

# The NEGP WEEKLY

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A Weekly News Update on America's Education Goals and school improvement efforts across America from the National Education Goals Panel

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## STATE POLICY NEWS

### Learning English: More Money From Arizona

*(Goal Two: High School Completion & Goal Three: Student Achievement And Citizenship)*

Arizona Governor Jane Hull late last year signed into law a bill that provides millions of dollars for programs that help students learn English (Scutari, The ARIZONA REPUBLIC, 12/28). Under the new bill, \$45 million will be provided in 2003 for student tutoring, teacher training and instructional materials. It also provides \$340 for every English-learner student, an increase of \$170 per child, writes the paper. The new law also includes \$5.5 million a year in additional money for tutoring and \$.5 million a year of teacher training.

The bill was proposed to address the 1992 court case, Flores vs. Arizona, in which U.S. District Judge Alfredo Marquez ruled that the state has insufficient teaching materials to help non-English-speaking students, too many students in a class and not enough qualified teachers to help them.

For more information, visit The Arizona Republic at <http://www.arizonarepublic.com/arizona/articles/1228ENGLISH28/html>.

### Superintendent Shortage: Looking For A Few Good Candidates

*(Goal Four: Teacher Education & Professional Development)*

California, like many states, is experiencing a shortage of superintendent candidates. State leaders have

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**The National Education Goals Panel**  
1255 22nd Street NW,  
Suite 502  
Washington, DC 20037;  
202-724-0015

## *What is the National Education Goals Panel?*

The National Education Goals Panel is a unique bipartisan body of state and federal officials created in 1990 by President Bush and the nation's

Governors to report state and national progress and urge education improvement efforts to reach a set of National Education Goals.

## *Who serves on the National Education Goals Panel and how are they chosen?*

Eight governors, four state legislators, four members of the U.S. Congress, and two members appointed by the President serve on the Goals Panel. Members are appointed by the leadership of the National Governors' Association, the National Conference of State Legislatures, the U.S. Senate and House, and the President.

## *What does the Panel do?*

The Goals Panel has been charged to:

- Report state and national progress toward the National Education Goals.
- Work to establish a system of high academic standards and assessments.
- Identify promising and effective reform strategies.
- Recommend actions for state, federal and local governments to take.
- Build a nationwide, bipartisan consensus to achieve the Goals.

The annual Goals Report and other publications of the Panel are available without charge upon request from the Goals Panel or at its web site [www.negp.gov](http://www.negp.gov). Publications requests can be made by mail, fax, e-mail, or on-line.

resorted to employing "high-priced headhunters to scour the country," writes the MERCURY NEWS (Portner, 12/30). Some districts in the state also have increased superintendent salaries by 15 percent, "to more than \$250,000 in some of the state's largest districts," notes the paper.

The paper reports that some educators point to the "glut" of mandatory tests in California as one of the reasons superintendents leave their posts.

California's new standards-based achievement tests "hold the top administrators directly responsible for students' success and failure," according to the paper.

For more information, visit the MERCURY NEWS at <http://www.mercurycenter.com/premium.local/education/docs/search30.html>.

## COMMUNITY AND LOCAL NEWS

### **Getting To Know You: New Theme In Houston High Schools** *(Goal Two: High School Completion)*

In an attempt to improve the graduation rate, many high schools in the Houston school district are establishing smaller communities of students (Markley, HOUSTON CHRONICLE, 1/2). At Lee High School, for example, teachers are assigned to small communities of students who take courses "geared to their interests," writes the paper. Many teachers stay with the same group of students from one year to the next.

The smaller communities typically have a career theme that is designed to attract and motivate students.

Mike Klnosky, director of the Small School Workshop at the University of Illinois at Chicago, said one reason the small-schools movement is sweeping the nation is the funding provided by groups such as Carnegie Corporation, Bill and Melinda Gate Foundation and the U.S. Department of Education. However, he added: "Just changing the size of the learning communities is not

## The National Education Goals Panel

### CHAIR 2001

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Governor Jim Geringer of Wyoming

### MEMBERS

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U.S. Senator Jim Jeffords of Vermont

U.S. Representative George Miller of California

State Representative G. Spencer Coggs of Wisconsin

State Representative Mary Lou Cowlshaw of Illinois

State Representative Douglas R. Jones of Idaho

State Senator Stephen Stoll of Missouri

adequate. This requires a real change in the way that teachers work together and the way that teaching and learning takes place.”

For more information, visit the Bill and Melinda Gates Foundation at <http://www.gatesfoundation.org>.

### **Manhattan Comprehensive: Linking High School And College (Goal Six: Adult Literacy And Lifelong Learning)**

Manhattan Comprehensive was established in 1989 to help immigrants and other students too old for traditional high school, yet needing a high school diploma to pursue further academics. Currently the school of about 800 students offers classes in every required high school subject and Advanced Placement courses in math and English. Students who speak Spanish or Chinese can take subjects like math and biology in their native language.

Ninety-two percent of the school's students graduate, with sixty percent immediately enrolled in college. About sixty-five percent are immigrants representing 42 countries.

For more information, visit the Manhattan Comprehensive Day and Night School at <http://www.panix.com/userdirs/mancomp1>.

## FEDERAL POLICY NEWS

### **Congress: Passes Education Bill (All Goals)**

Senate and House members late last year passed their revisions to the Elementary and Secondary Education Act (ESEA (Robelen, EDUCATION WEEK, 12/18).

“I commend members of Congress for acting boldly and in an overwhelmingly bipartisan way to help

## THE NATIONAL EDUCATION GOALS



Goal 1: Ready to Learn



Goal 2: School Completion



Goal 3: Student Achievement and Citizenship



Goal 4: Teacher Education and Professional Development



Goal 5: Mathematics and Science



Goal 6: Adult Literacy and Lifelong Learning



Goal 7: Safe, Disciplined and Alcohol- and Drug-free Schools



Goal 8: Parental Participation

make sure no child in America is left behind," said President Bush. Bush is expected to sign the bill later this year.

The legislation, which passed by overwhelming majorities, "imposes new requirements on states and school districts to improve student achievement," writes the newspaper. It also mandates statewide testing in reading and math each year in grades 3-8 and provides "new educational options for students in failing schools."

For more information, visit the U.S. Department of Education at <http://www.ed.gov>.

### Preschool Research: New Grant From Department Of Education (Goal One: Ready To Learn)

The U.S. Department of Education is requesting applications from public and private organizations, institutions of higher education and state and local education agencies to conduct research on the effectiveness of preschool curricula.

"One thing we know for sure is that many of our preschool programs need to enhance their instructional content," said Grover "Russ" Whitehurst, U.S. assistant secretary for the Office of Educational Research and Improvement. "This grant program will help us create a wealth of scientifically based research on effective preschool programs that will enable educators to make better selections of classroom curricula."

For more information on the 2002 Preschool Curriculum Evaluation Research Grant Program, visit <http://www.ed.gov/legislation/FedRegister/announcements/index.html>.

## RESEARCH AND EDUCATIONAL PRACTICES

### Teacher Spending: Dipping Into Their Own Pockets For Classroom Expenses (Goal Four: Teacher Education and Professional Development)

A new survey from the National School Supply and Equip-

ment Association finds that teachers spend an average of \$589 of their own money on school supplies and instructional materials each year. The SACRAMENTO BEE describes the spending habits of several teachers in the area. For example, one teacher from Foothill Oaks Elementary School already spent almost \$800 of her own money to equip and decorate her room.

“The budget for school supplies is often limited,” said Melinda Anderson, a spokeswoman for the National Education Association, at teachers union. “Teachers recognize students have certain needs. When needed they dip into their own pockets to fill the void.”

However, Anderson added that “it should not be the norm for teachers to use personal funds,” writes the paper.

For more information visit the SACRAMENTO BEE at <http://www.sacbee.com/content/news/story/1389921p-1464009c/html>.

### **“Rhetoric Vs. Reality:” New Report On Vouchers And Charter Schools (All Goals)**

Rand Corporation recently released a review of scholarly research on private school vouchers and charter schools. The report, “Rhetoric vs. Reality: What We Know and What We Need to Know About Vouchers and Charter Schools,” analyzes dozens of recent studies and data. EDUCATION WEEK writes: “It examines not only academic achievement, but also such topics as racial and socio-economic integration in voucher programs and charter schools.”

From the report: “Our review of the evidence leaves us without a crisp, bottom-line judgment of the wisdom of voucher and charter programs,” notes the report.

For more information, visit RAND at <http://www.rand.org/publications/MR/MR1118>.

## **FEATURE STORY**

### **Beefing Up On Writing: California’s Experience (Goal Three: Student Achievement And Citizenship & Goal Four: Teacher Education And Professional Development)**

EDUCATION WEEK highlights California’s experience in improving writing classes for students who must meet high state standards in writing (Manzo, 12/12). “We know that the state test will be either a persuasive essay, a response to literature, or a personal narrative,” said Cynthia Marten, a reading specialist at Los Penasquitos. “Now, teachers

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are scrambling for how to prepare kids for that [type of test]. We'll probably end up teaching the three genres pretty well. But it ends up changing the focus of writing from communication to writing for a test."

Lucy McCormack Calkins, director of the Reading and Writing Project at Teachers College, Columbia University, notes that in the past some teachers taught writing well while others did not teach it at all. "In a lot of states, state testing has put a spotlight on the teaching of writing," she added. "The problem is that . . . instead of really good instruction in writing, [too often] it's test prep in writing."

George Hillocks, an English professor at the University of Chicago, commented that writing assessments drive instruction in writing. "In certain states, because of the assessment, teachers teach formulaically; they teach the infamous five-paragraph essay," which means methodical writing.

According to EDUCATION WEEK, an independent evaluation of the National Writing Project, a federally financed project based at the University of California at Berkeley, finds that student writing improves significantly and teacher instruction changes dramatically as a result of their participation in the intensive writing program. The project has local centers in most states and provides workshops for about 130,000 teachers a year. "The programs rarely focus on meeting test requirements," writes EDUCATION WEEK.

For more information, visit the National Writing Project at <http://www.writingproject.org>.

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NEGP Acting Executive Director: John Barth  
Publisher: John Barth  
Editor: Barbara A. Pape  
[www.negp.gov](http://www.negp.gov)

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