The time for analysis and evaluation has passed. We have to act, and act decisively, to save our schools.

— Louis V. Gerstner, Jr., Chairman and CEO of IBM, Co-Chairman of Achieve
A Message From the Summit Co-Chairs

Dear Reader:

The nation’s governors, business leaders and educators have been hard at work in recent years pushing America’s public schools toward world-class performance. Virtually every state now has academic standards in the core subjects that students are expected to meet, up from about a dozen states three years ago. The majority of states now test student achievement against these standards in English and mathematics, and most report those results publicly. This represents significant progress from the mid-1990s, when many questioned the need to set rigorous targets for schools and hold them accountable.

It would be a mistake, however, to equate the establishment of new standards and tests with real advancements in student achievement. Of course, standards are a necessary first step. But anyone who has seen an enterprise turn itself around — whether it is a Fortune 500 company or a state’s welfare bureaucracy — knows that institutional change is hard work; it requires unwavering concentration and commitment.

Those of us who gathered for the 1999 National Education Summit — governors, CEOs and educators alike — came with few illusions about the difficulties involved in improving our nation’s schools. But we came prepared to face the tough challenges posed by raising standards and measuring results. In the course of our deliberations, we identified specific priorities for change and committed to make them happen, together.

While some will object that higher expectations for our students are unfair or too strenuous, we refuse to back down because some children cannot reach these rigorous targets immediately. We must redouble our efforts and give help and support to those who need it most. It’s up to all of us to reassure our children and teachers that they can achieve at high levels. It’s up to all of us to give them a chance.

Sincerely,

Gov. Tommy G. Thompson
State of Wisconsin

Louis V. Gerstner, Jr.
IBM Corporation

Gov. James B. Hunt, Jr.
State of North Carolina

John E. Pepper
Procter & Gamble

“Today, it’s all about the three A’s, not the three R’s ... accountability, achievement and alignment.”

— Governor Tommy G. Thompson,
State of Wisconsin, Co-Chairman of Achieve
Moving Forward

The 1999 National Education Summit marked a defining moment of consensus among three constituencies critical to improving America’s schools—governors, business leaders and educators. Through two days of dialogue and debate, the 117 Summit participants from government, industry and education agreed on their priorities and pledged to carry out a specific set of steps to make high academic standards a daily reality in every classroom.

At the close of the Summit, participants adopted an Action Statement that reflects these steps. The Statement outlines an agenda for education reform in the coming years, and during the six months following the Summit, states are developing their own measurable plans for carrying out this agenda. The Statement reads, in part,

“While each state will approach this problem differently, depending on its unique governance structure and reform history, all must develop strategies to address three key issues:

- Improving teacher quality;
- Providing all students a fair opportunity to meet higher standards; and
- Holding schools accountable for results.”

These priorities may appear elementary. But bringing them to life will require deep and fundamental changes, Louis V. Gerstner, Jr., chairman and CEO of IBM, told Summit participants. “We have to understand that the commitment to high standards isn’t some add-on or a tidy extension to what a

“Now, everybody is focused; everybody is geared. There isn’t a governor anywhere who wants to be a governor of a state that is the poorest achiever.”

— Governor Christine Todd Whitman, State of New Jersey
“If we’re serious about our children performing at world-class levels, we’ve got to commit to the transformation of every convention and process of what our schools are doing today.”

That change is more likely to occur given the consensus forged at the Summit. For the first time at a National Education Summit, educators ranging from superintendents and school board members to state chiefs and university presidents were at the table with governors from both political parties and business leaders from Fortune 500 companies.

“Teachers and principals are not the bad guys. These [educators] are the people who are going to help us deliver on this,” said Sandra Feldman, president of the American Federation of Teachers.

At the 1996 National Education Summit, governors and CEOs committed to creating high standards and effective tests to measure performance against the standards. Today, every state but one has academic standards in core subjects, and most states have tests to measure student achievement in at least English and mathematics. The 1999 Summit was a reaffirmation that standards, assessment and accountability are the guiding forces in improving education. “School reform is at a midway point, and a lot of pieces are in place,” said Gov. Bob Taft of Ohio. “But now we’re getting down to the heavy lifting of keeping standards in place, defining exactly what they mean, figuring out what happens if kids and educators don’t meet the standards, and providing the resources and support to help meet the standards.”

The “heavy lifting” needs to begin now, agreed Rep. William F. Goodling of Pennsylvania, chairman of the House Committee on Education and the
The Summit’s Action Statement acknowledges, “Raising standards and developing tests may have been the easiest part of the journey; the more daunting task is ensuring that all students reach these standards.” Each priority identified in the Statement speaks directly to the conditions needed to help more students achieve high standards: well-prepared teachers, a rich curriculum in every school and enough time and support to master it, and a set of rewards and consequences that motivates performance. “There’s an understanding that the next step is going to be more difficult, and it’s going to mean that resources and appropriate accountability are going to be needed,” said Bob Chase, president of the National Education Association. “People understand that it’s really a package, that you can’t say, ‘This will make it happen’ or ‘That will make it happen.’ It’s all these things that will make it happen, and the absence of any of those things will hamper reaching the goal.”

Participation in the 1999 National Education Summit was not limited to the governors, business leaders and educators who attended. Much of the Summit was widely available through a “virtual Summit” on the Internet. Visitors to www.achieve.org were able to see Web-casts of the Summit’s main sessions; offer their observations and opinions through threaded discussions; and review transcripts of speeches, statements from co-sponsoring groups and the briefing materials provided to those attending. The Summit Web site had more than half a million visitors over the two days of the gathering alone.

The National Alliance of Business also organized meetings hosted by business-education coalitions in cities across the country. These groups viewed deliberations on the Summit’s final day through a satellite transmission and held their own discussions about the issues raised. Some of the Summit sessions also were broadcast on C-SPAN, opening them to a national cable television audience.

“When you are persistent and you focus, I can give you case after case where low-performing students and schools have done exceptionally well.”

— Benjamin Canada, Superintendent of Schools, Portland, Oregon

Summit Stretches Beyond Palisades
Improving Teaching

Gov. James B. Hunt, Jr., of North Carolina summed up the sentiments of many Summit participants by stressing a focus on teaching. “This country needs to be committed to getting and keeping the best people in the classroom that we can possibly get. Every child has a birthright to a good teacher,” he said.

To address quality, the Action Statement considers the arc of a teaching career. It calls for stronger teacher preparation programs in higher education as well as professional development for teachers already in the classroom. Such training would focus on the content knowledge and skills needed for standards-based instruction. “Professional development needs to be organized more effectively. It really ought to be integral to the local school’s academic strategy,” said Gov. John Engler of Michigan. The need to develop more effective principals and school leaders also was noted specifically in the Action Statement.

The Statement also commits to competitive salaries that recognize both skills and performance, and it promotes different roles for lead teachers. To this end, business leaders have committed to work with 10 states to create pay-for-performance incentive plans, and educators have committed to developing salary agreements that only give credit for standards-based professional development.

Helping Students Achieve

Hugh B. Price, president and CEO of the National Urban League, passionately raised a challenge to Summit participants, a challenge he said equity demanded of the push for standards. “It’s time to hold the grown-ups who are responsible for public education accountable for their performance before picking on children for their failure to perform,” he said.

The Action Statement describes the fair opportunity students must have to reach standards. Every school must offer a rigorous curriculum and ensure that teachers are prepared to deliver it. States and school districts must offer schools the flexibility to create programs that work and give parents options for obtaining the best education possible for their children. Students must have extra time to help them meet standards through extended school days and years and tutoring.

At the Summit, American Federation of Teachers President Sandra Feldman revealed findings from new polls showing that teachers and principals strongly support efforts to hold students to rigorous academic standards and that these educators see standards-based reform prompting significant changes in their schools.

Nearly 75 percent of teachers and more than 90 percent of principals favor the push to raise standards and improve student achievement, the polls show. Teachers’ support for higher standards cuts across racial and economic lines. Even teachers in schools deemed “low performing” back standards in similar numbers.

Teachers appear to value standards the more they work with them. Three-quarters of teachers surveyed who had worked with standards for at least six years support their use, compared to 62 percent of teachers who had used standards for five years or less.
“If you’re able to provide the resources that are required — from teacher preparation to curriculum and textbook adoptions — then you can at least even the playing field,” said Summit participant Monica Lozano, publisher of the Los Angeles newspaper La Opinión. “People aren’t afraid if they feel that this is an equitable system that doesn’t overly burden a particular segment of the population.”

**Holding Schools Accountable**

The link between strengthening accountability and providing better chances for students to reach high standards is clear from the records of states that have introduced rigorous tests. Initially, many students have failed these tests, sending schools and parents searching for answers. Gov. Michael O. Leavitt of Utah noted that the challenge for states is not just setting the bar high, but also working with schools and school districts to ensure that students can hurdle the bar.

When stakes are high, states must ensure that their standards are worthy targets and that their assessments are accurate measuring sticks. In the Action Statement, governors pledged to benchmark their states’ standards, assessments and accountability systems against those of other states and nations and report the results publicly.

The Action Statement makes clear that a sound accountability system includes both rewards for high performance and consequences for failure. Gov. Gray Davis of California said such a system is more likely to motivate because it provides “marketplace incentives.” Summit participants agreed that states must intervene in chronically failing schools, making sure that they get enough help to improve or that their students get alternatives for their education. “The state has a solemn obligation to ensure that no child is trapped in a failing school,” the Statement reads.

Students need to be motivated along with adults. Business leaders pledged to double to 20,000 the number of companies considering academic records in their hiring processes. Educators committed to tying college admission requirements directly to

“The American Federation of Teachers found tremendous support for the standards among teachers and principals.”

— Sandra Feldman, President, American Federation of Teachers

“I was impressed by the broad consensus Summit participants reached on issues that are often divisive within the education community.”

— Governor Gary Locke, State of Washington
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During the Summit, participants offered many examples of programs from their own states that address key challenges to improving teaching, giving students a fair chance to learn and strengthening accountability. “I’m hearing all these great ideas popping out from around the room — people doing things that are working, people that are responding to what other people do. I sense there is an opportunity here to share experiences among people who are working the same problem,” remarked Louis V. Gerstner, Jr., chairman and CEO of IBM and Achieve’s co-chairman.

Among the initiatives offered as examples at the Summit:
- In **Michigan**, students can earn a new $2,500 scholarship for postsecondary education by passing state tests that are linked to standards.
- In **California**, a newly adopted accountability system — rewards schools that improve test results ($150 per student for a 5 percent gain); — rewards teachers in schools that are in the bottom half of statewide performance scores with bonuses for improving results by 10 percent; and — gives chronically low-performing schools three years to improve before facing stiff sanctions, including closure.
- In **New Jersey**, a program called Families Achieving New Standards aims to reach 300,000 parents with information about the state’s standards and assessments through 10,000 workshops over three years.
- The **Washington** Reading Corps’ 11,000 tutors worked with 22,000 students, resulting in test score gains twice that of the state average.

states’ high school standards, which frequently remain disconnected from higher education. These actions will make the message clear: Meeting high standards matters for every student’s future.

In addition, business needs to take a visible role in defending high academic standards, participants said. “Businesses have to come forward and protect those heroic politicians who are leading this reform,” said Kent “Oz” Nelson, retired chairman and CEO of UPS. “We have to do some lobbying to support change, and we have to be willing to use some of our political capital.”

“The key is how we act on this and how much we really care about it. What matters is how much change we’re really going to drive.”

— John E. Pepper, Chairman of the Executive Committee of the Board, The Procter & Gamble Company
Taking Action

An important element of standards-based school reform is the focus on measurable results. While participants at the 1999 National Education Summit knew that each state needed to approach the priorities of teaching, learning and accountability differently, they wanted to apply the principle of measuring results to that work. Given the need to act swiftly, states agreed to set specific targets and timelines for carrying out the Summit’s commitments over the next six months. Their plans will be made available on Achieve’s Web site at www.achieve.org.

New Jersey students from the “Revitalizing Science Teaching using Remote Sensing Technology” program show Summit participants how technology can be a powerful tool for achieving higher standards.

Technology Supports Teaching, Learning and Accountability

Summit participants saw demonstrations of technology-driven educational programs and prototypes that directly target one or more of the core challenges in standards-based reform. These innovative learning activities take advantage of the Internet, multimedia technology and newer artificial intelligence capabilities. Some examples:

- **Just for the Kids** provides a wealth of information on the academic performance of all Texas schools to visitors to its Web site. Its research supplements data made available by the state’s accountability system. For example, parents can compare test results at their children’s schools to top-performing schools with similar demographics.

- **The Virtual High School**, a nationwide project, and the **Florida (Online) High School** allow students to take online courses ranging from advanced academics to technical study for career preparation. Each course offers opportunities for students to reach high standards.

- **Wired for Learning** helps teachers improve the quality of instruction by giving them a chance to develop standards-based lesson plans online and have them reviewed through a jury process. Other functions allow parents to take a more active role and school districts to increase public understanding and support for high standards.

A complete list of the technology demonstrations at the Summit is available at www.achieve.org.
The Action Statement describes tasks that must be pursued jointly as well as specific activities for government, industry and education. Business groups already are meeting to map out plans for meeting their commitments to enlist more companies to use academic transcripts in hiring and for helping 10 states create pay-for-performance plans for teachers.

The real measure of success of the National Education Summit will be in the effectiveness of those plans and in the work undertaken to implement them. “The key to me is how we act on this and how much we really care about it. We care a lot or we wouldn’t be here, but what matters is how much change we’re really going to drive,” said John E. Pepper, chairman of the Executive Committee of the Board of The Procter & Gamble Company.

“Every child can get better, every child can improve.”

— Governor Gray Davis, State of California

Governor Gary Locke (Washington); Governor James B. Hunt, Jr. (North Carolina); Governor Tommy G. Thompson (Wisconsin); and Louis V. Gerstner, Jr. (IBM) brief members of the media on the Action Statement adopted by Summit participants.

“This country needs to be committed to getting and keeping the best people in the classroom that we can possibly get. Every child has a birthright to a good teacher.”

— Governor James B. Hunt, Jr., State of North Carolina
1999 Action Statement

Sixteen years ago, an urgent wake-up call went out to Americans about the declining quality of education in our nation’s schools. A Nation at Risk warned of “a rising tide of mediocrity that threatens our very future as a nation and a people.” While significant progress has been made, the threat remains.

There is now abundant evidence that our nation has awakened. We have awakened to the challenge of creating world-class schools, but we are impatient with the pace of improvement. We refuse to be lulled into thinking that our recent military and economic supremacy diminishes the need for reform. In fact, the American public demonstrates, in its response to every poll, that it clearly understands that our continued economic vitality, social stability and quality of life depend on our ability to dramatically improve our schools.

With strong gubernatorial leadership and business community support, education officials in virtually every state have now developed and adopted more rigorous standards. Most states have new assessments in place or under development. Some states have begun to put consequences in place for schools or districts failing to make progress. The commitments made by the nation’s governors and business leaders at the 1996 National Education Summit — commitments to higher standards, better assessments and tougher accountability measures — have clearly become central elements in a nationwide campaign to improve school performance. Despite this progress, the most difficult challenges lie ahead, and we cannot back off.

We have come together to reaffirm our commitment to rigorous academic standards and to focus on the large challenges confronting states and communities as they implement them. Raising standards and developing tests may have been the easiest part of the journey; the more daunting task is ensuring that all students reach these standards. While each state will approach this problem differently, depending upon its unique governance structure and reform history, all must develop strategies to address three key issues: improving teacher quality, providing all students a fair opportunity to meet higher standards and holding schools accountable for results.

Help all students achieve high standards by
• ensuring every school has a rigorous curriculum aligned with state standards and tests
• providing low-achieving students with extra help and additional learning time
• giving parents more schooling options by expanding public school choice and charter schools
• giving schools substantial flexibility and control over personnel and resources while holding them accountable for results

Strengthen accountability by
• benchmarking states’ standards, assessments, and achievement against those of other states and nations
• recognizing and rewarding highly successful schools
• intervening in chronically failing schools
• providing incentives for students to achieve standards by aligning college admissions standards with high school standards and expanding the number of companies using academic records in their hiring decisions
Challenge: Improving Educator Quality

We cannot expect students to meet rigorous academic standards unless we have teachers equipped to teach to higher standards. The best state standards assume a depth of content knowledge many teachers do not have. Because of the shortage of qualified candidates, too many teachers are required to teach subjects in which they have had little or no preparation, with schools and students in greatest need of well-prepared teachers having a disproportionate share of those who are not fully qualified.

This problem is by no means restricted to veteran instructors. Even though some states have had new standards in place or under development for most of this decade, too few teachers entering the profession are prepared to teach to those expectations. In school districts with burgeoning enrollments, the demand for qualified teachers far outstrips the supply, causing states to grant emergency credentials to people with insufficient preparation. In some states, too many graduates of approved teacher-preparation programs are unable to pass state licensing exams — tests of reading, writing and basic subject matter knowledge that are in some cases less demanding than those that high school students will now be expected to pass to earn a diploma. And in some areas, class-size reduction initiatives, coupled with explosive growth in student populations, have compounded the shortage of qualified classroom teachers. This problem is further complicated by the fact that nearly one-third of new teachers leave the profession within five years.

To ensure a high-quality teacher in every classroom, governors, business leaders and education leaders will work together in our states to strengthen the entry and exit requirements of teacher-preparation programs and require them to demonstrate that graduates are prepared to teach to the state's academic standards and are technologically literate. We will target our professional development resources on programs that give teachers the content knowledge and skills to teach to higher standards and school leaders the skills to improve instruction and manage organizational change. And we will develop competitive salary structures to attract and retain the best-qualified teachers and school leaders, with differentiated responsibilities and pay for teacher leaders and pay for both skills and performance.

To further this agenda, governors will work with their legislatures, state boards of education and local school districts to establish or expand alternative pathways to teacher certification to encourage the most talented, well-educated people from diverse fields to enter teaching, while putting mechanisms in place to ensure that all teachers demonstrate that they have the content knowledge and expertise to help students reach high standards. Business leaders, through statewide coalitions and local partnerships, will help interested school systems and teacher organizations in at least 10 states incorporate pay-for-performance incentive plans into their salary structures, based on lessons learned from the private sector. Education leaders will develop salary agreements that provide salary credit for professional development only when it is standards-based, linked to state and district priorities, and part of a schoolwide plan to raise student achievement.

Challenge: Helping All Students Achieve High Standards

We believe all students can meet rigorous standards and should be expected to do so. To make this a reality, we need to provide all students access to high-quality instruction, curriculum and assessments aligned with standards, and the time and extra support they might need to meet the standards.

We need to hold standards and expectations constant for virtually all students while encouraging much more diversity and choice among schools. Many of us believe that choice and competition within public education is both healthy and desirable. Some of us believe that publicly funded parental choice programs should be extended to private schools as well.
We must ensure that students from all backgrounds have access to state-of-the-art technologies if we expect them to meet world-class standards. Technology in and of itself is not a silver bullet, but when well integrated into instruction, it can help support, motivate and accelerate learning.

To help all students meet higher academic standards, governors, business leaders and education leaders will work together in our states to ensure that every school has in place a rigorous curriculum and professional development program aligned with state standards and tests. We will work to expand public school choice and charter schools and give all schools substantial flexibility, freedom, and control over personnel and resources. We will develop extended-day and -year programs for students at risk of not meeting promotion or graduation standards and mobilize and train volunteer tutors from colleges and universities, businesses, faith communities, and other organizations to offer such students the help they need.

To further this agenda, governors will work with their legislatures and state and local education leaders to strengthen the quality of standards and assessments; eliminate or waive regulations that inhibit state and local efforts to help all students meet them; and initiate or expand charter school programs. Business leaders, individually and through business coalitions, will actively stand in support of governors and education leaders as they strengthen the quality of standards and assessments in their states. And to bolster those state efforts, businesses will encourage their employees to volunteer in their schools, incorporate K-12 education programs into their employee matching grants, and target their K-12 corporate grant-making and partnership activities to support standards-based reform. Education leaders will launch a nationwide effort to ensure that virtually all children can read well by third grade and master the fundamentals of algebra and geometry by the time they enter high school.

**Challenge: Strengthening Accountability**

Accountability is the cornerstone of standards-based reform. To date, our education system has operated with few incentives for success and even fewer consequences for failure. The job security and compensation of teachers and administrators have, in large measure, been disconnected from teachers’ success in improving student achievement. Students, except for the relative handful seeking admission to highly selective colleges and universities, have had little reason to work hard in high school because access to further education or employment has not depended on their performance in school. This must change.

To strengthen accountability for results, governors and business and education leaders will work together in our states to create incentives for success and consequences for failure. We will couple increased accountability with increased flexibility and support for educators. We will strengthen the ability of principals and teachers to select their own colleagues and control school budgets as we hold them more responsible for results. We will provide students who are at risk of not meeting academic standards with opportunities for extra help and additional learning time before we hold them back or deny them diplomas. We will recognize and reward highly successful schools and intervene in low-performing schools with extra help and resources. If such interventions fail, however, we will be prepared to restructure or reconstitute schools or provide parents and students with other options. The state has a solemn obligation to ensure that no child is trapped in a failing school.

To further this agenda, governors will benchmark their standards, assessments, accountability systems and performance against those of other states and nations and will publicly report the results. Business leaders will increase from 10,000 to
20,000 the number of companies that agree to review high school transcripts as part of the initial hiring process, and they will work with state and district leaders to introduce successful strategies for promoting continuous improvement. **Education leaders** from our colleges and universities will work with K–12 leaders to align higher education admission standards with new high school graduation standards and reduce or phase out remediation at four-year institutions.

**Staying the Course**

Every recent public opinion survey shows overwhelming support for higher standards for all students, coupled with stronger accountability for results. The public is especially consistent in opposing social promotion and the practice of awarding high school diplomas to students who are not prepared to succeed in college or the workplace.

We must build on this strong public support and not waver as states and districts phase in challenging assessments and tougher promotion and graduation requirements. We must give parents and the public a clear understanding of why it is so critical for us to expect better performance from schools and students, and the information and data to drive improvement. We must help them understand the consequences for both young people and society if we lower our standards in the face of public pressure.

Although the principal burden of responsibility for meeting these challenges falls on the shoulders of those who work in and with our schools every day, we know that leadership is essential. Summit participants — governors, business leaders and leaders of major education organizations — affirm our commitment to work together and within our respective sectors to ensure that we successfully meet and overcome the challenges facing the standards movement.

This work will be difficult. But there can be no turning back from the ultimate destination: We must guarantee that all children leave school equipped with the knowledge and skills demanded by the 21st century. The stakes are very high. By providing strong leadership and staying the course, we will ensure that our schools and their graduates again become the envy of the world.

The commitments we make today are among the most powerful levers available to us to raise student achievement. Each is already in effect somewhere in the United States. The problem is that in too few places are these actions part of a comprehensive, long-term reform strategy. These commitments reflect our understanding that raising standards and improving performance require support from public and private leaders and demand a willingness to be publicly accountable to each other for results. Our states and communities need to rapidly and radically scale up the pace and scope of reform if today's students are to be prepared for tomorrow's challenges.

To put these commitments in place, each state team will develop, within six months, a detailed response to this Summit Action Statement with specific targets and timelines for action. These responses will be posted on the Achieve Web site (www.achieve.org).
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- William Jefferson Clinton
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Governor
State of Indiana

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SUMMIT REGISTRANTS

(continued)

Rod Paige
Superintendent
Houston Independent School District

George E. Pataki
Governor
State of New York

Paul E. Patton
Governor
State of Kentucky

John E. Pepper
Chairman of the Executive Committee of the Board
Procter & Gamble

Hugh B. Price
President and CEO
National Urban League

Marc Racicot
Governor
State of Montana

J. Billie Ray, Jr.
President
BellSouth – North Carolina

Suellen Reed
Superintendent of Education
State of Indiana

John G. Rowland
Governor
State of Connecticut

Arthur F. Ryan
CEO
The Prudential Insurance Company of America

Eric Schmidt
CEO
Novell, Inc.

Michael Sentance
Governor’s Education Policy Advisor
Office of Governor Argeo Paul Cellucci
State of Massachusetts

Theodore Sergi
Commissioner
Connecticut Department of Education

Jeanne Shaheen
Governor
State of New Hampshire

David Shimmon
President
Kinetics

Ray Simon
Director of Education
Arkansas Department of Education

Timothy Smucker
Chairman
JM Smucker Company

Judith Stieglar
President-Elect
National Association of State Boards of Education

Bob Taft
Governor
State of Ohio

Jill Mattuck Tarule
Chair of the Board
American Association of Colleges for Teacher Education

Susan Tave-Zelman
Superintendent
Ohio Department of Education

Tommy G. Thompson
Governor
State of Wisconsin

Kyriakos Tsakopoulous
Executive Vice President and General Counsel
AKT Development

Cecil Underwood
Governor
State of West Virginia

Tom Vander Ark
Executive Director
Bill & Melinda Gates Foundation

Curt Voight
President
National Association of Secondary School Principals

Michael Ward
Superintendent
North Carolina Department of Public Instruction

John Warner
Senior Vice President and CAO
The Boeing Company

Larry Weyers
Chairman and CEO
WPS Resources Corporation

Tommy G. Thompson
Governor
State of Wisconsin

Christopher Cross
President
Council for Basic Education

Denis Doyle
Chairman
SchoolNet, LLC

Chester Finn
President
The Thomas B. Fordham Foundation

Kati Haycock
Director
The Education Trust

Robert Jones
President and CEO
National Alliance of Business

Mark Musik
President
Southern Regional Education Board

Lauren Resnick
Director
Learning Research and Development Center
University of Pittsburgh

William Schmidt
University Distinguished Professor
Michigan State University and National Research Coordinator for U.S.TIMSS

Warren Simmons
Director
Annenberg Institute

Marc Tucker
President
National Center for Education and the Economy

RESOURCE PARTICIPANTS

Gordon Ambach
Executive Director
Council of Chief State School Officers

Anne Bryant
Executive Director
National School Boards Association

Don Cameron
Executive Director
National Education Association

Note: Several of the registrants were unable to attend the Summit.
The 1999 National Education Summit would not have been possible without the dedication and hard work of many individuals and organizations.

We would like to acknowledge the hard work of the Summit Steering Committee, comprised of Bob Schwartz and Matt Gandal of Achieve; Stanley Litow of IBM; Bill Steiger and Schuyler Baab of Gov. Thompson’s office; Tom Houlihan of Gov. Hunt’s office; Judy Wurtzel, Gordon Ambach, Anne Bryant and Don Cameron of the Learning First Alliance; Susan Traiman of The Business Roundtable; Milt Goldberg of the National Alliance of Business; Michael Casserly of the Council of the Great City Schools; Ken Nelson of the National Education Goals Panel; Patricia Sullivan of the National Governors’ Association; and Ronn Robinson of the Boeing Company.

Thanks to CommunicationWorks for media outreach and editorial support; to KSA Group for editorial and design work; to the Center for Children and Technology for work on the technology demonstrations; to MINDSEYE Technology, Inc. for technological support of the Summit Web site; and to staff at the National Alliance of Business who organized nationwide satellite broadcasts. Special thanks also to IBM for hosting the event and to all of the IBM staff who worked so hard to make the event a success.

Finally, thank you to the staff of Achieve — Fred Balfour, Jennifer Barnicoat, Maya Chenault, Laura McGiffert, Kati Sergent-Cour and Jennifer Vranek — for their tireless work in support of the event.

Photography: Bill Gallery, Ronald L. Glassman
About Achieve, Inc.

Achieve is an independent, bipartisan, nonprofit organization created following the 1996 National Education Summit, when the nation’s governors and corporate leaders came together to focus the country's attention on the urgent need to improve the performance of America's schools.

Achieve’s three principal purposes are to:
• serve as a resource center to states on standards, assessments, accountability and technology;
• help states benchmark their academic standards, assessments and achievement against the best national and international examples; and
• provide sustained public leadership and advocacy on behalf of the movement to raise academic standards and improve student performance.

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C O - S P O N S O R S

The Business Roundtable
An association of chief executive officers of leading U.S. corporations, which together have a combined workforce of more than 10 million employees in the United States

Council of the Great City Schools
An organization of the nation’s largest urban public school systems that advocates the improvement of K-12 education in inner-city schools and is governed by superintendents and board of education members from 57 cities across the country

Learning First Alliance
A permanent partnership of 12 leading national educational organizations that together represent more than 10 million constituents from the public education system, including teachers, principals, parents, teacher educators, local and state school boards, and other leaders

National Alliance of Business
A national business organization focused exclusively on increasing student achievement and improving the competitiveness of the U.S. workforce

National Education Goals Panel
A bipartisan, intergovernmental body of federal and state officials created in July 1990 to assess and report state and national progress toward achieving the National Education Goals

National Governors’ Association
A bipartisan organization made up of governors from the 55 U.S. states, commonwealths and territories, through which governors identify priorities and deal collectively with issues of public policy and governance at the national and state levels