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ABSTRACT

President Bush's comprehensive education plan includes major initiatives in areas ranging from accountability to school safety. While breaking new ground in some areas, Bush's plan accelerates the progress states have made in improving quality, performance, and flexibility in public education. This status report reviews the progress of states in the areas emphasized by the President. In states across the nation, efforts are underway to strengthen children's readiness for school, make schools safe learning environments, improve the professional development of teachers, and provide a wider array of educational opportunities and choices. Nearly all states have adopted challenging academic standards and measurement tools to attach consequences to performance, but progress remains uneven, and most states are struggling to combine their various efforts in a coherent and effective plan. Although most states have established science and history standards, fewer than half set standards that apply to elementary, middle school, and high school. Many states standards are inadequate in terms of clarity, rigor, and scope. More than half of states test annually in reading and math at two or three grade levels, but only 15 administer annual tests to grades 3-8, as Bush proposes. The Bush plan calls for major changes in NAEP and would require universal participation by states for a sample of 4th and 8th grade students. While most states require public reporting of assessment results, few desegregate data by ethnicity, gender, and socioeconomic status. This report draws on data from ECS surveys, analyses from 50 states, and government reports. (TEJ)

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OF THE STATES



Building on Progress

How Ready Are States To Implement President Bush's Education Plan?

A Status Report by the Education Commission of the States

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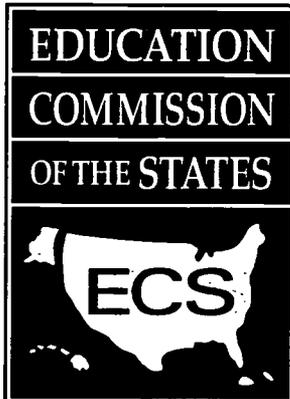
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January 2001

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TABLE OF CONTENTS

Introduction	1
Achieving Excellence Through High Standards and Accountability	3
History and Science Standards	3
Annual Testing in Reading and Math for Grades 3-8	4
Progress Reports on All Student Groups	6
Adequate Yearly Progress for Disadvantaged Students	6
Annual NAEP Reading and Math Tests	7
Consequences for Failure	8
Improving Literacy by Putting Reading First	9
Improving Teacher Quality	9
High Standards for Professional Development	9
Innovative Teacher Reforms	10
Teacher Protections	11
Tax Deductions for Teachers	12
Information About Teacher Quality	12
Encouraging Safe Schools for the 21st Century	13
Accountability for School Safety and Achievement	13
Teacher Control Over Classrooms	14
Character Education	14
Improving Math and Science Instruction	14
Moving Limited English-Proficient Students to English Fluency	15
Promoting Parental Options and Innovative Programs	16
Charter Schools	16
School Choice	17

INTRODUCTION

On January 23, 2001, President George W. Bush unveiled "No Child Left Behind," a comprehensive education plan that includes major initiatives in areas ranging from accountability to school safety. While the Bush plan breaks new ground on a couple of fronts, it builds on and accelerates the progress states have made over the past decade in improving the quality, performance and flexibility of public education.

This Education Commission of the States (ECS) status report provides a picture of where the states are in regard to the President's proposals. It is designed to serve as a tool to assist members of Congress, governors, legislators and others who will be actively involved in work on President Bush's plan over the next several months. ECS also hopes this document will serve as the starting point of a dialogue on these important national and state issues.

Across the nation, many efforts already are under way. States are trying new ways to strengthen children's readiness for school, make schools safer and richer learning environments, improve the education and professional development of teachers, and provide students and parents with a wider array of educational opportunities and choices. Nearly all states have established challenging academic standards and are using those standards to measure and attach consequences to the performance of students, educators, schools and districts.

But progress has been uneven, and most states are struggling to put all of the pieces together in a coherent and demonstrably effective fashion. The Bush plan features a variety of incentives, requirements and new resources aimed at intensifying and quickening the pace of reform, particularly in the area of standards-based assessment and accountability.

To develop this picture of how prepared states are to implement President Bush's plan, ECS compiled state information on testing policies, school safety, rewards and sanctions, choice and other key issues. As this status report shows, states are in various stages of readiness to implement the "No Child Left Behind" initiatives. For example:

- Although most states have established science and history (or social studies) standards, fewer than half have set standards in these two areas for students at all three levels (elementary, middle and high school), as President Bush proposes. And many states' science and history standards have been rated inadequate in terms of clarity, rigor and the scope of material covered.
- More than half of the states test students annually in reading and math at two or three grade levels. Only 15 currently administer annual reading and math assessments for students in grades 3-8, as the Bush plan proposes.
- Currently, 41 states participate, on a voluntary basis, in the National Assessment of Educational Progress (NAEP) testing program. Under the Bush plan, all states would be required to participate in annual NAEP reading and math assessments of a sample of 4th and 8th graders. The Bush plan would require major changes in NAEP, which currently administers reading and math tests only periodically.
- While most states currently require the public reporting of student assessment results, only a handful break down the data by ethnicity, gender, socioeconomic status and other factors, as President Bush's plan proposes.

This document is organized by categories outlined in President Bush's education plan. Summaries of his major proposals appear in the highlighted boxes and are followed by ECS' compilation of state data.

In preparing this summary, ECS drew on a variety of sources ranging from our own 50-state surveys and analyses to government and other reports. *The data used in this summary represent the best information available at this time and may not reflect recent changes in state policy.* We invite states to contact ECS to share information about such changes. Please visit the ECS Web site (www.ecs.org) or contact the Information Clearinghouse (303-299-3675) for new and updated information about what's happening in the states.

ECS, a nationwide, nonprofit organization headquartered in Denver, is recognized for its ability to facilitate the exchange of information, experience, ideas and innovations for the improvement of education through public policy. ECS constituents include governors, state legislators, chief state school officers, state higher education executive officers, business leaders, school and university board members, and other education policy leaders. ECS' status as a bipartisan organization, involving key leaders from all levels of the education system, creates unique opportunities to build partnerships, share information and promote the development of policy based on the best available research and strategies. For further information about ECS activities, visit the ECS Web site at www.ecs.org.

ACHIEVING EXCELLENCE THROUGH HIGH STANDARDS AND ACCOUNTABILITY

HISTORY AND SCIENCE STANDARDS

Nearly all states have established standards for what students should know in reading and math. The Bush plan would require that states also set challenging content standards in history and science.

Most states have established science and history (or social studies) standards, but fewer than half of the states have set standards in these two areas for students at all three levels – elementary, middle and high school. More important, many states' science and history standards have been rated inadequate in terms of clarity, rigor and the scope of material covered.

A number of organizations provide periodic evaluations of the quality of state standards. This status report relied primarily on two sources that offer the most detailed and regular evaluations: the Fordham Foundation and the American Federation of Teachers.

States with *science* standards rated "A" or "B"

Arizona, California, Connecticut, Delaware, Illinois, Indiana, Massachusetts, Minnesota, Nebraska, New Jersey, North Carolina, Ohio, Oregon, Rhode Island, South Carolina, South Dakota, Utah, Vermont, Washington

States with *science* standards rated "C"

Louisiana, Missouri, Nevada, New York, Texas, Wisconsin

States with *science* standards rated "D" or below

Alabama, Arkansas, Colorado, Florida, Georgia, Hawaii, Kansas, Kentucky, Maine, Maryland, Michigan, Mississippi, Montana, New Mexico, New Hampshire, North Dakota, Oklahoma, Tennessee, Virginia, West Virginia, Wyoming

States with no *science* standards

Alaska, Idaho, Iowa, Pennsylvania

States with *history* (or social studies) standards rated "A" or "B"

Alabama, Arizona, California, Kansas, Maryland, Massachusetts, Oklahoma, Oregon, Texas, Virginia

States with *history* (or social studies) standards rated "C"

Florida, Georgia, Indiana, Louisiana, Mississippi, Missouri, Nebraska, Nevada, New Hampshire, South Carolina, South Dakota, Utah, West Virginia

States with *history* (or social studies) standards rated "D" or below

Alaska, Arkansas, Colorado, Connecticut, Delaware, Hawaii, Illinois, Kentucky, Maine, Michigan, Minnesota, New Jersey, New Mexico, New York, North Carolina, North Dakota, Ohio, Pennsylvania, Tennessee, Vermont, Washington, Wisconsin, Wyoming

States with no *history* (or social studies) standards

Idaho, Iowa, Montana, Rhode Island

[Source: "Quality Counts 2001," Education Week, January 2001, based on unpublished data from the American Federation of Teachers; The State of State Standards 2000, Fordham Foundation, 2000]

ANNUAL TESTING IN READING AND MATH FOR GRADES 3-8

States would be required to administer annual reading and math assessments to students in grades 3 through 8. States would have three years to develop and implement the assessments. Federal funds would help cover the costs of development.

Currently, only 15 states administer reading and math assessments at all six of those grade levels every year. Four states test students annually in reading and math at five of those grade levels, three states at four of those grade levels and nine states at three of those grade levels. The remaining 19 states test students annually in reading and math at two or fewer grade levels.

States with annual reading and math tests at all six grade levels, 3-8

Alabama, Arizona, California, Florida, Idaho, Louisiana, Maryland, Mississippi, New Mexico, North Carolina, South Carolina, Tennessee, Texas, Utah, West Virginia

States with annual reading and math tests at five grade levels

Alaska (grades 3, 4, 6, 7, 8)
Arkansas (grades 4, 5, 6, 7, 8)
Georgia (grades 3, 4, 5, 6, 8)
Virginia (grades 3, 4, 5, 6, 8)

States with annual reading and math tests at four grade levels

Colorado (grades 5, 6, 7 and 8) + reading only, grades 3-8)
Nevada (grades 3, 4, 5, 8)
Washington (grades 3, 4, 6, 7)

States with annual reading and math tests at three grade levels

Connecticut (grades 4, 6, 8)
Delaware (grades 3, 5, 8)
Hawaii (grades 3, 5, 8)
Illinois (grades 3, 5, 8)
Indiana (grades 3, 6, 8)
Minnesota (grades 3, 5, 8)
North Dakota (grades 4, 6, 8)
Oklahoma (grades 3, 5, 8)
Oregon (grades 3, 5, 8)

States with annual reading and math tests at two grade levels

Iowa (grades 4, 8)
Kentucky (grades 3, 6) + reading only (grades 4, 7) and math only (grades 5, 8)
Maine (grades 4, 8)
Massachusetts (4, 8) + reading only (grades 3, 7) and math only (grade 6)
Montana (grades 4, 8)
Ohio (grades 4, 6)
New Jersey (grades 4, 8)
New York (grades 4, 8)
New Hampshire (grades 3, 6)
Pennsylvania (grades 5, 8) + reading only (grade 6)
Rhode Island (grades 4, 8) + reading only (grades 3, 7)
South Dakota (grades 4, 8) + reading only (grade 5)
Vermont (grades 4, 8)
Wisconsin (grades 4, 8) + reading only (grade 3)
Wyoming (grades 4, 8)

States with other combinations of annual reading and math tests

Kansas (reading, grades 5 and 8; math, grades 4 and 7)
Michigan (reading and math, grade 4; reading only, grades 5, 7, 8)
Missouri (reading, grades 3 and 7; math, grades 4 and 8)
Nebraska (reading only, grades 4 and 8)

[Source: Assessment and Accountability in the Fifty States: 1999-2000. Consortium for Policy Research in Education. April 2000. "Quality Counts 2001." Education Week. January 2001]

PROGRESS REPORTS ON ALL STUDENT GROUPS

In order to hold schools accountable for improving the performance of all students, states would be required to report student assessment results to parents. The results would have to be disaggregated by race, gender, English language proficiency, disability and socioeconomic status.

Forty states currently require public reporting of student assessment results. Only a handful of states, however, require the reporting of disaggregated data.

States that require schools and/or districts to report student assessment results to the public, including parents

Alaska, Alabama, Arkansas, Arizona, California, Colorado, Delaware, Florida, Georgia, Idaho, Illinois, Indiana, Iowa, Kansas, Louisiana, Massachusetts, Maryland, Michigan, Missouri, Mississippi, Nevada, New Hampshire, New Mexico, New York, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, Tennessee, Texas, Utah, Virginia, Vermont, Washington, Wisconsin, Wyoming

[Source: Assessment and Accountability in the Fifty States: 1999-2000. Consortium for Policy Research in Education. April 2000: Accountability Systems in the 50 States. Draft, ECS, 2001]

Some states that require the reporting of disaggregated student achievement data

California (socioeconomic, ethnicity)

Florida (socioeconomic, ethnicity + for non-"A or B" schools, low-performing student progress)

Georgia (ethnicity, gender, disability, limited English, socioeconomic)

Oklahoma (ethnicity, gender)

Texas (socioeconomic, ethnicity, limited English)

[Source: ECS state database, 2001]

ADEQUATE YEARLY PROGRESS FOR DISADVANTAGED STUDENTS*

The Bush plan would require states' definition of "adequate yearly progress" to apply specifically to disadvantaged students as well as to the overall student population. This expectation would serve to hold schools and districts accountable for improving the performance of disadvantaged students and to help educators, parents and others discern whether achievement gaps are closing.

[Totals for these items include Puerto Rico and the District of Columbia.]*

Proportion of students expected to attain specified achievement levels in the future

- Fourteen states require that nearly all students (90% or more) be expected to attain the target performance level.
- Twenty-five states require that only a portion of students need to attain the target level.
- Thirteen states do not specify any percentage.

Definition of "adequate yearly progress" for Title I schools is consistent with state accountability definitions for all schools

- Twelve states use the same criteria and process for judging both Title I schools and all schools.
- Forty states define and measure the "adequate yearly progress" of Title I schools only.

[Source: State Education Indicators with a Focus on Title I. Council of Chief State School Officers. 1998]

ANNUAL NAEP READING AND MATH TESTS

A sample of students in each state would be assessed annually with the National Assessment of Educational Progress (NAEP) 4th- and 8th-grade tests in reading and mathematics. Currently, states' participation in NAEP is voluntary.

NAEP currently administers annual tests for grades 4, 8 and 12 in reading, math, science, writing, U.S. history, civics, world geography and other subjects – although not all subjects are tested at all grade levels each year. In 2000, for example, NAEP assessed math and science at grades 4, 8 and 12 and assessed reading at grade 4 only. In 2001, NAEP will assess U.S. history and world geography at grades 4, 8 and 12.

President Bush's proposal would require NAEP to test a sample of students in math and reading at grades 4 and 8 every year. His proposal also would make states' participation in NAEP mandatory, rather than voluntary.

In 2000, 41 states participated in NAEP. The nine states that chose not to participate were Alaska, Colorado, Delaware, Florida, New Hampshire, New Jersey, Pennsylvania, South Dakota and Washington.

[Source: National Assessment of Educational Progress. 2001. Web site]

CONSEQUENCES FOR FAILURE

The Bush plan would require states to develop a system of sanctions and rewards to hold districts and schools accountable for meeting performance objectives.

In 38 states, schools and school districts are rewarded or sanctioned on the basis of performance. States reward districts and schools by providing monetary and non-monetary rewards. Sanctions range from a written warning to direct intervention in the operation of a school or district.

States that reward districts on the basis of performance

Connecticut, Delaware, Georgia, Mississippi, Nebraska, New Jersey, Oklahoma, Texas

States that sanction districts on the basis of performance

Alabama, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Illinois, Indiana, Iowa, Kansas, Maryland, Massachusetts, Michigan, Mississippi, Missouri, New Jersey, New Mexico, New York, North Carolina, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Carolina, Tennessee, Texas, West Virginia, Wyoming

States that reward schools on the basis of performance

Alabama, Arkansas, California, Colorado, Delaware, Florida, Georgia, Illinois, Indiana, Kansas, Kentucky, Louisiana, Maryland, Nevada, New Mexico, North Carolina, Oklahoma, Pennsylvania, South Carolina, Texas

States that sanction schools on the basis of performance

Alabama, Alaska, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Illinois, Indiana, Kansas, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Missouri, Nevada, New Mexico, New York, North Carolina, Oklahoma, Oregon, Rhode Island, South Carolina, Tennessee, Texas, Vermont, Virginia, West Virginia, Wyoming

[Source: Rewards and Sanctions for School Districts and Schools, Todd Ziebarth, ECS, August 2000]

IMPROVING LITERACY BY PUTTING READING FIRST

States and local districts would have access to funds from the new Reading First program to implement comprehensive, research-based reading programs in kindergarten through 2nd grade.

Currently, only a few states require or encourage schools and/or districts to use research-based reading programs. They include Alabama, Arizona, Arkansas, Colorado, Kentucky, New Hampshire, New Jersey, Ohio, Pennsylvania and Texas.

[Source: Summary of State Policies To Improve Student Reading. ECS StateNotes, 1999; ECS state database, 2001]

IMPROVING TEACHER QUALITY

HIGH STANDARDS FOR PROFESSIONAL DEVELOPMENT

States and local school districts would be permitted to use federal funding to strengthen the skills and knowledge of teachers, principals and administrators. In return, states and districts would be required to ensure that federal funds promote the use of scientific, research-based and effective practice in the classroom.

Increasingly, states are working to make professional development for practicing teachers more effective.

Eighteen states, for example, have adopted the concept of a universal credential sponsored by the National Board for Professional Teaching Standards (NBPTS) to demonstrate high levels of accomplishment. Ohio is among states revising requirements for continuing licensure to promote more growth-oriented professional development instead of simply mandating a certain number of continuing education units or advanced degrees.

At least 15 states offer teachers financial incentives to seek NBPTS certification (Alabama, Arkansas, California, Florida, Georgia, Idaho, Iowa, Kentucky, Massachusetts, Mississippi, Nevada, North Carolina, Oklahoma, Virginia, West Virginia), and that list is growing. South Carolina's Office of Professional Development enlisted the National Staff Development Council to support the implementation of staff development standards that provide direction for planning, monitoring and assessing professional development.

[Source: ECS Clearinghouse Notes on National Board for Professional Teaching Standards, 1999]

INNOVATIVE TEACHER REFORMS

States and districts would be free to use their federal funds to promote innovative programs that improve teacher quality.

Among the kinds of programs and strategies that President Bush's plan would support are: alternative certification of teachers, tenure reform, merit-based teacher performance systems, differential and bonus pay for teachers in high-need subject areas and hard-to-staff schools, mentoring programs, and teacher certification and/or licensure reforms.

States that have adopted policies allowing alternative routes to teacher certification

Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Illinois, Kentucky, Louisiana, Maryland, Massachusetts, Michigan, Mississippi, New Hampshire, New Jersey, New Mexico, New York, North Carolina, Ohio, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Tennessee, Texas, Utah, Vermont, Virginia, Wisconsin, Wyoming (and the District of Columbia)

[Source: Alternative Teacher Certification: A State-by-State Analysis, National Center for Education Information, 2000]

States whose alternative certification programs are rated exemplary

Arkansas, California, Colorado, Connecticut, Delaware, Illinois, Kentucky, Maryland, New Jersey, New Mexico, Pennsylvania, Texas

[Source: Alternative Teacher Certification: A State-by-State Analysis, National Center for Education Information, 2000]

States that provide mentoring, induction and other beginning-teacher support programs

Alabama, California, Colorado, Connecticut, Delaware, Florida, Georgia, Idaho, Indiana, Kentucky, Louisiana, Maine, Maryland, Michigan, Minnesota, Mississippi, Missouri, Nebraska, New Hampshire, New Jersey, New Mexico, New York, North Carolina, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, Tennessee, Texas, Utah, Virginia, Washington, West Virginia, Wisconsin

[Source: ECS Clearinghouse Notes on Teacher Mentors/Induction, 1999; National Association of State Directors of Teacher Education & Certification Manual on the Preparation and Certification of Education Personnel, 2000]

States that provide merit pay linked to teacher performance

States such as Arizona and Tennessee offer career ladders with opportunities for advancement based primarily on improved or advanced teaching skills, evidence of student progress and higher levels of instructional responsibilities. Florida, Idaho and several other states offer additional pay for master teacher status or certification by the National Board for Professional Teaching Standards.

[Source: ECS Web Issue Site on Teacher Compensation, 2001]

States with policies supporting the recruitment of teachers

Twenty-three states have policies in place to support the recruitment of teachers: Arkansas, California, Florida, Georgia, Illinois, Iowa, Kentucky, Louisiana, Maryland, Massachusetts, Maine, Minnesota, Mississippi, Missouri, Nebraska, New Mexico, New York, North Carolina, Ohio, Tennessee, Texas, Virginia and Washington.

Thirteen states are seeking a more diverse teacher workforce (based on ethnicity, socioeconomic background, people who want to change careers): Arizona, Illinois, Minnesota, Missouri, Ohio, Oklahoma, Oregon, South Carolina, Tennessee, Texas, Virginia, Washington and Wisconsin.

[Source: ECS StateNotes on Teacher Recruitment/Retention, 2000]

States that tie teacher evaluation to student achievement

Beginning in 2002, Delaware will allow at least 20% of a teacher's evaluation to be tied to student improvement. Teachers in Georgia will not advance on the salary schedule if they receive an unsatisfactory evaluation; teacher evaluations must include student achievement and communications skills with parents and teachers. In Kansas, Tennessee and Florida, student achievement is part of teacher evaluations. In Texas, which has adopted a system similar to Tennessee's, one-eighth of every teacher's yearly evaluation is based on the schoolwide performance of students on state achievement tests. In Minnesota, teachers of Advanced Placement (AP) courses are given \$25 cash bonuses for every student who scores a 3 or 4 on AP tests.

[Source: Student Results and Teacher Accountability, ECS Policy Brief, 1999; ECS state database, 2001; ECS Clearinghouse Notes on Teacher Evaluation, 1997]

States with standards for the teaching profession

State professional standards boards are charged with strengthening the standards for the teaching profession. Sixteen states have established such boards with full authority to raise standards: Alaska, California, Florida, Georgia, Hawaii, Indiana, Iowa, Kentucky, Minnesota, Nevada, North Dakota, Oklahoma, Oregon, South Dakota, Texas and Wyoming.

Three states have semi-autonomous boards: Maryland, North Carolina and South Carolina.

Twenty-two have advisory boards: Alabama, Arkansas, Colorado, Connecticut, Delaware, Florida, Idaho, Illinois, Kansas, Louisiana, Massachusetts, Mississippi, Missouri, Montana, Nebraska, New Hampshire, New Jersey, New York, Pennsylvania, Utah, West Virginia and Wisconsin.

[Source: ECS StateNotes on Professional Standards Boards, 2000]

TEACHER PROTECTIONS

Teachers, principals and school board members acting in their official capacity would be shielded from federal liability arising out of their efforts to maintain classroom discipline.

States that currently provide some form of protection to teachers from civil or criminal liability

Alabama, Colorado, Georgia, Iowa, Minnesota, Mississippi, Nevada, New Hampshire, Nevada, New York, Oregon, Texas, Virginia, Wisconsin

TAX DEDUCTIONS FOR TEACHERS

Teachers would be eligible for federal tax deductions of up to \$400 to help defray costs associated with out-of-pocket classroom expenses.

States that offer a tax credit to teachers for purchase of school supplies

Four states offer a tax credit to teachers for the purchase of school supplies: Arizona, Arkansas, Minnesota and Utah. In addition, Florida provides a stipend to teachers to help pay for classroom supplies.

[Source: ECS state database 2001; Lexis-Nexis]

INFORMATION ABOUT TEACHER QUALITY

Local districts would be required to disclose to parents, upon their request, information about the quality of their child's teacher, as defined by the state.

States that require schools/districts to report how many teachers are teaching in their area of certification or teaching "out of field"

Arkansas, California (teaching without credentials), Colorado, Idaho, Nevada

States that require schools/districts to report teachers' level of experience and/or education

Colorado, Missouri, New York, North Dakota, Utah

States that require schools/districts to report teacher attendance

California, Colorado, Indiana, Louisiana, Nevada, New Jersey, Oregon, Pennsylvania, Rhode Island, South Carolina

[Source: Accountability Systems in the 50 States. Draft. Education Commission of the States, 2001]

ENCOURAGING SAFE SCHOOLS FOR THE 21ST CENTURY

ACCOUNTABILITY FOR SCHOOL SAFETY AND ACHIEVEMENT

States would be required to develop a definition of a "persistently dangerous school" and report on safety on a school-by-school basis.

States that have defined persistently disruptive students and allow schools to expel such students or move them to alternative programs

Colorado, California, Florida, Idaho, Nevada, New York, Pennsylvania, Rhode Island, South Carolina, Utah, Wyoming

States that allow disruptive students to be put in alternative programs

Arizona, Arkansas, Delaware, Georgia, Illinois, Kansas (7th grade and above), Maryland, Mississippi, Ohio, Tennessee, Washington

States that require schools/districts to report publicly on school safety and discipline

Arizona, Arkansas, California, Colorado, Delaware, Idaho, Indiana, Kansas, Nevada, New Hampshire, North Carolina, Ohio, Oklahoma, Oregon, South Carolina, Vermont

States that require schools/districts to report publicly on student suspensions

California, Colorado, Indiana, Nevada, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, Wisconsin

States that require schools/districts to publicly report student expulsions

California, Colorado, Indiana, Nevada, Ohio, Wisconsin

[Source: Accountability Systems in the 50 States. Draft, Education Commission of the States, 2001]

States that have enacted policies dealing with the transfer of student records related to school safety issues

Alabama, Arizona, Arkansas, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Maine, Maryland, Minnesota, Michigan, Mississippi, Missouri, Nevada, New Mexico, New York, Ohio, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dakota, Virginia, West Virginia, Wisconsin, Wyoming

[Source: Informal ECS compilation, 2001]

TEACHER CONTROL OVER CLASSROOMS

Teachers would be empowered by states to remove violent or persistently disruptive students from the classroom.

States with policies that allow teachers to remove disruptive students from the classroom

Arkansas, Indiana, Maine, Mississippi, New York, Virginia, Wisconsin

[Source: Teacher Protections/Limits on Liability, ECS Clearinghouse Notes, August 1996; ECS state database, 2001]

CHARACTER EDUCATION

The Bush plan would increase funding for character education grants to states and districts to train teachers in methods of incorporating character-building lessons and activities in the classroom.

States that have policies either recommending or requiring some form of character education

Alabama, Arizona, Arkansas, California, Connecticut, Delaware, Florida, Georgia, Indiana, Kentucky, Louisiana, Massachusetts, Mississippi, Montana, New York, North Carolina, South Carolina, South Dakota, Utah, Virginia (plus the District of Columbia and Puerto Rico)

States that require character education

Connecticut, Delaware, Indiana, Louisiana, Massachusetts, Mississippi, Montana, New York, South Carolina (plus Puerto Rico)

[Source: State Examples of Policies Concerning Character Education, ECS Clearinghouse Notes, June 1999; ECS state database, 2001; Lexis-Nexis]

IMPROVING MATH AND SCIENCE INSTRUCTION

State and local districts would be eligible to receive federal funds to help fund partnerships with institutions of higher education to improve the quality of K-12 math and science instruction.

States with significant statewide math and science partnerships (schools, community colleges and/or universities)

Georgia, Kentucky, Maryland, Missouri, Oregon, Wisconsin

States with significant *district* math and science partnerships (school districts, community colleges and/or universities)

- California – Long Beach Education Partnership
- Colorado – Educational Alliance of Pueblo
- Massachusetts – The Boston University-Chelsea Partnership
- Texas – El Paso Collaborative for Academic Excellence

All 50 states are involved in the Eisenhower Professional Development Program, Title II, Improving America's Schools Act of 1994, which provides resources to states, local school districts, and colleges and universities with teacher education programs to improve teaching and learning in the core academic subjects with the primary focus on programs targeting math and science. State higher education agencies use these federal dollars to provide competitive grants to colleges, universities and appropriate nonprofit organizations, in collaboration with local school districts, for sustained and intensive high-quality professional development programs for elementary and secondary school teachers. Across the country, programs are being developed to improve teaching and learning in the classrooms, promote systemic reform in K-12 and postsecondary education, support innovation and change in teacher education programs, and provide opportunities for school-college collaboration.

The National Alliance of State Science and Mathematics Coalitions (NASSMC) establishes and provides services to state coalitions dedicated to improving U.S. mathematics, science and technology education for all students. NASSMC has built a network of 34 state coalitions, each composed of leaders from the business community, education and policymaker communities. This network is a state-based mechanism for dealing with mathematics, science and technology education issues that are national in scope.

MOVING LIMITED ENGLISH-PROFICIENT STUDENTS TO ENGLISH FLUENCY

PERFORMANCE OBJECTIVES FOR IMPROVING ENGLISH FLUENCY

States would be required to set performance objectives to ensure that limited English-proficiency children achieve English fluency within three years.

California and Arizona have passed ballot initiatives concerning students who are learning English. Arizona places children in an intensive English-immersion program to teach them the language as quickly as possible. California's Proposition 227 greatly restricted the use of bilingual education. It provides for a transitional program of "structured English immersion" that should not last more than one year.

PROMOTING PARENTAL OPTIONS AND INNOVATIVE PROGRAMS

CHARTER SCHOOLS

Funding would be provided to assist charter schools with start-up costs, facilities and other needs associated with creating high-quality schools.

Thirty-six states plus Puerto Rico and the District of Columbia have enacted charter school laws. As of fall 2000, however, only 34 of these states, plus the District of Columbia and Puerto Rico, actually had charter schools (New Hampshire and Wyoming have charter laws but no charter schools). As of fall 2000, there were 2,073 charter schools operating across the country, with a total enrollment of 518,609.

States that have enacted charter school legislation and the number of schools operating in each state

State	# Schools	State	# Schools
Alaska	17	Missouri	24
Arizona	408	Nevada	6
Arkansas	4	New Hampshire	0
California	261	New Jersey	62
Colorado	76	New Mexico	11
Connecticut	16	New York	25
Delaware	8	North Carolina	95
District of Columbia	37	Ohio	85
Florida	151	Oklahoma	7
Georgia	35	Oregon	13
Hawaii	6	Pennsylvania	65
Idaho	9	Puerto Rico	NA
Illinois	21	Rhode Island	3
Kansas	15	South Carolina	9
Louisiana	23	Texas	182
Massachusetts	42	Utah	4
Michigan	181	Virginia	1
Minnesota	75	Wisconsin	95
Mississippi	1	Wyoming	0

[Source: Center for Education Reform Web site, 2001, and informal ECS compilation, 2001]

Total **2,073**

States that provide revenue to charter schools to cover or reimburse their facilities costs

Arizona, Florida, Minnesota, Rhode Island (plus District of Columbia)

States that provide tax benefits to cover charter schools' facilities costs

Arizona, Florida

States that have expanded the scope of bonding authorities to include charter schools

Arizona, Colorado, Connecticut, Missouri, North Carolina, Texas

States that have declared charter schools to be public agencies entitled to obtain tax-exempt financing

Idaho, New York, Utah

States that have established revolving loan funds to finance facilities

California, Illinois. Privately financed loan funds also have been established in several states to finance facilities.

States that require school districts to provide facilities for charter schools

California, Delaware, Louisiana (plus the District of Columbia)

[Source: Informal ECS compilation, 2001]

SCHOOL CHOICE

The U.S. secretary of education would create and administer a fund to demonstrate, develop, implement, evaluate and disseminate information on innovative approaches that promote school choice.

"Choice" is a broad descriptor covering many different ideas, including charter schools, open enrollment, publicly funded vouchers, tax credits and deductions, and postsecondary enrollment. Postsecondary enrollment programs allow secondary school students to enroll in postsecondary courses and/or use courses at the secondary school to earn postsecondary credits.

Open-enrollment laws vary between "interdistrict," which allow choice of public schools across and within district boundaries, and "intradistrict," which allow choice within district boundaries. "Mandatory" open-enrollment programs require districts within a state to participate in the program; "voluntary" programs allow districts to choose whether to participate.

Thirty-three states have open-enrollment laws; 18 states and Puerto Rico make it mandatory for students to be able to enroll in schools outside of their district.

States that have open-enrollment laws (*indicates mandatory)

Arizona*	Maine	Ohio
Arkansas*	Massachusetts	Oklahoma*
California	Michigan*	Puerto Rico*
Colorado*	Minnesota*	South Dakota*
Connecticut*	Missouri	Tennessee*
Delaware*	Nebraska*	Texas
Florida	New Hampshire	Utah*
Idaho*	New Jersey	Washington*
Indiana	New Mexico	West Virginia*
Iowa*	New York	Wisconsin*
Louisiana	North Dakota*	Wyoming

States that have publicly funded voucher programs

Florida – statewide, but only for students in low-performing schools
Maine, Vermont – have longstanding variants of a voucher program but prohibit the use of vouchers in parochial schools
Ohio – Cleveland schools only
Wisconsin – Milwaukee schools only

States that allow tax credits/tax deductions for education-related expenses

Arizona, Illinois, Iowa, Minnesota (plus Puerto Rico)

States that have postsecondary enrollment options legislation

Alaska, Arizona, Arkansas, California, Colorado, Florida, Georgia, Idaho, Indiana, Iowa, Kansas, Louisiana, Maine, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Nevada, New Jersey, North Dakota, Ohio, Oklahoma, Oregon, South Dakota, Tennessee, Utah, Washington, Wisconsin, Wyoming (and Puerto Rico)

[Source: School Choice: State Actions. ECS StateNotes. October 2000; Center for Education Reform Web site]

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