

# 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

### **CALIFORNIA: REVIEWING THE STATE EXAM** (Goal Three: Student Achievement)

California Senators passed a bill last week that increases the number of exams aligned with the state's academic standards, while curtailing the use of the Stanford Achievement Test-9th Edition (Hoff, EDUCATION EEK, 6/13).

Currently, the state uses the Stanford-9 as the "core" of its Standardized Testing and Reporting Program (STAR). The state also uses a series of exams called the STAR California Standards Tests to compliment the nationally normed STAR. The state-developed tests are "designed to assess progress toward meeting elements of the state's standards that the Stanford-9 doesn't measure," writes the paper.

The nationally normed Stanford-9 takes more student time and weighs more heavily than the state-developed exams in the state's ranking of schools. However, if the Senate bill becomes law, a shorter form of the Stanford-9 would be used, while the scope of the standards-based tests would be increased.

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

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

## **KENTUCKY'S NEW STANDARDS: GOALS FOR RANKING SCHOOLS** (Goal Three: Student Achievement)

The Kentucky state Board of Education adopted standards earlier this month that details what students must do to be ranked in each of the four levels of performance on the state test. These performance standards form the basis for ranking schools statewide.

According to Lisa Gross, spokeswoman for the state education department, by 2014 every school will be expected to have its students scoring at the standards' "proficient" level in every subject.

For more information, visit the Kentucky Department of Education at <http://www.k12.ky.us>.

## **COMMUNITY AND LOCAL NEWS**

### **OAKLAND SCHOOLS: POLICE ON CAMPUS** (Goal Seven: School Safety)

The Oakland school board last week in a 6-4 vote passed a security plan that replaces school officers with city police (SAN FRANCISCO CHRONICLE, 6/15). Under the plan, the city will assign six officers to the high schools and four to after-school activities, reports the paper. Two investigators, two sergeants and one lieutenant also will be assigned to the schools.

Some students called the plan "oppressive" and some city leaders decried its expense, but still agreed to pay \$4 million over the next two years for the police force.

For more information, visit the Oakland Unified School District at <http://www.ousd.k12.ca.us>

### **TOUGHER STANDARDS: PHILADELPHIA'S STORY** (Goal Three: Student Achievement)

Promotion and graduation requirements for 4th, 8th and 12th-grade students in Philadelphia have been made more difficult, under a plan put forth by the Philadelphia

## The National Education Goals Panel

### GOVERNORS

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Vacant

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U.S. Representative George Miller  
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Representative Mary Lou Cowlshaw  
Illinois

Representative Douglas R. Jones  
Idaho

Senator Stephen Stoll  
Missouri

Board of Education (Dean, DAILY NEWS, 6/12).

The resolution, unanimously approved, calls for fourth-graders to be promoted only if they pass language, arts, math, science and social studies; complete a multi-disciplinary project and one involving service learning; and in third grade score at "basic" level or above on the SAT-9 standardized test. If a student fails, he or she will have a second-chance test issued in fourth grade.

Eighth-grade students will be promoted if they pass all four major subjects and complete a multi-disciplinary project and one involving service learning, while twelfth-graders will graduate only if they complete the project requirement and earn 23.5 credit in core subjects.

Summer school and other programs are being designed to help students pass the more rigorous requirements.

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

## FEDERAL POLICY NEWS

### **MAGNET SCHOOLS: GRANT PROGRAM**

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

U.S. Secretary of Education Rod Paige recently announced 21 new grants totaling \$36 million in federal funds for magnet school programs that unite diverse groups of children, offer public school choice and create innovative educational programs.

To qualify for the grants, the projects must:

- > foster interaction among students of different social, economic, ethnic and racial backgrounds in classroom activities and extracurricular activities;
- > carry out a high-quality educational program that will substantially strengthen students' reading skills or knowledge of math, science, history, geography, English, foreign languages, art, music or vocational skills;
- > reduce, eliminate or prevent minority group isolation;
- > address the educational needs of students enrolled in the magnet schools; and
- > encourage greater parental decision-making and involvement.

## THE NATIONAL EDUCATION GOALS



Goal 1: Ready to Learn



Goal 2: School Completion



Goal 3: Student Achievement and Citizenship



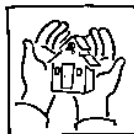
Goal 4: Teacher Education and Professional Development



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

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

### SENATE PASSES ESEA OVERHAUL (All Goals)

Annual state tests in reading and math would be required in grades three through eight and once in high school, under an education package passed last week by the U.S. Senate (Dewar, WASHINGTON POST, 6/15). The vote, a victory for President Bush, means the bill now goes to a House-Senate conference to hash out differences. Passage is “virtually assured,” writes the POST, because the House passed a similar measure last month.

“With this vote we take the next step toward changing the culture of education from compliance to performance,” said Secretary of Education Rod Paige.

For more information, visit the Department of Education at <http://www.ed.gov>. The Senate bill is S1.

### RESEARCH AND EDUCATIONAL PRACTICES

#### READING AND LITERACY: A NEW “CIVIL RIGHT” (Goal Three: Student Achievement and Goal Four: Teacher Education and Professional Development)

In a lengthy article, USA TODAY discusses the nation’s struggle to improve literacy rates (Henry, 6/11). According to the paper, only 32 percent of the nation’s fourth-graders read at grade level. Ironically, the paper points out, reading experts know more about how children learn to read than ever before.

USA TODAY notes that the National Institutes of Health, Harvard’s School of Education, the Carnegie Foundation for the Advancement of Teaching and other groups agree: “There is a definite process for teaching students to read, but those procedures are not reaching all classroom teachers.”

A key challenge, noted by the paper, is preparing teachers to teach reading. “There are still students using ditto sheets,” said Marilyn Whirry, a high school English teacher

in Manhattan Beach, California, who was named Teacher of the Year 2000 by the Council of Chief State School Officers.

For more information, visit USA TODAY online at <http://www.usatoday.com/usatoday/2001611/3389356s.htm>. Or, visit the Learning First Alliance at <http://www.learningfirst.org>. Click on publications and find Every Child Reading a Development Guide, which offers a framework for teaching teachers how to help children learn to read.

### **DELTA STATE: PRINCIPAL PROGRAM**

(Goal Four: Teacher Education and Professional Development)

Mississippi's Delta State University offers a model graduate program for principal leadership, according to EDUCATION WEEK (Richard, 6/13). In 1997, the state board of education passed new standards for graduate-level programs to prepare principals, with Delta State "avidly" pursuing the new challenge.

Delta State established a full-time, year-long program that focused on on-the-job work experience. The college also encouraged team-teaching by faculty members and a "strong emphasis on internships in schools," notes the paper. ED WEEK also points out an "unusual" state law that provides a year's salary during the program.

For more information, visit the Mississippi Department of Education at <http://www.mde.k12.ms.us>

## **FEATURE STORY**

### **EDUCATION AT A GLANCE: A WORLD VIEW**

(All Goals)

Teachers in the U.S. spend far more hours in front of the classroom than their counterparts in many industrialized nations, yet they earn less relative to their international peers, according to the Organization for Economic Cooperation and Development (OECD), a Paris-based group.

OECD's Education at a Glance, also found that the salary of a U.S. high school teacher with 15 years of experience is \$36,219, above the international average of \$31,887. However, because U.S. teachers teach almost one-third more hours than their foreign counterpart, their salary per hour of teaching is \$35, below the international average of \$41.

Overall, public spending in the U.S. on educational institutions as a percentage of gross domestic product (GDP) has dropped below the OECD average of 5 percent since 1997. According to the report, it is the U.S.'s above-average level of private spending that keeps the total share of national income invested in education above the OECD average. Total government spending on educational institutions in the U.S. dropped to 4.8 percent of GDP in 1998, under 5 percent for the first time.

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“The whole economy has grown faster than the education system,” said Andreas Schleicher, one of the report’s authors. “The economy has done very well, but teachers have not fully benefited.” (SAN FRANCISCO CHRONICLE, 6/13).

Other findings from the report:

- > College enrollment has grown by 20 percent since 1995 across all OECD nations.
- > For the first time, the U.S. college graduation rate of 33 percent is not the world’s highest. Finland, the Netherlands, New Zealand and Britain have surpassed it.
- > The U.S. produces fewer math and science graduates than most other OECD nations.
- > U.S. middle school students spend more time reading, writing and studying math and science than students in most other developed countries, but less time on foreign languages and religion.
- > U.S. students spend 16 percent of class time on math, compared to 13 percent average of other nations.
- > Student-teacher ratios for U.S. public and private schools are comparable to most other nations, with between 15 and 20 students per teacher in elementary through secondary school.

OECD is comprised of 30 free-market, democratic member nations. This is the sixth Education at a Glance report produced by the OECD. The group was founded in 1960 by the “world’s wealthiest nations,” writes the CHRONICLE. It now includes most of Europe, North America, Japan, South Korea, Australia and New Zealand.

For more information and to order a copy of the report, visit OECD at <http://www.oecd.org>.

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