

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 DELAY: A POSSIBILITY FOR GRADUATION EXAM

(Goal Three: Student Achievement)

California Governor Gray Davis is supporting a bill that would delay the state's new high school graduation test, which is expected to go into effect with the class of 2004 (Kerr, SACRAMENTO BEE, 7/18).

Last spring, nearly 400,000 of the approximate 500,000 students who will first take the test, took it voluntarily. The State Board of Education set the passing scores of 55 percent for math and 60 percent for language arts. "At those rates, about 40 percent of those who took it - or about a third of the entire class - passed both parts," reports the paper.

The bill calls for an outside evaluator to study the test and the preparation of the students scheduled to take it. If the evaluator concludes that students are not adequately prepared or the test has other problems, the Board of Education would be authorized to postpone the effective date in 2003, according to the paper.

For more information on the bill, AB1609, visit www.sen.ca.gov. For more information on the high school exam, visit <http://www.cde.ca.gov/statetests/hsee>.

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 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.

MICHIGAN SCHOOL ACCREDITATION: CONTROVERSY

(All Goals)

Michigan's state schools Superintendent Thomas Watkins' decision to "scrap" a school accreditation system has been rebuked by Governor John Engler and business leaders. Watkins decided to revamp the system and postpone ratings of the schools. EDUCATION WEEK writes that a spokeswoman for Governor Engler said he was disappointed that the ratings had not been released after four years of work on accreditation by the state education department (Keller, 7/11) "We think that we need to move forward on this," said Susan Shafer, the spokeswoman. "It's not fair to the parents ... that want to get information on the quality of education in a particular school." The Michigan Business Leaders for Educational Excellence, part of the Michigan Chamber of Commerce, also expressed concern over the termination of the accreditation system saying it was a "lost opportunity because the designation 'unaccredited' would have immediately spotlighted the performance of weak schools," reports the paper.

In April, the Detroit NEWS determined that about 17 percent of the state's 660 high schools, 40 percent of those in the Detroit area, would be labeled "not accredited" under the new system.

For more information, visit the Michigan Chamber of Commerce at <http://www.michamber.com> and click on "Foundation Programs."

COMMUNITY AND LOCAL NEWS

TALE OF TWO CITIES: BOSTON AND NEW YORK REWARD HIGH-PERFORMING SCHOOLS

(All Goals)

Boston and New York City education leaders recently announced that high-performing schools in their district would be granted more flexibility over regulations and budgets. "This is the inverse of charter schools, where you give flexibility and see results," said Tim Knowles, Boston's deputy superintendent for teaching and learning. "We're getting results and then giving flexibility."

The National Education Goals Panel

GOVERNORS

Frank O' Bannon
Indiana, Chair, 2000

Jim Geringer
Wyoming, Chair-elect, 2001

John Engler
Michigan

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South Carolina

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Oklahoma

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Jeanne Shaheen
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Tom Vilsack
Iowa

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Vacant

Vacant

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New Mexico

U.S. Senator Jim Jeffords
Vermont

U.S. Representative George Miller
California

Vacant

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Wisconsin

Representative Mary Lou
Cowlshaw
Illinois

Representative Douglas R. Jones
Idaho

Senator Stephen Stoll
Missouri

In Boston, the selected schools will receive between \$10,000 and \$25,000 each for professional development. Schools also will have more "freedom" to buy supplies from outside vendors; more power over their budgets; and more authority over curriculum, reports EDUCATION WEEK (Stricherz, 7/11).

In New York, two charter schools, "on the verge of folding," agreed to relinquish their charter-school status and enter a "learning zone" designed to give them similar freedom along with more money.

For more information, visit EDUCATION WEEK at <http://www.edweek.com>, July 11, 2001 issue.

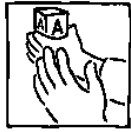
MEMPHIS BLUES: END TO CITYWIDE REFORM (All Goals)

Johnnie Watson, who became superintendent of Memphis schools last October, ended the district's six-year schoolwide improvement models underway in every public school. EDUCATION WEEK reports that under Watson's predecessor, Gerry House, Memphis schools had become "Exhibit A in the push for comprehensive school reform in the mid-1990s." (Viadero, 7/11) House had become Superintendent of the Year in 1999 by the American Association of School Administrators.

According to Watson, a six-month study of the restructuring models conducted by district researchers coupled with anecdotal stories spurred his decision to end the redesign models program. However, another report from University of Memphis researcher Steven Ross, found that students in schools using one of the models were performing better than students from schools that were not using the models, or just beginning to put a program in place.

For more information, visit the Memphis public schools at <http://www.memphis-schools.k12.tn.us>

THE NATIONAL EDUCATION GOALS



Goal 1: Ready to Learn



Goal 2: School Completion



Goal 3: Student Achievement and Citizenship



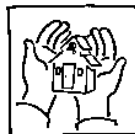
Goal 4: Teacher Education and Professional Development



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

FEDERAL POLICY NEWS

NAEP CIVICS TEST: A DELAY

(Goal Three: Student Achievement and Citizenship)

The National Assessment Governing Board (NAGB), which oversees the National Assessment of Educational Progress (NAEP), voted to delay giving a national civics test. Board members expressed concern over lack of funds and deadlines associated with preparing NAEP math and reading tests to be given annually to fourth and eighth graders, as Congress is considering.

Governor Ronnie Musgrove of Mississippi and Diane Ravitch, a professor at New York University, voted against the delay. "If Congress wants NAGB to take on new responsibilities as part of this legislation, it should pay for NAGB to do that," said Ms. Ravitch. "I just felt it's like an unfunded mandate. I'm sorry I couldn't persuade the board to hold on to the civics test."

The civics test was last given in 1998.

For more information, visit the National Assessment Governing Board at <http://www.nagb.gov>.

180 DAYS: DEPARTMENT OF EDUCATION'S REPORT

(All Goals)

The U.S. Department of Education released its 180 Days Report that outlines the accomplishments of President Bush's administration. Following are several of the accomplishments noted in the report:

- > within the first 180 days of the new administration, both houses of Congress passed versions of the president's education bill by overwhelming bipartisan majorities;
- > Secretary Paige launched several initiatives, including the "No Such Thing as a Vacation from Reading" and the National Summit on the 21st Century Workforce, a partnership between the Department of Education and the Department of Labor;
- > The Department of Education has distributed over \$9.5 billion in grants since late January to state and local education agencies and programs to support the learning experience of students at all levels.

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

RESEARCH AND EDUCATIONAL PRACTICES

PRESCHOOL: BENEFITS FOR THE PUBLIC

(Goal One: Ready To Learn And Goal Six: Adult Literacy and Lifelong Learning)

Participation in a quality preschool program not only has positive benefits for students enrolled, but also years later for the public-at-large, according to research conducted by Arthur Reynolds, associate professor of social work at the University of Wisconsin- Madison and Judy Temple, an economist at Northern Illinois University.

Reynolds and Temple did a cost-benefit analysis of the federally financed Chicago Child-Parent Center and found that years later the 18-month program, which costs about \$7,000 per child, generates an average return of \$47,759 for every participant from the time he or she leaves the preschool program until age 21. According to the study, most of the payoff is due to higher salaries earned by program graduates who tend to complete more years of school.

For more information and a summary of the study visit <http://www.waisman.wisc.edu/cls/cbaexecsum4.html>.

HIGH SCHOOLS AND HIGHER ED: TIES THAT BIND

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

A new report issued by the Center for an Urban Future praises New York City for its collaborative efforts between higher education and high schools. Building a Highway to Higher Ed: How Collaborative Efforts are Changing Education in America chronicles how New York has built strong links between colleges and high schools.

According to the report, while the city has a history of forging preschool through college collaboratives, the combined efforts of Harold Levy, current chancellor of the public schools, and Matthew Goldstein, chancellor of the City University of New York system, has taken the city even further. For example, last year, Levy and Goldstein launched a dual-enrollment program, piloted at Kingsborough Community College, that allows high school students to take college classes for credit while still in high school. This program is now offered at every CUNY campus and high school in the city.

For more information, visit the Center for an Urban Future at <http://www.nycfuture.org>.

FEATURE STORY

AMERICA'S CHILDREN: HOW ARE THEY DOING?

(All Goals)

America's Children: Key National Indicators of Wellbeing 2001, a report compiled by the Federal Interagency Forum on Child and Family Statistics, found that the well-being of

America's children has improved on several fronts, particularly in the area of increasing wealth, decreasing the adolescent birth rate and rate of smoking. "These findings represent important victories for children and adolescents," said Duane Alexander, M.D., director of the National Institute of Child Health and Human Development. "Children are less likely to live in poverty, more likely to have a parent working full-time and more likely to have health insurance.

The report offers a comprehensive look at several areas of child well being, including education, health status, behavior and social environment. Indicators for education include: family reading to young children; participation in early childhood care and education; math and reading achievement; advanced course taking; completion rates for high school and college; and youth neither enrolled in school nor working. Following are some highlights from the education section:

- > Children living with two parents are more likely to be read aloud to every day than are children who live with one or no parent - 58 percent of children in two-parent homes were read to every day in 1999, compared with 43 percent of children living with one or no parent.
- > Between 1996 and 1999 the percentage of children ages 3 to 5 attending early childhood programs increased from 55 percent to 60 percent.
- > White, non-Hispanic students consistently have had higher reading and math scores than black, non-Hispanic or Hispanic students at ages 9, 13 and 17.
- > The rate at which black, non-Hispanic youth completed high school increased markedly between 1980 and 1990, from 75 percent to 83 percent.
- > In 2000, about 8 percent of youth ages 16 to 19 were neither enrolled in school nor working.
- > In 2000, 33 percent of high school graduates ages 25 to 29 had earned a bachelor's or a higher degree.

A new indicator for this year's report focuses on the percentage of high school students who take advanced courses. Over 40 percent of 1998 high school graduates had taken at least one advanced math course and 60 percent had taken at least one advanced science class. This increase is part of a larger trend over the past 20 years; there was an increase in the percentage of students taking not only advanced courses in science, but also in math, English and foreign languages, according to the report.

For a copy of the report, visit <http://www.childstats.gov>

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