

California Research Bureau
California State Library
Studies in the News
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/crb/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) 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:

ACADEMIC ACHIEVEMENT

Higher Education: Information Sharing Could Help Institutions Identify and Address Challenges Some Asian Americans and Pacific Islander Students Face. GAO-07-925 .By the Government Accountability Office. (The Office, Washington, DC) July 2007. 66 p.

<http://www.gao.gov/new.items/d07925.pdf>

["A government report concludes that several Asian groups are not well-prepared - academically or financially - to succeed in college. Chinese, Japanese, Korean and Indian students typically do well in school, fulfilling the 'model minority' stereotype. But others - Pacific Islanders and Southeast Asians of Vietnamese, Laotian, Cambodian, Thai and Burmese descent - do not enroll in the rigorous math and reading classes needed to climb the ladder of collegiate success. Moreover, Southeast Asian and Pacific Islander youths who make it to college are more likely to need outside financial support, often living at home and working to help their families." San Jose Mercury News (August 3, 2007) 1.] [Request #S07-113-785]

ACADEMIC ACHIEVEMENT

Achievement Trap: How America Is Failing Millions of Higher-Achieving Students in Lower Income Families. By Joshua S. Wyner, and others, Civic Enterprises, LLC. (Civic Enterprises, Washington, DC) 2007. 68 p.

<http://www.civicerprises.net/pdfs/jkc.pdf>

["The educational accountability movement's keen focus on bringing all students to academic proficiency risks leaving behind a group of particularly promising students:

high-achieving children from lower-income families. The study analyzes national data to track the school performance of about 3.4 million K-12 children who come from households with incomes below the national median but score in the top quartile on nationally normed tests. It finds that they start school with weaker academic skills and are less likely to flourish over the years in school than their peers from better-off families." Education Week (September 10, 2007) 1.]
[Request #S07-113-798]

ACADEMIC ASSESSMENT

Standardized Testing and Reporting (STAR) Program: Summary of Results. By the California Department of Education. (The Department, Sacramento, California) August 15, 2007.

["California public school students posted small or no gains on standardized test scores last spring, raising concerns about a leveling off of previous achievement increases and continuing debate about the disparities between black and Latino students and their white and Asian peers. Statewide, 41% of students reached the "advanced" or "proficient" level in math and 43% in English on standardized tests -- scores that marked no movement from last year in math and only a one-point rise in English." Los Angeles Times (August 16, 2007) 1.]
[Request #S07-113-717]

ACADEMIC ASSESSMENT

California High School Exit Exam Results, 2006-2007. By the California Department of Education. (The Department, Sacramento, California) August 2007. 1 p.

<http://www.cde.ca.gov/nr/ne/yr07/yr07rel107.asp>

["More seniors are passing the state's high school exit exam, but failure rates among poor and minority students remain disproportionately high, and dropouts are not counted in the state's numbers. As of May, the pass rate for the class of 2007 was 93.3%, a 2.1 percentage point increase over the class of 2006 for that period. The pass rate also was higher for some lower-scoring groups, including African American students, who saw a gain of 4.7 percentage points. Latino students saw a gain of 3.1 points, and economically disadvantaged students 2.6 points." Los Angeles Times (August 24, 2007) 1.]
[Request #S07-113-788]

ACADEMIC ASSESSMENT

National Assessment of Education Progress at Grades 4 and 8. By the National Center for Education Statistics, U.S. Department of Education (The Department, Washington, DC) September 2007.

["Math skills among fourth- and eighth-graders are showing steady improvement and fourth-graders' reading scores are also rising. But white students are still scoring far

higher than African American and Hispanic students on a standardized assessment of academic proficiency, and that achievement gap is most prominent in California. The score differences between white students in California and their African American or Hispanic peers are broader than in Texas, Florida and New York, other large states with large ethnically and racially diverse populations. In all areas tested, the gap between white and Hispanic students in California was four to eight points higher than the average gap nationwide." Los Angeles Times (September 26, 2007)1.]
[Request #S07-113-822]

The Nation's Report Card: Mathematics 2007, 64 p.

<http://nces.ed.gov/nationsreportcard/pdf/main2007/2007494.pdf>

The Nation's Report Card: Reading 2007, 68 p.

<http://nces.ed.gov/nationsreportcard/pdf/main2007/2007496.pdf>

ACADEMIC PERFORMANCE

2007 Growth Academic Performance Index. By the California Department of Education (The Department, Sacramento, California) September 2007. 1 p.

<http://api.cde.ca.gov/AcntRpt2007/2007GrthStAPI.aspx>

["The results on this year's Academic Performance Index were a mixed bag overall. Statewide, 1,597 schools failed to meet improvement targets because a group of students at the school did not do well enough. Under the state's old rules, it was possible for a school to meet its improvement targets even as the achievement gap widened, because groups of students typically had goals that were smaller than the school as a whole. Under the new system, the lower a group scores, the more it has to improve the next year; if a group of students doesn't reach this higher goal, the entire school can't either. Across California, API scores rose modestly, from a median of 745 to 751." Los Angeles Times (September 1, 2007) 1.]

[Request #S07-113-795]

CAMPUS DISCIPLINE

California State University Alcohol Policies and Prevention Programs: Third Biennial Report. By the Committee on Educational Policy, California State University Board of Trustees. (The Board, Long Beach, California) July 10, 2007. 21 p.

<http://www.calstate.edu/BOT/agendas/Jul07/EdPol.pdf>

["The 23 – campus California State University system is getting a little drier and safer. The campuses have seen a decrease in drunken driving and binge drinking by students as well as fewer incidents of alcohol-related medical emergencies and alcohol-fueled misconduct. In addition, some campuses are also encouraging local law-enforcement agencies to crack down on alcohol abuse." San Francisco Chronicle (July 10, 2007) 1.]

[Request #S07-113-773]

COMMUNITY COLLEGES

Sector Initiatives and Community Colleges: Working Together to Provide Education for Low-Wage Working Adults. By Amy Blair, and others, Workforce Strategies Initiative, The Aspen Institute. (The Institute, Washington, DC) April 2007. 24 p.

<http://www.aspenwsi.org/publications/07-009.pdf>

["This update examines how some community colleges and sector initiatives are innovating and collaborating to benefit businesses seeking skilled workers, and low-income adults seeking education that leads to higher-wage employment."]

[Request #S07-113-816]

COMMUNITY COLLEGES

'Informed Self-Placement' At American River College: A Case Study. By Jonathan E. Felder, National Center for Public Policy and Higher Education, and others. (The Center, San Jose, California) May 2007. 50 p.

<http://www.highereducation.org/reports/arc/ARC.pdf>

["With a high dropout rate plaguing the state's community college system, the policy group touted American River's method of letting students select math classes at their comfort level instead of using traditional placement tests. The theory is that getting students into the appropriate class will help their overall success in college, even if it takes longer to meet the requirements to transfer or graduate from California State University or University of California." Sacramento Bee (June 21, 2007) B1.]

[Request #S07-113-772]

CURRICULUM STANDARDS

Survey of the States: Economics and Personal Finance Education in Our Nation's Schools, 2007: A Report Card. By the National Council on Economic Education. (The Council, New York, New York) June 13, 2007. 12 p

<http://www.ncee.net/about/survey2007/NCEESurvey2007.pdf>

["A study reveals that financial education curriculum has made headway, but still needs improvement. Key findings from the study include: Only seven states require students to take a personal finance course before they graduate from high school; only nine states require testing student personal finance knowledge; only 17 states have an economics graduation requirement; the number of states requiring student knowledge tests in economics dropped to 22 in 2007 from 25 in 2004; and entrepreneurship education is significantly less integrated into the curriculum than economics or personal finance." States News Service (June 26, 2007) 1.]

[Request #S07-113-774]

CURRICULUM STANDARDS

Choices, Changes, and Challenges: Curriculum and Instruction in the NCLB Era. By the Center on Education Policy. (The Center, Washington, DC) July 2007. 20 p.

<http://www.cep-dc.org/index.cfm?fuseaction=document.showDocumentByID&nodeID=1&DocumentID=212>

["A national survey of nearly 350 school districts and case studies of about a dozen others concluded that nearly three-quarters of the districts had to reduce time spent in another subject so they could allow for more time in math and English, as required by the national No Child Left Behind Act of 2001. The increased classroom time translates to an average of nearly 2 1/2 hours a week in English language arts and 1 1/2 hours in math per week. Nearly 2 1/2 hours are taken from other subjects." North County Times (July 24, 2007) 1.]

[Request #S07-113-775]

EDUCATIONAL REFORM

Standards, Accountability and Flexibility: Americans Speak on No Child Left Behind Reauthorization. By Peter D. Hart Research Associates, Inc. & The Winston Group. (Educational Testing Service, Princeton, New Jersey) June 19, 2007. 10 p.

http://www.ets.org/Media/Education_Topics/pdf/5884_Key_Findings.pdf

["Despite many criticisms, parents and educators would rather mend than end the federal No Child Left Behind law, which requires all children to be academically "proficient" by 2014. The public at large also expressed interest in national education standards. [Researchers] found that many surveyed knew few details about No Child Left Behind or harbored misconceptions. Public support rises when the law is explained, concluded pollsters. Most teachers (77%) and administrators (63%) hold a 'staunchly negative' view of the law, though only a small percentage would dump it, results show." Los Angeles Times (June 20, 2007) 1.]

[Request #S07-113-778]

GRADUATION RATES

Graduation Matters: Improving Accountability for High School Graduation. By Daria Hall, The Education Trust (The Trust, Washington, DC) August 2007. 10 p.

<http://www2.edtrust.org/NR/rdonlyres/5AEDABBC-79B7-47E5-9C66-7403BF76C3E2/0/GradMatters.pdf>

["Dozens of states accept any improvement in high school graduation rates as adequate progress, and several set a goal of graduating fewer than 60 percent of their students. While the No Child Left Behind law has created a national focus on reading and math proficiencies, it has done little to raise expectations for the number of students graduating

from high school. Because the law allowed states wide latitude, the goals for graduation rates vary widely. Nevada, for example, says its goal is to graduate 50 percent of its students; Iowa sets a target of 95 percent." New York Times (August 2, 2007) 1.] [Request #S07-113-820]

HIGHER EDUCATION

Report of the CSU Textbook Affordability Taskforce: Improving Access and Reducing Costs of Textbook Content. By the CSU Textbook Affordability Taskforce. (The Taskforce, Long Beach, California) August 2007. 50 p.

http://www.calstate.edu/AcadSen/Records/Reports/Textbook_Affordability_Taskforce_report.pdf

["A report on how to make college textbooks more affordable stresses the advantages of going digital. Using 'e-books' instead of print textbooks could potentially save students 30 to 50 percent of what they now spend. Yet digital still is an emerging beast. A lot of students still want the physical text." San Bernardino County Sun (September 4, 2007)1.] [Request #S07-113-790]

HIGHER EDUCATION

Postsecondary Institutions in the United States: Fall 2006 and Degrees and Other Awards Conferred: 2005-06. By Laura G. Knapp, and others, the National Center for Education Statistics (The Center, U.S. Department of Education, Washington DC) September 2007. 34 p.

<http://nces.ed.gov/pubs2007/2007166.pdf>

["On average, public universities charged in-state undergraduates \$5,498 in tuition and fees in the 2006-7 academic year, up 5.9 percent from 2004-5, adjusted for inflation. And two-year public institutions charged \$2,205 on average for students in their service district, up 2.9 percent. Among private four-year institutions, nonprofit universities charged \$18,143 on average, and for-profit institutions charged \$14,132 in 2006-7. Those costs represented increases of 5.2 percent and 3.5 percent, respectively, from 2004-5. By comparison, tuition in all sectors jumped roughly 8 percent to 17 percent in various sectors during the previous two-year period." Chronicle of Higher Education (September 12, 2007) 1.] [Request #S07-113-823]

HIGHER EDUCATION

US Faculty Patenting: Inside and Outside the University. By Jerry Thursby, Anne Fuller, and Marie Thursby. (National Bureau of Economic Research, Cambridge, Massachusetts) July 2007. 27 p.

<http://www.nber.org/papers/w13256.pdf>

["In a sample of 5811 patents on which US faculty are listed as inventors, 26% of the patents are assigned solely to firms rather than to the faculty member's university as is dictated by US university employment policies or the Bayh Dole Act. In this paper we estimate a series of probability models of assignment as a function of patent characteristics, university policy, and inventor fields in order to examine the extent to which outside assignment is nefarious or comes from legitimate activities, such as consulting."]

[Request #S07-113-784]

SCHOOL DROPOUTS

The Economic Losses From High School Dropouts in California. By Clive R. Belfield, and Henry M. Levin, California Dropout Research Project, University of California Linguistic Minority Research Institute. (The Project, Santa Barbara, California) August 2007. 4p.

<http://www.lmri.ucsb.edu/dropouts/policybrief1.pdf>

["A report estimates that each group of 120,000 20-year-olds drains \$46.4 billion from California's economy in lost earnings combined with government spending on crime, health services and welfare. It also found that the lifetime earnings of an average high school graduate are \$290,000 more than a high school dropout, and it projected that more than two-thirds of dropouts will use food stamps during their working years." Oakland Tribune (August 27, 2007) 1.]

[Request #S07-113-724]

STUDENT AID

Controls Over Contract Monitoring for Federal Student Aid Contracts. By Michelle Weaver-Dugan, U.S. Department of Education, Office of Inspector General. (The Office, Washington DC) August 24, 2007. 20 p.

<http://www.ed.gov/about/offices/list/oig/auditreports/a19g0006.pdf>

["The inspector general criticized the Federal Student Aid office's oversight of aid contractors. The [inspector] found that the aid office did not follow established regulations in nine of the 10 contracts under review. Oversight was not adequate to ensure that the outside suppliers adhered to contract requirements, or to ensure that the FSA office received what it paid for. The report mostly faulted the office's invoices on the 10 contracts audited, which totaled more than \$557-million in payments to contractors." Chronicle of Higher Education (August 27, 2007) 1.]

[Request #S07-113-817]

STUDENT AID

Report on Marketing Practices in the Federal Family Education Loan Program. By the U.S. Senate Health, Education, Labor and Pensions Committee. (The Committee, Washington DC) June 14, 2007. 50

<http://kenedy.senate.gov/imo/media/doc/Student%20Loan%20Report.pdf>

["Gifts and payoffs to universities and their officials by student lenders were far more pervasive than had been disclosed and in some cases were demanded by university officials themselves in exchange for promoting lenders to students. [The report] also revealed an array of aggressive marketing practices by lenders, many of which were unethical and possibly illegal because they involved quid pro quos." New York Times, (June 15, 2007) 1.]

[Request #S07-113-814]

STUDENT LOANS

Student Debt and the Class of 2006. By the Project on Student Debt. (The Project, Berkeley, California) September 2007. 15 p.

["The average student-loan debt facing graduating seniors in 2006 increased more rapidly from the previous year than did the average starting salaries offered to recent college graduates. The average loan debt increased by 8 percent from 2005 to 2006, while starting salary offers rose by about 4 percent. Over all, the report estimates, the average student-loan debt for the Class of 2006 was about \$21,100." Chronicle of Higher Education (September 25, 2007) 1.]

[Request #S07-113-821]

TEACHERS

State and Local Implementation of the No Child Left Behind Act. Volume II – Teacher Quality Under NLCB: Interim Report. By the U.S. Department of Education. (The Department, Washington, DC) September 2007. 212 p.

<http://www.ed.gov/rschstat/eval/teaching/nclb/report07.pdf>

["New reports looking at how the teacher-quality provisions of the No Child Left Behind Act are playing out in the nation's classrooms suggest that, while compliance with the 5½-year-old federal law is widespread, problems and inequities persist and, in the end, labeling a teacher 'highly qualified' is no guarantee of effectiveness. By the close of the 2005-06 year, no state had hit the 100 percent mark, according to the Education Department's latest tally. On average, states reported that highly qualified teachers were teaching 92 percent of the classes that the law targets that year." Education Week (September 4, 2007) online.]

[Request #S07-113-796]

WORKFORCE PREPARATION

Preparing High School Students for College and Work. By Sunny Deye, National Conference of State Legislatures. LegisBrief. Vol 15, No. 28 (The Conference, Denver, Colorado) June/July 2007. 2p.

["Too many high school graduates are not adequately prepared for postsecondary education or training, nor are they prepared to be competitive in the work force. A growing consensus among education experts indicates that the knowledge and skills high school graduates need to be successful in college are the same as those for a job that will pay enough to support a family. Thirteen states have enacted policies requiring high school students to complete a college- and work-ready curriculum; another 16 states plan to adopt such requirements."]

[Request #S07-113-719]