

# The NEGP WEEKLY

January 12, 2001

Volume 2 — No.86



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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## FACT OF THE WEEK

Between 1992 and 1996, 39 states (out of 51) significantly increased the percentages of high school graduates who immediately enrolled in 2-year or 4-year colleges in any state.

—The National Education Goals Report: Building a nation of learners, 1999

The NEGP WEEKLY is a publication of:  
The National Education Goals Panel  
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## STATE POLICY NEWS

### **TEACHER TRAINING: CALLING FOR NEW PROGRAMS IN CALIFORNIA** (GOAL FOUR: TEACHER ED/PROFESSIONAL DEVELOPMENT AND GOAL FIVE: MATH AND SCIENCE)

A new teacher training program is part of California Governor Gray Davis' public school initiative (L.A. TIMES, 1/4). Davis has proposed spending \$335 million for a three-year plan to offer 252,000 teachers training in math, English and other subjects. Specifically, the "intensive training" would include 40 hours of coursework plus 80 hours of follow-up training. The state would give schools \$2,500 for each teacher who participates as an incentive to get involved.

In addition, Davis calls for spending \$30 million to attract and retain algebra teachers. The paper notes that the state requires students to take algebra as a condition of high school graduation.

For more information on education in California, visit the state's web site at [www.ca.gov](http://www.ca.gov).

### **THE RACE TO GET MORE TEACHERS: CONNECTICUT'S PLAN** (GOAL FOUR: TEACHER ED/PROFESSIONAL DEVELOPMENT)

A state commission has proposed several initiatives to get more teachers in the classroom – and quickly (Green,

## ***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 Goals 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.

HARTFORD COURANT, 1/3). The rush is due to the state's impending teacher shortage. According to the paper about 40 percent of the state's 45,000 teachers are likely to retire in the next 10 years.

One plan put forth by the Commission on the Teacher and School Administrator Shortage and Minority Recruitment calls for allowing college graduates to work in a public school classroom after only four weeks of summer training.

Another proposal would create a "fast-track" teacher certification program to allow business executives to become top school administrators, reports the paper.

For more information on education in Connecticut, visit the state's web site at [www.state.ct.us](http://www.state.ct.us).

## **COMMUNITY AND LOCAL NEWS**

### **HOUSTON SCHOOLS: AT THE TOP (ALL GOALS)**

Houston public schools have drawn much praise from researchers who examined the city's reform efforts (Markley, HOUSTON CHRONICLE, 10/23/00). Superintendent Rod Paige, President-elect George W. Bush's nominee for secretary of education, called for the "scholarly scrutiny" over a year ago, reports the paper.

Researchers, many of whom are known for an expertise in a certain area of education, were commissioned to examine various aspects of the school system's reforms. For example, one study looked at the district's move to more local control. Another reviewed the policy of giving schools more flexibility in the way they spend their money.

The researchers lauded the school system for providing quality instruction and visionary leadership. According to one of the studies, the district is making academic gains, particularly among minority students. They also praised the business community for supporting the schools.

However, the researchers criticized the district's move to

## The National Education Goals Panel

### GOVERNORS

Tommy Thompson,  
Wisconsin, Chair, 1999

John Engler  
Michigan

Jim Geringer  
Wyoming

James B. Hunt, Jr.  
North Carolina

Frank Keating  
Oklahoma

Frank O'Bannon  
Indiana

Paul E. Patton  
Kentucky

Cecil H. Underwood  
West Virginia

### MEMBERS OF THE ADMINISTRATION

Richard W. Riley  
U.S. Secretary of Education

Michael Cohen  
U.S. Assistant Secretary of Education

### MEMBERS OF CONGRESS

U.S. Senator Jeff Bingaman  
New Mexico

U.S. Senator Jim Jeffords  
Vermont

U.S. Representative William F. Goodling  
Pennsylvania

U.S. Representative Matthew G. Martínez  
California

### STATE LEGISLATORS

Representative G. Spencer Coggs  
Wisconsin

Representative Mary Lou Cowlshaw  
Illinois

Representative Douglas R. Jones  
Idaho

Senator Stephen Stoll  
Missouri

privatize non-educational functions and its salary levels for senior teachers.

For more information, visit the Houston Independent School District at [www.houston.tenet.edu](http://www.houston.tenet.edu)

## **GATES OPENS DOORS: SCHOOL-IMPROVEMENT AND SCHOLARSHIP FUND**

**GOAL THREE: STUDENT ACHIEVEMENT AND  
GOAL SIX: ADULT LITERACY AND  
LIFELONG LEARNING)**

The Bill and Melinda Gates Foundation last week announced a \$100 million school-improvement and scholarship fund that targets 5,000 disadvantaged students who aspire to attend college. The students come from a dozen schools across the state of Washington. According to the SEATTLE TIMES, the grant is "possibly the largest private scholarship fund in the nation for students from just one state." (1/4/01).

Ten to fifteen schools will be chosen to participate in a six-week long application process that ends in February. Only students from the chosen schools will be eligible for the scholarships. Students will be selected early in their junior year, with the hope that the scholarship will motivate them to successfully complete their last two years of school.

The selected schools also will receive \$500 for every student enrolled. The goal is for the schools to "redesign themselves into small, autonomous learning environments of no more than 100 students per grade level."

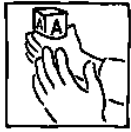
For more information, visit the Bill and Melinda Gates Foundation at [www.gatesfoundation.org](http://www.gatesfoundation.org).

## **FEDERAL POLICY NEWS**

### **RESEARCH AND REFORM: DEPARTMENT OF EDUCATION FUNDS EDUCATION LABS (ALL GOALS)**

U.S. Secretary of Education Richard Riley earlier this month announced \$325 million contracts over five years

## 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

to operate and manage 10 regional educational laboratories that serve geographic regions across the nation. The labs will promote broad-based school improvements by using new and existing research about transforming low-performing schools into top-notch ones.

Each lab also will support state and local efforts to develop high-performing learning communities characterized that:

- Link student learning to standards
- Create a structure that organizes space, time and resources to maximize student learning
- Develop challenging curriculum and engaged student learning that reflects high standards and high expectations for all students
- Develop a learning community that is supportive of continuous improvement by students, teachers and other adults

For more information, including a list of the laboratories, visit the Department of Education at [www.ed.gov](http://www.ed.gov). Click onto press releases and then on January 2.

### AFTER-SCHOOL FUNDS: NEW AWARDS FROM THE DEPARTMENT OF EDUCATION (GOAL THREE: STUDENT ACHIEVEMENT)

New grants from the U.S. Department of Education totaling nearly \$213 million target 1,500 new school-based centers in communities nationwide that were selected based on their submission of "well-developed plans for meeting the needs of young people in their communities," according to a Department of Education press release.

The centers, in collaboration with community partners, will provide enriched learning opportunities in a safe environment for 300,000 children and 100,000 adults outside of regular school hours and during the summer.

Called the 21st Century Community Learning Centers program, the initiative will help schools stay open longer to provide youth tutoring and homework help, academic enrichment, college prep activities, enrichment through the arts, technology education, drug and violence prevention counseling, supervised recreational opportunities and services for youths with disabilities.

For more information, including a list of grant recipients, visit the Department of Education at [www.ed.gov](http://www.ed.gov).

## RESEARCH AND EDUCATIONAL PRACTICES

### **DANCING TO LEARN: THE DETROIT DANCE COLLECTIVE** (GOAL THREE: STUDENT ACHIEVEMENT)

The Detroit Dance Collective, a group of professional dancers, provides workshops with schools to give students new ways to understand their lessons in math, language arts, science or other subjects (Schreiber, TEACHER MAGAZINE, Jan/2001).

If teachers want to reinforce the study of prepositions, the dancers help students move in ways that depict “over,” “under,” “above,” and “around.” To help enhance a poetry class, the dance instructors “help students feel the images in language by having them swing like gauzy curtains in the wind or softly fall to the floor like leaves.” One class integrated the study of social studies by learning the dances from the different cultures the students were studying.

While the magazine notes that there may be “no tangible payoff in improved test scores,” proponents of the dance experiment argue that students need to learn kinesthetically. “It supports the teaching of the whole child,” said Elsie Ritzenhein, a curriculum integration consultant with the Macomb (Michigan) Intermediate School District.

For more information visit Teacher Magazine at [www.edweek.com](http://www.edweek.com) and click on Teacher Magazine.

### **NO EXCUSES: HIGH-POVERTY, HIGH-SUCCESS SCHOOLS** (GOAL THREE: STUDENT ACHIEVEMENT)

A new report issued by the Heritage Foundation examines the practices of 21 principals of low-income schools who have succeeded in improving student learning so children achieve at high levels. These “effective practices” are outlined in the report No Excuses: Lessons from 21 High-Performing, High-Poverty Schools.

The report is part of the Heritage Foundation’s No Excuses Campaign. This initiative is designed to mobilize public pressure on behalf of better education for disadvantaged children. “Participants in the No Excuses campaign may hold differing views about vouchers, the federal role in education and other policy issues. But we agree that there is no excuse for the academic failure of most public schools serving poor children,” reports the Heritage Foundation on their Web site.

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For more information, visit the Heritage Foundation's No Excuses Campaign at [www.noexcuses.org](http://www.noexcuses.org).

## FEATURE STORY

### **SCHOOL CRIME AND SAFETY: A MIXED BAG** (GOAL SEVEN: SAFE SCHOOLS)

In its third edition of Indicators of School Crime and Safety, researchers found that while overall school crime rates have declined, schools still harbor enough violence, gang activity and drug use to warrant stronger efforts to make schools even safer havens than they already are. The report, issued by the Bureau of Justice Statistics and the National Center for Education Statistics, provides detailed statistical information that paints a picture of crime in the nation's schools. It is a companion report to the Annual Report on School Safety: 2000, another joint publication of the Departments of Education and Justice, which offers an overview of the nature and scope of school crime and recommends action schools and communities can take to alleviate the problem.

Some of the findings from Indicators of School Crime and Safety include:

- In 1998, students age 12 through 18 were victims of more than 2.7 million total crimes at school. These students were victims of about 253,000 serious violent crimes (rape, sexual assault, robbery and aggravated assault.)
- There were 60 school-associated violent deaths in the United States between July 1, 1997 and June 30, 1998, including 47 homicides.
- The total nonfatal victimization rate for young people declined between 1993 and 1998.
- The percentage of students being victimized at school also declined. Between 1995 and 1999, the percentage of students who reported being victims of crime at school decreased from 10 percent to 8 percent.
- This decline was due in part to a decline for students in grades 7 through 9. Between 1995 and 1999, the prevalence of reported victimization dropped from 11 percent to 8 percent for 7th graders, from 11 percent to 8 percent for 8th graders and from 12 percent to 9 percent for 9th graders.
- School rates have not changed for some crimes. Between 1993 and 1997, the percentage of students in grades 9 through 12 who were threatened or injured with a weapon on school grounds in the past 12 months remained constant at about 7 or 8 percent.
- The percentage of students in grades 9 through 12 who reported being in a physical fight on school property in the past 12 months also remained constant between 1993 and 1997 at about 15 percent.

Students also expressed feeling more secure at school now than just a few years ago. The percentage of students ages 12 through 18 who reported avoiding one or more places at school for their own safety decreased between 1995 and 1999, from 9 to 5 percent.

The percentage of students who reported that street gangs were present at their school

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also decreased from 1995 to 1999. Seventeen percent of students ages 12 through 18 said they had street gangs at their school in 1999 compared with 29 percent in 1995.

Indicators on drug use found an increase in the use of marijuana among students between 1993 and 1995, but no change between 1995 and 1997. In 1997, about 26 percent of these students had used marijuana in the last 30 days. Almost one-third of all students in grades 9 through 12 said someone had offered, sold or given them an illegal drug on school property, which is an increase from 24 percent in 1993.

For more information and a copy of the report, visit the National Center for Education Statistics at [www.nces.ed.gov/pubs2001/crime2000/](http://www.nces.ed.gov/pubs2001/crime2000/)

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1255 22nd Street NW, Suite 502  
Washington, DC 20037;  
202-724-0015

NEGP Executive Director: Ken Nelson  
Publisher: Barbara A. Pape  
[www.negp.gov](http://www.negp.gov)

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