

**News** from the office of

# **Congressman Augustus F. Hawkins**

CALIFORNIA — 29TH DISTRICT



United States  
of America

## **"Effective Schools: Why and How They Work"**

### **What is an Effective School?**

The concept of effective schools emerged from a body of academicians, in conjunction with school personnel who have been studying school effectiveness for the last fifteen years. Their research shows that instructionally effective schools have *five characteristics* that differentiate effective schools from ineffective schools.\*

### **Schools Can Make A Difference**

The new thinking advanced by these dedicated scholars challenged the accepted view in the early seventies that "schools don't make a difference" because family background and social class was a more effective teacher than any classroom experience. Effective school's research refuted this negative view and contended that a school's control of program and program quality could make the difference in a child's school achievement regardless of social position.

Effective schools research is now showing that there are many things teachers, principals and schools do control which can serve as the means to improve student achievement, student behavior, and teaching and learning practices.

### **All Children Are Educable**

The underlying assumption in effective schools is that all children are educable; that their education derives primarily from the nature of the school to which they are sent; and that all children who start out not doing well in school get further behind the longer they go to school unless something is done.

### **Effective Schools Objective:**

To stop the continuous movement of children who are not prepared to do academic work and to require that students demonstrate minimum academic mastery at each level of schooling, so they will be successful at the next level.



*"A child miseducated is a child lost."*

—John F. Kennedy

*"You can only write so many national reports and pass so many acts by the legislature. Eventually you have to go back and ask what is happening in individual schools."*

—Ernest Boyer,  
president of the Carnegie Foundation  
for the Advancement of Teaching

### **\*Five Characteristics of an Effective School**

- 1) Strong leadership at the administrative level
- 2) High expectations that no child will fall below minimum levels of achievement
- 3) An orderly and safe school atmosphere conducive to learning and teaching
- 4) An intent that student acquiring of basic and higher order basic skills will take precedence over all school activity
- 5) Frequent and consistent monitoring and evaluation of student progress

## Union Calendar No. 65

100TH CONGRESS  
1ST SESSION

## H.R. 5

[Report No. 100-95]

To improve elementary and secondary education, and for other purposes.

### IN THE HOUSE OF REPRESENTATIVES

JANUARY 6, 1987

Mr. HAWKINS (for himself and Mr. GOODLING) introduced the following bill; which was referred to the Committee on Education and Labor

MAY 15, 1987

Additional sponsors: Mr. VISCLOSKY, Mr. SWIFT, Mr. STAGGERS, Mr. ESPY, Mr. MINETA, Mr. BUSTAMANTE, Mrs. KENNELLY, Mr. JEFFORDS, Mr. PENNY, Mr. ST GERMAIN, Mr. MOODY, Mr. ANDERSON, Mr. HOWARD, Mr. DE LUGO, Mr. FORD of Michigan, Mr. SOLARZ, Mr. MFUME, Mr. TALLON, Mr. AKAKA, Mr. FAUNTROY, Mr. DWYER of New Jersey, Mr. BOUCHER, Ms. KAPTUR, Mr. LEVIN of Michigan, Mr. WALGREN, Mr. KLECZKA, Mr. STARK, Mr. BIAGGI, Mr. JOHNSON of South Dakota, Mr. SIKORSKI, Mr. FAZIO, Mr. HUGHES, Mr. SABO, Mr. DE LA GARZA, Mr. DURBIN, Ms. OAKAR, Mr. MRAZEK, Mr. BLAZ, Mr. FRANK, Mr. TOWNS, Mr. SCHUETTE, Mr. BROWN of California, Mr. GUNDERSON, Mr. MORRISON of Connecticut, Mr. ORTIZ, Mr. ACKERMAN, Mr. CLARKE, Mr. FISH, Mr. LEVINE of California, Mr. FOGLIETTA, Mr. DYSON, and Mr. BOEHLERT

MAY 15, 1987

Reported with an amendment, committed to the Committee of the Whole House on the State of the Union, and ordered to be printed

[Strike out all after the enacting clause and insert the part printed in *italics*]

[For text of introduced bill, see copy of bill as introduced on January 6, 1987]

### Ron Edmonds on Effective Schooling

**"We can whenever, and wherever, we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need, in order to do this. Whether we do it must finally depend on how we feel about the fact that we haven't so far."**

**"Equitable public schooling begins by teaching poor children what their parents want them to know and ends by teaching poor children at least as well as it teaches middle-class children."**

**"Inequity in American education derives first and foremost from our failure to educate the children of the poor. Education in this context refers to early acquisition of those basic school skills that assure pupils successful access to the next level of schooling."**

**"While recognizing the importance of family background in developing a child's character, personality, and intelligence, I cannot overemphasize my rejection of the notion that a school is relieved of its instructional obligations when teaching children of the poor."**

**"What effective schools share is a climate in which it is incumbent on all personnel to be instructionally effective for all pupils."**

*—The late Ron Edmonds was a pioneer of effective schools research at Harvard University, and Michigan State University.*

H.R. 5, the School Improvement Act of 1987, reauthorizes Chapter I and II, Adult Education, Bilingual Education, Impact Aid, Math-Science, Magnet Schools, Indian and Emergency Immigration programs, and the Women's Equity Act.

Included in H.R. 5 is a provision for the establishment of effective schools programs to undertake the following activities:

#### *Subpart 4 — Effective Schools Programs*

#### *SEC. 1541. ESTABLISHMENT.*

*As provided in sections 1522 and 1532, funds shall be available under this chapter to —*

*(1) plan, implement, support, evaluate, and revise effective schools programs,*

*(2) plan and conduct training and other professional development activities for teachers, administrators and other education personnel on the implementation of effective schools programs;*

*(3) provide technical assistance and promote State and local educational agency awareness of effective schools research, model programs, and implementation;*

*(4) develop and implement systems to evaluate and analyze effective schools programs;*

*(5) improve parent and community involvement and participation as part of an ongoing effective schools program;*

*(6) support model and demonstration programs related to effective schools programs; and*

*(7) develop and disseminate educational materials related to effective schools programs.*

**"A human being is not, in any proper sense, a human being till he is educated."**

**—Horace Mann**