

DOCUMENT RESUME

ED 240 114

SP 023 821

TITLE Meeting the Challenge: Recent Efforts to Improve Education across the Nation. A Report to the Secretary of Education.

INSTITUTION National Commission on Excellence in Education (ED), Washington, DC.

SPONS AGENCY Department of Education, Washington, DC.

PUB DATE 15 Nov 83

NOTE 134p.; For a related document, see EL 226 006.

PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC06 Plus Postage.

DESCRIPTORS Admission Criteria; Educational Change; Educational Improvement; *Educational Quality; *Educational Trends; Government Role; Graduation Requirements; Merit Pay; Parent Responsibility; Professional Associations; *School Effectiveness; *State Standards; Teacher Certification; Teacher Education; Teacher Salaries; Teacher Shortage

IDENTIFIERS *National Commission on Excellence in Education; *Nation at Risk (A)

ABSTRACT

The first section of this report presents an overview of the national response to the report of the National Commission on Excellence in Education, "A Nation at Risk." Responses from the public are cited in the form of quotations from leading publications and results of polls. Responses from the education profession and its national leadership are briefly summarized. Trends in the overall response to the report are noted, citing in particular trends toward optimism, renewed emphasis on parental responsibility, recognition that the school crisis is not simply fiscal, and a trend toward asking how performance-based salary schedules can be implemented. State and local initiatives to improve education are also pointed out. The body of the report includes: (1) initiatives reported by the 50 states and the District of Columbia; (2) examples of local initiatives in the areas of local commissions and study groups, checking local status against the recommendations of the national report, making changes in local policies or programs, gaining support for local schools, undertaking comprehensive planning efforts, and carrying out comprehensive reforms of school programs; and (3) sample activities of national associations and organizations. An attached supplement dated December 1, 1983 reports more recent efforts to improve education. (JD)

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UNITED STATES DEPARTMENT OF EDUCATION
THE SECRETARY

MEETING THE CHALLENGE:

RECENT EFFORTS TO IMPROVE EDUCATION ACROSS THE NATION

The attached report is intended to brief you on changes in education policy and practice related to the issues in A Nation at Risk, and other recent national reports on education.

This briefing includes summary information on current reform efforts underway in the 50 states and the District of Columbia, examples of reform initiatives in an illustrative set of local school districts, and a variety of activities sponsored by national associations and organizations. Subsequent updates will include additional educational reform initiatives being undertaken by other groups.

While this report provides you with a representative briefing, both the volume and complexity of reform initiatives now underway force us to focus on broad, descriptive information. For example, we know that a number of States have a long-standing tradition of education renewal and reform which cannot be captured in a short narrative. Therefore, it was necessary for us to limit information to those initiatives which are currently in the proposal or implementation stage, rather than those which are already well-established.

We have been in regular contact with the people named as sources for the various agencies and organizations, and they have our thanks for their continuing assistance in this task. I want to commend the staff of the National Commission on Excellence in Education under the direction of Dr. Milton Goldberg for this entire effort.

T. H. Bell

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REPORT TO THE SECRETARY: A SUMMARY OF RECENT EFFORTS TO IMPROVE
EDUCATION ACROSS THE NATION

Throughout the Nation, public and private actions by individuals and groups at local, State, and national levels are meeting the challenge to improve education.

It is apparent from the information contained in this summary, as well as from our conversations with educators and members of the public across the country, that A Nation at Risk has had a remarkable impact at local, State, and national levels since its publication on April 26, 1983. The release of other reports on education this spring and summer marks an unprecedented confluence of evidence and opinion from independent sources about the need to improve American education. The reports, while differing in certain emphases, have galvanized the Nation's debate over education issues.

Clearly, some State and local reform efforts were already underway prior to release of A Nation at Risk, particularly in the areas of graduation requirements, college admission standards, teacher certification, and mathematics, science, and computer literacy programs. "State Reform in Progress, not just Beginning," the headline in the September 5, 1983, issue of Education USA, underscores a comment in the New York Times, May 10, 1983, that one of the Commission's functions was "to make recommendations that legitimize new trends" and that the country is "in the throes of an educational reform movement of epochal proportions."

This report to the Secretary includes a summary of the national response to the recent calls for reform and recent initiatives of States and local districts to improve education. While this report provides a snapshot of the current situation, we are actually in the midst of a moving picture, and the information must be updated on an almost daily basis. Our summary is based on information in the following attachments:

- Attachment A: Initiatives Reported by the 50 States and the District of Columbia
- Attachment B: Local Initiatives in Educational Reform
- Attachment C: Sample Activities of Associations/Organizations

NATIONAL RESPONSE

"Suddenly, education is front-page news again," wrote Paul B. Salmon, Executive Director of the American Association of School Administrators, in May 1983.

In a June 9, 1983 article, The New York Times stated that the National Commission on Excellence in Education brought education "to the forefront of political debate with an urgency not felt since the Soviet Satellite shook American confidence in its public schools in 1957." Response from the press and electronic media was immediate, dramatic, and extensive. Education issues were visible everywhere--banner

headlines, lead stories on national network news, interviews on feature programs, editorials, Op Ed columns, cartoons, popular and professional journal articles, and State and local news reports on student response to the reports.

Response from the Public

Secretary of Education T. H. Bell created the National Commission because of his concern about "the widespread public perception that something is seriously remiss in our educational system."

According to the November 7, 1983 issue of The New Republic,

"America only know something, it seems, when a national commission affirms it. So it is with education. We've all been vaguely aware that American schools were failing to give American children a good education--by comparison to past U.S. standards, to current standards abroad, and especially to the needs of America in the future--but now we know it officially through the work of one panel after another: the President's National Commission on Excellence in Education, the Twentieth Century Fund, the Educational Commission of the States' Task Force on Education for Economic Growth, and The Carnegie Foundation for the Advancement of Teaching."

Recent public opinion research reveals the following data on public attitudes about education:

- o The 15th annual Gallop Poll of public attitudes toward public schools, conducted in May 1983, indicated that 58 percent of the respondents would be willing to pay more taxes to help raise the standard of education in the United States.
- o Over 70 percent of the public believes that the erosion of public education threatens "our future as a nation" and our ability to compete in the world economy. This sentiment has considerable intensity and carries across virtually all sub-groups in the population. (Public Policy Analysis Service Fall 1983 Poll, "Policy Trends in the Mid-Eighties: A Survey of American Attitudes".)
- o According to the Public Policy Analysis Survey Poll, the public believes that local and State governments, rather than the national government, should take responsibility for bringing about needed changes: 47 percent indicate local, 30 percent State, and 19 percent Federal responsibility. When asked who is mainly responsible for school problems today, 43 percent of the respondents identified parents.
- o According to two of the nation's leading public opinion researchers, pollster Robert M. Teeter, president of Detroit-based Market Opinion Research, and pollster Peter Hart, president of Peter Hart Research Associates of Washington, D.C., American taxpayers will support increased funding for education, but only if quality can be assured.

- o After being eclipsed by other issues for the last 20 years, education is now at the top of the Nation's domestic policy list, to rank with crime and unemployment as the most important issues. Unlike the others, however, education is the one domestic issue on which whites, Blacks, and other minorities share "almost total agreement" on its fundamental value to the country and what should be done to improve it. Better teaching and improved student behavior are the top suggestions. (Reported in State Legislatures, October 1983.)

There has been, of course, some criticism of the report of the National Commission on Excellence in Education (NCEE) by the public. Typically, criticism has taken two forms: disagreement with the "negative picture" the report is accused of painting and disagreement with specific recommendations.

For example, in North Carolina some parents are strongly opposing lengthening the school day. The tension between athletics and academics is another key public concern in some areas of the country. The New York Times Magazine, October 30, 1983, reported that in "Texas, the debate now rages as never before. A statewide committee on education, headed by Dallas (businessman) H. Ross Perot, is advocating wide-sweeping changes that would cut football budgets and de-emphasize sports in education."

The 700 delegates to the 47th Annual National Association of Student Councils Conference this summer were overwhelmingly in favor of more rigorous standards, higher pay for teachers, higher standards for teacher candidates, and upgrading textbooks. But three-quarters of them also opposed increasing homework or lengthening the school day or school year. The Association represents 6,500 high schools.

The public response to the reports may be best summarized in an article in the September 1983 issue of Better Homes and Gardens which stated that "the NCEE findings confirmed the suspicions of many parents that academic standards in America's high schools have been slipping for well over a decade."

Response from the Education Profession and its National Leadership

The response from the education profession and its national leadership has been almost unqualified in its support of the Commission and other groups' roles in putting education back at the top of the national agenda. Attachment C lists sample activities of associations and organizations to followup on the recent national reports with their constituencies.

Although there has been some criticism of the NCEE report's charge of "a rising tide of mediocrity" and of specific recommendations as noted earlier, most educators seem to agree that the report has helped create what AFT President Albert Shanker described as an "unprecedented opportunity for education." Some scholars express concern that the Commission's findings are not buttressed by enough analysis and current evidence, though they appreciate the Commission's decision to produce "An Open Letter to the American People."

The educational community's first group response to the various national excellence studies was made October 24, 1983, by the Forum of Educational Leaders, a group consisting of 11 different organizations. The Forum supported many of the recommendations in the national reports, particularly those that focus on teachers as the crucial link to school improvements. The organizations affirmed that schools can promote both access to excellence and equality and that educational leaders should continue the fight for both values.

During the past months, we have seen other developments. The organizations that represent teachers are reassessing long-standing policy positions, college and university presidents and deans of education are re-examining their responsibilities to effect educational reform, and leaders of rural schools have advocated different strategies for implementing recommendations in rural areas. These examples are illustrative of the willingness of the profession to examine itself under intense public scrutiny and to develop concrete proposals for response and action.

TRENDS IN THE NATIONAL RESPONSE

A number of trends and themes have emerged from a staff analysis of over 700 articles collected from 45 different news sources during the 4 months following the release of A Nation at Risk. Among the most significant:

Trend Toward Optimism. Some initial headlines labelled the NCEE report "blistering," "critical," "shocking," "scathing," "a veritable bombshell." Some educators felt that they were under attack and were being blamed for the problems in education. Press reports told of educators who felt they had been striving for excellence but were often deterred by conflicting pressures to accomplish a variety of goals outside the traditional academic areas.

In a short time, however, the national attention on education provided renewed energy, excitement, a sense of new-found commitment, and a hope for public support.

These developments were occurring at the same time that the public itself appeared ready to come to grips with issues central to educational reform. Accordingly, articles focused increasingly on positive strategies for solving problems at the State and local levels.

Trend Toward Renewed Emphasis on Parental Responsibility. Much of the early discussion explored the placement of responsibility for educational reform. As the debate continued, articles about the responsibilities of parents began to appear. In a June 17, 1983 article, entitled "Education Reforms Begin at Home," the Wall Street Journal described the feeling expressed in other editorials and feature stories:

"Schools are only one element in the education of children. By all means we need to improve the schools and we need to support them adequately. But let's not imagine that the schools can solve all the problems that arise in the community and in the home. Further let's be clear about what it is we want schools to do. . . . Just as we have learned that good health depends on more than medical care, we must realize that good education depends on more than schooling."

Trend Toward Recognition that the "School Crisis is Not Simply Fiscal". Initially, press reports indicated that people all over the country were asking who would pay for educational reform. As time passed, a greater number of articles began to focus on factors in addition to finance. The June 16, 1983 headline in the Hartford Courant, "School Crisis Not Simply Fiscal," is an example of this trend. The general sense is that people began to consider reform initiatives based on a redefined view of the purposes of schooling. Finance is then considered in these terms.

James J. Kilpatrick, commenting on changes in public attitudes in a June 15 article in the Baltimore Sun, also syndicated across the country, noted that in the 6 weeks since the Commission issued its report, a "growing consensus" had developed to the effect that "while more money, of course, will be required. . . money alone is not the be-all and end-all. . . The issue is no longer the cost of public education, but the quality of public education."

Trend Toward Asking How Performance-Based Salary Schedules Can be Implemented. Initial discussions about performance-based salary schedules focused primarily on their cost and on potential abuses. As debate about salaries continued, new articles increasingly described efforts to determine how these programs could be effective and a variety of plans began to emerge, building on practices already underway.

STATE INITIATIVES TO IMPROVE EDUCATION

One hundred and sixty-five State-level task forces have been established in 50 States, according to the Education Commission of the States' count in mid-November 1983. The diverse groups represented on these task forces illustrate that the current drive for reform is not merely an education debate among professional educators about schools. It is a broad-based political debate among parents, educators, legislators, employers, and other citizens about all of our children's futures.

According to the National Conference of State Legislatures' Survey on recent State legislative efforts to improve education, States differ in their approaches to solve educational problems, but "the push toward excellence is clearly a nationwide movement."

As of November 1983, 36 States had responded to the legislative survey and the data in the areas of curriculum and teaching are as follows:

- o Prior to 1983, State legislative efforts to improve curriculum standards had focused primarily on adopting student competency tests. In 1983, the most frequent legislative initiative to improve the curriculum has been in strengthening basic course requirements. The second most frequent initiative was lengthening the school day and/or the school year.
- o Prior to 1983, State efforts to improve teaching focused on adopting teacher competency tests. In 1983, the most frequent legislative initiative to improve teaching was providing additional training or education for teachers in high demand areas, such as mathematics, science, and computer science. The second most frequent initiative was "enacting policies to assist or dismiss inadequate teachers."

Education Daily, September 6, 1983, reported that "the national focus on educational excellence came too late this year to translate into massive boosts in State education spending. But where major gains were made, State lawmakers clearly insisted on comprehensive reforms." Among the States where substantial increases were passed are: California, Florida, Mississippi, Indiana, Pennsylvania, Connecticut, Ohio, Michigan, Massachusetts, and Missouri.

Below is a summary of the number of States and the District of Columbia reporting recent reform initiatives on which action has been taken or proposals made. Attachment A provides a profile of reform initiatives reported in each State.

<u>TOTAL NUMBER OF STATES</u>	<u>INITIATIVES</u>
	CONTENT
42	Curriculum Reform
	STANDARDS AND EXPECTATIONS
44	Graduation Requirements
29	College Admission
35	Student Evaluation/Testing
7	Textbooks
5	School Accreditation
	TIME
15	Specialized Schools
20	Longer School Day
19	Longer School Year
13	Placement/Promotion Policies
31	Academic Enrichment Programs
	TEACHING
42	Teacher Certification/Preparation
20	Salaries
20	Performance Based Pay
13	Master Teachers
36	Teacher Shortages
32	Professional Development/Teachers
	LEADERSHIP
23	Professional Development/Administrators

LOCAL INITIATIVES TO IMPROVE EDUCATION

"School is going to be different this year" according to the September 19, 1983, issue of Newsweek.

Local initiatives range across six types of efforts, from self-study to comprehensive improvement efforts:

- o Many school districts have established their own task forces and study groups, modelled on the national commissions and task forces.
- o Some districts have used the recommendations of the Commission on Excellence and other national reports as checklists on the status and needs of local schools.
- o Others have adopted new policies addressing the issues or problem areas noted by the national commissions; in some cases, these changes have been the direct result of the national recommendations, and in others the locality has had the initiative underway for some time and is addressing specific problem areas identified by the reports.
- o Several localities have used the public interest stirred by the Commission report and other studies to focus local citizen interest on the schools. Sometimes this has been done to gain support for school reform; in other instances, the public interest generated by the publicity has been used to rally support for local taxes and bond issues.
- o A gratifying number of districts have launched comprehensive planning efforts: reviewing the curriculum, studying the status of teaching, and improving the leadership and support provided to the schools by administrators, parents, and citizenry. In at least one instance, the district is trying to look at the needs students will face beyond the year 2000 in order to plan appropriate educational programs.
- o Finally, a large number of districts have actually implemented comprehensive reform efforts encompassing curriculum and course requirements, classroom time, teaching and professional incentives, management, and community support.

An upcoming National School Board Association survey will provide a representative view of the local initiatives being made across the country this fall. Attachment B highlights these six types of local effort and presents examples of each of them.

CONCLUSIONS

The response across the Nation to the recent calls for educational reform is encouraging for a number of reasons:

- o the extensive coverage of education issues in newspapers and on radio and television;

- o the thoughtful discussion of the quality of schools in national magazines like Fortune, Time, Newsweek, People, and Better Homes and Gardens;
- o the acceptance by the general public of the major themes in recent reports;
- o the serious attention and consideration from the profession itself;
- o the expanded interest of the business community in such efforts as Adopt-A-School, broad partnerships with school systems, statewide support for studies and proposals for reform, and direct contributions such as personnel and equipment;
- o the wide variety of initiatives underway in virtually every State and many school districts to take advantage of the climate of reform generated by the debate.

As the drive for reform continues to gain momentum, there are emerging issues that are likely to receive more attention, e.g., the particular needs of special populations, the exacerbation of teacher shortage problems, the response of local districts to State-mandated reforms. Our reports to the Secretary will continue to try to capture and update these developments as they occur.

ATTACHMENT A

INITIATIVES REPORTED BY THE 50 STATES AND THE DISTRICT OF COLUMBIA*

*The information in this section was verified with each State between 11/4/83 and 11/15/83. The variation in the amount of information on each State does not reflect the level of activity in the States, but rather the information available at this time.

ALABAMA

- o Task Force: The State Education Department established a task force to draft an excellence plan. The task force has written initial recommendations and met with local school superintendents to review them. The plan is now being drafted for review by a cross section of educators and citizens, and will be presented to the State Board of Education and the Governor in January 1984. Issues the plan will address include: (1) college admissions requirements; (2) student assessment and testing; (3) remedial efforts including individualized education plans; (4) teacher preparation and assessment; (5) leadership and management; (6) high school graduation requirements; (7) length of the school day; and (8) professional development. The State Superintendent also has been discussing the NCEE's recommendations across the State and keeping business and industry groups and the community informed of State actions to implement them.
- o Student Testing: Beginning in 1985, all students must pass a basic skills test to receive a diploma. The test is first offered in 11th grade. The State plan under development is expected to endorse this requirement and suggest additional testing earlier in the student's career.
- o Teacher Preparation: An Interim Commission on Elementary and Secondary Science and Mathematics recommended in July: (1) a reevaluation of science and mathematics requirements for elementary and early childhood education majors; and (2) that the contracts of science and mathematics teachers be extended by 1 month to improve preparation for the school year.
- o Teacher Salaries: The State plan will address salary levels across the board and probably will make recommendations regarding merit pay and career ladders.
- o Teacher Shortages: Teacher shortages in science and mathematics are being addressed by a scholarship program, which is in its second year. The State plan may also include such approaches as special certification to permit industrial scientists and mathematicians to teach on a part-time basis.

Source: Michael Hamilton, Aide to the Superintendent/Public Relations, (205) 832-6957.

Verification Date: 11/9/83

ALASKA

The State Department of Education is focusing on the leadership responsibilities of principals by: (1) conducting workshops in each of four regions by the end of 1984 to improve the supervision and management skills of principals, particularly for their roles as master teachers or instructional leaders; (2) starting at the end of the 1983-84 school year, to offer school boards model programs for the assessment and selection of principal candidates which were developed by the National Association of Secondary School Principals; and (3) developing, with two principals' associations, a Principals Academy program to be held for 10 days each summer, to be operated by a board of principals with continuing co-sponsorship by the State.

- o Graduation Requirements: The State Board of Education in late November 1983 will consider mandating incremental increases in the credits required for graduation from 19 currently to 20 in 1985 and 22 in 1987. The 22 credits would include 4 of English and 3 each of mathematics, science, and social studies.
- o Curriculum Reform: Because some of Alaska's 53 school districts already require 25 credits for high school graduation, which exceeds proposed State requirements, the State Department of Education is preparing a model high school curriculum which local districts might adopt or adapt.
- o Teacher Certification: A review of certification for K-12 teachers and administrators is targeted for completion by June 30, 1983. Issues being examined include certification requirements for rural teachers which is considered important because 80 percent of Alaska's teachers are from outside the State and may lack familiarity with rural education.
- o Technology: In the final stages of development is the Learn Alaska Network, which uses television to bring instruction directly to remote sites. The State has developed training in computer-assisted instruction to improve use of the many micro-computers located throughout Alaska's school districts. One-fourth of Alaska's 8,000 teachers have received training, and an additional 1,000 teachers per year are receiving training.
- o School Recognition: The Commissioner of Education is considering a merit schools program which would assess the performance of schools for possible special recognition.

Source: Harold Raynolds, Commissioner of Education, State Department of Education, (907) 465-2800.

Verification Date: 11/14/83

ARIZONA

- o Task Force: A task force appointed by the Governor to study all aspects of Arizona education has issued a comprehensive report on a wide range of issues, such as teacher training and certification, the K-12 curriculum, education of the handicapped, and school finance. The task force was appointed to review education in the light of the NCEE report.
- o Curriculum Reform: In the spring of 1983, the Legislature mandated the development of courses of study for all subject areas and all grades (K-12). The State Department of Education has been working to implement the new mandate. The Legislature has directed the State Board of Education to develop minimum skill requirements for promotion from 8th grade and graduation from high school. Work is underway, and the new standards will be in place by the beginning of the 1984-85 school year.
- o Graduation Requirements: Starting with the graduating class of 1987, all high school seniors will be required to complete 2 years each of mathematics and science and 4 of English, an increase from 1 year for each subject. Twenty units will be required for graduation, compared to 18 units currently.
- o College Admissions: Beginning in 1987, the State Board of Regents will require 4 years of English, 3 of mathematics and 2 each of laboratory science and social science for admission to the three State universities.
- o Student Testing: The State Board of Education is developing a proposal for a 3rd grade check point that would require local districts to establish testing of pupils to insure minimum competence and lessen the need for remediation in the middle and secondary levels.
- o Academic Enrichment: The State Legislature appropriated \$50,000 to provide mathematics and science centers for gifted high school students and students with special talents in mathematics and science to encourage them to pursue those disciplines at the college level.
- o Academic Recognition: The State is making plans for an "Academic League" to encourage statewide competition in academic areas similar to the competition in sports. Early plans call for scholarships for winners and the involvement and support of the private sector. Current thinking calls for each school fielding an academic team.

- o Teacher Certification: The State Board of Education is asking for funds for the Arizona Teacher Residency Program, which would be required for certification for all teachers. The program would require teachers to demonstrate competence in 14 skill areas associated with effective instruction during their initial period of employment. Reviews would be conducted by trained observers, including other teachers. Thirteen Arizona districts are operating the program on a voluntary basis.

- o Professional Development of Administrators: The State Board of Education is looking at the viability of a Principals Academy for the State.

Source: Thomas Reno, Associate Superintendent (602) 255-5754.

Verification Date: 11/9/83

ARKANSAS

- o Task Force: A State Education Standards Committee has issued a preliminary report that would establish new standards and requirements for public education. The committee, created under 1983 legislation, must make its final report by January 1, 1984. If approved, the standards would have to be adopted by the State Board by March 1, 1984, and would become effective in June 1987. The committee recommended loss of accreditation for failure to comply with the standards.
- o College Admissions: A Commission was established by the Legislature to review educational programs and make recommendations in the future with regards to college admissions.
- o Student Testing: A testing program has been established for grades 3, 6, and 8. Students must pass the basic skills test in the 8th grade in order to proceed to high school. This is referred to as the "promotional gates" program.
- o School Day: Legislation has passed requiring instructional time to be increased from 5 to 5 1/2 hours per day.
- o Discipline: Legislation has passed requiring districts to develop discipline policies.
- o Teacher Certification: Teachers must pass a basic literacy test and must also pass the National Teacher Examination in their area or take an additional 6 hours of courses in the content area to be certified.
- o Salary Increase: Under the new funding formula, 70 percent of new money allotted to districts has to go for teacher salaries or the districts must spend enough money to get half-way to surrounding State averages.
- o Performance-Based Pay: Legislation is being considered for a pilot program in up to 12 school districts to develop models for performance-based pay programs.
- o Teacher Shortages: A program has been developed to forgive up to 50 percent of loans for teacher training in science and mathematics.
- o Professional Development: Leadership programs have been established for administrators and school board members for professional development.

- o Other Activities: As a result of recent legislation, students will not be allowed to drop out until their 17th birthdays in an effort to stem the State's dropout rate. Scholarships will be provided to achievers who stay in Arkansas to attend college. Also, the legislature has raised the sales tax from 3 to 4 percent to provide about \$154 million to fund most of the legislation that has passed.

Source: Diane Woodruff, Public Information Officer, State Department of Education, (501) 371-1563.

Verification Date: 11/7/83

CALIFORNIA

- o Task Force: The State Board of Education has established five task forces to develop model curriculum standards in mathematics, science, computer education, language arts, and history/social sciences. The California Legislature on July 28, 1983, enacted a major educational improvement effort under an \$800 million reform bill for grades K-12. The reform package includes the following components:
 - c Graduation Requirements: The legislation mandates graduation requirements of 3 years each of English and social studies, 2 years each of mathematics and science, 1 of fine arts or a foreign language, and 2 of physical education. The State requirements augment those established by local districts. In separate action, the State Board of Education adopted in June 1983 model graduation requirements, including 4 years of English, 3 of mathematics, 2 each of science and foreign language, 3 of social studies, 1 of visual and performing arts, and 1/2 of computer studies.
 - o Student Testing: The legislation instituted Golden State High School Achievement Tests for high school seniors to obtain honors at graduation and funded a pilot program to reward high schools for improving student academic achievement. Cash awards are available for improvement in student achievement relative to past performance. The legislation also adds 10th grade as a testing point in the State testing program.
 - o Textbooks: More money (\$39.5 million) was provided for the schools to purchase textbooks and instructional materials for grades K-12.
 - o Specialized High Schools: Funds are targeted for the development in the 1984-85 school year of specialized high schools in high technology and the performing arts. The legislation also called for the establishment of summer schools in mathematics, science, and other critical academic areas.
 - o School Time: At the option of districts, the school year may be increased by 5 days to 180 per year, and instructional time in the school day from 240 to 300 minutes in grades 4-8 and from 240 to 360 minutes in grades 9-12. Districts that add time may apply for State funding.
 - o Discipline: The legislation provided for improved classroom discipline. Parents of truants must be notified. Expulsion is recommended for serious physical injury, possession of firearms or other weapons, unlawful sale of controlled substances, and robbery or extortion. The legislation permits districts to adopt policies to fail students for poor attendance and requires that districts adopt promotion and retention policies.

Teacher Certificaton/Preparation: The reform package authorized: (1) another year of funding for Teacher Education and Computer Centers that offer inservice training to teachers in computer literacy, mathematics, and science; (2) schools to hire teacher trainees who have college degrees and passing scores on the California Basic Education Skills Test, if the trainees have the assistance of a mentor teacher and an individual training plan; (3) requirements that people who obtain teaching credentials after September 1, 1985, complete 150 hours of professional growth activity in each 5-year period thereafter; and (4) establishment of a variety of other requirements and programs for teachers in all subject matter areas.

- o Teachers Salaries: The legislation permits districts to increase beginning teachers salaries by 30 percent over 3 years to a maximum of \$18,000 per year, adjusted for inflation for the 2nd and 3rd year. Districts may apply for State funding for the increases.
- o Mentor Teachers: Outstanding teachers who work in curriculum development or who act as mentors for beginning teachers will receive a stipend of not less than \$4,000 additional per year. Mentors are to be nominated by committees of administrators and teachers, with teachers in the majority. The governing board will make final selections.
- o Teacher Shortages: Students who receive training or retraining to teach in shortage areas, particularly science and mathematics, are eligible for loans that will be forgiven if they subsequently teach those subjects.
- o Teacher Dismissals: The legislation provided for streamlined procedures that make it easier to fire incompetent teachers.

Source: John Gilroy, Chief, Office of Governmental Affairs,
(916) 445-0683.

Verification Date: 11/9/83

COLORADO

The Governor in July 1983 released a major education report that deals with a longer school day and year; more involvement with business; higher standards for high school graduation and college admissions; a statewide testing program for students; merit pay for teachers and administrators; teacher tenure; bonus pay for teachers in shortage areas; and scholarships and forgivable loans for mathematics and science teacher candidates. The Legislature's Subcommittee on Finance is investigating how school financing can promote excellence and is expected to rewrite the school finance law.

- o Task Forces: (1) The State Board of Education and the Colorado Commission on Higher Education appointed a Task Force on College Education in the spring of 1982 to review the problem of remediation at colleges and universities. It recommended: 22 credits for college-bound high school students; development of State guidelines to help school districts establish minimum high school graduation requirements; and no credit for remedial work at the college level by 4-year institutions.

(2) The Task Force on English, appointed by the State Board of Education, recommended in August 1983: 8 semesters of study of the language arts in grades 9-12, including 1 semester of writing in the senior year; and implementing a system to communicate to high schools the achievement level expected of students at the end of the freshman year of college.

(3) The Task Force on Mathematics Education recommended in August 1983: 3 years of mathematics for grades 9-12 and for college-bound students; 4 years of mathematics for students entering mathematics- or science-related fields; mandatory State review of certification standards for mathematics teachers; and more college preparation in mathematics for elementary teachers. The State Board of Education adopted the recommendations.

(4) Three task forces were established in the Spring of 1983 to study science, social studies, and foreign language curriculums. The task forces will make recommendations in April 1984 concerning high school graduation requirements, updating teachers' skills, changes in teacher education programs, and basic student competencies for high school.

(5) The Task Force on the Education Professions will make recommendations to the State Board of Education in November 1983 in the following areas: higher college admission standards, higher teacher certification standards, performance standards for recertification, adoption of a career ladder/master teacher concept, elimination of teacher tenure from the State Statute to be replaced by a performance-based evaluation and pay system, increased salary for beginning teachers, and an optional 12-month contract year for teachers.

(6) A Task Force on School Time will report to the State Board of Education in November 1983 in the areas of greater flexibility in school scheduling, an increase to a 180-day school year, extending teacher contracts by 10 days to 190 days, stronger and better enforced school attendance laws, and minimizing interruption of instructional time by school districts.

(7) The Task Force on Family and School will make recommendations in November 1983 on issues such as student dropouts, particularly minority students; improved school attendance; a better learning environment; improved school and family relations; and improved achievement, attitudes, discipline, motivation, and homework.

(8) In July 1983 the Governor appointed a blue ribbon task force to review critical issues facing education in addition to those being studied by the Board of Education.

- o Student Testing: The State Board of Education has begun to develop diagnostic tests that may be used by local districts to measure the competency levels of graduating students. Local districts will decide which tests they will use.

Source: Roger Nepp1, Director, Planning and Evaluation, State Department of Education, (303) 534-8871, ext. 276.

Verification Date: 11/8/83

CONNECTICUT

Connecticut established five groups prior to the Commission report to examine teacher shortages; teacher preparation; qualifications for teachers and teacher candidates; testing content for evaluating teacher education candidates and graduates; certification regulations for teacher candidates and recertification for existing teachers; and guidelines for local school districts to encourage and develop quality inservice training programs. A coalition of education groups is addressing issues raised by the National Commission on Excellence in Education.

- o Task Force: A Distinguished Citizens Task Force on the Quality of Teaching, one of the five groups, delivered its report in the fall of 1983, recommending policies for retention, teacher training in shortage areas, teacher salaries, and the quality of teachers. Other task forces will report later in 1983.

The Commissioner of Education is scheduled to deliver to the State Board of Education on November 17, 1983, a set of recommendations covering nine areas. The Board will take action on all recommendations related to teachers during December 1983 and January 1984. The Commissioner is expected to recommend: (1) a statewide early childhood education program; (2) a statewide testing program for 4th grade; (3) increased high school subject matter graduation requirements; (4) increased total credits for graduation from 18 to 20; (5) a commission to study a much broader description of graduation requirements, including foreign language and computers; (6) regional summer institutes for inservice training; (7) increasing the school year to 190 days for students and 200 days for teachers (for inservice training), to be phased in over 3 years; (8) a loan forgiveness program for students who agree to teach in Connecticut, regardless of where they attend college; and (9) refining issues surrounding adult and vocational education.

- o Graduation Requirements: New legislation mandates 18 units for high school graduation for the class of 1987. The State had no previous requirements; however, most school districts required 20 credits.
- o Teacher Shortages: The State Legislature authorized State colleges and universities to use unallocated bond funds to forgive loans for teacher candidates in subject areas where there are teacher shortages.

Source: Lorraine Aronson, Deputy Commissioner for Programs and Support, (203) 566-8888.

Verification Date: 11/4/83

DELAWARE

- o Task Forces: A new Commission on Excellence in the Schools was appointed by the Governor as part of the State's push for economic growth. The commission, chaired by the Lieutenant Governor, is charged with developing a plan to improve Delaware schools. It will review the recommendations in Action for Excellence and A Nation at Risk. Its report is due to the Governor prior to the 1984 legislative session. In addition, the State Department of Education:

- (1) On July 29, 1983, appointed a committee that has established task forces to study public and private relations; curriculum; leadership and fiscal support; standards and expectations; and teacher policy. Its report will be made January 30, 1984.
- (2) Started a survey of school districts in September 1983 concerning science, mathematics, and computer literacy programs in grades K-12, including course offerings, teacher requirements, and special needs or problems of school districts such as teacher turnover and retirement. The report was made September 30, 1983, and will be used by the committee studying teacher shortages to prepare its report to the Legislature.
- (3) Is studying educational programs in mathematics and science and the length of courses or programs to determine what content and competence level of mathematics and science are taught in vocational education courses.

A joint resolution of the Legislature created a Delaware Committee to Insure the Availability of Professional Educators in Critical Curricular Areas to study teacher shortages in all areas, including mathematics, science, and computer education. Its report is due in January 1984.

- o Graduation Requirements: Before 1983, graduation requirements were established by local districts. In 1983, the State established graduation requirements to be effective for the 1987 graduating class, when 19 units will be required, including 4 years of English, 3 each in mathematics, science, and foreign language for the college-bound, 3 of social studies for all students, and 1/2 of computer programming or computer science.
- o Curriculum Reform: Now that there are graduation requirements, the State is developing course guidelines for mathematics and science.
- o Academic Enrichment: Beginning in summer 1983, the Governor provided scholarships for gifted and talented students to attend summer school at the University of Delaware.

- o Teacher Certification: Applicants for the initial teaching certificate must pass a basic skills test, effective July 1, 1983.
- o Other Initiatives/Performance Standards: The State Department of Education, in cooperation with local education agencies, in 1979, established minimum performance competencies in the basic skills.

Source: Jack Varsalona, Administrative Assistant to the State Superintendent, Special Assistant to the Governor for Education, State Department of Public Instruction, (302) 736-4603.

Verification Date: 11/10/83

DISTRICT OF COLUMBIA

A number of reforms are in place as a result of a competency-based curriculum established in 1976 and implemented over the period since then. Other initiatives in technology and private-sector involvement have been made over the past two years.

- o Curriculum Reform: A major partnership program with the private sector was started in 1981 to enhance the curriculum and support the schools. Curriculum improvements started in 1976 include school improvement, testing, graduation requirements, and accountability.
- o Graduation Requirements: High school graduation requirements were raised from 17 1/2 to 20 1/2 credits in 1980, including 2 years each of science and mathematics (up from 1 year each) and 1 year of foreign language. A program was also established to guarantee exit competencies of students leaving high school.
- o Student Testing: The District's competency-based education program provides for both competency-based and norm-referenced testing to ensure student progress.
- o Specialized Schools: The District supports three specialized high schools: The Ellington School for the Arts, the Ballou Mathematics-Science High School, and the Banneker College Prep High School.
- o School Day: The students' school day was increased in 1981 for students working in career development centers; teachers' work days were also increased in 1981.
- o Academic Enrichment: The District established a systemwide program for the gifted and talented in 1978. In 1981, a systemwide emphasis on technology and computer literacy was introduced, including the provision of instructional computers throughout the school system and the initiation of partnerships with business and industry to enhance the relevance of the curriculum to the world of work and to develop private-sector support for the schools.
- o Teacher Salaries: Teacher salaries have been increased over the past several years until they are now the second highest in the country, after Alaska.
- o Merit Pay/Master Teachers: The District is studying merit pay and master teacher programs.
- o Teacher Shortages: The school system is reviewing how to address teacher shortages in mathematics and science.

Source: Reuben Pierce, Assistant Superintendent for Quality Assurance, (202) 724-4246.

Verification Date: 11/9/83

FLORIDA

In July 1983 the Governor signed a comprehensive educational reform package which contained the following major provisions:

- o Task Force: The Quality of Instruction Incentives Council will monitor implementation of the reform package and study and refine local merit pay plans which begin in 1984-85.
- o The Curriculum Reform: Supplemental funds of \$30 million were appropriated to increase students' exposure in grades K-12 to laboratory experiences in mathematics, science, and computer education.
- o Graduation Requirements: High school graduation requirements were increased to 22 academic credits, with 3 credits required in both mathematics and science. In 1986-87 the requirements will be increased to 24, with 4 credits required in English, 3 each in mathematics and science, and 1 each in American and world history, economics, American government, fine arts and vocational education, and composition and literature. Tenth graders will be required to write a paper every week.
- o College Admissions: Effective in 1987, 2 credits of a foreign language will be required for admission to a State university, plus new graduation requirements for college-bound students.
- o Student Testing: A statewide testing program, Standards of Excellence, has been approved to start in 1984-85 to test high-achieving students. The program was established under 1982 legislation.
- o Performance Standards: Each school board in Florida is required to develop by the end of the 1983-84 school year performance standards for grades 9-12 academic programs in which credit toward high school graduation is awarded. Policies for student mastery of performance standards must also be established for credit courses.
- o Academic Enrichment: Legislation authorizes the Commissioner of Education to promote out-of-school learning activities sponsored by schools and community organizations, with special emphasis on mathematics and science and their applications. The State provided \$1 million for summer camps in science, mathematics, and computers for K-12 students.
- o School Day and Year: The July 1983 legislation requires that the total hours of instruction in the school year be increased from 900 to 1,050 hours. The school day for 11th and 12th grade students will be extended to seven instructional periods. The provisions take effect in the 1984-85 school year.

- o Merit Pay: Local school districts may qualify for State funding of merit pay to teachers who meet one or more of seven criteria established by the State, such as employment in an area of critical teacher shortages, or who are eligible under a local plan approved by the State Quality of Instruction Incentive Council. An appropriation of \$80 million for 1984-85 provides funds for merit pay increases.
- o Master Teachers: The new law provides for a State-administered and funded career ladder that includes Associate Master Teacher and Master Teacher rungs. Master teachers will qualify for additional pay. They will be selected based on attendance, experience, educational preparation (advanced degrees), and an evaluation by their principal, a fellow teacher, and a nonteaching subject matter specialist. The program is part of the merit pay package.
- o Teacher Shortages: The law provides for inservice teacher training; certification of adjunct instructors; student loan and scholarship programs in areas of critical shortage; tuition reimbursements; a visiting scholars program to encourage people with Ph.D.s to teach in high schools; and \$9.6 million for summer institutes for science and mathematics teachers.
- o Principal Training: Funds of \$1 million were allocated to inservice training for principals to develop their performance evaluation skills.
- o Other Initiatives: By 1990, scholastic remediation will be removed from colleges and universities and assigned to adult public school programs.

Through the Florida Academic Scholars Program, the Commissioner of Education, beginning in 1983-84, may recognize and reward outstanding performance of public and nonpublic school students. Awards may be made to all students who meet the following requirements--4 years of progressively advanced instruction in language arts, science, and mathematics; 3 years of instruction in social studies; 2 years in a foreign language; and 1 year in either art or music and physical education. Students following such a program are guaranteed admission to a State University and a scholarship to attend Florida institutions.

Source: Frank Mirabella, Chief Cabinet Aide/Information Director, (904) 488-9968.

Verification Date: 11/15/83

GEORGIA

- o Task Forces: The Governor appointed a 40-member Education Review Commission under a joint House-Senate resolution to define quality education in Georgia and to find ways to fund it. The Commission intends to prepare preliminary recommendations for the 1984 legislative session and to complete its work in December 1984. The commission will pay particular attention to mathematics, science, and computer education. Another task force will study postsecondary vocational-technical education.

Also, the State Board of Education in May 1983 began studying six major areas: (1) high school graduation requirements; (2) standards for promotion in elementary school; (3) specific curriculum requirements for all grade levels in all subject areas; (4) merit pay; (5) simplifying teacher certification; and (6) strengthening local administrative leadership. In addition, the State Department of Education established an in-house task force to develop a State plan to use technology to support instruction and its management.

- o Curriculum Reform: While Georgia does not directly mandate curriculum guidelines, it has developed a comprehensive list of essential skills and a curriculum framework for all subjects for grades K-12. It defines basic academic skills each student is expected to have at each grade level and subject.
- o Graduation Requirements: In November 1983 Georgia raised requirements for high school graduation to 21 units, including 2 each in mathematics and science, 4 in English, 3 in social studies, and 1 among computer technology, the fine arts, or vocational education.
- o College Admissions: The State Board of Education and Board of Regents have jointly recommended adoption of a precollege curriculum that would include 4 units of English, 3 each in science, mathematics, and social studies, and 2 in foreign language.
- o Student Testing: To receive a high school diploma, Georgia students must pass the Georgia Basic Skills Test at some time between 10th and 12th grade. The criterion-referenced test, developed in the State, is administered to all students in the fall and spring semester of the 10th grade.
- o Specialized High Schools: The State Department of Education is aiding local districts which have developed magnet schools for about 25,000 students. The schools focus primarily on mathematics, science, the arts, the humanities, or international education.

- o Classroom Time: The use of time and attendance requirements is under study by the State Board and Department of Education for ways to improve efficiency and effectiveness.
- o Teacher Preparation: Since the NCEE Report, summer institutes for teachers who teach advanced placement courses in science, mathematics, and other courses are being offered by Georgia universities and the new technology center at the Macon vocational-technical school.
- o Teacher Certification: Since 1980 Georgia has had a performance-based certification program. New teachers must complete an approved program of teacher training, pass a subject matter test, and pass an on-the-job evaluation during their first year of teaching.
- o Teacher Salaries: The State Board of Education has submitted a budget request to the Governor for an across-the-board salary increase for teachers of \$1,500, which would raise beginning salaries to \$14,526.
- o Teacher Shortages: To help rectify teacher shortages in mathematics and science, the State Scholarship Commission will make \$135,000 in loans from fiscal year 1984 funds to graduate and undergraduate students in mathematics and science education. Loans will be forgiven for recipients who teach in an area of the State that is experiencing shortages.
- o Other Initiatives:
 - Vocational Education: As part of the educational technology task force, 60 school superintendents have formed a consortium that is working with the State Department of Education to operate a technology center at a Macon vocational school. The center will evaluate hardware and software, run workshops, and train teachers and administrators. If the center succeeds, others will be located at additional vocational schools.
 - Rewarding Academic Excellence: The State Department of Education started a Georgia Scholars Program in 1983 to recognize the achievement of graduating seniors who have high test scores and a 3.75 grade average, have completed a rigorous program that includes 3 units of science and 4 of mathematics, and have been extracurricular leaders. Excellent teachers will be recognized in 1984, excellent schools in 1985, and excellent school systems in 1986.

Source: Eleanor Gilmer, News Coordinator, Public Information and Publications Division, State Department of Education, (404) 656-2476.

Verification Date: 11/7/83

HAWAII

- o Task Forces: The State Department of Education is developing a document, "Vision of Excellence," depicting goals for Hawaii schooling in 1993. The document will be used to generate dialogue among every level of the State Legislature, the State Board of Education, local school personnel, parents, students, businesses, and the community. Particular stress will be placed on instructional programs, individualized instruction, instructional support programs, personnel, parent and community participation, and school climate. Recommendations will be made in each area for grades K-12. Increasingly, State and local officials are discussing regional learning centers. The State Board of Education also has taken the position that it will concentrate on improving the efficient use of school time rather than extending the school day or year. The State Board of Education and the State Board of Regents have jointly appointed several task forces to review the NCEE and other national education reports and to come up with a report by September 1984 that addresses the issues raised by the national studies and that offers recommendations to the State Board of Education. A Governor's Conference on the recommendations will be held in the summer of 1984.
- o Graduation Requirements: Higher graduation requirements were approved in 1978-79 to affect the State's graduating class for the first time in 1983. To graduate, students must complete 20 credits, including 2 each in science and mathematics.
- o Teacher Preparation: Inservice training is continually available through the University of Hawaii to improve the quality of teachers.
- o Master Teachers: The State is considering master teacher and career ladder programs to provide rewards and incentives for quality teachers.
- o Teacher Shortages: Teacher shortages are being addressed by informing students about teaching opportunities, particularly in shortage areas.

Source: Stafford Nagatani, Acting Director of Planning and Evaluation, (808) 548-6485.

Verification Date: 11/9/83

IDAHO

- o Task Forces: The Governor's 30-member Task Force on Education for the '80s released its preliminary report November 3, 1983, at the Governor's statewide conference on education. The task force was directed to pull together the findings of other State education studies, to set priorities for educational goals, and to determine what might be feasible over the next 3 years. The other studies were conducted by the Idaho Association of Industry and Commerce, the Legislative Public Education Reform Committee, the Legislative Committee on the Organization of School Districts, the Legislative Task Reform Committee, and the Idaho Commission on Excellence, which was formed in 1982 by the State Board of Education.

The Task Force recommended that the State spend \$72 million over the next 3 years to raise salaries and make other improvements including about \$34 million in 1984 to bring Idaho teacher salaries to 75 percent of the average in the six neighboring states. The Legislative Public Education Reform Committee recommended earlier that teacher salaries be increased to 60 percent of the national average. The committee is to complete preparation of legislation by December 3, 1983, for consideration during the next legislative session and implementation in 1984-85.

In addition, the State Board of Education received the report of the Idaho Commission on Excellence in September 1982. The report anticipated many points in A Nation at Risk, including a master teacher plan, increased high school graduation requirements, a mandated core curriculum, education technology, student attendance, lengthening the school day and year, and expansion of proficiency testing.

Other recommendations of the Governor's task force included: competency certification and periodic recertification of K-12 teachers; performance-based pay plans to be adopted locally under statewide criteria; money to help local districts upgrade teacher salaries, increase graduation requirements, improve curricula, and upgrade equipment; separate State boards for public schools and higher education; tuition charges for higher education to cover up to one-third of costs; and upgrading faculty salaries in higher education.

- o College Admissions: The State Board is considering academic standards for admission to public colleges and universities and special tuition for remedial work at the college level.
- o Graduation Requirements: Effective in June 1988, high school graduation will require 40 semester units, including 4 each of mathematics and science, up from 2 each. The State is encouraging local districts to establish multiple levels of course offerings to meet individual needs under these requirements.

- o The Superintendent of Public Instruction is formulating policies and plans to implement the following reforms that the State Board of Education adopted in October 1983:

Student Testing: An 8th grade diagnostic test, at the option of local districts, was approved. Almost all districts now use a 9th grade test.

School Day: The Board mandated that all students in grades 9-12 maintain a 6-period schedule, even if a student has satisfied minimum high school graduation requirements.

School Attendance: A requirement that students have 90 percent attendance in class to be eligible for credit was passed by the State Board. Exceptions may be made by the local school board under extraordinary circumstances.

- o Teacher Certification: A new 3-year, interim teaching certificate renewable for 3 additional years was adopted for high school teachers of English, special education, and speech and drama. In addition, the Professional Standards Commission is considering standards for initial certification; 5-year certification requirements for teachers and administrators, and annual State-supported inservice programs.

Source: Helen Williams, Public Information Specialist, State Department of Education, (208) 334-3300.

Verification Date: 11/14/83

ILLINOIS

- o Task Forces: (1) In July 1981 the State Board of Education began Phase I of an ongoing study of all State mandates of its K-12 educational programs. The study's primary purpose was to review existing State mandates in special education, bilingual education, driver education, physical education, and instructional programs. In addition, the Board developed a definition of schooling which included six fundamental areas of learning: language arts, mathematics, science, history and government, fine arts, and physical development. As an outgrowth of that study, in April 1983 the State Board authorized studies of early childhood education, the characteristics of excellence in Illinois schools, the effect of categorizing students, foreign language and international study, and truancy.

In the spring of 1982, Phase II of the study began. Its recommendations, under study by the State Board, include raising the compulsory attendance age from 16 to 18, prolonging the school day, and other issues. The Superintendent recommended that the school day be extended 2 hours per day, with 5 hours to be devoted exclusively to the academic core curriculum. The recommendations will be reviewed by the public and proposed to the Legislature in January 1984.

(2) The State Board of Education, in the fall of 1981, began a study of the quality of preparation and performance of the State's education personnel. Phase III of the mandated study will examine the role of the State in education, using its regulatory process to supervise schools, and personnel certification.

(3) The General Assembly established a Commission on the Improvement of Elementary and Secondary Education to study problem areas in K-12 education and to make its recommendations to the General Assembly in October 1984.

(4) The Governor's Task Force on the Quality of Mathematics and Science Education in Illinois is studying high school graduation and college admission requirements in mathematics and science, high schools for academically talented students, curriculum changes in mathematics and science, and preparation and inservice training programs. Its recommendations are due in early 1984.

(5) An ongoing Governor's Commission on Science and Technology, appointed in the fall of 1983, is studying precollege and post-secondary science and technology education, pay increases for professors, research topics, and other areas. The science and mathematics task force is a subgroup of the commission. Recommendations are due in early 1984.

- o Graduation Requirements: In May 1983 the Legislature enacted graduation requirements of 3 years of English, 2 each of mathematics and social studies, 1 of science, and 1 of one of the following: foreign language, fine arts, or vocational education.

- o College Admissions: On November 1, 1983, the Illinois Board of Higher Education passed resolutions that: (1) all public colleges and universities change their admission requirements to specify the subjects high school students should take for college preparation; and (2) students be advised that to maximize their options for college admission they should complete 4 years each of English, mathematics, science, and social studies and 2 years of foreign language.
- o Academic Enrichment: Legislation has provided funds for summer institutes for gifted students in mathematics, science, and computer technology. The Legislature also directed the State Board of Education to investigate the feasibility of establishing a residential Illinois School of Science and Mathematics for students with high aptitude in those subjects. The Board's recommendations are due by March 1984.
- o Master Teachers: The State has initiated a master teacher program that will pay \$1,000 bonuses to 500 master teachers who instruct other teachers for 3 days during the school year.
- o Teacher Shortage: Legislation will establish summer institutes for teachers in science, mathematics, and computer technology. The State Board of Education will conduct the program and provide traineeships for talented undergraduate mathematics and science students and fellowships to graduate students who want to work with gifted children. Legislation also permits scholarships for teachers who want to return to college to qualify to teach in science and mathematics at the high school level.
- o Adjunct Teachers: A House resolution requires the State Board of Education and the State Board of Higher Education to make recommendations concerning the use of nonteacher experts in mathematics and science to serve as adjunct faculty to certified teachers in public schools. Recommendations are due by March 1984.

Source: Sally Pancrazio, Manager of Research and Statistics, State Department of Education, (217) 782-3950.

Verification Date: 11/8/83

INDIANA

- o Task Forces: As a followup to the NCEE report, the State Department of Education is reviewing Indiana education to identify areas that need improvement. In addition, the business community called together task forces in April 1983 that represent 14 regions of the State to examine sources of improvement in the schools. Improvements will be recommended to the Legislature, November 21, 1983.

- o Curriculum Reform: Project Primetime, a basic skills program for grades K-7, was given a six-fold increase in funding. The program is designed to improve the skills of low achievers in mathematics, reading, and language arts. Student-teacher ratios will be reduced in grades K-3.

A legislative committee has approved a State educational improvement program in which grade levels and criteria would be decided by local school boards. Remediation would be provided to students who failed to meet the standards.

- o Graduation Requirements: Students starting high school in the fall of 1985 will be required to accumulate 22 credits, including 4 years of language arts and 2 years each of mathematics, science, and social studies. This compares to current requirements, which have been in place for 50 years, of 16 total credits and 1 year each of mathematics and science and 3 of English.
- o Teacher Shortages: Legislation provides that students who remain in Indiana to become teachers in mathematics, science, or other designated shortage areas can borrow up to \$10,000. Up to \$2,000 per year can be forgiven as long as the recipient teaches in the shortage areas in Indiana schools. Licensed teachers may receive grants of up to \$1,000 per year for up to 2 years to retrain in science and mathematics under the Teacher Retraining Grant Program. Legislation also established a tax-credit incentive to employers who hire a teacher certified in a field related to a shortage area. (Effective July 1, 1983)
- o Teacher/Administrator Development: The State has initiated three programs for the professional development of teachers and administrators:

(1) The State Department of Education has established the Indiana Consortium of Higher Education, Elementary Teachers, and Administrators to train school staff. Most courses will be conducted on university campuses by the universities and businesses, but large school districts will offer training in their own facilities.

(2) The State Board of Education is holding hearings on lifelong learning programs for teachers and administrators, who will be required to take a specified number of approved courses and participate in approved programs every 5 years to maintain their licenses. Some of the courses will be offered by colleges and universities, but not all will carry college credit.

(3) The State has started a \$6 million per year computer training program for teachers and administrators.

Source: Bill Miller, Federal Liaison, Office of Public Instruction,
(317) 232-6618.

Verification Date: 11/9/83

IOWA

The NCEE report was reprinted in its entirety in the newsletter of the State Department of Education (60,000 copies). An additional 1,000 copies of the report were distributed. Iowa, strapped financially because of drought losses, nonetheless has been studying ways to improve education for several years. A task force appointed by the Governor made recommendations in 1982 on mathematics, science, and foreign languages. Other studies now underway include the following:

- o Task Forces: An 11-member task force formed by the State Legislature will develop a 10-year workplan for education. Its preliminary report is due in November 1983, and the final report by late 1984. Another statewide task force will review teacher preparation and certification requirements. A third task force will review performance appraisal systems for teachers and try to develop a model system. In addition, the State Board of Education, the Governor, and seven education organizations are sponsoring 16 area conferences during the fall of 1983 on A Nation at Risk to acquaint the public with the NCEE report and other reports, and to get public reaction and set short- and long-term objectives.

The State Board of Regents and the Department of Public Instruction have appointed a task force to examine the linkage between secondary and postsecondary preparation for life, work, and higher education.

- o Curriculum Reform: The high school physics curriculum has been revised to make it more applicable to the needs of Iowa students.
- o Incentives for Enrollment in Advanced Courses: Local districts may receive grants of \$25 for each student enrolled in advanced mathematics and science classes. A 1-year \$50 grant will be given for students who enroll in 1st year foreign language courses. Students who successfully complete 7 units of science and mathematics, which must include 3 units of advanced study, can qualify for tuition grants of up to \$500 for their 1st year of postsecondary education in any Iowa public or private institution.
- o Teacher Preparation: The State is funding a pilot program that uses telephones and interactive computers to improve the preparation of physics teachers.
- o Teacher Shortages: Legislation provides forgivable loans of up to \$6,000 (\$1,000 per year) for students training to be mathematics or science teachers. Experienced teachers who seek additional training for certification in mathematics and science may receive up to \$1,500 in forgivable loans. The legislation also provides funds to expand inservice programs to improve mathematics as well as science teaching.

- o School District Support: School districts which share programs in critical mathematics-science areas may receive financial bonuses as an adjustment of the State's school aid formula.

Source: E. John Martin, Director of Curriculum, (515) 281-4803.

Verification Date: 11/7/83

KANSAS

- o Task Forces: The Governor appointed an education cabinet in June 1983 to advise him on improving education. The cabinet has discussed graduation requirements, length of the school day and year, quality of teacher preparation programs, potential teacher shortages, minimum competency assessment, teacher quality, and teacher salaries. The Governor has held 10 education town meetings and several more are scheduled. The meetings have focused on discussions of educational issues and presentations of certificates to outstanding teachers and students. Based on these meetings and other sources of information, the Governor will submit a comprehensive plan for education to the January 1984 legislative session. A special joint legislative committee has met through the summer and fall of 1983 to discuss many of the same issues as the education cabinet, and will also make recommendations to the 1984 legislative session.

The State Board of Education will move into a strategic planning process designed to serve as a guide in formulating State educational policy, based on nine regional forums which discussed the NCEE and other national education reports. The Board is revising high school graduation requirements and the school accreditation process in the light of the national reports. The Board also is discussing: (1) a recommended high school preparatory curriculum for college-bound students; (2) a Program of Educational Excellence designed to identify and honor outstanding school programs in reading, mathematics, science, and library media; and (3) a program to improve teacher preparation by increasing entry requirements and developing a comprehensive system of inservice training to assist certified personnel to refine and extend their professional skills, methods, and subject matter knowledge.

Source: Warren Bell, Director, State and Federal Programs Administration, (913) 296-2306.

Verification Date: 11/7/83

KENTUCKY

- o Task Forces: The Superintendent of Public Instruction in April 1982 set six major goals for the improvement of education in Kentucky. The plan was endorsed by the State Board of Education and task forces were appointed to make recommendations concerning school finance, vocational education, accreditation, extended employment for teachers, and competency testing and assessment for teacher certification. The task forces work is complete. Their recommendations include the following: (1) a State requirement for a minimum local tax; (2) legislation regarding testing and internship for teacher certification; (3) establishment of minimum basic skills; (4) the development of procedures to reward teachers and administrators based on performance; (5) strengthening remediation in the middle grades; and (6) adjustment of the State funding formula for low-income districts.
- o Curriculum Reform: In October 1983, the State Board of Education adopted minimum basic skills for Kentucky schools as a condition for State accreditation. The policy stipulates minimum skills by grade and subject in mathematics, reading, reference skills, spelling, and writing.
- o Graduation Requirements: Graduation requirements were increased to 20 units for freshmen entering in the fall of 1983, including 4 years of English, 3 years of mathematics and 2 years each of science and social studies. In addition, students are required to take 2 years each of math, English, and science by the end of grade 10.
- o College Admissions: The State Higher Education Council increased college admissions requirements in January 1983 to a minimum of 20 units, with 4 in English, 3 in mathematics, 2 in science, and 2 in social studies.
- o Academic Enrichment: In 1983, 250 high school juniors began to study "Science, Technology, and Kentucky's Future" under a Governor's Scholars Program at Centre College. The program emphasized a theoretical rather than a technical approach and is intended to enrich the instruction available in Kentucky high schools. The program has been so successful that it will be doubled in 1984. Also, several Kentucky universities offer federally funded programs for high-ability high school students in science, mathematics, psychology, and computer science. In addition, State funds for the gifted and talented more than doubled in the 1981-82 period, making gifted and talented programs available in virtually every school district.
- o Teacher Evaluation: The State Board of Education has called for legislation to establish a competency testing program for new teachers and a one-year internship prior to full, 10-year certification. The legislation will be considered early in 1984.

- o Teacher Shortages: To encourage more education students to become certified or recertified in mathematics and science, the State is offering a loan program under which recipients are forgiven a year of the loan for each year they teach mathematics or science within Kentucky.

- o School Improvement: During the 1982-1983 school year, Kentucky provided assistance to 10 school districts that ranked among the lowest in average student achievement to improve in leadership, instructional planning, and time management. Eleven additional districts have been selected in the 1983-1984 school year.

Source: Ann Thompson, Special Assistant to Superintendent, State Department of Education, (502) 564-4770.

Verification Date: 11/7/83

Note: Please substitute for page 41 in the report, "Meeting the Challenge: Recent Efforts to Improve Education Across the Nation."

LOUISIANA

- Task Force: A task force on computer literacy has recommended that computer literacy be integrated into the total K-12 curriculum and that all students be computer literate by completion of the eighth grade.
- Curriculum Reform: A statewide Ad Hoc Committee is proposing a revision of one of the policy manuals which will be recommended to a committee of the State Board of Elementary and Secondary Education in December 1984. The committee proposing a change in the fourth year of English allowing no substitute for that credit. The committee will also recommend a college preparatory program for college-bound students.
- Graduation Requirements: High school graduation requirements were increased starting with the graduating class of 1982-1983 from 20 to 22 units, including increases from 3 to 4 units in English and 2 to 3 units in mathematics.
- Academic Enrichment: High school students receive college credit if they pass advanced placement examinations. For the first time, in September 1983, over 200 9th and 10th grade students entered the State-supported School for Mathematics, Science, and the Arts.
- Testing: This year 4th grade students will be administered a basic skills test which is part of a Competency Based Education program passed by the Legislature in 1979. This program was initiated in 1981-82 with a test administered to all second graders. One grade a year will be added until 1992.
- Professional Development of Teachers: The State offers to pay tuition at any State university for teachers who have taught 3 years, have acquired tenure and wish to further their career. Under the State's Professional Improvement Program which began in 1981, tenured teachers develop a 5 year professional development program. PIP participants are required to earn a specific number of points for academic endeavors and a specific number of points for inservice workshops and seminars conducted by their colleagues. All work, including academic and inservice, must be in that person's major area of responsibility or major field. Once they begin accumulating points, they receive a salary increase based on the points earned.
- Other Initiatives: The State Board of Regents in the summer of 1983 issued a bulletin which was sent to parents of 8th graders which was designed to inform parents what courses their child should take in high school if they are planning to attend college.

Source: Helen Brown, Director of Curriculum, Inservice, and Staff Development. (504) 342-1131.

MAINE

Maine has undertaken a number of efforts related to the NCEE report. Under study by various groups are such issues as teacher training, higher education, and merit pay for teachers. A program called Resources for Excellence in Maine Schools is distributing research and development literature on effective schools. Resource teams are disseminating the information to local staff development teams. Some publications will be issued on current research and development about school improvement. A newsletter is being offered and TV spots are being planned to encourage parents to participate in and support school improvement efforts, such as working with children on homework assignments.

- o Task Force: A 16-member Governor's Commission on the Status of Education in Maine was appointed in July 1983. The Commission is reviewing education from preschool through college with attention to improving the quality of learning, teaching, vocational education, school finance, and public involvement in quality education. A preliminary report is due the end of 1983, with the final report scheduled for December 1984. The Task Force has scheduled 9 public hearings around the State, from October 11 to November 29, 1983, on the public's perception of the quality of education in the State.
- o Teacher Preparation/Certification: At the opening of the January 1984 legislative session, the State Board of Education will propose a three-level program for teacher preparation and certification, including: (1) a 2-year nonrenewable certificate for beginning teachers which emphasizes preparation through internships; (2) a 5-year renewable certificate for teachers following satisfactory completion of the internship period; (3) a certificate for mentor teachers with depth in academic preparation and classroom experience, who will provide primary guidance and support to level one teachers during their internships. Maine also has provision for emphasizing the need for a 4-year college preparation program for teachers, including an academic major.
- o Teacher Shortages: The University of Southern Maine has initiated an experimental 6-month program to attract people from other professions into teaching. It is aimed at individuals who have a bachelor's degree and are interested in a mid-career change. Fifteen students have been selected to participate in a 6-week summer session, followed by 8 weeks of independent study to prepare for internships in Portland public schools.

Source: Lois Jones, Acting Assistant to the Commissioner, Department of Educational and Cultural Services, (207) 289-2475.

Verification Date: 11/8/83

MARYLAND

- o Task Forces: A Commission to Study School Finance was appointed by the Governor in June 1983 to consider increasing State funds for education and equalizing funding to districts. A major 3-year examination of the State's public high schools was begun in 1983 by the Maryland Commission on Secondary Education, which was created by the State Superintendent. Individual task forces will examine graduation requirements, curriculum, student services and activities, instruction and instructional support, and school administration and climate.

A task force on school library and media services was appointed in 1983 to make recommendations on instructional usage of school library and media facilities. Recommendations are expected by December 1983.

- o Curriculum Reform: The State Department of Education is revising its curriculum in the light of minimum competency test results in basic skills, the world of work, survival arts/physical education, and citizenship. Social studies and science revisions have been adopted. Under development are revisions in English, language arts, the arts, and physical education.
- o College Admissions: The Board of Trustees of the State Colleges and Universities has ruled that students entering college in 1984 are required to have completed 4 years of English, 3 each of mathematics and social science, and 2 of science. The Board also recommended 2 years of foreign language.
- o Student Testing: For the first time, in the fall of 1983, students entering 9th grade are required to pass a functional test in the basic skills of reading, writing, and mathematics. Citizenship will be added in 1984.
- o Academic Enrichment: The State supports 1- and 2-week summer institutes for gifted students in grades 5-12 at college and university campuses, science museums, and other institutions. Summer 1983 enrollment was 1,325 in mathematics, science, and computers. Other courses are also taught. Local school districts provide enrichment throughout the year.
- o Discipline: A pilot project is operating in 4 of the State's 24 school districts to use guidance services to address the problem of disruptive youth. The research and development-based model is expected to be adopted by other districts after the pilot program is complete.
- o School Improvement: The State is cooperating with all 24 school districts to conduct projects in over 900 schools to improve instructional strategies, including mastery learning; student team teaching, active teaching, teaching variables; increasing academic learning time.

- o Teacher Preparation: The State Board of Education has requested implementing recommendations from the State Department of Education staff in areas identified by a 1983 Commission on the Quality of Teaching. The Commission's recommendations were designed to encourage bright, young students to become teachers and to encourage prospective teachers to enter shortage areas. Under consideration is implementation of a testing program for students entering teacher preparation programs and competitive salary levels for teachers comparable to those offered by private industry.

Source: Richard Petre, Assistant Deputy State Superintendent, State Department of Education, (301) 659-2385.

Verification Date: 11/8/83

MASSACHUSETTS

- o Task Forces: The State Legislature will consider major new legislation in the spring of 1984, based on the work of the Joint Committee on Education which started work in June 1983. The Committee is considering requirements in such areas as curriculum, professional development, student testing and assessment, the length of the school day and year, and educational technology. The Committee's report is due in December 1983. In addition, State Department of Education task forces are establishing resource banks in science, mathematics, and computer science for the use of educators in their efforts to strengthen work in the three areas. The State Department of Education also is establishing a computer software advisory service for the schools.
- o College Admissions: The Board of Regents in May 1983 increased admissions requirements to State colleges and universities to 4 units of English, 3 of mathematics, and 2 each of science, social science, and foreign language. The Board is considering similar requirements for the high school curriculum.
- o Student Testing and Assessment: The State Board of Education is considering recommendations to require statewide rather than local standards for basic skills test results. The Board is also considering a link between such standards and high school graduation requirements. Action is expected in November 1983. Also under consideration is a plan to offer a statewide assessment program under the umbrella of the National Assessment for Education Progress.
- o Discipline: A Task Force on School Conduct and Climate will produce a model code of conduct late in the summer of 1984. Its work has been underway for several months.
- o Teacher Certification: The State raised teacher certification standards in September 1982. The new standards increase the requirements for preservice training, particularly in the knowledge of subject areas to be taught rather than education courses, and increase practice teaching requirements.
- o Teacher Training: Through the Commonwealth Inservice Institute, small grants ranging from \$1,000-\$2,000 are provided to local education agencies for teacher-planned and teacher-controlled inservice training. In 1982-83, 400 grants were made.
- o Business and Industry Partnerships: The State is actively encouraging and fostering partnerships between schools and industry. An index of these partnerships has been produced and made available statewide.

Source: James Case, Associate Commissioner of Curriculum and Instruction, State Department of Education, (617) 770-7540.

Verification Date: 11/8/83

MICHIGAN

The State conducted a survey of citizens during the summer of 1983 to obtain their opinions on the NCEE recommendations. Citizens strongly favor most of the Commission's recommendations, especially those that would strengthen high school graduation requirements.

- o Task Forces: (1) The Michigan Commission on High Schools, appointed in January 1983 by the State Board of Education and the Michigan Association of Secondary School Principals, submitted a preliminary report in September 1983 to the State Board of Education. The report was based on reviews of the NCEE report, other national studies, and other information, including a survey of high school principals' opinions of the NCEE report's relevance to their schools' strengths and needs. The State Board of Education will review the high school commission's recommendations through January 1984. The recommendations include such areas as curriculum, high school graduation requirements, proficiency in a second language, school time, textbooks and instructional materials, programs for special populations, performance standards for students, homework, student absences and failures, discipline, college admission requirements, teacher preparation and certification, master teachers, teacher education institutions, teacher pay, teacher performance, loans and grants for prospective teachers, leadership and management, fiscal support, and an implementation plan. The Board is expected to act on the recommendations by the early spring of 1984.

(2) The State Superintendent of Instruction has appointed a Task Force on Mathematics and Science to study the current status of mathematics and science education. Subcommittees are studying certification, assessment, high school graduation requirements, use of community resources, State board policies related to mathematics and science, and the professional development of reassigned teachers. The final report is due in June 1984.

(3) In addition, the State Department of Education has established a Mathematics and Science Committee to recommend ways to upgrade the skills of certified mathematics and science teachers. A report has been submitted to the State Department.

- o Student Testing: The 1984 Michigan School Testing Conference will focus on testing assessment in secondary education with attention to the reports of the NCEE and the Education Commission of the States.
- o Academic Enrichment: Students with particular interest in mathematics, science, computers, and the arts may attend summer institutes at Michigan State University and other institutions. Larger school districts have magnet schools with mathematics and science components.

- o Teacher Certification/Preparation: The State Board of Education is reviewing a teacher training plan, which would include revision of certification standards. In addition, the Legislature has approved a proposal to increase the number of instructional specialists in the State Department of Education who would work with teachers.

Source: Phillip Hawkins, Director, Office of Planning,
(517) 373-7398.

Verification Date: 11/8/83

MINNESOTA

The State Education Commissioner is visiting every school district to determine local needs and to conduct a citizens' survey on education for the 1980s.

- o Task Forces: The Alliance for Science, which was formed in early 1983, has made recommendations on recruiting, training, and re-training mathematics and science teachers to the State Board of Education. The Legislature has directed the Commissioner of Education to develop a comprehensive statewide plan by January 1984 for maintaining and improving instructional effectiveness. A Governor's Advisory Committee on Technology, named under 1983 legislation, is overseeing a \$6 million program to help regional centers and school districts plan for inservice training and other technology uses.
- o Recognizing Academic Achievement: May 1983 legislation created an Academic Excellence Foundation to advance programs of recognition and awards for students demonstrating academic excellence; summer institute programs for students with special talents; recognition programs for teachers, administrators, and others who contribute to academic excellence; summer mentorship programs with business and industry for students with special career interests and high academic competition; and consideration of a Minnesota high school academic league.

Source: Ruth E. Randall, Commissioner of Education,
(612) 296-2358.

Verification Date: 11/8/83

MISSISSIPPI

- o Task Forces: A 17-member task force on Performance Based School Assessment, appointed by the Governor, will propose a plan to establish guidelines and criteria for a performance-based school accreditation system in Mississippi. The task force will make recommendations concerning curricula and courses of study to the Accreditation Commission by April 30, 1984. The commission will develop an interim performance-based accreditation system based on the report. After July 1986, schools must comply with the standards and will be audited by trained evaluators. Another group, a 15-member Commission on Teacher and Administrator Education, Certification, and Development was appointed by the Governor to begin a 14-month term starting in July 1983. This commission is expected to set standards and criteria for public teacher education programs, establish standards for certification and recertification, and report on current practices and issues in teacher education. A legislatively mandated study by the State Department of Education will explore the extent to which children master one level of coursework before advancing to the next; what needs to be done to ensure that the progression is properly sequenced; and what steps are being taken to assure that children progress toward mastery of the material.

- o College Admissions: The State Board of Institutions of Higher Learning requires that all freshmen entering 4-year institutions of higher education in 1986 have completed 4 years of English, 3 each of mathematics and science, 2-1/2 of social studies, and 1 year either of a foreign language, a 4th year of mathematics, or an additional year of science. The requirements were established in 1982.

A number of initiatives are being implemented under the Educational Reform Act of 1982, as well as other State actions. A summary of the activities follow:

- o Student Testing: The State Department of Education has implemented for the 1984-85 school year a testing program for all schools for grades 4, 6, 8, and 11, with a requirement that all graduating seniors must meet the 11th-grade level on the test.

- o Mandatory Kindergarten: The State Legislature has passed legislation requiring mandatory kindergarten in 1986. In 1985 the State will fund a \$5 million pilot program. In 1986 \$40 million will be provided to support kindergartens throughout the State.

- o Academic Enrichment: Summer institutes offer academic enrichment programs for high school students at Jackson State University and the University of Southern Mississippi. High school juniors are offered a balanced enrichment program in all curriculum areas at the Governor's School at the Mississippi University for Women at Columbus.

- o Teacher Salaries: In 1983, the Legislature appropriated \$40 million to raise all teachers salaries by \$1,000.
- o Teacher Utilization: The reform legislation required the Mississippi Department of Education to complete a study by July 1, 1984, to determine the extent to which teachers are teaching outside of their fields of certification, the conditions that promote the practice, and appropriate remedies.
- o Teacher Shortages: Two loan programs have been established to remedy teacher shortages in the State. Teachers certified in other fields may apply for loans of up to \$1,000 a year for 3 years to retrain in science and mathematics. Teachers who accept loans must promise to teach at least one semester in high school for each semester they receive a loan. In addition, a loan program designed to attract college students to mathematics and science teaching provides college juniors and seniors with up to \$3,000 in forgivable loans per year, if they agree to teach 1 year in the State for each year they receive the loan.
- o School Accountability: A program of Accountability/Instructional Management in grades K-12 has been adopted as a basis for accountability and as a standard for accreditation of schools. The program defines methods of instruction and evaluation and will provide the framework to implement the performance standards required by the reform package.

Source: N. F. Smith, Assistant State Superintendent of Education, (601) 359-3514.

Verification Date: 11/7/83

MISSOURI

The State Elementary and Secondary Education Department published the entire NCEE report in its official publication, with comments on how to use the report. During September and October 1983 regional forums, an informal poll of citizens found: (1) The majority favors raising high school graduation requirements from 1 to 3 units of English, from 2 to 3 units of social studies, and from 1 to 2 units each in mathematics and science; (2) 75 percent were against a longer school day; (3) 83 percent believe the university should raise admission standards; (4) 68 percent believe that standardized achievement tests should be given at major transition points in school--grades 6, 8, and 12. The Governor has proclaimed 1983-84 as the Year of the Public Schools, and the State Education Agency is coordinating a statewide "reach for excellence" campaign. The Conference on Education, an independent citizen's committee, is investigating teacher competency issues. The Governor is visiting schools to promote excellence, and school districts are forming minicommissions of parents and educators to discuss issues.

- o Graduation Requirements: Increases in graduation requirements are under consideration. Missouri requires 20 units for graduation, including 1 each of science and mathematics.
- o College Admissions: The four campuses of the University of Missouri have raised admissions requirements, effective with the entering class of 1987, to 14 units: 4 of English, 3 of mathematics (algebra or higher), 2 of science (higher than general science and including a laboratory course), 2 of social studies, and 3 additional chosen among foreign language, English, mathematics, science, or social science. Foreign language study is strongly recommended.
- o Student Testing: A proposal has been made to expand testing beyond the Basic Essential Skills Test (BEST) for 8th grade. Testing would start in grade 2 and lead up to BEST. If 8th grade students failed BEST, they would not receive credit until they passed the subject that they had failed. The State Board of Education is considering a testing program for grades 2, 4, 6, 8, 9, and 12. The State would use the test results to classify and accredit schools according to their results. Some schools now voluntarily use BEST as a requirement for promotion from 8th grade to high school.
- o Teacher Certification: As a result of a 6-7 year effort to revise teacher certification requirements, the State has revised certification standards for all elementary, secondary, and special education teachers and administrators, including a requirement that a 2.5 grade point average be one criterion for certification. Starting in July 1983, a minimum combined 800 SAT score or 18 ACT score will be required for admission to the school of education.

- o Teacher Shortages: Southwest Missouri State University and Northeast Missouri State University have established summer mathematics institutes to retrain 30 elementary school teachers to teach mathematics in junior high school. The University of Missouri and Marysville College provide inservice training to a limited number of mathematics and science teachers.

Source: James L. Morris, Public Information Officer, State Department of Education, (314) 751-3469.

Verification Date: 11/8/83

MONTANA

The State Office of Public Instruction held a 1-day conference on September 27, 1983, on "Implementation of Excellence: Montana Reacts to 'A Nation at Risk.'" The Governor has recommended that a 1-day public hearing on excellence in education be held in each school district.

- o Task Forces: Task forces have explored such areas as college teacher preparation, improving teacher subject matter competency, language competence of students, and school offerings. A State Task Force on Excellence in Montana Schools, which made its report in April 1983, studied expectations of student performance and skills for the world of work, vocational education, and higher education. In March 1983, the Montana Task Force on Science recommended upgrading certification standards for new teachers in grades K-12, improving the elementary school science curriculum by limiting laboratory class size and upgrading preservice science education. The task force will also examine the science curriculum. In addition, the State Board of Public Education is studying 11 areas, including opportunities for the-gifted and talented, improved library resources, increased foreign language proficiency, a longer school day, and increased graduation requirements.
- o Graduation Requirements: The Science Task Force was expected to recommend that science requirements be increased to 3 units for college-bound students. Current requirements total 16 1/2 units, including 2 each in science and mathematics. The task force recommended 2 hours of science instruction per week in grades K-3 and 3 1/2 hours per week in grades 4-6.
- o College Admissions: The mathematics departments at five higher education institutions in the Montana University System instituted for the first time in the fall of 1983 a mathematics placement test for all new students.
- o School Accreditation: Montana schools will be evaluated and accredited over the next 5 years by an Office of Public Instruction team consisting of college and university staff members and representatives from private and community colleges. The evaluation will include an examination of achievement test scores of students at individual schools.
- o Teacher Certification: A study, completed in October 1983, addressed the need to raise certification requirements for science and mathematics teachers.
- o Teacher Shortages: Eastern Montana State College has begun a 2-year program this summer to recertify a limited number of mathematics teachers from local schools.

Source: William Anderson, Deputy Superintendent of Public Instruction, (406) 449-5643.

Verification Date: 11/7/83

NEBRASKA

- o Task Forces: The Governor appointed a task force in June 1983 to examine the quality of State educational programs. Four town hall meetings were held to discuss the findings of the NCEE report and on September 30, 1983, the task force made recommendations in the following areas: (1) curriculum and standards; (2) teaching issues such as preparation, staff development/career enrichment, pay, and retention and due process; (3) time and learning environment; and (4) public support, funding, and governance. The Governor has the task force report under study, and Legislative hearings have been held on the recommendations. A work group of representatives from education organizations, the State Department of Education, and the Governor's office are formulating proposals to be submitted to the Legislature in January 1984.
- o College Admissions: Starting in 1986, three campuses of the University of Nebraska system will require 2 years each of mathematics (algebra or advanced mathematics), natural science, and social science and 4 years of language arts.
- o Academic Enrichment: The Scholars Institute at the University of Nebraska at Lincoln, now in its 1st year, offers a 2-week enrichment program to 200 gifted high school seniors in mathematics, science, and other areas. In addition, State education officials have met with representatives of 15 teacher training institutions to encourage them to develop special summer mathematics and science programs for talented 7th graders.
- o Teacher Preparation/Certification: State colleges have been working cooperatively with other groups and agencies on new teacher internships, precertification testing, computer literacy, coordinated inservice network and resources, and earlier preservice classroom observation experience.
- o Teacher Shortages: The State Legislature, in the spring of 1983, authorized \$100,000 per year to provide low-interest loans of up to \$500 per semester for students who major in science and mathematics education. Previously certified teachers who seek certification in mathematics or science education are also eligible.

Source: Robert Beecham, Director, Information Services,
(402) 471-2367.

Verification Date: 11/9/83

NEVADA

- o Task Forces: The State Department of Education is expected to formulate recommendations based on the NCEE's recommendations. The Governor has established a Governor's Commission on Education. The Legislature has authorized a special committee to study education in the State, including a study of the NCEE report. Recommendations from both groups are due in the fall of 1984. The State Board of Education is serving as a clearinghouse for reports and recommendations from State and local committees and planning groups. The Board will work with the Governor by offering recommendations from these reports and by identifying gaps in them that might be addressed at the State level. The Board is particularly interested in governance issues. In addition, a recent State survey found that 16 of Nevada's 17 districts are actively reviewing the NCEE report through public meetings and formation of local planning groups. The survey found that many districts have launched school improvement projects as a result of the review and that local planning efforts have been broadly based.
- o Curriculum Reform: A Joint Council for College Preparation was initiated by the State Board of Regents and the State Board of Education to ensure that high school graduates possess the skills and competence necessary for college work. Representatives from the State Board of Education and universities will continue to meet to develop a statewide approach to this issue.
- o Graduation Requirements: Starting with the graduating class of 1986, students will be required to complete 20 units for grades 9-12. Requirements were increased from 1 to 2 in mathematics and 3 to 4 in English. An additional unit of mathematics or English will be required of students who fail to pass proficiency tests. The increase was approved in 1982.
- o Student Testing: The State Department of Education is devising a more rigorous minimum proficiency examination in all areas, with a special emphasis on reading, writing, and mathematics.

Source: Myrna Macdonald, Deputy Secretary of Public Instruction, (702) 885-3104.

Verification Date: 11/9/83

NEW HAMPSHIRE

- o Task Forces: In the summer of 1983, the State Board of Education created a 30-member State Commission on Excellence to issue a final report by January 1984. Six committees have been formed to study higher education, the economic impact of education, certification of teachers, curriculum and graduation requirements, time on task, and the process and effectiveness of schools. Under the Governor's leadership, the State Department of Education is convening colleges, universities, and local school districts to work together to address problems of teacher shortages, curriculum content, and improved sequencing of the course of study between high school and college in mathematics, physics, and chemistry.
- o Graduation Requirements: The State Board of Education is expected to adopt new minimum high school graduation requirements in June 1984. If proposed changes are approved, students will need to complete 2 years each of science and mathematics and a total of 18 units. Current requirements are 16 total units and 1 each of science and mathematics.
- o Teacher Certification/Preparation: The State in 1982 completed a study of teacher certification, and recommendations are due to the State Board of Education by November 1983. The Board is studying whether to require testing for admission into and graduation from teacher training programs.

Source: Neal D. Andrew, Deputy Commissioner of Education,
(603) 271-3145.

Verification Date: 11/8/83

NEW JERSEY

- o Task Forces: The final report of the Advisory Council on Mathematics and Science Teacher Supply and Demand, established in the fall of 1982, will be presented in December to the State Board of Education. Another study, conducted by the Governor's statewide Task Force on Science and Technology, is expected to report early in December 1983.
- o Student Testing: In June 1983, the State Board of Education adopted a new 9th grade basic skills test that each secondary student in the State must pass to receive a State-endorsed high school diploma and eliminated State testing in grades 3-6 and 11. In November 1983, the results of the first statewide writing assessment test were announced. This year the writing test, which will become part of the State's high school graduation requirement in 1985-86, served two functions: (1) to help students and teachers prepare for the 1985-86 test and (2) to help schools diagnose problems in their writing instruction programs. In 1984-85 the State will raise testing standards to assess more rigorous basic skills rather than minimum basic skills.
- o Academic Enrichment: In 1984, the Governor's Schools for high school juniors and seniors will be expanded. In the summer of 1984, Monmouth College will again offer a Global Studies Program. In addition, Trenton State College will offer the Governor's School on the Arts, and Drew University will sponsor a Governor's School on Science and Technology.
- o School Time: In July 1983, after repeated warnings, the Commissioner of Education filed show cause orders against 35 school districts for not complying with the State law requiring 180 days of instruction. The action was taken against districts which had scheduled graduation exercises prior to completion of 180 days of instruction. Fourteen districts were fined \$2,545 for each day of noncompliance.
- o Teacher Preparation/Certification: In September 1983, the Commissioner of Education proposed a revised teacher preparation and certification system, which is under review by the State Board of Education. The proposal would require teacher candidates to have a bachelor's degree, pass a standardized test (administered by the State) in the subject area to be taught; and demonstrate ability to teach in the classroom through successful practice teaching.
- o Teacher Training Standards: In July 1982, more rigorous teacher training standards were adopted which require prospective teachers to maintain a 2.5 grade point average or better to enter and remain in a teacher training program. More stringent requirements for field-based, preservice experience have been mandated.

- o Professional Development of Teachers: The creation of an Academy for the Advancement of Teaching and Management has been proposed as part of the Governor's and Commissioner's program of educational reform. Its goal will be to teach skills that will help teachers to teach and manage better. It will allow teachers and administrators to spend a few weeks or longer studying effective school practices and applying those skills in the classroom. The Academy will not compete with college and graduate programs.
- o Teacher Shortages: The Legislature has allocated an additional \$300,000 to fund teacher recertification programs in mathematics and science. Another \$150,000 was allocated for 2-week summer institutes for teachers in science and mathematics.
- o Teacher Seniority: On June 1, 1983, the State Board of Education limited the seniority rights of teachers to the subject areas and grade levels in which teachers had actively taught. Previously, a teacher could exercise seniority rights during reductions in force because of declining enrollments in any subject or grade for which the teacher possessed a certificate regardless of whether the person had actually taught in the particular grade or subject. The revision is aimed at retaining the most qualified and experienced teachers in the classroom.

The Governor's education package includes:

- o Teacher Salaries: State subsidies to improve minimum teacher salaries to \$18,500 for starting teachers who meet new competency standards, up from a range of \$12,900 to \$17,000.
- o Merit Pay/Master Teacher: Creation of a merit pay or master teacher program to reward outstanding teachers selected by administrators and other teachers for awards of \$5,000 per year. A pilot program will start in September 1984 if funds are approved. Program details will be developed by a commission, appointed by the Governor, of school board members, parents, and business representatives.
- o School Discipline: The State has established stricter standards of school discipline, including stricter enforcement of existing laws and regulations and new codes by local districts which will be overseen by the State.

Source: Cummings Piatt, Assistant Commissioner, Division of Executive Services, (609) 292-7078.

Verification Date: 11/10/83

NEW MEXICO

- o Task Forces: The Governor created two commissions, one on public education and one on higher education, to suggest policies that he can present to the Legislature in a package. Recommendations are due December 1, 1983.
- o Curriculum Reform: As part of an ongoing school improvement program, school districts are required to use a State-developed list of exit competencies, which includes all subject areas, in their instructional programs, beginning with the 1983-84 school year.
- o Graduation Requirements: New graduation requirements, adopted in April 1983, include 2 units each in mathematics and science. The requirements became effective for the 1983-84 school year. Previous requirements were 1 unit in each subject.
- o Academic Enrichment: The State Department of Education provided a science-mathematics seminar for high school students at Highlands University.
- o School Time: In 1981, the State Board of Education adopted a requirement that interscholastic activities must be scheduled so as not to interfere with instructional time.
- o Teacher Certification: The State Board of Education adopted a Staff Accountability plan in November 1981. The plan would: (1) require a candidate for initial certification to demonstrate minimum competencies including passing a written examination before being allowed to enter a college of education; (2) require candidates to pass a written examination to demonstrate communication skills, general knowledge, professional knowledge, and content area mastery; (3) provide a comprehensive evaluation of current school staff, including administrators.
- o Performance-Based Pay: The State Department of Education is expected to make recommendations on the issue of performance-based pay to the State Board early in 1984.
- o Teacher Shortages: In the spring of 1983, the State Department of Education Advisory Committees on Mathematics and Science made recommendations to the State Board on the issue of differential pay for teachers in the two areas. The Board is studying the recommendations.
- o Computer Technology: In 1982, a State Department of Education Computer Committee began studying the issues of staff training and selection of hardware and software. A computer education guide is due in December 1983.

Source: Alan Morgan, Assistant Superintendent for Instruction, State Department of Education, (505) 827-6515.

Verification Date: 11/10/83

NEW YORK

- o Task Forces: Under the Goals Project, the Board of Regents has redefined goals in elementary and secondary education. Ten regional conferences are being held during the fall and winter of 1983 to solicit citizens' opinions on actions to improve education in the State. The meetings are a continuation of meetings held over the past 5 years to provide the Regents with public and professional reactions to major educational issues. The Board also has requested State aid for prekindergarten education for all 4-year-olds. Final decisions on the Regents' proposals are anticipated in the spring of 1984.
- o Curriculum Reform: (1) A State curriculum is proposed as a minimum requirement for grades K-8. It currently is a requirement for grades 9-12. (2) The Regents also propose a requirement that students in grades 7 and 8 take at least 115 minutes of mathematics, science, and technology instruction per day. (3) The Regents propose that school districts provide pupils who show a strong aptitude in English, social studies, mathematics, science, foreign languages, arts, and/or occupational education an opportunity to begin the 9-12 sequence in 8th grade to enable them to pursue more advanced study in high school. (4) In new curriculum efforts in the State, applications of the computer as a tool in all content areas will be emphasized.
- o Graduation Requirements: New graduation requirements have been proposed to take effect with the graduating class of 1988. Students seeking a regular diploma will need 18 1/2 credits including 4 years of English, 2 each of mathematics and science, and 4 of social studies. Required proficiency in a foreign language applies to the graduating class of 1988. Current requirements are 16 credits, 1 each in mathematics and science, and 3 in social studies. For a Regents diploma, students will need 18 1/2 credits, including 4 years of English, 3 each of mathematics and science, 4 of social studies, and 3 in foreign languages. Current requirements call for 1 year each in mathematics and science, 3 in social studies, none in foreign languages, and a total of 18. Starting with the graduating class of 1988 all students will be required to have 1 year of art or music.
- o Student Testing: The Regents are considering adding science and social studies to the proficiency examinations that students have been required to take since 1978. Examinations now are administered in reading, writing, and mathematics, except for students who take the Regents examinations. A Regents' proposal for a Comprehensive Assessment Report requires each school board to present to the public the results of State testing in a format provided by the State.

- o Textbooks: The State Department of Education is seeking to influence the quality of instructional materials by sponsoring conferences with publishers to update the materials in accordance with curriculum directions of the State.
- o Longer School Year: Legislation to lengthen the school year by 10 days for students and 20 for teachers, including time spent for teacher training, will be considered in 1984.
- o Teaching as a Profession: Legislation is pending to make teaching a profession in New York State and to require all new teachers to have a 1-year internship and to pass an entry level examination. Annual evaluations of all teachers will be required. The same will apply to administrators.
- o Teacher Certification: Starting in September 1984 an entry examination will be required for teacher certification.
- o Teacher Shortages: Pending legislation would provide loans, scholarships, fellowships, and inservice training to prepare teachers to teach science and mathematics for a specified number of years.

Source: John Fabozzi, Special Assistant to the Deputy Commissioner, State Education Department, (518) 474-1112.

Verification Date: 11/.. 83

NORTH CAROLINA

The Governor has declared 1983 "The Year of Public Schools," and proposed that every school staff member and teacher become involved in a community project and that everyone in the community become involved in at least one school.

- o Task Forces: (1) The Governor established and is chairing a task force to examine the relationship between education and employment, patterned after the Task Force on Education and Economic Growth of the Education Commission of the States.

(2) The Governor's Task Force on Science and Technology is examining the impact of technological change over the next 20 years. The final report is due in November 1983.

(3) The North Carolina Mathematics Curriculum Study Committee's report of a 2-year study went to the State Board of Education in September 1983. The task force's 62 recommendations include integration of technology in the K-12 curriculum, requiring each elementary school student to have 60 minutes of mathematics daily, and increasing the high school graduation requirement for mathematics from 2 units to 3. The committee recommended additional salary for mathematics teachers.

(4) A statewide Business Commission on Mathematics and Science Education helps the State develop education programs, identifies resources, and identifies outstanding teachers who receive awards and scholarships.
- o Curriculum Reform: The State Board of Education is proposing \$240,000 to establish programs of excellence in science and mathematics. Eleven high schools will be selected to provide examples of excellence for other school systems.
- o Graduation Requirements: The State Board of Education is considering increasing mathematics and science requirements from 2 to 3 years each. The Board has approved increasing total credits from 18 to 20. A report to the Board of Education made recommendations about foreign language requirements. A 2-year study found that there had been a decrease from 90,000 to 86,000 in the number of students taking foreign languages over a 4-year period.
- o College Admissions: The University of North Carolina at Chapel Hill has strengthened its admissions requirements to include 2 years of foreign language, 1 course in a laboratory science, and 3 years of mathematics.
- o Academic Enrichment: The North Carolina School of Science and Mathematics in Durham provides an enriched residential program for about 600 gifted students in grades 10-12. Summer residential programs for gifted junior and senior high school students are offered at two Governor's Schools.

- o Recognition of Achievement: The State Board of Education in the summer of 1983 instituted a program to recognize high school students who pass 22 courses with a grade of B or higher. Students will be given a seal of recognition on their diploma and be recognized as State scholars.
- o Longer School Year: The school year will be lengthened from 180 to 200 days and the school day to 7 hours in Polk and Halifax counties as part of a State-funded experimental project to determine if more school time yields improved student performance.
- o Teacher Certification: The State Board of Education is creating a Quality Assurance Program to assure appropriate certification of new teachers. During the first 2 years of teaching, new teachers will be closely supervised by staff of local schools and teacher training institutions. New teachers will receive inservice training and permanent certification after 2 years of successful teaching.
- o Teacher Salaries/Master Teacher: The State Board of Education in November 1983 authorized its staff to develop a plan for the implementation of differential pay and staffing in the State's 142 school districts. The plan is due in the spring of 1984.
- o Teacher Shortages: To deal with teacher shortages in mathematics and science, the State provides retraining, loans, scholarships, fellowships, extended contracts, and provisional emergency certificates for teachers of those subjects.
- o Professional Development/Administrators: The North Carolina Leadership Institute for Principals offers a broad range of inservice opportunities for school principals, including a cooperative arrangement with the University of North Carolina's Institute of Government for training in basic management skills.

Source: Reeves McGlohon, Special Assistant to the Commissioner, State Department of Public Instruction, (919) 733-3813.

Verification Date: 11/8/83

NORTH DAKOTA

- o Task Force: A June 1983 Governor's Conference on Education, Training, and Employment for the New and Emerging Technologies focused on job training and education. Recommendations were made to schools, business and industry, and the State Government.
- o Graduation Requirements: Students who graduate in 1984 must complete 18 total units, including 3 each in language arts and social studies, 2 in science, 1 each in mathematics and physical education, and 8 electives. In 1985 the requirements will increase to 19 units, 4 in language arts, 2 in mathematics, and drop to 7 electives. In 1986, the requirements will increase to 20 units, with an increase back to 8 electives.
- o School Time: The length of the school day has been increased to provide more time on task.
- o Teacher Certification: Competency testing for teachers is being reviewed by a legislative study committee. In addition, the State has replaced the former lifetime certificate with a 2-year entrance and 5-year renewable certificate. Renewal requires at least 4 additional college credits, 2 years of teaching experience, and 3 positive recommendations.
- o Teacher Shortages: An intensive summer training program was initiated in 1983 to teachers qualified in other areas to gain certification in mathematics and science. The program is offered by the North Dakota State University in cooperation with the State Department of Public Instruction. The State pays 75 percent of the cost of the program, with the students paying the balance.
- o Other Activities: A September 1982 Governor's Conference on Public Education explored basic skills, goals of American schools, secondary school curriculum, changing social trends, teacher qualifications, and standardized tests. Recommendations were made to State agencies.

In addition, the Legislature has initiated a study to examine the effects of absenteeism and extracurricular activities on students. The study will also explore the issuance of work permits to students.

Source: Elmer Hubur, Deputy State Superintendent of Public Instruction, (701) 224-2260.

Verification Date: 11/7/83

OHIO

The State Board of Education and the Governor have proclaimed 1983-84 as the Year of Educational Excellence. Six areas have been identified as the focus for excellence, as follows: (1) administrative leadership; (2) educating the public; (3) public participation in the schools; (4) community involvement; (5) ownership and pride by the taxpayers; and (6) increasing student productivity.

- o Task Forces: The report of the Ohio Commission on Excellence is due to the State Board of Education in December 1983. Seven task forces of the commission, which was appointed in 1982, are examining seven major questions: (1) What will be the impact of technology on teaching and learning? (2) What type of delivery system will meet future educational needs? (3) How can educators best equip themselves to function in a world of rapid change? (4) What should be the outcomes of learning? (5) How can educational quality be assured? (6) How can education professionals best be prepared? and (7) How can schools become more fiscally and programmatically accountable?
- o Graduation Requirements: The State Board of Education has added an additional unit of mathematics as a requirement for high school graduation, effective in 1987. Starting in 1983, requirements were 2 units of mathematics and 1 of science. Total units were increased from 17 to 18, effective in 1987. The new minimum standards require competency testing in the basic skills and remediation for students who are not succeeding.
- o College Admissions: The State Board of Education and the State Board of Regents have endorsed and some State colleges and universities have adopted admission standards that require 4 years of English, 3 each of science, mathematics, and social studies, and 2 of foreign language.
- o Academic Enrichment: The State cooperates with one major State university every year to offer a 2-week school for gifted students. About 60 high school juniors are offered academic and artistic work beyond what is available in their local schools. This is the 7th year of the program.
- o Advanced Study: The State is exploring ways to make advanced study available in small and rural districts. Under discussion are proposals to set up regional cooperation among schools, share teachers, or transport students among schools for part of the school day.
- o Adjunct Teachers: The State is exploring the possibility of establishing a policy to permit scientists and mathematicians from business and industry to teach advanced high school courses.

Source: Franklin B. Walter, Superintendent of Public Instruction, (614) 466-3304.

Verification Date: 11/8/83

OKLAHOMA

- o Graduation Requirements: New high school graduation requirements were approved in 1982 to be effective for the freshman class of 1983 which will graduate in 1987. The requirements are 18 total units, including 4 in English, 2 each in mathematics and science, 1 in American history, and 1/2 each in world history and Oklahoma history.
- o College Admissions: Oklahoma's two comprehensive universities are evaluating their entrance and graduation requirements.
- o Academic Enrichment: In June 1983 the Legislature authorized a commission to review the feasibility of establishing a State boarding school for mathematics and science. Its report is due in October 1984.
- o Teacher Preparation/Certification: In 1982 the State implemented a model teacher certification and teacher education and development program. The program raises standards for admission to teaching and requires a subject matter competency examination before licensing. New teachers must participate in a 1-year supervised assistant's program and will be considered for certification if recommended by their supervising committee. Teachers also must participate in ongoing staff development programs offered by the State.
- o Administrator Preparation: The State requires new superintendents to take 1 year of leadership training. They must participate in a week-long summer seminar and three 2-day seminars during their 1st year of service.

Source: John Folks, Associate Deputy Superintendent, State Department of Education, (405) 521-3301.

Verification Date: 11/11/83

OREGON

The State Superintendent of Public Instruction on September 23, 1983, submitted an eight-point "Oregon Action Plan for Excellence" to the State Board of Education. The plan included: (1) development of a K-12 State-required curriculum in all basic academic programs; (2) administering a State test to every 3rd, 6th, and 10th grader in Oregon; (3) a State test for all 8th grade students; (4) increasing high school graduation requirements; (5) developing a profile on the performance of each school to measure how well they are meeting expectations; (6) instituting a State Honors Diploma for students who reach a high level of achievement; (7) asking legislative approval for State Board of Education authority over teacher and administrator evaluation; and (8) extending the school year to 190 days and starting a study of ways to increase the amount of productive instructional time during the school day. The plan was endorsed by the Governor in October 1983.

- o Task Forces: The State Board of Education will appoint a task force to study each of the Superintendent's recommendations in December 1983. In addition, the Senate president named an interim Task Force on Education that will start examining the recommendations of national education reports in January 1984. An Advisory Committee on Science and Mathematics Education, appointed by the Superintendent in July 1983, is scheduled to report November 29, 1983.
- o Curriculum Reform: The State Department of Education is planning to modify the school accreditation system to focus mainly on school improvement efforts. State and local assessment may focus on science and social studies curriculums.
- o Graduation Requirements: At its September 1983 meeting, the State Board of Education gave tentative approval to the superintendent's recommendations concerning high school graduation requirements as follows: increasing total units required from 21 to 22, English from 3 to 4 units, and mathematics and science from 1 to 2 each. A new computer skills requirement is also under consideration. The Board is holding public hearings and expects to act on the requirements in 1984.
- o College Admissions: The State Board of Higher Education on May 27, 1983, approved college and university entrance requirements that closely parallel the NCEE recommendations for high school graduation requirements. The report of the Commission was cited as being timely in the adoption of the new requirements--4 years of English, 3 each of mathematics and social studies; and 2 each of science and other college preparatory courses. Oregon emphasizes but does not require foreign language study for college admission.

- o Teacher Certification: The Teacher Standards and Practices Commission is examining the advisability of requiring 1-year internships and/or competency testing for full certification.

Source: Jan Ryan, Assistant Superintendent for Government Relations,
(503) 378-8468.

Verification Date: 11/14/83

PENNSYLVANIA

Pennsylvania has embarked on a statewide program of educational reform. The Governor has issued "Turning the Tide: An Agenda for Excellence in Pennsylvania Public Schools," and the State Board, Legislature, and Department of Education are making a number of specific changes related to the quality of education in the State.

- o Task Forces: A statewide task force is analyzing the NCEE report's application to Pennsylvania education. The State Department of Education has named two other task forces: (1) a statewide group to study individual student testing programs; and (2) a Science and Mathematics Task Force to study ways of improving science and mathematics, including -- (a) establishing criteria to allow private sector professionals to teach mathematics and science in the public schools; (b) creating partnerships between schools and industries; (c) teacher shortages; (d) curricula; (e) equipment; and (f) teacher preparation and certification. A Governor's Private Initiatives Task Force is promoting school district/business partnerships.
- o Graduation Requirements: In July 1983, the State Board of Education completed a study of graduation requirements. The board is expected to approve new requirements in December 1983. Requirements would be changed from 13 credits for grades 10-12 to 21 credits for grades 9-12, and from 1 to 3 in both science and mathematics. Also, 4 years of English and 3 years of social studies would be required. Schools would be required to offer computer science instruction.
- o College Admissions: Many of Pennsylvania's approximately 200 State and State-related colleges and universities are reviewing their admissions and entrance requirements. A group of deans of State institutions has issued a statement of "What We Expect" to prospective students, their parents, and school counselors.
- o Student Evaluation/Testing: The State will require testing beginning in 1984-85 in grades 3, 5, and 8 to identify students needing remediation. An honor's test is being established for high school seniors. The top 1 percent will receive a \$1,000 scholarship, and those over a cut-off score will receive an honor's diploma.
- o Academic Enrichment: A new Governor's School for Exceptional Students is being created. The State already supports a Governor's School for the Sciences, which will attempt to expand its enrollment of sophomores and juniors from 60 in 1983 to 200 over a 2-year period, and a Governor's School for the Arts, which enrolls 200 students. The arts school is in its 11th year.
- o Teacher Preparation and Certification: Two task forces have been established to review teacher preparation and certification, respectively. "Apprenticeships" for teachers are among programs to be considered by the task force on teacher preparation; the

certification review will address requirements currently in place, and provisions for the use of subject-matter experts not trained in education to meet the shortage of mathematics and science teachers. The State Department of Education has also initiated a review of certification requirements in science and mathematics.

- o Master Teachers: "Excellence in Teaching" awards are under consideration. They would provide awards of up to 5 percent of a teacher's salary (up to \$2,000) for exceptional performance, based on criteria established by the local district and approved by the State Department of Education.
- o Teacher Shortages: To deal with teacher shortages, the Legislature appropriated funds to encourage students to enroll in mathematics and science teaching programs and to encourage mathematics and science graduates to enter the teaching profession. Funds were provided for forgivable loans to students who teach mathematics and science in the public schools. Other funds were earmarked for retraining science and mathematics teachers and to develop public/private partnerships to improve education.

Source: William H. Isler, Executive Assistant to the Secretary of Education, State Department of Education, (717) 783-9783.

Verification Date: 11/7/83

RHODE ISLAND

- o Curriculum Reform: A basic education program has been submitted for adoption by the State Board of Regents. The program addresses curriculum, management, and administration at the local level. It contains basic standards for all levels of instruction. Public hearings will be held December 13, 1983, to receive public comment on the proposed program.
- o College Admissions: Rhode Island has increased graduation requirements only for college-bound students. In June 1983 the State Board of Regents approved 18 units for graduation, including 4 in English, 3 in mathematics, 2 each in laboratory science, foreign language, history, and social science, and 1/2 each in computer literacy and the arts. Increases were 2 units in mathematics, 1 in science, 1 in foreign language, and 1 in history and social sciences.
- o Student Testing: The State will require all high school students to demonstrate competency in reading, writing, speaking, listening, mathematics, reasoning and analysis, and study habits. A plan is now being developed and is due in June 1984.
- o Academic Enrichment: The Legislature established a commission in May 1983 to study the feasibility of starting a special high school in science and mathematics. The report is due in early 1984.
- o Advanced Study: In June 1983 the State required all school districts to develop concurrent enrollment programs with local colleges to provide advanced courses and credits for high school students.
- o Teacher Certification: The Board of Regents is developing upgraded teacher certification and recertification requirements. The proposed standards would require secondary school teachers to concentrate more intensively in subject matter areas and to be reviewed periodically for certification.
- o Other Activities: Legislation will be proposed in January 1984 to provide for resolution of impasses in school district/teacher contract negotiations, with guidelines for arbitration and mediation.

Source: Lorraine Webber, Special Assistant to the Commissioner, State Department of Education, (401) 277-2031.

Verification Date: 11/8/83

SOUTH CAROLINA

The Governor and the State Superintendent of Education led seven education forums in September/October 1983 that were attended by more than 11,300 citizens. The forums were held to obtain citizen support for a "Move to Quality" in education, which the Governor has made his top legislative priority for the 1984 session.

- o Task Forces: The Governor and Superintendent co-chaired the Business Education Partnership Committee. On November 3, 1983, another special committee recommended a 1-cent increase in the State sales tax to produce an additional \$200 million for public education. Proposals for the improvement of education in South Carolina include: (1) increasing teacher salaries to the average for southeastern States; (2) an exit examination for high school seniors; (3) higher standards for training teachers and administrators; (4) incentive pay for superior teachers and principals; (5) mandated advanced placement courses for high-achieving students in all high schools; (6) improved teaching and testing of basic skills in all grades; (7) a remedial program for students failing to meet State standards in basic skills; (8) improved methods to recruit, train, pay, and utilize teachers; (9) increasing the school year for teachers by 5 days to 190 days to provide additional time for planning and preparation; (10) an incentive fund program to evaluate and reward schools and school districts based on measurable performance and progress; and (11) assessment of principals' leadership and management abilities prior to appointment.

Graduation Requirements: New requirements, effective for the graduating class of 1987, have been approved by the State Board of Education and the General Assembly approval. They will include 2 units of mathematics (up from one) and 3 units of science (up from two). In addition, new guidelines require school districts to offer a minimum of 2 each of mathematics and science units. Students will be required to take at least 4 units each year in grades 9-12 and a total of 20 units for graduation.

- o Academic Enrichment: For the past 4 years the Governor's School for Science, Mathematics, and Computer Science has provided summer programs for gifted and talented students. It is supported by State appropriations, tuition, and private scholarships. In addition, 86 of the State's 92 school districts have established special programs for gifted and talented students with a total enrollment of 19,000 students.

- o Teacher Shortages: The Legislature appropriated funds for 1983-84 programs to allow elementary and secondary teachers to receive credit for in-service training in science, mathematics, and computer education. Additional activities are being encouraged to ease expected shortages of mathematics and science teachers. Under consideration are: (1) recruiting and training business and industry employees to work part-time in schools; (2) creating a "teacher corps," a team to teach mathematics, science, and other

subjects in counties with a high need for teachers; and (3) retraining teachers who want to change fields. Four teacher training institutions have adopted the first idea and have developed adult apprenticeships for the 1983-84 school year. Under a new training model, professionals in a variety of fields, including those where shortages exist, could accelerate their training as teachers. The plan provides for adults with professional experience who have B.A. degrees to enter teaching without completing traditional teacher education programs. In addition, the State Department of Education is proposing summer institutes for retraining teachers of mathematics, science, and other areas.

Administrator Evaluation: The Department of Education has established an Assessment Center Program to assist districts and schools to select principals, with an emphasis on management and administrative skills. The center, which began operations in the 1983-84 school year, uses assessors trained by the National Association of Secondary School Principals to evaluate potential principals.

Source: Raymond Morton, Director of Public Information, State Department of Education, (803) 758-2401.

Verification Date: 11/10/83

SOUTH DAKOTA

- o Task Forces: (1) On June 16, 1983, the Governor established a Commission on Educational Achievement to study teacher compensation, certification and recertification, curriculum quality, and equality through increased emphasis on the basics.

(2) A Joint Boards Task Force, with representatives from the Board of Regents and State Board of Education, is holding hearings and forming recommendations on high school and college graduation requirements, curriculum content, college entrance requirements, and education policy as a whole. The task force's review will continue through the 1983-84 school year.

(3) A Joint Task Force of representatives from the Association of School Boards of South Dakota and the South Dakota School Administrators Association, will make recommendations on curriculum guidelines, graduation requirements, increased cooperative use of intradistrict programs, use of technological innovations, providing financial incentives to improve educational quality, and sufficient funding for education. The task force will make recommendations to the State regulatory boards -- the Board of Regents, the State Board of Education, and the State Vocational Education Board, as well as to local school districts.
- o Curriculum Reform: The State has developed guidelines for standards of excellence in reading, mathematics, and communication, including a focus on problem solving and critical thinking skills that can be enhanced through computer-assisted instruction.
- o Graduation Requirements: The State currently requires 1 unit each of laboratory science and mathematics and a total of 16 units for high school graduation. New requirements for high school graduation call for 2 units each in science and mathematics and a total of 18 by 1987.
- o College Admissions: The Joint Boards Task Force has recommended and the Board of Regents has adopted new requirements for college admissions: 2 units of laboratory science for 1987-89, and 3 units thereafter; 4 of English; 2 of mathematics, with a 3rd year recommended; 3 years of social studies; 2 years of one foreign language; and 1/2 each of the arts and computer science.
- o Academic Enrichment: The State provides summer programs funded by State and private sources to provide academic enrichment for high school students in mathematics, science, and other areas.

- o Teacher/Administrator Certification: New requirements, beginning in the fall of 1983, call for continuous training for recertification of teachers and administrators every 5 years. Previously, advanced teacher and administrator certificates were awarded after receipt of a master's degree and 5 years of experience; this approach has been discontinued.

Source: Donna Sjelstad, Chief, Educational Resource Services, Department of Education and Cultural Affairs, (605) 773-4704.

Verification Date: 11/8/83

TENNESSEE

A 10-point "Better Schools Program" was tabled by a Senate committee in April 1983, but a legislative bill that includes aspects of both the Governor's and the Tennessee Education Association's plans is still under consideration. The program contained a controversial "career incentive program" for master administrators and a master teacher proposal, plus provisions on basic skills, computer skills, increased mathematics and science instruction in high school, programs for gifted high school students, improved vocational education, better classroom discipline, and university centers for excellence in teaching.

The Legislature recommended that a House-Senate Select Committee study the Better Schools Program. A House resolution provided \$40,000 for an ad hoc, interim commission to begin to design and develop the master teacher programs and to prepare a report for the Legislature when it returns in January 1984.

The State Department of Education has presented recommendations from the NCEE report, the Tennessee Comprehensive Education Study, and the State Board of Education Goals to the State Superintendent's Study Council, which was divided into groups corresponding to the five main NCEE recommendations. The subgroups considered recommendations such as a longer school term, a minimum number of minutes for each class, more teacher participation in textbook decisions, requiring a core of courses before the junior year, and more testing. The recommendations are being reviewed by the entire Study Council and will also be reviewed by principals and supervisors in Tennessee schools.

- o Graduation Requirements: The State Board has approved increased high school graduation requirements, starting with the freshman class of 1983-84, to 20 total units and 2 years each in mathematics and science, up from 18 total and 1 each in science and mathematics.
- o Student Testing: The State Board of Education requires high school students to pass the Tennessee Proficiency Test to receive a regular high school diploma. In addition, as part of its Basic Skills First program, the department will work with 900 of the State's 1,100 elementary schools to detail learning objectives and to develop a testing program for mathematics and reading. Testing has tentatively been planned for all students in grades 3, 6, and 8; the 8th grade test is contemplated as an admission examination for high school by 1990. A statewide testing advisory committee is meeting this year, and more mandated, statewide testing is anticipated.
- o Academic Enrichment: Residential summer programs for gifted and talented high school juniors and seniors are being proposed as part of the Tennessee Better Schools Program. The schools would serve several hundred students in science, mathematics, and the performing arts.

- o Teacher Preparation: The State Board of Education is considering a proposal to establish a cutoff score on the National Teacher Examination for students to enroll in teacher education programs.
- o Teacher Evaluation: The State Department of Education has reviewed the professional personnel evaluation plans of school districts and identified exemplary plans. The State Board of Education is examining the plans to develop guidelines for teacher evaluation in Tennessee.

Source: Carol Furtwengler, Assistant Commissioner for Research and Planning, State Department of Education, (615) 741-7816.

Verification Date: 11/7/83

TEXAS

- o Curriculum Reform: Legislation enacted in 1981 established a State basic curriculum that included the identification of essential elements, by grade level, for the 12 subject areas of English language arts, other languages, mathematics, science, health, physical education, fine arts, social studies, economics, business education, vocational education, and Texas and U.S. history. Computer literacy is also being considered as a requirement of a well-balanced curriculum. Minimum time allocations will be established at the elementary level to indicate the need for more instructional hours to be spent on certain subject areas. For example, in grades 1-3, no less than 120 minutes per day would be spent on English language arts and no less than 60 minutes on mathematics. Legislation mandated an advanced high school transcript to reflect the more rigorous program of study chosen by students wanting a more in-depth preparation for college. Graduation requirements will be increased for those students as well as for students in the regular academic program of study.
- o Graduation Requirements: The Texas Education Agency presented a proposal to the State Board of Education in November 1983 to increase from 18 to 21 the number of credits needed to graduate from high school. If approved, the changes would be effective in the 1984-85 school year. The State also is considering a program that would require 22 credits for academic students.
- o Academic Enrichment: The Legislature approved a proposal to develop innovative approaches to educating mathematics and science students. The Legislature passed a bill to allow school districts to run summer programs to enrich mathematics and science education. Pilot programs are being set up to develop workable methods.
- o School Time: Proposals are being studied that specify blocks of time at the elementary level to be spent on priority subjects and essential elements to increase the effective use of time. In addition, the State is providing districts with recommendations concerning the more efficient and effective use of personnel within the school day. Summer school pilot programs have been started to provide added days of instruction for students who have fallen behind the minimum grade level objectives.
- o Teacher Certification: In October of 1982, the State Board of Education adopted the Pre-Professional Skills Test as a basic skills screening device for admission to approved teacher education programs. This demonstration of adequate mastery of the basic reading, writing, and mathematics skills will be required of students wishing to enter an approved Texas teacher education program beginning in May 1984.

Legislation also called for a second test in proficiency in the appropriate subject areas, prior to certification, beginning in May 1986. Such tests will be based on the essential elements that will be required to be taught in all public schools. The State Board of Education adopted rules establishing three classes of certificates, two of which are renewable and are prerequisite to professional certification, which is permanent.

- o Professional Development of Teachers/Administrators: The Texas Education Agency is currently sponsoring two pilot programs to improve teacher and administrator skills. The Basic Skills Proficiency Pilot Program is aimed at certified teachers currently in the classroom who have insufficient preparation in mathematics, reading, and writing. It will provide an intensive refresher course to help those teachers improve their own basic skills. The Pilot Program for Improving Management Skills is aimed at principals to develop their skills in time management, management of instruction, and evaluation and counseling of teachers.

Source: Tom Anderson, Deputy Commissioner for Planning, Research, and Curriculum, (512) 475-4324.

Verification Date: 11/10/83

UTAH

The Utah School Boards Association, local PTA chapters, the State teachers' association, and the Governor have appointed committees to study change in education. The State Board of Education and the Governor will coordinate studies to produce a master set of recommendations for the Legislature.

- o Task Forces: (1) The Governor has appointed a Steering Committee on Excellence in Education to advise him on issues facing public education. The Committee will review the report, Action for Excellence, and discuss its implications for current State initiatives. The Committee commissioned a poll of Utah citizens on the issues before it. The Committee is expected to focus on three major issues: the teaching profession, technology in education, and funding for education. A final report of recommendations and the public's reaction to them will be sent to the Governor by November 1984.

(2) The State Board of Education has advised the Governor of issues facing education. It reviewed the NCEE report and its implications for current Utah initiatives. The State Board examined time in the classroom, the nature of the curriculum, and improvement of teaching careers. A final report was made in October 1983.

(3) A legislative committee is reviewing proposals dealing with the teaching profession, including financial incentives for teachers serving in high-need areas, career ladders, and improved evaluation programs. The committee will develop legislation for consideration in the 1984 session.

(4) The Utah Board of Regents and the State Board of Education have jointly organized and appointed a Committee for the Improvement of Teacher Education which will make recommendations by January 1, 1984, on professional preparation programs, including programs in science and mathematics. Similar committees are studying curriculum and vocational education needs.
- o Graduation Requirements: The State Board of Education is considering proposals to increase high school graduation requirements in science, mathematics, and other subjects. A report is due the fall of 1983.
- o College Admissions: Proposed college admission standards would require entering students to have 2 years each of science and mathematics. The State Board of Regents announced that admission requirements would be raised for entering freshmen in the fall of 1987.

- o Longer School Day: A study is underway in the Weaver and Washington school districts to test the effect of increased class size, a longer school day, and increased pay for teachers on student performance.

Source: Richard Rendell, Associate Superintendent for Planning and External Affairs, State Board of Education, (801) 533-6846.

Verification Date: 11/9/82

VERMONT

The State Department of Education has conducted an open public discussion, and the Governor has sent materials to State media on the significance of national studies, including the NCEE report, to education in the State. The Governor has endorsed increased funding for education and initiated an early childhood education initiative, which was endorsed by the State Board of Education.

The governor also has established a "Yardsticks for Excellence" program to make achievement tests the basis for monitoring school performance. In addition, the NCEE report was distributed to the Board of Trustees of the Vermont State College system at its 1983 planning retreat, where the report was the focus of discussion.

- o Task Force: The Lieutenant Governor is chairing the Vermont Seminar on Education, composed of leaders from business, industry, education, and government. The seminar has studied teacher preparation, certification, and recruitment and curriculum and instructional improvements in science and mathematics. The Seminar established six task forces which will report in December 1983.
- o Student Testing: Vermont administers a system of competency tests which must be passed for high school graduation.
- o School Accreditation: The State Board of Education is revising its standards for approving public schools (similar to accreditation). The process began in the fall of 1982, with a public forum on the issue in 1983. A final report on the standards is due by February 1984.
- o Academic Enrichment: In the summer of 1983, the State initiated two Governor's institutes in the arts and sciences to provide exemplary summer programs for promising students.
- o School Day and Year: The Commissioner's office is examining the issue of lengthening the school day and year. The State Board of Education has recommended lengthening the school year by 5 days; a bill to lengthen the school year by 5 days was introduced into the Legislature in 1983 but was not acted on.
- o Teacher Certification: The State Department of Education adopted new certification requirements in 1982 and increased the requirements for recertification to increase subject matter requirements and to provide for the certification of people outside the teaching profession in an area of need.
- o Teacher Shortages: The Legislature has enacted a \$50,000 forgivable loan program for teacher education candidates in science, mathematics, and computer education, which began in the fall of 1983. In addition, the State Department of Education is establishing a teacher placement service to help districts locate teachers to fill vacancies.

- o Professional Development for Teachers and Administrators: The State Board of Education established an Inservice Institute for Professional Development, effective in September 1983, to provide more effective continuing training for teachers and administrators already in the field. The Board is focusing on ways to maximize teacher input in decisions about teachers' classroom needs.
- o Adult Literacy: By linking the adult basic education programs with adult vocational education offerings, the State Department of Education is attempting to improve adult literacy in reading and writing and the skills needed to become employable.
- o Adult Education: Working with local school systems, the Department of Education has developed a program to provide high school diplomas to adults who pass assessment tests as a result of their experience beyond school.
- o Parent Involvement: A Governor's Conference on the Role of Parents in Education was held November 4, 1983, to promote parent involvement in the education of their children and to share successful strategies for school-parent cooperation.

Source: Joyce Wolkomir, Director of Public Relations, State Department of Education, (802) 828-3135.

Verification Date: 11/10/83

VIRGINIA

- o Task Forces: The Governor's Commission on Virginia's Future has organized five task forces, including one in education that will study student achievement and performance, instructional quality, organization, governance, and funding. Its report is due to the Governor by December 1984. The Governor's Science and Technology Task Force is examining issues related to the State's economic growth and how an educational system providing excellent science and mathematics programs can attract future-oriented industries.
- o Curriculum Reform: A Standards of Learning Program has established detailed and sequential learning objectives for all K-12 students in eight subjects: English, mathematics, science, social studies, health, physical education, fine arts, and foreign language. The program provides for continuing evaluation of student progress and needs.
- o Graduation Requirements: High school graduation requirements have been increased effective in 1984-85 from 18 to 20 total credits, including 2 each in mathematics and science, up from 1 each, and requiring an additional unit in either science or mathematics. An optional advanced studies diploma will require 3 units each in mathematics, science, and foreign language and 22 total units for graduation. The requirements were adopted in July 1983.
- o College Admissions: Since high school graduation requirements have been strengthened, many State colleges and universities are reviewing their admission requirements.
- o Student Testing: The State is field-testing criterion-referenced tests keyed to K-12 Standard of Learning in language arts and mathematics during the 1983-84 school year, in addition to the administration of standardized tests in grades 4, 8, and 11, and minimal competence tests required for high school graduation.
- o Textbook Quality: The State has strengthened procedures for adopting textbooks, establishing more specific standards and requiring more substantiating information from publishers, strengthening the credentials of evaluators, and developing material in thin markets. The State has also established a center for evaluating courseware and hardware for computer-based education.
- o Specialized Schools: A Governor's School for the Gifted operated in the summer has been very popular, and there are proposals for more. The Governor established a model secondary school, the Governor's School for Educational Research and Technology, to serve as a testbed for master teacher programs, pay-for-performance plans, and the use of technology in education. The school is funded by the State at \$5 million, and accepts teachers from throughout the State on training fellowships.

- o Academic Enrichment: In addition to the Standards of Learning program to develop curricular standards in eight subject areas, the State has developed a computer literacy curriculum to accompany new accreditation standards in this area.
- o Teacher Preparation: The State Board of Education has required that admissions requirements for teacher preparation programs must equal or exceed those for other college and university programs. Some districts have stiffened requirements to ensure more intensive training in subject matter for new teachers. Beginning and incoming teachers are required to take the National Teacher's Examination, though no proficiency level has been set yet.
- o Teacher Certification: A State aid program has provided funds to local school districts to raise teacher salaries across the board by 9.7 percent this year and 10 percent each year over the next 2 years.
- o Teacher Shortages: A training institute has been established to help teachers add mathematics and science to their certifications and to attract teachers to this field. The Department of Education also has proposed a \$1.2 million loan forgiveness program in its 1984-86 biennial budget. Forgivable loans would be offered to teacher candidates in mathematics and science.
- o Merit Pay: The Governor has proposed a 1984-86 "Pay-for-Performance" pilot program through which grants would be made to local districts to test various approaches to merit pay.
- o Professional Development of Teachers and Administrators: A 6-year plan calls for improving management skills of school administrators; the State has requested an additional \$3.5 million in its next budget for this and other professional development programs, a substantial increase over prior levels of funding.

Source: Barry Morris, Office of Planning and Evaluation, State Department of Education, (804) 225-2029.

Verification Date: 11/7/83

WASHINGTON

- o Task Forces: (1) The State Superintendent recently announced "SPARK for Excellence," a project which outlines current and future activities addressing issues of Standards, Partnerships, Access and equity, Resources, and Knowledge. This includes proposals for a statewide 8th grade test in basic skills, mandatory preschool handicapped programs, pilot programs with extended school days and years, an academy for administrator inservice training, and special certification of experts in areas with teacher shortages.
- (2) The Superintendent has named a Task Force on Teacher Supply and Demand to make recommendations on salary levels, teacher preparation, and incentive pay.
- (3) The Superintendent has also appointed an interdisciplinary statewide task force on program guidelines to develop competencies in education, starting with mathematics in 1983-1984; science and computer literacy are tentatively scheduled for competency development in 1984-85.
- (4) The Statewide Committee on Educational Quality, an ad hoc group representing community colleges, 4-year universities, the Washington Association of Secondary School Principals, and the State Superintendent, is preparing competency statements for students entering Washington postsecondary institutions in 1984 and beyond.
- (5) A Task Force on Student Transcripts and Credits is working on standardization of high school transcripts.
- (6) The Washington Roundtable, representing about 30 of the state's largest businesses, has set education as one of its two top priorities for study and action in 1983-84.
- (7) The Washington Education Association has formed the Washington Commission on Educational Excellence to make recommendations to the Legislature in December 1983 on personnel, curriculum and instruction, management support, pupil characteristics, and factors affecting schools from outside the school community.
- (8) The statewide Temporary Committee on Education Policies, Structure, and Management, which was established by 1982 legislation, has issued 47 recommendations for public comment before making initial recommendations in December 1983. Additional recommendations will be made in December 1984.
- (9) The Legislature and the Governor appointed citizens to the Coordinating Board on Technology Education to oversee implementation of the High Technology Education Act, which provides funding for K-12 and postsecondary programs in technology education and training.

(10) An Advisory Committee on High Technology Training and Advancement was named in 1982 to make recommendations about the ways education can promote technology and improve technology education.

- o Graduation Requirements: High school graduation requirements were increased by the State Board of Education in May 1983 to 48 credits (three credits equal 1 year of study). Students beginning 9th grade in 1985-86 must have 2 years of science and 2 of mathematics to graduate. The Governor has recommended that requirements equal those recommended by the NCEE be accepted in science and mathematics.
- o Teacher Shortages: The Legislature in June 1983 created a 6-year loan forgiveness program for loans of up to \$2,500 for undergraduate students and certified teachers who plan to teach mathematics or science. The legislature also has provided funds for inservice training of teachers in science, mathematics, and computer education.

Source: Judy Hartmann, Administrative Assistant, Governmental Liaison, (206) 753-6717.

Verification Date: 11/14/83

Note: Please substitute for pages 88 and 89 in the report,
"Meeting the Challenge: Recent Efforts to Improve Education
Across the Nation."

WEST VIRGINIA

The State Board of Education has developed a "Master Plan for Public Education in West Virginia" as a blueprint for long-range educational change. The Master Plan provides a policy and program development framework for curriculum, professional practices, education personnel development, textbook adoption, criterion referenced testing, state-county school district testing, school effectiveness, county accreditation and staff evaluation. Task forces and study groups are examining each of these areas and submitting recommendations to the State Board of Education.

- o Task Forces: A statewide verification process is underway concerning the adoption of learning outcomes for a number of program areas in general and vocational education, which are expected to be recommended to the State Board before June, 1984, following teacher verification. Other task forces have been appointed in technology, gifted education, specific learning disabilities, evaluation and incentives for school personnel.
- o Curriculum Reform: The State Board of Education has adopted a new set of educational goals which includes new emphasis on science, mathematics and technology. In process is the writing of a new set of governing principles that places a priority on curricula for students in early, middle, and adolescent education. The Governor's office and the State Department of Education are establishing a statewide computer-assisted education network starting in 17 vocational centers, with the intent that all schools will be involved within the next three years.
- o Student Testing: Student outcome-referenced testing is now in the planning phase for statewide application.
- o School Accreditation: Under recent legislation, West Virginia is in the first year of accrediting county school districts. Accreditation will be phased in so that each school district will be re-accredited on a 4-year cycle.
- o College Admissions: The State Board of Regents has revised its policy on admissions to increase course requirements in specific academic areas.
- o Teacher Preparation: Under a new policy, students in approved college teacher preparation programs have to pass a basic skills proficiency test, a content area test and a professional education performance assessment, effective in 1985.

- Teacher Salaries: The State Board of Education will ask the legislature to increase the average salary of teachers by \$2,500, including basic state-aid pay and \$45 increments for each year of experience. State-aid pay provides for equalization among counties, with a limit on counties with higher teacher salaries. Within 3 years, teachers with comparable experience who teach in different districts would be paid salaries within 5 percent of each other.
- o Merit Pay: Merit pay plans are under study but have not been established.
 - o Teacher Shortages: The State has developed a proposal for alternative training to address teacher shortages in science, mathematics and special education.
 - o Professional Development of Teachers: The State's continuing education program for teachers, administrators and support personnel is based on locally assessed, job-related needs.
 - o Professional Development of Administrators: The State Board of Education is asking the Legislature to approve a principal's academy, to be started in the 1984-85 school year.

Source: Elnora Pepper, Director of Public Relations, State Department of Education, (304) 348-3667.

Verification Date: 11/29/83

WISCONSIN

- o Task Forces: The 23-member Task Force on Teaching and Teacher Education, appointed in November 1982 by the State Superintendent of Public Instruction, is holding public hearings on preliminary recommendations which include substantial salary increases (to a beginning average of \$20,000), merit pay and career ladders, higher entrance and graduation requirements for colleges of education (including a competency exam in an academic major), low-interest, partially forgivable loans for prospective teachers, special programs for students with special needs, better use of school time, and other school improvement measures. The final report is due in late December 1983.
- o Curriculum Reform: The Department of Public Instruction has received approval from the Legislature to develop well-articulated K-12 curricula in 11 major subject areas. The Department is also establishing a Bureau on School Effectiveness and Improvement to help school districts consider and implement reforms. Cooperative Educational Service Agencies for regions of the State are being reorganized and strengthened with support from the Legislature. The Superintendent has proposed to the Legislature establishment of a statewide computer curriculum as well as computer laboratories in each region of the State.
- o Graduation Requirements: Although local districts determine high school graduation requirements, the State Department of Public Instruction and the university system have recommended 4 years of English, 3 each in science, mathematics, and social studies, and 2 in foreign language for high school graduates intending to enroll at a State University.
- o Student Testing: Beginning in 1982, the State has had a testing program with voluntary local district participation. This year, 125 of the 430 districts are participating in the tests on reading, mathematics, and language arts in grades 3, 7, and 10.
- o School Improvement: A joint Department of Public Instruction/University of Wisconsin group is considering ways the university can help achieve the goals of reform. The University President has set up an internal task force as part of this effort.
- o Academic Enrichment: The Legislature is considering proposals from the Superintendent to establish a State Council on the Gifted and to initiate State programs for identifying and serving gifted students.
- o Teacher Certification: The Department of Public Instruction is beginning the rule-making process to establish State review and approval of standards for entrance and graduation from teacher preparation programs.

- o Teacher Shortages: To meet teacher shortages and improve teaching, the Superintendent has proposed legislation to provide grants to elementary science and mathematics teachers who return to school for further training; grants for other secondary teachers who retrain in mathematics and science education; 24 master teacher positions to staff university science and mathematics teaching centers; and 50 grants to vocational education teachers to improve their skills in science and mathematics.

Source: B. Dean Bowles, Deputy State Superintendent of Public Instruction, (608) 266-1771

Verification Date: 11/14/83

WYOMING

A Task Force on School Improvement was formed in February 1983 to make recommendations on comprehensive curriculum development and the improvement of classroom instruction. Its report is due in May 1984. This task force is one of 12 that are looking at issues relevant to State and local educational programs. Areas being explored by these task forces include: (1) a study of school accreditation and standards to explore ways current requirements for district planning can be strengthened through increased State assistance; (2) a review of current teacher certification procedures that will result in recommendations for a State program approval process to replace the current, credential review approach; (3) development of a comprehensive State plan for inservice training and staff development; and (4) an examination of computer technology both for its application to instructional programs and for the identification of staff development needs to improve teachers' skills in using technology.

- o Task Force: A Blue Ribbon Committee on the Quality of Education in Wyoming, appointed by the State Superintendent of Public Instruction in June 1983, is addressing the questions: (1) Can Wyoming citizens expect both equity and excellence from their schools? (2) What are the costs of having both excellence and equity?
- o Graduation Requirements: Though graduation requirements are a local responsibility, the State education agency is surveying local districts to get reactions to the NCEE recommendations and find out what districts are doing as a result of the report. The information will be shared with the districts. A report is due December 12, 1983.
- o College Admissions: All entering freshmen must take a test to demonstrate competency in English and mathematics. If they fail, students are not allowed to take credit courses in those subjects and must take remedial courses. In addition, the University of Wyoming has launched a statewide campaign to inform students in grades 7-12 and their parents of courses students should take to improve their chances of success in college. The university has prepared a detailed listing of courses students should take to increase their success in their chosen fields of study.
- o School Time: The Superintendent of Public Instruction has asked the Legislature to allocate funds to cover 5 additional days in the school calendar to be used for staff development at the option of local districts. The Superintendent also has requested legislative permission for the State Board of Education to approve flexible scheduling plans submitted by school districts to allow schools to experiment widely for more effective use of instructional time.
- o Teacher Shortages: Effective July 1, 1983, scholarships are being awarded to secondary school teachers to prepare themselves to teach science, mathematics, foreign languages, computer science, and telecommunications.

- o Public Support: The Superintendent is working with school districts to review public perceptions of the schools as part of an effort to determine how best to proceed with planning and reform efforts.

Source: Audrey Cotherman, Deputy State Superintendent, (307) 777-6202.

Verification Date: 11/7/83

LOCAL INITIATIVES IN EDUCATIONAL REFORM

"As 44.5 million students settle down to another school year, a growing number are finding--and responding to--a new demand for excellence in the classroom." So begins a back-to-school feature in Time magazine last month entitled, "The Bold Quest for Quality." Local initiatives range across six categories of effort: local commissions and study groups; checking local status against the recommendations of the national reports; making changes in local policies or programs in the specific areas addressed in the reports; capitalizing on public interest in education to gain support for the local schools; undertaking comprehensive planning efforts; and carrying out comprehensive reforms of the school programs. Following are examples of some of the local initiatives in each of these areas. We have included a brief description of these local efforts, based on our conversations with the officials carrying them out. Please note that these examples are meant to be representative of the wide variety of efforts underway.

1. Commissions as a model for self-study and reform. A number of districts have established local commissions and task forces to study the status of education in their community and to make recommendations for improvement. In many cases, the local commissions have undertaken a hearing process to ensure input from a broad range of community perspectives, and have focused discussion on the central issues of curriculum content, the quality of teaching, the time allocated and spent in schooling, and the support and leadership provided to the schools.

o Springfield, Missouri:

The Springfield Commission on Excellence in Education held its organizational meeting on September 14, 1983. A fall 1983 schedule of meetings was planned to examine Springfield's schools in light of the NCEE report, and to formulate recommendations for improvement. The Springfield Commission has been directed to report its findings to the School Board no later than December 31, 1983, in order that changes may be made for the 1984-85 school year.

The Commission, appointed by the School Board, is composed of 16 members, including the presidents of Missouri State University, and 2 local private colleges, representatives of 2 teacher organizations, the PTA, the State Gifted Association, business, the black community, the handicapped, parents, and the general public.

Source: Dick Grosenbough, Springfield Public Schools,
(417) 864-3734.

o Salem, Oregon:

The Superintendent established a 15-member Task Force on Excellence in Education to conduct preliminary hearings and develop recommendations. The Superintendent will review the recommendations and forward them to the Board of Education, which will then conduct public hearings on the proposals. The task force used the NCEE report as the basis for its work.

Source: Greg Hansen, Citizen Involvement Coordinator,
(503) 399-3116.

o Manassas, Virginia:

In August 1983, the Manassas Task Force on Education recommended: upgrading textbooks; incentives for completing homework assignments; workshops for parents on discipline and drug abuse; a study of career ladder and merit pay programs for teachers; stipends for professional development; and adequate funds to provide for excellence in education. A task force of the Associate Superintendent and elementary school principals is examining the NCEE report and planning for actions which can be taken by the schools to improve education at no cost. Another task force is examining the use of fringe benefits as a means of providing incentives to teachers. A subcommittee is examining master teacher and merit pay programs to determine which is most appropriate for the school system.

Source: Alice Howard, Principal, Baldwin Elementary School,
(703) 368-0666.

2. Recommendations of national reports as checklists. One of the more prevalent local responses has been to use national study-group recommendations as checklists for the status of the local school program. Often, local district staff have conducted a review of "Where We Stand" and this is presented to the school board and the local community for review.

o Tulsa, Oklahoma:

The Superintendent issued two reports in response to the Commission's report:

- (a) "An Open Letter to the People of Tulsa: Where We are and Where We're Going" was presented to the Board of Education on June 2, 1983. It dealt with each one of the recommendations of the NCEE and how the recommendation would affect what is already being done in the Tulsa public schools.
- (b) The Chamber of Commerce issued a "Call to Action" to the Tulsa business community to convene a blue-ribbon network of representatives from business, as well as parents, youth groups, civic and social organizations, and the higher education community, to design an agenda for meeting the educational needs of Tulsa's children and youth. Some funding for the group is coming from the Chamber of Commerce but it will rely primarily on voluntary service. The network will examine school management; curriculum; expectations of

parents, students, employers, and postsecondary institutions; and facilities usage.

Source: "School Board News," September 7, 1983;
Frances Powell, Tulsa Public Schools, (918) 743-3381.

o Rosemount, Minnesota:

On October 17, 1983, a symposium was held on Independent School District 196's Response to "A Nation At Risk." The symposium included: a panel composed of a parent, a teacher, a student, an administrator, and representatives of business and higher education; a question and answer period for the audience to ask questions of the panel; and small discussion groups to examine the Commission report's recommendations and their implications for Independent School District 196.

Source: Ellen Ferber, Communications Specialist, (612) 423-4441.

o Allegheny Intermediate Unit, Pennsylvania:

The Unit compared recommendations of the NCEE and other national reports and prepared an inservice package entitled "Meeting the Education Challenges of the '80s." The package includes a slide show on videotape, transparencies, and a set of discussion questions to stimulate reform efforts in local districts, and a communications strategy for restoring public confidence in education. The communications program is targeted at eight audiences: legislators, the media, school board members, administrators, teachers, parents, taxpayers without children, and business and industry.

Source: Jackie Cerra, Information Specialist, (412) 394-5711.

o Lincoln, Nebraska:

The Office of the Superintendent of Schools prepared a report which compared the status of education in Lincoln with the NCEE's findings. Lincoln will not take further action until a statewide task force has made its report.

Source: Joseph Rowson, Assistant to the Superintendent,
(402) 473-0212.

o Park Forest, Illinois:

The Board of Education for Rich Township and Westwood and Sauk Trail High School has distributed copies of the Commission report to all district administrators; convened two meetings attended by students, teachers, school board members, and parents to discuss the report; and sent a letter home to parents asking for more parental support in all education matters.

As a result of this discussion, the district is undertaking two studies, one looking at graduation requirements and the other at a master teacher program.

Source: Bernice Buck, Administrative Assistant to the Superintendent, (312) 748-5800.)

o Battle Creek, Michigan:

The Superintendent reviewed the Commission's Report item by item to determine implications for school district policies. An all

day workshop for school board members was held to compare Battle Creek's standards and requirements with those recommended by the Commission.

The NCEE report and other national studies will be used in the future to guide planning in the district.
Source: Jack Mawdsley, School Superintendent, (616) 962-5581.

3. Changes in local programs and policies that are related to specific issues addressed by the national commissions. Many localities have changed graduation requirements, established career ladders for teachers, lengthened the school day, or made other changes related to the measures recommended by NCEE and other commissions and study groups. In some cases, these changes are the direct result of the commission recommendations. In others, they represent local initiatives on the matters the commissions also addressed.

o Winnebago, Minnesota:

On May 9, 1983, the School Board of the Community Schools made the following changes as a response to the Commission report: (1) increased graduation requirements in mathematics and science to 2 credits each; (2) implemented a second diploma (College Prep or Academic Diploma) for those completing 4 English courses, 4 social studies, 3 science, 3 mathematics, 2 foreign language, 1 computer science.

The Board also established a committee to examine the entire K-12 education program, including teachers, principals, parents, the Superintendent, and board members.

Source: Richard Newkirk, Superintendent, (507) 893-3176.

o Orleans Parish, Louisiana:

The district staff reviewed the NCEE recommendations and drafted an action plan describing what it was doing to promote excellence and its plans for the future. Two forums were held for school personnel and the community to discuss the plan. Other forums are planned for the future.

Source: Rose Drill-Peterson, Director of Research and Development, and Maxine Coplan, (504) 288-6561.

o Ypsilanti, Michigan:

At the direction of the Board of Education, the Superintendent established committees to consider increasing graduation requirements, lengthening the school day for elementary students, developing standards of performance for each grade level, and reviewing and revising retention and homework policies. These efforts were stimulated by the NCEE report.

Source: Robert L. McLennan, Superintendent of Schools, (313) 482-6614.

o Port Huron, Michigan:

The district has created an Academic Scholars Diploma. Students who complete courses specified for this diploma will receive a

special seal and ribbon indicating superior performance on the regular district diploma. Requirements for the regular diploma are 3 years each of English and social studies, 2 of mathematics, and 1 each of science and physical education. Requirements for the Academic Scholars Diploma are 4 years each of English and social studies, 3 each of science and mathematics, 2 each of foreign language and fine arts, and 1 of physical education. Source: Larry J. Moeller, Superintendent, (313) 984-3101.

Oklahoma City, Oklahoma:

Graduation requirements were increased from 38 to 42 half units for students entering high school in the fall of 1983, including 2 years each of mathematics and science, up from 1 year in each subject. A new homework policy started in 1982-83 requires 30 minutes of homework each night for elementary students and 2 hours for high school students. Parents meet once each month to learn about the schools' program, express their views, and have their questions answered. A computerized instructional management system in reading and mathematics continually assesses student achievement. Students in elementary and middle school who work below grade level are placed in reading and mathematics learning laboratories. Special programs are developed for high school students who learn at a slower pace. The district pays a \$500 bonus to all mathematics and science teachers. Also effective in the fall of 1983, all students who want to participate in extracurricular activities must maintain a C average and have passing grades in three academic subjects.

Source: Betty J. Mason, Assistant Superintendent, (405) 272-5539.

4. Capitalizing on the new public interest in education. At no time in recent memory has the interest of the public been captured by education as it has over the past 8 months. Major newspapers have each run scores of articles on the quality of our schools; local papers and broadcasters have run features on the status of education; and the quality of the Nation's schools has been a central topic in the national political debate. Local school administrators across the country have focused this public attention on the schools, sometimes to stimulate self-study and review, sometimes to garner support for new or ongoing efforts of reform.

o Newtown Square, Pennsylvania:

The NCEE report was the focus of a tax brochure sent to taxpayers in every tax statement on July 1 by the local school board. Source: Naomi Zaslou, Marple Newtown School District, Newtown Square, (215) 359-4257.

o Westfield, New Jersey:

The district held a "Convocation on Excellence," which began with a keynote address by the NCEE Executive Director, on September 26, 1983. Attending were representatives from local and international business, the State Legislature, teachers, students, and parents. The district held a workshop on October 1, 1983, to provide

citizens with the opportunity to discuss the NCEE recommendations and their implications for district schools.

Source: Margaret Cimei, Director, School/Community Relations, (201) 654-6400.

o East Baton Rouge Parish, Louisiana:

A number of improvements were underway in this Parish: An official said, "I think the things we are doing coincide with the Commission's recommendations ... but the Commission has done us a favor by focusing attention on education. It has allowed us to get the community to focus on education. We have used the Report as a springboard to initiate the district's new programs."

Source: Lee Faucette, Assistant to the Superintendent for Community Relations, (504) 922-5465.

o Austin, Texas, and Lawton, Oklahoma:

In these two districts and in others around the country, local bond issues for education are passing with strong voter support. In Austin, last February, the largest bond issue ever was passed by a 2 to 1 margin, largely because it was tied to excellence and school improvement. In Lawton, Oklahoma, over twice the usual number of voters turned out to pass a school bond issue. The turnout was attributed, in part, to public interest in excellence in the schools.

Source: Frances Arrowsmith, Coordinator, Staff Development, Austin Independent School District, (512) 451-8411; John C. Elkins, Superintendent, Independent School District #8, Lawton, Oklahoma, (405) 357-6900.

5. Initiating local review and planning. One aspect of the national reform movement in education has been the prevalence of local efforts to think through the current status and needs of the school system, and to develop comprehensive long-range plans for upgrading the schools and improving achievement.

o Kirkland, Washington:

During the fall of 1983, parents, students, school staff, and citizens of the Lake Washington School District are assessing long-term needs and setting priorities for the district. The district has created Project 2001, which will bring experts in many fields outside of education together with educational planners to create an educational program to meet the needs of future students. The purpose of this long-range planning process is to (1) gather the best information possible on what the world will be like in the year 2001; (2) design an educational program that meets the needs created by a changing world; and (3) develop a continuing partnership between education and the private sector. Source: L. E. Scarr, Superintendent, (206) 828-3257.

o Minneapolis, Minnesota:

In April 1982, the Board of Education adopted a 5-year plan which addresses most of the NCEE recommendations. The plan stresses (1) more stringent standards for student achievement; (2) more active

leadership by principals; (3) increased partnership with business, parents, and the community; and (4) increased emphasis on mathematics. The district has abolished social promotion in favor of achievement tests for promotion. Objectives for learning are being developed for grades K-12. Students are tested in kindergarten and grades 2, 5, 7, and 11 to determine whether they are meeting the standards. Students not meeting the standards will be provided additional help. Students will have to meet most of the objectives before receiving a diploma. The Superintendent has established a Superintendent's Committee on Educational Standards to increase community involvement. In addition, principals must develop plans for their buildings each year that are consistent with district goals. Principals and teachers are then held accountable for progress toward the goals.
Source: Joanne Heryla, Planning Coordinator, (612) 348-6147.

o Boston, Massachusetts:

On June 26, 1983, the Education Planning Group, composed of representatives from the schools, parents, the business community, higher education, and the general community, released a report outlining recommendations to improve education. Since then, a high school for international language and studies has been established. Under study is a master teacher program and the establishment of middle and high schools specifically designed to prepare students in mathematics and science. Other recommendations included efforts to improve and expand education in mathematics, science, computers, foreign languages, and the arts.
Source: Education Planning Group Report; Marsha Soden, Administrative Assistant to the Superintendent, (617) 726-6277.

6. Comprehensive local improvement programs. In many of our Nation's local school systems, the general reform movement coincided with a broad, local program to upgrade education, systematically addressing a number of problems or key features in the quality of the schools.

o Virginia Beach, Virginia:

The district is implementing 138 changes in the school system based on a plan adopted by the School Board in February 1981. About 20 percent of the changes have been implemented. Graduation requirements were increased from 19 to 22 units. Students receiving a regular diploma must complete 4 years of English, 3 of social studies, 2 each of mathematics, science, health, and physical education, and 1/2 year each of fine arts and practical arts. College-bound students must complete 4 years of English, 3 each of mathematics, science, social studies, and foreign language, 2 each of health and physical education, and 1/2 year each of fine arts and practical arts.

The district is studying the use of high schools as centers for advanced courses; for example, one high school would teach calculus to all students, another would teach advanced science courses to all students. A Distinguished Scholars Program is under consideration which would allow students to work with adults

in the community who would serve as mentors. Public hearings were held on district programs, and a citizens' advisory group was established to review the plan before it was implemented.
Source: Joseph Lowenthal, Public Information Officer,
(804) 426-4641.

o Benton Harbor, Michigan:

The Principal of Johnson Elementary School reports that test scores, which were very low in the past, have been raised because of emphasis on basic skills and because expectations for student performance have been made clear to students and parents. During the past 2 years, the school has been gradually developing descriptions of minimal skills for each grade level. Teachers teach to those skills and test scores have risen as a result.
Source: Janet Crump, Principal, (616) 5861.

o Jackson, Mississippi:

In the fall of 1983, the district implemented a performance-based evaluation system for administrators, who are eligible for merit increases of up to 7 percent based on assessment of their skills in a wide variety of areas. Also under study is variable pay for teachers. In addition, all teachers and administrators must take 20 credits of district inservice training annually.

In the summer of 1983, the district started a summer school program for students in grades 4-6 who were performing below grade level. About 80 percent of the students who attended the summer school improved their performance on district tests and were promoted. A new grading system began to be phased in during the fall of 1983. The system requires students to demonstrate mastery of the district's "Common Body of Knowledge," a set of learning objectives for all subjects in all grades. Tests related to the district's objectives were implemented in the fall of 1983 for students in grades 1 and 2. Tests for other grades are being developed. Students who cannot demonstrate mastery of the knowledge specified are "retaught" by the teacher while other students engage in enrichment activities.

Source: Linda Buford, Communications Specialist, (601) 353-5207.

o Los Angeles, California:

Los Angeles began a master teacher program in 1982. Outstanding teachers receive additional money for helping new teachers develop skills. In the fall of 1983, the district raised salary scales for beginning teachers and lengthened the school day for 11th and 12th graders.

Source: William Bolton, Information Officer, (213) 625-6000.

o Miami, Florida:

Miami Edison Senior High School has raised test scores by reducing discipline problems, using time more effectively, and stressing high expectations, for a school population that is 30 percent Creole-speaking Haitians and 14 percent Hispanic, learning English as a second language. Miami Edison was one of 50 schools in the county which received a Ford Foundation Grant through the Urban

Recognition Program. Teachers receive inservice training in teaching critical thinking, develop materials for classroom use, and teach the skills to the students.

Source: Craig Sturgeon, Principal, (305) 751-7337.

o Richmond, Virginia:

The district established a merit system which provides added funds to schools and teachers, based on increased achievement, attendance, and other factors. Schools which show the greatest improvement receive a "school merit award" of \$4 to \$10 per pupil. All employees of schools which receive such an award are given a "personnel merit award" ranging from 1/2 to 3 percent of their salaries. Other funds are allocated by a team of students, teachers, administrators, and support staff to school improvement efforts. The district retrain existing staff to meet shortages in science, mathematics, and special education. The NCEE report was used to evaluate what the district had done and what remains to be done.

Source: Lois Harrison-Jones, Assistant to the Superintendent for Instruction, (804) 780-8233.

o Dallas, Texas:

Dallas in 1980 announced a plan to end social promotion of students in grades 1-3 during the 1st year, grades 4-6 in the 2nd year, and grades 7-12 in 1983. To improve attendance, the Board of Education has required that for grades 7-12 five unexcused absences will result in a failing grade for students; in the elementary grades, 10 unexcused absences would result in retention in grade. In addition, students who enter 9th grade scoring below the 30th percentile would not be allowed to take electives, but would be required to double up on mathematics and reading. Additional teachers have been hired to carry out the extra duties necessary under this policy. In 1980, Dallas began a free summer school for all students who have been retained in grade, but most of these students have not taken advantage of the program.

The school day for elementary students has been increased by 30 minutes. All high school students must stay in school for the full 7 periods each day, except in cases of hardship.

Dallas has reduced administrative staff by about 600; eliminated considerable paperwork for teachers; reduced excuses from class during regular class hours; and stopped making public address announcements during regular school hours.

The Dallas Board of Education has voted a tax increase to increase salaries for teachers, and the school district has approved a 1-year incentive program for professional support staff. The district had dedicated \$3 million in leftover tax revenues that would provide payments of an added \$1,500 to professional staff members and \$750 to support staff members. Incentives would go to staffs of the 25 schools that have the best teacher and student attendance and the highest scores on the Iowa Basic Skills Test.

The program will be evaluated for its impact on student achievement.

Source: Rodney Davis, Director Information Services,
(214) 826-8472.

o Charlotte-Mecklenberg, North Carolina:

The Charlotte-Mecklenberg School District is implementing a career ladder program for teachers. Teachers can move up the career ladder in a series of steps which link incentives and awards to high performance.

The district has continued to strengthen retention and promotion policies. Prior to the fall of 1983, students in grades 3, 6, and 9, who did not perform above the 25th percentile were not promoted but were provided with free summer school to improve their test scores. Effective in the fall of 1983, students in grades 3-6 who perform below grade level as measured by an achievement test or below ability as measured by an ability test must attend summer school. In addition, students in grades 3-6 who perform below grade level or miss 20 days of school are required to attend summer school. Students in grades 3-6 who perform below grade level but above ability level and 2nd graders who perform below grade level are encouraged to attend summer school.

Source: Cam Keyser, Public Information Coordinator, (704) 379-7135.

o Houston, Texas:

The Houston Independent School District has prepared a written document that reports the current status in the district of each of the Commission's recommendations. The district established its own Task Force on Educational Excellence in 1982. In addition, it is working with the Governor's Select Committee on Public Education. Among the many actions taken or under consideration are the following:

Graduation Requirements: Houston requires for graduation 4 years of English, 3 each of mathematics and social science, 2 of science, and a semester of computer literacy. Students who enroll in colleges or universities with selective entrance requirements are encouraged to take 2 to 4 years of foreign language.

Academic Enrichment: Houston has established a number of special programs to provide enriched study for gifted and talented students.

Specialized Schools: Students with special needs, talents, or interests may enroll in one of 16 senior high magnet schools, 13 middle school/junior high school programs, or 37 elementary school programs.

Student Proficiency: Houston has established proficiency standards for student evaluation, promotion, and achievement.

School Day: Extended instructional time is available for students of working parents. Some high schools have added an extra hour of instruction daily to allow students to pursue a more rigorous course of study.

Discipline: Students and parents are required to read and sign the Code of Student Conduct, including a tough attendance policy.

Teacher Salaries: The district has proposed to increase beginning teacher salaries from \$16,000 to \$21,000 over 5 years and to establish a salary of \$34,000 for teachers with 10 years of experience.

Teacher Incentives: Categories for stipends include outstanding attendance, critical staff shortage, high-priority location, outstanding educational progress, unique campus assignment, and professional growth. Supplementary pay for employees who have completed 15 years or more is paid as a longevity stipend.

Principal Evaluation: The district has an extensive procedure for evaluating the management and supervision skills of principals.

Community Involvement: A comprehensive program has been developed to involve various segments of the community in the school system, including business volunteers who communicate needed skills, share management techniques, and team teach.

Source: Billy Reagan, Superintendent, (713) 623-5581.

ATTACHMENT C

SAMPLE ACTIVITIES OF NATIONAL ASSOCIATIONS/ORGANIZATIONS

American Association for Higher Education (AAHE)

The theme of the National Conference on Higher Education, March 14-17, 1984, will be "Schools and Colleges: Toward Higher Performances." The conference will be at the Conrad Hilton Hotel, Chicago, Illinois. One seminar on "School/College Partnership" will take place March 16, 1984, at the Chicago Art Institute. Major topics of discussion at the conference will be: (1) Changing Clientele/New Roles and Missions; (2) Changing Society/New Roles and Missions; (3) High-Level Policy: the Press for Quality; (4) The Colleges' Role in Improving Performance; (5) Colleges as Organizations: Improving Performance; and (6) Improving Curricula and Methods of Instruction.

Source: Ted Marchese, (202) 293-6440

Verification Date: 11/8/83

American Association of Colleges for Teacher Education (AACTE)

To improve public education through efforts to enhance the quality of the teaching profession, AACTE, during 1983, will publish three policy statements on excellence in teaching and teacher education: (1) a profile of needed beginning teacher competencies; (2) a description of how to assess teacher competence; and (3) a description of a variety of extended programs that schools of education use to ensure excellent teacher education. In 1984 the Association will commission four papers on excellence: (1) on recruitment and retention of teacher candidates; (2) on ways to make education program standards more rigorous; (3) on the use of continual assessment measurements for students in training; and (4) on ways to work with others to support the improvement of general studies and the arts and sciences curriculum component of teacher education students. The four papers will be presented to the 1984 Summer Leadership Institute of the Association as the basis for an action plan for reforming and revitalizing teacher education. The AACTE's theme for 1984, "Quality and Action in '84," will be shaped and carried out through a series of consultations from other sectors represented on a special Blue Ribbon Task Force. The task force will consult with AACTE leadership on the best ways to achieve educational reform, a more positive public image for teacher education, and broad public support for preparing education personnel.

Source: David Imig, Executive Director, (202) 293-2450.

Verification Date: 11/14/83

American Association of School Administrators (AASA)

AASA published and distributed to its members a document entitled "The Excellence Report: Using it to Improve Your Schools," which contained the full text of the NCEE report, an analysis of key concepts presented in the report for school administrators to consider, questions they might be asked, and suggestions for using the report. AASA also has adopted the organizational goal of providing assistance in implementing the report. The AASA-sponsored National Academy offers programs that focus on many of the NCEE recommendations. The associations next annual meeting will include numerous sessions that focus on the themes of the report. AASA staff is monitoring the efforts of members to implement the recommendations, and has so far received over 1,500 responses to their request for information. A report is being prepared.

Source: Paul Salmon, Executive Director, (703) 528-0700.

Verification Date: 11/9/83

American Association for Counseling and Development (AACD)

The AACD, formerly the American Personnel and Guidance Association, has initiated two major credentialing efforts--the National Board for Certified Counselors (NBCC) and the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The NBCC's primary purpose is to establish and monitor a national certification program to identify counselors who have voluntarily sought and obtained certification. The CACREP was created to implement standards of the profession in counselor education and related programs of preparation. In addition, the American School Counselor Association, the AACD's largest division, recently revised "The Practice of Guidance and Counseling by School Counselors." This goal statement commits to the public record certain professional responsibilities of school counselors and identifies a set of philosophic assumptions about the conditions under which important psychological growth occurs in the practice of guidance and counseling.

Source: Frank Burtnett, Department of Association and Professional Relations, (703) 823-9800.

Verification Date: 11/14/83

American Association of Museums (AAM)

For the past 2 years, the Commission on Museums for a New Century, an independent project of the AAM, has been studying trends in society and the missions of the museum in an effort to offer guidance to the museum profession. One central theme of the Commission's work has been the appropriate role for museum learning within the context of the national educational agenda. Museums are seeking to fill their educational responsibilities in the areas of esthetic, humanistic, and

scientific literacy from their resources that are not available in any other type of institution. The Commission wants to establish an appropriate vehicle for beginning a discussion between museum professionals and education policymakers to develop new ways to integrate museum resources and concerns with the curriculums designed for American school children.

Source: Ellen Cochran, Staff Director, Commission on Museums for a New Century, (202) 338-5300.

Verification Date: 11/14/83

American Council on Education (ACE)

The Council has organized a 15-member Committee on Education Reform to exchange information on projects the associations have mounted to attain excellence in education. The Council also held a special program at its annual conference in Toronto, Canada, on the NCEE report. It also plans to prepare and distribute documents on issues of excellence in higher education, pending foundation funding.

Source: Elaine El'Khawas, Vice President, Division of Policy Analysis and Research, (202) 833-4776.

Verification Date: 11/8/83

American Federation of Teachers (AFT)

The AFT raised questions about educational excellence with the community of national educational leaders in the fall of 1981. The July 1983 AFT Convention adopted a comprehensive resolution on education reform which incorporated many positions included in the NCEE report and in other recent national reports. The resolution included: (1) stricter high school graduation requirements in academic subjects; (2) more homework; (3) the use of fair and objective student testing; (4) tougher requirements for student discipline; (5) curriculum renewal; (6) higher teacher salaries; (7) stricter teacher certification standards; (8) radical increases in beginning teacher pay; and (9) improvements in school conditions that enable teachers to concentrate on teaching. The AFT also indicated a willingness to consider new forms of incentive pay for teachers, but expressed caution about their potential effectiveness. Since the convention, the AFT has distributed its own position, summaries of the education reports, and articles commenting on them to participants in a series of regional conferences for its State and local leaders and to national, regional, State, and local AFT officials and staff members. The AFT has promoted educational reform through public service television spots and speeches by AFT officials.

Source: Eugenia Kemble, Special Assistant to the President, (202) 797-4400.

Verification Date: 11/14/83

American Library Association (ALA)

The ALA has established a Task Force on Excellence in Education which will present an interim report at the President's Program on January 9, 1984, during the ALA midwinter meeting in Washington, D.C. At its initial meeting on October 12, 1983, ALA identified seven "realities" which decision makers concerned with educational reform must recognize: (1) the role of libraries in a society in which individuals require life-long learning; (2) the special qualities of libraries to assist people of all ages and conditions to gain control of their lives; (3) libraries' contributions to the economy in our communities, States, and nations; (4) the importance of access and free choice of information and ideas; (5) the unique roles of several types of libraries and the resource sharing they espouse; (6) the nature of library support as an investment in people; and (7) Federal, State, and local/institutional roles in assuring library services.

During the midwinter meeting the Task Force will ask the various Division Presidents and Roundtable Chairpersons to react to the interim report to develop a more comprehensive final report, to be issued at the ALA annual conference in Dallas in June 1984.

In addition, several ALA members are participating on the ED Advisory Board planning a series of seminars on "Libraries and the Learning Society."

The White House Conference on Library and Information Services Task Force (WHCLIST), an organization which is an outgrowth of the 1979 White House Conference on Libraries, passed a resolution at its 1983 annual meeting in Cheyenne, Wyoming, requesting that the National Commission on Libraries and Information Science bring together a task force in consultation with WHCLIST to do a study on the National Library Imperatives to complement A Nation at Risk.

Source: Eileen Cooke, Director, Washington Office, (202) 547-4440.

Verification Date: 11/8/83

American Vocational Association (AVA)

Recent AVA efforts include the following: Publications--Special supplement of November-December Update analyzed seven recent national education reports; September issue of VocEd Journal devoted to improving the quality of community college programs; a series of publications on the comprehensive high school include "Assessing the Needs," "An Agenda for Improvement," and "Making the Case for Excellence." Meetings and Conferences--A series of national and regional conferences focused on such topics as Developing High Technology Vocational Programs; Vocational Education in the Comprehensive High School; and The Use of Computers in Vocational Instruction. Policy Development--At the Federal level, AVA endorses legislation to improve the quality of vocational education and encourage industry collaboration with schools for high-technology

training; efforts at the State level are tailored to specific State programs. Other--The December 1983 annual convention addressed the theme, "Vocational Education and Business: A Working Partnership;" the theme of National Vocational Education Week in 1984 will be "Vocational Education: Creating Partnerships for Excellence."

Source: Ronnie Posner, Assistant Executive Director for Projects and Conferences, (703) 522-6121.

Verification Date: 11/15/83

Association for Supervision and Curriculum Development (ASCD)

The ASCD recently completed the first phase of a project, "Redefining General Education in the American High School." The report of the 2-year study of the status of the core curriculum among a network of high schools is being disseminated as a 12-page newsletter during the fall of 1983. Another high school network was formed in the fall of 1983 to help participating schools improve planning strategies. The ASCD also has presented research on effective schools and school management to local administrators via a series of videotapes and publications which draw practical implications from the research. Another videotape and publication series for teachers describes effective teaching research, including classroom management, improving the use of learning time, and delivering high-quality instructional activities.

Source: Gordon Cawelti, Executive Director, (703) 549-9110.

Verification Date: 11/9/83

College Entrance Examination Board (CEEB)

As part of Project Equality, the College Board's 10-year program to strengthen quality in secondary education and to ensure equality of access to higher education, the Board on May 11, 1983, released a description of six basic academic subjects that each college-bound student should have mastered: English, mathematics, science, social studies, foreign language, and the arts. The descriptions of these subjects are contained in "Academic Preparation for College: What Students Need to Know and Be Able to Do." This document also contains definitions of the six basic academic competencies presented in 1981--reading, writing, speaking and listening, mathematics, reasoning and studying--and a seventh, computing, released at the May 11 presentation. In addition the Board has embarked on the following projects: 1) identification of 13 communities where institutions of higher education and school districts work together to achieve the goals of college preparation established in Project Equality, 2) integration of the six academic subjects and the seven basic competencies described in "Academic Preparation for College" to detail how each subject requires the competencies for its successful mastery and 3) with the support of the Minnie Stevens Piper Foundation, to

identify Hispanic students with potential for college and to improve the quality of education available to them by increasing their opportunities to take advanced placement courses for college credit in high school.

Source: George Hanford, President, (212) 582-6210.

Verification Date: 11/15/83

Council for American Private Education (CAPE)

CAPE member organizations are considering what private schools should do to respond to recent national education reports. For example, this item was on the agenda of the October 1983 meeting of the CAPE Board, the October 1983 meeting of the chief administrators of Catholic education, and an upcoming meeting of the administrators of the Lutheran Church Schools of the Missouri Synod. CAPE is seeking funding for projects to follow up current calls for reform, including: a project to strengthen the role private schools play in emphasizing the humanities through education and a project to study the teaching conditions in private education. The National Association of Independent Schools (NAIS), a CAPE member organization, has issued a publication on Faculty Salary Systems. NAIS also co-sponsored a study of private education by TheodoreSizer, which was released in 1983.

Source: Robert L. Smith, Executive Secretary, (202) 659-0016.

Verification Date: 11/10/83

Council for Basic Education (CBE)

The CBE's recent ongoing efforts have included: Publications--The CBE commissioned Necessary Lessons: Decline and Renewal in American Schools, by Gilbert T. Sewall, which is being distributed; Basic Education, the monthly bulletin, is reviewing and commenting on all major education reports; other publications include Making History Come Alive, Math and Science: Where Are the Teachers?, "What Is Basic Education? A Model Curriculum," and "High School Reform." Programs--Programs include Independent Study in the Humanities, which provides 100 fellowships for high school teachers; Action for Better City Schools, an urban school improvement project in Atlanta, Georgia, which seeks to improve academic achievement in 32 high schools; and Writing Workshops for teachers who teach subjects other than English. Consulting--CBE staff members have been part of the Paideia Group, The Ford Foundation's City High School Recognition Project, and the College Board's Equality Project. In Preparation--A report on science education, a report on the elementary school principalship, and campus summer institutes for mathematics and science teachers.

Source: Dennis Gray, Deputy Director, (202) 347-4171.

Verification Date: 11/14/83

Council for Exceptional Children (CEC)

The CEC created a task force to review recent national education reports and to prepare findings and recommendations on the reports' relevance to special education for CEC members and report to the Executive Committee by the end of 1983. CEC has also asked members to write papers on selected current national issues related to special education as source papers for the Executive Committee and for members. Similar issues will be highlighted at the CEC's April 1984 national meeting in Washington, D.C. On the meeting's agenda are a roundtable discussion of the task force's findings and a general session at which senior leaders within and outside of special education will discuss how the field is responding to the needs of exceptional children as part of current reform efforts. CEC State-level organizations also are focusing on this subject at State conventions. The CEC's related activities include three "Exceptional Child Education Reports" by the ERIC Clearinghouse which address the NCEE report in light of the concerns of CEC's members. The reports are (1) "Implications of the Commission on Excellence Report for Teacher Preparation in Special Education"; (2) "Implications of the Commission on Excellence Report for Education of the Gifted"; and (3) "Implications of the Commission on Excellence Report for the Education of the Handicapped."

Source: Frederick J. Weintraub, Assistant Executive Director for Governmental Relations, (703) 620-3660.

Verification Date: 11/10/83

Council of Chief State School Officers (CCSSO)

On August 5, 1983, members of CCSSO attending the annual summer institute devoted one day to discussions of the implications of national education reports. The members agreed: (1) the reports would help improve public education; (2) chief State school officers should serve as catalysts and facilitators of continuing discussion, debate, and policy development, especially after the November 1984 elections, when education might lose some of its political appeal; and (3) CCSSO should issue a brief official response to the reports at its November 19-22, 1983, annual meeting in Little Rock, Arkansas. CCSSO also featured articles on activities in States that respond to the NCEE report through the organization's electronic newsletter, "Chieffile."

Source: Patrick Martin, Director of Dissemination and Information, (202) 393-8161.

Verification Date: 11/14/83

Council of Great City Schools (CGCS)

"High School Reform in the Great Cities" is the theme of the Council's annual fall conference. The Council will issue a statement at the

conference on the association's response to national educational reports calling for reform. The Council expects its recent focus on elementary schools to shift toward leadership for reform of the high schools during the 1980s.

Source: Milton Bins, Senior Associate, (202) 371-0163.

Verification Date: 11/9/83

Education Commission of the States (ECS)

ECS has conducted three surveys to track State efforts in pursuing the "excellence agenda": a 50-State Survey of Initiatives in Science, Mathematics and Computer Education; State Programs of School Improvement, 1983: a 50-State Survey; and a Survey of States' Teacher Policies. ECS also has compiled profiles of 165 current State task forces to improve education. ECS's Task Force on Education for Economic Growth will continue to publicize the results of last year's activities with an emphasis on State and local initiatives on business/education partnerships. ECS also is preparing a summary and synthesis of 10 major national reports and is involved in a study of initiatives on teacher pay and teacher quality, approaches for financing excellence, and State efforts in school improvement. Direct technical assistance is provided to States and national organizations on issues raised by the recent reports.

Source: Donald W. Burnes, Assistant Executive Director for Elementary and Secondary Education, (303) 830-3830.

Verification Date: 11/10/83

Educational Testing Service (ETS)

ETS has underway a variety of operational and research programs aimed at improving the quality of education. They include a newly revised National Teachers Examination, with new guidelines to be published soon to clarify the test's utility and purpose. Several national programs recognize outstanding students and teachers. ETS offers several programs to help students perform more effectively on achievement tests and is mounting new testing programs that use computers. Technology research projects are seeking ways to improve achievement through the use of computers and to enhance student computer literacy. A study in excellence, in cooperation with the National Center for Educational Statistics, is exploring how student achievement is affected by student input and school policies and procedures. Other studies are probing factors that affect student admission and retention in higher education.

Source: Gerry Bogatz, Director, Office of Development Management, (609) 921-9000.

Verification Date: 11/8/83

Forum of Educational Organization Leaders (FEOL)

The Forum, which represents national organizations of school board members, teachers, principals, parents, and administrators, recommended on October 24, 1983, higher base pay for all teachers; a career ladder system for teachers; efforts to attract the top 25 percent of college graduates to teaching; guaranteed safe schools with defined codes of discipline to help maintain teacher effectiveness; and salary incentives to encourage career teachers to remain in the profession. In addition, FEOL recommended consideration of graduation requirements of 4 years of English, and 2 each of mathematics, science, and history and social studies for all students; and 4 years of English, 3 each of science and mathematics, and 2 of foreign language for the college bound. In addition, the Forum recommended review of current use of school time before extending the school day and year, but that students be given the choice of study up to 220 days per year, once the quality of instructional time is ensured; 1 hour of homework per day for elementary students and 2 hours for high school students; use of testing for promotion, graduation, and college admission only in conjunction with other indicators of performance; and testing to help screen new teachers.

Source: Harold L. Hodgkinson, Moderator, (202) 429-0014.

Verification Date: 11/8/83

International Reading Association (IRA)

The association is developing a research-based analysis and response to 25 NCEE recommendations that were found to be of concern to reading educators. Each of these recommendations and its related findings is being analyzed by specialists to explore the literature in reading research and education related to the recommendation. The resulting analysis will be shared with the staff of State departments of education, State boards, and other leaders in reading instruction. The association also is working with a group of organizations that has developed a statement on the Essentials of Education that stresses the development of higher level skills in each curricular area, as opposed to the minimum competencies that were emphasized in the 1970s. The association also has identified the NCEE report's relevance to improving reading instruction and conducted professional development and publishing programs aimed at carrying out many of the NCEE recommendations. For some time, IRA has interpreted the National Assessment of Educational Progress results for better practice in reading instruction, published checklists on the quality of instructional materials, and provided direct guidance to teachers and parents on how to enhance achievement.

Source: John Guthrie, Director of Research, (302) 731-1600.

Verification Date: 11/14/83

Music Educators National Conference (MENC)

The conference has encouraged its membership to read the NCEE and other national education reports. It is encouraging members to take advantage of recent national attention to education by showing the substance of music and asking for a share of new resources committed to the attainment of excellence. Music educators are being urged to supply facts that support the study of music and to take the initiative in political and local leadership.

MENC is bringing together the National Association of Schools of Music, the Music Teachers National Association, and the College Music Society for a December 1983 meeting to outline a plan of action in response to recent education reports.

Source: John Mahlmann, Executive Director, (703) 860-4000.

Verification Date: 11/8/83

National Assessment of Educational Progress (NAEP)

The NAEP is following up the NCEE recommendations with four types of activities. (1) The 1983-84 reading and writing assessment will collect added information to explore instructional practices and school policies that seem to be related to higher achievement on the assessment; and, in 1985-86, the assessment will measure reading, science, mathematics, and computer literacy to address the areas of critical concern to the NCEE. The NAEP's Advisory Policy Committee has emphasized assessment of higher order thinking skills in response to the concerns of the NCEE and other national studies. (2) The NAEP is encouraging and supporting States in performing their own assessments to compare their students' achievement with national results and with other States to provide a basis for determining where instructional improvement is most needed. (3) The NAEP is disseminating its results, including subject-oriented reports for practitioners, through a series of workshops for State testing officials in States participating in the assessment; other States and localities will be reached through regional workshops. Report cards released to the press will inform the public and policymakers of NAEP results. (4) The assessment is working with policy-setting boards to determine the data they would find most useful; the first session is being co-hosted with the National School Boards Association to determine the needs of local school boards.

Source: Ina Mullis, Associate Director, (609) 734-5890.

Verification Date: 11/9/83

National Association of Elementary School Principals (NAESP)

NAESP printed copies of the Commission report at its own expense and sent it to leaders of all State affiliates. The Commission report was

the major subject of discussion at two sessions of NAESP's 1983 National Fellows Program. NAESP printed in the June 1983 issue of its monthly newsletter, Communicator, an article on "A Nation at Risk" and a statement of its reaction to the report. During NAESP's State Leaders Conference in July 1983, members were briefed on the Commission report and issued a position statement as a result of the briefing. In August 1983 a NAESP Standards Committee was established to recommend position statements for the Association which would define a "quality elementary school" and to recommend components of a quality training program for principals of elementary and middle schools. Its report is due September 1984. NAESP and the Department of Education, in cooperation with the Johnson and Carnegie Foundations, sponsored a September 1983 conference at Wingspread, Wisconsin, to discuss implications of the Commission report for elementary school standards.

Source: Edward P. Keller, Deputy Executive Director,
(703) 620-6100.

Verification Date: 11/10/83

National Association of Secondary School Principals (NASSP)

The National Association of Secondary School Principals published and distributed to its members a special edition of the "NASSP News Leader" in May 1983, which provides comprehensive coverage of the Commission's report. In addition, NASSP prepared an "Almanac of National Reports" which compares seven different reports. NASSP also plans to continue discussion of the Commission's report, along with findings of other National groups, at their regional meetings this fall and at their annual convention in February 1984. In the October 1983 NASSP Bulletin, Theodore Sizer reviewed and commented on the NCEE and other national reports on education.

Source: Scott Thomson, Executive Director, (703) 860-0200.

Verification Date: 11/9/83

National Association of State Boards of Education (NASBE)

In August 1983 NASBE held a conference in Wingspread, Wisconsin, to launch an "Education Quality" campaign. The conference was the initial meeting of NASBE's Task Force on Education Quality, composed of one State board member from every State. At NASBE's annual meeting in October 1983, the task force presented a draft report, "A Blueprint for Excellence," which recommended educational change and improvement in five areas: instructional time, teacher quality, school organization and environment, standards, and curriculum. Through an information clearinghouse, NASBE will provide technical assistance to State boards of education to support implementation of State policy options proposed by the task force. NASBE, the Council of Chief State School Officers, the Education Commission of the States, the National Conference of State Legislatures, and the National Governors Association have formed a consortium to develop and disseminate

information to help policymakers interpret, assess, and respond to the recommendations of various commissions and reports on educational quality and excellence.

Source: Roberta M. Felker, Project Director, Special Education Dissemination Project, (703) 684-4000.

Verification Date: 11/10/83

National Conference of State Legislators (NCSL)

NCSL and the Education Commission of the States (ECS) published a special October 1983 issue of State Legislatures devoted to recent educational reports and their consequences, public policy, and funding implications. As of November 1, 1983, NCSL had received responses from 35 States to its NIE-funded survey on recent State efforts to improve education. The survey is intended to discover trends among the States and to obtain a profile of State activities. NCSL also is involved in an ongoing, NIE-funded program to provide cost-sharing awards to State legislatures that are looking for innovative ways to address their policy concerns in elementary, secondary, and postsecondary education. Technical assistance on education issues also is provided to the States.

Source: Ronald H. Field, Staff Director for Education and Labor, and Peggy Siegel, Education Program Manager, (202) 737-7004.

Verification Date: 11/9/83

National Council for the Social Studies (NCSS)

The Council published a response to the NCEE report in its August 1983 issue of The Social Studies Professional. The article discussed the NCEE's recommendation of 3 years of social studies as a requirement for high school graduation. NCSS will work with several major social science disciplines to strengthen social sciences curriculum from kindergarten through the university level. The NCSS is now pursuing a joint effort with the American Historical Association and the Organization of American Historians to develop student standards that would serve as the basis for a model American history course. NCSS also will co-publish with the Social Science Education Consortium, Inc., The Critical Role of the Social Studies in 1984.

Source: Lynn Iglitzin, Executive Director, (202) 966-7840.

Verification Date: 11/9/83

National Council of Teachers of English (NCTE)

The NCTE has established a Task Force on Excellence, which is charged with developing a strategy for sustaining a 10-year drive for

excellence and providing the NCTE executive committee with specific recommendations to do this. As part of the group of organizations that developed the Essentials of Education Statement, the Council issued its own statement in 1982 on the Essentials of English that supports the NCEE recommendations on teaching English. Many of NCTE's activities in 1983-84 will focus on the theme of excellence. These include meetings and publications that emphasize the theme of "Quality for All." The Council's 350 directors and officers are reviewing the NCEE recommendations, which will be discussed by the Council's internal commissions. Other focuses on improving English instruction include: (1) dissemination of standards for writing instruction and a booklet for parents to help them assist their children to become better writers; (2) distribution of a flyer to school board members on how to recognize and improve the professional development of all English teachers towards excellence; (3) holding four summer institutes in 1983 on writing and English instruction; and (4) commissioning an NCTE subgroup to revise standards for preparation of language arts teachers.

Source: John Maxwell, Executive Director, (217) 328-3870.

Verification Date: 11/10/83

National Education Association (NEA)

The NEA at its 1983 Representative Assembly established a Blue Ribbon Task Force, which will make its final report to the Assembly in July 1984. The task force is addressing such issues as the relevance of contemporary school goals and purposes; the allocation of responsibility for public education among local, State, and Federal governments; the need for and sources of education funding; defining qualified teachers and the training necessary for professional practice; obtaining a compensation system compatible with professional and educational excellence; and achieving adequate support for professional practice. The NEA also is hosting a January 1984 invitation conference, "Moving the Nation's Agenda," which will focus on moving educational reform from analysis to implementation of the recommendations of the national education reports. The conference's objectives are to create a national focus on a specific approach for educational reform; encourage communication among groups that will form State coalitions at the conference; and provide information for the NEA's task force. NEA also has developed a guide for State affiliates: "Excellence in Our Schools, Teacher Education, and Action Plan." State and local NEA affiliates also are mounting activities related to educational reform, including reports to the public on their priorities.

Source: Sharon P. Robinson, Director, Instructional and Professional Development, (202) 822-7350.

Verification Date: 11/14/83

National Governors' Association (NGA)

In February 1982 the National Governors' Association called for the clear assignment of educational responsibility within the Federal system, while reaffirming the governors' strong position that the States must play the primary role in the development of an effective educational system. In August 1983, at its 75th annual meeting, Association members approved eight recommendations that the Task Force on Education for Economic Growth included in its report, Action for Excellence. The Association's most recent project is a Do's and Don't's pocket guide prepared by its Task Force on Merit Pay.

Source: Loretta T. Avent, Associate Staff Director for Education and Labor, (202) 624-5358.

Verification Date: 11/7/83

The National Parent-Teachers Association (PTA)

As an advocate for children, the National PTA encourages the involvement of parents in the education of their children. The PTA's publication, Looking in on Your School: A Work Book for Improving Public Education, published in December 1982, was distributed to PTA units in 25,000 schools throughout the Nation. PTA members were asked to evaluate their public schools and then work together with school personnel and other community members to improve the quality of education provided by those schools. This is an ongoing grass-roots effort.

The National PTA's Commission on Education studied and evaluated A Nation at Risk and other educational reports and is sharing this information with national, State, district, and local PTA leaders. Briefing papers are being developed on issues that affect the quality of public school education.

PTA leaders are participating with other leaders in education in State and local coalitions to strengthen excellence in education. State PTA conventions this fall also have emphasized consideration of the national education reports. The PTA is committed to furthering excellence in education, including all aspects of the quality of children's lives.

Source: Elaine Stienkemeyer, President, (312) 787-0977.

Verification Date: 11/11/83

National School Boards Association (NSBA)

The NSBA has undertaken several activities to follow up on the NCEE report and other national education studies. At the annual convention, the Delegates Assembly resolved that all school board members should give the reports serious attention. The NCEE report was made

available to every school board president. The School Board News reprinted the report and published articles and editorials on the actions and responsibilities of local boards, plus articles on educational excellence and school reform. The NSBA Board of Directors adopted a series of resolutions that outlined local board responsibilities for reviewing and ensuring the quality of education and affirming the Federal role in educational equity, improvement, and reform. The NSBA President testified before Congress and met with the President and the Secretary of Education on the national education reports. The activities have developed into a set of State and local action plans for reviewing and implementing the specific recommendations of the NCEE and other reports.

Source: Thomas A. Shannon, Executive Director, (202) 337-7666.

Verification Date: 11/7/83

National School Public Relations Association (NSPRA)

The Association has been tracking State and local activities in response to the NCEE report. It also has developed a special workshop packet to help school staffs, parents, students, and community leaders review the NCEE report, establish priorities, and develop follow-up plans. In addition, NSPRA maintains in its electronic computer network local follow-up activities to the report that may be called up by subscribers which include all Chief State School Officers, the National Association of State Boards of Education, and several statewide networks. The Association's special report will be distributed December 1, 1983. Called Excellence: Your Guide to Action Now, the report is an overview of education programs in 50 states, particularly teacher improvement, improved standards for high school graduation, and computer programs.

Source: Virginia M. Ross, Director of Public Relations, (703) 528-5840.

Verification Date: 11/8/83

National Urban League

The Urban League, because of its concern about the possible lack of focus on the differential impact of the national reports on Black youth, has focused the efforts of its Education Commission on an extensive review of each of the major reports on education that deals with this topic. At its 1983 national meeting, there were three events related to the reports: (1) a 2-day workshop on the widening computer gap between poor and affluent schools and the status of the Street Academy as a vehicle for delivering quality public education; (2) a panel of five Black Superintendents from five major cities reacted to the NCEE report with a member of the NCEE on the panel; (3) a major session on Black Higher Education: A View from Public and Private Institutions, focusing on the effects of desegregation and the

current Federal policy on the delivery of education to Blacks. Ongoing activities include attempts to affect what happens to Black youngsters in public education and an analysis of Youth Speak-outs held in 60 cities in 1982, which focused on youth problems as seen from the perspective of young people.

Carol Gibson, Director of Education, (404) 681-3080, ext. 109.

Verification Date: 11/10/83

Phi Delta Kappa (PDK)

The PDK Board of Directors has approved recommendations of a distinguished panel assembled July 19-20, 1983, to develop a positive response to the NCEE and other national education reports. There were 14 recommendations, including: distribute a summary of the major reports in the PDK newsletter; publish a special report of the PDK magazine, the KAPPAN, on the reports and their implications for education; suggest to local chapters that the reports be the theme for 1983-84 program planning; prepare a videotape on the reports for use by local chapters or community groups; make techniques used to identify master teachers the topic for the spring 1984 skill leadership institutes; and bring together a consortium of groups to discuss the reports in an attempt to agree on a joint approach to one or more aspects of the problems identified by the National reports.

Source: Lowell C. Rose, Executive Secretary, (812) 339-1156.

Verification Date: 11/4/83

U.S. Chamber of Commerce

Secretary Bell addressed the November meeting of the Board of Directors to recognize and encourage its leadership in business-school partnerships. The National Chamber Foundation's "Task Force on Education and America's Work Force: Helping Schools Make Better Workers" is examining ways business can work with schools. The Chamber's Committee on Education, Employment and Training is stepping up its activity as education becomes a higher priority for State and local Chambers. For example, the Indianapolis Chamber is coordinating 100 businesses and 600 volunteers through the "Partners in Education" program which has involved 2,000 elementary and high school students in career awareness activities. The Seattle Chamber is participating with the Seattle Teachers Association and others in the "Private Initiatives and Public Education" program which pairs local businesses with schools to help meet individual student needs.

An example of statewide efforts is the Mississippi Economic Council, which played an important role in passage of constitutional provisions to create an appointed lay State Board of Education which will in turn appoint the Chief State School Officer. The Council mounted a public information campaign to support the Education Reform Act of 1983. It

is now campaigning to ensure that new revenue raised under the Act is dedicated to education and that reforms are implemented.

Source: Robert L. Martin, Associate Manager, Community Resources, (202) 463-5533.

Verification Date: 11/15/83

Vocational Industrial Clubs of America (VICA)

VICA issued an October 1983 response of its members to the NCEE report. The response was from students who attended the 1983 VICA National Leadership Conference. Students addressed each of the Commission's major recommendations and expressed as their primary concern the preservation of secondary vocational education as a top priority.

Source: Larry W. Johnson, Chief Executive Office, (703) 777-8810.

Verification Date: 11/8/83

Numerous State and local organizations and associations have activities that parallel, complement, or supplement those of national organizations. Their efforts include studies, public forums, reports, school support, advocacy, and mobilizing public opinion. Examples include:

The Atlanta Partnership of Business and Education

The Atlanta Partnership joins major businesses and civic groups with institutions of higher education and with the Atlanta Public Schools in such efforts as Adopt-a-School, affirmative action job placement, tutorial volunteer activities, and a program of distinguished scholars. The affiliated organizations include the members of the Chamber of Commerce, units of the Jaycees, and PTAs. It is expected that services and equipment contributed to the schools will total almost \$1.5 million in 1983-84.

The Boston Compact

The Boston Compact involves the Boston Private Industry Council, the city government, and the city schools in a joint commitment to upgrade the schools through increased budget and improved standards so that students will meet requirements of more than 100 employers who pledged to give high school graduates priority in hiring.

The California Roundtable

This group of major corporate leaders supported a 1982 study recommending public and private initiatives to raise educational standards, upgrade technical education, increase community involvement, and reform finance and strengthen the teaching profession. The Roundtable was active during the 1983 efforts to enact comprehensive legislation supporting educational reforms.

Florida Education Association

The Association released a report, "Mandating Excellence and Rewarding Initiative in Teaching," on October 15, 1983. The report is a plan to increase student achievement through: (1) attaining the State Board of Education's goal of reaching the upper quartile by 1985 in salaries and educational achievement; (2) identifying and sustaining exemplary school programs; (3) attracting and retaining the best teachers through a career teacher program that includes a career ladder from apprentice to master teacher.

The Georgia School Boards Association

The Association has appointed a Task Force on Education Reform made up of five committees corresponding to each of the major recommendations in the NCEE report. The Task Force will relate its studies of the areas of recommendation to six goals established by the State Board of Education in May 1983: (1) to strengthen graduation requirements; (2) to establish at least one point in the elementary grades for promotional requirements to be met by students; (3) to mandate curriculum content; (4) to establish a merit pay system; (5) to strengthen the leadership skills of administrators; and (6) to rationalize the certification process for teachers. The merit pay study includes consideration of differential pay in areas of teacher shortages.

Kentucky Chamber of Commerce

The Chamber has appointed a task force called "Kentucky for Excellence."

Louisiana Association of Business and Industry

The Association has made educational quality a top priority. It supported State requirements that new teachers score well on the National Teachers Examination. In October 1983, it issued Preparing for the '90s: The Thrust for Quality in Higher Education. The report calls for reforms including a special State endowment for scholarships, upgrading of universities, and recruitment of superior graduate students. A second report on other levels of education also will be issued.

Maine School Superintendents Association

The Association has addressed the five major recommendations of the NCEE with recommendations for study and action to local school systems and other educational agencies in Maine.

The Minnesota Business Partnership, Inc.

The Partnership is supporting an independent study of Minnesota schools and policies which can foster higher standards and performance. Task Forces on Educational Quality and on Higher Education provide an organizational framework for follow-up to the study.

New Hampshire Association of School Principals

The Association is establishing a principal's academy to upgrade the skills of high school principals.

New Jersey Principals and Supervisors Association (NJPSA)

The Association has requested that all members inform the Governor of their opinions concerning the Governor's educational program. The Board asked particularly for comments on standards of student conduct, bilingual education, teacher certification, minimum salary for teachers, a master teacher proposal, and a proposed Academy for the Advancement of Teaching and Management.

North Carolina Council for Minorities in Science, Mathematics, and Engineering (NCCMSME)

The Council is identifying talented minority students in grades 5-7, monitoring their progress over time, and providing long-term assistance.

ADD TO ATTACHMENT C: SAMPLE ACTIVITIES OF NATIONAL/STATE
ASSOCIATIONS AND ORGANIZATIONS

Association for Computing Machinery (ACM)

The main section of the NCEE report was reprinted in the July 1983 issue of COMMUNICATIONS of the ACM, a monthly publication distributed to 63,000 members.

Association for Educational Communications and Technology (AECT)

AECT devoted its September 1983 issue of Instructional Innovator to its response to the NCEE report, including articles on how to use the media and instructional technology for more effective teaching, particularly in English, mathematics and science.

Maine Chamber of Commerce

The November issue of Maine Today, published by the Chamber for its 10,000 members, features articles on education including a reprint of A Nation at Risk.

National Council of Teachers of Mathematics (NCTM)

The Council is coordinating an invitational conference with the National Institute of Education, on "School Mathematics: Options for the 1990s," at the Wisconsin Center for Education Research at the University of Wisconsin, December 5-8, 1983. The goal of the conference is to gather informed testimony and professional judgement about needed changes, choices, and constraints in mathematics instruction in American schools. The conference will focus on both conceptual issues in mathematics and the social and political demands of a changing society which need to be reflected in school mathematics in the coming decade. Major topics will be (1) Mathematics in the School Curriculum; (2) Research on Learning and Teaching Mathematics; and (3) Policy Implications and Impediments.

Source: James D. Gates, Executive Director, (703) 620-9840.

Verification Date: 11/8/83

National Science Teachers Association (NSTA)

The Association has completed a national registry of mathematics, science, social science, and computer personnel in American school systems. A careful analysis is being done of what these staff people are teaching and any other responsibilities they may have. There are approximately 400,000 names on the registry.

On April 5-8, 1984, the Association will host its annual conference in Boston. The conference theme: "Search for Excellence in Science Education."

Source: Bill Aldridge, Executive Director, (202) 328-5811.

Verification Date: 11/8/83

Supplement to
MEETING THE CHALLENGE:
Recent Efforts to Improve Education Across the Nation

December 1, 1983

This supplement provides additional information as well as updates, clarifications, and corrections to the November 15 report to the Secretary of Education prepared by the staff of the National Commission on Excellence in Education.

STATE REFORM INITIATIVES: UPDATES, CLARIFICATIONS, CORRECTIONS

ARKANSAS

Clarifications:

- Teacher Shortages: The program which was developed to forgive up to 50 percent of the education costs for teacher training in science and mathematics will also forgive up to 100 percent of the loan if the teachers remain in teaching for a five year period.
- Performance-Based Pay: The legislation that was being considered for a pilot program in up to 12 school districts to develop models for performance-based pay programs, did not pass.

Update:

Legislation has passed establishing an "Effective Schools Program" which will serve as a model for excellence in Arkansas. The Arkansas Department of Education will identify a number of effective schools, work with them to enable them to reach model standards and use the schools as resource models to help other schools improve.

Legislation has passed establishing a statewide recognition program for teachers, schools and students which would provide mini grants to teachers, grants to schools and recognition to students.

Legislation has passed establishing a "Statewide Parent Involvement Program" in which parents will be given materials and training designed to help them be effective tutors for their children in basic skills areas.

IDAHO

Clarifications:

Local school districts are preparing to implement recent actions of the State Board, including provisions for a local-option 8th grade proficiency test, requirements for a 6-period schedule for all students, and attendance standards for course credit. The Board also established a special interim, 3 year reading certificate for secondary school teachers of English, special education, and speech and drama.

Update:

The Legislative Public Education Reform Committee, at its December 3rd meeting, will complete preparation of a bill to be introduced at the 1984 legislative session. While plans now call for 1985-86 implementation, that date may be moved ahead to accommodate pilot programs. Among their recommendations: support for increased graduation requirements; a 90% attendance rule for class credit like that adopted by the State Board; competency certification of teachers

with periodic recertification, the details to be developed by the Professional Standards Commission; changes in the renewable contract law with mandatory annual evaluation of all teachers; tax credits for donations to public schools; encouraged use of adjunct teachers in public schools; an increase in the average teacher's salary to 60% of the national average the first year and up to the national average in the second; and recognition of teaching excellence through career ladder programs developed locally by districts and approved by the State Department of Education. These programs are to include clearly identified career paths for teachers, with advancement based on performance and additional responsibility. Once developed, additional money is to be available from the State to fund such programs.

A two hour state-wide public television special Wednesday evening, December 7, from 8:00 p.m. to 10:00 p.m. M.S.T. will present the Public Education Reform Committee final report. Three discussion panels will consider different aspects of the recommendations, their ramifications, and feasibility of implementation. Among participants: State Superintendent of Public Instruction Jerry L. Evans and State education leaders, members of the Revenue and Taxation and Joint Finance and Appropriations legislative committees, as well as the minority and majority leadership of both houses of the Idaho legislature. Segments from PBS coverage of the National Forum in Indianapolis will also be shown at intervals in the program.

INDIANA

Clarifications:

- Curriculum Reform: Project Primetime, a basic skills program for grades K-7, was given a six-fold increase in funding. The program is designed to improve the skills of low achievers in mathematics, reading, and language arts by reducing student-teacher ratios.
- A legislative committee has approved a State educational improvement program in which grade levels and criteria would be decided by the State Board of Education. Remediation would be provided to students who failed to meet the minimal standards on a statewide test.
- Graduation Requirements: Students starting high school in the fall of 1985 will be required to accumulate 38 credits, including 4 years of language arts and 2 years each of mathematics, science, and social studies. This compares to current requirements, which have been in place for 50 years, of 32 total credits and 1 year each of mathematics and science, 3 of English, and 2 years of social studies.
- Teacher Shortages: The tax-credit incentive is for employers who hire teachers during the summer recess.
- Teacher/Administrator Development: The \$6 million computer training program is per biennium.

Update:

On November 21, 1983, the State Board of Education adopted a series of legislative proposals: lengthening of the school year, expanding summer school, funding for the gifted and talented, statewide testing and remediation program at three grade levels, funding and expansion of "Project Primetime," a K-3 achievement program, funding for high school mathematics and science scholarship programs, increased funding for kindergarten programs, implementing adult and continuing education programs and a pilot basic skills test for teachers.

The State Superintendent is expected to present these proposals to the legislature in January 1984. The Governor indicated that he will propose certain initiatives from the State board proposals.

MONTANA

Correction:

Source: Willard Anderson, Deputy Superintendent of Public Instruction, 406/449-5643.

NEW MEXICO

Addition:

- ° Computer Technology: In 1981, the State Board of Education began adopting computer software as part of its State approved textbook list.

OHIO

Update:

On November 14, 1983, the Joint Commission on Vocational and Technical Education submitted a series of recommendations to strengthen the relationship between vocational and technical education to the State Board of Education and the Ohio Board of Regents.

OKLAHOMA

Clarifications:

- ° Graduation Requirements: Requirements for high school graduation are 20 units.

PENNSYLVANIA

Clarifications:

- ° College Admissions: Many of Pennsylvania's approximately 200 State and State-related colleges and universities are reviewing their

- Academic Enrichment: A new Governor's school in international studies is being created. The State already supports a Governor's School for the Sciences, which will attempt to expand its enrollment of sophomores and juniors from 60 in 1983 to 200 over a two-year period, and a Governor's School for the Arts, which enrolls 200 students. The arts school is in its 11th year. admissions and entrance requirements. A group of deans from 21 liberal arts institutions has issued a statement of "What We Expect" to prospective students, their parents, and school counselors.
- Master Teachers: "Excellence in Teaching" awards are under consideration. They would provide awards of \$2,000 to the top teachers in each district. Up to 5 percent of each district's teaching staff would be eligible for such an award in any given year.

SOUTH CAROLINA

Update:

On November 22, 1983, the Governor addressed South Carolina citizens on "a new approach to quality education" and endorsed a 1-cent increase in the State sales tax to yield an additional \$210 million. He advocated that all increases in revenue be devoted to public education and called for implementation of the recommendations of the Business Education Partnership Committee.

SOUTH DAKOTA

Correction:

Source: Donna Fjelstad, Director, Educational Resource Services, Department of Education and Cultural Affairs, 605/773-4774 (correction for page 75).

TENNESSEE

Clarifications:

The 10-point "Better Schools Program" was tabled by a Senate committee in April 1983 to provide for study of the 10th point, the Master Teacher/Master Administrator Act.

Mandatory kindergarten is one of the ten points.

- Teacher Preparation: The State Board of Education is considering a proposal to establish a cutoff score on the National Teacher Examination for students who complete teacher education programs, before they receive State certification.

Update:

The legislative Select Committee is recommending a new bill entitled the Comprehensive Education Reform Act of 1984. This Act contains career ladders and incentives for teachers and administrators.

VERMONT

Clarifications:

- ° School Accreditation: The State Board of Education is revising its standards for approving public schools (similar to accreditation). The process began in the fall of 1982, with several public forums on the issue in 1983. A final report on the standards is due by February, 1984.

WASHINGTON

Clarifications:

In May 1983, the State Board of Education increased the high school graduation requirements from 45 to 48 (3 credits = 1 year of study). Students beginning 9th grade in 1985-86 must have 3 years of English (up from 2 years), 2 years of science (up from 1 year), 2 years of mathematics (up from 1 year), 2 1/2 years of social studies (up from 1 2/3 years), 1 year of occupational education and 4 years of physical education. The State Board is contemplating further raising the total number of credits required to 60 with some revision in the physical education requirements.

The Governor has recommended that requirements equal to those recommended by the NCEE (3 years each) be adopted for science and mathematics.

Update:

The State Superintendents Task Force on Educator Supply and Demand will release its recommendations by January 1, 1984.

On November 30, Temporary Committee on Educational Policies, Structure, and Management, completed its five public hearings on a preliminary set of recommendations. The committee will be making its first set of recommendations to the 1984 Legislature, which convenes January 9, 1984.

The Washington Commission on Educational Excellence of the Washington Education Association will release its recommendations on Monday, December 5.

ADDITIONAL RESPONSES AND INITIATIVES

Business Poll

The Fall 1983 Business Poll conducted by Research and Forecasts, Inc. indicates that senior executives of Fortune-listed companies are seriously concerned about the condition of the United States educational system. Nine out of ten of the Nation's top business leaders say that improvements are needed, with 46% responding that education should be an immediate National priority.

National Commission on Secondary Schooling for Hispanics

On October 31, 1983, the Hispanic Policy Development Project (HPDP) announced formation of the National Commission on Secondary Schooling for Hispanics. The 18-member group will conduct a six-month study of the current condition of Hispanic secondary school education and assess the recommendations of recent studies on U.S. high schools as they relate to the Hispanic student. Another goal of the Commission is to develop an agenda for improving the educational achievement of Hispanics in the United States.

The Commission, composed of both Hispanic and non-Hispanic educators, community leaders, and corporate representatives will meet in five sites with large Hispanic populations between November 1983 and April 1984. The Commissioners will meet with school officials and community representatives to discuss the specific problems faced by Hispanic youth in those areas and identify successful approaches used to address them. The sites to be visited are Los Angeles, November 7-8; San Antonio, December 12-13; Miami, January 23-24; New York City, February 27-28; and Chicago, March 26-27. The co-chairs of the Commission are Dr. Mari-Luci Jaramillo of the College of Education at the University of New Mexico, and Dr. Paul N. Ylvisaker of the Harvard Graduate School of Education.

Policy Studies in Education

A checklist was developed by Policy Studies in Education (212-683-4144) addressing each of the provisions and implementing recommendations made in A Nation at Risk. The checklist asks whether each provision has already been made in the school district, or if not, whether it should be made in the district. Copies were sent to each State executive of the National School Boards Association, resulting in requests from thirty States for nearly 70,000 of the checklists. In the remaining twenty states, the checklist was sent to every superintendent of a district serving 2,500 or more students. This mailing resulted in requests for an additional 30,000 copies. Typically, the checklist has been used to start and guide discussions in local school systems between the administrative staff, the school board, and citizen groups about the standing of the system in relation to the Commission recommendations.