

COUNCIL OF THE CITY OF PHILADELPHIA
JOINT COMMITTEES ON EDUCATION AND
GLOBAL OPPORTUNITIES AND THE
CREATIVE/INNOVATIVE ECONOMY

Room 400, City Hall
Philadelphia, Pennsylvania
Tuesday, November 19, 2013
1:25 p.m.

PRESENT:

COUNCILWOMAN JANNIE BLACKWELL, CO-CHAIR
COUNCILMAN DAVID OH, CO-CHAIR
COUNCILWOMAN CINDY BASS
COUNCILMAN CURTIS JONES, JR.
COUNCILMAN JAMES KENNEY
COUNCILMAN DENNIS O'BRIEN
COUNCILMAN BRIAN J. O'NEILL

RESOLUTION 130260 - Resolution authorizing a joint hearing between Council's Committees on Education and Global Opportunities and the Creative/Innovative Economy to hold hearings to examine best practices in education on a global basis to determine how they may be implemented to establish world class public education in Philadelphia.

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COUNCILWOMAN BLACKWELL: Good afternoon. Good afternoon. We thank you for your patience and thank you for being here for this joint resolution, Resolution No. 130260, and we will ask the Clerk to read the title of this resolution.

THE CLERK: Authorizing a joint hearing between Council's Committees on Education and Global Opportunities and the Creative/Innovative Economy to hold hearings to examine best practices in education on a global basis to determine how they may be implemented to establish world class public education in Philadelphia.

COUNCILWOMAN BLACKWELL: Thank you very much. And I would like to thank Councilman Oh and his staff for so much work they've done on this and certainly for inviting our famous guest who will testify today, and I'm going to call on Councilman Oh for his remarks.

COUNCILMAN OH: Thank you very

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2 much, Chairwoman.

3 I very much appreciate

4 Councilwoman Jannie Blackwell's

5 leadership in the area of education for

6 our city and, in particular, for agreeing

7 to do this series of joint hearings with

8 my committee, as education global best

9 practices in the global economy are so
10 intertwined.

11 We have a very special guest

12 today who is our witness. That is

13 Professor Linda Darling-Hammond. And I

14 would like to go through her biography

15 for the record so that everyone does know

16 why she is our sole witness for today.

17 Linda Darling-Hammond is a

18 Charles E. Ducommun Professor of

19 Education at Stanford University where

20 she is Co-Director of the Stanford Center

21 for Opportunity Policy in Education. She

22 launched the Stanford Educational

23 Leadership Institute and the School

24 Redesign Network. She has also served as

25 faculty sponsor for the Stanford Teacher

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2 Education Program. She is former
3 President of the American Educational
4 Research Association and member of the
5 National Academy of Education. Her
6 research, teaching, and policy work focus
7 on issues of school restructuring,
8 teacher quality, and educational equity.

9 From 1994 to 2001, she served
10 as Executive Director of the National
11 Commission for America's Future -- I'm
12 sorry; Executive Director of the National
13 Commission on Teaching and America's
14 Future, whose 1996 report "What Matters
15 Most: Teaching for America's Future" led
16 to sweeping policy changes affecting
17 teacher and teacher education. In 2006,
18 this report was named one of the most
19 influential affecting U.S. education and
20 Darling-Hammond was named one of the
21 nation's ten most influential people
22 affecting educational policy over the
23 last decade.

24 Linda Darling-Hammond is author
25 of over 400 publications, including "The

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2 Flat World and Education: How America's
3 Commitment to Equity Will Determine Our
4 Future," (2010), and "Powerful Teacher
5 Education," (2006). She holds a B.A.
6 magna cum laude from Yale University and
7 her Doctorate in Education, urban
8 education, from Temple University.

9 She began her career as a
10 public school teacher. Her professional
11 experience prior to Stanford University
12 includes Director and Senior Social
13 Scientist for the RAND Corporation's
14 Education and Program; William F. Russell
15 Professor of Education; and Co-Director,
16 National Center for Restructuring
17 Education Schools and Teaching at
18 Teachers College, Columbia University.
19 She is currently also a member of the
20 Board of Directors for the National
21 Council for Educating Black Children
22 Abroad, the Alliance for Excellent
23 Education, the National Commission on
24 Teaching and America's Future, and the
25 Center for Teaching Quality, among

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2 others. She was Education Advisor to
3 President Obama during the 2008 election
4 campaign and led his Education Policy
5 Transition Team.

6 Dr. Darling-Hammond, thank you
7 very much for joining us, and would you
8 please identify yourself. And let me
9 just, before I do that, ask my
10 colleagues, Councilwoman Cindy Bass and
11 Councilman Dennis O'Brien, if they have
12 any opening statements or comments before
13 we begin.

14 COUNCILWOMAN BASS: Thank you.
15 I just wanted to, number one, welcome you
16 here to this hearing and ask per our
17 previous conversation, as I said before,
18 I worked with Congressman Fattah, and I
19 know that you have worked extensively
20 with him as well on public education, and
21 what a wealth of knowledge both of you
22 are. So it's really a pleasure to have
23 you here. I'm really just looking
24 forward to your presentation. Thank you
25 so much for making the time to come.

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2 COUNCILMAN OH: All right.

3 Would you please identify yourself and
4 begin your testimony.

5 PROFESSOR DARLING-HAMMOND:

6 Linda Darling-Hammond, Professor at
7 Stanford University. And I want to
8 apologize. I just got a new cell phone.
9 I don't exactly know how to turn it off,
10 so I think it might be off. If it rings
11 again, I'll apologize in advance.

12 So I really appreciate this
13 invitation. Philadelphia is a place that
14 is very near and dear to my heart. It's
15 where I began my educational career as a
16 teacher, where I was trained to teach. I
17 got my doctorate, as you know, at Temple,
18 met my husband at the Education Law
19 Center in Center City, had my first child
20 here. My aunt lived in West Philly for
21 many years. My son-in-law is a graduate
22 of West Philly High. We still have a lot
23 of family here, and I care about what
24 happens in this city. So I'm delighted
25 to be here.

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2 I want to sort of step back,
3 because I do have this history, which
4 begins in the 1970s, and simply say that
5 this does feel a little like deja vu all
6 over again, because the issues of school
7 funding, which are part of what wrap
8 around this concern, go back that far,
9 and my dissertation was actually entitled
10 "A Rationale and Design for a Model
11 School Finance Statute for the State of
12 Pennsylvania," and it took up the issues
13 of unequal school funding that existed
14 back in the 1970s. Philadelphia's
15 typically been funded at the average or a
16 little below the average for the schools
17 and about half as well as some of the
18 suburban districts. That I argued then
19 and it's even more obvious now as an
20 antiquated approach to school funding.

21 And so part of the issue you're
22 tackling now is one that while the City
23 can do many things to improve the schools
24 here, also has to be addressed to the
25 state. The state has the constitutional

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2 obligation to take responsibility for the
3 adequacy of public education. It
4 certainly helps to create the current
5 crisis with the billion dollars in
6 funding cuts that happened recently. It
7 has the same education clause as New
8 Jersey, the thorough and efficient
9 clause, in its state Constitution for
10 education. And I will point out in my
11 remarks that New Jersey ultimately has
12 responded differently with very different
13 outcomes, and I want to talk a little
14 about how different responses in that
15 context can dramatically transform the
16 outcomes for urban school systems.

17 I'll also say a little bit
18 about what happens in some successful
19 systems around the world, but you've
20 already had some conversation about that,
21 so I'm going to focus most of my remarks
22 on what we can learn in the United States
23 from strategies that have been successful
24 in states and cities that have had
25 dramatic improvements in their schools.

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2 And so I am going to very quickly review
3 a few things, and I hope we'll have
4 plenty of time for conversation and
5 discussion.

6 In the United States, as I
7 framed it, in the flat world, there are
8 now -- people talk about two achievement
9 gaps. There's the traditional gap that
10 we hear about every September between
11 more and less affluent students,
12 typically white students and students of
13 color in the United States, and also the
14 gap between the United States and other
15 countries that have been making deeper
16 and more equitable investments in
17 education over the last 30 years. We
18 were unquestioningly the top country in
19 the world in education in the 1960s and
20 '70s. And we haven't gone backwards, but
21 as we have had a more high-poverty
22 population of students, we've been
23 standing still and other countries have
24 been moving ahead. And some of what
25 they've done, although nothing is ever

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2 completely transferable from one culture
3 to another, can be instructive to us as
4 we look at our challenge moving forward.

5 In the 1960s and '70s, we were
6 number one in the world in high school
7 attainment. On this little chart, the
8 black, yellow, and red bars are the gains
9 that countries have made since the 1970s,
10 and you'll see there's almost no gain for
11 the United States, but places like South
12 Korea went from having about a 40 percent
13 graduation rate to a 90-plus percent
14 graduation rate over that period of time,
15 and you'll see that in many other
16 countries as well.

17 We used to be first in the
18 world for a long time in college
19 attainment and college participation.
20 We're now about 17th. That has to do
21 with the accessibility of financial aid
22 to higher education. And then we often
23 hear about the international results on
24 things like PISA, the international test
25 that's going to be renewed in a couple of

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2 weeks. We'll have new PISA findings.
3 But we can see that the U.S. is rated
4 about No. 14 in reading, about No. 27 in
5 math, about No. 21 in science. And the
6 countries that I've put in red at the top
7 are those that 40 years ago were low
8 achieving and inequitable in their
9 outcomes and now are near the top of the
10 world, and there's something to be
11 learned about what allowed them to make
12 that kind of progress.

13 But the thing that often
14 doesn't get talked about is the
15 relationship between those rankings and
16 poverty, and it's an issue that has not
17 been on the table lately. What very few
18 people know is that in the United States,
19 we rank first in the world in reading for
20 students who are in schools where less
21 than 10 percent of the kids are in
22 poverty. All of the other high-achieving
23 countries have all of their schools with
24 fewer than 10 percent of kids in poverty,
25 because they don't basically allow kids

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2 to live in poverty. They have a variety
3 of income transfer arrangements for
4 housing, healthcare, income support that
5 make that much less of a problem. And
6 where we fall off in terms of achievement
7 are for kids who are in schools where
8 more than half of students are living in
9 poverty or more -- even the growing
10 number of schools where more than 75
11 percent do.

12 Those kinds of schools with
13 concentrated poverty are not present in
14 any high-achieving nation in the world.
15 They just don't have that kind of
16 concentration. So we can't ignore that.
17 And our school solutions have to be about
18 both what happens in the school and what
19 happens for students in their lives
20 around the school so that they can be in
21 school ready to learn as well.

22 You can see in this chart the
23 poverty rates of PISA participants, and
24 the U.S. is just way above any of the
25 other countries. If those are adjusted

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2 for income transfers, their rates of
3 poverty go down even further.

4 And inequality is part of
5 what's at the root. There is also, as I
6 say, school management strategies that I
7 will talk about that make a difference,
8 but we have to be clear that part of our
9 problem here is growing poverty. We have
10 more kids in poverty than we had in the
11 1970s, almost double. Growing
12 segregation. We are more segregated now
13 than we were at that time. Concentrated
14 poverty and segregation together.
15 Unequal school funding, both at the state
16 level to districts and sometimes from
17 districts to schools within their
18 boundaries. That creates an inequitable
19 distribution of well-qualified educators,
20 because it's much easier to go teach
21 where the salaries are high and the class
22 sizes are low and the supplies are
23 plentiful than it is to go teach where
24 you're going to be paid less well and buy
25 your supplies out of your own pocket. So

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2 that then leads to or is related to an
3 unequal access to high-quality
4 curriculum, and at the end of the day, if
5 you do that for a very long time, you get
6 pretty dysfunctional schools. And some
7 of what you are dealing with in
8 Philadelphia, like in some other cities,
9 has this kind of a genesis that can't be
10 ignored as we look at other issues.

11 The other thing that is
12 important in our current context in the
13 country is that we are first in something
14 in the U.S., and that is incarceration.
15 We have 5 percent of the world's
16 population and 25 percent of the world's
17 inmates. We have more inmates than China
18 on an absolute basis as well as a
19 proportional basis. Prison enrollments
20 had been quadrupling over the last three
21 decades and have outpaced the funding
22 for -- corrections has outpaced the
23 funding for education. And I think I saw
24 in the press that went around the recent
25 cutbacks in Philadelphia, the notice of

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2 the \$400 million being spent on a prison
3 outside the City while \$300 million were
4 being taken out of the schools. That's
5 not unusual in some states in the
6 country. Five states now spend more in
7 corrections than on public higher
8 education.

9 But this is also an education
10 issue, because 50 percent of inmates are
11 functionally illiterate and about 70
12 percent of adjudicated juvenile offenders
13 have learning disabilities that were not
14 addressed in school. So it's a vicious
15 cycle, and we want to turn a vicious
16 cycle into a virtuous cycle, where
17 instead of continuing to spend more and
18 more on prisons, we're actually putting
19 the resources into schools in a useful
20 way, in a productive way that will then
21 produce a better economy for the City,
22 better jobs for young people, more wages
23 going and taxes going into my Social
24 Security and your healthcare accounts as
25 we get older, and the virtuous cycle that

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2 allows everyone to progress. So just
3 that little bit of context.

4 I want to now talk about what
5 matters in investing and what kind of
6 things typically work. Again, just a
7 minute on the international scene. If
8 you look at those highest-achieving
9 nations that I flagged, what you see in
10 common in those places is, first of all,
11 strong social supports for children's
12 welfare, including healthcare and
13 preschool. I'm sure you've already had
14 testimony on the importance of early
15 childhood education. For every dollar
16 invested in high-quality early childhood
17 education, typically we reap anywhere
18 from \$3 to \$17 in gains to the economy in
19 a variety of ways.

20 They spend their resources on
21 schools equitably. They fund all of the
22 schools at the same level, and they
23 sometimes add money for schools that
24 serve higher-need students. The United
25 States has one of the most inequitable

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2 funding structures in the world. It
3 actually comes from a good place. It
4 comes from the fact that when
5 Pennsylvania and other states were new,
6 the founding fathers wanted to be sure
7 there would be schools in every local
8 town, and local towns put together the
9 money to put up a school and get a
10 schoolmarm or a school master to live in
11 someone's attic and teach the kids. But
12 that property tax-based system now leads
13 to these big inequalities that came from
14 our early devotion to education, but it's
15 now an antiquated model. And societies
16 that have really invested in education
17 and started to build a system more
18 recently didn't start there. They
19 started with an equitable resource base,
20 and that makes a huge difference.
21 They make huge investments in
22 initial teacher education and ongoing
23 support. If you were to become a teacher
24 in Finland or Singapore or Korea or many
25 other countries, you would enter a very

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2 high-quality two-year Master's Degree
3 program, in most cases fully funded with
4 a salary or a stipend while you train.
5 You would get intensive mentoring on the
6 job. You would have extensive
7 professional development, usually 15
8 hours a week to collaborate and plan with
9 your colleagues as compared to the three
10 or four hours a week that U.S. teachers
11 get and another 10 or 15 days a year
12 fully paid for professional learning
13 time. So those are big discrepancies in
14 how we manage teaching and how
15 high-performing countries do.

16 The schools are designed to
17 support teacher learning, as I said, as
18 well as student learning. They are very
19 focused on a 21st century skills
20 curriculum, a rich thinking curriculum,
21 and the kind of standardized tests that
22 we have adopted here, which are focused
23 on multiple choice questions typically,
24 which recently were evaluated by the RAND
25 Corporation as missing most higher-order

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2 thinking skills entirely, are not the
3 mode of assessment in other countries.
4 They typically use open-ended
5 assessments. There are fewer of them.
6 They are deeper. Kids are engaged in
7 essay responses, in oral responses, and
8 increasingly in research and
9 investigations that are scored as part of
10 the exam system. So their kids are
11 really preparing to be the scientists and
12 the technologists and the researchers and
13 so on of the future, and that's another
14 area where we have to make changes at the
15 state, the city, and national level.

16 What these nations are not
17 doing right now, which is in contrast not
18 only to the U.S. but to some other
19 countries that are lower ranked, is
20 they're not cutting funds to schools and
21 colleges. They are not privatizing
22 education. They are not ranking and
23 labeling schools and teachers. They're
24 not allocating rewards and sanctions
25 based on test scores. And they think we

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2 are a little bit crazy to be doing so if
3 you talk to the leaders in these
4 countries. And they're not
5 de-professionalizing teaching. They're
6 not trying to make sure that teachers
7 have less training. They're trying to
8 make sure that they have more.

9 So let's switch over to the
10 United States, and one of the things you
11 find if you look at the highest-achieving
12 states in the U.S. is that some of these
13 strategies are very similar to what I
14 mentioned about strategies abroad. The
15 highest-performing states in the U.S. on
16 the National Assessment of Educational
17 Progress -- these are 8th grade reading
18 scores, but the same states pop up in
19 almost every area. Massachusetts, New
20 Jersey, Vermont, Connecticut.
21 Pennsylvania tends to be near the
22 average. New Jersey is a surprise to
23 those of us who think of it as the
24 stretch of I-95 between Philadelphia and
25 New York. That's just how I thought of

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2 it for many years.

3 What is New Jersey doing on
4 there? Well, actually, New Jersey is a
5 recent arrival at the top of the
6 rankings, and it has to do with some of
7 the reforms that they undertook in the
8 last ten years.

9 Also you'll see that greater
10 education, the percentage of adults with
11 at least a college degree, is highly
12 related to productivity, business
13 productivity. And, again, the states
14 that are the outliers there in terms of
15 the growth in productivity and the
16 increase in college attainment are
17 Massachusetts, Connecticut, New Jersey,
18 and New Hampshire.

19 So I'm going to talk a little
20 bit about Massachusetts, Connecticut, and
21 New Jersey. Of those three, New Jersey
22 is the state that has the largest
23 proportion of young people of color in
24 the public schools, about 45 percent, and
25 more than a third of kids living in

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2 poverty. Massachusetts and Connecticut
3 are both a little more affluent and are
4 generally whiter. So the fact that New
5 Jersey is joining them is, you know, a
6 testament, not to the nature of the
7 population but the nature of the reforms
8 that they've undertaken.

9 Massachusetts and Connecticut
10 were first to hit the top rankings. And,
11 by the way, they score as well as
12 Singapore and Finland and so on. So our
13 high-achieving states are very comparable
14 to high-achieving countries.

15 Massachusetts in the early '90s
16 equalized school funding and put in place
17 a weighted student formula, which gave
18 more money per pupil based on student
19 income, English learner status, and other
20 areas that might need more income. They
21 followed that and Connecticut equalized
22 school funding by equalizing teacher
23 salaries across the state, and that was
24 their strategy. Both of them raised the
25 standards for entering teaching and for

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2 teacher education, requiring more
3 knowledge and skill both in the content
4 area and about how to teach students in a
5 variety of ways. Both of them put in a
6 lot of requirements for teaching reading
7 across the grade levels and the
8 curriculum, knowing how to teach students
9 who may struggle in their learning.
10 That, by the way, is similar to Finland,
11 and they figured that if you can teach
12 kids who struggle, you'll be able to
13 teach kids who find learning more easy in
14 the school context, and that typically
15 pays out.

16 Both required mentoring, and
17 Connecticut also required that around a
18 clinical performance assessment that
19 demonstrated whether teachers could in
20 fact implement a curriculum well in their
21 classrooms.

22 Both of them established
23 student standards and they used
24 high-quality open-ended assessments.
25 They both invested in very high-quality

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2 professional development. And I want to
3 spend a moment on this, because we know
4 something about the kind of professional
5 development that matters. What we know
6 is that drive-by spray-and-pray one-stop
7 workshops do not work and produce very
8 little change in teaching behavior and
9 student achievement. But extended,
10 intensive professional development over
11 time where teachers work on a problem, on
12 an area of proficiency for -- typically
13 the studies say 50 hours or more, get
14 coaching, et cetera, really can transform
15 practice, and in those cases, they
16 invested in reading recovery, which is a
17 literacy strategy. You have in
18 Philadelphia some really wonderful
19 literacy organizations and collaboratives
20 that have done work that produces big
21 improvements in student achievement, but
22 they are not available to all schools in
23 the City. They're not widely used. In
24 these states, they made these strategies
25 available to all schools across the

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2 entire state rather than a little bit
3 here and a little bit there, the National
4 Writing Project and a mathematics
5 network. They fostered school redesign,
6 which was organized on being sure that
7 parents were more included in schools,
8 that schools learned about child
9 development well, and that they organized
10 for a very personalized experience for
11 children. And then they did this for 15
12 years.

13 And continuity is the other
14 part of the story, and I'll come back to
15 this, but one of the things that strikes
16 me, having been involved in Philadelphia
17 public education on and off in various
18 ways over these years, is that there's
19 been many successful programs in
20 Philadelphia, the Parkway Program going
21 all the way back to the '70s and the
22 School Without Walls and many others, the
23 Philadelphia Academies, which spawned
24 academies in the vocational technical
25 sphere across the country, the Schools

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2 Within Schools that were put in place in
3 the '90s that produced studies showing
4 great gains in achievement and in
5 graduation rates. But these have come
6 and gone. Philadelphia has not had a
7 sustainability strategy for how to
8 identify what's working and keep it and
9 grow it as opposed to a popcorn reform
10 strategy where things come and go and pop
11 all over and then they may disappear. So
12 I think that's part of the story that you
13 see in any place that's making great
14 headway against the odds.

15 More recent reforms in New
16 Jersey enabled it to become one of the
17 top fed's five states in the nation on
18 NAEP in reading, math, science. It
19 became No. 1 in writing. This happens --
20 as I said, it's the only top-achieving
21 state serving large proportions of
22 low-income students of color, and it
23 experienced one of the largest reductions
24 in the achievement gap over ten years.

25 How did that happen?

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2 And that's just a little chart
3 showing some of the changes.

4 How did it happen? There was
5 school funding lawsuits in New Jersey
6 from the time I was a graduate student or
7 maybe before in the '60s -- it had many
8 names; it had nine court decisions --
9 trying to correct the fact that the
10 high-wealth districts, Princeton and
11 Brunswick and others, were spending twice
12 as much as low-wealth districts, as
13 Newark and Trenton and Camden and other
14 districts.

15 For 30 years, the state refused
16 to equalize the funding. They found all
17 different other ways to argue that they
18 could do thorough and efficient education
19 without actually tackling the funding
20 differential. Finally in 1998, Republic
21 Governor Christine Todd Whitman stepped
22 up to the plate and introduced parity
23 funding, where they gave the low-wealth
24 high-minority districts as much money as
25 the average of the top 100 suburban

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2 districts. It was a very big increase,
3 and these were districts that had a lot
4 of dysfunctionality, both at the local
5 school level and in the central office
6 level, because if you have years and
7 years and years of starvation, it's hard
8 for you to maintain a competent and
9 well-supported and well-resourced smooth
10 functioning system. So they had to
11 really turn around.

12 They invested in high-quality
13 preschool for every low-income child in
14 all of those Abbott districts, and that
15 was defined by standards for preschools.
16 They put money into training up early
17 childhood educators. So within five
18 years, they went from 90 percent of those
19 educators having less than a Bachelor's
20 Degree with a specialization in early
21 childhood to 90 percent having that
22 qualification. They were very focused
23 about it. The studies showed that that
24 cut the vocabulary gap in half for
25 entering kindergartners and the

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2 achievement gap that exists before
3 preschool. They introduced whole school
4 reform, and the most successful part of
5 that was for schools that undertook the
6 James Comer model, the school development
7 program which supports child development
8 and parent involvement. They infused
9 money into teacher education and
10 professional development focused on urban
11 teaching, how do you teach well in urban
12 contexts, which is a more sophisticated
13 basket of knowledge and skills for
14 teaching. They focused on literacy and
15 then later on mathematics. They brought
16 expert coaches in to every school,
17 bilingual classroom libraries, a
18 particular approach to teaching early
19 literacy that everyone had the
20 opportunity for training in, and then
21 they organized a curriculum and
22 assessment system on these higher order
23 skills.

24 And in ten years, the status of
25 education in that state was turned

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2 around. We'll have to see if it

3 sustains, but that was accomplished.

4 Places like Newark, New Jersey where

5 things are still not as easy as one might

6 want them to be went from less than a

7 third of kids passing the high school

8 proficiency exam to more than 75 percent

9 passing the exam. They had the highest

10 graduation rate for African American

11 males in the country in the last two

12 years. And it was a focus on these kinds

13 of reforms that transformed work in those

14 cities.

15 I'm going to offer five basic

16 thoughts and then a couple of thoughts

17 specific to Philadelphia and then open up

18 for questions.

19 If we really want to be long

20 term in the thinking, obviously the first

21 thing is we have to create a level

22 playing field, and that means redesigning

23 school funding at the State of

24 Pennsylvania so that Philadelphia gets

25 the share that its children need and

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2 deserve, and creating access to stable
3 educational resources. You can't have
4 the rubber band effect and create
5 sustainable reform.

6 But the same thing has to
7 happen in the City, that funding has to
8 be equitable across schools and it has to
9 be focused on the investments that
10 research shows us matter most, getting
11 well-qualified teachers who are
12 continually developed to improve their
13 skills, a quality curriculum, and the
14 instructional supports that are needed.

15 Early childhood is key. If you
16 start with an achievement gap and you
17 don't close it before kids get here, then
18 it's very hard to close it over time.
19 And, in fact, studies out of Johns
20 Hopkins showed that if you take 9th
21 graders who are affluent and compare
22 their schools to 9th graders who are
23 lower income, the gap in scores at 9th
24 grade is caused primarily by two things.
25 A third of that gap was present at

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2 kindergarten. It occurred because of the
3 differential access to early learning
4 opportunities. Two-thirds is because of
5 summer learning loss, and I'm going to
6 come back to this. But kids are
7 progressing generally at the same rate
8 during the school year, but affluent kids
9 go off to wonderful enriching summer
10 camps and actually their scores go up
11 over the summer, and low-income kids
12 typically do not have those opportunities
13 and their scores typically go down over
14 the summer. So for teachers, every year
15 it starts a little bit further apart. So
16 those things are critically important.

17 Obviously investing in the
18 capacity of teachers and school
19 administrators. We often forget about
20 school administrators, but every great
21 city whose turned around instruction and
22 moved their achievement upward has had a
23 serious investment in the capacity of
24 principals to be instructional leaders
25 and to be change managers and school

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2 redesigners, because in the 21st century,
3 we can't just take the factory model
4 schools of past and expect them to do the
5 job of the future, and it's going to be
6 the job of teacher and administrator
7 leaders to redesign schools as well.

8 They focus on the right kind of
9 learning, and that means really
10 explicitly organizing curriculum and
11 assessments to focus on 21st century
12 skills and not just recall and
13 recognition or picking one out of five.

14 I won't take too long on this,
15 but multiple choice testing over the last
16 decade and a half, which has increased in
17 the country, has been found to actually
18 reduce the amount of attention to the
19 skills that you see kids in other
20 countries increasing their attention to.
21 And a Texas teacher put it this way. She
22 said, I've seen more students who can
23 pass the test, but cannot apply the
24 skills to anything if it's not in the
25 test format. I have students who can do

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2 the test, but can't look up words in the
3 dictionary and understand the different
4 meaning. As for higher quality teaching,
5 I'm not sure I would call it that.
6 Because of the pressure for passing
7 scores, more and more time is spent
8 practicing the test and putting
9 everything in the test format.

10 We've had a test-based reform,
11 and assessments have virtues, and knowing
12 how kids are doing is a good thing, but
13 the assessments have to evolve to be high
14 quality in what they're asking teachers
15 to teach toward and kids to learn toward.
16 And we haven't done that nationally, and
17 that's an issue for us. I'm not going to
18 spend a lot of time on that.

19 Finally, the last thing I'll
20 say is that it's important to foster and
21 scale up successful school models, and as
22 I mentioned earlier, Philadelphia has
23 been a hotbed over different periods of
24 time of successful school models. You
25 have successful school models right now.

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2 In both District-run and charter school
3 sectors, there are schools that are doing
4 very well. There are also schools that
5 are doing poorly. Typically the response
6 to success in districts has been to
7 ration access so that you might have a
8 waiting list for schools that some
9 parents want to go to rather than to
10 figure out how to replicate those
11 strategies and make more of them in the
12 school system. So it's going to be very
13 important to look at where the successes
14 are. As I say, some of these successes
15 have been borrowed elsewhere. We've
16 created a whole reform in California
17 called Linked Learning around career
18 technical academies that prepare kids for
19 both college and careers at the same
20 time. Those came from the Philadelphia
21 Academies of 1970-something. But many of
22 those academies, which were very
23 successful here preparing kids for
24 careers but also giving them college
25 options, no longer exist.

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2 So it's important to take stock
3 of what's working, to figure out how to
4 grow them up. The most successful school
5 designs in New York, in Chicago, Los
6 Angeles and elsewhere -- and we've seen
7 this in Philadelphia in some moments in
8 time -- have personalized the structure
9 so the kids have advisors who know them
10 deeply and know their families well, have
11 introduced relevant and rigorous
12 project-based instruction, have
13 integrated learning with the real world.
14 They've put in place those kinds of
15 assessments that I mentioned and they've
16 created a culture in which students are
17 always revising their work to a standard
18 and feeling more competent as a result of
19 that.

20 And, finally, we have to think
21 about the investments that close the
22 growing income gap. It's not likely that
23 we're going to see a big war on poverty
24 in this country soon. We had one in the
25 '60s. It was pretty successful. We

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2 don't have it going on now. But in the
3 meantime, summer learning is going to be
4 very important. Our kids are going to
5 fall backwards during the summer, and
6 figuring out how to make those
7 investments. It used to be that it was a
8 combination in the '60s and '70s of
9 programs that were Job Corps related and
10 internship related and enrichment in
11 education, and the wrap around services
12 that community schools can provide has
13 also demonstrated strong improvements in
14 students learning.

15 I'm going to close, because
16 this is a very challenging agenda that
17 everybody has to face in cities like
18 Philadelphia and in school systems that
19 are struggling with all of these
20 challenges, and I am going to recall the
21 words of Martin Luther King, because I'm
22 sure that these resonate with the
23 challenges that you face. And he said,
24 On some positions, cowardice asks the
25 question is it safe. Expediency asks the

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2 question is it politics. And vanity

3 comes along and asks the question is it

4 popular. But conscience asks the

5 question is it right. And there comes a

6 time when one must take a position that

7 is neither safe, nor politic, nor

8 popular, but he must do it because

9 conscience tells him it is right. And I

10 think Philadelphia is in a moment --

11 (Applause.)

12 PROFESSOR DARLING-HAMMOND:

13 Philadelphia is in a moment where a lot

14 of people are going to have to step up

15 together and call for both the City and

16 the State to do what is right.

17 COUNCILMAN OH: Professor

18 Hammond, thank you so much for your

19 testimony.

20 (Applause.)

21 COUNCILMAN OH: Dr. Linda

22 Darling-Hammond.

23 Before I give the mike to our

24 Chairwoman of the Education Committee,

25 I'd like to recognize that our Majority

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2 Leader, Councilman Curtis Jones, has
3 joined us, as well as Councilman Brian
4 O'Neill.

5 And Chairwoman Jannie
6 Blackwell, I leave you the microphone.

7 COUNCILWOMAN BLACKWELL: Thank
8 you very much.

9 Thank you for the excellent
10 testimony. We want to open the mike to
11 questions or comments from anyone.

12 Councilman Jones.

13 COUNCILMAN JONES: First of
14 all, thank you both for having this
15 worthwhile discussion/hearing about the
16 very future of our city. Without an
17 educated workforce, we are destined to
18 continue to fall by way of the prestige
19 ladder, by way of the growth ladder, by
20 way of every measurement great cities are
21 measured by.

22 A couple of questions, and I've
23 had an opportunity to travel abroad,
24 whether it was Korea or China or the
25 Middle East. There was an emphasis also

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2 placed by -- well, two questions. Number
3 one, how much does this cost on average
4 per student, and then if there is a gap
5 between 100 or 98 percent great outcomes
6 and what we're actually paying for, how
7 do we fill it?

8 PROFESSOR DARLING-HAMMOND: So
9 you can't do much of an easy comparison
10 between other countries and the U.S., in
11 part because although they spend less per
12 pupil on average than we do in the U.S.,
13 they also don't have the challenge of
14 covering healthcare for children or
15 healthcare for adults, which is a big
16 bite, as you know, of the budget, because
17 usually healthcare is centrally provided
18 and so on.

19 In this country, the highest
20 spending states that are actually also
21 the highest performing are typically
22 spending upwards of \$15,000 per pupil,
23 and that's -- obviously cost of living
24 differentials matter and it costs more to
25 live in some places than others. But in

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2 state content, cities like Philadelphia
3 typically have a higher cost of living
4 than some rural communities or suburban
5 communities and also have higher pupil
6 needs. And the school funding formulas
7 that are in place in the places like New
8 Jersey and Massachusetts and places where
9 I've flagged that kind of progress have
10 typically put more resources in to meet
11 higher pupil needs and to be sure that
12 people have -- the districts have the
13 resources that can address the fact that
14 when students come to school without
15 access to the kinds of libraries or other
16 community or family resources that some
17 other kids have, that it's going to have
18 to be provided in the school, that you
19 have to marshal those resources to
20 provide it there.

21 COUNCILMAN JONES: The only
22 other question I would have, and thank
23 you for your testimony, is the
24 relationship with not future jobs but
25 real jobs and then retro-engineering a

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2 curriculum for those kinds of skills for
3 those kinds of opportunities.

4 I had an opportunity to go to
5 Lehigh Industrial Training Center. They
6 had 5,000 young people in there, and I
7 returned, I tell my colleagues all the
8 time, with municipal envy, because they
9 had all of these technical training from
10 nanotechnology to this, to that,
11 aerospace design for metallurgy. I mean,
12 great stuff. And we kind of missed the
13 boat, but they're planning
14 retro-engineering because of the
15 industrial nature of the region, working
16 with the companies to say, What skill
17 sets will you need in five years and what
18 types of employees are you looking for,
19 and they designed them.

20 How do we get a better handle
21 on that kind of preparing our young
22 people for future opportunities?

23 PROFESSOR DARLING-HAMMOND: I
24 think that's a great question, because
25 one of the things that strikes me when I

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2 go to other countries is that every child
3 has access to programs that will
4 absolutely guarantee them a future and,
5 you know, an area of interest to them.
6 And so many of our kids are just trying
7 to find a way to access any part of the
8 labor market.

9 The model that began in the
10 '70s in Philadelphia called the
11 Philadelphia Academies, it was -- the
12 first one was an electrical academy. I
13 actually evaluated it as a graduate
14 student. Tremendous outcomes for kids,
15 both in college and careers, was a
16 partnership of industry. It was a
17 partnership between industry and the
18 local schools. Those academies grew.
19 There are now a national movement of
20 academies. There's a National Academy
21 Foundation. It all started here in
22 Philly. We've adopted it in California
23 statewide. There's legislation. And
24 these schools are business industry
25 partnerships with education to build a

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2 setting in which kids are engaged in
3 internships in industry while they're
4 also completing the coursework that will
5 allow them to have the college option as
6 well as the career option in those
7 schools. They get very strong graduation
8 rates, very strong achievement rates for
9 the wide range of students who
10 participate. And I think the link to
11 industry is key, because how can a system
12 anticipate the needs of industry for
13 technologies that are evolving so far in
14 the future if that industry connection is
15 not forged.

16 So I think one of the things I
17 would say is, this is a place where some
18 of those kinds of programs have been
19 built in the past and we need to look at
20 how more of that could be done I think in
21 the future.

22 COUNCILMAN JONES: Thank you,
23 Mr. Chairman, Madam Chair.

24 COUNCILWOMAN BLACKWELL:
25 Councilman O'Brien.

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2 COUNCILMAN O'BRIEN: Thank you,
3 Madam Chair.

4 I'm very impressed with your
5 presentation. I have some very specific
6 issues that I'd love to talk about, but
7 I'll go general, because I'd love to talk
8 about special needs kids, learning
9 disabled kids, kids that have ADHD,
10 dyslexia, language processing issues,
11 autism, and other disabilities. I find
12 it most interesting in our current
13 situation that you're focused on the
14 economics of education, and I would --
15 I'm not going to take up too much time.
16 I'll just point to an article, and I'll
17 give it to you before you go, if I can
18 get it from upstairs.

19 I wrote a letter to the editor
20 in the Daily News, and it was entitled
21 "Corbett, You Created This Mess." I was
22 around in the '70s in the State
23 Legislature. They had a guy named Marion
24 Ascottie (ph), who was the lobbyist for
25 the School District. He understood

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2 formulas. He understood density and
3 poverty and all those issues. We've
4 gotten way away from that formula.

5 But very simply, I stated in
6 this article that -- and I believe we
7 have to draw a line in the sand. We have
8 to accept responsibility for who we are
9 and what we've done in the City of
10 Philadelphia, but we have to move
11 forward, and that historical accounting
12 is critical to that conversation.

13 The historical accounting is,
14 we've not created this mess that we're in
15 in the School District of Philadelphia.
16 It was a result of a combination of
17 elimination of stimulus dollars and cuts
18 to our basic formula and moving our
19 funding back to years 2010, 2011, way
20 back in the Rendell Administration, and
21 it does not recognize that the cost of
22 education in Philadelphia is going to go
23 up a hundred million dollars a year.

24 Having said that, there's
25 another organization that I've become

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2 aware of, and it is called the
3 Philadelphia School Partnership, and a
4 gentleman by the name of Mark Gleason
5 came to me and said that my numbers in
6 that article were wrong. And I fully
7 accept that that's possible, although I
8 don't think it's right. And I asked him
9 to specifically address what he thought
10 was not correct so that we could create
11 an honest record, so that we can move
12 forward on educational reform.

13 I asked what those reforms
14 were, and I didn't get a specific answer
15 to the listing of issues that I just
16 identified and other issues. And I asked
17 several times for a response specific to
18 that article, "Corbett, You Created This
19 Mess." What I did get -- and I got it, I
20 believe, this morning -- was this study.
21 It's called Teacher Quality Roadmap. I
22 admit that I had not had a chance to
23 review it, but it was done by an
24 organization called the National Council
25 on Teacher Quality. So I instantly had

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2 my staff person, Dr. Kate
3 McGinley-Kaplan, who is a wonderful
4 researcher, and she went on and she found
5 a wonderful Washington Post article and,
6 coincidentally, it has your name all over
7 it. So I thought this is a wonderful
8 opportunity, even though I, like
9 Councilman Oh and Jannie Blackwell, that
10 I wanted to come down and ask you what
11 your thoughts, even though you reviewed a
12 similar document, the National Council on
13 Teacher Quality Report on Teacher Prep
14 Review, and there's two observations that
15 I found striking. One is that in their
16 inaccuracy, the data is shocking.
17 Columbia was rated highly for the
18 selectivity of an undergraduate program
19 that does not even exist and, further,
20 that the NCTQ staff made serious mistakes
21 in its review of nearly every
22 institution. And I'm just wondering in
23 this important debate around education,
24 we're always pointing fingers of blame
25 and we're very quick to run down the

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2 wrong direction and say that if we had
3 this, if we didn't have teachers unions,
4 if we didn't have charter schools, if we
5 didn't have this, that or the other
6 thing. I am, and I believe this Council
7 is, very, very focused on finding the
8 appropriate direction to take education,
9 because we all know that if we don't fix
10 this, this city is gone. Not in the long
11 term future; in the next several years.
12 I can tell you there are wonderful people
13 that are in the City, and they're not
14 going to raise their kids here, because
15 there are no educational options.

16 What I'm asking you -- I can
17 give you this study before you go --
18 would I believe anything in this study?

19 PROFESSOR DARLING-HAMMOND:
20 Well, I did critique the earlier NCTQ
21 study on Teacher Prep because it was
22 highly inaccurate. Although the criteria
23 that they wanted to judge programs by
24 were not bad criteria, they just didn't
25 do a good job of collecting data about

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2 them. I haven't read that, so I would
3 have to be cautious --

4 COUNCILMAN O'BRIEN: This is
5 very Philadelphia specific, I'm told.

6 PROFESSOR DARLING-HAMMOND:
7 Yeah. And so I'd love to read it, but I
8 would be cautious, because the
9 organization has not had a very strong
10 track record for the accuracy of their
11 research. The earliest study by the
12 leader of that organization about 20
13 years ago in Maryland criticized the
14 state for increasing the expectations for
15 teachers' knowledge of how to teach
16 students to read because it might be a
17 barrier for people who wanted to come
18 into teaching without any training.

19 When you talk about special
20 education students and the whole set of
21 issues around that, we're spending so
22 much more money on special education in
23 most parts of the country and doing it
24 ineffectively, because we're not
25 investing in the expertise of the people

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2 who will teach the children.

3 COUNCILMAN O'BRIEN: I concur.

4 PROFESSOR DARLING-HAMMOND: And
5 if we could do that, we would end up
6 saving a lot of resources and getting
7 much better outcomes for children.

8 So I worry about a framework
9 that does not start with the presumption
10 that smarter teachers will help us get
11 smarter kids.

12 COUNCILMAN O'BRIEN: Thank you.

13 COUNCILWOMAN BLACKWELL:

14 Councilwoman Bass.

15 COUNCILWOMAN BASS: Thank you.

16 Thank you for your
17 presentation. I think that you did an
18 excellent job of organizing the
19 information and data that was presented,
20 and we really -- I know the entire
21 Committee would like to have a copy of
22 the data that was presented, because it's
23 valuable. It's information that I think
24 in bits and pieces we have. It's not
25 necessarily all new. Some of it is, but

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2 the way it was organized I just think was
3 really brilliant and very well laid out.
4 So I thank you for that.

5 I have a question about
6 particularly parental engagement and how
7 do we fold that into the equation and
8 particularly when you think about what's
9 been done globally, particularly in
10 countries that have moved forward
11 significantly. I think you said in the
12 last 20 or 30 years, they've been able to
13 make great strides, and I'm sure that the
14 parental engagement piece was a part of
15 their strategy. And what do you see
16 here? How do you see that as folding
17 into what it is that we need to do,
18 especially since we have a population --
19 we have a high level of poverty here in
20 Philadelphia, 27, 28 percent, and I think
21 that the educational access and resources
22 that a lot of those people have who are
23 parents may have failed them as well.
24 And so how do you transfer what these
25 young people need from the parent to the

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2 child? How do we fit that into what it
3 is that we need to do in our community?

4 PROFESSOR DARLING-HAMMOND:

5 This is near and dear to my heart. I put
6 three kids through public schools and
7 have started several schools, and so I
8 care a lot about this.

9 I think there's several
10 strategies. I want to start first at the
11 early childhood level and then go all the
12 way to the high school level, because the
13 problems are different.

14 Some years ago in my own
15 hometown of Cleveland, I worked with
16 people who did a program which was
17 connected to the local schools and the
18 library called People of the Book, and it
19 was an early childhood experience where
20 parents were invited and many of them
21 were available during the day and could
22 come with their kids and learn about the
23 reading program and learn how to read
24 with their kids and to their kids and so
25 on, and then part of it was that every

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2 week, a book would go home and it would
3 become part of the library in the home.
4 And just beginning that process of --
5 often we invite parents to schools for
6 Back to School Nights or some kind of a
7 big group gathering and people go wah,
8 wah, wah, we talk to them and then
9 they -- and some people can come and some
10 can't come. They've got two jobs,
11 they've got three jobs. They have
12 childcare needs, and those things have
13 always been problematic.

14 So we've got to make it easy
15 obviously, number one, for parents to
16 have access and then bring them into the
17 learning process with children. And in
18 that particular program and many other
19 good early childhood programs, that
20 engagement with parents, inviting them in
21 and often doing home visits when parents
22 couldn't come to the school, but leaving
23 the book, engaging them around how to
24 read to their children had huge effects
25 for the parents' long-term involvement

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2 and kids' long-term achievement.

3 As you go through school,
4 schools become harder and harder to
5 access for parents, and as you said, it's
6 also hard to come into school if you
7 yourself did not have good experiences in
8 school. So you're intimidated. You may
9 have all kinds of concerns. So schools
10 have to be extremely welcoming. We have
11 to design parent engagement with teachers
12 so that it is often one-on-one. That
13 means we may have to pay teachers for the
14 extra time that it takes to be available
15 for a parent-child conference after
16 school or even on a weekend. It may mean
17 that you need to design a way to find and
18 pay for the time for home visits and
19 things like that. And we have a lot of
20 schools that have been engaged in this
21 kind of work, where parents and teachers
22 can make a one-on-one connection.

23 At the high school level, I've
24 been involved in redesigning high
25 schools, and I started with colleagues a

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2 high school in the lowest income
3 community in California, East Palo Alto,
4 across the highway from Palo Alto, 95
5 percent low income, 85 percent English
6 learners. The parents were said
7 previously never to engage with the kids.
8 We designed the school in the way that
9 some schools in Philadelphia have been
10 designed and others in other cities where
11 every child has an advisor. Every
12 advisor has about 15 kids. The first
13 thing they do before school is try to
14 reach out to parents for a meeting at
15 home or at school one on one. The
16 advisors make positive phone calls home
17 in the first two weeks of school so that
18 every child receives a positive phone
19 call about something they have done that
20 is a base for that parent-teacher
21 communication. Student-led conferences
22 between teacher, student, and parent
23 occur at least twice a year. All of this
24 requires organizing the time and the
25 resources to compensate and reinforce for

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2 that. And students do exhibitions of
3 their learning, and parents are invited
4 to be part of the judging for the
5 exhibitions of the learning.

6 We get about a hundred percent
7 family participation. It's not always
8 the parent. It may be the grandparents,
9 the foster parents, the cousin, the
10 uncle, but every child has family engaged
11 in their education, and that's partly
12 opening it up and then thinking about the
13 importance of it being worth resourcing.
14 And these are in schools, by the way, in
15 California where the funding is as poor
16 as it is in Philadelphia and may be
17 poorer. We have -- we're one of the
18 lowest-funded states in the nation right
19 now, although it's about to get much,
20 much better.

21 But the point is that you got
22 to really see parents as partners, and
23 then you've got to make that connection
24 doable and meaningful. We've all had the
25 experience of going to Back to School

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2 Night and wanting to talk to the teacher
3 and the teacher says, This is not the
4 time to ask about your child. And you're
5 like, Well, when is the time to ask about
6 my child? And that has to be programmed
7 in in a very, very explicit way.

8 COUNCILWOMAN BASS: That's --

9 PROFESSOR DARLING-HAMMOND: And
10 you will get parent and family
11 engagement.

12 COUNCILWOMAN BASS: And I am
13 really glad to hear those comments,
14 because you do hear from a lot of parents
15 who feel that they don't want me in the
16 school, I'm not welcome there, the
17 principal gives me a hard time, this one
18 gives me a hard time, you know, the
19 teacher doesn't want me in the classroom.
20 And I can tell you I spend every Friday
21 in schools in my district to sit down
22 with the principal, to see what's going
23 on, you know, find out what do you need,
24 what's happening, what's going on, and I
25 can tell you the most successful schools

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2 have parents in them. They have parents

3 who are there, who are volunteering.

4 Maybe not parents, like you said.

5 Parents, grandparents, aunts, uncles,

6 someone is in that class, and you see the

7 difference. It makes a huge difference.

8 But I also wanted to say that

9 the positive phone call I think is a big

10 win, and it never dawned on me before,

11 but I know that a lot of parents when

12 they see the school call, they don't want

13 to answer the phone. And so I've heard

14 this from principals. I've sat down and

15 talked to them. They said that some

16 parents have blocked the school number.

17 Just unbelievable, but they don't want to

18 hear it, you know.

19 And so having that positive

20 relationship starting off, particularly

21 when you have a parent who had a poor,

22 bad, whatever you want to call it,

23 educational experience themselves,

24 setting a different tone I think will go

25 a long way for both the parent and the

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2 student. So I think that that's an
3 excellent idea. It didn't dawn on me
4 before, but thank you for suggesting
5 that.

6 PROFESSOR DARLING-HAMMOND: We
7 make our student teachers do that in the
8 Stanford Teacher Education Program. They
9 have to learn how to make positive phone
10 calls home. And they're very nervous at
11 first about calling home, and then
12 parents are shocked to get a positive
13 call, but in schools that adopt that
14 practice and every parent is getting
15 those calls at the beginning of every
16 school year to build the relationship, it
17 means that everything else that you do
18 can happen more productively.

19 So I'm glad you appreciate it.
20 I think many teachers do want to do this
21 kind of work for their kids. The other
22 thing is that if you're in a high school
23 and you have 180 kids a day or whatever
24 it might be, you can't call 180 parents
25 all of the time, but if you have an

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2 advisory system, then each advisor has 15
3 or 17 kids, then you can really be sure
4 that that goes on. So all of those
5 things help.

6 COUNCILWOMAN BASS: Thank you.

7 COUNCILWOMAN BLACKWELL: Thank
8 you very much, Councilwoman.

9 Councilman Oh had some concerns
10 and questions.

11 COUNCILMAN OH: Thank you very
12 much, Chairwoman. And I just wanted to
13 note that Councilman James Kenney was
14 seated there, took a phone call, probably
15 will return.

16 So one of the things that you
17 had talked about in your presentation was
18 somewhat the disenfranchised or those who
19 were kind of considered by many people as
20 not our problem. You talked about
21 English learners, people in poverty,
22 those who are incarcerated. And so one
23 of the issues that I think we are kind of
24 dealing with as a city, as a society, as
25 a community is where shall we put our

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2 limited resources when it comes to
3 education and better education. And when
4 it comes to the issue of equity in
5 education, I'd like you to talk about the
6 value of equity in education when it
7 comes to best practices and most
8 competitive school districts.

9 PROFESSOR DARLING-HAMMOND: Can
10 you clarify what you mean by "most
11 competitive school districts"? You mean
12 the highest-performing school districts?

13 COUNCILMAN OH: Yes.

14 PROFESSOR DARLING-HAMMOND:
15 Well, I think one of the things we've
16 seen increasingly is a judgment about how
17 to allocate resources in high-performing
18 districts, and I'm thinking here of both
19 the weighted student formula approach to
20 school resource allocation in places like
21 San Francisco, which is probably the top
22 performing city in California, and the
23 reallocation of resources in Montgomery
24 County, which is the fourth largest
25 school district in the United States,

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2 where both of them drove reduced
3 achievement gap, but stronger achievement
4 for everyone. And some of that has to do
5 with putting resources where the high
6 needs are of particular kinds, and what
7 are those particular kinds of resources
8 that one wants to be sure are there?

9 Back to the New Jersey example. Early
10 childhood education readily available at
11 high quality for every low-income child
12 will make everything that happens for the
13 rest of the school career more
14 productive.

15 (Applause.)

16 PROFESSOR DARLING-HAMMOND:

17 Early childhood people are in the house.

18 So that's a targeted resource
19 that will pay off. You know, summer
20 programs for kids who will otherwise not
21 have the opportunity to not fall back.
22 Those are things that we know will have a
23 high rate of return for the investments
24 for specific kids. But the other
25 thing -- and being sure that you have

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2 high-quality staff in all schools,
3 because the tradition has been -- when I
4 was at the Education Law Center actually
5 where I worked for a summer when I was in
6 Philadelphia, I documented the inequality
7 in curriculum and teacher quality across
8 schools that were at that time serving
9 black and white students in Philadelphia,
10 still relatively highly segregated. A
11 lot of that hasn't changed in terms of
12 the distribution of teacher quality in
13 Philadelphia with data that I've seen as
14 recently as a few years ago.

15 So those are part of the equity
16 challenge, which is how do you build the
17 capacity for every school to get and keep
18 high-quality teachers. That also means
19 every school has to get and keep
20 high-quality principals, because they're
21 a very key element of the system.

22 But then you've got some
23 wonderful programs in all parts of the
24 City, in Northeast, in South Philly, and
25 West and so on, and the question there

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2 is, how do you expand and replicate those
3 kinds of opportunities elsewhere in the
4 City.

5 In Shanghai, they have this
6 process by which the most successful
7 schools mentor schools that are less
8 successful, and it's been very productive
9 for them. In Sacramento, a district that
10 I work with sometimes, they've had some
11 real innovative schools. Sometimes they
12 are in the district-run sector, sometimes
13 the charter sector, and then when they're
14 successful, they will expand those models
15 in other schools in the district.

16 So I think that's an equity
17 reform regardless of where in the City
18 it's happening so that parents and
19 children who want access to those
20 programs and educators who'd like to
21 learn how to do that kind of work are
22 enabled to spread success. I earlier
23 when we were talking compared it to a
24 yogurt strategy. You know how when
25 you're growing your own yogurt -- I don't

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2 know if there are any people who do that
3 here -- you can take a spoonful of the
4 yogurt and put it in another cup and then
5 add some more milk and it will grow more
6 yogurt. You need some kind of a strategy
7 like that to replicate success as well.

8 COUNCILMAN OH: Yes. Thank you
9 very much.

10 I will make a statement,
11 because we are being televised and our
12 communication is being kind of broadcast.

13 To many people that I talk with
14 who believe that equity in education
15 means less for everybody, poor
16 performance for everybody, I think the
17 points that you raise and that have been
18 shown in most competitive and best
19 practices on a global basis is that
20 equity in education is very critical to
21 the success of education publicly and on
22 a competitive basis for jobs and skills
23 and other things. And I think about a
24 family of three. I got three kids right
25 now, and if I had one kid who was a Nobel

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2 Laureate, one kid who is just doing fine,
3 and one kid in prison, I have to take the
4 total sum of my children to figure out
5 where am I as a parent, how do I feel
6 about my family.

7 The smart kids are smart, and
8 lifting up the kids on the bottom are
9 those who are considered not our problem,
10 yet they still drain and create problems
11 and issues and unhappiness and concerns,
12 and really these successful school models
13 by having equity really address all those
14 problems in an early sense and in a sure
15 sense, ensuring that those school systems
16 by providing equity in education, good
17 education universally, they have been
18 dramatically reformed in terms of where
19 they place in the global economy. So
20 equity in education I think is so very
21 important.

22 I thank you for your testimony.

23 PROFESSOR DARLING-HAMMOND:

24 Thank you.

25 Are we done?

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2 COUNCILWOMAN BLACKWELL:

3 Councilman O'Brien.

4 PROFESSOR DARLING-HAMMOND:

5 Okay. That sounded like a closing, so...

6 COUNCILMAN OH: Sorry.

7 COUNCILMAN O'BRIEN: I always
8 jump in after the close and make a mess
9 of it.

10 I just have an affinity for
11 epidemiology, and I'm very impressed with
12 your outline and especially in the New
13 Jersey experience. You have a national
14 reputation. I have an epidemiologist
15 that I deal with here in Philadelphia,
16 and I posed this question: How do you
17 get your arms around the educational
18 issue? And I believe he told me there
19 were almost 15,000 school districts in
20 the United States, but 100 of the largest
21 school districts educate 50 percent of
22 the kids in the United States. I'm
23 wondering if you could help suggest how
24 you take this plan, this diagram, and the
25 experience in New Jersey and identify

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2 funding sources where we could create a
3 strategic plan and pull out some of those
4 largest school districts and effectively
5 implement this strategy. That makes a
6 whole lot of difference than the
7 finger-pointing and the name-calling and
8 other things that are going on.

9 Do you have any thoughts on
10 that epidemiology statistic that I just
11 gave you?

12 PROFESSOR DARLING-HAMMOND:
13 Well, I think the question about how
14 could Philadelphia move forward
15 strategically is really at the root of
16 what you're asking, and I think there's a
17 couple of things. One is to think about
18 districts that are sufficiently alike in
19 their context and desires for what kind
20 of system they want that they might be
21 worth looking at and studying more
22 closely, right? And there are lots of
23 studies about those and people like
24 myself, some of them here in the City,
25 who could help illuminate those

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2 successful strategies.

3 But the other part is to take
4 stock of what Philadelphia's assets are,
5 because this is a district that, while it
6 has been critiqued a lot, does have
7 assets, and we need to kind of look at
8 what are the things that are working, in
9 the early childhood space, in the
10 elementary school space, in the secondary
11 school space, what are some of the things
12 that could be expanded and think about a
13 yogurt strategy for that. Take an
14 analysis of the infrastructure; that is,
15 what are we doing about hiring, getting,
16 and keeping and training high-quality
17 educators, principals, and teachers and
18 where do we need to fix those systems,
19 and those will be needs irrespective of
20 which school bottles you adopt. And then
21 create a plan for stimulating this kind
22 of both patching of the infrastructure
23 and replicating of high-quality school
24 models.

25 The systemic approaches that

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2 places like San Diego and Boston and --
3 I'm trying to think of some of the
4 districts that have had the strongest
5 achievement gains in recent years -- have
6 typically included a very strong analysis
7 of how to build the knowledge and skill
8 base and the continuity and depth of the
9 teaching workforce as part of a strategy
10 that might also include some school
11 redesign within either existing schools
12 or creating new schools to meet
13 particular needs or replicating models.

14 So I would say that those are
15 the kind of next steps. There are
16 some -- you may want to get a strategic
17 analysis by one of the universities or a
18 place like Research for Better Schools or
19 one of the other organizations to kind of
20 help with that stock-taking activity.

21 One of the things that strikes
22 me -- I go to Singapore frequently and
23 look at aspects of the schools. They
24 come to the United States frequently too
25 and study what we've done and then take

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2 it home and scale it up. We tend to do
3 it and start it and stop it, and we don't
4 tend to take good care of our assets, and
5 I think that's a difference. I'm a
6 conservative at heart. I think when you
7 have assets, you should conserve them and
8 build on them.

9 But one of the things I see
10 them doing is, as they look at what
11 they're going to do to redesign schools,
12 they have a portfolio much like you have
13 here. You have District-run schools, you
14 have charter schools, you've had some
15 schools that were run by universities.
16 They also have a very mixed model system,
17 but they're not trying to rank and sort
18 the schools against each other. They're
19 trying to develop, invest, and analyze
20 what's happening in every school and meet
21 needs that are apparent from that
22 analysis, and I think that's the
23 framework. When they identify a need
24 that isn't being met for a group of kids,
25 then they're planting a new program or

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2 planting a new school, studying it, and
3 then replicating it. So we need a
4 systematic approach like that that values
5 what's here and then builds on it.

6 (Applause.)

7 COUNCILWOMAN BLACKWELL: Thank
8 you, Councilman.

9 Councilman Kenney.

10 COUNCILMAN KENNEY: Thank you,
11 Madam Chair, and thank you for allowing
12 me to ask a question, although I'm not a
13 member of the Committee.

14 We have high-performing
15 schools, low-performing schools, schools
16 that perform okay. But how do we -- the
17 districts that you've worked with, how do
18 they tell their success stories? Because
19 of the ones that we have a problem with
20 here is that a lot of our citizens,
21 taxpayers, people whose kids are not in
22 public schools don't believe in them.
23 They don't think that they work.

24 How do we tell the story of the
25 Hybrid X Automotive Team that competes

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2 from West Philly High with MIT and
3 Harvard? How do we tell the story about
4 the Vaux chess school that wins national
5 championships? Not just the athletic
6 stuff, but the intellectual stuff and the
7 cultural stuff, how many kids are
8 matriculating into Ivy League colleges
9 and colleges in general.

10 I've always watched TV and saw
11 that New Jersey schools work, because
12 they keep continually telling us on
13 television that they in fact do. I don't
14 know what the situation is in Camden or
15 Trenton or Newark, but I'm sure it's
16 similar to what we're wrestling with.

17 I know we don't have the money
18 internally to do that kind of
19 advertising, but I would think that a
20 campaign of gathering dollars from
21 foundations, from corporations and
22 constantly bombarding people with our
23 children, who are diverse, who are
24 successful -- I mean, I'm looking at Lisa
25 Kaplan here from Jackson School that has

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2 gone gangbusters. Everything they do is
3 just exciting, and that needs to be on
4 television so people -- not necessarily
5 the people outside the City get it, but
6 the people who live inside the City.

7 I had -- and I'll end on this,
8 because I'm able to go on and keep
9 talking. I'm Irish.

10 I had a situation in South
11 Philly where they closed two Catholic
12 schools in the same neighborhood, which
13 was uncalled for, but it happened. And
14 what I said to a lot of the parents who
15 were active in the movement to keep one
16 of them open, I said, I have a
17 suggestion, why don't you take all of
18 your children and register them at
19 Sharswood, which is next door to Our Lady
20 of Mount Carmel, the Catholic school they
21 were closing, and take all your energy
22 and all your ideas and all your
23 involvement to Sharswood. Now, you can
24 do your religious training anywhere.
25 It's not -- we had CCD kids when I was in

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2 Catholic school. And they said, No, we
3 can't send our kids to public school.

4 How do I change that mind to
5 say that -- and I know it's got to be
6 advertising. I know it's got to be a
7 campaign. It's got to be something that
8 is visual for people to see and latch on
9 to.

10 Do you have districts you work
11 with that have concentrated campaigns to
12 show their success?

13 PROFESSOR DARLING-HAMMOND:

14 Yeah. Absolutely. And part of it is
15 that the district office itself has to be
16 organized to be documenting, collecting
17 or doing the research and knowing about
18 all of these assets. And that should be
19 a function in the district. Many
20 districts have pruned away their research
21 division, so they don't have a way to
22 keep track of what is happening, what the
23 successes are, and where might we want to
24 both hold them up and help others learn
25 from them.

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2 So that's number one. I think
3 that has to be there. And then, of
4 course, there's a messaging strategy and
5 there's engaging the media and, you know,
6 getting the television and the reporters
7 to both be willing to and then to
8 cultivate that continual flow of
9 information that allows people to see
10 what is working and why it's working.

11 COUNCILMAN KENNEY: They will
12 cover for a day or two a fight at a high
13 school, but not the kids in that high
14 school that are going on to college. And
15 if they're not going -- if the general
16 media is not going to do it, it's not
17 sexy enough for them or it's not a point
18 that they want to make, then I think it's
19 incumbent upon ourselves -- I've been in
20 here 22 years and in other form of
21 politics before. One of the most
22 frustrating things, in addition to not
23 having the resources and having state and
24 federal governments to think that
25 education is a luxury and not a

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2 requirement, is these kids who are doing
3 so well and making us so proud are
4 getting lost in the shuffle, and it
5 really is frustrating.

6 PROFESSOR DARLING-HAMMOND:

7 Yeah. And so I don't know what the
8 situation is in the District in terms of
9 the communications capacity of the School
10 District itself.

11 COUNCILMAN KENNEY: I teach a
12 class and Dr. Hite appeared on Saturday
13 at the class, and we had this discussion,
14 and I looked at him and I said, I'm sorry
15 even to try to throw this in your lap,
16 considering all the things you're
17 juggling, and he's juggling 25 things.
18 So that's why I think it's got to really
19 come from the business community, from
20 the corporation world, and from
21 foundations to kind of put together
22 resources to do it. But you do work with
23 districts that do that as a regular
24 thing?

25 PROFESSOR DARLING-HAMMOND:

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2 Absolutely. By the way, that's a place
3 where businesses can be very helpful in
4 partnering with the District around the
5 skill set too, because it's something
6 that it's a good -- it's an asset that
7 can help the District learn how to do
8 that better.

9 COUNCILMAN KENNEY: Great.

10 Thanks for coming in.

11 COUNCILWOMAN BLACKWELL: Thank
12 you very much.

13 We'll note that the Education
14 Committee is having a hearing tomorrow on
15 the Commonwealth's approach to education,
16 and we have Commerce Department, many
17 business entities who will be in to talk
18 about this issue too. We've reached that
19 point.

20 But certainly we want to thank
21 all of you. I understand we have a lot
22 of principals, educators, many of you who
23 have come to hear Ms. Darling, and we
24 thank all of you.

25 I thank again Councilman Oh and

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2 his office for the work they've done to
3 bring us here.

4 (Applause.)

5 COUNCILWOMAN BLACKWELL: And we
6 will defer to him to conclude our
7 hearing.

8 Councilman Oh.

9 COUNCILMAN OH: Thank you very
10 much, Councilwoman and Co-Chair.

11 We do very much appreciate your
12 being here. You're very difficult to
13 book, and it was wonderful of you to take
14 the time to come here. And I know that
15 you have a 3:30 train to catch. We will
16 get you there on time. I'm sure people
17 who have come all this way to hear you
18 speak would probably like to get a chance
19 to talk with you. I'll make sure you get
20 to your train on time, and thank you so
21 very much.

22 With that, the Joint Committee
23 will recess until the call of the Chair.

24 Thank you very much.

25 COUNCILWOMAN BLACKWELL: Thank

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2 you.

3 (Joint Committees on Education
4 and Global Opportunities and the
5 Creative/Innovative Economy concluded at
6 2:40 p.m.)

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