

**CALIFORNIA RESEARCH BUREAU
CALIFORNIA STATE LIBRARY**

**Studies in the News:
Education Supplement**

EDUCATION

[Asian-Americans and NCLB](#)
[Rethinking high school exit exams](#)
[States' slow approach to NCLB proficiency](#)
[Trends in the black-white achievement gap](#)
[Understanding the black-white achievement gap](#)
[Youth programs – costs and benefits](#)
[Charter schools progress](#)
[KIPP charter schools' performance](#)
[LA charter schools outperform LAUSD schools](#)
[Limited benefits to class size reduction](#)
[Consequences of late entry in school](#)
[Immigrant families and early childhood education](#)
[Mortgage crisis and children's education](#)
[After-graduation problems for dropouts](#)
[Black males lag in graduation rates](#)
[California dropouts](#)
[Easing school-to-college transition](#)
[High school graduate projections](#)
[Asian Americans' academic success misunderstood](#)
[CSU benefits economy](#)
[Low initiative for higher education](#)
[Narrow focus of college curricula](#)
[Faculty aid Latino math and science students](#)
[One-in-five students are Hispanic](#)
[New approach for teaching math](#)
[School district spending patterns](#)
[School funding reform](#)
[Revised SAT better grade predictor](#)

[Student loan trends](#)

[UC considers change to guaranteed admissions](#)

[Benefits of career academies](#)

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

- When available, the URL for the full text of each item is provided.
- California State Employees may contact the State Information & Reference Center (916-654-0261; csinfo@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

Left in the Margins: Asian American Students and the No Child Left Behind Act. By Brian Redondo, Asian American Legal Defense and Education Fund. (The Fund, New York, New York) 2008. 18 p.

Full text at: http://www.aaldef.org/docs/AALDEF_LeftintheMargins_NCLB.pdf

[“Schools are failing to identify struggling Asian-American students under the No Child Left Behind Act and to get them the academic interventions they need. Because the 6-year-old federal law fails to adequately track the academic achievement of all Asian ethnic groups, schools don't need to publish test-score data that would highlight the struggles of some groups of Asian-American students, particularly those who are English-language learners. To combat those problems, the law should require districts and schools to break down test scores by the

ethnicity of Asian students and to expand the native-language testing of such students in districts with significant populations of certain ethnicities.” Education Week (May 14, 2008) 1.]
[Request #S08-44-2601]

[\[Back to Top\]](#)

State High School Exit Exams: A Move Toward End-of-Course Exams. By Dalia Zabalan, and others, Center on Education Policy. (The Center, Washington, DC) August 13, 2008. 50 p.

Full text at: <http://www.cep-dc.org/document/docWindow.cfm?fuseaction=document.viewDocument&documentId=244&documentFormatId=3803>

[“This report focuses on new developments in high school exit exam policies that have occurred over the past year. It specifically focuses on the states’ move away from minimum-competency exams and comprehensive exams that are aligned to state standards in several subjects, and toward end-of-course exams that assess mastery of the content of a specific high school course.”]

[Request #S08-44-2873]

[\[Back to Top\]](#)

Many States Have Taken a “Backloaded” Approach to No Child Left Behind Goal of All Students Scoring “Proficient.” By the Center on Education Policy. (The Center, Washington, DC) 2008. 8 p.

Full text at: http://www.cep-dc.org/index.cfm?fuseaction=document_ext.showDocumentByID&nodeID=1&DocumentID=238

[“States that established modest goals for themselves in the early days of the No Child Left Behind Act may find they need to make nearly impossible improvements in student performance to reach the federal law’s target of 100 percent proficiency by the 2013-14 school year. [Researchers] found that 23 states [including California] have, ‘backloaded’ their student trajectories by calling for smaller gains early on, but planning for jumps of up to 10 percentage points in proficiency beginning with the 2010-11 or 2011-12 school years.” Education Week (May 20, 2008) 1.]

[Request #S08-44-2602]

[\[Back to Top\]](#)

Trends in the Black-White Achievement Gap: Clarifying the Meaning of Within- and Between-School Achievement Gaps. By Lindsay C. Page and others, Harvard University. (National Bureau of Economic Research, Cambridge, Massachusetts) August 2008. 62 p.

Full text at: <http://papers.nber.org/papers/w14213>

["We decompose black-white achievement gap trends between 1971 and 2004 into trends in within- and between-school differences. We show that the previous finding that narrowing within-school inequality explains most of the decline in the black-white achievement gap between 1971 and 1988 is sensitive to methodology. Employing a more detailed partition of achievement differences, we estimate that 40 percent of the narrowing of the gap through the 1970s and 1980s is attributable to the narrowing of within-school differences between black and white students. Further, the consequences for achievement of attending a high minority school became increasingly deleterious between 1971 and 1999."]
[Request #S08-44-2822]

[\[Back to Top\]](#)

Harming the Best: How Schools Affect the Black-White Achievement Gap. By Eric A. Hanushek, Stanford University, and Steven G. Rivkin, Amherst College. (National Bureau of Economic Research, Cambridge, Massachusetts) August 2008. 44 p.

Full text at: <http://papers.nber.org/papers/w14211>

["Sizeable achievement differences by race appear in early grades, but substantial uncertainty exists about the impact of school quality on the black-white achievement gap.... The adverse effect of attending school with a high black enrollment share appears to be an important contributor to the larger growth in the achievement differential. This evidence reaffirms the major role played by peers and school quality, but also presents a policy dilemma. Teacher labor market complications, current housing patterns, legal limits in segregation efforts, and uncertainty about the overall effects of specific desegregation programs indicate that effective policy responses will almost certainly involve a set of school improvements beyond simple changes in peer racial composition and the teacher experience distribution."]
[Request #S08-44-2821]

[\[Back to Top\]](#)

AFTER SCHOOL PROGRAMS

Current-Generation Youth Programs: What Works, What Doesn't, and at What Cost? By Megan Beckett, RAND Corporation (The Corporation, Santa Monica, California) 2008. 48 p.

Full text at: http://www.rand.org/pubs/occasional_papers/2008/RAND_OP215.pdf

[“In this paper, we review the costs, benefits, and costs and benefits relative to one another for one alternative type of investment: youth programs that are offered during the time that students are not in school. Such programs are often viewed as a mechanism for addressing working parents’ needs for care of their school-age children, for improving the developmental outcomes of youth, and for reducing the gap in academic achievement between advantaged youth and disadvantaged youth. At this time, the evidence of evaluations of such programs, all of which were geared to at-risk youths, is strongest for programs that are costlier and provide more-intense resources to youth.”]

[Request #S08-44-2587]

[\[Back to Top\]](#)

CHARTER SCHOOLS

Executive Summary: California’s Charter Schools: 2008 Performance Update. By EdSource. (EdSource, Mountain View, California) June 2008. 2 p.

Full text at: <http://www.edsource.org/pdf/CharterExecSumm08.pdf>

[“A study indicated that charter schools -- quasi-private schools inside the public school system -- showed overall stronger educational outcomes than traditional public schools, even when the data are adjusted for ethnic, linguistic and economic factors. The report refutes many of the criticisms of charter schools that are chanted by the educational establishment. It mirrors a report issued by the California Charter Schools Association about the performance of charter schools.” Sacramento Bee (June 24, 2008) A3.]

[Request #S08-44-2671]

[\[Back to Top\]](#)

Charter Performance in Los Angeles Unified School District: A District and Neighborhood Matched Comparison Analysis. By Aisha Toney, and Danessa Murdock, California Charter Schools Association. (The Association, Los Angeles, California) 2008. 34 p.

Full text at:

<http://www.myschool.org/Pressroom1/AM/ContentManagerNet/Default.aspx?Section=Pressroom1&Template=/TaggedPage/TaggedPageDisplay.cfm&TPLID=15&ContentID=5673>

[“ A report compares charter schools in Los Angeles with their traditional peers. Its conclusion is that charters generally perform better academically than nearby regular public schools, and that charters improve as they age. Charter schools did especially well in educating African American students and charters show some of their strongest success in middle schools, whose traditional counterparts have been stubbornly resistant to progress.... However, it also found a big difference in achievement between ‘mature’ charters -- at least 6 years old -- and those more recently established. The older charters scored significantly higher, leading the association to call for patience in judging young charter schools.” Los Angeles Times (June 10, 2008) 1.]
[Request #S08-44-2607]

[\[Back to Top\]](#)

San Francisco Bay Area KIPP Schools: A Study of Early Implementation and Achievement: Final Report. By Katrina R. Woodworth and others, SRI International. (SRI, Menlo Park, California) September 2008. 140 p.

Full text at:

http://policyweb.sri.com/cep/publications/SRI_ReportBayAreaKIPPSchools_Final.pdf

["Since their founding in 1994, KIPP public charter schools have won high praise from educators and politicians -- some say bordering on worship -- for their apparent success in helping poor children of color excel in school... Now, an independent study of the Bay Area's five middle schools operated by KIPP (the Knowledge Is Power Program) concludes that its intense focus on the academic and social success of each individual child does have measurable benefits beyond what traditional schools have achieved - usually.... KIPP students attend school for nine hours a day, compared with the typical seven. Each is expected to think about college. Saturday school and summer school are mandatory.... Troubling, however, is that students leave KIPP schools in droves - 60 percent of fifth-graders left four of the schools in 2004, before finishing eighth grade." San Francisco Chronicle (September 18, 2008) 1.]
[Request #S08-44-2882]

[\[Back to Top\]](#)

CLASS SIZE REDUCTION

“Do Small Classes Reduce the Achievement Gap Between Low and High Achievers? Evidence from Project STAR.” By Spyros Konstantopoulos. IN: The Elementary School Journal, vol. 108, no. 4 (March 2008) pp. 275-291.

Full text at: <http://www.journals.uchicago.edu/doi/pdf/10.1086/528972>

[“Reducing class sizes -- a popular policy among parents, teachers, and lawmakers - - has long been viewed as a way to increase student achievement. But while shrinking the number of students in a class can lead to higher test scores overall, it might not necessarily reduce the achievement gaps that exist between students in a given classroom. Manipulating class size doesn't appear to narrow [achievement] gaps. In fact, the range from the lowest achievers to the highest achievers -- was greater in the smaller classes of 13 to 17 children than it was in larger classes of 22 to 26 students.” Education Week (February 27, 2008) 9.]
[Request #S08-44-2456]

[\[Back to Top\]](#)

EARLY CHILDHOOD EDUCATION

The Lengthening of Childhood. By David Deming and Susan Dynarski, Harvard University. (National Bureau of Economic Research, Cambridge, Massachusetts) June 2008. 31 p.

Full text at: <http://papers.nber.org/papers/w14124>

["Forty years ago, 96% of six-year-old children were enrolled in first grade or above. As of 2005, the figure was just 84%. The school attendance rate of six-year-olds has not decreased; rather, they are increasingly likely to be enrolled in kindergarten rather than first grade.... We show that only about a quarter of the change can be proximately explained by changes in school entry laws; the rest reflects 'academic redshirting,' the practice of enrolling a child in a grade lower than the one for which he is eligible.... Recent stagnation in the high school and college completion rates of young people is partly explained by their later start in primary school. The relatively late start of boys in primary school explains a small but significant portion of the rising gender gaps in high school graduation and college completion."]
[Request #S08-44-2690]

[\[Back to Top\]](#)

Breaking Down Barriers: Immigrant Families and Early Childhood Education in New York City. By Rasmia Kirmani and Vanessa Leung, Coalition for Asian American Children and Families. (The Coalition, New York, New York) May 2008. 16 p.

Full text at: http://www.cacf.org/resources_publications.html

[“The report relates the unique experiences of Bangladeshi, Chinese, Dominican, Haitian, Korean, and Russian parents in accessing early care and education... Immigrant families face barriers accessing programs, including insufficient translation of materials, inadequate outreach targeted to immigrant communities, and an ineffective response on the part of the city government to respond to the needs of immigrant families.”]

[Request #S08-44-2642]

[\[Back to Top\]](#)

EDUCATION

The Impact of the Mortgage Crisis on Children and Their Education. By Phillip Lovell, First Focus. (First Focus, Washington, DC) April 2008. 3 p.

Full text at: <http://www.firstfocus.net/Download/HousingandChildrenFINAL.pdf>

[“Over the next two years, an estimated two million children will be directly impacted by the mortgage crisis as their families lose their homes due to foreclosures. These children are not just losing their homes, but they also risk losing their friends, schools, and in many ways, their childhood.... And while our government is working to alleviate the financial damage caused by this calamity, the impact on the nation’s children is going unnoticed. As economists focus on solving the problem, policy makers must make a concerted effort to mitigate the damage of this disaster on our young people.”]

[Request #S08-44-2877]

[\[Back to Top\]](#)

GRADUATION RATES

What Happened to Dropouts From the High School Class of 2004? By Russell W. Rumberger and Susan Rotermund, California Dropout Research Project. (The Project, Santa Barbara, California) September 2008. 2 p.

Full text at: <http://www.lmri.ucsb.edu/dropouts/>

["For most high school dropouts, reality sets in sooner or later: Without a high school diploma, their prospects in life are limited at best. A study confirms that many California dropouts give school another try. But it also reports that even dropouts who go back to school appear to stand little chance of success in college. And in an economy that increasingly prizes academic success, the outlook is bleak for those who don't return to school at all.... The picture presented in the report of California dropouts looks quite similar to figures for the nation as a whole, with one significant exception: More than twice as many dropouts nationwide earned a GED certificate." Los Angeles Times (September 12, 2008) 1.]

[Request #S08-44-2862]

[\[Back to Top\]](#)

Given Half a Chance: The Schott Report on Public Education and Black Males: Executive Summary. By the Schott Foundation. (The Foundation, Cambridge, Massachusetts) 2008. 18 p.

Full text at: <http://www.blackboysreport.org/files/schott50staterreport-execsummary.pdf>

["Over the last 25 years, the social, educational and economic outcomes for Black males have been more systemically devastating than the outcomes for any other racial or ethnic group or gender. If Black students did poorly in all schools, we would plausibly seek solutions to the problem of their achievement among those students themselves.... But in reality, Black students in good schools do well. At the same time, White, non-Hispanic students who attend schools where most of the students are Black and their graduation rates are low, also do poorly. The crisis of the education of Black males sits squarely in the middle of the crisis America faces as we work to create a world-class public education system that will support and maintain the values of a fair and equitable democratic society.”]

[Request #S08-44-2861]

[\[Back to Top\]](#)

Giving a Student Voice to California's Dropout Crisis. By Margaret Bridges and others, University of California, Berkeley. (California Dropout Research Project, Santa Barbara, California) March 2008. 48 p.

Full text at: <http://www.lmri.ucsb.edu/dropouts/researchreport8.pdf>

[“Recent research suggests that almost one-third of California students will never graduate from high school -- and about half of the state's minority students will fail to do so. These dropout rates hold stark implications for the economic and social welfare of the students who fail to graduate and of the state. This study investigated why students drop out by asking 133 predominantly Latino California ninth graders in five high schools across the state about the factors they see as motivating them toward or alienating them from finishing high school.”]

[Request #S08-44-2409]

[\[Back to Top\]](#)

Diplomas Count 2008: School to College: Can State P-16 Councils Ease the Transition? By Editorial Projects in Education. (The Projects, Bethesda, Maryland) 2008.

[“As the nation struggles to close its graduation gap, [this report] examines states' efforts to forge stronger connections between precollegiate and postsecondary education. In recent years, 38 states have formed what are typically known as 'P-16' or 'P-20' councils to bridge the divide between precollegiate and higher education. [This report] examines the status of state P-16 councils and whether they can help smooth the road for young people on their way to productive work and citizenship.”]

[Request #S08-44-2510]

Executive Summary. Various pagings

<http://www.edweek.org/ew/articles/2008/06/05/40execsum.h27.html>

California Report - 12 p.

<http://www.edweek.org/media/ew/dc/2008/40sgb.ca.h27.pdf>

[\[Back to Top\]](#)

Knocking at the College Door: Projections of High School Graduates by State and Race/Ethnicity: 1992-2022. By the Western Interstate Commission for Higher Education. (The Commission, Boulder, Colorado) March 2008. 141 p.

Full text at: http://www.wiche.edu/policy/knocking/1992-2022/knocking_complete_book.pdf

[“Minorities account for all the growth in our public high schools’ production of graduates. Especially noteworthy is that the projected increase in Hispanic graduates alone more than offsets the decrease in White non-Hispanic graduates. In fact, if minority students completed high school at the same rate that White non-Hispanic students do, this shift would be even more dramatic. Clearly, the composition of our schools is changing. State policymakers and officials in school districts, K-12 schools, and postsecondary institutions need to be aware of these changes and how they might impact curriculum and preparation, the demand for support services, the demand for postsecondary education, affordability, and other issues.”]

[Request #S08-44-2408]

[\[Back to Top\]](#)

HIGHER EDUCATION

Asian-Americans and Pacific Islanders: Facts, Not Fiction: Setting the Record Straight. By the National Commission on Asian American and Pacific Islander Research in Education. (The College Board, New York, New York) 2008. 44 p.

Full text at: <http://professionals.collegeboard.com/profdownload/08-0608-AAPI.pdf>

[“The success of some Asian American and Pacific Islander college students has given rise to a myth of the ‘model minority’ that obscures important differences within a diverse population whose educational needs are often neglected. The concentration of Asian American students in a relatively small number of elite universities has raised fears of a ‘takeover’ of the upper tiers of higher education in the U.S.. In reality, more than half of Asian American students attend community colleges or minimally selective four-year colleges.... They often feel ‘tremendous pressure’ to fit the model minority stereotype, continuing to struggle, for example, in science or math programs when they would be better suited to other areas of study.” Los Angeles Times (June 10, 2008) 1.]

[Request #S08-44-2604]

[\[Back to Top\]](#)

Examining the Fiscal, Economic, and Social Impacts of the California State University. By Tim Gage and others, Blue Sky Consulting Group. (California Faculty Association, Los Angeles, California) April 29, 2008. 25 p.

Full text at: http://www.calfac.org/allpdf/CSUreport/CFA%20Report_043008.pdf

[“The CSU is responsible for generating two distinct and important types of economic benefits. First, universities are in effect large business entities that collect and spend significant amounts of money in the regional economy. A 2005 economic impact study of the California State University system found that, overall, \$1 of expenditures by the university generates \$1.83 for local economies. The second type of economic benefit is less quantifiable, but no less important. Researchers have shown that universities play a role in developing economically valuable employees and increasing the opportunity for innovation and technological change throughout the state’s economy.”]

[Request #S08-44-2595]

[\[Back to Top\]](#)

Adult Learning in Focus: National and State-By-State Data. By the Council for Adult and Experiential Learning. (The Council, Chicago, Illinois) 2008. 80 p.

Full text at:

http://www.cael.org/pdf/publication_pdf/State_Indicators_Monograph.pdf

[“A study based on census data, found that 18.6 percent of Californians ages 25-64 lack high school diplomas, second only to the 19.4 percent in Texas. North Dakota had the nation's highest rate of high school graduation, with just 5.7 percent of adults lacking diplomas. But even among Californians who do obtain high school diplomas, further education is scant. The state has the nation's highest percentage of 25- to 64-year-olds with only high school diplomas at 22.7 percent.” Sacramento Bee (June 11, 2008) 1.]

[Request #S08-44-2609]

[\[Back to Top\]](#)

A New Agenda for Higher Education: Shaping A Life of the Mind for Practice: Highlights. By William M. Sullivan and Matthew S. Rosin, The Carnegie Foundation for the Advancement of Teaching. (The Foundation, Stanford, California) 2008. 12 p.

Full text at:

http://www.carnegiefoundation.org/dynamic/publications/elibrary_pdf_715.pdf

[“American undergraduate education needs to change if college students are going to learn more than just practical skills for chosen careers. If the United States wants highly educated people who understand how to engage in their communities and act responsibly in the world, the undergraduate curriculum must do more than teach them how to carry out a profession competently. [The researchers] paint a portrait of a compartmentalized higher education system where liberal arts educators are asked to be more ‘practical and relevant’ and professional schools are criticized for focusing too narrowly on the technical aspects of their fields. Instead, higher education needs to integrate itself better.” San Francisco Chronicle (April 10, 2008) 1.]

[Request #S08-44-2592]

[\[Back to Top\]](#)

LATINOS

“Examining the Academic Success of Latino Students in Science Technology Engineering and Mathematics (STEM) Majors.” By Darnell Cole and Araceli Espinoza. IN: *Journal of College Student Development*, vol. 49, no. 4 (July/August 2008) pp. 285-300.

Full text at:

http://www.redorbit.com/news/education/1533216/examining_the_academic_success_of_latino_students_in_science_technology/

[“Latino college students who major in math, sciences and technology do better academically when they have strong relationships with faculty. Researchers evaluated faculty support through survey questions such as whether professors encouraged students to pursue graduate school and provided opportunities to discuss course work outside of class. Some previous academic literature suggests that diversity-related activities have positive effects on minority students' academic results. In the case of this study, researchers found that such activities correlated with lower grades. One reason is that students' outcomes may be influenced by relationships with university faculty.” Los Angeles Times (August 5, 2008) 1.]

[Request #S08-44-2866]

[\[Back to Top\]](#)

One-in-Five and Growing Fast: A Profile of Hispanic Public School Students. By Richard Fry and Felisa Gonzales, Pew Hispanic Center. (The Center, Washington, DC) August 26, 2008. 29 p.

Full text at: <http://pewhispanic.org/files/reports/92.pdf>

["The number of Hispanic students in the nation's public schools nearly doubled from 1990 to 2006, accounting for 60% of the total growth in public school enrollments over that period. Presently, 10 million Hispanic students attend the nation's public schools, 20% of all public school students. In 2006 Hispanics were about half of all public school students in California, up from 36% in 1990. Strong growth in Hispanic enrollment is expected to continue for decades, according to a recently released U.S. Census Bureau population projection. In 2050, there will be more school-age Hispanic children than school-age non-Hispanic white children." Pew press release (August 26, 2008) 1.]

[Request #S08-44-2834]

[\[Back to Top\]](#)

MATHEMATICS & SCIENCE TEACHING

Foundations for Success: The Final Report of the National Mathematics Advisory Panel. By the U.S. Department of Education. (The Department, Washington, DC) 2008. 122 p.

Full text at: <http://www.ed.gov/about/bdscomm/list/mathpanel/report/final-report.pdf>

["The influence of a federal report calling for a more orderly approach to teaching mathematics in the early grades will hinge largely on whether its message is accepted by the nation's diverse and often fiercely divided math community, members of the panel that crafted it acknowledge. The report recommends that schools present elementary and middle school math in a better-defined manner, in contrast to the jumble of strategies now used in states and school districts. The document calls for the math curriculum to be streamlined in pre-K-8, a strategy it calls putting 'first things first.' Students need to be grounded in both the effortless, automatic recall of simple procedures and in the acquisition of broader problem-solving skills." Education Week (March 19, 2008) 1.]

[Request #S08-44-2396]

[\[Back to Top\]](#)

SCHOOL FINANCE

School Finance Facts: How California's School Districts Spend Their Funds. By the California Budget Project. (The Project, Sacramento, California) May 2008. 5 p.

Full text at: http://www.cbp.org/pdfs/2008/080506_HowDistrictsSpendtheirFunds.pdf

[“K-12 education accounted for the largest share of California's budget -- 39.5 percent of General Fund expenditures -- in 2006-07. More than six out of every 10 dollars (62.1 percent) that California's schools receive come from the state and are spent by local school districts on everything from textbooks to teachers' salaries. Spending patterns vary significantly among districts, and California differs from national trends in some key respects..”]

[Request #S08-44-2596]

[\[Back to Top\]](#)

Getting Beyond the Facts: Reforming California School Finance. By Alan Bersin, California State Board of Education, and others. (The Chief Justice Earl Warren Institute on Race, Ethnicity and Diversity, Berkeley, California) April 2008. 16 p.

Full text at: <http://www.law.berkeley.edu/centers/ewi/GBTfissuebriefFINAL.pdf>

[“California's school finance system is long overdue for reform. We propose a new system that is more rational, more equitable, and, we believe, politically feasible. At its core, our proposal aims to link district revenue to student needs and regional costs while ensuring that all districts are held harmless at current funding levels. A lean budget year provides a critical window of opportunity to create a new framework for school finance that will ensure equity and coherence in funding allocations when new money becomes available.”]

[Request #S08-44-2492]

[\[Back to Top\]](#)

STANDARDIZED TESTING

Validity of the SAT for Predicting First-Year College Grade Point Average. AND: Differential Validity and Prediction of the SAT. By Jennifer L. Kobrin and others, The College Board. (The Board, New York, New York) 2008.

["The addition of a mandatory writing section to the SAT three years ago slightly improved the exam's ability to predict academic success for college freshmen. The study found that scores from the new writing section were somewhat better at predicting grades in the first year of college than the other two SAT sections. The best predictor of all is a combination of all three test sections as well as high school transcripts." Los Angeles Times (June 18, 2008)1.]
[Request #S08-44-2563]

Validity of the SAT. 16 p.

http://professionals.collegeboard.com/profdownload/Validity_of_the_SAT_for_Predicting_First_Year_College_Grade_Point_Average.pdf

Differential Validity. 16 p.

http://professionals.collegeboard.com/profdownload/Differential_Validity_and_Prediction_of_the_SAT.pdf

[\[Back to Top\]](#)

STUDENT LOANS

Trends in Undergraduate Borrowing II: Federal Student Loans in 1995–96, 1999–2000, and 2003–04. By Christina Chang-Wei, MPR Associates, Inc., and others. (National Center for Education Statistics, U.S. Department of Education, Washington, DC) February 2008. 117 p.

Full text at: <http://nces.ed.gov/pubs2008/2008179rev.pdf>

["While the average amount of subsidized loans has leveled off over time, unsubsidized loans have continued to grow both in the amount of the average loan as well as in the percentage of borrowers. Taking out unsubsidized loans, as opposed to subsidized loans, could increase a student's debt burden upon graduation. This study found that between 1995–96 and 2003–04, an increasing proportion of both dependent and independent student borrowers at all income levels took out unsubsidized loans either alone or in addition to their subsidized loans. This was true particularly among independent students whose higher loan limits allow more of them to take out both types of loans."]

[Request #S08-44-2480]

[\[Back to Top\]](#)

UNIVERSITY OF CALIFORNIA

Proposal to Reform the University of California Freshman Eligibility Policy. By the Academic Senate, University of California. (The University, Oakland, California) July 16, 2008. 14 p.

Full text at: <http://www.universityofcalifornia.edu/regents/regmeet/july08/e5.pdf>

[“The University of California is considering a major shift in the way it determines which students are eligible for admission. As drafted, it would change UC's decades-old promise of a seat to the top 12.5 percent of high school graduates to instead guarantee a seat only to about the top 10 percent of graduates. If adopted, it would let campuses review the individual merits and opportunities of students instead of relying only on a set formula of courses, test scores and grades. The proposal would also eliminate the requirement for the SAT II subject exam.” San Francisco Chronicle (June 26, 2008) 1.]

[Request #S08-44-2686]

[\[Back to Top\]](#)

WORKFORCE PREPARATION

Career Academies: Long-Term Impacts on Labor Market Outcomes, Educational Attainment and Transitions to Adulthood. By James J. Kemple, Manpower Demonstration Research Corporation. (MDRC, New York, New York) June 2008. 63 p.

Full text at: <http://www.mdrc.org/publications/482/full.pdf>

[“A long-term and rigorous evaluation of nine career academies across the country has found that eight years after graduation, participants had significantly higher employment and earnings than similar students in a control group. Eight years after high school, when most participants were about 26, the academy group had average earnings 11 percent or \$2,088 a year higher than the control group. To the surprise of researchers, the groups showed no difference in rates of high school and college completion. Ninety percent of students in both groups finished high school or obtained a G.E.D., and half gained some postsecondary credential rates far higher than among their school populations over all.” New York Times (June 26, 2008) 1.]

[Request #S08-44-2684]

[\[Back to Top\]](#)