

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

Schools' Grades: Florida Changes Formula *(Goal Three: Student Achievement)*

Under a new proposal, Florida schools will receive grades based on three indicators. The first indicator, performance on the Florida Comprehensive Assessment Test, is already in place.

The other indicators are new. First, schools will be graded based on academic progress from one year to the next. For the first time, the state would award points based on the progress of the same group of students from year to year, reports the ST. PETERSBURG TIMES (Hegarty, 11/8). Improvement by the lowest-performing students is the last indicator. For the first time, the state would award points for reading progress among students in the lowest 25 percent, notes the paper.

For more information, visit the Florida Department of Education at <http://www.firn.edu/doe>.

Disabilities?: No Aids In California

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

Disabled students in California will not be able to use calculators, spell-check, audiotapes and other aids when taking the state's new high school exit exam, under new policy recently passed by the California Board of Education (San Francisco CHRONICLE, 11/9). All students in the state will be required to pass the

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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.

exam to earn a high school diploma, beginning in 2004.

The paper points out that federal law allows students with learning disabilities to use special accommodations. But the school board's vote "disallows most of these accommodations for the state's exit exam," notes the paper. For more information, visit the California Department of Education at <http://www.cde.ca.gov>.

COMMUNITY AND LOCAL NEWS

Dropout Rates Drop: St. Louis Officials Point To Series Of Initiatives

(Goal Two: School Completion)

For the fourth year in a row, the dropout rate in the St. Louis Public Schools dropped (Pierce, St. Louis POIST-DISPATCH, 11/9). The rate fell from 21.1 percent during the 1996-1997 school year to 8.8 percent during 2000-2001.

Floyd Crues, in charge of dropout prevention programs in St. Louis, explained that often a combination of factors cause students to drop out of school. Several reasons include finding jobs to support their families, watching younger siblings, or fear of gangs.

Schools chief Cleveland Hammonds Jr. attributes the dropout decline to a series of initiatives undertaken by the school district, including truancy court to improved recordkeeping.

For more information on dropout prevention programs, visit the National Dropout Prevention Center at <http://www.dropoutprevention.org>.

Home Schooling Alternative: Gaining Ground In Howard County, Maryland

(Goal Three: Student Achievement and Citizenship)

Despite Howard County, Maryland's, high ranking on state tests, the number of students being home-schooled has risen (Aizenman, EASHINGTON POST, 11/8).

The National Education Goals Panel

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The POST points out that one reason for the increase of homeschoolers may be Maryland's flexibility in home-school regulations.

The state does not require parents to be certified to teach and they are not required by the state to take state tests. Instead, parents have the choice of submitting twice-yearly portfolios of their children's work to a representative of their local school district or choose to be monitored by a state-approved program or a consortium of home-schoolers.

For more information on home schooling, visit the National Home Education Network at <http://www.nhen.org>.

FEDERAL POLICY NEWS

International Education Week: November 12-16
(Goal Three: Student Achievement and Citizenship)

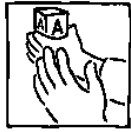
This week is International Education Week, and Secretary of Education Rod Paige urges schools, colleges, businesses and communities to "extend the study [of international education] throughout the school year."

Paige adds: "Knowledge about the culture and language of our neighbors throughout the world is becoming increasingly important in the daily lives of all Americans," particularly given the "events surrounding the terrorist attack of September 11."

Paige also encourages teachers to facilitate classroom-to-classroom connections with other countries by using the "Teacher's Guide to International Collaboration on the Internet."

For more information, visit the Department of Education at www.ed.gov/html Or, visit <http://www.ed.gov/technology/guide/international/index.html> for the teacher's guide

THE NATIONAL EDUCATION GOALS



Goal 1: Ready to Learn



Goal 2: School Completion



Goal 3: Student Achievement and Citizenship



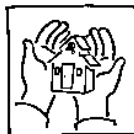
Goal 4: Teacher Education and Professional Development



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

Safety: School Security Chiefs Meet With Paige (Goal Seven: Safe Schools)

U.S. Secretary Rod Paige last week met with school security chiefs from more than 25 school districts to discuss the variety of school safety issues currently facing communities. The group discussed local emergency preparations; responses to September 11; biological threats, prevention and responses; and a forthcoming guide that will help schools respond to bomb threats.

The meeting has taken place for the past seven years. This year, participants heard from Gregory Thomas, executive director of the New York City Board of Education's Student Safety and Prevention Services, who offered a first-hand presentation on New York City schools' response to the September 11 terrorist attacks and the subsequent actions of school officials, law enforcement and the surrounding community.

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

RESEARCH AND EDUCATIONAL PRACTICES

Leading Learning Communities: A Principal Report (Goal Four: Teacher Education and Professional Development)

"Leading Learning Communities: Standards for What Principals Should Know and Be Able to Do" is a handbook designed to guide elementary and middle level principals in crafting their responsibilities in key instructional areas. The report was created by the National Association of Elementary School Principals (NAESP) as a result of the "ever-expanding" responsibilities of school principals, who now oversee areas from staff development to student achievement.

"Leading Learning Communities" offers a Call to Action that describes 10 ways for school districts, states and the federal government to offer improved support for school principals.

For more information and a copy of the report, visit the NAESP at <http://www.naesp.org>.

The Arts And Early Childhood: A Wolftrap Production
(Goal One: Ready To Learn)

The Wolf Trap Institute for Early Learning Through the Arts connects young children with the arts and also to link the arts with emergent literacy. The 20-year-old Vienna, Virginia-based program is profiled in EDUCATION WEEK (Jacobson, 11/7).

According to Wolf Trap's web site, the Institute for Early Learning Through the Arts provides children ages 3-5 and their teachers and families with arts-in-education services in the disciplines of drama, music and movement. Regional programs of the Institute are located throughout the nation.

"As Wolf Trap Institute activities are woven into the curriculum, the arts become a new way of teaching, learning and knowing," writes the web site. For more information, visit Wolf Trap at <http://www.wolftrap.org/institute>.

FEATURE STORY

Urban Teacher Pay: Looking Good, But Not Great
(Goal Four: Teacher Education and Professional Development)

While urban teachers got a "much-needed boost" in pay last year, their salaries continue to lag behind other workers' pay, according to an annual report issued by the American Federation of Teachers (AFT). The shortfall is largely a result of teacher wages that barely kept pace with inflation during the 1990s, reports the AFT.

"We're beginning to see a slight improvement in salaries, but it's a drop in the bucket compared with what needs to be done to hire sufficient numbers of talented teachers," said AFT President Sandra Feldman. "When engineering, law, accounting and computer firms need high-quality employees, they're willing to pay good salaries to attract the best and brightest. It shouldn't be any different when it comes to educating our children."

Over the last 10 years, teachers' salary increases fell short of those of other workers, notes the report. The average maximum salary for urban teachers rose by 36.5 percent, while the average salary for beginning teachers rose 32.7 percent. For all workers, average salaries over the last 10 years rose by 45.9 percent.

Other findings from the report include: The average highest scheduled salary for a master's degree (MA-maximum) rose by 5.2 percent in 2000-2001, the largest increase in 10 years, driven by increases in California.

* The average entry-level salary (BA-minimum) rose by 5.4 percent in 2000-2001, which the researchers suggest may be a response to the continuing teacher shortage.

* Adjusted for the cost of living in the largest cities, the highest MA-maximum salaries were in Columbus, Ohio; Pittsburgh; San Antonio; Rochester, N.Y.; and Yonkers. The lowest such salaries were Los Angeles, San Jose, Oakland, Seattle and Honolulu.

* Among the 100 largest cities the largest increase in enrollment during the 1990s was a rise of 38.6 percent in Las Vegas. Three cities in North Carolina also were big gainers: Charlotte, Raleigh and Greensboro; Minneapolis and St. Paul also had large increases.

For more information and a copy of the AFT report, "Teacher Salaries, Expenditures and Federal Revenue in School Districts Serving the nation's largest Cities, 1990-1991 to 2000-2001," visit the AFT at <http://www.aft.org/reports>.

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