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**ABSTRACT**

Information on state and institutional actions in the Southern Regional Education Board (SREB) area is presented. Twenty-one tables and two figures present data by state on the following topics: high school graduation requirements; special recognition program for high school graduates; advanced placement programs for public school students; subject area tests; tests for high school graduation (first time test-takers and those passing); estimates of illiteracy; math scores for 11th-graders; U.S. history scores for 11th-graders; pilot programs for improving academic skills of vocational education students; school leadership initiatives; college admission requirements; testing initiatives for undergraduate education; college-readiness reporting programs; postsecondary faculty salaries; state programs for endowed chairs and centers of excellence; minority teachers; teacher certification and standards; teacher education initiatives; incentive programs for teachers and administrators; and average classroom teacher salaries. (RM)

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# Selected Educational Improvements in SREB States 1988

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**SELECTED EDUCATIONAL IMPROVEMENTS  
IN SREB STATES  
1988**

**Southern Regional Education Board  
592 Tenth St., N.W.  
Atlanta, Georgia 30318-5790**

**June 1988  
\$6.50**

## LIST OF TABLES

	Page
<b>Table 1 High School Graduation Requirements, in the SREB States, 1988</b>	4
<b>Table 2 Special Recognition Programs for High School Graduates in the SREB States, 1988</b>	6
<b>Table 3 Advanced Placement Programs for Public School Students, SREB States, 1987</b>	8
<b>Table 4 Subject Area Tests Administered on a Statewide Basis in the SREB States, By Grade Level and Subject Area, 1987-88 Administrations</b>	9
<b>Table 5 Percentage of Students Taking for the First Time and Passing Required Tests for High School Graduation, SREB States, 1987</b>	12
<b>Table 6 Estimates of Illiteracy for the Population 20 Years or Older in SREB States, 1982</b>	13
<b>Table 7 Average Mathematics Scores for 11th-Grade Public School Students by Total, Race, and Gender in SREB States Participating in SREB/National Assessment Project, 1987</b>	15
<b>Table 8 Average U.S. History Scores for 11th-Grade Public School Students by Total, Race, and Gender in SREB States Participating in SREB/National Assessment Project, 1987</b>	16
<b>Table 9 Pilot Sites to Demonstrate Approaches for Improving Academic Skills of High School Students enrolled in Vocational Education Programs, SREB States, 1988</b>	18
<b>Table 10 State-Level School Leadership Initiatives, SREB States, 1988</b>	19
<b>Table 11 Units of High School Work Recommended or Required for College Admissions in the SREB States, 1988</b>	22
<b>Table 12 State Testing Initiatives to Improve Undergraduate Education, SREB States, 1988</b>	24
<b>Table 13 College-Readiness Reporting Programs in the SREB States, 1988</b>	26
<b>Table 14 Average Salaries of Full-Time Faculty, Public Postsecondary Institutions, SREB States 1981-82 and 1987-88</b>	27
<b>Table 15 State-Funded Programs for Endowed Chairs and Centers of Excellence in the SREB States, 1988</b>	28
<b>Table 16 Minority Teachers, SREB States, 1988</b>	32

## LIST OF TABLES (continued)

	<b>Page</b>
<b>Table 17</b> Alternative Certification for Teachers, SREB States, 1988	33
<b>Table 18</b> Standards for Teachers in the SREB States, 1988	34
<b>Table 19</b> State-Level Pre-Service Teacher Education Initiatives, SREB States, 1988	36
<b>Table 20</b> State Incentive Programs for Teachers and Administrators, SREB States, 1987-88	37
<b>Table 21</b> Average Classroom Teacher Salaries, SREB States, 1988	39

## FIGURES

<b>Figure 1</b> Average Mathematics Scores for 11th-Grade Black and White Public School Students	15
<b>Figure 2</b> Average U.S. History Scores for 11th-Grade Black and White Public School Students	16

Compiled by SREB staff and prepared by Barbara Bohanon

**SELECTED EDUCATIONAL IMPROVEMENTS  
IN SREB STATES  
1988**

**SREB states have established themselves as leaders in improving educational quality at the elementary, secondary, and higher education levels. Numerous programs, policies, and legislative reforms have been initiated by states, individual schools and colleges, and educational systems.**

**Many of the educational improvement efforts have taken place across the SREB region or in numerous SREB states. SREB has continually attempted to spotlight new, promising developments and to share this information with educational and governmental leaders. At the same time, SREB has emphasized that the ultimate test for educational improvement efforts is increased student learning and that states must assess and publicize the levels of student achievement if long-term public support is to be maintained.**

**To help continue the emphasis on educational improvement and student learning, SREB has compiled information on state and institutional actions. The information is presented here in several tables with state-by-state summaries. Our hope is that states will find these data informative as well as a guide or yardstick by which to measure progress toward a quality educational system. SREB has more detailed information available for state leaders who are evaluating their state's progress or are interested in programs underway in other states.**

# HIGHER STANDARDS FOR STUDENTS AND SCHOOLS

TABLE 1  
HIGH SCHOOL GRADUATION REQUIREMENTS  
IN THE SREB STATES  
1988

	English	Math	Science	Social Studies	Physical Education/ Health	Other Required Courses	Minimum Credits Required	Comments
Alabama Class of 1989	4	2	2 (one lab)	3	1 1/2	-----	22	Must become knowledgeable of computers through related coursework . . . Must pass High School Graduation Exam (currently in effect)
Arkansas	4	--- 2 of one --- -- 3 of other --		3	1	1/2 credit in fine arts	20	Practical Arts may be substituted for one of the required Social Studies
Florida (a)	4	3	3 (two labs)	3	1	1/2 credit each in performing arts and voc ed	24	1.5 GPA in required courses . . . Must pass State Student Assessment Test
Georgia (b)	4	2	2	3	1	1 credit in ROTC, voc ed, fine arts, or computer tech	21	Must pass Basic Skills Test
Kentucky	4	3	2	2	1	1 credit from math, science, language arts, social studies, or voc ed	20	-----
Louisiana Class of 1989	4	3	3	3	2	1/2 credit in computer literacy	23	11th Grade Graduation Test (when funds become available)
Maryland Class of 1989	4	3	2	3	1 (P.E. only)	1 credit in fine arts and 1 credit in voc ed, home ec, computers, or ind arts/tech ed	20	Must pass Maryland Functional Skills Tests (currently in effect)
Mississippi Class of 1989	4	2	2 (one lab)	2	---	-----	18	Functional Literacy Examination to be required in 1990
North Carolina	4	2	2 (one lab)	2	1	-----	20	Must pass North Carolina Competency Test
Oklahoma	4	2	2	2	---	-----	20	-----
South Carolina (c)	4	3	2	3	1	-----	20	Basic Skills Examination to be required in 1990

TABLE 1 (continued)  
HIGH SCHOOL GRADUATION REQUIREMENTS  
IN THE SREB STATES  
1988

	English	Math	Science	Social Studies	Physical Education/ Health	Other Required Courses	Minimum Credits Required	Comments
Tennessee	4	2	2	1 1/2	1 1/2	-----	20	Must pass Tennessee Proficiency Test
Texas	4	3	2	2 1/2	2 (1 1/2 P.E.; 1/2 health)	1/2 credit in economics	21	Must pass Texas Assessment of Basic Skills--exit-level test (currently in effect)
Virginia (d) Class of 1989	4	--- 2 of one --- -- 3 of other -- (two labs)	3	3	2	1 credit in fine or practical arts (Effective Class of 1992)	21	Must pass Basic Skills Tests (currently in effect)
West Virginia Class of 1989	4	2	2	3	2	Of 8 required electives, at least 1 unit from fine or performing arts, applied arts, or foreign language	21	-----

- (a) Florida students in vocational programs may substitute certain sequences of vocational courses to satisfy up to two of the required credits in each of the following areas: English, math, and science.
- (b) Georgia students who successfully complete four units in vocational education courses in addition to the general requirements will receive a formal seal of endorsement from the Georgia Board of Education.
- (c) One unit in computer science, if approved by the State Department of Education for this purpose, may be counted toward the math requirement. Students who earn one unit in science and six or more units in a specific occupational service area will meet the science requirements for a State high school diploma. Vocational programs operating on a 3-2-1 structure may count prevocational education as one of the six required units.
- (d) Virginia students in vocational programs may substitute certain vocational courses to satisfy one of the math and one of the science requirements. Students with a "B" or better average receive a Board of Education Seal on their diploma. Virginia now requires students to pass a high school graduation test to receive a diploma but will not do so beginning in 1989.

SOURCE: Compiled by the Southern Regional Education Board with information from the state departments of education.

TABLE 2  
SPECIAL RECOGNITION PROGRAMS FOR  
HIGH SCHOOL GRADUATES IN  
THE SREB STATES  
1988

Award	English	Math	Science	Social Studies	Foreign Language	Physical Education/Health	Other Required Courses	Minimum Credits Required	
Alabama Class of 1989	Advanced Diploma	4	3	3 (one lab)	4	2	1 1/2	-----	22
Comments: Must become knowledgeable of computers through related coursework									
Florida	Academic Scholar Certificate	4	4	4 (two labs)	3	2	1	1 credit in fine arts	26
Comments: 1.5 GPA in required courses; students scoring 1100 on the SAT, and graduating with a 3.0 GPA with no grade lower than a "C" will automatically be admitted to any state community college or university for up to three years after graduation . . . these students will also be eligible for a \$500 or \$750 scholarship while attending any public or private in-state institution									
Georgia	Seal of Endorsement	4	3	3 (two labs)	3	2	1	1 credit in voc ed, fine arts, or computer tech	21
Kentucky	Commonwealth Diploma	4 plus one AP course	3 one AP course in either area	2	2	1 Must be an AP course	1	1 elective credit must be an AP course	22
Comments: Students must complete an AP exam in at least three of the four required AP courses									
Louisiana	Regents Scholar	4	3	3	3 1/2	3	2	1 credit in fine arts	24
Comments: Certificate awarded by the Board of Regents									
	Louisiana Scholar Program	4	3	3	3	---	2	1/2 unit in computer literacy	23
Comments: ACT score of 29 or above, 3.5 GPA with no semester grade lower than a "B," no unexcused absences, and no high school suspensions earns a Gold Seal on the diploma									
Maryland Class of 1989	Certificate of Merit	4	3	3	3	1	1	1 credit each in fine arts; computers, home ec, voc ed, or ind arts/tech ed	20

TABLE 2 (continued)

SPECIAL RECOGNITION PROGRAMS FOR  
HIGH SCHOOL GRADUATES IN  
THE SREB STATES  
1988

	Award	English	Math	Science	Social Studies	Foreign Language	Physical Education/ Health	Other Required Courses	Minimum Credits Required
North Carolina	North Carolina Scholars Program	4	3	3	3	2	1	1 credit each in voc ed and arts ed	22
	Comments: Overall "B" average; may opt to "concentrate" electives in one of seven areas								
Oklahoma	Academic Scholars Program	4	3	3	3	---	---	---	22
	Comments: 3.7 GPA or rank in top 10 percent of graduating class; ACT score of 26 or SAT combined score of 1100								
South Carolina	Academic Achievement Honors Award	4	3	2	3	2	1	-----	22
	Comments: "B" or higher in each semester course; SAT score of 650 verbal or 700 math								
Tennessee	Honors Diploma	4	3	3 (two labs)	3	2	1 1/2	2 credits in fine arts	20 1/2
	Comments: Cumulative 3.0 GPA with no grade lower than a "C"								
Texas Class of 1988	Advanced High School Program	4	3	3	2 1/2	2	2 (1 1/2 P.E.; 1/2 health)	1/2 credit in economics; 1 credit each in fine arts and computer science	22
Virginia Class of 1989	Advanced Studies Program	4	3	3 (all lab)	3	3	2	1 credit in fine or practical arts (Effective Class of 1992)	23
	Comments: Overall "B" average or better earns Governor's Seal on the diploma								
West Virginia Proposed	Certificate of Academic Excellence	Designed for students going beyond the standard requirements in completing a vocational or college preparatory curriculum . . . criteria include a 3.5 GPA							

\* Includes algebra I and two courses above algebra I level.

\*\* AP (Advanced Placement): Advanced courses that may count for college credit.

SOURCE: Compiled by the Southern Regional Education Board with information from the state departments of education.

Table 3

**ADVANCED PLACEMENT PROGRAMS FOR PUBLIC SCHOOL  
STUDENTS,\* SREB STATES  
1987**

	Number of Public Schools Offering Advanced Placement		Number of Advanced Placement Examinations Taken by Public School Students 1986	Increase in Examinations Taken (approximate) 1983 to 1986	Percent of Students with Score of 3-5 +
	1983	1986			
United States	NA	NA	238,507	NA	67%
SREB States	1,074	1,439	70,673	99%	59
Alabama	36	69	2,021	119	54
Arkansas	11	38	678	617	62
Florida	133	181	19,193	173	51
Georgia	92	127	3,863	96	64
Kentucky	26	79	2,071	236	48
Louisiana	20	41	1,097	177	50
Maryland	101	104	6,849	32	69
Mississippi	20	40	841	141	46
North Carolina	158	168	5,666	48	64
Oklahoma	25	24	780	82	65
South Carolina	88	127	7,152	171	48
Tennessee	75	79	3,024	45	56
Texas	137	177	8,191	86	69
Virginia	141	169	8,958	61	72
West Virginia	11	16	289	98	58

\* Some students did not report whether they attended a public or private school, so numbers may vary by about 10 percent.

+ A score of 3-5 (on a 0-5 scale) is considered acceptable for college credit.

SOURCE: Data provided by The College Board Advanced Placement Program.

Advanced placement enrollments in the SREB region have been increasing at about twice the rate for the nation. These challenging courses place an emphasis on high expectations, not minimum competencies. Florida, South Carolina, and Virginia have made extraordinary gains. Florida provides a financial incentive to school districts and has had one of the largest advanced placement enrollment gains in the country. South Carolina requires every high school to offer an advanced placement course. Virginia students, encouraged by the emphasis on advanced placement at the University of Virginia, Virginia Polytechnical Institute, and the College of William and Mary, have made Virginia a leader in advanced placement enrollments.

Table 4  
 SUBJECT AREA TESTS ADMINISTERED ON A STATEWIDE BASIS IN THE SREB STATES,  
 BY GRADE LEVEL AND SUBJECT AREA,  
 1987-88 ADMINISTRATIONS

State	Test	Grades Tested	Subjects Tested
Alabama	Stanford Achievement Test	1, 2, 4, 5, 7, 8, 10	reading, language, mathematics, science, social studies, listening
	Alabama Basic Competency Test	3, 6, 9	reading, language, writing, mathematics
	Alabama High School Graduation Examination	for high school graduation	reading, language, mathematics
Arkansas	Minimum Performance Tests	3, 6, 8 6, 8	reading, mathematics language arts, science, social studies
	Metropolitan Achievement Tests	4, 7, 10	reading, language arts, mathematics, science, social studies, higher order thinking skills
Florida	State Student Assessment Test, Part I	3, 5, 8, 10 5, 8, 10	reading, writing, mathematics economics
	National Assessment of Educational Progress	3, 7	subset of reading test items
	State Student Assessment Test, Part II	for high school graduation	reading, writing, mathematics
Georgia	California Achievement Tests	K (readiness for 1st grade)	visual recognition, sound recognition, mathematics concepts and applications
	Criterion-Referenced Tests	1, 3, 6, 8 (optional 2, 4) 6, 8	reading, mathematics writing
	Iowa Tests of Basic Skills	2, 4, 7	reading, language, mathematics, science, social studies, work study skills
	National Assessment of Educational Progress	3, 7, 11	vary with each administration
	Tests of Achievement and Proficiency	9	reading, language, mathematics, science, social studies, work study skills
	Georgia Basic Skills Tests	for high school graduation	reading, writing, mathematics
Kentucky	Kentucky Essential Skills Test (equated with Comprehensive Tests of Basic Skills)	K-12	reading, writing, mathematics, spelling, reference skills
Louisiana	Kindergarten Developmental Readiness Screening Program (districts choose state-approved norm-referenced test)	K	developmental skills, such as cognitive, motor, and social skills; and visual and auditory discrimination
	Criterion-Referenced Test	3, 5, 7	English/language arts, mathematics

Table 4 (continued)

SUBJECT AREA TESTS ADMINISTERED ON A STATEWIDE BASIS IN THE SREB STATES,  
BY GRADE LEVEL AND SUBJECT AREA,  
1987-88 ADMINISTRATIONS

State	Test	Grades Tested	Subjects Tested
Louisiana (continued)	California Achievement Tests	4, 6, 9	reading, language, mathematics, science, social studies, spelling, study skills
	Louisiana Graduation Examination	for high school graduation	reading, English/language arts, mathematics, science, social studies
Maryland	California Achievement Tests	3, 5, 8	reading comprehension, language, mathematics
	Maryland Tests of: Reading, Writing, and Mathematics; Citizenship Skills	9-12; for high school graduation	reading, writing, mathematics, citizenship
Mississippi	Stanford Achievement Test	K, 1, 4, 6	reading, language, mathematics, science, social science, listening, using information
	Basic Skills Assessment Program	3, 5, 8	reading, written communication, mathematics
	Functional Literacy Examination	for high school graduation	reading, written communication, mathematics
North Carolina	California Achievement Tests	3, 6, 8	reading, language, mathematics
	North Carolina Science and Social Studies Tests	3, 6, 8	science, social studies
	North Carolina Writing Essay	6, 8	writing composition
	North Carolina Competency Test	for high school graduation	reading, writing, mathematics
Oklahoma	Metropolitan Achievement Tests	3, 7, 10	reading, language arts, mathematics science, social studies
	MAT Writing Test	7, 10	writing
South Carolina	Cognitive Skills Assessment Battery	1 (readiness for 1st grade)	reading, writing, mathematics
	Basic Skills Test	1, 2, 3, 6, 8 6, 8	reading, mathematics writing
	Comprehensive Tests of Basic Skills	4, 5, 7, 9, 11	reading, language, mathematics, science, social studies, spelling, reference skills
	Basic Skills Examination	for high school graduation	reading, writing composition, mathematics
Tennessee	Stanford Achievement Test	2, 5, 7	reading, language, mathematics, science, social studies, listening

Table 4 (continued)

SUBJECT AREA TESTS ADMINISTERED ON A STATEWIDE BASIS IN THE SREB STATES,  
BY GRADE LEVEL AND SUBJECT AREA,  
1987-88 ADMINISTRATIONS

State	Test	Grades Tested	Subjects Tested
Tennessee (continued)	Basic Skills First Achievement Test	3, 6, 8	reading, mathematics
	Stanford Test of Academic Skills	9, 12	reading, English, mathematics, science, social science
	Tennessee Proficiency Test	for high school graduation	language arts, mathematics
Texas	Texas Educational Assessment of Minimum Skills (equated with Metropolitan Achievement Tests)	1, 3, 5, 7, 9; for high school graduation	reading, writing, mathematics
Virginia	Readiness Assessment (districts choose state-approved norm-referenced test)	K or 1	language and number skills
	Standards of Learning Assessment Program	K-12	language arts, mathematics, science, social studies, health, physical education, art, music, foreign language
	Iowa Tests of Basic Skills	4, 8	reading comprehension, language, mathematics, science, social studies, vocabulary, work study skills
	Literacy Testing Program	6 (for promotion to 9th grade)	reading, writing, mathematics
	Tests of Achievement and Proficiency	11	reading comprehension, written expression, mathematics, science, social studies, using information
West Virginia	Learning Outcomes Testing Program (currently being field tested)	K-12	reading, mathematics, science, music (plans for items in all instructional areas)
	Comprehensive Tests of Basic Skills	3, 6, 9, 11	reading, language arts, mathematics, science, social studies, spelling, reference skills
	Writing Assessment	8, 10	written essay

SOURCE: Information from student assessment divisions in the state departments of education, April-May 1988.

Table 5

PERCENTAGE OF STUDENTS TAKING FOR THE FIRST TIME AND PASSING  
 REQUIRED TESTS FOR HIGH SCHOOL GRADUATION,  
 SREB STATES, 1987

	Reading	Writing	Mathematics
Alabama	98%	96% (language)	97%
Florida	(communications--reading & writing)		82
		88	
Georgia	91	88	80
Louisiana	Not Available--pilot testing will occur in Spring of 1989 and 1990		
Maryland	93	82	68
	(citizenship also tested--71% passed)		
Mississippi	Not Available--qualifying scores are being used for the first time in 1988		
North Carolina	94	89 (objective) 91 (essay)	91
South Carolina	54% passed all three sections--reading, writing composition, and mathematics		
Tennessee	Not Applicable	78 (language arts) (76% passed both sections)	90
Texas	(language arts--reading & writing)		68
		88	

NOTES: Percentages for Maryland, North Carolina, South Carolina, and Tennessee have been rounded.

The observed variation in passing rates may be explained as the result of each state developing its own high school graduation test and setting its own passing scores. Students are provided several opportunities to pass all sections of the exam prior to graduating, and, in most states, well over 90 percent do.

SOURCE: Information from student assessment divisions of the state departments of education, April-May 1988.

Table 6

ESTIMATES OF ILLITERACY FOR THE POPULATION  
20 YEARS OR OLDER IN SREB STATES  
1982

	Estimate of Population 20 years & older	Estimate of Illiteracy	Illiteracy Rate (Percent)
Alabama	2,575,800	334,854	13%
Arkansas	1,530,000	229,500	15
Florida	7,052,800	1,057,920	15
Georgia	3,601,800	504,252	14
Kentucky	2,432,900	364,935	15
Louisiana	2,699,100	431,856	16
Maryland	3,285,100	394,212	12
Mississippi	1,440,400	230,464	16
North Carolina	3,976,400	556,696	14
Oklahoma	2,052,700	225,797	11
South Carolina	2,044,500	306,675	15
Tennessee	3,114,500	467,175	15
Texas	8,317,511	1,497,152	18
Virginia	3,661,200	475,956	13
West Virginia	1,319,600	184,744	14

NOTES: Illiteracy figures are based on 1982 population estimates by the Census Bureau of the number of persons, age 20 years and older, who do not read or who reading below the 4th-grade level.

SOURCE: Division of Adult Education, U.S. Department of Education, July 1987.

## NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)

Results from the 1987 SREB/National Assessment project show achievement scores in United States history in most of the eight SREB states were at or above the national average for public school students who took the 1986 National Assessment of Educational Progress test. For mathematics, average scores for half of the participating states were at or above the national average. These national averages are the most current and nationally representative results available from any testing program.

In 1987, eight Southern Regional Education Board states (Arkansas, Florida, Louisiana, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia) and the National Assessment of Educational Progress (NAEP) tested representative state samples of 11-grade public school students in mathematics and United States history. This enables state leaders to know how their students' achievement compares to that of students in the nation and to that of students in other states. Approximately 16,000 students in nearly 700 public schools were tested.

In two previous years SREB states measured the reading and writing achievement of 11th-grade students.

The SREB/National Assessment project is a new approach that enables state leaders to know how their students' achievement compares to that of current, truly national results and to results in other states. Measuring student achievement in this way has not been possible before--not possible, that is, until SREB states proved that states could, and would, administer the same test at the same time to a scientifically selected sample of students at the same grade level.

This effort, begun in 1985 by Southern Regional Education Board states, has helped create a nationwide program to measure student achievement. The U.S. Congress has passed enabling legislation for a new National Assessment of Educational Progress agreement that will promote for a nationwide state-based assessment in conjunction with the National Assessment of Educational Progress. The nationwide program is expected to begin with a pilot test for mathematics in 1990.

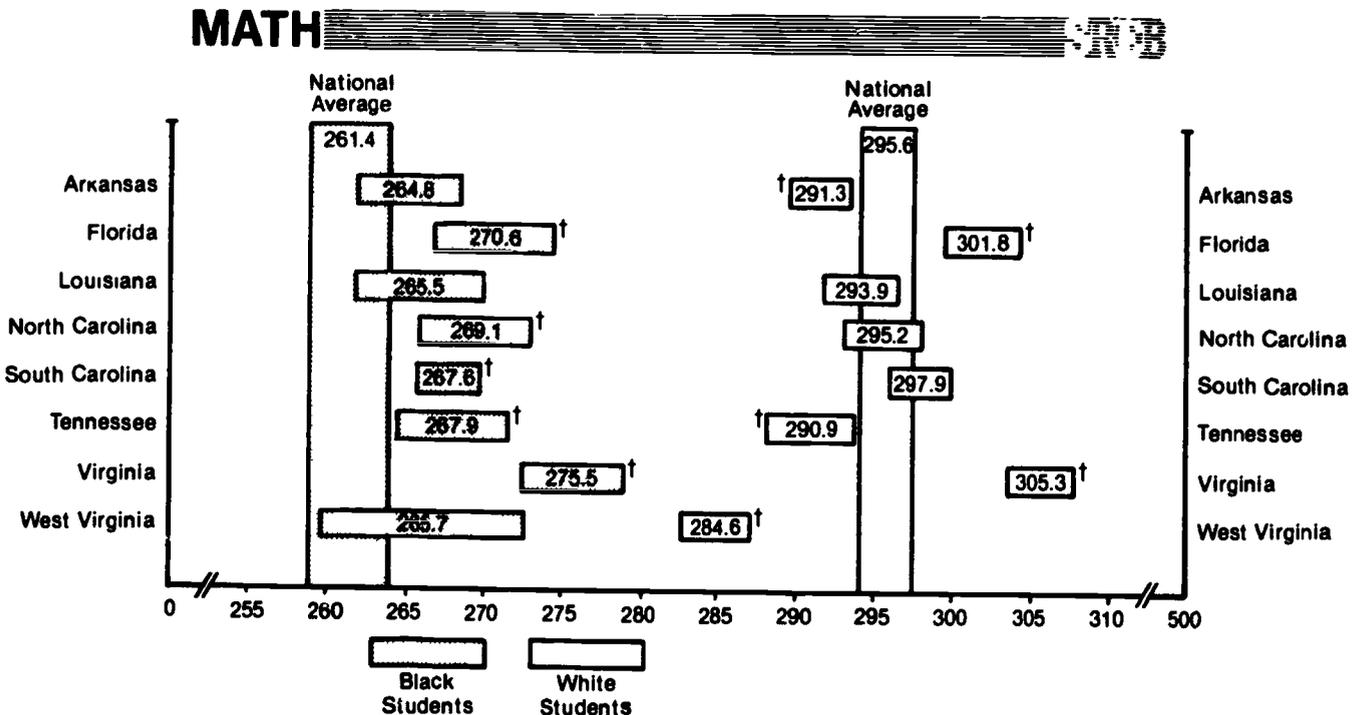
Table 7  
**Average Mathematics Scores  
 for 11th-Grade Public School Students  
 by Total, Race, and Gender  
 in SREB States Participating in  
 SREB/National Assessment Project, 1987**

	Total	Race		Gender	
		Black	White	Female	Male
Nation	289.0 (0.8)	261.4 (1.3)	295.6 (0.7)	296.5 (0.8)	291.5 (1.1)
Arkansas	285.7 <sup>†</sup> (0.9)	264.8 (1.6)	291.3 <sup>†</sup> (1.0)	283.0 <sup>†</sup> (1.1)	287.8 <sup>†</sup> (1.2)
Florida	294.3 <sup>†</sup> (1.2)	270.6 <sup>†</sup> (2.0)	301.8 <sup>†</sup> (1.2)	292.1 <sup>†</sup> (1.2)	296.8 <sup>†</sup> (1.6)
Louisiana	283.1 <sup>†</sup> (1.1)	265.5 (2.1)	293.9 (1.2)	281.0 <sup>†</sup> (1.3)	285.4 <sup>†</sup> (1.5)
North Carolina	288.0 (1.0)	269.1 <sup>†</sup> (1.8)	295.2 (1.1)	285.8 (1.3)	290.3 (1.6)
South Carolina	285.9 <sup>†</sup> (0.9)	267.6 <sup>†</sup> (1.1)	297.9 (1.0)	283.2 <sup>†</sup> (1.0)	288.8 (1.2)
Tennessee	286.6 (1.4)	267.9 <sup>†</sup> (1.8)	290.9 <sup>†</sup> (1.5)	284.7 (1.5)	288.5 (1.7)
Virginia	299.1 <sup>†</sup> (0.9)	275.5 <sup>†</sup> (1.7)	305.3 <sup>†</sup> (1.1)	295.1 <sup>†</sup> (1.3)	303.4 <sup>†</sup> (1.4)
West Virginia	283.6 <sup>†</sup> (1.1)	265.7 (3.2)	284.6 <sup>†</sup> (1.1)	281.0 <sup>†</sup> (1.3)	286.5 <sup>†</sup> (1.3)

Note: Numbers in ( ) represent the standard error. The standard error is a function of the size of the sample and the variability of scores within that sample.

<sup>†</sup>Significantly different from the national average, based on a statistical test (Alpha = .05)

Figure 1  
**Average\* Mathematics Scores for  
 11th-Grade Black and White Public School Students  
 in SREB States Participating in  
 SREB/National Assessment Project, 1987**



\*The range depicted around each average is a statistical measurement representing plus or minus two standard errors, meaning one can be 95 percent sure that the average falls within this range

<sup>†</sup>Significantly different from the national average, based on a statistical test (Alpha = .05)

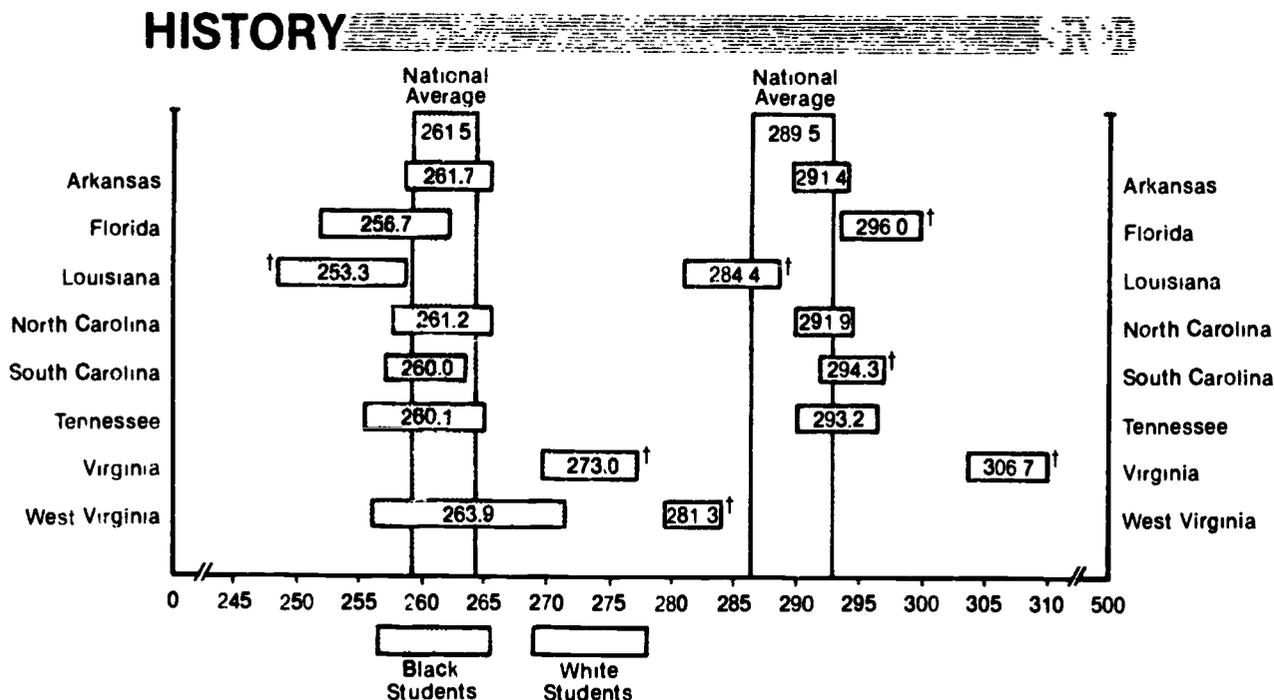
Table 8  
**Average U.S. History Scores  
 for 11th-Grade Public School Students  
 by Total, Race, and Gender  
 in SREB States Participating in  
 SREB/National Assessment Project, 1987**

	Total	Race		Gender	
		Black	White	Female	Male
Nation	283.4 (1.3)	261.5 (1.2)	289.5 (1.6)	277.7 (1.3)	289.0 (1.4)
Arkansas	285.1 (1.0)	261.7 (1.8)	291.4 (1.1)	276.3 (1.4)	293.2 <sup>†</sup> (1.4)
Florida	286.6 (1.4)	256.7 (2.7)	296.0 <sup>†</sup> (1.6)	278.1 (1.6)	295.7 <sup>†</sup> (1.9)
Louisiana	272.9 <sup>†</sup> (1.5)	253.3 <sup>†</sup> (2.5)	284.4 <sup>†</sup> (1.8)	264.8 <sup>†</sup> (1.7)	281.6 <sup>†</sup> (1.8)
North Carolina	283.4 (1.0)	261.2 (2.0)	291.9 (1.1)	275.2 (1.3)	292.6 (1.7)
South Carolina	280.7 (1.0)	260.0 (1.5)	294.3 <sup>†</sup> (1.2)	272.9 <sup>†</sup> (1.3)	288.6 (1.2)
Tennessee	286.8 (1.5)	260.1 (2.4)	293.2 (1.6)	280.1 (1.7)	294.1 <sup>†</sup> (2.0)
Virginia	299.3 <sup>†</sup> (1.2)	273.0 <sup>†</sup> (1.9)	306.7 <sup>†</sup> (1.5)	290.7 <sup>†</sup> (1.5)	308.7 <sup>†</sup> (1.5)
West Virginia	280.3 (1.1)	263.9 (4.0)	281.3 <sup>†</sup> (1.1)	273.7 <sup>†</sup> (1.3)	287.6 (1.5)

Note: Numbers in ( ) represent the standard error. The standard error is a function of the size of the sample and the variability of scores within that sample.

<sup>†</sup>Significantly different from the national average, based on a statistical test (Alpha = .05)

Figure 2  
**Average\* U.S. History Scores for  
 11th-Grade Black and White Public School Students  
 in SREB States Participating in  
 SREB/National Assessment Project, 1987**



\*The range depicted around each average is a statistical measurement representing plus or minus two standard errors, meaning one can be 95 percent sure that the average falls within this range.

<sup>†</sup>Significantly different from the national average based on a statistical test (Alpha = .05). Although the averages for Louisiana and South Carolina white students overlap the national average, they are still significantly different from the nation.

## **SREB-VOCATIONAL EDUCATION CONSORTIUM**

**Thirteen Southern Regional Education Board states are pioneering a multi-state effort to improve the academic skills of students enrolled in high school vocational education programs. This first-of-its-kind pact will focus on increasing instructional time and developing new approaches for teaching these students higher level mathematics, communications, and science skills.**

**Pilot sites for model programs are being established in each of the 13 participating states--there will be 33 sites throughout the region. The emphasis will be on developing applied, or "hands-on" approaches to motivate and challenge students. The idea is to help students enrolled in vocational education programs realize that academic competencies--the ability to read and comprehend with ease, to calculate accurately, and to apply this knowledge to solving problems--are essential for success in today's rapidly changing work place.**

**In another "first," these SREB states will be using the National Assessment of Education Progress (NAEP) tests to evaluate the competencies in reading, mathematics, and science of students enrolled in vocational education programs at the 33 demonstration sites. In the initial assessment, 1988 graduates completing a vocational education program in the high schools will be tested. The test results will provide information on how well the existing course of study is preparing students in the academic skills. And, very important, with this knowledge the academic and vocational faculty developing the new programs will have a much clearer picture of specific areas demanding special attention. Subsequent annual assessments using NAEP test will indicate whether the new approaches are working and will provide clues on areas that can be improved.**

**Students in vocational education programs take about two fewer academic courses than do students in college preparatory programs, according to recent information from the U.S. Department of education. Furthermore, the mathematics, science, and English courses they do take are usually general or basic in content.**

**The 33 pilot sites are committed to seeing that students in vocational education programs are given more instruction in the complex, higher levels of mathematics, communications, and science as they relate to better understanding of given occupational field.**

Table 9

PILOT SITES TO DEMONSTRATE APPROACHES FOR IMPROVING ACADEMIC SKILLS  
OF HIGH SCHOOL STUDENTS ENROLLED IN VOCATIONAL EDUCATION PROGRAMS, SREB States, 1988

State	City/County	Site
Alabama	Muscle Shoals	Muscle Shoals High School and Area Vocational Center
	Birmingham	Minor High School Jefferson County School System
Arkansas	Jonesboro Pine Bluff	Area Vocational-Technical High School Arkansas River Education Service Cooperative
Florida	Polk County	Lake Gibson Senior High School
	Hillsborough County	Leto Comprehensive High School
	Palm Beach County	Palm Beach Gardens Senior High School
	Orange County	( Not yet named )
Georgia	Gwinnett County	Parkview High School
	Polk County	Cedartown High School
Kentucky	Cadiz	Trigg County High School
	Louisville	Fairdale High School
		Jefferson County School District
Maryland	Frederick County St. Mary's	Frederick Vo-Tech Center St. Mary's Tech Center
Mississippi	Pontotoc Gulfport	Pontotoc Ridge Area Vocational Center Gulfport High School Vocational Center
North Carolina	Six planning sites have been identified from which two pilot sites will be selected by January 1989	
Oklahoma	Woodward	High Plains Area Vo-Tech School
	Duncan	Red River Area Vo-Tech School
South Carolina	Cherokee County	Cherokee Area Vocational Center
		Gaffney High School
	Oconee County	Blacksburg High School Fred P. Hamilton Career Center Four district high schools
Tennessee	Memphis	Trezevant Vocational Center
	Waverly	Humphreys City Vocational Center
	Tazewell	Claiborne County Vocational Center
Virginia	Rockbridge County	Rockbridge High School
	York County	York High School
	Norfolk City	Norview High School
West Virginia	Wheeling	Wheeling Park High School
	Clarksburg	United Career Center
	Elkins	Randolph County Vocational-Technical Center

Table 10

State-Level School Leadership Initiatives,  
SREB States  
1988

	<u>Prior to Certification</u>				
	Test For Knowledge	College Internship or On-the-job Assessment	Assessment Center	Statewide Guidelines or Instrument for Evaluation	Leadership Academy
Alabama	State-developed	Internship	---	---	---
Arkansas	NTE*	---	Yes	Yes	Yes
Florida	State-developed	Assessment	State criteria for local assessment	Yes	Yes
Georgia	State-developed	Under Development	Under Development	Under Development	Yes
Kentucky	NTE	Assessment	---	Yes	---
Louisiana	NTE	Internship	---	---	Yes
Maryland	---	---	Yes	---	Yes
Mississippi	NTE	Assessment for second-level certification	---	---	Yes
North Carolina	---	Internship and assessment	Yes	Under Development	Yes
Oklahoma	State-developed	Assessment	---	Yes	---
South Carolina	NTE	Internship	Yes	Under Development	Yes
Tennessee	---	Internship	Yes	---	Yes
Texas	State-developed	Internship	---	Under Development	---
Virginia	---	Internship may be included	Yes	Under Development	Yes
West Virginia	State-developed	Internship	Yes	---	Yes

\* National Teacher Examinations (Educational Testing Service)

SOURCE: Compiled with information from the state departments of education.

**HIGHER STANDARDS AND QUALITY FOR  
POSTSECONDARY EDUCATION**

TABLE 11

UNITS OF HIGH SCHOOL WORK RECOMMENDED OR REQUIRED  
FOR COLLEGE ADMISSIONS IN THE SREB STATES  
1988

	English	Math	Science	Social Studies	Foreign Language	Comments
Arkansas Recommended to be phased in by 1990	4	2	2	3	2	Science units must be taken in biology, physics, or chemistry. 1/2 unit of computer science is also required. Foreign language must be in one language.
Florida	4	3	3	3	2	Four additional electives within the college preparatory areas or from a list of approved electives are required.
Georgia Effective fall, 1988	4	3	3	3	2	The following courses are strongly recommended: fine arts, one additional lab course in science, a third course in foreign language or study in a second foreign language, trigonometry, computer technology, typing, and physical and health education.
Kentucky	4	3	2	2	---	One additional unit each in math and science, study in a foreign language, fine arts, and computer science are also recommended.
Louisiana Currently recommended	4	3	3	3	3	1/2 unit of "Free Enterprise" required. Two units of physical education, one unit of fine arts, and one unit of typing are also recommended.
Maryland Effective fall, 1988	4	3	2	3	2 (effective in 1992)	Two years of foreign language and one additional math course are currently recommended.
Mississippi	4	3	3	2 1/2	---	One elective in math, science, or foreign language is required. Units in foreign language, computer science, and typing are also recommended.

TABLE 11 (continued)

UNITS OF HIGH SCHOOL WORK RECOMMENDED OR REQUIRED  
FOR COLLEGE ADMISSIONS IN THE SREB STATES  
1988

	English	Math	Science	Social Studies	Foreign Language	Comments
North Carolina Effective fall, 1990	4	3	3	2	---	Two units of foreign language are recommended. One language unit and one math unit should be taken in the 12th grade.
Oklahoma Effective fall, 1988	4	3	2	2	---	Two units of foreign language and two units from the following are recommended: computer science, speech, economics, geography, government, psychology, or sociology.
South Carolina Effective fall, 1988	4	3	2	3	2	One additional unit is required: math, computer science, or a combination of these, or world history, world geography, or western civilization.
Tennessee Effective fall, 1989	4	3	2	2	2	Math units must include Algebra I and II, and geometry or another advanced course. One unit of U.S. history is included in the social studies requirement. Institutions governed by the State Board of Regents require one unit in the visual and/or performing arts and recommend an additional unit in the arts, math, and foreign language.
West Virginia Under consideration	4	2	2	3	---	Two units in foreign language are recommended.

SOURCE: Compiled by the Southern Regional Education Board with information from the state higher education agencies.

Without standards, students may earn a degree but not have proved that they can read, write, or compute beyond the high school level. Most SREB states currently have in effect or have recommended increased numbers of units in college preparatory courses for admission to four-year public colleges and universities. These requirements typically represent 4 units in college-preparatory English; 2 or 3 in specific mathematics courses, such as algebra I and II and geometry; 2 or 3 in specified science courses (including laboratory sciences); and 2 or 3 in social studies.

Table 12

State Testing Initiatives to Improve Undergraduate Education, SREB States  
1988

	Test for Placement in Degree-Credit Work	"Rising Junior" Examination **
Alabama	Under legislative consideration	No
Arkansas	Qualifying score on 1 of 3 (ACT, SAT, ASSET)	No
Florida	Qualifying score on 1 of 4 (ACT, SAT, MAPS, or ASSET)*	College-Level Skills Test (Sophomore year)
Georgia	Qualifying score on SAT or state basic-skills exam	Regents' Exam (Sophomore year)
Kentucky	No formal action	No
Louisiana	No formal action	State policy for institutional assessment
Maryland	Institutional standards required in two-year colleges	Under consideration
Mississippi	No formal action	No
North Carolina	No formal action	No
Oklahoma	No formal action	Under consideration
South Carolina	Under legislative consideration	Recommended by study commission
Tennessee	ACT/AAPP for state college and university system	Institutional assessment required for state funds
Texas	TASP-developing state basic-skills exam for implementation	No
Virginia	Recommended institutionally determined assessment and placement thresholds	Each institution must have an assessment plan
West Virginia	No formal action	No

\* AAPP (Academic Assessment Placement Program); ASSET (Assessment and Placement Services for Community Colleges); MAPS (Multiple Assessment Programs and Services); TASP (Texas Academic Skills Program)

\*\* Does not include assessments for placement in teacher education

SOURCE: Compiled by the Southern Regional Education Board with information from state higher education agencies.

## REPORTING STUDENTS' READINESS FOR COLLEGE

Programs that help students become better prepared for college are clearly needed. Significant numbers of high school graduates now require remediation upon entering college. For example, in Florida, Georgia, and Tennessee, where statewide standards are used for placing students in college-level or remedial courses, about 40 percent of entering freshmen need some type of remedial instruction. These states are not unusual in the numbers of college students who need remedial education, they simply have a system that identifies the problem. The more that high schools know about the academic strengths and weaknesses of their graduates, the better they can make the curricula and counseling to prepare future graduates for beginning college-level courses.

What does it take to make a college-readiness reporting program work:

- o Colleges should tell high schools how well their graduates are prepared to handle college-level work and how these students performed during their first year of college.
- o This information about students' readiness for college could be helpful to teachers and principals in:
  - reinforcing their successful programs;
  - upgrading less effective programs; and
  - counseling students to improve their readiness for college.
- o College faculty and their high school colleagues could jointly use the results of the college-readiness reporting programs to help students do better in both high school and college.
- o Students could get a clearer picture of what is expected of them in college and the importance of learning certain skills in high school.
- o In time, this process could result in more cooperation among high schools and colleges, better prepared high school students, and less remedial education in college.

Table 13

COLLEGE-READINESS REPORTING PROGRAMS  
IN THE SREB STATES  
1988

	Established By	Institutions Involved	Type of Reporting	
Florida	Legislative Mandate	All Public Colleges/Universities	Placement & Performance	
Georgia	System Procedure	All Public Colleges/Universities	Placement & Performance	
Louisiana	Legislative Mandate	All Public Colleges/Universities	Placement & Performance	
Maryland	System Procedure	State Universities and Colleges System	Performance	
North Carolina	University Initiative	University of North Carolina System	Under Development	
South Carolina	Legislative Mandate	All Colleges/ Universities	Performance	
<b>Tennessee</b>				
	Board of Regents	Board Policy	University/Community College System	Placement
	University of Tennessee	System Procedure	University of Tennessee System	Placement & Performance
Texas	Legislative Mandate	All Public Colleges/Universities	Placement & Performance	

SOURCE: "Reporting to High Schools on Students' Readiness for College: An Idea Worth Developing," Regional Spotlight, Vol. XV, No. 3, Southern Regional Education Board, June 1988.

**Table 14**  
**Average Salaries of Full-Time Faculty**  
**Public Postsecondary Institutions**  
**SREB States**  
**1981-82 and 1987-88**

	Average Salary		Percent Increase
	1981-82	1987-88	
United States	\$26,230	\$37,170	41.7%
SREB States	24,038	33,268	38.4
Alabama	22,279	32,261	44.8
Arkansas	22,125	30,231	36.6
Florida	23,993	36,058	50.3
Georgia	25,756	33,600	30.5
Kentucky	24,224	31,525	30.1
Louisiana	24,989	28,382	13.6
Maryland	24,461	36,088	47.5
Mississippi	21,183	27,941	31.9
North Carolina	23,399	32,799	40.2
Oklahoma	24,387	30,860	26.5
South Carolina	23,388	30,921	32.2
Tennessee	21,555	33,505	55.4
Texas	25,651	34,405	34.1
Virginia	24,394	38,447	57.6
West Virginia	22,803	29,732	30.4

The SREB regional average has fallen behind the national average over the past six years, from 92 percent of the national average in 1981-82 to 88 percent in 1987-88.

SOURCE: SREB-State Data Exchange, 1981-82 and 1987-88.

Table 15

STATE-FUNDED PROGRAMS FOR  
 ENDOWED CHAIRS AND CENTERS OF EXCELLENCE  
 IN THE SREB STATES,  
 1988

State	Program	Year Established	Eligible Institutions	State/Institution Match	Total Appropriations	Number Currently Funded
Alabama (a)	Endowment Trust Fund for Eminent Scholars	1985	14 four-year public colleges and universities	\$400,000/\$600,000	\$11.2 million (1986-87)	30 funded; 5 unfunded
Florida (b)	Endowment Trust Fund for Eminent Scholars	1979	9 four-year public universities in the State University System	\$600,000 to \$1,000,000/70% \$1,000,001 to \$1,500,000/75% \$1,500,001 to \$2,000,000/80% Over \$2,000,000/100%	\$41.9 million (1979-80 to 1987-88)	71 fully funded; 32 encumbered; 33 in-progress
28 Georgia	Eminent Scholars Endowment Trust Fund	1985	15 senior public institutions in the State University System	\$250,000/\$750,000	\$1.25 million (1985-86 to 1988-89)	4 fully funded; 1 partially funded
Kentucky	Endowed Chairs Program	1986	All four-year public colleges and universities	\$500,000/\$500,000	\$2 million (1987-88)	4 fully funded
	Centers of Excellence Program	1980	All public colleges and universities	State provides \$150,000 to \$400,000 (no match required)	\$2 million (1986-87 to 1987-88)	5 fully funded; 1 partially funded as developmental grant
Louisiana	Endowment Trust Fund for Eminent Scholars	1983	All four-year public and private institutions	\$400,000/\$600,000	\$4 million (1983-84 to 1987-88)	5 fully funded
Maryland	Eminent Scholar Program	1976	All four-year public colleges and universities	Not determined	\$306,000 (1980-81 to 1988-89)	None

Table 15 (continued)

STATE-FUNDED PROGRAMS FOR  
 ENDOWED CHAIRS AND CENTERS OF EXCELLENCE  
 IN THE SREB STATES,  
 1988

State	Program	Year Established	Eligible Institutions	State/Institution Match	Total Appropriations	Number Currently Funded
Mississippi	Centers of Excellence Program	1981	3 comprehensive universities	State appropriations divided equally between the 3 universities (no match required)	\$6.6 million (1984-85 to 1988-89)	9 fully funded
North Carolina	Distinguished Professors Endowment Trust Fund	1985	All institutions in The University of North Carolina	\$167,000/\$333,000 and \$344,000/\$666,000	\$8 million (1985-87 to 1987-89)	14 fully funded and 6 fully funded
Oklahoma (c)	Centers of Excellence Program	1987	See (c) below	See (c) below	\$11 million (1987-88)	See (c) below
Tennessee	Chairs of Excellence Endowment Trust Fund	1984	4 four-year public institutions in UT System and UT Space Institute; 6 four-year public institutions in State Board of Regents System	\$500,000/\$500,000  \$625,000/\$625,000	\$35 million (1984-85 to 1987-88)	7 fully funded; 8 unmatched  5 fully funded; 8 unmatched
	Centers of Excellence Program	1982	4 four-year public institutions in UT System and UT Space Institute; 6 four-year public institutions in State Board of Regents System	Two-to-one	\$45.6 million (1982-83 to 1987-88)	Total of 32 centers fully funded
	Centers of Emphasis Program	1986	All two-year public colleges and technical institutes	Varies	\$2.8 million (1986-87 to 1987-88)	15 centers fully funded

Table 15 (continued)

STATE-FUNDED PROGRAMS FOR  
 ENDOWED CHAIRS AND CENTERS OF EXCELLENCE  
 IN THE SREB STATES,  
 1988

State	Program	Year Established	Eligible Institutions	State/Institution Match	Total Appropriations	Number Currently Funded
Virginia	Eminent Scholars Program	1964; revised 1979	All public institutions	One-to-one	\$28 million (1979-80 to 1989-90)	Approximately 150 fully funded
	Commonwealth Centers of Excellence	1988	All public institutions	NA	\$8.3 million (1988-90)	7 fully funded
West Virginia	Eminent Scholars Endowment Trust Fund	1985	All public colleges and universities	\$50,000/\$100,000 (\$75,000/\$75,000 in rare cases)	\$300,000 (1985-86 to 1987-88)	3 fully funded; 4 partially funded

(a) As of July 14, 1988

(b) Definitions for Florida's Endowment Trust Fund for Eminent Scholars:

Fully Funded: Chairs have been established and state matching funds disbursed.

Encumbered: University has received donation with initial payment of at least \$100,000 accompanied by a written pledge to provide remainder within 5 years.

In-progress: Some donations have been received, but all requirements for commitment of state funds have not been met.

(c) Research centers of excellence are to be established under the umbrella of the Center for the Advancement of Technology, established by the 1987 Legislature; \$11 million was appropriated for educational improvements, including the creation of the centers of excellence. Procedures to administer the centers are currently being developed.

SOURCE: Information from the state higher education agencies.

**TEACHER AND  
TEACHER EDUCATION IMPROVEMENTS**

Table 16

MINORITY TEACHERS, SREB STATES  
1988

	Minority Students as Percent of K-12 Enrollment *		Percent of Minority Teachers †		Percent initial Teacher Certificates Awarded to Minorities †	
	1985	1987	1985-86	1986-87	1985-86	1986-87
Alabama	36%	38%	25.7%	25.5%	13.9%	14.9%
Arkansas	26	25	14.5	NA	NA	NA
Florida	32	35	20.2	20.0	NA	NA
Georgia	37	39	NA	NA	NA	NA
Kentucky	11	11	NA	4.4	NA	NA
Louisiana	44	43	33.1	32.4	NA	NA
Maryland	42	40	22.7 **	23.1	13.5	13.9
Mississippi	51	56	NA	34.9	10.9	10.8
North Carolina	34	32	23.3	18.9	11.6	NA
Oklahoma	24	21	7.5	7.3	NA	NA
South Carolina	41	45	22.6	21.6	NA	NA
Tennessee	22	23	NA	NA	NA	NA
Texas	43	49	22.6	NA	NA	NA
Virginia	28	27	19.0	18.7	8.4	10.3
West Virginia	5	4	NA	NA	NA	NA

\* U.S. Department of Education

\*\* 1984-85 data

† Completed with information from the state departments of education.

Table 17

ALTERNATIVE CERTIFICATION FOR TEACHERS,\*  
SREB STATES  
1988

	Bachelor's Degree in Subject Area	Certification Test	Supervised Teaching/ Internship	Additional Training	Teachers Eligible	Estimated Number of Certificates Awarded 1986-87
Alabama	Yes	Pass	Yes	Complete master's degree--minimum 20 quarter hours in subject matter	All	10-15
Arkansas	Yes	Pass	Yes	Yes	All	Program Began 7/87
Florida	Yes	Pass	Yes	Yes	Secondary	39
Georgia	Yes	Pass	Yes	Yes	Critical Need	Not Available
Kentucky	Yes	Pass	Yes	Yes	Critical Need	In Planning Stage
Louisiana	Yes	Pass	--Program developed-- with college		Secondary	Not Available
Maryland	Yes	Pass	Yes	Yes	All	35
Mississippi	Yes	51st percentile on NTE+	Yes	Yes	All	90
North Carolina	Yes	Pass	--Program developed-- with college		Critical Need	246
Oklahoma	Yes	Pass	Yes	Complete regular teacher education	Critical Need	10-12
South Carolina	Yes	Pass	--Program developed-- with college		Critical Need	142 enrolled in program
Texas	Yes	Pass	Yes	1 year supervision	Critical Need	350
Virginia	Yes	Pass	Yes	Coursework or demonstration of competency	Secondary	186
West Virginia	Yes	Pass	Yes	Demonstration of competency	Critical Need	4

\* Program designed for liberal arts graduates or non-traditional students  
+ National Teacher Examinations (Educational Testing Service)

SOURCE: Compiled with information from the state departments of education.

TABLE 18  
STANDARDS FOR TEACHERS IN THE SREB STATES  
1988

	Minimum Requirements for Admission to Teacher Education Programs	Test Before Certification	Performance Assessment of Beginning Teachers
Alabama	1.2 GPA/3.0 scale or 2.2 GPA/4.0 scale; ACT score of 16 (SAT 745); Passing score (70+) on the Alabama English Language Proficiency Test	Alabama Teacher Certification Tests -- subject area and professional studies	Performance assessment during probationary period (part of proposed Career Ladder Plan)
Arkansas	2.5 GPA/4.0 scale; PPST (effective 1988)	NTE Core Battery III; NTE Area Examinations (if one exists)	Entry-level certificate with performance assessment (discussed)
Florida	ACT score of 17 (SAT 840)	Florida Teacher Certification Exam. Effective July 1988--College Level Academic Skills Test, professional skills test, and subject area examinations.	Beginning Teacher Program -- includes performance assessment
Georgia	2.5 GPA/4.0 scale; Regents' Examination -- reading and writing	Georgia Teacher Certification Tests -- subject area	Performance evaluation during provisional period
Kentucky	2.5 GPA/4.0 scale; Grade equivalent score of 12.5 on CTBS -- writing, reading, and math	NTE Core Battery I, II, and III	One-year internship with assessment by teachers
Louisiana	2.2 GPA/4.0 scale; NTE Core Battery I & II	NTE Core Battery III; NTE Area Examinations	Teacher Internship Program (to be implemented)
Maryland	2.5 GPA/4.0 scale is the average admission standard in use	NTE Core Battery I, II, and III; NTE Area Examinations	Beginning Teacher Staff Development Program -- state criteria-locally developed plans
Mississippi	2.5 GPA/4.0 scale; ACT-COMP--reading, writing, and speaking	NTE Core Battery I, II, and III; NTE Area Examinations	Performance evaluation of beginning teachers during provisional period (effective 1988)
North Carolina	NTE Core Battery I & II	NTE Core Battery III; NTE Area Examinations or GRE	Performance evaluation of beginning teachers

TABLE 18 (continued)

STANDARDS FOR TEACHERS IN THE SREB STATES  
1988

	Minimum Requirements for Admission to Teacher Education Programs	Test Before Certification	Performance Assessment of Beginning Teachers
Oklahoma	2.5 GPA/4.0 scale; (PPST being validated)	Oklahoma Teacher Certification Test -- subject area	Entry-year assistance program
South Carolina	2.5 GPA/4.0 scale; Education Entrance Examination-- reading, writing, and math	NTE Area Examinations or South Carolina Area Examinations in those areas not covered by the NTE	Performance evaluation during first year of employment
Tennessee	PPST -- reading, writing, and math	NTE Core Battery I, II, and III; Area Examinations (to be implemented) -- NTE and state-developed	Evaluations during probationary year (Career Ladder Plan)
Texas	PPST -- reading, writing, and math	Examination for the Certification of Educators in Texas (ExCET) -- subject areas	Evaluations during probationary year (Career Ladder Plan)
Virginia	Requirements should equal or exceed those for other programs at the institution; SAT score of 835 and 2.5 GPA/4.0 scale are recommended	NTE Core Battery I, II, and III; NTE Area Examinations	Beginning Teacher Assistance Program -- performance assessment during two-year provisional period
West Virginia	Licensure based on state-approved program which includes the following:  PPST -- reading and writing; ACT-COMP -- speaking; institutionally-developed evaluation of listening skills	West Virginia Teacher Certification Test -- subject areas	Performance assessment by higher education faculty and school personnel

NOTE: The NTE Core Battery consists of I-Communication Skills, II-General Knowledge, III-Professional Knowledge

SOURCE: Compiled by the Southern Regional Education Board with information from the state departments of education.

GUIDE TO TEST ABBREVIATIONS:

ACT--American College Test (American College Testing Program)

ACT-COMP--American College Test-College Outcomes Measurement  
Program

CTBS--Comprehensive Tests of Basic Skills (CTB/McGraw-Hill  
Publishing)

GRE--Graduate Record Examinations (Educational Testing Service)

NTE--National Teacher Examinations (Educational Testing Service)

PPST--Pre-Professional Skills Test (Educational Testing Service)

SAT--Scholastic Aptitude Test (The College Board)

Table 19

STATE-LEVEL PRE-SERVICE TEACHER EDUCATION INITIATIVES, SREB STATES  
1988

	State Program Approval Includes:			Increase of Liberal Arts Study in 4-year Programs:			
	Results of Certification Tests *	Results of on-the-job performance for beginning teachers	NCATE ** as part of state approval process	General education	Major in subject for all teachers or increase in upper-level courses	Limit Hours of Education Courses	Increase of School- Based Training-- Student Teaching or Other Field Experiences
Alabama	Yes	Recommended	Voluntary	Recommended	Recommended	--	Recommended
Arkansas	Yes	--	Yes	Yes	Secondary Teachers	--	Yes
Florida	Yes	Yes	Recommended	Yes	Recommended	--	Recommended
Georgia	Yes	Yes	Recommended	Yes	--	--	Recommended
Kentucky	--	--	Yes	Yes	--	--	Yes
Louisiana	--	--	--	Yes	--	--	--
Maryland	--	--	--	Yes	--	--	--
Mississippi	Yes	Yes	Voluntary	Yes	--	--	Yes
North Carolina	Yes	Yes	NCATE replaces state approval	Yes	Yes	Requires a revised common core	Yes
Oklahoma	--	--	Voluntary	Yes	Except early childhood and elementary education	--	Yes
South Carolina	Yes	Yes	Voluntary	--	--	--	--
Tennessee	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Texas	Yes	Yes	Voluntary	Yes	Yes	Yes	Yes
Virginia	Yes	Yes	Voluntary	Revised Core	Yes	Yes	Redesigned
West Virginia	--	--	Voluntary	Recommended	Recommended	Voluntary	Yes

\* To retain approval of each program, states require designated percentage of graduates (ranges from 60 to 80 percent) to pass tests.

\*\* NCATE--National Council for Accreditation of Teacher Education

SOURCE: Compiled with information from state departments of education and higher education agencies.

Table 20

STATE INCENTIVE PROGRAMS FOR TEACHERS AND ADMINISTRATORS, SREB STATES,  
1987-88

	Program Type	Participants *	Stage of Development	Date of Full Implementation
Arkansas	Career Development	Teachers	Awaiting funding	---
Florida	Career Ladder	Teachers	Awaiting funding	Dependent on funding
	School Incentive	All school personnel	Statewide program	1984-85
Georgia	Career Ladder	Teachers, administrators,	Field testing evaluation; pilot projects in 1988-89	1989-90
Louisiana	Teacher and School Incentive	Teachers	Awaiting funding	---
North Carolina	Career Ladder	Teachers, administrators	Pilot in 16 districts	1990
South Carolina	Teacher Incentive	Teachers	Pilot in 44 districts	Expanded in 1987-88; (fully implement 1988-89)
	School Incentive	Schools	Statewide program	1985
	Principal Incentive	Principals	Pilot in 28 districts	1989-90 (Expected)
Tennessee	Career Ladder	Teachers, administrators	Statewide program	1984
Texas	Career Ladder	Teachers	Statewide program	1984

\* Broadly defined in most states; usually includes instructional personnel such as librarians, media specialists.

SOURCE: Information compiled by SREB Career Ladder Clearinghouse.

Table 20 (continued)

STATE INCENTIVE PROGRAMS, SREB STATES,  
1987-88

	Evaluation		Range of Incentive Grants	Funding 1987-88
	Instrument	Evaluators		
Arkansas	---	---	---	\$500,000 (not funded)
Florida	State/local	Local	\$2,500 and up	\$90 million (Funding needed to implement project)
	State criteria	State	Funded on per student basis	\$10 million
Georgia	State	State/local	\$3,000- \$9,000	\$750,000
Louisiana	---	---	---	---
North Carolina	State	Local	Up to 25% over base pay	\$16 million
South Carolina	Local	Local	\$2,000 average	\$12 million
	State criteria	State	Funded on per student basis	\$4 million
	State criteria	Local	Up to \$5,000	\$1 million
Tennessee	State	State/local	\$1,000- 7,000	\$96.5 million
Texas	State	Local	\$1,500- 4,000	\$210 million (State funding)

Table 21

AVERAGE CLASSROOM TEACHER SALARIES, SREB STATES  
1988

	Average Teacher Salary		Estimated Teacher Salary	Percent Change 1981-82 to 1986-87	Percent Change 1981-82 to 1987-88
	1981-82	1986-87	1987-88		
United States	\$19,142	\$26,551	\$28,031	39%	46.4%
Alabama	15,600	23,500	23,320	51	49.5
Arkansas	14,506	19,904	20,340	37	40.2
Florida	16,780	23,785	25,382	42	51.3
Georgia	16,363	24,200	26,177	48	60.0
Kentucky	17,290	22,612	24,274	31	40.4
Louisiana	18,500	20,054	20,885	8	12.9
Maryland	21,120	28,893	30,829	37	46.0
Mississippi	14,135	19,447	20,669	38	46.2
North Carolina	16,947	23,775	25,073	40	48.0
Oklahoma	16,210	22,060	22,006	36	35.8
South Carolina	15,170	23,190	24,241	35	59.8
Tennessee	16,285	22,627	23,785	39	46.1
Texas	17,582	24,588	25,655	40	45.9
Virginia	17,008	25,473	27,436	50	61.3
West Virginia	17,129	21,446	21,736	25	26.9

SOURCE: National Association, "Estimates of School Statistics 1982-83," and state departments of education.

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