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**Studies in the News:
Education Supplement**

EDUCATION

[Paying for better test scores](#)
[The high cost of low performance](#)
[Charter schools and civil rights](#)
[Charter schools in 2009](#)
[Lack of diversity in charter schools](#)
[Community colleges and economic mobility](#)
[New policies for community colleges](#)
[Education in economic crisis](#)
[Physical education for kids](#)
[Reforming educational mandates](#)
[Low graduation rate among teen mothers](#)
[Using post-graduation outcomes](#)
[Colleges inaccurately report crime data](#)
[Coordinating higher education](#)
[Increased undergraduate demand at CSU](#)
[More productive higher education](#)
[Female teachers may pass on math anxiety](#)
[Promoting preschool quality](#)
[Effects of teacher probation](#)
[Status of the teaching profession](#)

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 California 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 California 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#].
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The following studies are currently on hand:

EDUCATION

ACADEMIC ACHIEVEMENT

A Stitch in Time: The Effects of a Novel Incentive-Based High-School Intervention on College Outcomes. By C. Kirabo Jackson, Cornell University. (National Bureau of Economic Research, Cambridge, Massachusetts) February 2010. 48 p.

Full text at: <http://www.nber.org/tmp/81371-w15722.pdf>

["I analyze the longer-run effects of a program that pays both 11th and 12th grade students and teachers for passing scores on Advanced Placement exams. I find that affected students attend college in greater numbers, have improved college GPAs, and are more likely to remain in college beyond their freshman year.... I also find evidence of increased college graduation for black and Hispanic students. This evidence suggests that relatively late high-school interventions may confer lasting positive and large effects on student achievement in college, and may be effective at improving the educational outcomes of minority students. The finding of enduring benefits when extrinsic motivators are no longer provided is important in light of concerns that incentive-based-interventions may lead to undesirable practices such as 'teaching-to-the-test' and cheating."]

[Request #S10-4-4555]

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

ACADEMIC PERFORMANCE

The High Cost of Low Educational Performance: The Long-Run Economic Impact of Improving PISA Outcomes. By Eric. A. Hanushek, Stanford University, and Ludger Woessmann, Institute for Economic Research. (Organization for Economic Co-operation and Development, Paris, France) January 2010. 52 p.

Full text at: <http://www.pisa.oecd.org/dataoecd/11/28/44417824.pdf>

["Relatively small improvements in the skills of a nation's workforce can have a big effect on its future economic well-being.. For the United States, the research suggests, modest gains in student achievement as measured by one international assessment could cumulatively boost the country's gross domestic product by tens of trillions of dollars over the coming decades.... It's not the quantity of schooling that drives success in countries, it is the quality of learning outcomes that we see that is explaining the relationship.... The United States is not doing very well compared with other nations. In 2006, the United States scored statistically below the OECD averages for in both science and math literacy on PISA, which measures the skills 15-year-olds have acquired and their ability to apply them to real-world contexts." Education Week (January 25, 2010) 1.]
[Request #S10-4-4557]

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

CHARTER SCHOOLS

Choice Without Equity: Charter School Segregation and the Need for Civil Rights Standards. By Erica Frankenberg and others, The Civil Rights Project, University of California, Los Angeles. (The Project, Los Angeles, California) January 2010. 130 p.

Full text at:
<http://www.civilrightsproject.ucla.edu/news/pressreleases/pressrelease20100204-report.html>

["The growth of charter schools has promoted segregation both in California and nationwide.... The trend toward segregation was especially notable for African American students. Nationally, 70% of black charter students attend schools where at least 90% of students are minorities. That's double the figure for traditional public schools. The typical black charter-school student attends a campus where nearly three in four students also are black.... Charter school advocates contend that the researchers' presumptions about racial separation are out of date. They said parents -- including low-income minority parents -- are turning to charters for a quality education that traditional schools have not provided." Los Angeles Times (February 4, 2009) 1.][Request #S10-4-4546]

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

Hopes, Fears, & Reality: A Balanced Look at American Charter Schools in 2009.
By Robin J. Lake, Editor, National Charter School Research Project, Center on Reinventing Public Education. (The Center, Bothell, Washington) January 2010. 86 p.

Full text at:

http://www.crpe.org/cs/crpe/download/csr_files/pub_ncsrp_hfr09_jan10.pdf

["The 2009 edition finds that charter school growth has been 'robust and consistent,' mostly in urban areas, suggesting a steady appeal, especially from low-income and minority parents. The report also finds that high-performing charter schools offer important lessons for other public schools. Namely, school culture must exude 'a palpable urgency that communicates that the work is important,' a tight alignment of lesson content with state curriculum, and frequent 'formative assessments that mirror high-stakes test conditions and items.'... However, charter school advocates and state policymakers need to address shortcomings that threaten to limit the sector's ability to become a mainstream option for American families."]

[Request #S10-4-4545]

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

Schools Without Diversity: Education Management Organizations, Charter Schools, and the Demographic Stratification of the American School System. By Gary Miron, Western Michigan University, and others. (Education and the Public Interest Center, Boulder, Colorado) February 2010. 44 p.

Full text at: <http://epicpolicy.org/files/EMO-Seg.pdf>

["Although not initially considered part of the charter school movement, private for-profit and nonprofit education management organizations (EMOs) have come to play an increasingly larger role in the organization, management, growth and expansion of charter schools.... Charter schools operated by EMOs tend to be strongly racial segregative for both minority and majority students as compared with the composition of the sending district. For economically challenged students, EMO-operated charter schools more strongly segregate students than do their respective local districts. The student population is pushed out to the extremes. EMO-operated schools consistently enrolled a lower proportion of special education children than their home district. English Language Learners were also consistently underrepresented in charter schools in every comparison."]

[Request #S10-4-4547]

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

COMMUNITY COLLEGES

Community Colleges and Economic Mobility. By Natalia Kolesnikova. IN: Federal Reserve Bank of St. Louis Review, vol. 92. no. 1 (January/February 2010) pp. 27-54.

Full text at: <http://research.stlouisfed.org/publications/review/10/01/Kolesnikova.pdf>

["This paper examines the role of community colleges in the U.S. higher education system and their advantages and shortcomings. In particular, it discusses the population of community college students and economic returns to community college education for various demographic groups. It offers new evidence on the returns to an associate's degree. Furthermore, the paper uses data from the National Survey of College Graduates to compare educational objectives, progress, and labor market outcomes of individuals who start their postsecondary education at community colleges with those who start at four-year colleges."]

[Request #S10-4-4554]

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

Re-imagining Community Colleges in the 21st Century: A Student-Centered Approach to Higher Education. By Brian Pusser and John Levin, Center for American Progress. (The Center, Washington, DC) December 2009. 64 p.

["A student-centered approach to each of the colleges' primary missions will enable institutional leaders and constituents, in collaboration with policymakers, to improve outcomes for all students and achieve synergies between and among the three fundamental areas of community college activity: developmental education, vocational-occupational education, and university transfer.... The rapid pace of change in the education arena requires innovative approaches to institutional practices at every level. New competition and new opportunities demand that community colleges re-imagine their goals and practices to better serve student needs.... Institutional policies should also focus on new forms of collaboration with four-year institutions, community-based organizations, and business and industrial partners."]

[Request #S10-4-4392]

Report. 64 p.

http://www.americanprogress.org/issues/2009/12/pdf/community_colleges_reimagined.pdf

Executive Summary. 5 p.

http://www.americanprogress.org/issues/2009/12/pdf/community_colleges_reimagined_execsumm.pdf

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

EDUCATION POLICY

Educational Opportunities in Hard Times: The Impact of the Economic Crisis on Public Schools and Working Families. By John Rogers and others, Institute for Democracy, Education, and Access, University of California, Los Angeles. (The Institute, Los Angeles, California) January 2010. 28 p.

Full text at: <http://idea.gseis.ucla.edu/educational-opportunity-report/california-state-report>

["Even before the current recession began, California public schools were ill-equipped to meet the learning and social welfare needs of many students. Today, these conditions, challenges, and comparisons are worse. Much worse. Today, for example, one in four California students lives in poverty and is likely attending a school with reduced funding, larger classes, and fewer instructional materials.... These findings point to tremendous needs of California students and California public schools -- needs that the federal government is best positioned to address in the short term. The short term is crucial for the millions of students who can't wait for the economy to improve. They only get one chance to have a high-quality and equal education. But California also needs to reform its system for funding public schools."][Request #S10-4-4550]

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

EDUCATIONAL REFORM

Physical Education Research for Kids: A Study for the California Task Force on Youth and Workplace Wellness. By Gail Woodward-Lopez, University of California, Berkeley, and others. (The Task Force, Orangevale, California) January 2010. 102 p.

["In California, children's levels of physical activity are often well below national guidelines, with disproportionately low levels among under-resourced children and children of color. This document provides a summary of the significant findings from a literature review, data from both a survey and focus group process, and the resulting policy recommendations. Why should the State, administrators, and parents care about physical education classes? The overarching conclusion from the research provided a few key answers: 1) Physically fit children perform better on academic tests; 2) Physical activity can improve classroom behavior and attendance; and 3) Physically active students are healthier overall: they have fewer risky behaviors, improved mental well-being, and a decreased risk for chronic diseases."][Request #S10-4-4549]

Report. 102 p.

http://wellnesstaskforce.org/media/cms/mediafiles/PERK_Report_web_final.pdf

Executive Summary. 16 p.

http://wellnesstaskforce.org/media/cms/mediafiles/Executive_Summary_web_.pdf

Education Mandates: Overhauling a Broken System. By Jim Soland, California Legislative Analyst's Office. (The Office, Sacramento, California) February 2, 2010. 30 p.

Full text at:

http://www.lao.ca.gov/reports/2010/edu/educ_mandates/ed_mandates_020210.pdf

["Recognizing schools' financial plight, the Legislature and Governor have given districts considerable latitude over how they can spend money for 40 programs known as categoricals. They include important programs: summer school, teacher training and textbook purchases.... A new report says, Enough. Eliminate dozens of the 51 mandated programs that are not critical, start paying back the money owed districts, and clarify the reimbursement system for ones that should be kept, such as expenditures related to the high school exit exam expenditures. Doing so would save the state more than \$350 million yearly. Some of the mandated programs are very prescriptive and either duplicative or unrelated to an essential educational function." Educated Guess (February 4, 2010) 1.]
[Request #S10-4-4548]

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

GRADUATION RATES

Diploma Attainment Among Teen Mothers. By Kate Perper and others, Child Trends. (Child Trends, Washington, DC) January 2010. 4 p.

Full text at: http://www.childtrends.org/Files//Child_Trends-2010_01_22_FS_DiplomaAttainment.pdf

["In light of teen mothers' heightened risk of becoming high school dropouts, Child Trends used recently released national survey data to explore high school diploma and GED attainment among women who had given birth as teens. Particularly, we looked at whether they had earned these educational credentials by the time that they reached their early twenties. Our findings show that slightly more than one-half of young women who had been teen mothers received a high school diploma by the age of 22, compared with 89 percent of young women who had not given birth during their teen years.... We also found differences in educational attainment among teen mothers by race/ethnicity."]
[Request #S10-4-4538]

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

HIGH SCHOOLS

College- and Career-Ready: Using Outcomes Data to Hold High Schools Accountable for Student Success. By Chad Aldeman, Education Sector. (Education Sector, Washington, DC) January 2010. 15 p.

Full text at: http://www.educationsector.org/usr_doc/College-Ready.pdf

["Most high school accountability systems are lagging behind, failing to recognize college- and career-ready goals. Most high schools are rated on only two measures: graduation rates and student scores on basic skills tests given in a single year. Fortunately, a growing number of states have the tools to do better. Florida, Oregon, and Ohio are among states that have built powerful new data systems that track student progress after high school into the work force and college, allowing vital information to flow between K–12, higher education, and work-force information systems. While few states have all the components in place, many have some. Sixteen states are already publicly reporting the college remediation needs of public high school graduates."]
[Request #S10-4-4552]

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

HIGHER EDUCATION

California's Postsecondary Educational Institutions: More Complete Processes Are Needed to Comply With Clery Act Crime Disclosure Requirements. By the California Bureau of State Audits. (The Bureau, Sacramento, California) January 2010. 90 p.

Full text at: <http://www.bsa.ca.gov/pdfs/reports/2009-032.pdf>

["All six of the California colleges and universities visited by the state auditor inaccurately reported campus crime statistics as required by the federal Clery Act.... The Clery Act requires college campuses to annually collect and report statistics on certain types of crimes that occur on or near campus. To do that, campuses have to consult their own campus incident reports and get statistics from local law enforcement on crimes that happened within very specific off-campus areas. The audit found that some colleges under-reported crimes, while others actually over-reported them. The findings suggest the whole purpose of the security reports -- as a means for students and parents to get an accurate picture of campus crime and compare it to other similar colleges -- isn't being fulfilled." California Watch (January 29, 2010) 1.]
[Request #S10-4-4544]

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

The Master Plan at 50: Greater Than the Sum of Its Parts -- Coordinating Higher Education in California. By Judy Heiman, California Legislative Analyst's Office. (The Office, Sacramento, California) January 2010. 36 p.

Full text at:

http://www.lao.ca.gov/reports/2010/edu/ed_coordination/ed_coordination_012810.pdf

["California's approach to coordination of the state's higher education system over the past 50 years has been indirect, resting mostly on well-defined missions and eligibility pools to guide the development of higher education institutions. This approach worked well during several decades of expansion, producing arguably the greatest higher education system in the world. The effectiveness of this approach has declined over the last quarter century, however, and institutions have been left to pursue their separate interests with insufficient mechanisms to advance the state's priorities. This report examines the need for a systemwide approach to planning and coordination of California's system of higher education, and proposes strategies for improvement."]

[Request #S10-4-4553]

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

Ready or Not, Here They Come: California State University Undergraduate Demand Projections, 2009–2019. By Stacy Wilson and others, California Postsecondary Education Commission. (The Commission, Sacramento, California) December 2009. 19 p.

Full text at: http://www.cpec.ca.gov/Agendas/Agenda0912/Item_06.pdf

["Today, California is confronting unprecedented economic and fiscal challenges, and the state's Master Plan commitment of educational opportunity is being tested again. CPEC estimates that the state should prepare for 57,000 additional CSU undergraduate students by 2015. Between 2015 and 2019 undergraduate demand is likely to remain virtually unchanged, due in part to projected declines in the number of high school graduates, which will impact freshman enrollments at CSU, and slower community college growth, which will impact transfers. If CSU reduces enrollment by 40,000 over the next two years because of reduced funding, nearly 56,000 prospective students might be denied access by fall 2011."]

[Request #S10-4-4395]

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

Four Steps to Finishing First in Higher Education: A Guide for State Policymakers. By the Lumina Foundation for Education. (The Foundation, Indianapolis, Indiana) November 2009. Various pagings.

Full text at: <http://www.makingopportunityaffordable.org/page/four-steps>

["Achieving a paradigm shift in thinking about a more productive higher education system requires carefully considering our audiences and what we say to them. Through the 'Four Steps to Finishing First' policy agenda, state leaders can make a compelling case that raises awareness of this urgent challenge among target audiences and engages them in contributing to solutions.... The steps are; 1) Rewarding institutions that focus on students' completing quality programs, not just attempting them; 2) Rewarding students for completing courses and degree or certificate programs; 3) Expanding and strengthening lower-cost, nontraditional education options through modified regulations; and 4) Investing in institutions that demonstrate the results of adopting good business practices."]

[Request #S10-4-4477]

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

MATHEMATICS & SCIENCE TEACHING

"Female Teachers' Math Anxiety Affects Girls' Math Achievement." By Sian L. Beilock and others. IN: Proceedings of the National Academy of Sciences, doi:10.1073/pnas.0910967107. (January 25, 2010) 4 p.

Full text at: <http://www.pnas.org/content/early/2010/01/14/0910967107.full.pdf>

["First- and second-graders whose teachers were anxious about mathematics were more likely to believe that boys are hard-wired for math and that girls are better at reading. What's more, the girls who bought into that notion scored significantly lower on math tests than their peers who didn't. The gap in test scores was not apparent in the fall when the kids were first tested, but emerged after spending a school year in the classrooms of teachers with math anxiety. That detail convinced researchers that the teachers -- all of them women -- were the culprits.... Experts said the findings could have implications for policymakers seeking to draw more women into careers in science, engineering and technology. Instead of focusing their efforts solely on female students, they could devise interventions for teachers as well." Los Angeles Times (January 26, 2010) 1.]

[Request #S10-4-4543]

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

PRESCHOOL

Promoting Preschool Quality Through Effective Classroom Management: Implementation Lessons from the Foundations of Learning Demonstration. By Chrishana M. Lloyd and Michael Bangser, MDRC. (MDRC, New York, New York) December 2009.

["The Foundations of Learning (FOL) demonstration evaluated a strategy to enhance the quality of preschool programs by promoting emotionally positive, behaviorally supportive classrooms. The program model includes intensive training in classroom management skills for teachers.... The FOL program model was implemented with fidelity in Newark, suggesting that this intervention can be joined with other efforts to enhance the quality of preschool programs.... The Newark experience provides a number of practical operational lessons. Policymakers and administrators who are considering implementing similar programs should pay particular attention to the program design, management and staffing, and professional development issues that arose in FOL's integration of an emotionally and behaviorally based intervention into a large urban preschool system."]
[Request #S10-4-4394]

Report. 94 p.

<http://www.mdrc.org/publications/534/full.pdf>

Executive Summary. 21 p.

<http://www.mdrc.org/publications/534/execsum.pdf>

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

TEACHERS

Do Principals Fire the Worst Teachers? AND: The Effect of Employment Protection on Worker Effort: Evidence from Public Schooling. By Brian A. Jacob, University of Michigan. (National Bureau of Economic Research, Cambridge, Massachusetts) January 2010.

["This paper takes advantage of a unique policy change to examine how principals make decisions regarding teacher dismissal. In 2004, the Chicago Public Schools (CPS) and Chicago Teachers Union (CTU) signed a new collective bargaining agreement that gave principals the flexibility to dismiss probationary teachers for any reason and without the documentation and hearing process that is typically required for such dismissals. With the cooperation of the CPS, I matched information on all teachers that were eligible for dismissal with records indicating which teachers were dismissed. With this data, I estimate the relative weight that school administrators place on a variety of teacher characteristics. I find evidence that principals do consider teacher absences and value-added measures, along with several demographic characteristics, in determining which teachers to dismiss."]
[Request #S10-4-4556]

Do Principals Fire the Worst Teachers? 58 p.
<http://www.nber.org/tmp/84081-w15715.pdf>

The Effect of Employment Protection. 59 p.
<http://www.nber.org/tmp/35797-w15655.pdf>

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

The Status of the Teaching Profession: 2009. By the Center for the Future of Teaching and Learning. (The Center, Santa Cruz, California) December 2009. 150 p.

["The fundamental academic issues (reading comprehension or computation) that students have in elementary school get amplified under the glare of more rigorous high school expectations. And, as we have found in this year's research, teachers need more preparation and support to implement a range of strategies to improve the experiences and outcomes for high school students.... Policymakers have been pushing for more than a decade to reduce the number of underprepared teachers and to improve the quality of teaching. We encourage them to continue the progress they have made, and to break the link between a student's zip code and the likelihood they will have fully prepared and effective teachers."]

[Request #S10-4-4474]

Report. 150 p.
<http://www.cftl.org/documents/2009/TCFReport2009.pdf>

Summary. 26 p.
<http://www.cftl.org/documents/2009/TCFSummaryFact09.pdf>

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