

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

SEPTEMBER 11th FALLOUT: STATE BUDGETS SHRINK (ALL GOALS)

Since the September 11th terrorist attack, state budgets have been cut back, with consequences for K-12 and higher education (Sandham, EDUCATION WEEK, 10/31). According to the paper, "K-12 education makes up too great a share of total expenditures in most states to emerge unscathed in such uncertain economic times."

The paper highlights several states, including Florida and California which are particularly sensitive as states that depend on tourism for a sizable portion of their budget. Both the House and Senate in Florida voted to cut funding for schools. California Governor Gray Davis anticipates a budget shortfall this fiscal year and next. He has asked all department heads, including education, to submit budget proposals for next year that include 15 percent cuts.

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

Massachusetts: Seeking Students Who Did Not Take Mcas

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

Heartened by the good news that most Massachusetts students are doing well on the statewide exam,

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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.

Education Commissioner David Driscoll is turning his attention to the 4,200 students who did not take the test. "We've got to find out who they are," he said. "If we identify them and offer programs, we may in fact be helping kids who may be potential dropouts." Driscoll explained that the state can identify these students through their student ID numbers. He will ask all school superintendents to find the students and offer appropriate programs.

For more information, visit <http://www.doe.mass.edu>.

COMMUNITY AND LOCAL NEWS

Edison In Philadelphia: A Possibility

(Goal Three: Student Achievement and Citizenship)

Philadelphia public schools could become the largest privatization site in the country if the state takes over the system (Snyder, Philadelphia INQUIRER, 11/2). However, the city's mayor is outraged by the idea.

Governor Schweiker, who took over the state after former Governor Tom Ridge was appointed head of Homeland Security for the nation, wants to hand the district's central administration over to a private manager. Edison Schools Inc. is the likely firm that will take the helm of the city's schools.

Edison CEO Chris Whittle said his firm is primed to do the job. "There's not another organization in America that can take something like this on. We've been training for this," he said. Edison runs 136 schools in 22 states.

For more information on Edison schools visit, <http://www.edisonschools.com>.

English Instruction: Overhaul Likely In Newport-Mesa, California

(Goal Three: Student Achievement and Citizenship)

A federal civil rights investigation has resulted in an overhaul of English instruction in Newport Beach and

The National Education Goals Panel

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Costa Mesa, California, schools (Garrison, L.A. TIMES, 11/2). Among the findings of investigators from the U.S. Department of Education's Office for Civil Rights:

- * the school district did a "spotty" job of assessing whether children were fluent in English, resulting in children not being placed in appropriate programs
- * the district lacked clear standards for placing Spanish-speaking students in the regular education program, which meant that many non-English-speaking students were dropped into regular classes without proper support
- * the district should provide Spanish translation at school board meetings.

FEDERAL POLICY NEWS

Lessons Of Liberty: A DoED Program (Goal Three: Student Achievement and Citizenship)

Lessons of Liberty is a joint initiative of the U.S. Departments of Education and Veterans Affairs designed to encourage public and private elementary and secondary schools to invite veterans into their classrooms in the days leading up to and following Veterans Day. The purpose is for veterans to share their experiences with students and help students reflect on the importance of the ideals of liberty, democracy and freedom that America's veterans have defended for over two centuries.

Schools can find information on how to participate in the program by visiting the Department of Veterans Affairs at <http://www.va.gov/vetsday>.

THE NATIONAL EDUCATION GOALS



Goal 1: Ready to Learn



Goal 2: School Completion



Goal 3: Student Achievement and Citizenship



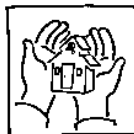
Goal 4: Teacher Education and Professional Development



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

RESEARCH AND EDUCATIONAL PRACTICES

Tests, Instruction And Accountability: A How-To Guide

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

A consortium of education groups released a new report that offers nine requirements for states to design tests that promote better teaching and learning. Building Tests to Support Instruction and Accountability - A Guide for Policymakers, was released by the American Association of School Administrators, National Association of Elementary School Principals, National Association of Secondary School Principals, National Education Association and National Middle School Association.

Several of the recommendations are:

- * A state's content standards must be prioritized to support effective instruction and assessment.
- * A state must provide educators with optional classroom assessment procedures that can measure students' progress in attaining content standards not assessed by state tests.
- * A state must ensure that all students have the opportunity to demonstrate their achievement of state standards, consequently, it must provide ell-designed assessments appropriate for a broad range of students, with accommodations and alternate methods of assessment available for students who need them.

The full report can be found at any of these web sites: <http://www.aasa.org>, <http://www.naesp.org>, <http://www.principals.org>, <http://www.nea.org>, or <http://www.nmsa.org>.

Standards And Education: Not Driving Instruction
(Goal Three: Student Achievement and Citizenship)

Researchers involved in an analysis of standards and assessments found that they are not a driving force of

instruction (Hoff, EDUCATION WEEK, 10/31). The researchers surveyed teachers to discover how much time and effort they spend on specific topics and skills.

Each team then draws a graph in which the topics - such as geometric concepts and data analysis - are on one axis, and skills such as memorization and the use of experiments are on the other," writes the paper. The amount of time spent in each area is represented by darkening the shade in the graph. "You can quickly see what isn't there, as well as what is there," explained Andrew Porter, director of the Wisconsin Center of Education Research at the University of Wisconsin-Madison.

A copy of the report, *New Tools for Analyzing Teaching, Curriculum and Standards in mathematics and Science*, is available from the Council of Chief State School Officers at 1 Massachusetts Avenue N; Suite 700; Washington, D.C. 20001

FEATURE STORY

Indicators Of School Crime And Safety: Drops In Crime Nationwide (Goal Seven: Safe and Drug-Free Schools)

Violent victimization rates at schools declined from 48 crimes per 1,000 students ages 12 through 18 in 1992 to 33 per 1,000 students in 1999, according to a report issued from the U.S. Departments of Education and Justice. The report, *Indicators of School Crime and Safety, 2001*, is the fourth in a series of annual reports from both departments. It is organized as a series of indicators with each indicator presenting data on a different aspect of school crime and safety.

This year's report repeats many indicators from the 2000 report, but also provides updated data on fatal and nonfatal student victimization, nonfatal teacher victimization, students being threatened or injured with a weapon at school, fights at school, students carrying weapons to schools, students use of alcohol and marijuana and student reports of drug availability on school property.

Other data from the report include:

* Between 1995 and 1999 the percentage of students who said they ere the victims of any crime of violence or theft at school decreased from 10 percent to 8 percent.

* During 1999, students ere victims of about 2.5 million crimes at school, 1.6 million thefts and 880,000 nonfatal violent crimes, including about 186,000 serious violent crimes. In comparison, students ere victims of 2.1 million crimes away from school, 1 million thefts and 1.1 million nonfatal violent crimes, including 476,000 serious violent crimes.

* Between 1993 and 1999, the percentage of 9th through 12th-grade students ho were threatened or injured with a weapon remained constant between 7 and 8 percent.

* The percentage of those students who reported being in a physical fight on school property declined from 16 percent in 1993 to 14 percent in 1999.

* Between 1993 and 1999 students in grades 9 through 12 who reported carrying a gun, knife or club on school property during the previous 30 days dropped from 12 percent to 7 percent, about a 42 percent reduction.

* Over the 1995-1999 period, teachers were the victims of 1,708,000 nonfatal crimes at school, including 1,073,000 thefts and 635,000 violent crimes. On a per teacher basis, this translates to 79 crimes per 1,000 teachers annually.

For more information and a copy of the report, visit the National Center for education Statistics at <http://www.nces.ed.gov>.

Additional criminal justice materials can be obtained from the Office of Justice Programs at <http://www.ojp.usdoj.gov>.

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