

Archive Inventory, Box 1 of 1
David F. Lussier, DPC Ed Team, OEOB Room 213

- 1) Folder of Weekly Summaries
- 2) Folder on Testing
- 3) Folder on America Counts
- 4) Folder on Teacher Testimonials
- 5) Folder on FY 2001 Budget
- 6) Folder on CEA Report (Council of Economic Advisers)
- 7) Folder on SAPS (Statements of Administrative Policy)
- 8) Folder on School Finance Equity
- 9) Folder of Fall Teachers' Forum
- 10) Folder on Teacher Quality
- 11) Folder on After-School Programs
- 12) Folder on School Violence
- 13) Folder on Gear Up
- 14) Folder on Education Overviews
- 15) Folder on Achievement Reports for Students
- 16) Folder on Hispanic American Education
- 17) Folder on Press Papers and POTUS Remarks
- 18) Folder on Class Size
- 19) Folder on School-to-work
- 20) Folder on Legislative Language
- 21) Folder Bureau of Indian Affairs
- 22) Folder on Q & A's

**Enclosures filed in
Oversize Attachments #**

*1 box filed 1/16/01
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23) Folder on International Education

24) Folder on Charter Schools

25) Various Reports from the Department of Education used in work

Education Weekly
September 5-8, 2000

Education. Brown Center Report on Education. On Tuesday, the Brookings Institution released a new report characterizing the results of the National Assessment of Educational Progress (NAEP) as “slow and steady gains,” that are “not cause for national celebration.” While acknowledging that some gains have been made in the NAEP trend since 1973, the report also found that improvement continued, but did not accelerate in the 1990s, with the scores of some age groups lower now than in 1980. The report focuses in on math achievement and concludes that “a slump in math gains begins after fourth grade and extends through high school,” and that “no other country has a sharper drop in math ranking than the United States.” The Brown Center attributed this problem in large part to American students’ lack of proficiency in arithmetic, and criticized the National Academy of Sciences and the Department of Education for supporting the use of calculators in the early grades. Finally, the report denigrated the federal Blue Ribbon Schools program for recognizing many schools that had student achievement far below any level objectively considered “exemplary.” The Blue Ribbon Schools program rewards schools whose students show sustained high achievement across the board for five years or significant improvement over five years, in order to both recognize excellence and reward formerly low-performing schools for significantly increasing achievement levels over a sustained period. On the upside, the report states that your “call for all students to be able to read by the end of third grade has moved the nation,” and that “state tests indicate that achievement continued to rise from 1998 to 1999” with results of the 2000 NAEP due out in 2001.

Education. Philadelphia Teachers Threaten to Strike. Tuesday morning thousands of members of the Philadelphia Federation of Teachers (PFT) voted to authorize a strike, but PFT president Ted Kirsch chose to continue negotiations and avoid a walkout. The Pennsylvania Supreme Court extended the terms of the expired contract until 5:00 p.m. next Monday. The district wants to tie compensation to performance rather than seniority and education, extend the workday and year, increase copayments for medical benefits, and reduce the role of seniority in teacher assignments. The union opposes performance pay, and is seeking smaller classes and stronger discipline policies. Negotiations are ongoing, with representatives from both sides expressing optimism about reaching an agreement.

Education. Secretary Riley’s Back to School Speech. Secretary Riley gave his annual back-to-school address at the National Press Club on Thursday morning. Secretary Riley highlighted the success of your education agenda; released a report showing that your class size reduction initiative has benefited 1.7 million children; and echoed the legislative priorities you outlined on Tuesday. The main theme of Secretary Riley’s speech was the importance of transitions in the lives of school-aged children and how parents, schools, communities, and the government can support all children as they go through these difficult periods. He concluded by announcing the creation of the Commission on the Senior Year of High School, led by Governor Paul Patton of Kentucky, to evaluate possibilities for helping more kids graduate from high school prepared for college or the workplace.