

The NEGP WEEKLY

March 29, 2001

Volume 2 — No. 95



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

FLORIDA'S EQUITY STUDY: POOR CHILDREN SHORTCHANGED

(All Goals)

Poor and minority students in Florida do not have the same opportunities to sign up for advanced classes as students in more affluent schools. Nor do they use computers as often, appear to receive less guidance from school counselors and often have inadequate textbooks and library materials, concludes a yearlong study on education in Florida.

A task force of educators, politicians and business representatives, created by Governor Jeb Bush, conducted a yearlong study of 10 school districts to assess equity issues in education.

The study also reviewed financial data for five years and found that "the broadly held perception that lower performing schools receive less public financial support than higher performing schools was not substantiated by state data."

For more information on Florida schools, visit the Florida Department of Education at <http://www.firn.edu/doe/doehome/>

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.

—Promising Practices: Progress Toward the Goals, 2000
<http://www.negp.gov/>

The NEGP WEEKLY is a publication of:
The National Education Goals Panel
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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.

TEST FAILURE: MORE RIGOROUS INSTRUCTION NEEDED

(Goal Three: Student Achievement)

A Texas Education Agency (TEA) report predicts massive failure rates of high school students on the state's new graduation test unless high schools "beef up" their programs, writes the DALLAS MORNING NEWS (Stutz, 3/23). The new graduation test measures more than the current test's assessment of reading and math that should be learned by eighth grade. More subject areas are included and the questions are more rigorous.

State Education Commissioner Jim Nelson sent the report to all school districts, cautioning them of the rigors of the new exam. He urged school district leaders to start planning now to make sure their students can pass the new test when it is released in the Spring of 2004.

For more information, visit the Texas Education Agency at <http://www.tea.state.tx.us>

COMMUNITY AND LOCAL NEWS

SUPPORTING AND RETAINING TEACHERS: BRISTOL'S MODEL

(Goal Four: Teacher Education and Professional Development)

Education officials from 35 states visited Bristol, Connecticut, to learn the school district's effective strategies to support and retain high quality teachers. The district's New Teacher Academy is now in its second year.

Peer advisors meet with first- and second-year teachers almost daily, writes the HARTFORD COURANT (Waldman, 3/23). A senior adviser is assigned to a group of five new teacher-mentor pairs and guides the teachers through the assessment process that leads up to licensing.

The New Teacher Academy also offers courses, including classroom management and district and building orientations.

For more information, visit the Bristol School District at <http://www.ci.bristol.ct.us>

The National Education Goals Panel

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Wyoming, Chair-elect, 2001

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Vacant

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Wisconsin

Representative Mary Lou Cowlshaw
Illinois

Representative Douglas R. Jones
Idaho

Senator Stephen Stoll
Missouri

THE ARTS ARE ALIVE: DETROIT'S McPHERSON MIDDLE SCHOOL

(Goal Three: Student Achievement)

Detroit's McPherson Middle School supports the arts during its Celebration of the Arts Day. According to the DETROIT NEWS, more than 40 local artists and high school students spent a day this month teaching students their crafts (Plenda, 3/23).

The program included demonstrations in the fine arts, music, woodcarving and set design. Professional muralist Chris Damm said, "Kids need outlets other than computers and television that gets their hands dirty. This is a way for them to use their hands . . . A lot of kids aren't into sports and this is a good way for them to get involved."

The paper noted that most students "came away with a better understanding of what their future could hold."

For more information on art education, visit the National Art Education Association at <http://www.naea-reston.org>.

FEDERAL POLICY NEWS

SERVING SANTANA HIGH: A DoED GRANT

(Goal Seven: Safe Schools)

U.S. Secretary of Education Rod Paige announced that the Department of Education will provide a \$50,152 grant to the Grossmont Union High School District under Project School Emergency Response to Violence (Project SERV). Grossmont is the district that houses Santana High School in Santee, California.

The grant is the first of its kind under Project SERV, a new program created to provide financial assistance to local school districts that have experienced a traumatic event, such as the school shooting at Santana.

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

THE NATIONAL EDUCATION GOALS



Goal 1: Ready to Learn



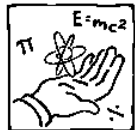
Goal 2: School Completion



Goal 3: Student Achievement and Citizenship



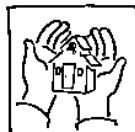
Goal 4: Teacher Education and Professional Development



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

HEAD START ON THE HILL: TEACHING CONGRESS

(Goal One: Ready To Learn)

The National Head Start Association visited Congress this month along with 17 preschoolers from an Arlington, Virginia, program. Students and teachers held a class in the Rayburn House Office Building, where members of Congress and their staff dropped by to view a day-in-the-life of a Head Start preschool program for disadvantaged children.

According to EDUCATION WEEK, the event was co-hosted by eight Republican and Democratic leaders from the House and Senate education committees.

For more information on Head Start, visit the Head Start Bureau, U.S. Department of Health and Human Services at <http://www.acf.dhhs.gov/programs/hsb>

RESEARCH AND EDUCATIONAL PRACTICES

TEACHER PREP: CARNEGIE FOUNDATION INITIATIVE

(Goal Four: Teacher Education and Professional Development)

The Carnegie Foundation for the Advancement of Teaching has launched a five-year study of the preparation of K-12 teachers, as part of its Preparation for the Professional initiative. The goal of the study is to develop a detailed description of teacher preparation that highlights how teacher education classes are taught, how students learn and how learning is documented and assessed.

For more information, visit the Carnegie Foundation for the Advancement of Teaching at <http://www.carnegiefoundation.org>.

TEACHER SHORTAGE: AT THE COLLEGE LEVEL

(Goal Four: Teacher Education and Professional Development)

Similar to the K-12 teacher shortage, there is a “dwindling supply of teacher educators,” reports EDUCATION WEEK (Blair, 3/21). The American Association of Colleges for Teacher Education released a paper last year that examined the issue and found that deans of education schools

were having great difficulty “getting anyone to apply for our jobs,” said Richard Arends, co-author of the report and a professor of educational leadership at Central Connecticut State University in New Britain. “In many, many fields, we were getting less than 10 applicants per each job opening. Thirty percent of searches were unsuccessful - that’s a very, very high rate,” he added.

The teacher-educator shortage was apparent at both public and private colleges and universities of all sizes.

For more information on teacher education, visit the National Council for Accreditation of Teacher Education at <http://www.ncate.org>

FEATURE STORY

SENSING CHANGE: CENSUS REPORT ON ENROLLMENT

(All Goals)

Soaring enrollments and diversity of the student population mark K-12 education in the U.S., according to a newly issued Census Bureau report. School Enrollment in the United States: Social and Economic Characteristics of Students found that over one-fourth of the U.S. population is enrolled in schools throughout the U.S. in October 1999. “Public schools underused for years have become jammed,” writes the San Francisco CHRONICLE (3/23

The report also revealed that nursery school enrollment has increased “dramatically” over the past few decades, “from about one-half million in 1964 (when the data were first collected) to 5 million currently.” Over this period of time, nursery school enrollment increased from about 5 percent to about 50 percent, “reflecting a shift in the societal norm of young children in school,” writes the Census Bureau.

Kindergarten enrollment also remains high, with about 4 million children enrolled in kindergarten in October 1999. During the past three decades, the percent of children attending kindergarten all day increased “dramatically, from one in ten (11 percent) in 1969 to more than one in two (58 percent) today.”

The number of elementary and high school students enrolled in school “returns to the baby-boom peak.” In 1999, the number of students enrolled in elementary and high school reached the all-time high (49 million) set in 1970, when the baby-boom children were in school. The increased enrollment is predicted to continue for the near future, since the number of children ages 6 to 17 is projected to increase moderately.

The increase in students attending K-12 schools also is attributed to immigration. The report found that of school-age children, 20 percent had at least one foreign-born parent, including 5 percent of elementary and high school students who are themselves foreign born.

Across the nation, the diversification of American schools is apparent:

- > Blacks comprise 16 percent of students, up from 14 percent at the peak of the Baby Boom.
- > The Latino school population increased from 5 percent to 15 percent and the Asian population jumped to 5 percent from 1 percent.
- > Non-Latino white students make up 63 percent of the school population, a decrease from 79 percent.

“The literacy problem among older immigrant kids is an enormous challenge to the schools,” cautioned Jorge Ruiz-de-Velasco, a research associate in education policy at the Washington, D.C.-based Urban Institute. “The children are coming not only with English-language difficulty, but with literacy gaps in their own languages,” he added.

Other findings include:

- > In 1999, nearly one-third of 15- to 17-year olds was enrolled below their grade level given their age.
- > Boys tend to start school at older ages than girls, with 19 percent of boys aged 6 to 8 below “modal” grade (grade most common for a given age), compared with 16 percent of girls.
- > By ages 15 to 17 in 1999, 36 percent of boys were below modal grade, compared with 25 percent of girls.
- > During the one-year period ending in October 1999, 4.7 percent of all students in grades 10, 11 or 12 dropped out of high school, a rate that has remained constant since 1997.
- > Dropout rates for black (six percent) and Hispanic (7 percent) students were higher than of white non-Hispanic students (4 percent).

The report also found that college enrollment of traditional college-age students continues at a record high. In October 1999, 15.2 million students were enrolled in colleges nationwide, significantly higher from a decade ago when 13.2 million students were enrolled in college.

For more information and a copy of the report, visit the Census Bureau at <http://www.census.gov> and click on “New on the Site.”

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

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www.negp.gov

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