Performing, High-Poverty, Urban Elementary Schools (The Charles A. Dana Center, The University of Texas at Austin 1999).

Based on several case studies, Hope recommends several strategies for improving low-performing, high-poverty schools. Districts should build the instructional leadership capacity of principals, channel resources to provide instructional leadership support, create clear accountability systems, ensure that accountability systems have support and capacity within schools, provide schools with flexibility, create regular opportunities for staff development, and increase resources and time for instruction.

Susan S. Klein, Response: A System of Expert Panels and Design Competitions: Complementary Federal Approaches to Find, Develop, and Share Promising and Exemplary Products and Programs, Educational Researcher, Aug.-Sept. 1997, at 12.

Discussion of Slavin's proposal for a federally sponsored program of design competition and expert panels to facilitate the identification and dissemination of quality educational research.

Laura Lein, et al., Successful Texas Schoolwide Programs (The Charles A. Dana Center, The University of Texas at Austin 1997).

The report provides case studies of 26 high-performing, high-poverty schools in Texas. Though diverse in their instructional programs and approaches, these public schools had

several common characteristics. These schools exhibited: (1) a focus on the academic success of every student; (2) no excuses; (3) careful experimentation; (4) inclusion of everyone in problem solving; (5) sense of family; (6) collaboration and trust; and (7) passion for learning and growing.

Deborah Meier, The Power of Their Ideas: Lessons for America From a Small School in Harlem (Beacon Press 1995).

This book describes efforts of the Central Park East schools in East Harlem, New York City. Meier argues that good education is possible for all children and vital to our democracy. The Central Park East schools are organized around several principles, including: (1) providing decision-making power to both school staff and students; (2) promoting relationships based on respect with families and the local community; (3) fostering rigorous critical inquiry that challenges students; (4) integrating the curriculum and teaching fewer subjects in depth rather than more subjects superficially; and (5) connecting learning to the real world. Small school size is also a central feature of the Central Park East schools, providing for staff to be personally involved in all school decisions, regular engagement with other staff members, focus on their students' work, physical safety, and accountability.

Lorraine Monroe, Nothing's Impossible: Leadership Lessons From Inside and Outside the Classroom (Public Affairs 1997).

The book chronicles the efforts of Lorraine Monroe, founder of the Frederick Douglass Academy in New York City. The "Monroe Doctrine," a leadership method that emphasizes concern and caring for students, disciplined creativity, respect, refusal to accept mediocrity, structure, hard work, and openness to new ideas is discussed.

National Center for Educational Statistics, Monitoring School Quality: An Indicators Report (U.S. Department of Education, Office of Educational Research and Improvement, December 2000).

Monitoring School Quality reviews the existing research on indicators of school quality that may be related to student learning. The indicators examined include: teacher assignments, teacher quality, professional development, course content, pedagogy, technology, class size, school leadership, goals, professional community, discipline, and

academic environment.

Lynn Olsen, Researchers Rate Whole-School Reform Models, Education Week, Feb. 17, 1999, at 14.

Discussion of the ratings of whole school reform programs examined in “An Educators’ Guide to Schoolwide Reform” authored by the American Institutes for Research.

Roger S. Pankratz et al., All Children Can Learn: Lessons from the Kentucky Reform Experience (Roger S. Pankratz & Joseph M. Petrosko eds., Jossey-Bass 2000).

All Children Can Learn documents educational reform efforts and challenges in Kentucky following the passage of the Kentucky Education Reform Act in 1990. Several educational reform insights are discussed, including: (1) the need to persuade government leaders of the societal benefits that can be gained from meaningful educational reform; (2) education for all students requires a fair system of school finance; (3) reform designers must have a feedback system with those implementing the reforms; (4) assessment and accountability are essential for increased student learning; (5) high standards combined with curriculum development and professional training is necessary for increased student learning; (6) educators need time to develop different instructional and assessment methods; (7) effective reform efforts require ongoing dialogue between researchers, policy makers, and school practitioners; (8) focusing on teacher quality and preparation is essential to increased student learning; and (9) combining past practices with new innovations provides the best environment for reform.

Philadelphia Education Fund, The Talent Development High School: First-year Results of the Ninth Grade Academy in Two Philadelphia Schools 1999-2000 (2000).

The report describes and highlights the early success of the Talent Development High School reform model in two Philadelphia schools. An increase in attendance rates and an improvement in academic performance are attributed to the program.

Stanley Pogrow, Reforming the Wannabe Reformers: Why Education Reforms Almost Always End Up Making Things Worse, Phi Delta Kappan, Jun. 1996.

Pogrow argues that education reform is doomed to failure. Citing several misconceptions about the realities of education, the failure of large-scale reform efforts in the past, the

frustration experienced by school staff and students by these failures, and the waste of time and resources focused on these reforms, Pogrow argues that these programs cause more harm than good in the long-term.

Stanley Pogrow, Rejoinder: Consistent Large Gains and High Levels of Achievement are the Best Measures of Program Quality: Pogrow Responds to Slavin, Educational Researcher, Nov. 1999, at 24.

Pogrow argues for the development of new and unbiased methodologies for evaluating whole school reform programs that seek to address the educational achievement needs of disadvantaged children. Program evaluation should not favor the use of control groups.

Stanley Pogrow, The Unsubstantiated Success of Success For All, Phi Delta Kappan, Apr. 2000.

Pogrow argues that the focus on and recommendation of a handful of reform programs, like Success for All, stifles innovative thinking in education and prevents the development of promising educational alternatives. Program competition and independent evaluation are recommended.

Diane Ravitch et al., New Schools for a New Century: The Redesign of Urban Education (Diane Ravitch & Joseph P. Viteritti eds., Yale University Press 1997).

The book discusses new innovations in education, such as charter schools, contracting arrangements, and choice that are designed to provide flexibility for educators, increase academic performance, and provide opportunity for all students.

Diane Ravitch, Left Back: A Century of Failed School Reforms (Simon & Schuster 2000).

Left Back provides a detailed history of educational reform efforts in the United States over the past century. Ravitch argues that these ever-constant reform efforts ultimately failed to improve education. Lost in the shuffle of reform was a clear definition of what schools should be doing to educate children.

Theodore R.Sizer, Horaces School: Redesigning the American High School (Houghton-Mifflin 1992).

Describes the struggles of a fictional teacher who serves as the chairperson of a school committee charged with the task of developing a model high school. The reform principles discussed by the committee are modeled after those of Sizer's Coalition of Essential Schools. The Coalition seeks to refocus reform efforts in education around the student, rather than the system. Following this proposition, Sizer advances the proposal that high school students should be evaluated through independent projects, or exhibitions, rather than by standardized tests.

Robert E. Slavin, Design Competitions: A Proposal for a New Federal Role in Educational Research and Development, Educational Researcher, Jan.-Feb. 1997, at 22.

Slavin proposes a federally sponsored system of competition in educational research and development. The envisioned system would have defined goals and would promote competition between reform programs to address these goals. Research would be conducted to compare the different programs and the most successful would be recommended for widespread adoption. Such a system would lend legitimacy to the educational research community, increasing the likelihood that such efforts eventually reached the classroom.

Robert E. Slavin, Rejoinder: Design Competitions and Expert Panels: Similar Objectives, Very Different Paths, Educational Researcher, Aug.-Sept. 1997, at 21.

Slavin argues for a system that identifies and disseminates effective educational research. A federally sponsored program of educational design competition and expert panels would achieve this goal.

Robert E. Slavin, Rejoinder: Yes, Control Groups Are Essential in Program Evaluation: A Response to Pogrow, Educational Researcher, Apr. 1999, at 36.

Slavin argues for the continued use of control groups in whole school reform program evaluation. He also defends the research regarding the Success for All program.

Sam Stringfield et al., Bold Plans for School Restructuring: The New American Schools Designs (Sam Stringfield et al. eds., Lawrence Erlbaum Associates 1996).

The book describes the educational reform efforts of the New American Schools Development Corporation. The first three years of development and evaluation of nine New American Schools' whole-school restructuring designs are examined.

U.S. Department of Education, Tools for Schools: School Reform Models Supported by the National Institute on the Education of At-Risk Students (Office of Educational Research and Improvement 1998).

Tools for Schools provides in-depth profiles of the 27 whole school reform models that have been supported, at some point in time, by the National Institute on the Education of At-Risk Students in the Office of Educational Research and Improvement of the U.S. Department of Education. The publication seeks to provide information to educational administrators and policymakers faced with the task of improving the performance of schools with significant at-risk student populations.

U.S. Department of Education, Turning Around Low-Performing Schools - A Guide for State and Local Leaders (1998).

The Guide recommends several strategies and initiatives to help raise student achievement in low-performing schools. State and local educational leaders should adopt programs to promote high standards, develop accountability systems with clearly defined goals, provide support for strong school leaders, and build capacity for continuous school improvement. Resources should be targeted for professional development, school readiness, and reform strategies. The development of charter schools and public school choice is also recommended.

U.S. Department of Education, First Annual School Improvement Report: Executive Order on Actions for Turning Around Low-Performing Schools (2001).

The report examines the characteristics of high-performing schools and proposes federal and state efforts for turning around low-performing schools. Successful schools set high standards for student achievement, hold teachers and administrators accountable for meeting standards, create a safe and orderly academic environment, maximize time spent on instruction, employ committed faculty and provide quality professional development,

have significant parental and community involvement, and have administrative flexibility in making decisions regarding the curriculum and school budget. The federal government should consider making changes in Title I to strengthen performance and accountability systems, align Title I and state systems of accountability, improve data quality and promote timely reporting, and encourage states to prepare plans for improving low-performing schools.

Debra Viadero, Who's In, Who's Out, Education Week, Jan. 20, 1999, at 12.

Review of the seventeen whole school reform programs that were recommended in the Comprehensive School Reform Demonstration Program legislation passed in 1997. The Program earmarked \$150 million in federal grants to improve the academic performance in schools serving large populations of poor students.

Ron Wolk, Strategies for Fixing Failing Public Schools, Education Week supplement, Nov. 4, 1998, at 43.

In order to improve failing schools, educators and reformers must recognize that school failure is systemic, realize that these schools lack the capacity for self-improvement, engage in collaboration with state and federal agencies to shift priorities to urban schools, create safe learning environments for students, and immediately change policies that exacerbate the school failure.