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**Education Supplement**

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## **Introduction to Studies in the News**

Studies in the News is a current compilation of items significant to the Legislature and Governor's Office. It is created weekly by the State Library's [California Research Bureau](#) to supplement the public policy debate in California. To help share the latest information with state policymakers, these reading lists are now being made accessible through the State Library's website. This week's list of current articles in various public policy areas is presented below. Prior lists can be viewed from the California State Library's Web site at [www.library.ca.gov/sitn](http://www.library.ca.gov/sitn)

- When available, the URL for the full text of each item is provided.
- California State Employees may contact the State Information & Reference Center (916-654-0206; [cslsirc@library.ca.gov](mailto:cslsirc@library.ca.gov)) with the SITN issue number and the item number [S#].
- All other interested individuals should contact their local library - the items may be available there, or may be borrowed by your local library on your behalf.

The following studies are currently on hand:

## **EDUCATION**

### **ACADEMIC ACHIEVEMENT**

**The Nation's Report Card, Mathematics and Reading, 2007: Trial Urban District Assessment Results at Grades 4 and 8. By the National Center for Education Statistics, U.S. Department of Education. (The Department, Washington, DC) November 15, 2007.**

[“Every two years, 11 urban districts, including Los Angeles, test their fourth- and eighth-grade students in math and reading. The results provide a look into the achievement in the nation's urban schools. They echoed some of the concerns from the nationwide assessment: While math scores rise, reading progress is mixed and the achievement gap between white and

Asian students and their black and Latino counterparts remains wide.” Los Angeles Times (November 16, 2007) 1.]

[Request #S08-5-1685]

Mathematics:

<http://nces.ed.gov/nationsreportcard/pdf/dst2007/2008452.pdf>

Reading:

<http://nces.ed.gov/nationsreportcard/pdf/dst2007/2008455.pdf>

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## ACADEMIC ACHIEVEMENT

**How Well Are American Students Learning? By Tom Loveless, Brown Center on Education Policy, Brookings Institute. (The Institute, Washington, DC) 2007. 32 p.**

Full text at:

[http://www.brookings.edu/reports/2007/~//media/Files/rc/reports/2007/1211\\_education\\_loveless/1211\\_education\\_loveless.pdf](http://www.brookings.edu/reports/2007/~//media/Files/rc/reports/2007/1211_education_loveless/1211_education_loveless.pdf)

[“The latest report on the state of education takes a stab at some common perceptions about student achievement that ‘do not make sense.’ Low proficiency rates on national assessments, for example, do not spell the failure that many observers claim; private school enrollments do not reflect their purported superiority over public schools; and the impact of more instructional time on mathematics learning is not clear-cut. The large proportions of American students who do not meet the standard for proficient on the various subject area tests administered under the national assessment program are a function of the relatively high cutoff scores used for determining proficiency on national assessments. They are set too high, the report suggests.” Education Week (December 19, 2007)1.]

[Request #S08-5-1700]

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## ACADEMIC ACHIEVEMENT

**The Untapped Power of Summer to Advance Student Achievement. By Beth M. Miller, Miller-Midzik Research Associates. (Nellie Mae Education Foundation, Quincy, Massachusetts) June 2007.76 p.**

Full text at: [http://www.nmefdn.org/uploads/Learning\\_Season\\_FR.pdf](http://www.nmefdn.org/uploads/Learning_Season_FR.pdf)

[“Research on seasonal learning shows that children in all socioeconomic groups are actually progressing at the same rate during the school year. Yet during the summer middle-class children generally continue to learn, or hold steady, especially in reading, while poor children lose knowledge and skills. This report’s goal is to help readers understand the connection between a child’s summer experiences and his or her success in school and beyond, and to highlight the potential for the summer months to bridge persistent educational gaps.”]

[Request #S08-5-1299]

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## ACADEMIC PERFORMANCE

**San Fernando Valley Enrollment Trends and Performance. By the San Fernando Valley Economic Research Center, California State University, Northridge. (The Center, Northridge, California) 2007. 4 p.**

Full text at: [http://www.csun.edu/sfverc/2007\\_Q1%20Enrollment.pdf](http://www.csun.edu/sfverc/2007_Q1%20Enrollment.pdf)

[“San Fernando Valley schools are continuing to improve and generally outperform others in Los Angeles Unified, county and statewide on key student achievement tests. The LAUSD’s Valley schools and the Burbank, Glendale and Las Virgenes school districts all scored better than the LAUSD’s average Academic Performance Index score of 655 in 2006-07. A key to their success is focusing on instructional programs and having strong partnerships among the district, principals, teachers, parents and students. Local schools are increasing their performance even with declining enrollments -- and subsequently declining funds.” Los Angeles Daily News (January 14, 2008)1.]

[Request #S08-5-1703]

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## ACADEMIC STANDARDS

**‘Restoring Value’ to the High School Diploma: The Rhetoric And Practice Of Higher Standards. By W. Norton Grubb, University of California, Berkeley, and Jeannie Oakes, University of California, Los Angeles. (Education Policy Studies Laboratory, Arizona State University, Tempe, Arizona) October 2007. 37 p.**

Full text at: <http://epsl.asu.edu/epru/documents/EPSTL-0710-242-EPRU.pdf>

[“Two education professors take aim at what they see as an overemphasis on states’ adoption of higher standards for graduation and more-rigorous tests. The paper argues that discussions of ‘rigor’ too often use a narrow definition that neglects higher-order-thinking skills, applications of learning in unfamiliar settings, and academic depth in favor of breadth. And many proponents of higher standards and rigorous tests, the authors contend, have little to say about how their imposition will enhance student performance generally. The authors say many urban high schools simply lack the capacity to meet the standards.” Education Week (October 5, 2007) 1.]  
[Request #S08-5-1296]

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## ACCOUNTABILITY

**“Accountability Incentives: Do Schools Practice Educational Triage?” By Matthew G. Springer. IN: Education Next, vol. 8, no. 1 (Winter 2008) pp. 74-79.**

Full text at: [http://media.hoover.org/documents/ednext\\_20081\\_74.pdf](http://media.hoover.org/documents/ednext_20081_74.pdf)

[“A study offers evidence to dispute the notion that the federal No Child Left Behind Act is pressuring educators in struggling schools to focus on the ‘bubble kids’ -- students who fall just below the passing threshold on state tests -- at the expense of students at the high and low ends of the achievement spectrum. [Researchers] scoured three years of test-score data on 300,000 elementary and middle school students in an unnamed Western state for signs that students in the middle testing range got a disproportionate boost in test scores after the 2002 law took effect. The schools identified as having fallen short of their performance goals succeeded in raising achievement for the entire range of students at risk of failing, without sacrificing the academic progress of the most gifted students.” Education Week (October 31, 2007)1.]

[Request #S08-5-1693]

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## AFTER SCHOOL PROGRAMS

**Outcomes Linked to High-Quality Afterschool Programs: Longitudinal Findings from the Study of Promising Afterschool Programs. By Deborah Lowe Vandell, University of California, Irvine, and others. (Policy Studies Associates, Inc., Washington, DC) October 2007. 9 p.**

Full text at:

<http://www.policystudies.com/studies/youth/Promising%20Programs%20FINAL.pdf>

[“[This] study finds that regular participation in high-quality afterschool programs is linked to significant gains in standardized test scores and work habits as well as reductions in behavior problems among disadvantaged students. These gains help offset the negative impact of a lack of supervision after school. The two-year study followed almost 3,000 low-income, ethnically diverse elementary and middle school students from eight states in six major metropolitan centers and six smaller urban and rural locations. About half of the young people attended high-quality afterschool programs at their schools or in their communities.”]

[Request #S08-5-1683]

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## CHARTER SCHOOLS

**Charter School Indicators. By Richard S. Brown, Center on Educational Governance, University of Southern California, and others. (The University, Los Angeles, California) 2007. 24 p.**

Full text at: [http://www.usc.edu/dept/education/cegov/CSI\\_USC.pdf](http://www.usc.edu/dept/education/cegov/CSI_USC.pdf)

[“The first report of its kind, transforms data submitted to the state for compliance purposes into a tool for school improvement and accountability. Performance measures are organized into four areas: financial resources and investment, school quality, student performance and academic productivity. The report also updates the profile of the California charter school population.”]

[Request #S08-5-1297]

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## CHARTER SCHOOLS

**A Sum Greater than the Parts: What States Can Teach Each Other About Charter Schooling.** By Sara Mead and Andrew J. Rotherham, Education Sector. (The Sector, Washington, DC) September 2007. 26 p.

Full text at: [http://www.educationsector.org/usr\\_doc/CharterSchoolSummary.pdf](http://www.educationsector.org/usr_doc/CharterSchoolSummary.pdf)

["This report summarizes states' experiences with charter schooling, particularly the role of state charter school laws in shaping a state's charter sector. We identify and examine the areas of the law that have the greatest impact on the characteristics and quality of a state's charter sector and propose what we have found to be the necessary legislative and regulatory changes to promote a charter sector's quality and growth. We also look beyond state charter school laws to how a state's regulatory, political, and educational climate also shapes its charter sector."]

[Request #S08-5-1532]

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## COMMUNITY COLLEGES

**Green Lights and Red Tape: Improving Access to Financial Aid at California's Community Colleges.** By Deborah Frankle Cochran and Hilda Hernandez-Gravelle, The Institute for College Access and Success. (The Institute, Washington, DC) December 2007. 48 p.

Full text at: [http://www.ticas.org/files/pub/Green\\_Lights\\_Red\\_Tape.pdf](http://www.ticas.org/files/pub/Green_Lights_Red_Tape.pdf)

["Although community colleges in California have some of the lowest tuition and fees in the nation, that does not guarantee access for low-income students, and colleges there could do more to help students apply for financial aid. Tuition represents only 5 percent of the estimated total cost of attending a California community college, but the costs of books, housing, transportation, and other education-related expenses are sometimes insurmountable obstacles for potential students." Chronicle of Higher Education (December 6, 2007) 1.]

[Request #S08-5-1688]

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## EDUCATION FINANCE

**California School Boards Association, et al. v. State of California, Department of Finance. San Diego County Superior Court. November 21, 2007. 19 p.**

Full text at:

[http://www.csba.org/LegislationAndLegal/Legal/EducationLegalAlliance/~//media/Files/LegislationLegal/Legal/112107\\_ELA\\_LawsuitAgainstState.ashx](http://www.csba.org/LegislationAndLegal/Legal/EducationLegalAlliance/~//media/Files/LegislationLegal/Legal/112107_ELA_LawsuitAgainstState.ashx)

[“A group of school districts sued the state, saying lawmakers have used schools like a credit card for years by charging up a \$1 billion debt that is long overdue. The lawsuit claims state officials haven't kept their end of a constitutional requirement: If elected officials pass a law that requires funding, the state has to pay the tab.” San Francisco Chronicle (November 22, 2007) 1.]

[Request #S08-5-1304]

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## EDUCATION POLICY

**Quality Counts 2008. By Editorial Projects in Education Research Center. (Editorial Projects in Education, Inc., Bethesda, Maryland) 2008.**

[This year's report explores the most critical factor for improving student learning -- high-quality teaching. It examines strategies that states can use to unlock the full potential of the teaching profession through policies that focus on: accountability for quality and results; incentives to attract and keep high-quality teachers; targeting teaching talent to high-needs schools and building capacity for effective teaching. [The report] also grades the states based on performance and policy in six distinct areas: chance for success; achievement of K-12 schools; standards, assessments, and accountability; transitions and alignment; the teaching profession; and school finance.”]

[Request #S08-5-1702]

National Highlights Report. 15 p.

<http://www.edweek.org/media/ew/qc/2008/18shr.us.h27.pdf>

California – State Highlights. 15 p.

<http://www.edweek.org/media/ew/qc/2008/18shr.ca.h27.pdf>

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## EDUCATIONAL REFORM

**Principal Compensation: More Research Needed on a Promising Reform. By Dan Goldhaber, University of Washington and the Urban Institute. (Center for American Progress, Washington, DC) December 2007. 36 p.**

Full text at: [http://www.americanprogress.org/issues/2007/12/pdf/principal\\_pay.pdf](http://www.americanprogress.org/issues/2007/12/pdf/principal_pay.pdf)

[“The spotlight that has focused on ways of measuring and rewarding teacher effectiveness may now be turning to school principals. Such efforts are being driven in part by concerns that Congress will define a ‘highly qualified principal,’ just as it has a ‘highly qualified teacher,’ when it reauthorizes the No Child Left Behind Act. [The report] found that principals are rewarded for having more experience, leading a secondary school, leading an urban or suburban school, leading a larger school, or being in a larger school district. The study found no evidence that principal-salary structures have changed much over time, despite all the talk about performance-based pay.” Education Week (December 12, 2007) 1.]

[Request #S08-5-1695]

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## EDUCATIONAL STATISTICS

**Redefining Student Data Access Policy. By Stefanie Fricano, Legislative Analyst's Office. (The Office, Sacramento, California) January 17, 2008. 16 p.**

Full text at:

[http://www.lao.ca.gov/2008/student\\_data\\_access/student\\_data\\_access.pdf](http://www.lao.ca.gov/2008/student_data_access/student_data_access.pdf)

[“Existing state and federal laws limit the ability of school districts and the California Department of Education to use student data to improve instruction. The adverse effect of these limitations will become even more pervasive once the state’s longitudinal student data system is completed in 2010. To ensure the full benefits of the new system can be achieved, we recommend the state adopt a new data access policy. The policy we recommend would expand the capacity of instructors and policy makers to use student data to improve instruction while preserving student privacy protections. It would do so at no additional cost.”]

[Request #S08-5-1696]

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## EDUCATIONAL STATISTICS

**2007 NCEA Survey of State P-12 Data Collection Issues Related to Longitudinal Analysis. By the Data Quality Campaign. (The Campaign, Austin, Texas) 2007. Various pagings.**

Full text at: [http://www.dataqualitycampaign.org/survey\\_results/index.cfm](http://www.dataqualitycampaign.org/survey_results/index.cfm)

[“Longitudinal data matches individual student records over time, from pre-kindergarten through 12th grade and into post secondary education. Policymakers need to act now to put in place the policies and resources to ensure that each state has a longitudinal data system and the culture and capacity to translate the information into specific action steps to improve student achievement. When states collect the most relevant data and are able to match individual student records over time, they can answer the questions that are at the core of educational effectiveness.”]

[Request #S08-5-1697]

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## ENGLISH LEARNERS

**English Language Proficiency in the Nation: Current Status and Future Practice. Edited by Jamal Abedi, University of California, Davis, School of Education. (The School, Davis, California) 2007. 195 p.**

Full text at: [http://education.ucdavis.edu/research/ELP\\_Report.pdf](http://education.ucdavis.edu/research/ELP_Report.pdf)

[“All states and the District of Columbia have now ushered in new English-language-proficiency tests to comply with No Child Left Behind Act requirements for those still learning the language. The tests are aligned with state standards for English-proficiency -- which many states had to craft to comply with the act -- and state content standards, such as for mathematics. In addition, the new generation of tests are designed to assess ‘academic English’ -- the version of the language children need in order to learn subjects in school -- rather than the social English used on the playground.” Education Week (December 15, 2007)1.]

[Request #S08-5-1689]

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## GRADUATION RATES

**Every Student Counted: Using Longitudinal Data Systems to Calculate the National Governor Association's High School Graduation Rate and Improve Student Success. By the Data Quality Campaign. (The Campaign, Austin, Texas) July 2007. 20 p.**

Full text at: [http://www.dataqualitycampaign.org/files/Publications-Every\\_Student\\_Counted-073107.pdf](http://www.dataqualitycampaign.org/files/Publications-Every_Student_Counted-073107.pdf)

[“The power of using longitudinal data to calculate graduation and dropout rates lies in knowing exactly how many students graduate and what actually is happening to them -- which ones graduate, which type of diploma each student earns and where the students who don't graduate go. Until now, graduation and dropout rates typically have been estimates, but with the longitudinal graduation rate it is possible to have more accurate information.”]

[Request #S08-5-1698]

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## HIGHER EDUCATION

**Open Doors 2007. By the Institute of International Education. (The Institute, New York, New York) November 2007.**

["For the sixth year in a row, USC enrolled more foreign students than any other American university. USC had 7,115 international students last year, followed by Columbia University with 5,937, and New York University with 5,827. UCLA was in eighth place with 4,704. Officials said this marked the first significant rise since the Sept. 11, 2001, terrorist attacks, which led to a tightening of student visa policies and a perception that the United States was no longer as welcoming to overseas students. India last year sent the most students to American colleges, followed by China and South Korea." Los Angeles Times (November 12, 2007) 1.]

[Request #S08-5-1281]

Fast Facts. 2 p.

[http://www.opendoors.iienetwork.org/file\\_depot/0-10000000/0-10000/3390/folder/58653/Fast+Facts+2007+Final.pdf](http://www.opendoors.iienetwork.org/file_depot/0-10000000/0-10000/3390/folder/58653/Fast+Facts+2007+Final.pdf)

Data tables. Various pagings

<http://opendoors.iienetwork.org/>

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## HIGHER EDUCATION

**Enrollments in Languages Other Than English in United States Institutions of Higher Education, Fall 2006. By Nelly Furman, Modern Language Association of America, and others. (The Association, New York, New York) 2007. 29 p.**

Full text at: [http://www.mla.org/pdf/enrollmentsurvey\\_final.pdf](http://www.mla.org/pdf/enrollmentsurvey_final.pdf)

[“The study of foreign languages in the United States is transforming, with college students increasingly opting to study Middle Eastern, African and Asian languages rather than European ones. The study of Arabic, in particular, has skyrocketed by more than 300 percent in the past decade -- more than four times the pace of its closest competitor, Chinese. In the past four years, total enrollment in all language courses has grown 12.9 percent. Spanish still remains by far the most popular language studied at U.S. colleges and universities. With the rise of Asia as a global economic and political player, steadily growing numbers of American students are learning Chinese and Korean. “ San Jose Mercury News (November 14, 2007)1.]

[Request #S08-5-1684]

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## HIGHER EDUCATION

**Public Higher Education Performance Accountability Framework Report: By the California Postsecondary Education Commission. (The Commission, Sacramento, California) December 2007. 8 p.**

Full text at: <http://www.cpec.ca.gov/completereports/2007reports/07-28.pdf>

[“Analysis of high school completion rates shows that the percentage of young adults with a high school diploma is lower in California than in most other states. In California, high school completion rates vary greatly with age and time of residency in the United States. Completion rates for Latinos are lower than other ethnic groups. Latinos who entered the United States at school age or as adults have substantially lower completion rates than Latinos who were born in the U.S. or entered before school age. Older Asians who entered the U.S. after school age also have lower completion rates than younger Asians. Language skills may be an obstacle to bringing these segments of the population up to a level where they are ready to re-enter the education system and train for more rewarding careers.”]

[Request #S08-5-1687]

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## INFORMATION TECHNOLOGY

**Children, Families and Media: A Benchmark. By the Michael Cohen, Michael Cohen Group, LLC. (Ready to Learn Partnership, Washington, DC) 2007. 51 p.**

Full text at: <http://www.rtlp.org/site/imx/benchmark.pdf>

[“This report presents the findings from a recent survey of the ownership and use of media in the lives of young children and their caregivers in the U.S., with a focus on households living at or below the poverty level. The findings provide a detailed description of the media technologies that are owned and present in households with young children. Media is now an increasingly available means to actively engage children in early literacy learning. We now need to track media’s presence, uses, and significance for families, as well as learn how to integrate it as a learning tool that is actively engaged by children and their caregivers.”]

[Request #S08-5-1298]

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## INTERNATIONAL COMPARISONS

**How the World’s Best Performing School Systems Come Out on Top. By Michael Barber and Mona Bourshed, McKinsey & Company. (McKinsey, Washington, DC) September 2007. 56 p.**

Full text at:

[http://www.mckinsey.com/clientservice/socialsector/resources/pdf/Worlds\\_School\\_Systems\\_Final.pdf](http://www.mckinsey.com/clientservice/socialsector/resources/pdf/Worlds_School_Systems_Final.pdf)

[“There are many different ways to improve a school system, and the complexity of this task and the uncertainty about outcomes is rightly reflected in the international debate about how this should best be done. To find out why some schools succeed where others do not, we studied twenty-five of the world’s school systems, including ten of the top performers. We examined what these high-performing school systems have in common and what tools they use to improve student outcomes. The experiences of these top school systems suggest that three things matter most: 1) getting the right people to become teachers; 2) developing them into effective instructors; and 3) ensuring the system is able to deliver the best possible instruction for every child.”]

[Request #S08-5-1368]

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## INTERNATIONAL COMPARISONS

**PISA 2006: Science Competencies for Tomorrow's World. By the Programme for International Student Assessment, Organization for Economic Cooperation and Development. (The Organization, Paris, France) 2007. 390 p.**

[“Not only did many industrialized countries outperform the United States in science on a recent international exam, but American students’ academic achievement was also more likely to be affected by their wealth or poverty and family background than was their peers’ in higher-scoring nations. The results of the test, show that an estimated 18 percent of the variation in Americans’ science scores were related to students’ socioeconomic circumstances. That proportion was significantly higher than the average -- about 14 percent -- among industrialized countries. And the socioeconomic variation was more than twice as high as that of several of the highest-performing countries in science.” Education Week (December 12, 2007) 1.] [Request #S08-5-1694]

Volume 1: Analysis. 390 p.

<http://www.pisa.oecd.org/dataoecd/30/17/39703267.pdf>

Volume 2: Data. 316 p.

<http://www.pisa.oecd.org/dataoecd/30/18/39703566.pdf>

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## K-12 EDUCATION

**Keeping Pace With K-12 Online Learning: A Review of State Level Policy and Practice. By John Watson and Jennifer Ryan, Evergreen Consulting Associates. (North American Council for Online Learning, Vienna, Virginia) November 2007. 148 p.**

Full text at: <http://www.nacol.org/docs/KeepingPace07-color.pdf>

[“ In addition to the spread of online learning programs to most states across the country, the majority of existing online programs show considerable growth in the number of students they are serving. There has been increased scrutiny of online programs, particularly full-time programs, in a few states, and programs that do not adhere to quality standards risk creating a backlash that could impair all online programs. Data to evaluate online programs against face-to-face education are lacking. Data to compare online programs to one another are insufficient because of a lack of common measures in calculating and reporting student achievement.”]

[Request #S08-5-1690]

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## MATHEMATICS & SCIENCE TEACHING

**Critical Path Analysis of California's Science and Mathematics Teacher Preparation System.** By Donna Gerardi Riordan and M. Daniel DeCillis, California Council on Science and Technology, The Center for the Future of Teaching and Learning. (The Council, Sacramento, California) March 2007. 118 p.

Full text at: <http://www.ccst.us/publications/2007/2007TCPA.pdf>

[“California lacks an adequate supply of fully prepared and effective science and mathematic teachers at the middle school and high school level. California’s shortage of fully prepared and effective teachers begs a few fundamental questions: How many K-12 teachers in science and mathematics are there at various levels and how many do we need? Where is the greatest shortage of fully prepared science and mathematics teachers? What are the most promising routes to the classroom for science and mathematics teachers? And, where are the breaches in the system? To the extent possible, this study addresses these questions for policy makers in California and for institutions that prepare teachers.”]

[Request #S08-5-1701]

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## MATHEMATICS & SCIENCE TEACHING

**Chance Favors The Prepared Mind: Mathematics and Science Indicators for Comparing States and Nations.** By Gary W. Phillips, American Institutes for Research. (The Institutes, Washington, DC) November 14, 2007. 118 p.

Full text at:  
<http://www.air.org/publications/documents/phillips.chance.favors.the.prepared.mind.pdf>

[“American students even in low-performing states like Alabama do better on math and science tests than students in most foreign countries, including Italy and Norway. That’s the good news. The bad news is that students in Singapore and several other Asian countries significantly outperform American students, even those in high-achieving states like Massachusetts. The study equated standardized test scores of eighth-grade students in each of the 50 states with those of their peers in 45 countries. Experts said it was the first such effort to link standardized test scores, state by state, with scores from other nations.” New York Times (November 14, 2007) 1.]

[Request #S08-5-1228]

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## MATHEMATICS & SCIENCE TEACHING

**The Preparation Gap: Teacher Education for Middle School Mathematics in Six Countries.** By William H. Schmidt, College of Education, Michigan State University, and others. (The University, East Lansing, Michigan) 2007. 53 p.

Full text at: <http://usteds.msu.edu/MT21Report.pdf>

[“Aspiring middle school teachers in the United States take fewer math courses and are less knowledgeable in the subject than their counterparts in South Korea, Taiwan, and other countries. Teacher-preparation programs in the United States covered a smaller percent of certain math topics, on average, than programs in the other countries studied. U.S. teachers scored significantly lower than those in all countries except Mexico on knowledge tests in algebra and functions, which are considered critically important for teaching middle school math.” Education Week (January 19, 2007) 1.]

[Request #S08-5-1691]

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## MATHEMATICS & SCIENCE TEACHING

**Into the Eye of the Storm: Assessing the Evidence on Science and Engineering Education, Quality, and Workforce Demand.** By B. Lindsay Lowell, Georgetown University, and Hal Salzman, The Urban Institute. (The Institute, Washington, DC) October 2007. 51 p.

Full text at: [http://www.urban.org/UploadedPDF/411562\\_Salzman\\_Science.pdf](http://www.urban.org/UploadedPDF/411562_Salzman_Science.pdf)

["The report disproves many confident pronouncements about the alleged weaknesses and failures of the U.S. education system. [It] shows that math, science, and reading test scores at the primary and secondary level have increased over the past two decades, and U.S. students are now close to the top of international rankings. Perhaps just as surprising, the report finds that our education system actually produces more science and engineering graduates than the market demands." Business Week (October 26, 2007) 1.]

[Request #S08-5-1112]

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## MATHEMATICS & SCIENCE TEACHING

**The Status of Science Education in Bay Area Elementary Schools: Research Brief.** By Rena Dorph, WestEd, and others. (Lawrence Hall of Science, Berkeley, California) 2007. 4 p.

Full text at:

[http://www.lawrencehallofscience.org/rea/bayareastudy/pdf/final\\_to\\_print\\_research\\_brief.pdf](http://www.lawrencehallofscience.org/rea/bayareastudy/pdf/final_to_print_research_brief.pdf)

[“[A] research team made sobering findings about elementary science instruction in Bay Area schools: About 16 percent of the elementary teachers said they spent no time on science at all. Most kindergarten to fifth-grade students typically had science instruction no more than twice a week; ten times as many teachers said they felt unprepared to teach science than felt unprepared to teach math or reading; fewer than half of Bay Area fifth-graders scored at grade level or above on last spring's California Standards Test in science.” San Francisco Chronicle (October 25, 2007) 1.]  
[Request #S08-5-1133]

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## PAROCHIAL SCHOOLS

**Are Private High Schools Better Academically Than Public High Schools?** By Harold Wenglinsky, Center on Education Policy. (The Center, Washington, DC) October 2007. 38 p.

Full text at: <http://www.cep-dc.org/document/docWindow.cfm?fuseaction=document.viewDocument&documentid=226&documentFormatId=3665>

["When family background was taken into account, the following findings emerged: Students attending independent private high schools, most types of parochial high schools, and public high schools of choice performed no better on achievement tests in math, reading, science, and history than their counterparts in traditional public high schools; students who had attended any type of private high school ended up no more likely to attend college than their counterparts at traditional public high schools; young adults who had attended any type of private high school ended up with no more job satisfaction at age 26 than young adults who had attended traditional public high schools; and, young adults who had attended any type of private high school ended up no more engaged in civic activities at age 26 than young adults who had attended traditional public high schools."]

[Request #S08-5-1534]

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## **PUBLIC LIBRARIES**

**California Public Library Organization. By the California Public Library Organization Advisory Group. (California State Library, Sacramento, California) 2007. 20 p.**

Full text at: <http://www.library.ca.gov/lds/docs/CAPubLibOrgRpt.pdf>

[“This publication identifies the different types of local public libraries and compares their characteristics, operations, service area, services, and revenues. An organizational matrix highlights the essential legal authority, formation, governing board, local financing, and service area of each library type. Statistics, charts, graphs and examples highlight the variation in results that these factors produce. As libraries evolve to meet the public’s modern needs and preferences, this document will help citizens and policymakers gain a better understanding of how local libraries organize, operate, and provide services in California’s diverse communities.”]

[Request #S08-5-1268]

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## **READING**

**To Read or Not to Read: A Question of National Consequence. By the Office of Research & Analysis, National Endowment for the Arts . (The Office, Washington, DC) November 2007. 98 p.**

Full text at: <http://www.nea.gov/research/ToRead.pdf>

[“Harry Potter, James Patterson and Oprah Winfrey’s book club aside, Americans -- particularly young Americans -- appear to be reading less for fun, and as that happens, their reading test scores are declining. At the same time, performance in other academic disciplines like math and science is dipping for students whose access to books is limited, and employers are rating workers deficient in basic writing skills.” New York Times (November 19, 2007) 1.]

[Request #S08-5-1251]

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## SCHOOL MEALS

**School Breakfast Scorecard 2007. By Rachel Cooper and Madeleine Levin, Food Research and Action Center. (The Center, Washington, DC) 2007. 27 p.**

Full text at: [http://www.frac.org/pdf/SBP\\_2007.pdf](http://www.frac.org/pdf/SBP_2007.pdf)

[“About 8.1 million low-income children participated in the federal school breakfast program in the 2006-07 school year, an increase of 5 percent over the prior school year, but still a lower participation rate than it should be. New Mexico has the highest proportion of low-income children eating school breakfast, with 61 children having breakfast for every 100 who receive lunch. Illinois has the lowest participation rate with about 33 children receiving breakfast for every 100 who get lunch.” Education Week (December 19, 2007)1.]

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## SCHOOL REFORM

**The Turnaround Challenge: Why America’s Best Opportunity to Dramatically Improve Student Achievement Lies in Our Worst-Performing Schools. By Andrew Calkins and William Guenther, Mass Insight Education and Research Institute. (The Institute, Boston, Massachusetts) 2007. 116 p.**

Full text at:

[http://www.massinsight.org/resourcefiles/TheTurnaroundChallenge\\_2007.pdf](http://www.massinsight.org/resourcefiles/TheTurnaroundChallenge_2007.pdf)

[“State, district, and school leaders must link arms to create a different model for turning around the worst-performing schools, including a ‘protected space’ free from many traditional rules. States and districts would form small, specialized units to supervise and coordinate the work of locally based ‘lead’ turnaround specialists, who would partner with a range of providers to supply an integrated array of services to schools. In this new model, states and districts would play key roles as facilitators, clearing away regulations or conditions that could hamper the work, and building crucial capacity and support for it.” Education Week (November 12, 2007) 1.]

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## SEGREGATION

**Race-Conscious Policies for Assigning Students to Schools: Social Science Research and the Supreme Court Cases. By the Committee on Social Science Research Evidence on Racial Diversity in Schools, National Academy of Education. (The Academy, Washington, DC) 2007. 58 p.**

Full text at: [http://www.naeducation.org/Meredith\\_Report.pdf](http://www.naeducation.org/Meredith_Report.pdf)

[“The overall academic and social effects of increased racial diversity are likely to be positive. Racial diversity per se does not guarantee such positive outcomes, but it provides the necessary conditions under which other educational policies can facilitate improved academic achievement, improved intergroup relations, and positive long-term outcomes. Because race-neutral alternatives – such as school choice and assignments based on socioeconomic status – are quite limited in their ability to increase racial diversity, it is reasonable to conclude that race-conscious policies for assigning students to schools are the most effective means of achieving racial diversity and its attendant positive outcomes.”]

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## TEACHER DEVELOPMENT

**Value Added Assessment of Teacher Preparation in Louisiana: 2004 – 2006. By George H. Noell, Louisiana State University. (The University, Baton Rouge, Louisiana) October 24, 2007. 57 p.**

Full text at:

<http://www.regents.state.la.us/Academic/TE/2007/VAA%20TPP%20Technical%20Report%2010-24-2007.pdf>

[“It is possible to prepare new teachers who are as effective as, or sometimes more effective than, their experienced colleagues. Experts say the study, the first of its kind to come out of a state that has implemented a multi-pronged approach to improving its teacher training, shows that it is possible for states and universities to work hand in hand with teacher-educators to produce higher-quality teachers and consequently raise the bar for the profession.” Education Week (October 31, 2007) 1.]

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## UNIVERSITY OF CALIFORNIA

**A Proposal To Reform UC's Freshman Eligibility Policy. By the Board of Admissions and Relations With Schools, University of California. (The University, Oakland, California) May 16, 2007. 17 p.**

Full text at:

<http://www.universityofcalifornia.edu/senate/underreview/sw.rev.eligibility.reform.0807.pdf>

[“A faculty committee is recommending that the University of California dramatically reduce the number of high school seniors who are guaranteed admission to its campuses. The proposal would make changes so only the top 4 percent of graduating seniors would be guaranteed a seat - down from the current 12.5 percent. The committee believes the guarantee works to the disadvantage of some students - mainly those in rural and inner-city high schools that do not offer all the college preparatory classes required by UC and that do not have enough counselors to properly guide students to take the required courses and tests.” San Francisco Chronicle (November 1, 2007) 1.]

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## PUBLIC OPINION

**PPIC Statewide Survey: Californians & Higher Education. By Mark Baldassarre, Public Policy Institute of California, and others. (PPIC, San Francisco, California) October 2007. 44 p.**

Full text at: [http://www.ppic.org/content/pubs/survey/S\\_1007MBS.pdf](http://www.ppic.org/content/pubs/survey/S_1007MBS.pdf)

[“Californians place a higher value on a college education than do Americans from other states, but many also have a sense that their children will not be accepted to a university or be able to afford it even if they are invited to enroll. While the cost of a college education has been steadily increasing, state data show that California high school graduates are attending public colleges or universities here in record numbers and at rates about equal to a decade ago.” Sacramento Bee (November 1, 2007) B7.]

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