

# The NEGP WEEKLY

April 26, 2001

Volume 2 — No. 98



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

## CONTENTS:

**STATE POLICY NEWS.....Page 1**

**COMMUNITY AND LOCAL NEWS.....Page 2**

**FEDERAL POLICY NEWS.....Page 3**

**RESEARCH AND EDUCATION PRACTICE...Page 5**

**FEATURE STORY.....Page 6**

## STATE POLICY NEWS

### **SCHOOL REPORT CARDS: EMPOWERING PARENTS** (All Goals)

The Center for Community Change, a nonprofit group housed in Washington, D.C. and San Francisco, is calling on Congress to require all states to expand on the information provided in state report cards of schools as a condition to receive Title I funds.

According to a survey conducted by the Center, only 10 states regularly offer school report cards that contain information other than student test scores. The report, Individual School Report Cards: Empowering Parents and Communities to Hold Schools Accountable, also found that 13 states do not issue any report card on schools.

The Center argues that state report cards should include attendance rates, graduation rates, teacher qualifications and class-size information so parents can get a true picture of their child's school. The Center also would like states to report on each schools' expulsion and suspension rates.

For more information, visit the Center for Community Change at <http://www.communitychange.org>. Or, request a copy of the report (\$8.00) by calling the Center at (202)342-0567.

### **\*\*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 11<sup>th</sup> and 12<sup>th</sup> graders).

--Promising Practices: Progress  
Toward the Goals, 2000

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](http://www.negp.gov). Publications requests can be made by mail, fax, e-mail, or on-line.

## **BEFORE- AND AFTER-SCHOOL PROGRAMS: AN NGA DATABASE**

(Goal Two: School Completion and Goal Three: Student Achievement)

The National Governors' Association (NGA) conducted a nationwide survey to find "best practices" of state-level programs that offer before- or after-school learning experiences for students. The database is intended to be a "comprehensive catalog of extra learning opportunity programs at the state level, [with] programs that receive funding from a variety of sources — state, federal, local, foundations, parent fees — ... included."

The database is an evolving document. It can be searched by state, program name, or a keyword search of program descriptions, or you can click on "Advanced Search" to search several fields.

For more information, visit the National Governors' Association's Center for Best Practices at <http://www.nga.org/elodata/>. If you would like to add your program to the National Governors Association database, download (in PDF) an NGA survey from the Web site, complete it, and e-mail or fax it to Theresa Clarke at [tclarke@nga.org](mailto:tclarke@nga.org) or 202/624-5313.

## **COMMUNITY AND LOCAL NEWS**

### **TEACHER TRANSFERS: WHERE THEY GO**

(Goal Three: Student Achievement and Goal Four: Teacher Education and Professional Development)

In preparation for teacher contract negotiations, the Philadelphia school district conducted a study of teacher transfers (Viadero, EDUCATION WEEK, 4/18). Researchers found that teacher transfers, whether they occur in or out of the same district, "can exacerbate educational inequities, writes the paper. The study is unique because most studies either examine student-mobility rates and the impact on school performance or teacher transfers from poor, urban districts to more wealthy suburban schools.

To no surprise, the study found that teachers who transferred in the same district moved to schools with better

## The National Education Goals Panel

### GOVERNORS

Frank O' Bannon  
Indiana, Chair, 2000

Jim Geringer  
Wyoming, Chair-elect, 2001

John Engler  
Michigan

Jim Hodges  
South Carolina

Frank Keating  
Oklahoma

Paul E. Patton  
Kentucky

Jeanne Shaheen  
New Hampshire

Tom Vilsack  
Iowa

### MEMBERS OF THE ADMINISTRATION

Vacant

Vacant

### MEMBERS OF CONGRESS

U.S. Senator Jeff Bingaman  
New Mexico

U.S. Senator Jim Jeffords  
Vermont

U.S. Representative George Miller  
California

Vacant

### STATE LEGISLATORS

Representative G. Spencer Coggs  
Wisconsin

Representative Mary Lou Cowlshaw  
Illinois

Representative Douglas R. Jones  
Idaho

Senator Stephen Stoll  
Missouri

test scores, lower poverty rates and fewer minority students. Surprisingly, this pattern held true whether teachers decided to switch schools or were forced to leave their current school.

The new teacher contract, using the data from this study, allows school districts to pay a higher salary to teachers who take jobs teaching "hard-to-fill" subjects or hard-to-staff schools.

For more information, visit the Philadelphia public schools at <http://www.philsch.k12.pa.us>.

### **HARVARD'S ED SCHOOL: AN URBAN BENT**

(Goal Four: Teacher Education and Professional Development)

The Harvard University Graduate School of Education (HGSE) is revamping its curriculum to favor urban education (Archer, EDUCATION WEEK, 4/18). Reasons given for the switch in program emphasis include the continued low achievement of disadvantaged children, state requirements for teachers that emphasize "academic-content knowledge and classroom skills over coursework" and the standards movement, notes the paper.

Changes being discussed include:

> A new master's degree designed to give experienced teachers advanced training focusing on specific skills, such as bilingual education.

> New coursework that stresses how public policy and leadership roles can be used to promote reform initiatives.

> Producing graduates well trained to earn a National Board for Professional Teaching Standards certificate.

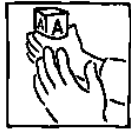
For more information, visit the Harvard Graduate School of Education at <http://www.gseweb.harvard.edu>

## FEDERAL POLICY NEWS

### **CONDITION OF EDUCATION: SHORT AND SWEET** (All Goals)

The National Center for Education Statistics (NCES) publication, Condition of Education 2000, is available on-

## THE NATIONAL EDUCATION GOALS



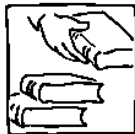
Goal 1: Ready to Learn



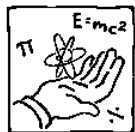
Goal 2: School Completion



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

line in a small and easy-to-use format. The Condition of Education 2000 is an indicator report, summarizing the health of education, monitoring important developments, and showing trends in major aspects of education.

Indicators examine relationships; show changes over time; compare or contrast sub-populations, regions, or countries; or assess characteristics of students from different backgrounds and types of schools.

This easier-to-use publication includes graphs that highlight the 30 indicators excerpted from the Condition of Education 2000.

For more information and a copy of the report, visit NCES at.

<http://www.nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2001045>

### IDEA: AN IDEA TO MAKE IT MANDATORY (Goal Three: Student Achievement)

Congress is debating whether to make funding for the Individuals with Disabilities Education Act (IDEA) mandatory. Currently, funding for the special education law is discretionary, meaning that it is vulnerable to the "politics of the annual appropriations process," reports EDUCATION WEEK (Sack, 4/25).

The Senate "unexpectedly" passed an amendment sponsored by Senator Tom Harkin (D-Iowa) that "cleared a procedural hurdle to making special education funding mandatory," writes the paper. Congress may continue the discussion on IDEA funding this week as they debate a compromise budget resolution.

For more information on IDEA, visit the Department of Education's Office of Special Education and Rehabilitative Services at <http://www.ed.gov/offices/OSERS>.

## RESEARCH AND EDUCATIONAL PRACTICES

### **FIRST-GRADE TEACHERS: WHAT THEY DO**

(Goal One: Ready To Learn and Goal Three: Student Achievement)

First-grade teachers spend most of their time leading large groups in reading, with little attention paid to science, math or social studies, according to researchers from the National Institute of Child Health and Human Development. Overall, very little time is spent teaching academic skills because teachers focus on classroom management.

They study found that there is no uniform standard for what appropriate first-grade instruction should be, notes the L.A. TIMES (Garrison, 4/20). Researchers also report that they found no correlation between class size or the teacher experience and education and the amount of time devoted to teaching as opposed to filling out work sheets or playing.

For the study, researchers observed 687 public school classrooms and 140 private school classrooms in 26 states.

For more information, visit the National Institute of Child Health and Human Development at <http://www.nichd.nih.gov>

### **CHILD CARE: LEADS TO AGGRESSIVE BEHAVIOR?**

(Goal One: Ready To Learn)

Toddlers who spend many hours in child care are more likely to turn out aggressive, disobedient and defiant by the time they are in kindergarten, according to a new study released by the National Institute of Child Health and Human Development (NICHD). Researchers found that 17 percent of children who spent over 30 hours a week in childcare showed problem behaviors by the time they were between the ages of 4 1/2 and 6.

The study points out that this finding remains true despite family income, gender or whether the child was watched by a relative, nanny or at a child-care center. Yet, the Washington POST also notes that child care is “associated with increased skills in intellectual ability such as language and memory, leading some academics to suggest that child care turns out children who are ‘smart and nasty.’” (Vedantam, 4/19)

The research tracked more than 1,300 children at 10 sites nationwide since 1991.

For more information, visit the National Institute of Child Health and Human Development at <http://www.nichd.nih.gov>.

---

FEATURE STORY

**TIME: A DETERRENT TO INVOLVEMENT IN SCHOOLS**  
(All Goals)

Americans cite lack of time and expertise as reasons for not becoming involved in schools and education policy, according to a new poll released by the Public Education Network (PEN) and EDUCATION WEEK. Action for All: The Public's Responsibility for Public Education found that only 22 percent of voters surveyed said people in their community are taking "a lot of" responsibility for insuring quality public schools. EDUCATION WEEK points out that the percentage is low despite Americans ranking education as a top public-policy priority.

Many Americans want to help, but only in limited ways and usually only when motivated by a "life-or-death" crisis, such as a school shooting or a state takeover. According to the poll, problems of overcrowding in schools, chronically low test scores and students not able to get a job are not motivating factors for a majority of Americans to get involved in schools.

"Like people who inhale second-hand smoke, Americans are increasingly breathing second-hand democracy," said Wendy Puriefoy, president of PEN. "The public seems content to sit back and leave school improvement to the experts instead of raising their voices and hands to bring about essential change."

Virginia Edwards, editor and publisher of EDUCATION WEEK, added: "If we are to see real results in education, we need a public that is more informed on education issues and the quality of their schools."

Findings from the poll include:

- > When asked to prioritize their responsibility for public education, about three times as many Americans cite ensuring that their own child succeeds in school (25 percent) and paying taxes (22 percent) as their responsibility. Volunteering (8 percent) and making charitable contributions in the schools (4 percent) came in much lower.
- > 57 percent said they were extremely or very interested in information about local school board candidates.
- > 54 percent they were interested in comparisons of their local schools' performance with that of others in the state.
- > 17 percent said they had no time at all to get involved with the public schools; 20 percent said they had less than one hour a week and 31 percent said they had one to three hours a week to give.
- > 30 percent cited teacher quality as their highest priority for improving schools. However, minority respondents split their response between teacher quality and equalizing school funding.

Puriefoy said the challenge the survey presents is how to tap into Americans' "sense of duty to the schools," reports EDUCATION WEEK. One key is to ensure that Americans have enough information they need to vote intelligently for candidates and decide on is-

---

sues. "If Americans could do one thing that could make schools better, it would simply be to become 'education voters,' who know the issues, know the candidates' positions and use the power of the voting booth to improve the schools," writes the report.

PEN plans to launch a multiyear campaign that focuses on public responsibility for the public schools, including a plan to develop a nationwide support base for public schools of 1 million people. PEN and EDUCATION WEEK also intend to sponsor annual surveys related to the public-involvement theme over the next four years.

For more information and a copy of the survey Action for All: The Public's Responsibility for Public Education, visit the Public Education Network at [www.publiceducation.org](http://www.publiceducation.org). Or, visit EDUCATION WEEK at <http://www.edweek.org> and search for the 4/18 edition of EDUCATION WEEK for an article on the survey.

The NEGP WEEKLY is a publication of:  
The National Education Goals Panel  
1255 22nd Street NW, Suite 502  
Washington, DC 20037;  
202-724-0015

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

The NEGP/ Daily Report Card (DRC)  
hereby authorizes further reproduction and  
distribution with proper acknowledgment.

---