

# The NEGP WEEKLY

August 24, 2001

Volume 2 — No. 114



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 4

RESEARCH AND EDUCATION PRACTICE...Page 5

FEATURE STORY.....Page 6

## STATE POLICY NEWS

### **CASH REWARDS: CALIFORNIA TEACHERS AND PRINCIPALS SHARE THE WEALTH** (Goal Four: Teacher Education and Professional Development)

Principals and teachers at low-ranking schools that significantly boosted Stanford 9 test scores last year will receive reward checks from the California Department of Education this month (L.A. TIMES, 8/11).

The issuance of the checks was held up by a court challenge led by a group of Sacramento teachers who claimed that they too qualified for the programs. However, a Sacramento Superior Court judge rejected their claim and said the state could distribute the \$100 million in rewards.

Although the teachers appealed the decision, Governor Gray Davis' administration said it would cover additional costs if the appellate court rules in the teachers' favor.

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

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 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.

## **EMERGENCY CERTIFICATION: QUADRUPLED IN FOUR YEARS**

(Goal Four: Teacher Education and Professional Development)

Nearly 1,400 teachers in Kentucky classrooms are working under emergency certification, with nearly half teaching in special education (Wolfe, Lexington HERALD-LEADER, 8/10). The number of people teaching with emergency certification has more than quadrupled in four years, notes the paper.

The trend "is going in the wrong direction," said Education Commissioner Gene Wilhoit. "I call it an emergency situation." Wilhoit added that both a teacher shortage and a dearth of certified special education teachers, many who are teaching in other fields, has led to the situation. According to Wilhoit, special education teachers carry "a heavy administrative load in addition to working with children who have disabilities, sometimes severe," reports the paper.

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

## **COMMUNITY AND LOCAL NEWS**

### **THE CHICAGO ACADEMY: TRAINING TEACHERS, TEACHING STUDENTS**

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

Chicago venture capitalist Martin "Mike" Koldyke has established The Chicago Academy, a school whose goal is to educate students and train teachers (Breslin, CHICAGO TRIBUNE, 8/7). According to the paper, Koldyke has recruited top-notch teachers who will have "two sets of students: the kids and a group of about 40 teacher residents, recruited from inside and outside education schools." Two of the teacher interns will be assigned to each class, giving the school an 8-to-1-student/teacher ratio.

"The uniqueness of this is that the training takes place at the school because there's a growing awareness that colleges and universities are limited for one main reason:

## 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

They ask everyone to come to them," said Betty Castor, president of the National Board for Professional Teaching Standards and a member of the academy's board.

Arne Duncan, Chicago's new school chief, finds The Chicago Academy "an interesting model." He added: "We're going to look to be innovative and to try new ideas and experiment on a lot of different levels. This is a model that I have a lot of interest in. I want to watch it very closely to see how it plays out and see whether it should be part of our overall strategy."

### **TEACHER EXCELLENCE: NEW CENTER AT UNIVERSITY OF INDIANAPOLIS**

(Goal Four: Teacher Education and Professional Development and Goal Eight: Parent Involvement)

The University of Indianapolis has received the largest grant ever from the Lilly Endowment to establish a comprehensive center to help teach teachers. The Center of Excellence in Leadership of Learning will serve as a clearinghouse for information and research on education "for everyone from top administrators to parent groups," writes the INDIANAPOLIS STAR (Williams, 8/9).

One of the center's first missions is a seminar on a new state law that mandates improvement in the performance of public schools. "We will be focusing on leadership in a broad sense, focusing on the classroom setting, being proactive for kids and grooming prospective teachers in the community," said Lynne Weisenbach, dean of the university's school of education. "The responsibility is huge, but one we will take very seriously," she said.

For more information, call the University of Indianapolis at (317)788-3368. The Center will open this fall with its own phone number and web site.

## THE NATIONAL EDUCATION GOALS



Goal 1: Ready to Learn



Goal 2: School Completion



Goal 3: Student Achievement and Citizenship



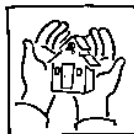
Goal 4: Teacher Education and Professional Development



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

### BACK TO SCHOOL, MOVING FORWARD: A BUSH-PAIGE TOUR (All Goals)

President George W. Bush and U.S. Secretary of Education Rod Paige celebrated the first day of school at Griegos Elementary School by launching the Back to School, Moving Forward cross-country tour. The goal of the tour is to promote accountability for elementary and secondary schools

Secretary Paige, Deputy Secretary of Education William Hansen and Under Secretary of Education Eugene Hickok will visit schools and talk with civic and business groups around the country as part of the tour. The tour plans to visit these cities: Atlanta, Georgia; Denver, Colorado; Kansas City, Missouri; Long Beach, California; Nashville, Tennessee; Orlando, Florida; Portland, Oregon; Raleigh, North Carolina; and San Diego, California.

For more information and copies of the new Back to School, Moving Forward publications for families, schools and communities and activities surrounding the tour, visit the Department of Education at <http://www.ed.gov/backtoschool/>

### SCHOOL ENROLLMENTS: SKY HIGH (All Goals)

For the sixth consecutive year, a record number of students are expected to enroll in public and private elementary and secondary schools this fall, and college enrollment will break the previous year's record for the fourth year in a row, according to a new U.S. Department of Education publication.

Projections of Education Statistics to 2011 finds that 53.1 million students will enter K-12 classrooms this fall, while 15.3 million students are expected to enroll in colleges and universities. The report projects that elementary and secondary school enrollment will increase slowly to 53.4 million in 2005 and then decrease slightly before stabilizing at or near the end of the decade. College enrollment is

expected to rise steadily through the first decade of the 21st century, reading 17.7 million in 2011.

For more information and a copy of the report, visit the National Center for Education Statistics at the Department of Education at <http://www.nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2001083> or call 1-877-4ED-PUBS to order a copy.

## RESEARCH AND EDUCATIONAL PRACTICES

### **IDEAS OF THE MONTH CLUB: ONLINE HELP BY MACMILLAN/ McGRAW HILL** (Goal Four: Teacher Education and Professional Development and Goal Five: Math and Science)

Publisher Macmillan/McGraw Hill offers free math lessons through an online service for teachers of pre-kindergarten through sixth grades. The free math lessons are sent each month via e-mail.

McGraw-Hill's free online programs link with the "themes, concepts and objectives in McGraw-Hill Mathematics," notes the publisher's web site. Web-linked lesson plans that offer student worksheets and teacher answer keys also are offered. Another section, Math on the Walls, offers bulletin board ideas.

A MathTalk forum gives teachers an opportunity to share ideas and consult other teachers for answers to questions and problems that arise in the classroom. The site also offers links to other sites for teachers searching for ideas on how to, for example, teach fractions, use manipulatives or find examples of real-life math applications.

For more information, visit Macmillan/McGraw Hill at <http://www.mathideas.mhschool.com>

### **MATH SEGREGATED SCHOOLS: CONTINUE TO GROW** (Goal Three: Student Achievement)

America's schools continue to be more separated by race, despite the Supreme Court's Brown vs. Board of Education decision in 1954, according to the latest report issued by the Harvard Civil Rights Project.

"Segregation is actually increasing," said Gary Orfield, co-director of the project and the lead researcher for the study. "Ignoring that reality leads to adoption of education policies that punish people who haven't had equal educational opportunities . . . It's a direct threat to the future of a multiracial society."

The study, *Schools More Segregated: Consequences of a Decade of Resegregation*, found that 70 percent of black K-12 students were enrolled in predominantly minority schools during 1998-1999, compared with 66 percent in 1991-1992 and 63 percent in 1980-1981.

---

Latino students were even more likely to attend predominantly minority schools. In 1998-1999, 76 percent of Latino students attended these schools, an increase from 73 percent in 1991-1992.

For more information, visit the Harvard Civil Rights Project at <http://www.law.harvard.edu/groups/civilrights/>

## FEATURE STORY

### PHI DELTA KAPPA/GALLUP POLL: THE PUBLIC ON PUBLIC SCHOOLS (All Goals)

A majority of respondents in the Phi Delta Kappa/Gallup poll for the first time in the survey's 33-year history gave their community schools either an A or B. Fifty-one percent of all those surveyed scored their schools an A or B, with the figure climbing to 62 percent for public school parents and to 68 percent when these same parents were asked to grade the school their oldest child attends.

According to the survey, the high marks may explain why, when asked to choose between improving schools by reforming the existing system or by finding an alternative, 72 percent of respondents choose reforming the existing system, notes the poll.

High-stakes testing questions found 53 percent in favor of the use of a single standardized test to determine promotion from grade to grade, while 45 percent opposed this practice. When high-stakes tests involve awarding a high school diploma, the figures change to 57 percent in favor and 42 percent opposed. However, the results appear to counter another finding: 66 percent of the public surveyed believes that standardized tests should be used to guide instruction, while only 30 percent said tests should be used to measure student learning. And, the issue is further "blurred" when 65 percent reported that student achievement should be measured by classroom work and homework, with only 31 percent saying that measuring student achievement should rely on testing.

Several new questions were posed in this year's survey, The 33rd Annual Phi Delta Kappa/Gallup Poll of the Public's Attitudes Toward the Public Schools. For the first time, the public was asked to respond to a question about cyberspace instruction. Sixty-seven percent of respondents disapprove of allowing students to earn high school credits over the Internet without attending a regular school. Half of the 30 percent who approved of this practice said they would be unwilling to have a child of theirs take most courses online at home instead of attending a regular school.

Another new question asked respondents about how to treat schools that do not show progress toward state standards. In this case, 65 percent favored awarding more state and federal dollars to such schools, while only 32 percent favored withholding funds. Fifty-four percent favored not renewing the principal's contract, with almost half (49 percent) favoring not renewing teacher contracts. Fifty-one percent supported giving parents in these schools vouchers to use at public or private schools of their choice.

---



New questions this year also focused on minority education. Forty-eight percent of respondents believe that the achievement of white students exceeds that of black and Hispanic students, with 73 percent saying the lower achievement of minority students is related to factors other than schooling. Eighty-eight percent believe that closing the gap is either “very important” or somewhat important.”

Although the public does not hold schools responsible for the gap, 55 percent believe it is the public schools’ responsibility to close the gap, while 45 percent the responsibility belongs to the government. There is a three-way split between those who would assign the responsibility to the federal government (34 percent), state government (35 percent) and local government (29 percent).

Other findings from the poll:

- > Home schooling continues to gain support, with 41 percent of respondents saying home schooling is a good thing, while 54 percent said it is bad. The 41 percent figure is up from only 16 percent when the question was first asked in 1985.
- > 52 percent said that all students can learn at high levels and 46 percent said only some students have this ability. However, 81 percent believed that most students achieve only a small part of their academic potential in school.
- > The pending teacher shortage and related questions found that 89 percent of the public would like to make it easier for teachers to transfer pension benefits and to receive salary credit when moving from state to state in order to retain more teachers. Eighty-eight percent said they would raise teacher salaries. However, options to reduce requirements for teachers were rejected: 82 percent opposed lowering state requirements for teacher training and 67 percent opposed permitting persons with bachelor’s degrees to become teachers without preparation in teacher education. Seventy-three percent support the idea of forgivable federal loans for those who become teachers.

For more information and a copy of the poll, visit Phi Delta Kappa at <http://www.pdkintl.org>

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: John Barth  
Editor: 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.