

# 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

## STATE POLICY NEWS

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### Change In Plan: California Okays Accommodations

*(Goal Three: Student Achievement and Citizenship)*

The California Board of Education "modified" its initial ban on the use of calculators and reading aides made available to students taking the state's new high school graduation exam (AP/SAN FRANCISCO GATE, 12/6). The change allows the accommodations for students with dyslexia or other learning differences. Students labeled learning disabled who use calculators or aides to read material in their regular classes will have that same help available during the test. School districts will be responsible for certifying that learning disabled students who used calculators or readers earned a passing score on the exam and were doing high-school level work, explained Phil Garcia, a spokesman for the board.

For more information, visit the California Board of Education at <http://www.cde.ca.gov>. Click on CAHSEE Waiver Policy (December 5, 2001)

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### Missouri's Classroom Teachers: Fewer Men, Fewer Minorities

*(Goal Four: Teacher Education and Professional Development)*

Missouri classroom teachers are more likely to be female, less likely to be black and more likely to leave teaching after a few years, according to a new study

## 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.

that examined the state's classroom teachers today and ten years ago (Pierce, ST. LOUIS POST-DISPATCH, 12/1). The report was released by the Missouri School Board.

Findings include:

\* male teachers dropped to 21.7 percent this year from 24 percent in 1991;

\* black teachers dropped to 7 percent this year from 8.3 percent in 1991, while the black student population increased from 15.6 percent to 17.4 percent over the same time period;

\* teachers who leave within five years increased to 33.8 percent of those hired in 1996 from 27.6 percent of those hired in 1991.

For more information on education in Missouri, visit the Missouri State Board of Education at <http://www.dese.state.mo.us/errors/404.html>.

## COMMUNITY AND LOCAL NEWS

### A Pioneer School: Students and Teachers Are Learning

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

Pioneer School in West Chicago has made dramatic improvements in student achievement, which teachers and administrators attribute to better teacher training and resources (Spencer, CHICAGO TRIBUNE, 12/7). The various professional development initiatives are made possible through federal grants for schools with low-income students, notes the paper.

Besides professional development improvements, Pioneer has initiated a new focus on reading and language arts. Teachers use more non-fiction material in reading classes and the school has purchased hundreds of new non-fiction books for its library. "The goal is to provide kids with information they might be exposed to on state achievement tests," writes the paper. Principal Angel

## The National Education Goals Panel

### CHAIR 2001

Governor Frank O' Bannon of Indiana

### CHAIR-ELECT 2002

Governor Jim Geringer of Wyoming

### MEMBERS

Governor John Engler of Michigan

Governor Jim Hodges of South Carolina

Governor Frank Keating of Oklahoma

Governor Paul E. Patton of Kentucky

Governor Jeanne Shaheen of New Hampshire

Governor Tom Vilsack of Iowa

U.S. Senator Jeff Bingaman of New Mexico

U.S. Senator Jim Jeffords of Vermont

U.S. Representative George Miller of California

State Representative G. Spencer Coggs of Wisconsin

State Representative Mary Lou Cowlshaw of Illinois

State Representative Douglas R. Jones of Idaho

State Senator Stephen Stoll of Missouri

Rivera said that often this information is "general knowledge for other kids."

This is the West Chicago Elementary school district. Then, search for Pioneer School.

### **Colorado's School Districts: Plans To Prevent Bullying**

*(Goal Seven: Safe and Drug-Free Schools)*

School districts throughout Colorado are charged with developing a program to reduce bullying as part of the state's "broad initiative" to prevent school violence (Coeyman, CHRISTIAN SCIENCE MONITOR, 12/4). According to the paper, the Cherry Creek, Colorado, school district is considered to have "developed one of the best anti-bullying programs" years ago. Cherry Creek School leaders have received an increase in requests for information since the Columbine tragedy.

The MONITOR also reports that the most touted anti-bullying programs involve all children and adults connected with the school system, including school bus drivers and cafeteria aides. In these programs, adults are taught that it is not acceptable to ignore bullying and children are asked to contemplate what it means to be kind and fair and "how these relate to the kind of world they would like to live in."

For more information, visit the CHRISTIAN SCIENCE MONITOR at <http://www.csmonitor.com>. Search the archives for 12/4 issue.

### FEDERAL POLICY NEWS

### **Malcolm Baldrige National Quality Award: Education That Works**

*(All Goals)*

U.S. Secretary of Education Rod Page praised the three education recipients of the 2001 Malcolm Baldrige National Quality Award. The winners are:

## THE NATIONAL EDUCATION GOALS



Goal 1: Ready to Learn



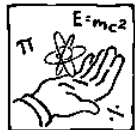
Goal 2: School Completion



Goal 3: Student Achievement and Citizenship



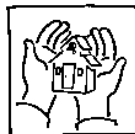
Goal 4: Teacher Education and Professional Development



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

Chugach School District, Anchorage, Alaska; Pearl River School District, Pearl River, New York; and the University of Wisconsin-Stout, Menomonie, Wisconsin.

Paige: "These three winners have made quality, accountability and results hallmarks of their operations, and have set the bar of excellence high for others."

Applicants for the education portion of the award must show achievements and improvements in seven areas: leadership; strategic planning; student, stakeholder and market focus; information and analysis; faculty and staff focus; process management; and organizational performance results.

For more information, visit the National Institute of Standards and Technology, an agency of the U.S. Department of Commerce at [http://www.nist.gov/public\\_affairs/releases/g01-110](http://www.nist.gov/public_affairs/releases/g01-110).

## RESEARCH AND EDUCATIONAL PRACTICES

### Warning Signs: Evident In Students Who Engage In School Violence

*(Goal Seven: Safe And Drug-Free Schools)*

Students preparing to engage in school violence send signals of their intent, according to a study in the Journal of the American Medical Association. More than half of young people involved in school violence "threatened others, wrote notes, got into fights or took other actions to signal their deadly intentions," according to the study (Wetzstein, WASHINGTON TIMES, 12/5).

Dr. Mark Anderson, of the division of violence prevention at the Centers for Disease Control and Prevention (CDC), advises parents and school leaders to actively look for warning signs of violence to stop it before it takes place. CDC conducted the five-year study.

For more information, visit the Journal of the American Medical Association at <http://www.jama.com/html>. See volume:286 (page: 2695), School-Associated Violent Deaths in the United States, 1994-1999. Additional resources are available from the U.S. Department of Education at [www.ed.gov/offices/OESE/SDFS/html](http://www.ed.gov/offices/OESE/SDFS/html) or from the

CDC at <http://www.cdc.gov/ncipc>.

## **Reading = Math: More Reading In Math Texts**

*(Goal Five: Math and Science)*

“There are more words on the page of math textbooks than there were in the 1980s and the late 1970s,” notes Andrew Issacs, author of *Everyday Math*, an elementary school textbook series. Issacs claims that students “retain things better when they’re part of a larger structure.”

However, EDUCATION WEEK also reports that critics of the more-reading-in-math approach argue that students who struggle with reading are then barred from developing math skills (Hoff, 12/5). “A lot of my kids might have been very talented in mathematics, but they didn’t read well,” said Matthew Clavel, a Teach for America teacher. “If you asked them to read a word problem, it interfered with their ability to learn the math.”

EDUCATION WEEK describes the reading-based math curriculum used at Public School 176, located at the northern tip of Manhattan.

For more information, visit EDUCATION WEEK at <http://www.edweek.com>. Search the archives for the December 5, 2001 issue.

## FEATURE STORY

## **U.S. Students Average Among International Peers: An OECD Report**

*(Goal Three: Student Achievement and Citizenship  
and Goal Five: Math and Science)*

America’s 15-year-olds perform at the international average of their peers in other highly industrialized countries in reading, mathematics and science, according to the latest report issued by the Paris-based Organization for Economic Cooperation and Development (OECD). The study examines the abilities of students from 32 of the most industrialized countries.

The test called the Program for International Student Assessment (PISA), was developed by member nations to “devise a periodic, dependable measurement that could help steer education policy,” reports the L.A. TIMES (Groves, 12/4). The U.S. was one of 20 nations that achieved “average” scores in reading. Finland, Canada and New Zealand scored significantly higher than the U.S. average, while Greece, Portugal, Luxembourg and Mexico scored significantly lower than the U.S.

Eight countries scored significantly higher in math than the U.S., including Japan and South Korea, while five countries scored significantly lower. In science, seven countries

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scored significantly higher than the U.S. average and four nations scored lower. Japan and South Korea are the top performers in math and science. Finland, Canada and New Zealand were the only countries that achieved above-average performance in all three subjects.

“The reason the U.S. is average, on average, is that many people do badly,” said Barry McGaw, OECD’s deputy director for education. “What the U.S. needs to do is to pull up the bottom. You don’t have to sacrifice quality to get equality.”

U.S. Secretary of Education Rod Paige expressed disappointment with the results. “Too many American students lack the ability to apply their reading skills to real-life situations,” he said.

Other findings include:

\* female 15-year-olds out-perform male 15-year-olds in reading in every participating country. However, there was no difference in performance between males and females in math or science in the U.S.

\* In the U.S., parents’ education is strongly linked to differences in student performance in reading, math and science, as it is in most other OECD countries.

\* PISA confirms results from other national and international studies that show there are gaps in performance between racial and ethnic groups in the U.S. For more information on “Outcomes of Learning: Results from the 2000 Program for International Student Assessment of 15-Year-Olds in Reading, Mathematics and Science Literacy, visit the National Center for Education Statistics’ PISA web site at <http://www.nces.ed.gov/surveys/pisa/html>.

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