

The NEGP WEEKLY

March 1, 2001

Volume 2 — No. 92



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

WHOLE-SCHOOL REFORM: IS IT WORKING IN NEW JERSEY? (All Goals)

Problems continue to “bedevil” educators attempting to overhaul New Jersey’s urban schools, according to research recently released by Professor Bari Anhalt Erlichson, assistant professor of public policy at Rutgers University, and Margaret Goertz, school finance expert and co-director of the Consortium for Policy Research in Education at the University of Pennsylvania.

While the new study does not evaluate the effectiveness of various school-reform models adopted in the nearly 60 schools examined for the study, it does identify implementation problems that arise with each of the designs being used in the schools (Hendrie, EDUCATION EEK, 2/21).

Overly tight timelines, heavy paperwork burdens and lack of support provided the schools are cited as critical problems to overhaul the urban schools.

For more information and a copy of the report, call (732) 932-2499.

FACT OF THE WEEK

Between 1991 and 2000, the U.S. and 51 states (out of 51) significantly increased the numbers of Advanced Placement examinations receiving a grade of 3 or higher (per 1,000 11th and 12th graders.)

—*Promising Practices: Progress Toward the Goals 2000*
www.negp.gov/promprac/promprac00/promprac00.pdf

The NEGP WEEKLY is a publication of:
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 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. Publications requests can be made by mail, fax, e-mail, or on-line.

THE STATE-OF-THE-STATES: GOVERNORS' EDUCATION PROPOSALS

(All Goals)

EDUCATION WEEK provides brief summaries of each state's education initiatives provided by governors in their state-of-the-state addresses (EDUCATION WEEK, 2/21). Each state summary includes the proposed fiscal year 2002 state budget, the proposed K-12 state education budget, the fiscal year 2001 K-12 budget, proposed percent change K-12 budget, estimated K-12 enrollment and highlights of education initiatives from the governors' speeches.

For more information, visit EDUCATION WEEK at <http://www.edweek.com>.

COMMUNITY AND LOCAL NEWS

EVERY CHILD COUNTS: A REPORT ON MIDDLE SCHOOLS FROM JEFFERSON COUNTY

(Goal Three: Student Achievement)

Low expectations for students is a key obstacle to the success of middle schools in Jefferson County, Kentucky, according to the report *Every Child Counts: Raising Student Achievement in the Middle Grades*. The report, from the Community Accountability Team, a group of Jefferson County parents and citizens, also found that low student motivation and low parent and community involvement also had a negative impact on schools and learning.

The purpose of the study was to help community members gain first-hand knowledge of the complex issues related to middle schools and to check the district's progress in raising student achievement. *Every Child Counts* recommends solutions and highlights promising practices found in the five schools examined in the report.

For more information and a copy of the report, visit the Community Accountability Team, a project of the Pritchard Committee at <http://www.pritchardcommittee.org>.

The National Education Goals Panel

GOVERNORS

Tommy Thompson,
Wisconsin, Chair, 1999

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Representative Douglas R. Jones
Idaho

Senator Stephen Stoll
Missouri

MAKING SCIENCE MAKE SENSE: A BAYER PROGRAM

(Goal Five: Math and Science)

Making Science Make Sense (MSMS) is a school/business partnership sponsored by Bayer Corporation that provides students and teachers with hands-on science experience (Curtis, EDUTOPIA, Fall 2000). MSMS, a company-wide initiative, involves more than 1,000 employees at 24 locations. Programs include a science center located in a California school, an environmental awareness program in South Carolina, "farm day" for city students in Missouri, and a national competition in which middle school students solve community problems using science applications and technology.

In Pittsburgh, Bayer employee-volunteers have created the Bayer Association for Science in Communities (BASIC). Bayer personnel visit schools throughout the year to "help make science come alive," with grade appropriate lessons. Another program out of Myerstown, Pennsylvania, gives teachers an opportunity to work side-by-side with Bayer scientists.

For more information, visit the Bayer Corporation at <http://www.bayerus.com>.

FEDERAL POLICY NEWS

K-12/COLLEGE CONNECTIONS: ON PAIGE'S AGENDA (All Goals)

At a conference of the American Council on Education (ACE), U.S. Education Secretary Rod Paige urged college leaders to encourage partnerships between their colleges of education and K-12 schools (Hardi, EDUCATION DAILY, 2/21). Paige said the education schools should produce "improved K-12 curricula and graduates better able to teach math, science and reading," writes the newsletter.

Paige pointed out what colleges could accomplish if entering freshman came fully prepared, as opposed to the 30 percent who now must enroll in remedial courses.

THE NATIONAL EDUCATION GOALS



Goal 1: Ready to Learn



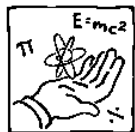
Goal 2: School Completion



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

“What could you accomplish if you could start right away, with students doing rigorous college and university work?” he asked. “The bottom line is that our students must be better prepared by public schools.”

For more information on the American Council on Education, visit <http://www.ace.org>. The Department of Education can be found at <http://www.ed.gov>.

SCHOOL-TO-WORK: MAKES A DIFFERENCE

(Goal Two: School Completion, Goal Three: Student Achievement and Goal Six: Adult Literacy and Lifelong Learning)

School-to-Work: Making a Difference in Education concludes that school-to-work (STW) initiatives including job shadowing and work-site internships reduces dropout rates and increases college enrollment. The report, released by the Institute on Education and the Economy, Columbia University’s Teachers College, examines several studies that have reviewed the effectiveness of STW initiatives.

However, the report also found a lack of evidence to explain whether or not STW improves standardized test scores and if STW has a positive impact on college enrollment and completion.

For more information and a copy of the report, visit the Institute on Education and the Economy at <http://www.tc.columbia.edu/iee>.

RESEARCH AND EDUCATIONAL PRACTICES

CHECK: NEW REPORT FROM PUBLIC AGENDA

(Goal Three: Student Achievement and Goal Eight: Parent Involvement)

Reality Check 2001 is the latest in a series of education reform surveys conducted by Public Agenda. This fourth-in-the-series report found that standards has started to take hold in America’s schools. It also found several statistically significant changes, including:

- > Fewer teachers report their schools use social promotion and more parents say their children have to pass standard-

ized tests to advance in school.

> The perception gap between public and private schools seems to be narrowing, with 34 percent of parents saying public schools have higher standards than private ones - up from 22 percent four years ago.

> Only one-fifth of teachers say they currently have to focus on test preparation so much that real learning is neglected, but 83 percent say they're worried "teaching to the test" could become the norm.

Reality Check 2001 was conducted in association with EDUCATION WEEK and funded by Pew Charitable Trusts and the GE Fund.

For more information and a copy of the report, visit Public Agenda at <http://www.publicagenda.org>.

**REALITY THE ECONOMICS OF CLASS SIZE:
DOES IT IMPROVE STUDENT LEARNING**
(Goal Three: Student Achievement)

Edward Lazear, an economist at the Stanford Graduate School of Business and the Hoover Institution, entered the debate over class size by presenting a paper to the American Economic Association that created a framework to help educators "understand the relation between class size and learning," reports the NEW YORK TIMES (Postrel, 2/22).

Lazear developed a mathematical model to "express the relation among class size, behavior, learning and the cost of teachers," reports the paper. The model predicts what will happen when various factors change. The most critical variable is student behavior and how someone's behavior may affect others' learning.

One finding suggested by Lazear's model is that across the board class-size reductions, similar to California's initiative, are doomed because this type of reform spends "a lot of money to cut the size of classes where [student] behavior is already good and smaller classes won't make that much difference," notes the paper.

For more information, visit the American Economic Association at <http://www.vanderbilt.edu/AEA>.

FEATURE STORY

CHANGES IN EDUCATION MEASUREMENT: A GOALS PANEL GOAL
(All Goals)

The National Education Goals Panel at a meeting this month called for expanding the use of the National Assessment of Education Progress (NAEP) in measuring state education performance. As part of this initiative, the Goals Panel also called for subsidizing state costs for administering the assessment on an annual basis. This proposal is part of a series of recommendations made to the Goals Panel by the Measuring Success Task

Force, a group of leading educators, policy makers and researchers assembled to evaluate and make recommendations on the data needed to judge the progress in education reform.

“The National Education Goals Panel is considering some sweeping changes in the way we measure educational progress as a nation,” said Indiana Governor Frank O’Bannon, the new chair of the National Education Goals Panel. “These changes are particularly relevant now that the new President has made accountability the foundation of his education policy, and the Panel is poised to issue its end-of-decade report on education reform.”

Other task force proposals considered by the Goals Panel included:

- > establishing better measures of the links between state standards and policies for certifying teacher education programs and new teachers;
- > developing a regular schedule of participation in international assessments of student academic performance, such as the Third International Mathematics and Science Study (TIMSS);
- > providing regular data on adult literacy at the state and national levels;
- > collecting information about the readiness of young children when they start kindergarten on a regular four-year-cycle

“We have made enormous progress in saying what we want students to know and putting standards in place to guide them there,” said former Maine Governor John McKernan, chairman of the Measuring Success Task Force. “Now if we are serious as a nation about reaching our education goals, we need to invest in the data that will tell us whether we are succeeding.”

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Publisher: Barbara A. Pape
www.negp.gov

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