

**NATIONAL EDUCATION GOALS PANEL
MEETING**

July 29, 1995 651-0027
9:00 a.m. - 11:00 a.m.

*Radisson Hotel, Lake Champlain Room
Burlington, Vermont*

JUL 24 1995

NATIONAL EDUCATION GOALS PANEL

SATURDAY, JULY 29, 1995

9:00 a.m. - 11:00 a.m.

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Burlington, Vermont

AGENDA

A. ACTION ITEMS

- I. **CALL TO ORDER**
(Governor Bayh, Chair)
- II. **ADOPTION OF SUMMARY OF MARCH 13, 1995 MEETING** (Tab 1)
- III. **RECOMMENDATION ON ACADEMIC STANDARDS** (Tab 2, Matrix--Left Pocket)
(Governor Engler and Governor Romer -- John Barth)
- IV. **RECOMMENDATION TO FILL NATIONAL AND STATE DATA GAPS** (Tab 3)
(Report of the Data and Reporting Task Force -- Ken Nelson)

B. DISCUSSION ITEMS

- I. **LEGISLATIVE UPDATE**
(Ken Nelson)
- II. **GOALS PANEL AT MID POINT: THEMES FOR 1995-1996 AND BEYOND**
(Tab 4)
(Ken Nelson)
- III. **"INVOLVING THE PUBLIC IN THE ACADEMIC STANDARDS MOVEMENT"**
(Robert Wehling, Senior Vice President, Proctor and Gamble)
- IV. **PRESENTATION OF WINNERS OF "STRONG FAMILIES, STRONG SCHOOLS MOST PROMISING PRACTICES" CONTEST** (Tab 5)
(Rick Delano, Scholastic, Inc. and Delegations from Katy Elementary School, Katy, Texas, and Sarah Scott Middle School, Terre Haute, Indiana)

*Ken Nelson suggested
DANBA show on his and
and a letter to Leg. gov.
Gov. Wehling suggested
that the panel
from the panel.*

C. INFORMATION ITEMS

- I. RECOMMENDATION OF GOAL 4 INDICATORS: TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT (Tab 6)**
(Report of the Goal 4 Resource Group)
- II. RECOMMENDATION OF GOAL 8 INDICATORS: PARENTAL PARTICIPATION (Tab 7)**
(Report of the Goal 8 Resource Group)
- III. ELECTION OF CHAIR BEFORE NOVEMBER MEETING**
"The members shall select a Chairperson from among the members... The Chairperson of the Goals Panel shall serve a 1-year term and shall alternate between political parties."
- IV. CUSTOMER SATISFACTION SURVEY (Tab 8)**
- V. READINESS REPORT: "RECONSIDERING CHILDREN'S EARLY DEVELOPMENT AND LEARNING: TOWARD COMMON VIEWS AND VOCABULARY" (Right Pocket)**
- VI. NEWS RELEASES (Tab 9)**

D. UPCOMING EVENTS

- I.** Scholastic/Apple-sponsored luncheon to recognize the top winners of the Strong Families, Strong Schools Most Promising Practices Competition — A National School Family Involvement Awards Program on **Saturday, July 29** at **12:00 Noon** at the **Radisson Hotel, Vermont Room**, in Burlington, Vermont.
- II.** There will be a **4:00 p.m. meeting** and a **6:00 p.m. dinner** on **Wednesday, November 8**, to prepare for the 1995 Report Release Event. The **Report Release Event** has been scheduled for **Thursday Morning, November 9 at 9:00 a.m.** All activities should conclude by 10:30 a.m. Both events will be held at the **Hyatt Regency on Capitol Hill** (400 New Jersey Avenue, NW, Washington, DC)

E. ADJOURNMENT

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Divider Title: _____

NATIONAL EDUCATION GOALS PANEL MEETING

Monday, March 13, 1995

National Education Goals Panel
1850 M Street, N.W., Suite 270
Washington, D.C. 20036
(202) 632-0952
(202) 632-0957 (fax)

MEMBERS ATTENDING:

Governor Evan Bayh (Chairman)

Governor John Engler

Governor Roy Romer

Secretary Richard Riley

Presidential Policy Advisor Carol Rasco

State Representative Anne Barnes

State Representative Doug Jones

State Senator Bob Connor

U.S. Senator Jeff Bingaman

PRESENTERS:

Ken Nelson

Emily Wurtz

PROCEEDINGS

GOVERNOR BAYH: Let's get started. I apologize for starting a little late. We will try and finish in a timely fashion, so we must be about our business.

I'd like to thank all the members of the Panel who are with us today. My colleagues are Governor Engler from Michigan and Governor Romer from Colorado. I appreciate their presence here today.

Secretary Dick Riley from the Department of Education, of course.

Senator Jeff Bingaman. Senator, thank you for being with us today.

And Carol Rasco, Assistant to the President, our thanks for your interest and presence of course.

Representative Anne Barnes, Senator Bob Connor, and, of course, Representative Doug Jones. I appreciate everyone's presence here today.

Just briefly, the purpose of our meeting was set at the last gathering on January 28th. There has been growing concern that NESIC's creation has become divisive in some quarters for a variety of reasons, and we set today's meeting to explore ways in which to answer the states' and Governors' questions about state standards and how to move forward with this process, what system mechanism we need to set in place to accomplish the purposes for which this Goals Panel was created, while diffusing the divisiveness that NESIC seems to have fostered.

The questions that we set for ourselves to address were very neatly summarized by Governor Romer when he said we must ask ourselves whether the standards are world class, or at least have a mechanism so the states may answer, whether the standards they are considering are world class; whether they are among the best that anyone has had experience with; what should an individual state know about what other states are doing; and, also, what must be done to prepare students for jobs in the workplace and whether standards are likely to foster that or not.

We've been disseminating copies of the minutes from the January 28th meeting. Just for the record, I'd like to briefly ask if everyone has had a chance to read those minutes, and whether they accurately reflect the business that we conducted at our last meeting.

Are there any changes or comments about the minutes?

(No response)

GOVERNOR BAYH: If not, very good. I'd like to ask that they be adopted. Is there a second?

UNIDENTIFIED SPEAKER: Second.

GOVERNOR BAYH: All those in favor say aye.

MEMBERS: Aye.

GOVERNOR BAYH: Opposed?

(No response)

GOVERNOR BAYH: Let the record note that the minutes have been unanimously adopted.

We also, at this time, ask that colleagues who are familiar with the development of standards at the federal level would give us some insight into what is likely to happen at that level. And I would like to briefly go around the table and ask our colleagues to report --

I understand Representative Goodling could not be with us here today. Is John Barth with us from the Representative's office?

John, why don't you please have a seat. John, if you're comfortable, perhaps we could begin with you, asking for your understanding of what the Representative's perspective is on the likely developments on the Hill.

And then, Senator, perhaps I could call upon you, and then, Mr. Secretary, on you for your observations.

John, if you would be so kind as to begin, we'd appreciate your perspective.

MR. BARTH: All right. I guess I should begin by apologizing for Representative Goodling's absence today. He had intended to be here. We had a late change in voting floor schedule and when Members of the House these days have a chance to sleep in, they do.

(Laughter)

We've had two bills filed in the House that have implications for the National Education Standards and Improvement Council. The first was filed by Representative Roscoe Bartlett of Maryland, and it is very similar to the bill that Senator Kassebaum filed in the Senate.

It, in essence, would eliminate the National Education Standards and Improvement Council and make other technical amendments to the Goals 2000 legislation to bring it to conforming with that change.

Representative Goodling, with up to about 40 co-sponsors at this stage, has another piece of legislation which goes one step further. It eliminates NESIC and makes the conforming change to the legislation. It also goes into the Goals 2000 legislation and into reauthorization of the ESEA, last year's H.R. 6, and removes references to opportunity-to-learn standards or strategies, an issue that was quite controversial -- at least in the House -- when this legislation was considered last year.

We have not had any action on this legislation yet, and at this time it's very difficult to speculate when that would occur. Obviously, it would require a markup in the committee level and then move to floor action. The House at this time is pretty much occupied with the "Contract with America" legislation. We are trying to schedule the last votes on the "Contract" on April 7th or 8th. And at that time, the House should be in recess, returning in May. So, it is unlikely that there could be any substantive action on this legislation prior to their return on the 1st of May.

GOVERNOR BAYH: Thank you. I appreciate your summary. If you'd be good enough to keep your seat, what we'll do is we'll ask the Senator and the Secretary for their perspectives, and then perhaps open it up if there are any questions for other members of the Goals Panel about developments on the Hill. Senator.

SENATOR BINGAMAN: Thank you very much. We also have two bills in the Senate. Senator Kassebaum introduced a bill which does eliminate NESIC and also makes other significant changes if it were to be adopted as proposed.

Senator Judd Gregg has also introduced a bill which has the same effect with regard to NESIC and doesn't go quite as far as Senator Kassebaum's bill on, essentially, getting the government out of any kind of goal-setting and standards-setting activities. There are no hearings scheduled on either one.

I think we're also preoccupied with all the legislation coming over from the House. I think that it's unlikely -- I could be wrong, but it's unlikely, I would think, that the legislation in the Senate will be considered before this summer.

GOVERNOR BAYH: But before the summer?

SENATOR BINGAMAN: That would be my guess. I just think there's so much in the pipeline right now, tied to this "Contract with America." I think that the House is passing a lot of half-baked legislation, and we're going to have to figure out what to do with it. And --

GOVERNOR BAYH: Going to make sure it's fully baked.

(Laughter)

SENATOR BINGAMAN: We're going to try to at least finish the baking before we have to vote, and so I would be surprised if we got to this, since this is not part of the "Contract with America." I would doubt that we get to this until summer.

GOVERNOR BAYH: Thank you, Senator. Mr. Secretary?

SECRETARY RILEY: Thank you, Mr. Chairman.

My staff has been working with Senator Kassebaum and her staff, as well as others, trying to work out and test possible resolutions for the concerns that have been raised.

As we discussed at our last meeting, there seems to be a consensus that NESIC should be eliminated. I think, under the current circumstances, establishing NESIC would probably hinder productive efforts to develop and establish academic standards.

I do want to mention that I have a concern about some provisions of the congressional proposals to amend Goals 2000. For example, some proposals would prohibit federal agencies from supporting the development or the dissemination of national models or academic standards.

And if these proposals passed, for example, the National Science Foundation will have to stop funding the National Academy of Sciences science standards projects. And I don't think that's what was intended.

Also, the Department receives a lot of requests from the states for information on what other states are doing in the area of standards, we feel that it's essential that we be in a position to provide information on standards-setting activities.

So, there is the NESIC issue, but there are also these other issues that we want to be very careful about. It could deter the standards process, and I'm sure we all need to try to work through that.

GOVERNOR BAYH: Thank you, Mr. Secretary. Why don't we open it up at this time for any comments or questions by other members of the Goals Panel about what is happening on Capitol Hill.

Are there any questions that anyone would have at this time?

(No response)

GOVERNOR BAYH: Hearing none, I thank you.

Please give our regards to the Congressman. Why don't we move on to the business at hand.

Ken, I would like for you to go over the possible alternatives that the staff has been good enough to prepare for us, outlining the different avenues that this organization might take to discharge our duty with regards to the standards settings and advisory process.

MR. NELSON: We thought we could best do that from this position, if that's okay. And I'll give you an overview and then call upon Emily Wurtz to step you through more specifically.

But I'd like to call your attention to tab 3 of the Briefing Book, because it's tab 3 that includes a summary of the work that we've been doing since we last met January 28th. We've had three meetings with the working group, with your staff people. Your charge to us was very comprehensive, and very complex.

Nevertheless, from those three meetings, and in this short period of time, we believe that we've been able to condense for you, and to distill for your discussion today, some options for action -- not for final action today, hopefully, unless that's your wish, but for preliminary action. We can come back to you at our next Panel meeting, scheduled for June 14th, about three months from now and present far more specific and detailed outlines of your wishes from the recommendations that will flow out of today's meeting.

If I may, members, call your attention to tab 3, page 1, where we start with options for the Panel's consideration today. I remind you of the charge in the middle of the page that you gave to us. And there are two dimensions to that.

One is that Governor Romer posed those four questions. If a state in developing its academic standards wanted a place to go to answer these four questions, where would it go? And, we're here to start to answer that question together.

There are two qualifications in his question. Number one, is the state requesting this information? We call it an interested state. It's not imposed on states. It's to be poised to respond to a state's request. So it's totally voluntary and initiated by the state.

Secondly, we mean that the state is left to make its own judgments, that at this forum, the advice is not to a state that they fall short or that they don't reach some standard. We're not passing judgment on them in this mechanism or option proposed, but it's for their judgment.

We give them some feedback. Feedback would be provided to them, but then they would interpret it, internalize it in their own State in terms of its applications to them. And then we get to the four questions:

Number one, whether their academic standards are, in fact, world class.

Two, how their academic standards compare with the best.

Three, what other states have done to develop their academic standards.

And four, whether their standards provide appropriate preparation for employment and for higher education.

And that links well with presentations provided to the Panel at the last meeting, when we had the three white papers presented by the higher ed community and the National Alliance of Business and the Council of Chief State School Officers. That, in fact, provided a bit of a springboard for the conversation at the Panel meeting and for this request and, for this response.

We would like to also call your attention to an insert on the inside cover of your briefing book -- if you don't mind pulling that matrix out. It's called "Mechanisms to Assist the Development of State Academic Standards."

We tried to visualize or graphically present some of the decisions before us.

At the top, you will see A, B, and C. And those, in fact, are the three options that we're presenting to you today as mechanisms to assist states in the development of state academic standards.

The first one, A, the Goals Panel does it together with a lot of the experts from around the country, and with state experts. We could convene as we've traditionally done, an advisory group, or a resource group, or a task force.

The second option, B, is what we call a collaborative, a coalition, a compact. The collaborative could be of self-selecting organizations, as we indicate there. The coalition could be, as proposed here, an example of state-level organizations. Three is a voluntary compact, not unlike the Southern Regional Education Board.

The third option, C, is again back to what was suggested in our conversation on January 28th, that consideration should be given to a private or public/private organization.

Continuing again on the matrix down on the left-hand side –

GOVERNOR ROMER: Let me ask you a question.

MR. NELSON: Please.

GOVERNOR ROMER: On A, do you have four tasks for one panel or are there four alternate panels?

MR. NELSON: We're considering those as four separate tasks.

GOVERNOR ROMER: Okay, great.

MR. NELSON: Four separate activities, four separate responses, and not necessarily that we ought to do them all. In fact, as we move through this presentation, we have some proposals we'd like to make to you from the staff that we believe will take us fundamentally to the next step on June 14th. But if I could call your attention back to the matrix. On the left-hand column, we tried to pose the critical questions, namely, what is the mechanism. And we tried to characterize it briefly.

What are its tasks? What are its products and services? Who controls it? What kind of accountability mechanisms are there? How would it be staffed? And what kind of funding and who provides it and how long?

We didn't necessarily answer all of those questions because we did not have time, but, we felt that you might want to eliminate some of these options and get back to only a few of the choices that are before you.

And then we can do greater research and come back to you more specifically on June 14th.

Now, if I may, members of the Panel, turn to page 2 again, tab 3, and I will step through an overview of the mechanism. Emily will step through the tasks and that, in part, comes back to Governor Romer's question he just asked about whether these are separate task forces. And we are proposing these separately, because these are huge tasks and they might be even beyond the purview of these task forces. But we'll have to jointly come to that conclusion.

So, A, is, a Goals Panel state academic standards advisory group. And that mechanism is similar to what we've previously convened. The Goals Panel has a good history, we believe, of convening some of the best minds in the country around specific issues. We've done that as we've developed the indicators around the respective Goals, the first six Goals. Now, we are doing it for the two new Goals, Goals 4 and 8. And those task forces -- or we call it resource groups -- are in process.

We have a convening capacity, and we're seen as a very credible, reputable national organization with bipartisan representation, and that's one of our strengths, as well as good state representation: Governors, state legislators.

I'd like to now turn to Emily and have her step through the tasks such an advisory group could perform.

We will do this for each of the three proposals, and then come to the conclusion with our own staff recommendations and enjoy a discussion with you at that time.

Emily.

MS. WURTZ: We took as our point of departure Governor Romer's questions and the interest of other Governors in providing a mechanism for answering them.

One way to monitor and report developments regarding academic standards would be simply to use information that already exists. We could develop a processes to specify what is already known about what is world class, what good state standards look like, what one is doing that another might be interested in knowing about, and how it prepares students for work.

We have tried to order these tasks to be fully responsive to questions that you asked us and yet, as you see, there are varying depths with which specific issues could be dealt.

A1 is a general treatment based on what's already known. It didn't attempt to develop new information on all the questions.

A2 deals with the fact that there is not very much that's currently known about what represents world-class levels of performance. There is some very good information that could be drawn upon. But an attempt to do it as thoroughly as many states would like really requires some additional work.

So, one possibility would be to either add to the charge of one advisory group or charge a second group to try to develop a framework for defining world-class academic standards.

A3 deals with commenting on academic standards in the various subject areas proposed by professional associations like the NCTM, as well as subject-specific standards from states.

And A4 deals with the fact that A1, in monitoring your report in general on the nature of what has happened with academic standards, would not offer the states a state-specific response. A1 would summarize what's going on in general terms. A4 is an attempt to give a state that requests it very specific feedback, in terms unique to what their state would like to know.

MR. NELSON: Thank you, Emily. We did attempt to list some pros and cons. But, obviously, this is quite preliminary. We wanted to be realistic in terms of what could be done so that it would help your decision-making today as you attempt to distill this further. I'll not step you through those pros and cons. You can glance at them.

We're looking internally, what can we do staff-wise, what can we do resource-wise. And we would have to redeploy some people to respond to this request.

Let us go then, Mr. Chairman, to page 3 in the B proposal which is what we're calling a voluntary state academic standards collaborative, coalition, compact. And these we meant to be progressive in nature and distinct from each other.

The collaborative could be of self-selecting organizations. An example, for instance, is what's known commonly as the New Standards Project, although I understand recently renamed to the New Standards without the Project.

Seventeen states have contracted with them, and six major school districts, covering at least 50 percent of the public school students in the country.

They are cited as an example of an organization where there's self-selecting process going on. States have chosen to join; school districts have chosen to join.

The second is a coalition of invited state-level education organizations: NGA, NCSL, CCSSO (the Chiefs), NASBE (the State Boards of Education, and Education), and ECS (Commission of the States).

This was proposed for consideration at our last meeting and we've talked about it since then with some of these organizations. In fact, we talked to each of them.

There's some hesitancy on their part because of the staff demands, the resource demands.

If you wanted a coalition like this, we perhaps should explore it in a pilot project manner by convening the staffs of these respective organizations and simply looking at one state's request or one state's standards, and judging by that process how much time and how much resource demand there would be for such a coalition.

That could be just a preliminary endeavor which doesn't commit organizations to the long term on this.

The third suggestion that came up, is that there could be a compact, an interstate compact -- citing there the Southern Regional Education Board. They have a formal agreement, as you perhaps know.

In fact, it's in the legislation from those respective states, with appropriation flowing from those respective states. It has been organized since, 1948. And I believe it's 501(c)(3).

So, there are three different expressions. As I indicated, we tried to have them in a graduated manner from a collaborative to a compact.

And I'll ask Emily to characterize some of the tasks that perhaps could be achieved by these groups or one of them.

MS. WURTZ: I think you're all aware, as you look at it, any one of the mechanisms we're proposing can do any of the tasks we've listed. We've repeated them on the whole so this be quicker as we go along.

But on the second compact idea a suggestion made by one of the Chief State School Officers, was "Wouldn't it be a good idea to convene periodic conferences of the state academic standards?"

This could involve a team of state people responsible for and interested in their state standards, who come together on a periodic basis and present to each other what it was they were doing. It would allow the people in a similar role to network with each other, allowing people who were a little further ahead to talk with others about how they had solved certain problems. It would be a real exchange of information.

Likewise, the last of these functions is the possibility of giving very state-specific feedback. In the case of a compact, when it was offered by the compact, that would really constitute a peer review.

If you had an external group or a group of advisers from the Goals Panel coming in, it would be something external. It might be helpful and useful. But if you did this from a compact, there's the added possibility that this could be like peer review.

A compact might also monitor and report developments regarding the academic standards, giving an overall response to the four questions that we're here to talk about. They could also comment on academic subject standards.

It was not our feeling that this is the best way to define the world-class standards. That might be a difficult thing for a compact of state-level organizations to do. They would either need additional staff or an additional charge from someplace to gather that information.

Periodic conferences would enable states to learn from each other but they may not, unless special efforts are taken, build in the world-class levels we're talking about.

MR. NELSON: Thank you, Emily.

Okay, we'll take it one more step to page 4, and that's item C.

It was also mentioned in the summary of the last meeting that perhaps there could be an independent organization, a private organization, or a public/private organization.

We tried to respond to that suggestion and did so with C1, an organization with private funding and governance, and tried to give you some examples there of CBE, the Council for Basic Education, or the College Board.

Or C2, an organization with mixed public and private funding and governance, like the National Board of Professional Teaching Standards or the New Standards Project.

We have not heard a lot of encouragement or support for this, but we still wanted to do our homework and present it back to you. If you consider it viable, then we could obviously take the next step on this. But again, I'll refer to Emily.

MS. WURTZ: And again, the tasks are the same as they would be for the other mechanisms. An agency could convene periodic conferences of state academic standards, something like the Science Fair of States presenting standards to each other.

They could monitor and report on academic standards in general terms. They could give states specific feedback. The virtue would be that a new agency would probably have its own staff without competing institutional demands. It could focus entirely on its assigned function -- commenting on academic standards or creating a framework for the kinds of world-class academic standards.

MR. NELSON: And then if I might, members of the Panel, take you to the next step, which is the last page of tab 3, and that is our staff recommendations.

Subject to your approval or change, we felt that by the next Goals Panel meeting, now scheduled for June the 14th, that we could at least do these three things and report back to you, consult with you obviously along the way, and come back to the next meeting with some action steps.

It's amazing how many people are doing work on standards.

So, our first proposal is to formalize an inventory, a profile of who's doing what on standards and give that back to you. There is a lot of action -- state level, local level.

I might mention in this context that Ed Week is, going to have a special edition coming out in a couple of weeks with a profile of all 50 states, what they're doing on standards.

They will also do an analysis, and they will look at a local school district or two in terms of how they're developing academic standards. A lot of work is being done. We would like to report back to you with a clear profile, a statement of who's doing what on standards.

Number two, we believe we could formalize the process for giving a framework for defining world-class standards.

Several groups have been working on that. I know AFT has done work on that, and others and the New Standards Project has done work on that. But without exception, everybody is saying there is a need to get clarity on that.

And the third possibility is for us to go back to those five state-level organizations and check out their interest and willingness to work together in a coalition to provide the services at a peer level that would respond to the four questions raised by the Panel at its last meeting.

One way might simply be to take a state's standards and convene the staff of these respective organizations and have a go at it to find out how much it's going to demand of them staff-wise, resource-wise and for all of us to give it a bit of a reality check. Granted, that probably would be quite cursory. But we can move this dialogue and discussion forward as quickly as possible.

I'd like to conclude by going back to where I started – and not just with the charge but with the rationale which I passed over in my opening comments.

Some people are saying, why is the Goals Panel interested in standards? And doesn't this deviate you from your principal role of monitoring and reporting on the progress toward achieving the National Education Goals?

Well, Goal 3, the Panel has always said, is the core Goal. It's the academic Goal. And we have to speak to that and how to best help students achieve that.

And the Goals Panel for quite a period of time has said that high academic standards are the best way to go, to ratchet up the expectations, if you will, of all of the students in this country so that we can better achieve Goal 3, competency in subject matter areas at Grades 4, 8 and 12. They're inextricably linked.

The Goals Panel, has taken several action steps -- preparing the way with the NCEST report that was delivered to Congress and the people of this country in December 1992. And then, springing out of that came some legislation or proposed legislation, some of it taking the turn toward NESIC. But nevertheless, the Goals Panel has been at the center of promoting of high academic standards.

And, as you might recall, in November of 1993 the Panel adopted a statement of principles which has gone unchallenged. It's universally accepted throughout the country as far as we have heard, that all standards be world class. That they be academic, focused on academic matters. That they be bottom-up. That they be useful. And they be voluntary. So, those principles have been supported by the Goals Panel. The linkage between the academic standards and Goal 3 particularly is very strong.

But I think it is important that the Panel continue this focus. Its central mission, of course, is reporting on achieving the Goals, facilitating that achievement wherever it can, working with those who are also working toward achieving the Goals -- but keeping standards at the forefront, especially for achievement, of Goal 3.

So, Mr. Chairman, we've done our best to distill this, working with your respective staffs, and we have a long way to go. It's a very complex issue. We make no apologies, but we are not there yet. But we've done the best we could in a short period of time.

You wanted us to reconvene in a month or so. We've done it within six weeks. And we are saying that we'd like your focused attention on what we ought to do next, your advice, and then we'd like to come back to you with the next phase.

GOVERNOR BAYH: Ken, thank you and Emily and the entire staff on behalf of all of us members of the Goals Panel.

If you would, please keep your seats. I'd like to open this up for discussion by the Panel at this time.

Let me begin our discussion, Ken, with a question. It appears from the staff's recommendations that you have concluded that on balance the second mechanism, the voluntary state standards monitoring coalition or compact, however you wish to characterize that, best meets the criticisms that were raised about NESIC. Is that your observation?

MR. NELSON: Well, Mr. Chairman, we feel that both A and B are on the table, but your characterization is accurate, that whatever is done has to be state-sensitive, state-directed.

GOVERNOR BAYH: My question to you, for the benefit of the entire Panel, would be, why did you feel that that mechanism perhaps best addressed the concerns that were raised about NESIC?

Was it the fact that it was not directly in the charge of the federal government? Or maybe you could just share your staff's thought process with us in that regard.

MR. NELSON: I'll respond and then Emily can respond as well. I would say it is driven by the political sensitivity and the political awareness that the states want to be self-directed. And at the same time, they have the questions of how their standards compare.

We're trying to balance these expectations in the political environment that we're experiencing. And so we tried to be sensitive, that this should be state guided, state directed as was mentioned, at the last Panel meeting. Those five organizations, being state level, might be instrumental in providing a peer review forum.

And that's why we are very sensitive in our comments to say, this is a response to those states who want some feedback. It's only upon request, and then the information is such that the state can even reject it. It is still within their domain to determine whether they want to apply what they've heard.

This is simply offering some feedback. It might be offering some advice. But it's providing a forum where the states can then make up their own minds about what they want for their own standards. It's gathering some external resources to help them build their own insights, their own capacity on that.

Emily, would you say it differently?

MS. WURTZ: No, I -- No. I'd just like to make it explicit, as I think you're aware of the option to mix-and-match particular elements of these options.

We sat down and thought about the questions we'd been asked to address and what would be involved in that. And I'm not sure that this same group, a coalition of state-level groups, is necessarily the best group to take on all of the tasks.

There are some things that seems to me politically and substantively appropriate to have states who receive this service be the ones who organize the process.

Nonetheless, there are specific aspects of it, technical review in the subject matter areas, or defining what happens in other countries that strikes me as going beyond what's likely to be the staff resources of a voluntary state group.

So, I think it would be useful to identify which of these functions you attach some priority to -- and then for each of those functions consider what mechanism is appropriate. This is something I know Anne Barnes has thought about and some of the others of you. And that seems completely compatible with what we think is a good idea.

GOVERNOR BAYH: And it's your opinion that we can still retain the necessary level of accountability with this mechanism?

MS. WURTZ: With the coalition?

GOVERNOR BAYH: Yes.

MR. NELSON: It might be premature for us to attempt to answer at this time. It's one of those things that we would certainly answer as we came back with a more formal report. But it depends on the nature of the accountability. We're trying to build in that a state determines its own accountability to itself, at the same time providing high academic standards, be they world-class or be they a model or be they of other states.

So the state makes its own judgment about how much it wants to apply to itself.

GOVERNOR BAYH: Why don't we open up for discussion at this time. Yes, Governor Engler?

GOVERNOR ENGLER: Ken, if I heard you correctly in response to Governor Bayh's question, that if B were the option, the National Educational Goals Panel would have our business turned over to another group coalition?

I don't see that B retains the overarching approach that this panel. Emily's comments sort of said, wait a minute, this international stuff...

MR. NELSON: Right.

GOVERNOR ENGLER: -- may not work well with just B - a state coalition, did I -- did I understand what you said, what she said?

MR. NELSON: The three points we feel would provide the Panel with critical information, not just the Panel but those who are committed to high academic standards.

Then coming back to A versus B, we feel that we could do either. As we look at B, it begs the question, what would the role of the Goals Panel be? How would we provide linkage to the coalition of states for instance? Are we a catalyst?

We assumed that if you wanted us to pursue this between now and June at least, we would be the convener, we would pull these people together, meet with them, and be that catalyst.

GOVERNOR ENGLER: Okay. That would then be progressive, as opposed to taking place.

MR. NELSON: Right.

GOVERNOR ENGLER: Okay.

MR. NELSON: Okay.

GOVERNOR ENGLER: The Chief State School Officers' report that's in our Briefing Book talks about the role of assessment. It also talks about some of the last questions Governor Bayh asked, as well about accountability, and standards. What they suggested was that standards are effective only to the extent they're used in support of an appropriate assessment system.

They went on -- reviewing performance standards and assessments together because they're needed together in order to understand the standards.

And is that something that's behind your program work for the next three month?

Because even in my notes from the minutes of the last meeting that I took that to be the clear implication of the assessment coming forth.

MR. NELSON: Right.

GOVERNOR ENGLER: So, where -- where are we? I guess there's one other question that I'm asking. If world-class standards are impossible to assess, what progress would we have made?

MR. NELSON: You ask tough questions. The accountability and the assessment questions obviously get back closer and closer to the Goal achievement process.

How do we report on what students are able to do? How do we assess that and then give a good reporting of that? We see the content performance and assessment standards are very critically interlinked and moving us more and more toward our reporting on Goal achievement.

But I'm going to turn to Emily in terms of how she would respond.

MS. WURTZ: It's an excellent question, Governor. We thought again about what was expected of NESIC, and then we looked again at what our charge for this meeting was. NESIC obviously had responsibilities that extended into assessment that went beyond what the charge for this meeting was supposed to be. It was when we dealt with the world-class standards that it seemed clearest to us that what we were really talking about was performance standards.

There is a sense in which -- when any particular states hold up their standards on the whole they're dealing with with content standards.

But then you must ask if they are at world-class levels. No one has defined how to judge that.

We are not going to have the same content as another country. What you are going to do is look at what they had done and largely as I understand the process that both the AFT and the New Standards Project went through, you then had to look at what their test was. What you learn from the test would be incomplete. You'd have to look at the scoring guide, then at what kind of student work actually satisfied their criteria. And you were immediately into the issues of assessment and performance.

So, if you were to follow the staff recommendations that we begin to try to frame how operationally would you go about defining world-class standards, we'll get into that issue of performance.

You're right that we weren't addressing the issue here of what we are going to do about the various states' assessments.

We're aware that the Chiefs have an annual meeting where the large-scale assessment people meet and network. If the standards go forward, as we understand that they will inevitably, the standards are going to get reflected in that process. And we can, in an inventory, bring you back information about that. But it's an excellent question that I think this set of options didn't attempt to address.

GOVERNOR BAYH: Yes, Governor Romer.

GOVERNOR ROMER: I would like to respond to this presentation with another set of questions. Let me start where Senator Bingaman reported and that was that there may be a delay on this until summer.

It seems to me we ought not take until June to do this. We ought to start right now and try to help solve this problem.

And I think it has three dimensions. One, the support for standards at all. What is the community support and national support for this movement at all?

Secondly, how do you come up with a schedule? John Engler and I were just talking before we came in. Our states are working on accountability right now. And we're kind of interested -- I'm interested in knowing what he's doing in Michigan and he's interested in knowing what I'm doing in Colorado. So, the second step is: How do you enable states to function better right now?

The third step is, after you get public acceptability of this, after you get states working on it, how good is good enough? You know, how can you be sure that what you're doing is world-class, or can you improve, or can you ratchet it up or learn from somebody?

Let me take those elements. It seems to me that this is being drive too much by reaction.

The staff's presentation was almost sinful. And John noticed that it's being couched too much by, "hey, what are we permitted to do?" And I understand your sensitivity there. I just want to take the bull by the horns and get going.

Let me start with the business community. I think that essentially what we have on the table is the desire for accountability in education. And the business community in this Nation is absolutely and 100 percent in support of this because they're hiring people that aren't capable to take their jobs.

And I just wonder if we could, between now and when Congress finally acts -- and if John Engler, you know, convenes a group of key CEO's, maybe five, seven -- a group of key states -- you know, open it to all -- but maybe you can only get 15 or 20 -- and have them in the room with their Governor in order to restate once again why this Nation is after this issue.

And if it's done by states and done by executives, I think then Congress doesn't have any onus about that because it's clear.

And then maybe at the same time, you could have a inventory just done at that meeting in which you have lined up and say, you know, these are the eight states that are really working this through, and these are the seven states that are trying to begin -- and by the way of initiating an immediate kind of sharing with each other about what it is that we're doing.

What I'm trying to do is to frankly see if we can get something going that's not just an academic exercise, something that's not just a group over in the corner saying, are our standards really world class and preparing it in some esoteric way.

That's not where the action is. The action is, is this a subversive movement or is it a movement that's going to help us become fully productive and effective. You know, that's where I think the political action is. I would rather hit that one head on.

And I think that our key weapon here is American industry and American employers. If they help get a better product out of our education institutions, they can make it in world competition. And it's just that clear.

Now, to be frank, the other thing I'm trying to say. I think John Engler and I and other Governors are saying, "What have you got to offer right now? Have you got something going, not just in standards and assessments?" I have been on the phone, and I just think, John and Evan, that we should get something going between now and the time Congress acts. In the nature of, "American industry wants this, the states are actively working on it."

And by the way, we need some advisory groups along the way somewhere in time to help us tell whether we really are world-class. And I think the Goals Panel is a real functioning player.

But I'm trying to move it off that discussion into a more pro-active action. Am I touching any nerves of you listeners?

GOVERNOR ENGLER: I think that the idea that most concerns Congress involved in getting these decisions back to the states and not federalizing these decisions, so the challenges we face is for the states themselves step forward and say this in the agenda that we have to deal with.

I just had lunch last week with a CEO. We had the same discussion. The question was on workforce preparation.

But meeting the presidents of our universities -- they say that, you know, there has been far too much in the way of mediocre education, students coming into the university and spending time and sort of staying right through the work at the graduate level of that, you know, competition.

Students coming in, other transfer students coming from abroad, law students and graduate students, and giving those spots to some of these competitors.

So, I think that there are things that we can do at the state level that would allow us to gather some of these states together and start to lay this out.

I think we've had standards. They may have been low standards. They may not have been the right standards. They may have been off-focus. But clearly, for a hundred years we've had standards in education.

And what we're saying, and what this whole debate has been about since, I guess, primarily the Nation at Risk report is, what we're doing isn't good enough. We've got to do it differently, or we've got to do -- we've got to rethink our strategies.

We've been engaged in that rethinking now for more than a decade, and yet at the end of, I believe, 12 years after the Nation at Risk, we still are without tools that would say: "If you use this kind of assessment against whatever your standard is, it will show you what kind of a gap you're struggling with."

And I know it's not so simple as just to say, "Here's one education test. You've just got one test and that's it."

But I think we could have made more progress in the last decade in doing some kind of measurement. This is a sort of gap analysis. Well, what is our gap analysis in education?

And I think that we're always saying that we ought to be able to lay that down, and one of things that we haven't done. When Chrysler Motors was in trouble, they had models on the lot; that's what they had to sell. I mean, they weren't the greatest cars. They were -- They had to go sell those models in order to survive their K-cars at the time in order to get the new ones off the design board and into production and out in the showrooms.

And we're kind of in that situation. We may not have something perfect, but we ought to take the best available and migrate towards what is optimum. I think in education, we tend to say, we're looking for the perfect system so we're kind of stuck where we are until we find the perfect system. It's then we make mistakes.

GOVERNOR BAYH: Governor Romer, can I ask a question? Your concept would be something we would initiate immediately and go forward in conjunction with what we're thinking about here on the -- for lack of a better term, the more academic side of things, or it would be in lieu of a separate discussion.

GOVERNOR ROMER: In conjunction -- I was really thinking the dimensions of this problem and, I think, the three-level shape of it and build from there.

I think the most important layer of all is the first layer, and that is to get a political acceptability of standards, get people to understand what they are and to say that's a good thing. We need it in our state. One thing I think about, we've got 50 governors now, only four of which were in Charlottesville. You know, we need to have renewed attention to this whole movement about standards.

And I think the strongest ally we have is, quite frankly, American industry. And I was trying to say, could we sponsor something right now, early spring, which was -- let me just lay it out -- two-day meeting. First day in which you have 17 governors and five or seven execs from those states who really got together and said, "Let's talk about why we need this. Let's talk about how we can really assess whether or not this person is capable of taking my job."

And then the second day is, you know, all the technical people in that state who had been working through their various, you know, stages of development on standards of which they just systematically say, here's where we are. Here's where's you are in Michigan, Colorado, Indiana.

And we then find whether or not the consortium, or the compact or the alliance of states is something that we need to create, or whether it's something already that's out there that we can just tap into, like the New Standards. Some may already be there. You see, we could talk about that.

At the same time, we're not talking about people in the field getting this job done and building a base for the right thing. At the same time, it is obvious that all of us who are working on this -- let's use John's car analogy. You know, we've got cars coming off the production line right now in Colorado called Standards and Assessments.

We've got to continue to do that even though everybody else is, you know, giving us advice and counsel.

But as we go on down there, we may learn, oh, wait a minute; here's a better design over here in Indiana. Let's move those -- that front end off and that front end on. You know?

I think what I'm trying to push to is, one, I don't want us to take a fallback, passive posture until Congress acts. No. I want us to solve the problems so when Congress gets to act, they can say, "Hey, that's off the table. We don't need a NESIC, because these guys are out there doing it."

GOVERNOR BAYH: That's right. There's nothing to wait for with Congress acting. I mean, Congress, when they act, are making it formal that they're making an appeal.

So, it's not -- this whole idea -- it's not like there's an answer waiting there. If we wait six months, Congress will not move in and fill the gap. They're just going to ratify what's already been made clear, that the states are left to do it. So, as states we should go from there.

GOVERNOR ROMER: But the key is as John Engler stated, when will we talk about this, because we've got a lot to do. And some are down and some are up. There are states who are working on this. We may need to revisit this subject and I think that John expressed it well.

Let's go forward. Let's get going. Let's make it pragmatic and practical.

And I think if you've got a day-and-a-half meeting with governors, chief execs that would bring some people into this who have not yet been in it and everybody seems to feel -- everybody knows if you don't raise the skill levels and knowledge of our workforce, they're not going to compete. And the people who know that best are the people that are the head of the major companies.

GOVERNOR BAYH: Roy, why don't I ask for some comment from our friends here who speak from a federal perspective about how they would view such a thing.

I'd like to add my own 2 cents worth. It seems to me what we're trying to accomplish here is how do we make accountability politically acceptable. That was one of the problems with NESIC, was that people raised all kinds of questions, some of which may have been well-founded, some of which may have been completely unfounded. And so how do we continue to strive for accountability in ways that people understand?

In our state, I found that the folks who are crying out for accountability for economic reasons -- the Chamber of Commerce, business leaders, and others -- are all in favor of this sort of thing.

And some others who perhaps need to have some additional standards provided to the states and CEO's and folks that are taking the lead don't view that unfavorably, then something sponsored totally from the federal level -- although, Roy, I know you have gone through -- and I imagine, John, that you have gone through.

Simply because the state is sponsoring and activity, it does not mean that some folks still don't have questions about the standards for whatever reason. I wish it were not so, but --

GOVERNOR ENGLER: Well, that's why business, I think, is the most credible guide in that area. They're probably making the decision whether they're going to hire your son. They're the ones who have the power.

GOVERNOR BAYH: Well, let's ask Senator Bingaman -- and perhaps Secretary Riley -- what's your comment?

SENATOR BINGAMAN: Well, my reaction is that Roy is exactly right. The states ought to charge ahead. I mean, they're the ones responsible for really running the schools and educating the kids, and that's the way the system's set up; that's the way it ought to be.

I also would just point out, though, that -- by the makeup of the Goals Panel, the Goals Panel ought to be able to assist that. The Goals Panel is not the federal government.

There are 18 members of this Panel, 12 of whom are state-elected officials. So, the Goals Panel ought to be able to assist the states in doing a conference like this or whatever, moving ahead.

Quite frankly, the federal government -- the Congress is going to run along behind in this process, trying to be a participant. I think they should be a participant myself, but I don't think they should be the dominant participant. I think the states should. Leave the federal government to assist.

I think that's the way Secretary Riley has always articulated it in every speech I've heard him make.

So, I think Roy's idea is a very good one. And I think you ought to move ahead, and I think the Goals Panel ought to move ahead to assist the states in that regard.

I do think -- now, this is somewhat sidestepping a question which I think is buried in here somewhere and that is there should be a central place in the country where there is some vested responsibility for this standard-setting process in the sense of a clearinghouse and a place where states can get feedback and comparison and all that.

I think there should be -- and I think the Goals Panel is the right organization to oversee that. I still think you can make a strong case that is not federal -- by saying that the Goals Panel is going to do that centrally for the country or oversee that centrally for the country, you're not saying the feds are taking over.

GOVERNOR BAYH: Thank you, Senator. And if I could just perhaps call upon Secretary Riley.

Mr. Secretary, do you have any reflections on this?

SECRETARY RILEY: Well, first of all, let me repeat that at our last Goals Panel meeting, we, in substance, unanimously advised that NESIC was for all practical purposes is no longer an option. And I think that if that's true, we should start with that, and I think we are. So, we then have gone to the President -- you'll be interested to hear we told the President to hold up on appointments, because the Goals Panel acted.

I think Roy makes a very good point. It will be especially important it seems to me to have whatever process develops be state based -- You know, I think we found that out, it will work much more to people's satisfaction.

And then if the states, as the Senator points out, had the Goals Panel in kind of a monitoring, supportive role, that would probably work best.

GOVERNOR BAYH: Based upon your soundings, would the inclusion of some representatives of the business community lend additional credibility on Capitol Hill?

GOVERNOR ENGLER: Well, as I talk to people in business, they are interested in not the process as much as the states. They're interested in having the standards and not having the process.

We've been watered down, you know, and leaning toward mediocrity. We're trying to get out of the mediocrity push and really push the high academic standards, and that's what people are interested in.

I don't think they're really caught up in the exact process of how to do it. I think they'd be satisfied if they were convinced we would bring about high academic standards.

GOVERNOR BAYH: Your opinion is that the presence of the business leaders would help to allay the fears associated with NESIC.

SECRETARY RILEY: Yes.

GOVERNOR ENGLER: Understanding what Roy was driving at.

GOVERNOR ROMER: Mr. Chairman, let me say, I didn't want to put that idea on the table to dampen the need for the Goals Panel's continual involvement. Senator Bingaman came back and well expressed that.

Again, just to put it in common language -- what we need to know is we want to have our results to be accountable. To be accountable, you've got to be accountable to the right standards.

That's the fear. And the question is we need to go -- I still need to go somewhere and get my questions asked.

Now, I think that even though there can be a coalition of states -- that's very helpful in sharing how you do it --, I still would like to have someplace to go and ask my questions. And that is, are we as good as you can get or is there a better way to do this, or is this world class?

And, therefore, even though I put that suggestion on the table, I didn't want to lose the accountability that this Panel has by its very name. I mean, this Panel is unique.

It brings together the Congress, and it brings together the state legislators, and John in one place.

(Laughter)

But it's the executive, the Congress, the local government, the governors. It's a very unusual group.

And I think there is an advantage to having it function it in the appropriate way. We don't want to get into certification. We don't want to get into certification. But I think that, short of that, we still ought to have a presence in this theme, a very strong presence.

So, I didn't want to suggest by my talk about that intermediate step that we lose the ultimate goal of this Panel.

GOVERNOR BAYH: Representative Barnes, was there a comment?

REPRESENTATIVE BARNES: Governor Romer, I guess I'm state legislators, I guess that depends on where you sit I guess.

I think it's important -- I'm glad you brought that up -- that state legislators were traditionally left out of everything that said 2000 on the end of it. And I think that was a mistake, and I wouldn't want us to make it again.

So, if we're to move in trying to foster this state to state sharing -- and I think bringing in the businesses is a wonderful idea, because I do think that lends credibility to it. But I hope that state legislators and state legislative leaders will not yet again be left out of such an effort. You're talking about governors and CEO's. I think we need also to include legislators, because that's where some of the leadership has come from, and it's where some of the criticism is coming from.

And ultimately many of these issues on a state-to-state basis will find themselves in state legislatures.

So, I think that if you're going to -- if we're going to have such an event, that legislative leaders should also be encouraged to participate along with the CEO's and governors, et cetera.

Because I'm not sure I'll get this again, I'd like to move on to some other things.

The preparation of an inventory of current academic standards activities I think is something that this Goals Panel needs, regardless of what options we choose today. I think that's something that staff should begin to work on right away in what time they have to give it before moving on to this other event as well, which I think is a great idea, Governor Romer.

And I'm sure that the Secretary already has some inventory and could put all that together and see if we couldn't come out truly with something that gives us a picture of what's already going on out there. It's important for us to know that if we're going to go anywhere from here.

So, I think that's important, but I don't think the state-to-state sharing nor the inventory really answer -- get us to the question -- to the place where you ask your questions, the world-class questions. Is somebody doing it better? Will they be employable?

I don't think that Governor Romer's idea, which is a great idea and I'm all for it, is going to solve that problem, nor is the inventory of what's going on is going to solve the problem.

The state-to-state sharing will take us so far, but I think we need to look at some combination of options A and B to begin to get to where do you go to ask the questions and get the answers.

And I think maybe some combinations of those things -- there are different groups that can provide certain things, and we need to look at either convening them or contracting with them to get certain things accomplished for us. I don't think we can do it all. I don't think our staff is prepared to do it.

So, if we can look at some point after we decide are going with the event that Governor Romer has suggested which I'm all for. When we get to the other part of it,

Mr. Chairman, then some of us have some ideas about how we might move toward contracting or assembling advisory panels and utilizing resources that are already out there so that we're not in a position of having to duplicate resources that are already there.

Thank you, Mr. Chairman.

GOVERNOR BAYH: Thank you, Representative Barnes.
Yes, sir.

SENATOR CONNOR: Thank you, Mr. Chairman. Mr. Chairman, listening to the discussion so far leads me to believe that certainly one of the things that we have falling off to the side of all this has been national organizations move to make citizenry aware what their roles are.

Secretary Riley not so long ago was in Delaware speaking about what we call our own state's goals. It's called New Directions. And in taking a look at that, we're still having a difficult time even though the Governor's clearly behind it, and even though the Department of Public Instruction is clearly behind it, but other people are not yet behind it.

And those are important people, the people have to move on it and make sure that it happens in the states. And they are the legislators. They're not behind it because the citizenry is not clearly behind it yet.

We've got about a 50 percent factor where maybe 50 percent of the legislators have an understanding of it and their constituency has a vague understanding, But the other 50 percent are not for it and are opposed to it for a variety of reasons.

Consequently, it's nice to talk about where we should be, but I think overall we should be first of all making sure that we're educating the legislators who ultimately have to vote on some of these things in the various states and the citizenry about what we're really doing with these new expectations, these higher expectations.

Standards, of course, are extremely important, but with them come higher expectations. The assessment that we're talking about is extremely important, but can we really do it through assessment until we have a standard to implement?

As you implement the standards, you have to have assessments to go on as to whether or not the standards are essentially working.

In order to do that, you have to get into the other grass-roots-type things, such as the training of the teachers and the new techniques that are being utilized to get that new information across and available to students.

I see teachers do a better selling job than the legislators on the home front, making sure the parents have an understanding of what the New Directions in Delaware or new standards or higher expectations, or whatever you want to call them, really should be.

We should certainly utilize this as both Governor Engler and Governor Romer have indicated, but we should not in any way minimize the fact that the really important people are the parents, and how do we get across to them the concept these higher expectations are for the good of their children, are for the good of their little ones, and are for the good of the world in general.

I'm concerned because, Mr. Chairman, as you talked to us about the world-class standards or world-class standards being only asked for if the states request that we take a look at their world-class standards and see whether or not this state meets them or that state meets them.

I think it's something that all states should have a barometer to look at and say, "Yes, we're there," or "No, we're not there." And somebody should let them know, rather than wait for them to ask us.

Consequently, you'd have states that may never ask, and they go on the assumption that we're world-class and not be anywhere near where other states such as Michigan may be or Colorado may be. And yet funding -- how is that going to flow from the federal level in the future if they don't make what the federal level says are world-class standards?

There's a lot here that still has to be dialogued. We're on the right track, but I don't want us to fall off without going into these important reads.

GOVERNOR ENGLER: Senator, I agree with that. I know I speak for my colleague, Governor Romer. I interpreted his suggestion that included the CEOs having the states take some lead in this to address some of the concerns that had been raised or doubts that had been fostered in some -- at the grass-roots level, in your minds, and in other folks' minds, about the whole move toward accountability.

So, I interpreted his suggestion as we're going to address the political climate, rather than to argue any of the initial results that you might speak to.

Governor, I owe Representative Jones a comment.

REPRESENTATIVE JONES: Mr. Chairman, I think there has been a lot of good discussion and particularly following up on what Bob has said and what Anne has said as to state involvement. But I would start. And I encourage what Governor Romer has suggested for a couple of reasons.

I think the governors have the ability, whether we, as state legislators, like it or not, to come in, to press, and to draw some visibility, which addresses Bob's concern about the public and state legislators not being aware of really what's going on -- a very pleasant picture.

The business community is very interested and I think will be very supportive and having this kind of meeting could help validate the need for standards and a place to review standards by saying the business community and the governors and state legislators who should be involved say, "Yes, we want high standards, but we need someplace to go ask Governor Romer's questions. Who do we go to?"

There needs to be someplace to go. And then that leads us to maybe a fundamental question for this group. If we're going to take over in some way this project, whether we farm it out to some one of the other organizations but take over the oversight, -- can we legally under our charge in the federal legislation do that? That leads to the Congress and what they may do to overhaul the legislation this summer.

In the process of reviewing that, if they're going to eliminate NESIC, then maybe they need to look at rewording what the charge of this Panel is to expand our responsibilities if that's the way we want to go.

But having the conference that Governor Romer suggests to me -- seems like a good idea, because it could validate to Congress the need for some organization, some entity to review the standards and the fact that the governors, business people, and state legislatures are asking that there be some place to review those.

GOVERNOR BAYH: Thank you, Senator. Yes, Governor.

GOVERNOR ENGLER: I'm struck listening to Bob Connor -- listening to his opinion on our conversation here. Our problem is really a difficult one. We just -- there's clearly this national interest for higher education standards and achievement -- I mean not only to have them on the standards side but also to get them.

That's total variety nationally, our futures and our governments and our world leadership.

And at the parent level, we've got some parents who don't think it's important to even have the kids go to school every day or, you know, to have kids dropping out. You've got other parents who are, you know, paying for preparatory courses to take the ACT tests.

And you've got everybody in between. There's a whole range of parental involvement. And yet we know parental involvement, the more of it there is, the better off we are in education.

I just think we're at a critical period and we need to be very proactive. Yes, Mr. Secretary.

SECRETARY RILEY: Go about it and let them come up with a plan to, of course, cooperate if you can.

I wanted to say, too, that the contribution of the three members of state legislatures have been very helpful. All three of them have been -- and I thank them for that.

GOVERNOR BAYH: We're about out of time. We have on the table the suggestions from the staff that, it would seem to me, fit with what you were describing about what's happening.

And as you've pointed out, that sounds a lot like your suggestion for 1) preparing an inventory for academic standards, 2) benchmarking, how do we go about determining what's world-class, and proceeding on that issue, and 3) then the whole exploration of the state-level coalition using what we talked about. Roy and John will kick-start that with business leaders and others to make sure we actually get moving on this, rather than just set another discussion for a couple of months from now. Does that sound like a pretty good synopsis of how we want to move forward? Those are the recommendations of staff that were given to us in our materials as we began this and as amplified by our discussion and Governor Romer's recommendations.

Does that sound like a pretty good way to move forward here?

Yes, Ms. Rasco.

MS. RASCO: Well, certainly number one has to be done. I don't see how we can operate in the dark any longer, not knowing what's going on out there.

And I do think that two and three need some attention. But I think that staff's efforts toward the kick-start that you were talking about are more important at this point. If they find themselves running thin, that efforts should be given to that first.

And, Mr. Chairman, I would like to suggest that since there are several areas up there and you're needing the personal involvement of Members of the Panel, that all of the Members of the Panel serve on some task force or other.

I just think our personal involvement in some area of this is so critical at this point that there should be no hesitancy to put every single person on the Panel on some task force to work with staff. I just think we're at that place.

GOVERNOR BAYH: I agree it must be inclusive.

And, Ken, I'd like to make sure that the recommendations are circulated to all the Panel members and to make sure that we're all up to speed and have that input in all decisions that are made.

So, it looks like we have a consensus on how to move forward.

Roy, I would like to ask -- and, John -- can we have some kind of time line when you can get back to us?

GOVERNOR ROMER: Well, I'm going to confer with to John on Wednesday.

GOVERNOR ENGLER: I think what we have in mind is in a matter of days to come up with an outline of how we could approach this and share that with the full Goals Panel and then possibly do some kind of a telephone conference for an affirmation of that.

I think we can do this -- we can get some things really rolling between now and June. And I think we can and I think that we can assess our staff and build pieces of it. And to be frank about it, if we need help, I chair the ECS, so, that's a group of which I'm allegedly in charge. Do you know what I mean?

GOVERNOR BAYH: Right.

GOVERNOR ENGLER: You can get other activities going. We can get some other -- I think we'll all have a nice trickle of applause and laughter on that one.

GOVERNOR ROMER: But I think you understand the role we once-a-year guys play in an organization.

GOVERNOR BAYH: Roy, you'll share -- you and John will share your recommendations with us --

GOVERNOR ROMER: Yes.

GOVERNOR BAYH: -- here as quickly as possibly and circulate those to the entire Panel. In the meantime, you and staff will be pursuing these other items that we've --

MR. NELSON: Right.

GOVERNOR BAYH: -- instructed you to pursue.

MR. NELSON: Right.

GOVERNOR BAYH: Our next meeting is June --

MR. NELSON: 14th.

GOVERNOR BAYH: 14th. Same location?

MR. NELSON: Same location.

GOVERNOR BAYH: What time?

MR. NELSON: Mr. Chairman, Members, we're actually going to try a 10:00 to 4:00 meeting. I want to mention that specifically, because we're going to have a lot of items on our agenda. And ideally, if we can have an executive session over lunch, that's what we strive to do. So, we'll try 10:00 to 4:00.

GOVERNOR BAYH: Very good.

MR. NELSON: And I wanted to apprise the Panel that we have a Goal Line activity outside the meeting room. We're going online and folks have an opportunity to stop by and witness the exhibit.

GOVERNOR BAYH: Okay. Thank you very much.
(Whereupon, the meeting was adjourned.)

* * * * *

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PROPOSED PANEL ACTIONS TO SUPPORT STATE DEVELOPMENT OF ACADEMIC STANDARDS AND ASSESSMENTS

Rationale:

There has been agreement among the Goals Panel from its inception that academic standards backed by valid assessments are an important part of reaching the National Education Goals. Implicit in the drafting of Goal 3 was the belief that its achievement was dependent on the development of rigorous academic standards. The Panel also recognizes that the most important venues for the development of academic standards and assessments are states and communities. The challenge before the Goals Panel is to determine those ways it can assist states and communities in this undertaking.

Governors Romer and Engler offer the following suggestions of ways the Panel could assist state development of academic standards and assessments.

I. Convene an NEGP resource group to develop a description of "world-class" academic standards.

As states and school districts develop academic standards for student performance, one of their most pressing needs is to know what "world-class" academic standards truly look like. What exactly do competitor nations expect of their students? What exactly do high performance workplaces expect of entering employees? What are the admissions requirements of the best universities?

The Goals Panel can assist states and school districts by building on the work of other organizations who have collected information of this type to expand the base of knowledge and to make it available to policy-makers and parents. An advisory group of individuals with relevant expertise would be charged with reviewing existing knowledge about demanding academic standards and synthesizing it into a form that provides specific information and concrete examples useful to policy-makers and the public.

II. Create an NEGP resource group focused on assessment and measurement of student achievement.

Assessments are of critical importance both for reporting on student progress toward established academic standards and for tracking the nation's progress toward the National Education Goals, particularly Goals 3 and 5 which are the core academic goals. Yet, assessment is a technically complex issue, and questions arise concerning data needs at the national and the state levels in order to adequately report progress to the public and policy-makers.

The Goals Panel can assist states and school districts by convening a resource group that will examine the technical issues and make suggestions on implementation. It can also examine state and local data needs and make recommendations for appropriate sources of needed information. Finally, it can assemble information on assessment issues that can be made available to policy-makers and the public to broaden their understanding.

III. Develop a voluntary, non-binding "peer review" process to give feedback to states on the creation of academic standards and assessments.

States and communities that have accepted the difficult task of developing academic standards and assessments will at some point confront the questions: Are these good enough? How do they compare to world-class benchmarks? Their efforts and the quality of their products will be enhanced by an opportunity to receive feedback and suggestions from others who have experience and expertise in these areas.

It is recommended that the Panel approach this proposal in an incremental way. A pattern of phased implementation would allow the Panel to develop the idea and its respective pieces sequentially, with an opportunity for periodic review before taking the next step.

The suggested phases of implementation would be:

1. Survey states to determine need.

This allows the Panel to determine the extent to which states perceive a need for a review and to gather feedback on the nature of the service to be provided. Included in this activity is the collection of information on successful academic standards development and review processes that have previously taken place. This information could be used to develop case studies that would be available for use by other states.

2. Develop a model for a review process.

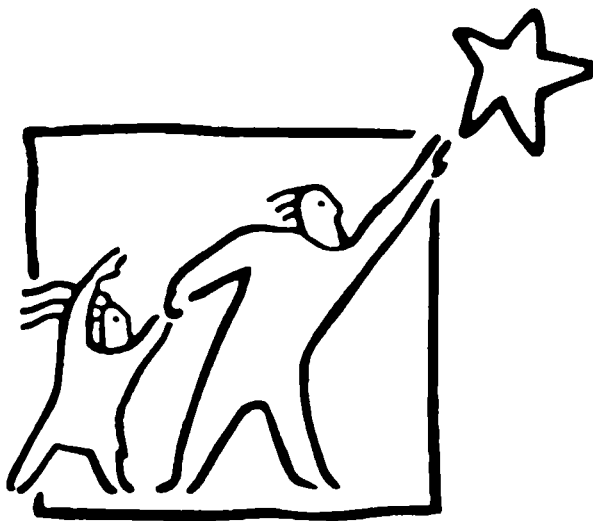
With outside financial assistance, organize a retreat with one or two states that wish to participate in developing a model review process and answer core questions such as: What aspects of proposed academic standards are to be reviewed? Who should be involved? Is the final document confidential or public? etc.

3. Convene reviews at the request of a state or states.

Using the model developed earlier, the Panel could respond to a state's request to give feedback on its academic standards.

NATIONAL EDUCATION GOALS PANEL

INVENTORY OF ACADEMIC
STANDARDS-RELATED ACTIVITIES



NATIONAL
EDUCATION
GOALS
PANEL

JULY, 1995

95-07

NATIONAL EDUCATION GOALS PANEL

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STATE LEGISLATORS

Representative Anne C. Barnes, North Carolina (D)
Representative G. Spencer Coggs, Wisconsin (D)
Senator Robert T. Connor, Delaware (R)
Representative Douglas R. Jones, Idaho (R)

EXECUTIVE SUMMARY

The following is an inventory of various organizations' activities relating to academic standards. This information has been collected to assist the Panel's identification of potential collaborating organizations and ways to promote and strengthen state academic standards. Included are short summaries of their standards-related activities. This inventory will assist the Panel with answers to the six important questions outlined below.

1. Who is doing work concerning "world-class" standards?

American Federation of Teachers publishes the "Defining World-Class Standards" series, and has released collections of standards, curriculum materials, and exams from around the world for use in developing "world-class" standards.

New Standards produces standards which include samples of international standards, and recruits professionals from around the world to review the standards in light of their respective country's curriculum.

See also: CBE, CCSSO, National Skill Standards Board, U.S. Department of Education.

2. Who is developing performance standards and assessment?

American Association for the Advancement of Science's Project 2061 is developing standards and assessments in science and mathematics.

Association of American Publishers' Test Committee provides assessment programs in accordance with content standards.

Council of Chief State School Officers' State Collaboratives on Assessment and Student Standards program is helping states develop assessments.

Council of the Great City Schools is developing high content standards and aligned state and urban assessment systems with select states and school districts.

Inventory of Academic Standards-Related Activities

New Standards is developing a standards linking protocol which will guide analysis and comparison of model national New Standards' standards and the standards of 18 participating states and 6 metropolitan areas.

See also: AACTE, College Board, MENC, NCTM, National Skill Standards Board, U.S. Department of Education.

3. Who is giving states and localities technical assistance and feedback on their standards?

American Federation of Teachers provided states with a set of criteria to use when developing and judging standards: "Criteria for High Quality Standards," February 1995.

Council for Basic Education is working with various states and school districts, providing assistance and input in the standards implementation process.

Council of Chief State School Officers offers states technical assistance in developing standards through the Curriculum and Instructional Improvement Program.

National Governors' Association held a meeting of representatives from Governors' offices and State Departments of Education to encourage sharing of lessons learned in standards implementation.

National Science Foundation's Education Systemic Reform project funds states and school districts in their efforts to implement standards in math and science.

State Education Improvement Partnership joins the Council of Chief State School Officers, Education Commission of the States, National Association of State Boards of Education, National Conference of State Legislatures, and National Governors' Association to support state standards implementation.

See also: AACTE, BRT, CCE, College Board, Committee to Review National Standards, Council of the Great City Schools, NASDC, New Standards, U.S. Department of Education.

4. Who is developing comments on content standards?

Committee to Review National Standards plans to commission a number of analyses of the proposed subject area content standards.

Council for Basic Education plans a review of the National History Standards.

See also: CCE, College Board, CCSSO, NCTM.

5. Who is informing educators and the public?

American Association of Colleges for Teacher Education sponsors conferences to provide a forum for understanding policy and practice implications of standards.

Coalition for GOALS 2000 provides GOAL LINE, an online service that dispenses information about education reform, content standards, and GOALS 2000.

Consortium for Policy Research in Education researches and writes on standards-based reform.

Council for Basic Education is organizing a project to "rationalize" standards through a series of documents that present them in an easily understood manner.

Keep the Promise Education Excellence Partnership is a collective effort of the American Federation of Teachers, the Business RoundTable, the National Alliance of Business, the National Governors' Association, and the U.S. Department of Education that sponsors a national advertising campaign including television, radio, print ads, an 800 number and pamphlets that attempt to build public support for school reform and high standards.

National Urban League's Parent Mobilization Initiative is aimed at mobilizing communities to support school reform and providing standards information to low-income parents.

See also: AAAS, AFT, BRT, CCE, College Board, Council of the Great City Schools, NAB, NCTM, National Geographic Society, NSF, U.S. Department of Education.

6. Who in the business community is involved with standards?

The Business Task Force on Student Standards is a task force of 37 corporations, including the National Alliance of Business and the Business RoundTable, with the goal of formulating recommendations from the business community on student standards. The Task Force published "The Challenge of Change: Standards to Make Education Work for All Our Children," which outlines the principles that business people believe should guide standard development.

The Task Force will be producing "Adapting Student Standards for your Community and Its Schools: How Business Can Help Prepare Young People for Employment Success," which will help employers become involved in standards activities, along with several other dissemination products.

Business RoundTable recently issued a 2nd edition of their education public policy agenda which stresses the need for high academic standards. RoundTable companies create or join coalitions to support state level education reform.

This inventory is intended as a resource for the Goals Panel in finding ways to promote and strengthen state academic standards.

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AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE

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2. Mission and Purpose

The American Association for the Advancement of Science (AAAS), founded in 1848, is the world's leading general scientific society, with more than 144,000 individual members, and nearly 300 affiliated scientific and engineering societies and academies of science. The AAAS engages in a variety of activities to advance science and human progress.

3. Interest in Standards

The AAAS is working towards science literacy for all citizens. Their Project 2061 is a long-term reform initiative with the goal of transforming K-12 science, mathematics, and technology education to ensure science literacy for all high school graduates. This program stresses high standards for all students.

4. Activities

Project 2061

- * Project 2061 is a long-term initiative to reform K-12 science, mathematics, and technology education nationwide through a focus on high-quality curriculum, student creativity, and teacher input.
- * The 1989 report, *Science for All Americans*, outlined what high-school graduates should know and be able to do in science, mathematics, and technology.
- * Cross-grade/cross-discipline teams of teachers and administrators at six demographically different sites across the country have worked with the Project to create local curriculum

Inventory of Academic Standards-Related Activities

models that develop and identify learning experiences and resources that contribute to science literacy goals, and to provide ongoing professional development workshops and presentations at local and national events.

- * In 1993 the Association published *Benchmarks for Science Literacy* which translated the science literacy goals of *Science for All Americans* into specific learning expectations in science, mathematics, and technology for the ends of grades 2, 5, 8, and 12. *Benchmarks* is also available on disk in MS-DOS, Macintosh, and Windows formats.
- * AAAS/Project 2061 will soon publish *Resources for Science Literacy*, a two-part computer-based tool to help educators enhance their own science literacy, analyze curriculum materials, and identify those that promote science literacy. *Resources for Science Literacy, Part 1: Professional Development* will be available by December 1995; *Part 2: Curriculum Materials* will be available in 1996.
- * AAAS/Project 2061 is developing *Designs for Science Literacy*, a handbook to ground new educators in the design tradition and guide them through a systematic process as they create local, K-12 curricula around the recommendations in *Science for All Americans* and *Benchmarks*. *Designs for Science Literacy* will be published in the Fall of 1996.
- * They have also convened a dozen expert groups to report on various aspects of the education system and consider how they must change to accommodate the reforms being proposed by Project 2061. These reports — on teacher education, assessment, school organization, equity, business and industry, research, family and community, and more — will be integrated into a single volume, *Blueprints for Reform*, scheduled for publication in 1997.
- * Eventually, all of the AAAS/Project 2061 tools for education reform will become part of a sophisticated, state-of-the-art multi-media computer system. Users will be able to move easily from one tool to another and to access information on national education standards.

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

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2. Mission and Purpose

The American Association of Colleges for Teacher Education (AACTE) is a voluntary organization of teacher education institutions that works with the National Council for Accreditation of Teacher Education (NCATE) to establish and revise standards for teacher education.

3. Interest in Standards

The AACTE is concerned with preparation of teachers to address K-12 standards, use of performance assessments for students and teachers, and the relationship of performance standards to standards for design and content of teacher preparation programs. As a member of the Interstate New Teacher Assessment and Support Consortium (INTASC), the Association participates in development of model teacher licensure standards and assessments.

4. Activities

Technical Assistance

- * The Association provides technical assistance for institutions seeking to meet accreditation standards; AACTE also provides information and technical assistance seminars on national and state policy issues related to standards and professional development.
- * The Association is a member of the Alliance for Curriculum Reform, a coalition of national subject-matter organizations, which is currently providing assistance to teachers and schools with implementation of new standards.

Inventory of Academic Standards-Related Activities

Dissemination

- * *Standard Setting as Educational Reform* which focused on national and state standards, was published by the AACTE in 1993.
- * A series of conferences are being conducted by the Association to provide a forum for understanding policy and practice implications of standards for licensure and teacher preparation.
- * The AACTE publishes a semi-annual compilation of information on state legislative actions, including policy on teacher licensure and preparation standards.

Assessment

- * The Association is the lead organization in the Teacher Education and Professional Development Resource Group established by the Goals Panel to consider implementation issues related to the teacher development Goal.
- * *Criteria for the Evaluation of Student Assessment Systems* was developed by the Association along with other members of the National Forum on Assessment Coalition. This group will soon be completing *Principles for Student Assessment Systems*.
- * The Association is participating in a project sponsored by the National Council on Measurement in Education to develop guidelines for teacher preparation in the area of assessment.

Teacher Education

- * The Association sponsored a 1993 Wingspread conference on "Setting Standards and Educating Teachers," where the implications of the voluntary standards on teacher preparation were explored. A volume was later published based on this event.

AMERICAN FEDERATION OF TEACHERS

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2. Mission and Purpose

The American Federation of Teachers (AFT) is a teacher union that represents the professional, economic, and social concerns of elementary and secondary teachers, higher education faculty, and other school employees.

3. Interest in Standards

The American Federation of Teachers supports standards-based reform as a method of improving student achievement and aligning the components of the education system around a clear set of goals. The AFT believes that common rigorous standards could help give all students access to a rich and challenging curriculum, and could help create a system that supports and motivates students to achieve at high levels. Standards should also help focus and improve the training and professional development of teachers and other school staff.

4. Activities

Assistance and Feedback

- * The American Federation of Teachers is providing technical assistance for their affiliates at the state and local level who are involved in the development, review and implementation of standards.

Inventory of Academic Standards-Related Activities

- * In order to assist states, the AFT has created a set of criteria to use when developing and judging standards, *Criteria for High Quality Standards*, February 1995.
- * AFT provides feedback to states in their work to develop standards.
- * At their upcoming Quest Conference, AFT will be releasing a progress report on state standards activities, assessing the quality of current standards and progress in standards development.

"World-Class" Standards

- * The Federation will soon be releasing "Setting World-Class Standards" Kits in the core subjects, which are collections of standards, curriculum materials, and exams from around the world for use in developing "world-class" standards.
- * AFT is producing the "Defining World-Class Standards" series that reports what high achieving foreign countries expect of their students. The first volume, *What College-Bound Students Abroad Are Expected to Know About Biology*, focused on college entry-level science standards in various countries.
- * An upcoming volume of the "Defining World-Class Standards" series will focus on curriculum, standards, and exams for non-college bound students in France, Germany, and Scotland.

Dissemination

- * Standards and GOALS 2000 are discussed regularly in Federation publications and the union works to inform the general membership, the public, and state and local affiliates about standards initiatives and to encourage their involvement.

ASSOCIATION OF AMERICAN PUBLISHERS' TEST COMMITTEE

1. Contact

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2. Mission and Purpose

The Association of American Publishers' Test Committee is a group of for-profit and non-profit publishers who help school districts and states develop, implement, score and interpret various types of assessment instruments used to assist in measuring and evaluating the nation's school children and to inform and improve instruction.

3. Interest in Standards

The Test Committee members' assessment tools are produced according to the market demands and educational needs of the states and districts, and the content standards that have been identified. These assessments conform to nationally recognized technical professional standards, including validity and reliability.

4. Activities

- * Test Committee members are currently working with over two-thirds of the states and virtually all local educational agencies.
- * Test Committee members have provided customized large-scale assessment programs, standardized performance-based assessments, portfolio assessments, diagnostic tests, and enhanced multiple choice tests; many of which are aligned with new content standards.
- * Assessments are currently available that are norm-referenced, standards/criterion-referenced, or both.

Inventory of Academic Standards-Related Activities

- * Members of the Test Committee are interested in building valid and reliable assessments that reflect "world-class" standards as they are developed and accepted, and in working with state and local educators to continue to provide quality assessments.
- * Textbook publishers will align with content standards as long as state curricula are also aligned.

THE BUSINESS ROUNDTABLE

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2. Mission and Purpose

The Business RoundTable is an organization of chief executive officers of major American corporations who examine public policy issues that affect the economy, develop positions on these issues, and advocate for relevant reform.

3. Interest in Standards

In 1989 The Business RoundTable responded to President Bush's call for a commitment to reform the education system. The RoundTable's Education Initiative is a 10-year effort to improve education performance through comprehensive education reform strategies in all states. High academic standards that prepare students for success in school, in the workplace, and in life are a key component to the RoundTable's strategy.

4. Activities

State Coalitions

- * RoundTable companies create or join coalitions to support state-level education reform.

State Policy Agenda

- * The Business RoundTable recently issued a 2nd edition of its education public policy agenda, "Continuing the Commitment: Essential Components of a Successful Education System," which stresses high academic standards as central to its nine-point reform agenda.

Inventory of Academic Standards-Related Activities

Keep the Promise Education Excellence Partnership

- * A collective effort of the American Federation of Teachers, The Business RoundTable, the National Alliance of Business, the National Governors' Association, and the U.S. Department of Education that sponsors a national advertising campaign including television, radio, print advertisements, an 800 telephone number and pamphlets that attempt to build public support for school reform and high standards.

Business Coalition for Education Reform

- * The Business Coalition for Education Reform is co-chaired by The Business RoundTable and the National Alliance of Business, and acts as the collective voice of the business community on national and federal education issues. They recently established The Business Task Force on Student Standards to recommend principles to guide the standards-setting process.

CENTER FOR CIVIC EDUCATION

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2. Mission and Purpose

The Center for Civic Education is a non-profit organization engaged in the research, development and implementation of civic education programs for public and private schools at the elementary and secondary levels. The mission of the Center for Civic Education is to promote informed, responsible participation in civic life by citizens committed to values and principles fundamental to American constitutional democracy.

3. Interest in Standards

The Center developed the *National Standards for Civics and Government* with support from the U.S. Department of Education and the Pew Charitable Trusts.

4. Activities

- * The Center for Civic Education has distributed approximately 30,000 copies of the *National Standards for Civics and Government* to stimulate awareness of and interest in the standards.
- * In the course of developing the *Standards*, review committees were established in the 50 states. Review committee members continue to provide in-service programs for educators and are available to speak to civic organizations.
- * The Center cooperates with and provides technical assistance for states and local school districts who want to adopt the *National Standards for Civics and Government* or adapt the *Standards* for their own use.

Inventory of Academic Standards-Related Activities

- * The Center provides teacher education programs at the local, state and national levels.
- * The Center cooperates with professional and civic organizations in disseminating the *National Standards*.
- * The *National Standards in Civics and Government* are available on the Internet.
- * The *Standards* also are available on the new international computer network CIVNET. CIVNET fosters international information exchange and strengthens human networks on behalf of civil society.

COALITION FOR GOALS 2000

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2. Mission and Purpose

The Coalition is an alliance of national organizations committed to helping local communities achieve the National Education Goals. Members include non-profit groups, business and professional trade associations, individual businesses and education organizations.

The Coalition has four main purposes:

- * to provide a framework outside the government for organizations that want to be part of the GOALS 2000 movement;
- * to allow organizations with expertise or a particular focus to offer that expertise nationwide;
- * to serve as a resource to Community or State 2000 efforts looking for support in a community; and
- * to raise public awareness about the need to achieve the National Education Goals.

3. Activities

GOAL LINE

- * A subscription-based online service dedicated to providing information to community activists involved in local education reform.

Inventory of Academic Standards-Related Activities

- * Through GOAL LINE, the Coalition disseminates information on GOALS 2000 and content standards and provides daily education reform news updates.

Available on GOAL LINE:

- * Content standards as they become available.
- * State standards.
- * National Education Goals Panel information on the standards.
- * Online discussion of standards.
- * Write-ups on exemplary programs and practices.

THE COLLEGE BOARD

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2. Mission and Purpose

The College Board is a non-profit organization serving students, schools, and colleges through programs designed to promote and improve academic standards and educational opportunity. Their mission stresses educational excellence for all students.

3. Interest in Standards

The College Board advocates high academic standards as a method of promoting educational opportunity for all students.

4. Activities

Forum on Standards and Learning

- * A long term operational alliance which combines the efforts of the College Board and six national subject-matter organizations in discussing and supporting subject area standards with a cross-disciplinary perspective and with respect to their overall coherence.

Future plans include:

- * Production of a national publication that clarifies how the standards taken together provide a vision for shaping K-12 education reform.
- * Development of a network of school demonstration sites to bring technical assistance and expertise to the practitioner level.

Inventory of Academic Standards-Related Activities

Pacesetter

- * Integrates standards, teaching and assessment at the secondary level in Mathematics, English, and Spanish.
- * Sets high standards for all high school students.
- * Prepares teachers to deliver course frameworks reflecting these standards.
- * Provides varied assessment instruments to measure student achievement.

Equity 2000

- * Seeks to promote academic excellence through district-wide policy changes that raise standards in six urban school districts in middle and high schools.
- * Professional development, parental involvement, and academic enrichment are also stressed.

Advanced Placement

- * Provides college level instruction and credit to high school students.
- * Course descriptions and curriculum outlines are based upon rigorous standards, teaching guides, and examinations.

COMMITTEE TO REVIEW NATIONAL STANDARDS

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2. Mission and Purpose

The Committee to Review National Standards is a project of the American Enterprise Institute for Public Policy Research in Washington, D.C.

The Committee has four main tasks:

- * To analyze the proposed standards and GOALS 2000 legislation;
- * To build alliances with groups interested in the standards issue and GOALS 2000;
- * To work with members of Congress and their staffs as they consider standards and GOALS 2000 issues; and
- * To provide parents, educators, policy makers, and civic leaders in the states with information about standards and related legislation.

3. Activities

- * The Committee will commission a number of analyses of the proposed subject area content standards.
- * The Committee will develop and disseminate a guide that analyzes the key issues in developing history standards.

Inventory of Academic Standards-Related Activities

CONSORTIUM FOR POLICY RESEARCH IN EDUCATION

1. Contact

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2. Mission and Purpose

The Consortium for Policy Research in Education combines the work of five research institutions in a venture to improve student learning through research on education finance and policy. The research is built around three goals:

- * To focus research on policies that foster high levels of learning for all students.
- * To promote greater coherence of state and local education policy.
- * To help increase the responsiveness of state and local education policies and finance to the diverse needs of the people they are designed to serve.

3. Interest in Standards

The Consortium for Policy Research is interested in how to improve policy coherence in the area of education reform and standards.

4. Activities

- * The Consortium's researchers have written about a strategy of coordinating policies around a common set of ambitious expectations for student learning in key subjects.
- * After studying reform in dozens of states and districts, Consortium researchers are publishing numerous papers concerning political and finance issues surrounding standards-based reform and early experiences in developing content standards.

COUNCIL FOR BASIC EDUCATION

1. Contact

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2. Mission and Purpose

The Council for Basic Education (CBE) is a non-profit organization that promotes excellence in education by directing programs and publications to strengthen teaching and learning.

3. Interest in Standards

The Council recognizes high academic standards as the most important part of its mission to promote educational excellence. Standards were embraced by the founders of the Council and were written into the organization's Articles of Incorporation in 1956.

4. Activities

Dissemination

- * *Standards: A Vision for Learning* promoted and defined standards as a key issue in systemic education reform, followed by *A Standards Primer*.
- * *Basic Education* is a publication that provides coverage and support of academic standards. Several issues have been devoted to standards.
- * CBE has begun a project to "rationalize" the standards in hopes of clarifying the need for the current content standards, and educating the public, policymakers, and school officials through a series of documents that present the standards in an easily understood manner.

Inventory of Academic Standards-Related Activities

Assistance

- * Convening two panels to review and make recommendations related to the National History Standards produced by the National History Center at UCLA.
- * Participated in the Chicago Learning Outcome Standards Project assisting the development of academic standards for grades 4,8, and 11 in public schools.
- * Recently reviewed and developed comments on the Commonwealth of Virginia's draft standards.
- * Assisting Milwaukee Public Schools in defining K-12 content standards.
- * In Jackson, Mississippi, the Council is working with teachers and citizens in drafting standards for their students.

"World-Class" Standards

- * The Council is planning to convene an international symposium to consider a definition of "world-class" standards.

COUNCIL OF CHIEF STATE SCHOOL OFFICERS

1. Contact

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2. Mission and Purpose

The Council of Chief State School Officers is a nonprofit organization comprised of education public officials. The Council represents all the states on federal and national education policy issues and, with private and public support, undertakes projects that assist states with policy and administrative initiatives.

3. Interest in Standards

The Council of Chief State School Officers is involved in shaping federal law and policy on standards and in providing technical assistance to states in their standards development efforts.

4. Activities

Curriculum and Instructional Improvement Program

- * Coordinates national and state standards development.
- * Offers technical assistance to states in developing standards.
- * Supports information sharing through inter- and intra-state networks of state agency personnel.
- * Works with state leaders to support standards.
- * Reviews national curriculum standards.

Inventory of Academic Standards-Related Activities

- * Publishing reports describing the progress of state's standards development based on its 1994 conference on Standards-focused Collaboration to Improve Teaching and Learning.

State Collaboratives on Assessment and Student Standards

- * Enables states to pool their resources for developing assessments in various subject areas.
- * Developed assessments in science, health education, workplace readiness, and the arts.
- * Creating an information system on standards and assessments in reading and writing, and pursuing research related to performance assessment.
- * Helping states develop assessment systems for state and local implementation of the Improving America's Schools Act.
- * 43 States are currently involved in one or more of the on-going State Collaborative development projects or assessment consortia.

"State Curriculum Frameworks in Mathematics and Science: How are they changing across the states?"

- * A report that defines and describes state mathematics and science curriculum frameworks, and assists states with development of new frameworks.

Opportunity-to-Learn Standards

- * Providing assistance to states in developing opportunity-to-learn standards, and educating the public as to the importance of these standards.

Effective Schools for Children in Poverty

- * A project designed to help states strengthen leadership in ensuring that students at high poverty schools receive a high level of education to meet performance standards.

Interstate Teacher and Principal Licensure Consortia

- * Two projects, one for teachers (INTASC) and a second for principals, the Interstate Principals Licensure Consortium (IPLC), help states improve teacher and principal licensure standards, requirements and assessments related to new student standards.

State Education Improvement Partnership

- * Combines forces of the Council, the Education Commission of the States, the National Association of State Boards of Education, the National Conference of State Legislators, and the National Governors' Association to provide technical assistance such as workshops, networks, information services on the Internet, forums, and individual consultations to states involved with statewide improvement projects, GOALS 2000 and standards development.

International Comparisons of Standards, Assessments, and Student Achievement

- * The Council serves as the United States' Representative to the International Association for the Evaluation of Educational Achievement (IEA), which is currently undertaking a fifty nation study of mathematics and science achievement results and curriculum practices. IEA is also conducting comparative studies of civics education, reading literacy, computers in education, pre-primary programs, and language.

COUNCIL OF THE GREAT CITY SCHOOLS

1. Contact

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2. Mission and Purpose

The Council of the Great City Schools is a non-profit organization representing the fifty largest school districts in the country. The Council is committed to advocating for the interests of those school districts and the improvement of education within cities.

3. Interest in Standards

The Council promotes the implementation of high standards in urban school districts.

4. Activities

Dissemination

- * The Council is conducting a survey to ascertain the status of standards implementation in city schools and to determine what kinds of assistance is needed.
- * A conference on standards, focused on linking local, state, and national standards, promoting public engagements, and connecting standards to professional development, will be held September 26 — October 1, 1995.

Inventory of Academic Standards-Related Activities

Assessment

- * The Council is working with the Council of Chief State School Officers on a project related to the development of high content standards and aligned state and urban assessment systems with a select number of states and school districts.
- * The Directors of Research and Evaluation and Assessment in the Council member districts are working towards a professional development initiative around research assessment and evaluation reform issues.

KEEP THE PROMISE EDUCATION EXCELLENCE PARTNERSHIP

1. Contact

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Susan Traiman/Business RoundTable
Tel: (202) 872-1260
Keith Poston/National Alliance of Business
Tel: (202) 289-2834
Paul Goren/National Governors' Association
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Richard McGowan/Young & Rubicam
Tel: (202) 210-3057

2. Interest in Standards

Keep the Promise is a five-year public service advertising campaign of the Ad Council, the American Federation of Teachers, Business RoundTable, the National Alliance of Business, the National Governors' Association, and Young & Rubicam. The Partnership aims to energize parents, teachers, business and community leaders in support of high standards and school reform.

3. Activities

- * The Partnership has released television, radio, and print advertisements in support of standards and school reform.
- * An 800-telephone number, 1-800-96-PROMISE, is available for information on education reform.
- * The Partnership also provides a "good school" checklist that includes resources for further involvement.

MUSIC EDUCATORS NATIONAL CONFERENCE

1. Contact

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2. Mission and Purpose

The Music Educators National Conference is dedicated to the advancement of music education through programs, activities, publications, and conferences.

3. Interest in Standards

The Music Educators National Conference led the Consortium of National Arts Education Associations in developing "National Standards for Arts Education."

4. Activities

Dissemination

- * The Music Educators National Conference is distributing copies of "National Standards for Arts Education" and "The School Music Program: A National Vision," along with other standards-related publications through their professional resources catalog and resource shops at state and division meetings.
- * The Music Educators National Conference is holding sessions on the National Standards at every state and division conference.
- * They also have produced pre-kindergarten music standards, opportunity-to-learn standards for music instruction, and "A Tool Kit for Implementing the Standards" containing resources for implementing standards in music.

Inventory of Academic Standards-Related Activities

Teacher Training

- * The Music Educators National Conference has produced teaching examples tied to the music standards.
- * They are currently involved in developing "Strategies for Teaching," a 13-book series containing strategies linked to the National Music Standards.
- * In addition, the Conference is developing a paper on issues related to teacher preparation standards.

Performance Standards

- * The Conference is presently engaged in developing student assessment standards.

NATIONAL ALLIANCE OF BUSINESS

1. Contact

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2. Mission and Purpose

The National Alliance of Business (NAB) is working to ensure a competitive American workforce through improved education.

3. Interest in Standards

The National Alliance of Business is striving to assure that business interests are considered in the standards development and review process. NAB helped to organize the Business Task Force on Student Standards comprised of 37 corporations with the goal of formulating recommendations from the business community on student standards.

4. Activities

Research by the Business Task Force

- * The Task Force will commission a search about what is already known concerning knowledge, skills and qualities sought by employers, with a special emphasis on required proficiency levels in major academic areas.
- * They plan to survey companies and invite a select group of successful corporations to participate in a structured analysis of the knowledge, skills and qualities they consider essential for successful employment.

Inventory of Academic Standards-Related Activities

Dissemination by the Business Task Force

- * Issued *The Challenge of Change: Standards to Make Education Work for All Our Children* which outlined the principles that business people believe should guide the development of student standards.
- * The Task Force will produce materials for standards and curriculum developers based on the information collected through the surveys and structured analyses.
- * They also hope to produce "Adapting Student Standards for Your Community and Its Schools: How Business Can Help Prepare Young People For Employment Success," which would help employers become involved in standards activities.

Teacher Training

- * The Task Force plans to produce "A Guide for Teachers: Student Standards and Assessment from the Business Viewpoint," which would equip teachers with the information and ability to evaluate student performance from the employer perspective.

NATIONAL COUNCIL OF TEACHERS OF MATHEMATICS

1. Contact

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2. Mission and Purpose

The mission of the National Council of Teachers of Mathematics (NCTM) is to provide vision and leadership in improving the teaching and learning of mathematics so that every student is ensured an equitable standards-based mathematics education and every teacher of mathematics is ensured the opportunity to grow professionally.

3. Interest in Standards

The NCTM produced "Curriculum and Evaluation Standards for School Mathematics," "Professional Standards for Teaching Mathematics," and "Assessment Standards for School Mathematics," in which standards are identified for all aspects of mathematics education including assessment, evaluation of teaching, the support and development of mathematics teachers, curriculum and the appropriate use of technology.

4. Activities

- * The NCTM is undertaking a series of surveys to assess the impact of the mathematics standards.
- * Focus groups will meet to assist the NCTM in updating the standards.
- * The Council is undertaking the development of an addendum to the teaching of assessment standards.

Inventory of Academic Standards-Related Activities

Dissemination

- * The NCTM has distributed 255,700 copies of the content standards, 120,400 copies of the teaching standards, and released the assessment standards on May 23, 1995.
- * A Standards Coordination Committee was established to coordinate Council activities related to the standards, and to make recommendations to the Board of Directors on needed programs and initiatives related to the implementation of the standards.
- * The NCTM has also produced three videotapes and numerous materials to assist the public's understanding of the standards, and made use of broadcast public service announcements and print editorials for the same purpose.

Teacher Training

Activities dealing with professional development have included:

- * A twenty-two addenda booklet series of examples reflecting the incorporation of standards into teaching.
- * Special conferences dealing with standards-based proposals.
- * Updating guidelines for pre-service teacher development used by the National Council for Accreditation of Teacher Education to reflect the recommendations contained in the standards.
- * Cooperative work with the National Board for Professional Teaching Standards.
- * Scheduling speakers on programs of NCTM conferences to provide information and assistance in areas such as curriculum, teaching, evaluation, and assessment.

Performance Standards

- * The NCTM encourages state and local agencies to develop performance standards.

Development of standards-linked instructional materials

- * Annual conferences are held with publishers, test developers, and distributors of educational materials inviting their input and encouraging the incorporation of standards into their products.

NATIONAL GEOGRAPHIC SOCIETY

1. Contact

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Geography Education Program
National Geographic Society
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2. Mission and Purpose

The National Geographic Society is a non-profit organization with an interest in promoting geographic education.

3. Interest in Standards

The Society provided financial support and took part in the consortium of geographic organizations that drafted "Geography for Life: National Geography Standards 1994." The Society sponsors a network of state geographic alliances which help disseminate the geography standards and offer associated teacher training.

4. Activities

Dissemination

- * The Society provides financial support and technical assistance for a 50-state network of state geographic alliances.
- * 105 summer institutes for teachers in fifteen states will deal exclusively with the standards and the other 90 will include a standards theme.
- * An executive summary of "Geography for Life" was published by the Society.
- * The Society produced a fifteen-minute multi-image program that will introduce the standards to a lay audience.

Inventory of Academic Standards-Related Activities

- * The Society also produced "Earth 2U, Exploring Geography" — an interactive traveling geography exhibit that includes standards-rich material — with assistance from the Smithsonian Institution Traveling Exhibition Service (SITES).

Teacher Training

- * Advanced geography institutes for teachers conducted at Society headquarters each summer will address the standards.
- * A yearly academy for state geographic alliance coordinators will focus on the standards and their implementation.
- * A teacher's guide of activities and readings for the geography of the United States to be published by the Society in cooperation with the Association of American Geographers is aligned with the geography standards.
- * A ten-page summary designed for teachers as a quick reference to the standards was published by the Society this year.

Associated Activities

- * Approximately 50 grants are awarded annually to individual teachers for projects that apply the standards.
- * All questions used in connection with the Geography Bee will be keyed to standards.
- * Standards will be promoted in connection with "Geography Awareness Week" activities.

Performance Standards

There are no current plans to develop national models for performance standards or assessments. However, alliances in a number of states are working on performance standards and assessments at local and state levels.

Development of standards-linked instructional materials

All educational materials and products created by the Society will reflect the national geography standards. The standards-based instructional materials being produced by the

Inventory of Academic Standards-Related Activities

individual state alliances are tailored to meet the needs of the state or local area while ensuring consistency with the national geography standards.

Inventory of Academic Standards-Related Activities

NATIONAL GOVERNORS' ASSOCIATION

1. Contact

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2. Mission and Purpose

The National Governors' Association's ongoing mission is to support the work of Governors in the states and territories by providing a bipartisan forum to help shape and implement national policy and to solve state problems.

3. Interest in Standards

Governors have been in the forefront of education reform for more than a decade. Through the NGA report *Time for Results*, Governors focused national attention on improved student achievement and performance. The nation's Governors played an integral role in the establishment of the National Education Goals, the deliberations of the National Council on Education Standards and Testing, and recent efforts to implement systemic education reform plans. At the center of gubernatorial involvement is the need to establish standards that reflect high academic achievement so that states individually and collectively can meet the needs of a changing economy. NGA has assisted Governors and their staffs in understanding more about standards development and implementation at the state level, and provided access to groups involved in the development of standards. This is particularly important as states embark in the development of their own content and performance standards.

4. Activities

- * NGA's Education Policy Studies Division recently held a meeting of representatives from Governors' offices and state departments of education on the issue of standards development. This meeting was structured to have states well along in the standards development process work with states at earlier stages in the process, sharing lessons

Inventory of Academic Standards-Related Activities

learned from these experiences. A publication featuring state case studies on standards development will be released in the fall.

- * NGA is a partner in the Education Excellence Partnership which is sponsoring a nationwide public awareness campaign to build support for education reform through high standards. The *Keep the Promise* campaign has included TV and radio spots as well as publications on ways to improve student performance. In addition NGA has published materials on building public support for education reform that is standards-driven.
- * NGA recently published a series of reports entitled *Capacity for Change*. This series examined needed changes in professional development for educators and in state departments of education to reflect standards-driven education reform plans.
- * NGA has been working with states on their planning and implementation of school-to-work transition programs. An integral part of school-to-work programs is standards development both in education and workforce development. NGA staff have assisted states in linking standards development in education to issues related to lifelong learning.

NATIONAL SCIENCE FOUNDATION

1. Contact

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2. Mission and Purpose

The National Science Foundation (NSF) is striving to promote excellence in mathematics, science, and technology by funding research and education.

3. Interest in Standards

The Directorate of Education Human Resources of the NSF is interested in promoting high academic achievement in mathematics and science for all students.

4. Activities

- * The NSF operates a number of grant programs that support standards-based mathematics and science: Teacher Enhancement, Instructional Materials Development, Informal Science Education, Advanced Technological Education, Collaborative for Excellence in Teacher Preparation, and Comprehensive Partnerships for Minority Student Achievement.
- * All of the teacher development activities funded under these programs are closely related to standards.

Inventory of Academic Standards-Related Activities

- * The Educational Systemic Reform program, including the Statewide Systemic Initiatives Program (SSI) and the Urban Systemic Initiatives Program (USI), funds states and school districts which have made progress in ensuring high quality mathematics and science for all students. Several participants are developing curricular frameworks in mathematics and science and are looking to national standards for guidance.
- * NSF has been one of the funding partners for the National Academy of Sciences, National Research Council to develop teaching and assessment standards in science.
- * The foundation has awarded funds to the Council of Chief State School Officers to conduct a study of state and curricular frameworks in mathematics and science.
- * These programs are examples of the standards-related activities of the National Science Foundation. NSF requires that each of its funded projects provide opportunities for teachers and students to meet high standards for learning.

NATIONAL SKILL STANDARDS BOARD

1. Contact

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2. Mission and Purpose

The National Skill Standards Board was authorized in 1994 as Title V of the GOALS 2000: Educate America Act to "serve as a catalyst in stimulating the development and adoption of a voluntary national system of skill standards and of assessment and certification of skill standards...." It is composed of 28 members representing business, organized labor, and a mixture of human resource professionals, educators, community organizations, state and local government, and non-government organizations.

3. Functions

The functions of the Board include: a) the identification of occupational clusters of major occupations that involve one or more US industries and share characteristics appropriate for common standards; b) the establishment of voluntary partnerships to develop standards; c) the performance of such research, dissemination and coordination activities as conducting workforce research, maintaining a catalogue of the skill standards of other countries, serving as a clearinghouse to facilitate information sharing, developing common nomenclature related to skill standards, encouraging the development and adoption of curricula and training materials, providing technical assistance to those developing the standards, and facilitating coordination among the partnerships.

4. Activities

The first meeting of the Board was held April 5th and 6th, and the second on June 26th in Washington, DC. Their activities are just beginning to get underway.

NATIONAL URBAN LEAGUE, INC.

1. Contact

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2. Mission and Purpose

The National Urban League strives for social and economic equality for African Americans through advocacy, race relations, program services, research and technical support to its affiliate network.

3. Interest in Standards

The National Urban League is focusing its advocacy efforts on the education and development of urban children, especially African American children. Effective parent involvement underscores all projects of the Education Initiative. The Urban League's projects enable parents to influence what is happening in schools and to become effective participants in their children's education at home. Part of their efforts concentrate on the need for parent support and understanding of high academic standards.

4. Activities

Parent Mobilization Initiative

- * The Parent Mobilization Initiative, made possible by a 1994-95 planning grant from the Pew Charitable Trusts, is a project aimed at providing information to low-income parents about standards and mobilizing communities to celebrate achievement.
- * The project stresses the importance of parents as teachers and educates them through meetings in local settings.
- * These meetings serve to clarify academic expectations and the value of standards.

Inventory of Academic Standards-Related Activities

- * An advisory committee of parents, business leaders, educators, policy makers, and religious and community leaders is overseeing the process.
- * Three communities have been selected to participate in this program: Baltimore, MD, Cincinnati, OH, and Jersey City, NJ. They will convene focus groups and identify other community-based organizations with which to collaborate.
- * The Urban League will work with the above three affiliates to help their school districts develop homework and policy hotlines that parents can use to gain important information about their schools.
- * The planning will lead to a three- to five-year implementation grant.

NEW AMERICAN SCHOOLS DEVELOPMENT CORPORATION

1. Contact

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2. Mission and Purpose

The New American Schools Development Corporation (NASDC) is a non-partisan, non-zprofit organization attempting to create a design for highly effective schools, and to assist communities in adopting the design.

3. Interest in Standards

NASDC has stressed academic standards as critical to their goals for creating "supportive operating environments" for schools.

4. Activities

- * NASDC's design teams have developed clear standards statements that are adapted to local communities and provided a process for schools and local communities to use in the development of their own rigorous standards.
- * Currently, NASDC is in the process of selecting states and urban areas which will become partners in transforming large numbers of schools using NASDC designs which stress standards.
- * NASDC has partnerships with states and urban areas and works with them to insure that common high achievement standards exist for all the students they serve.

Inventory of Academic Standards-Related Activities

NEW STANDARDS

1. Contact

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2. Mission and Purpose

New Standards is a grassroots partnership of states and urban school districts that is adopting a set of high education standards and developing a new kind of assessment system to monitor student progress toward those standards. The primary goal of New Standards is to improve the academic performance of all students.

3. Activities

Performance Standards

- * Performance standards are being developed at the elementary, middle, and high school levels in English language arts, mathematics, science, and applied learning.
- * They include performance descriptions that explain how well students should know what they have learned, samples of student work, and commentary of student work samples in relation to the performance descriptions.

"World-Class" Standards

- * Each draft of the New Standards' Performance Standards is being compared with curricula of appropriate countries.
- * The performance standards will include samples of content statements, performance standards and assessment prompts from around the world.

Inventory of Academic Standards-Related Activities

- * Professionals from around the world will be asked to review the standards in light of their knowledge of their respective country's standards, as well as in light of what is considered "world-class" in their field.
- * The standards will be reviewed by a variety of experts in the United States.

Content Linking

- * New Standards will be developing a standards-linking protocol which will guide analysis and comparison of differing standards documents.
- * New Standards has been meeting with states and localities to consult with them as they develop their own content standards.

STATE EDUCATION IMPROVEMENT PARTNERSHIP

1. Contact

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Chris Pipho/Education Commission of the States

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Brenda Welburn/National Association of State Boards of Education

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Julie Bell/National Conference of State Legislatures

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Paul Goren/National Governors' Association

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2. Interest in Standards

The State Education Improvement Partnership is a collaborative venture to provide support for systemic education improvement and/or implementation of GOALS 2000. Through the Partnership, states obtain feedback and assistance from other states and experts on their improvement plans.

3. Activities

- * The Partnership organizes forums and workshops on issues that state leaders have identified as important. These meetings are open to all states.
- * Telephone consultation is available for state leaders.
- * The Partnership compiles and disseminates research findings, best practices, and policy briefs related to broad systemic reform via the Internet.
- * E-mail lists are organized so that state leaders can correspond with members of the Partnership, experts, and the U.S. Department of Education.

Inventory of Academic Standards-Related Activities

- * The Partnership sponsors in-state working sessions with a state's governor's staff, state legislators, members of the board of education, and key state education agency staff to discuss strategies for addressing state reform concerns.

U.S. DEPARTMENT OF EDUCATION

1. Contact

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2. Mission and Purpose

The mission of the U.S. Department of Education is *to ensure equal access to education and to promote educational excellence throughout the nation*. The mission of the Department is based on the following principles:

- 1) to ensure educational excellence in education for all American students, standards of academic learning need to be raised; and
- 2) all students have access to high quality education.

The Department does not provide educational services directly; it supports states, local communities, and higher education institutions to improve education nationwide. The Department works in partnership with neighborhoods, schools, colleges, educators, parents, business leaders, and communities and states across the country.

3. Interest in Standards

The First Priority of the Department's Strategic Plan is to *help all students reach challenging academic standards so that they are prepared for responsible citizenship, further learning, and productive employment*. To accomplish this priority, the Department has developed an ambitious set of initiatives that support comprehensive, community-based reforms aimed at safe, well-disciplined schools and high academic and occupational achievement. These initiatives — including the GOALS 2000: Educate America Act, the Improving America's Schools Act, the School-to-Work Opportunities Act, and the National Family Involvement Partnership for Learning — foster the support, encouragement, and partnerships for states and communities to strengthen their schools to meet challenging standards and be more effective. The recent reauthorization of the Office of Educational Research and Improvement provides

Inventory of Academic Standards-Related Activities

significant additional support, as will other reauthorizations, including the Individuals with Disabilities Education Act. The Department believes that to raise academic achievement for all students, we must have clear expectations and high academic and occupational standards. Raising expectations for all our students is a key aspect of all the Department's initiatives — and higher expectations mean high academic standards.

4. Activities and Initiatives

GOALS 2000: Educate America Act

- * provides financial support to states and local communities to strengthen their schools. As of June 1995, 48 states and the District of Columbia and Puerto Rico have submitted applications for planning grants. Ten states have submitted improvement plans and 4 have been approved;
- * promotes safe and disciplined schools that use the best teaching practices and appropriate technology;
- * focuses learning on basic and advanced knowledge and skills that help students meet challenging state standards;
- * cuts federal red-tape in favor of local creativity and initiative.

Improving America's Schools Act

- * provides federal support for at-risk children to help them achieve the challenging standards in core academic subjects set by states and communities;
- * involves parents and communities in learning;
- * improves teaching through better professional development;
- * provides assistance to make schools safer and drug-free; and
- * supports effective changes in school practice and management.

School-to-Work Opportunities Act

- * helps communities and states put in place high-quality systems of academic and occupational education to give students the opportunity to graduate with the knowledge, skills, and workplace experience necessary for productive employment and further education.

Supporting Initiatives

- * support in 30 states to develop academic standards and curriculum frameworks in core subject areas of math, science, English, history, civics, geography, and the arts.
- * grants for developing voluntary skill standards covering 19 major industrial areas to be compatible with world-class levels of industry performance.
- * grants to support the development and/or revision of valid assessment systems aligned to state standards.
- * establish study group on international benchmarking and world-class standards.
- * support the development of standards for accomplished teaching and assessment of competence toward meeting those standards.
- * develop professional development principles and sponsor programs to help teachers prepare students to meet high academic standards.
- * support technical assistance activities at the state level to support achieving high academic standards.
- * support new research in improving academic achievement for all students.
- * collect data and support resulting analyses to report on student academic progress and trends both nationally and internationally.

Inventory of Academic Standards-Related Activities

< < Notes > >

Inventory of Academic Standards-Related Activities

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Inventory of Academic Standards-Related Activities

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NATIONAL EDUCATION GOALS PANEL STAFF

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3

Divider Title: _____

NATIONAL EDUCATION GOALS PANEL

MEMORANDUM

To: The National Education Goals Panel
From: National Education Goals Panel Staff
Subject: Report of the Data and Reporting Task Force
Date: July 29, 1995

Background

America's scorecard, as presented in the 1994 National Education Goals Panel's Core Report, summarized our progress on sixteen core education indicators at the national and state levels. At the national level, performance improved in four areas, got worse in one, and had not changed significantly in six. However, in seven instances at the national level, the Panel was not able to show whether performance had improved or declined because data had not been collected since the baseline was established. At the state level, the picture was even more incomplete. For many states, information on only five of the core indicators could be presented.

To ensure that data collection efforts are appropriate and directed toward filling the most critical data gaps in our knowledge about our educational progress, we created a Data and Reporting Task Force in late 1994. The purpose of the Task Force was to identify and recommend strategies for:

- Filling the data gaps identified in the *1994 Goals Report* (see Tables 1 and 2), and
- Making data more useful to policymakers.

Aware of the costs involved in collecting data and current budget realities, the Task Force was also asked to examine strategies that would:

- make creative use of existing data collections;
- plan smaller follow-ups to original surveys; and
- extend existing national data collections to the state level.

To carry out this charge, the Task Force met three times between December 1994 and May 1995.

The Recommendations

The recommendations for filling data gaps in future Goals Reports follow in the Executive Summary of the Task Force's report. They are divided into three areas — actions that are currently being taken by the Panel, actions that can be taken by the National Center for Education Statistics (NCES) and other data collection agencies, and actions that can be taken by the states. Cost estimates for the recommendations can be found in Tables 3 and 4.

Goals Panel Action

Realizing that most recommendations for data collection have cost implications for state and federal agencies, and that they all cannot be initiated at the same time, the Panel needs to prioritize the recommendations — especially those recommendations that involve the National Center for Education Statistics.

Staff Recommendations

1. Panel discussion to begin at the July meeting to determine data collection priorities.
2. Creation of a Data Committee (subgroup of the Working Group) to continue discussion of data collection priorities.
3. Presentation of priorities and strategic plan for data collection by the Data Committee for Goals Panel action at the November meeting.

Items for discussion:

- If we cannot fill-in all the data gaps, which do you consider to be of the highest priority?
- At present, it is unlikely that we will be able to have a comprehensive set of data for all nine subject areas listed in Goal 3. Do you think it is more important to get one assessment in all nine areas, or focus on a few areas to get frequent updates to monitor progress?
- Another recommendation of the Task Force is to report individual states' academic achievements and assessment data (Goal 3) in a separate Goals Panel publication. This type of report would assist policymakers in reviewing their own efforts toward developing student assessments based on academic standards, and underscore the importance of moving toward a standards-based system.

Is this a direction you would like staff to explore?

- As a state policymaker, what kinds of information do you and your colleagues need which the Panel can provide which would better assist you in education policy decisions?

Report of the Data & Reporting Task Force

Executive Summary

The following actions have been recommended by the Data & Reporting Task Force to fill in the data gaps at the national and state levels in 1995 and in future Goals Reports. These actions are intended to build on existing collections as much as possible, given the potential costs involved in collecting data and current budget realities. The actions, presented in Goal order, which can be taken by the National Education Goals Panel, the National Center for Education Statistics (NCES) and other data collection agencies, and the states are as follows:

I. Actions that are currently being taken by the National Education Goals Panel:

To provide national level data —

- 1) work with NCES to ensure that the Early Childhood Longitudinal Study (ECLS) in progress produces direct measures of Goal 1.
- 2) create a new core indicator which will reflect the gap in mathematics and science degree completion between males and females and minorities and non-minorities.

To provide state level data —

- 1) create a new core indicator to monitor preschool participation.
- 2) encourage states to report accurate public pre-kindergarten enrollment data through the NCES Common Core of Data.
- 3) explore the use of the Current Population Survey (CPS) to provide state-level estimates for high school completion.
- 4) use the new NCES dropout data for those states which comply with the uniform definition of "dropout" in the Common Core of Data.
- 5) explore the possibility of reporting individual states' academic achievements and assessment data in a separate Goals Panel publication.
- 6) create a new core indicator which will reflect the gap in mathematics and science degree completion between males and females and minorities and non-minorities.
- 7) create two new core indicators to monitor post-secondary enrollment.
- 8) explore the use of the Schools and Staffing Survey (SASS) to monitor teacher victimization and teacher reports of disruptions in class by students.
- 9) encourage more states to participate in the Youth Risk Behavior Survey (YRBS) to gather state information on overall student drug and alcohol use, sale of drugs at school, and student victimization.

II. Actions that can be taken by the National Center for Education Statistics and other data collection agencies:

To provide national level data —

- 1) repeat the ECLS assessment once more before the year 2000 or soon thereafter on a national sample

of kindergartners to measure progress over time.

- 2) expand the National Assessment of Educational Progress (NAEP) at the national level to include at least one assessment of civics and government, economics, and foreign languages before the year 2000, and expand NAEP to collect a second data point in writing, history, geography and the arts to measure progress toward Goal 3.
- 3) conduct a small-scale version of the Third International Mathematics and Science Study (TIMSS) at the end of the decade to measure progress toward Goal 5.
- 4) conduct a small-scale version of the National Adult Literacy Survey (NALS) to measure progress toward Goal 6.
- 5) develop, with assistance from institutions of higher education, a direct collegiate assessment and/or a mechanism to monitor best practices to measure progress toward Goal 6.
- 6) repeat parental participation items recommended by the Goal 8 Resource Group in other existing or planned surveys so that a second data point can be collected to measure progress toward Goal 8.

To provide state level data —

- 1) expand the National Household Education Survey (NHES) to the state level to collect information on family-child reading and storytelling, preschool participation, adult literacy, adult education participation, and parental/family participation.
- 2) expand NAEP at the state level, especially for the core subjects of reading, math and science and in Grades 4, 8, and 12.
- 3) conduct a linking study between the 1996 NAEP and the TIMSS so that information can be gathered on whether a state has "reduced the gap" in math and science achievement between its students and students in the highest performing country.
- 4) conduct a small-scale version of the NALS to measure progress toward Goal 6.

III. Actions that can be taken by the states:

- 1) improve reporting of public pre-kindergarten enrollment data through the NCES Common Core of Data.
- 2) comply with the uniform definition of "dropout" in the Common Core of Data. In the 1992-93 school year, 20 states complied with the uniform definition.
- 3) consider voluntarily participating in NAEP. Forty-four states and territories participated in the most recent math (1992) and reading (1994) assessments.
- 4) consider voluntarily participating in a future NALS. In the 1992 Survey, 13 states participated.
- 5) consider voluntarily participating in the YRBS conducted by the Centers for Disease Control and Prevention. In the 1993 collection, 24 states provided data.

Table 1. Data Collection Schedule for Core Indicators at the National Level¹

Indicator	'90	'91	'92	'93	'94	'95	'96	'97	'98	'99	2000
Children's Health Index	X	X	X	X	X	X	X	X	X	X	X
Immunizations		X	X	X	X	X	X	X	X	X	X
Family-Child Reading and Storytelling				X		X	X		X		X
Preschool Participation		X		X		X	X		X		X
High School Completion			X	X	X	X	X	X	X	X	X
Student Achievement (Grades 4, 8, and 12) ²											
Reading ³	X		X		X		X		X		
Writing ⁴	X		X						X		
Mathematics	X		X				X				
Science ⁵	X						X				
Foreign Languages											
Civics and Government									X		
Economics											
Arts ⁶								X			
History					X						
Geography					X						
Teacher Certification					X					X	
Teacher Professional Development					X					X	
International Mathematics Achievement Comparisons											
IAEP ⁷		X									
TIMSS ⁸						X					
International Science Achievement Comparisons											
IAEP		X									
TIMSS						X					

¹Table prepared July 1995.

²Funding has been proposed in the U.S. Department of Education's budget to administer both national- and state-level NAEP assessments in 2000, but no decision has been made about which subjects will be assessed.

³In 1990, average reading scores were reported; student achievement levels were not established until 1992.

⁴In 1990, average writing scores were reported; student achievement levels were not established.

⁵In 1990, average science scores were reported; student achievement levels were not established.

⁶The 1997 Arts assessment will cover four subject areas and is planned for grade 8 only.

⁷IAEP is the International Assessment of Educational Progress.

⁸TIMSS is the Third International Mathematics and Science Study.

Indicator	'90	'91	'92	'93	'94	'95	'96	'97	'98	'99	2000
Math and Science Degrees	X	X	X	X	X	X	X	X	X	X	X
Adult Literacy			X								
Participation in Adult Education		X				X			X		
Participation in Higher Education College Enrollment College Completion	X	X	X X	X X	X X	X X	X X	X X	X X	X X	X X
Overall Student Drug and Alcohol Use		X	X	X	X	X	X	X	X	X	X
Sale of Drugs at School			X	X	X	X	X	X	X	X	X
Student and Teacher Victimization (student, teacher reports)		S,T	S	S	S,T	S	S	S	S	S,T	S
Disruptions in Class by Students (student, teacher reports)		T	S	S	S,T	S	S	S	S	S,T	S
Teacher and Principal Reports of Parent Involvement in School Activities			X								
Parent Reports of Their Involvement in School Activities				X			X				X

Table 2. Data Collection Schedule for Core Indicators at the State Level⁹

Indicator	'90	'91	'92	'93	'94	'95	'96	'97	'98	'99	2000
Children's Health Index	X	X	X	X	X	X	X	X	X	X	X
Immunizations					X	X	X	X			
Family-Child Reading and Storytelling											
Preschool Participation	X	X	X	X	X	X	X	X	X	X	X
High School Dropout Rate			X	X	X	X	X	X	X	X	X
Student Achievement ¹⁰											
Reading											
Grade 4			X		X				X		
Grade 8									X		
Grade 12									X		
Writing											
Grade 4									X		
Grade 8									X		
Grade 12									X		
Mathematics											
Grade 4			X				X				
Grade 8	X		X				X				
Grade 12											
Science											
Grade 4							X				
Grade 8							X				
Grade 12											
Foreign Languages											
Civics and Government											
Economics											
Arts											
History											
Geography											
Teacher Certification					X					X	
Teacher Professional Development					X					X	
International Mathematics Achievement Comparisons			X				X				
International Science Achievement Comparisons							X				
Math and Science Degrees	X	X	X	X	X	X	X	X	X	X	X
Adult Literacy			X								
Participation in Adult Education											

⁹Table prepared July 1995.

¹⁰Funding has been proposed in the U.S. Department of Education's budget to administer both national- and state-level NAEP assessments in 2000, but no decision has been made about which subjects will be assessed.

Indicator	'90	'91	'92	'93	'94	'95	'96	'97	'98	'99	2000
Participation in Higher Education											
Postsecondary Enrollment			X		X		X		X		X
Minority College Enrollment Ratio	X	X	X	X	X	X	X	X	X	X	X
Overall Student Drug and Alcohol Use	X	X		X		X		X		X	
Sale of Drugs at School				X		X		X		X	
Student and Teacher Victimization (student, teacher reports)		T		S	T	S		S		S,T	
Disruptions in Class by Students (student, teacher reports)		T			T					T	
Parent Involvement in School (teacher, principal reports)		T,P			T,P					T,P	
Influence of Parent Associations		X			X					X	

Table 3. Cost Estimates for actions that can be taken by the National Center for Education Statistics to fill in data gaps at the national and state levels on the core indicators

Provided by the National Center for Education Statistics

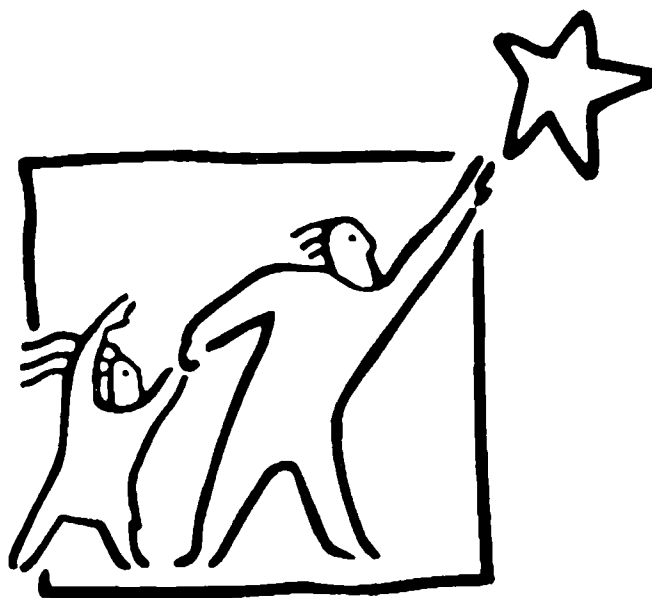
Recommendation	Cost	Assumptions
<u>To Provide National Level Data:</u>		
1) Repeat the Early Childhood Longitudinal Study (ECLS) assessment once more before the year 2000 or soon thereafter on a national sample of kindergartners	\$4.05 million	The kindergarten assessment for the ECLS will be conducted in school year 1998-99, with results available for reporting in the 2000 Goals Report. The recommendation, therefore, is interpreted to be a cross-sectional assessment after the year 2000 and long enough after to measure change over time.
2a) Expand the National Assessment of Educational Progress (NAEP) to include at least one assessment of civics and government, economics, and foreign languages in grades 4, 8, and 12 before the year 2000	\$29.6 million	Current National Center for Education Statistics (NCES) plan is to conduct civics at all grades in 1998. Economics and foreign languages are not in the current NCES plan.
2b) Expand NAEP to collect a second data point in writing, history, geography, and the arts in grades 4, 8, and 12 before the year 2000	\$45.5 million	NCES plans to assess writing at grades 4, 8, and 12 in 1998, and arts at grade 8 in 1997. This recommendation requires one more assessment in history and geography, and one more arts assessment at grade 8.
3) Conduct a small-scale version of the Third International Mathematics and Science Study (TIMSS) at the end of the decade	\$20 million	For the second administration of TIMSS, the same instruments will be used as in the 1995 TIMSS, minimizing the development costs. The sample will be large enough to compare US totals with other nations. Cost will include the basic mathematics and science assessments at grades 4, 8, and 12 for the US and the International Study Center for coordination with other countries. Cost does not include data collection in other countries and assumes their participation.
4) Conduct a small-scale version of the National Adult Literacy Survey (NALS)	\$9.3 million (and \$400,000 for each state)	The national sample would be smaller than in 1992.
5) Develop a collegiate assessment (conduct a NAEP-type assessment at the postsecondary level)	\$10 - \$11 million	Assessment would measure skills of speaking and listening, writing, reading, critical thinking, and problem solving. Development and collection would take 4 to 5 years.

Recommendation	Cost	Assumptions
<u>To Provide State Level Data:</u>		
1) Expand the National Household Education Survey (NHES) to collect information on family-child reading and storytelling, preschool participation, adult literacy, participation in adult education, and parental participation	\$5.8 million per collection (or \$11.6 million for two state NHES collections). (The current cost of the national collection is \$3 million.)	Collection will cover core indicators for Goal 1, Goal 6, and Goal 8. Sample will be large enough so that estimates will be precise enough to detect changes over time.
2) Expand NAEP, especially for the core subjects of reading, mathematics, and science, at grades 4, 8, and 12	\$26.1 million. An "in-kind" contribution from each participating state of approximately \$80,000 for an 8th grade assessment and approximately \$100,000 for a 4th grade assessment. These costs include such items as hiring substitute teachers and training to administer the tests.	NCES currently plans to test mathematics and science at grades 4 and 8 in 1996 and in 1998 to test reading and writing at all three grades. To meet this recommendation would require another assessment in math and science so that a data point closer to the end of the decade can be collected.
3) Conduct a linking study between the 1996 NAEP and TIMSS	No additional cost.	Study is already being done.
4) Conduct a small-scale version of NALS	\$400,000 for each state (and \$9.3 million for the national survey)	

Table 4. Cost Estimates for actions that can be taken by the states to fill in data gaps at the state level on the core indicators

Recommendation	Cost to the state
<u>To Provide State Level Data:</u>	
1) Improve reporting of public pre-kindergarten enrollment data through the NCES Common Core of Data	Technical "in-kind" costs
2) Comply with the uniform definition of "dropout" in the NCES Common Core of Data	Technical "in-kind" costs
3) Voluntarily participate in NAEP	"In-kind" contribution from each participating state of approximately \$80,000 for each 8th grade assessment and \$100,000 for each 4th grade assessment. These "in-kind" costs include such items as hiring substitute teachers and training to administer the tests.
4) Voluntarily participate in a future small-scale version of NALS	Cost of \$400,000 for each state
5) Voluntarily participate in the Youth Risk Behavior Survey conducted by the Centers for Disease Control and Prevention	No cost

REPORT OF THE DATA TASK FORCE



NATIONAL EDUCATION **GOALS** P A N E L

July, 1995

95-04

NATIONAL EDUCATION GOALS PANEL

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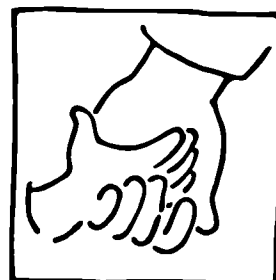
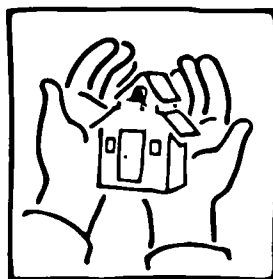
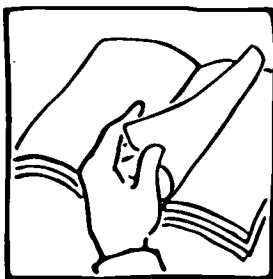
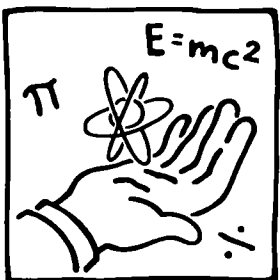
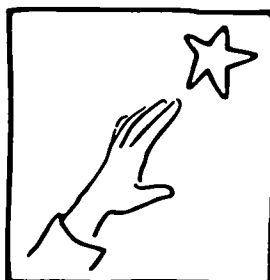
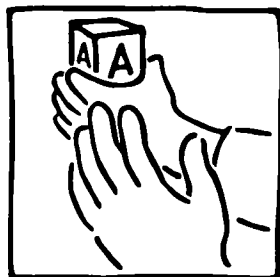
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NATIONAL EDUCATION GOALS PANEL

REPORT OF THE DATA TASK FORCE



July, 1995

95-04

Data & Reporting Task Force

Chair

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Members

Paul Barton	Educational Testing Service
Matthew Cohen	Ohio Department of Education
Mark Musick	Southern Regional Education Board
Cecilia Ottinger	Council of Great City Schools
Thomas V. Soltys	Delaware State Department of Public Instruction
Nicholas Zill	Westat, Inc.

Consultants

Patricia Brown	National Governors' Association
Babette Gutmann	Westat, Inc.
Karen Greene	U.S. Department of Labor
Jeanne Griffith	U.S. Department of Education
Mary R. Rollefson	U.S. Department of Education

National Education Goals Panel Staff

Cynthia D. Prince
Leslie A. Lawrence

Background

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To ensure that data collection efforts are appropriate and directed toward filling the most critical data gaps in our knowledge about our educational progress, the Goals Panel created a Data and Reporting Task Force in late 1994. The purpose of the Task Force was to identify and recommend strategies for:

- Filling the data gaps identified in the *1994 Goals Report* (see Tables 1 and 2), and
- Making data more useful to policymakers.

Aware of the costs involved in collecting data and current budget realities, the Task Force was also asked to examine strategies that would:

- make creative use of existing data collections;
- plan smaller follow-ups to original surveys; and
- extend existing national data collections to the state level.

To carry out this charge, the Task Force met three times between December 1994 and May 1995. The recommendations of the Task Force for filling data gaps in future Goals Reports follow. Cost estimates for the recommendations can be found in the Appendix.

Data Task Force Report

Table 1. Data Collection Schedule for Core Indicators at the National Level¹

Indicator	1990	'91	'92	'93	'94	'95	'96	'97	'98	'99	2000
Children's Health Index	X	X	X	X	X	X	X	X	X	X	X
Immunizations		X	X	X	X	X	X	X	X	X	X
Family-Child Reading and Storytelling				X		X	X		X		X
Preschool Participation		X		X		X	X		X		X
High School Completion			X	X	X	X	X	X	X	X	X
Student Achievement (Grades 4, 8, and 12) ²											
Reading ³	X		X		X		X		X		
Writing ⁴	X		X						X		
Mathematics	X		X				X				
Science ⁵	X						X				
Foreign Languages											
Civics and Government									X		
Economics											
Arts ⁶								X			
History					X						
Geography					X						
Teacher Certification					X					X	
Teacher Professional Development					X					X	

¹Table prepared July 1995.

²Funding has been proposed in the U.S. Department of Education's budget to administer both national- and state-level NAEP assessments in 2000, but no decision has been made about which subjects will be assessed.

³In 1990, average reading scores were reported; student achievement levels were not established until 1992.

⁴In 1990, average writing scores were reported; student achievement levels were not established.

⁵In 1990, average science scores were reported; student achievement levels were not established.

⁶The 1997 Arts assessment covers four subject areas and is planned for grade 8 only.

Data Task Force Report

Indicator	1990	'91	'92	'93	'94	'95	'96	'97	'98	'99	2000
International Mathematics Achievement Comparisons IAEP ⁷ TIMSS ⁸		X				X					
International Science Achievement Comparisons IAEP TIMSS		X				X					
Math and Science Degrees	X	X	X	X	X	X	X	X	X	X	X
Adult Literacy			X								
Participation in Adult Education		X				X			X		
Participation in Higher Education College Enrollment College Completion	X	X	X X	X X	X X	X X	X X	X X	X X	X X	X X
Overall Student Drug and Alcohol Use		X	X	X	X	X	X	X	X	X	X
Sale of Drugs at School			X	X	X	X	X	X	X	X	X
Student and Teacher Victimization (student, teacher reports)		S,T	S	S	S,T	S	S	S	S	S,T	S
Disruptions in Class by Students (student, teacher reports)		T	S	S	S,T	S	S	S	S	S,T	S
Teacher and Principal Reports of Parent Involvement in School Activities			X								
Parent Reports of Their Involvement in School Activities				X			X				X

⁷IAEP is the International Assessment of Educational Progress.

⁸TIMSS is the Third International Mathematics and Science Study.

Data Task Force Report

Table 2. Data Collection Schedule for Core Indicators at the State Level⁹

Indicator	1990	'91	'92	'93	'94	'95	'96	'97	'98	'99	2000
Children's Health Index	X	X	X	X	X	X	X	X	X	X	X
Immunizations					X	X	X	X			
Family-Child Reading and Storytelling											
Preschool Participation	X	X	X	X	X	X	X	X	X	X	X
High School Dropout Rate			X	X	X	X	X	X	X	X	X
Student Achievement ¹⁰											
Reading											
Grade 4			X		X				X		
Grade 8									X		
Grade 12									X		
Writing											
Grade 4									X		
Grade 8									X		
Grade 12									X		
Mathematics											
Grade 4			X				X				
Grade 8	X		X				X				
Grade 12											
Science											
Grade 4							X				
Grade 8							X				
Grade 12											
Foreign Languages											
Civics and Government											
Economics											
Arts											
History											
Geography											
Teacher Certification					X					X	
Teacher Professional Development					X					X	
International Mathematics Achievement Comparisons			X				X				

⁹Table prepared July 1995.

¹⁰Funding has been proposed in the U.S. Department of Education's budget to administer both national- and state-level NAEP assessments in 2000, but no decision has been made about which subjects will be assessed.

Data Task Force Report

Indicator	1990	'91	'92	'93	'94	'95	'96	'97	'98	'99	2000
International Science Achievement Comparisons							X				
Math and Science Degrees	X	X	X	X	X	X	X	X	X	X	X
Adult Literacy			X								
Participation in Adult Education											
Participation in Higher Education											
Postsecondary Enrollment			X		X		X		X		X
Minority College Enrollment Ratio	X	X	X	X	X	X	X	X	X	X	X
Overall Student Drug and Alcohol Use	X	X		X		X		X		X	
Sale of Drugs at School				X		X		X		X	
Student and Teacher Victimization (student, teacher reports)		T		S	T	S		S		S,T	
Disruptions in Class by Students (student, teacher reports)		T			T					T	
Parent Involvement in School (teacher, principal reports)		T,P			T,P					T,P	
Influence of Parent Associations		X			X					X	

The Recommendations

Goal 1 — Ready To Learn

To fill in the data gaps at the state level on Family-Child Reading and Storytelling and Preschool Participation, the Task Force recommends:

- that the National Center for Education Statistics (NCES) expand the National Household Education Survey (NHES) to the state level;
- in the interim, that the Goals Panel explore the possibility of creating an indicator to measure low-income family participation in preschool —
 - [Head Start enrollment data + [public pre-kindergarten enrollment data (times) percentage of children receiving a subsidized lunch]] (divided by) number of 3- to 4-year-olds below the poverty line; and
- that the Goals Panel encourage states to report accurate public pre-kindergarten enrollment data through the NCES Common Core of Data.

Why? NHES is currently being used to provide data in several Goal areas, but only at the national level. It would be more cost-effective to build on an existing survey and to expand the sample to allow for state level estimates than to develop a new survey.

To report direct measures of school readiness, the Task Force recommends:

- that the Goals Panel work closely with NCES to ensure that the Early Childhood Longitudinal Study (ECLS) produces direct measures of Goal 1, and that the assessment be repeated once more before the year 2000 or soon thereafter on a national sample of kindergartners.

Why? This study is following a group of kindergarten students and is currently the best opportunity to develop one or more direct indicator(s) for this Goal.

Data Task Force Report

Goal 2 — High School Completion

At the state level, the Task Force recommends substituting a high school dropout rate for the high school completion rate which has been previously reported. The Task Force recommends:

- that the Goals Panel use the new NCES state dropout data for those states which have adopted the uniform "dropout" definition.

Why? Using the recently available NCES dropout data will provide annual state-level data. The use of these data in the Goals Report will also build on work being done cooperatively between NCES and the states, and will help to encourage all states to comply with the uniform definition of dropout through the Common Core of Data.

However, because the Goal is to "increase the high school completion rate," the Task Force also recommends:

- that the Goals Panel explore the feasibility of reporting high school completion rates at the state level based on Current Population Survey (CPS) data.

Goal 3 — Student Achievement and Citizenship

The Task Force strongly recommends the continued use of the National Assessment of Educational Progress (NAEP) to monitor our progress toward Goal 3. To fill data gaps at the national and state levels, the Task Force recommends:

- that NCES expand the collection of NAEP at the state level, especially for the core subjects of reading, math and science, at grades 4, 8 and 12, and at regular intervals to measure progress.
- that NCES expand NAEP to collect data once on each of the other subjects mentioned in the Goal which have not yet been tested (i.e., civics and government, economics, and foreign languages) at the national level before the year 2000.
- that NCES expand NAEP at the national level to collect a second data point by the year 2000 to measure academic progress in writing, history, geography, and the arts.
- that the Goals Panel endorse the release of NAEP "First Look" reports. NCES produced a "First Look" report for the first time this year in Reading in order to release NAEP data more quickly.

Why? NAEP is the only nationally representative and continuing assessment of what American students know and can do in a range of academic subjects and it provides reliable results. The National Assessment Governing Board (NAGB) has set performance levels for student achievement which the Panel has reported. More than 40 states have participated in NAEP's state-level programs, and its data are comparable over time and among participating states.

To provide additional academic achievement data at the state level to monitor progress toward Goal 3, the Task Force recommends:

- that the Goals Panel explore the possibility of reporting individual states' academic achievements and assessment data in a separate Goals Panel publication.

Data Task Force Report

Why?

It is important for the Goals Panel to recognize states that are developing assessments based on their own content standards. This type of report would assist policymakers in reviewing their own efforts toward developing student assessments based on academic standards, and underscore the importance of moving toward a standards-based system.

Goal 5 — Mathematics and Science

To gather information on whether a state has "reduced the gap" in mathematics and science achievement between its students and students in the highest performing country, the Task Force recommends:

- that NCES conduct a linking study between the 1996 NAEP and the Third International Mathematics and Science Study (TIMSS).

Why? In 1993, NCES released a report that provided statistical comparisons of student achievement in math and science among states in the U.S. (from NAEP, 1992) and countries that participated in the International Assessment of Educational Progress (IAEP, 1991). These statistics were very useful and revealing because, for the first time, it was possible to compare student math and science performance among states and countries. The TIMSS results for 1994-95 will provide extremely rich and valuable international comparisons. A linking study with NAEP assessments for 1996 would allow comparisons in math and science among the U.S., the states, and 60 other nations.

To collect a second data point at the national level to determine whether U.S. students are first in the world in math and science, the Task Force recommends:

- that NCES administer a small-scale TIMSS at the end of the decade.

Why? Since the U.S. is already investing in TIMSS, the Task Force sees great value in conducting a follow-up study in 1999-2000 that would be large enough to assess trends over the 5 years from 1995 to 1999. This study would be considerably less costly than the first administration of TIMSS since the instruments would already be available.

To measure the gap in mathematics and science degree completion between males and females and minorities and non-minorities, the Task Force recommends:

- that the Goals Panel create a new indicator at the national and state levels that would display:
 - Percent of female graduates receiving math or science degrees.
 - Percent of minority graduates receiving math or science degrees.

Data Task Force Report

Why?

Because we have very little information at the state level on this Goal, this new indicator will provide annual information to assist states in monitoring their progress toward Goal 5. The indicator can be developed from existing data from the Integrated Postsecondary Education Data System (IPEDS), available from NCES at the national and state levels.

Goal 6 — Adult Literacy and Lifelong Learning

To gather a second data point at the national and state levels on the literacy levels of American adults, the Task Force recommends:

- that NCES repeat the National Adult Literacy Survey (NALS) by the year 2000, at the national and state levels.

Why? The 1992 administration of this study was the first comprehensive adult literacy assessment in the U.S., and it yielded both national and state data. If the NALS is not repeated, there will not be a second data point to measure our progress toward the Goal that "every American adult will be literate."

If it is not possible to repeat the NALS by the year 2000, the Task Force recommends:

- that NCES repeat NALS items in future administrations of NHES that are closely associated with adult literacy proficiency such as reading newspapers and magazines.

Why? NCES is willing to add questions to the NHES to help monitor this portion of Goal 6. Because NHES is a system that is already in place, this could be done for little or no additional cost.

To fill in the data gap at the state level on Participation in Adult Education and Adult Literacy, the Task Force recommends:

- that NCES expand the NHES to the state level.

Why? NHES is currently being used to provide data in several Goal areas, but only at the national level. It would be more cost-effective to build on an existing survey and to expand the sample to allow for state level estimates than to develop a new survey.

To report on college enrollment at the state level, the Task Force recommends:

- that the Goals Panel create two new core indicators which measure:
 - Postsecondary Enrollment — Percentage of high school graduates in each state who immediately enrolled in 2- or 4-year colleges in any state.
 - Minority College Enrollment Ratio —

Ratio of: % of minority students from any state enrolled in public colleges or institutions in state X.

To: % public minority enrollment in grades 9-12 in state X.

Why? The first indicator will allow each state to measure whether the proportion of qualified students who are going on to college is increasing. The second indicator will enable each state to monitor whether it is enrolling a comparable proportion of minority students in its postsecondary system as compared to its K-12 system. Data for both indicators are currently available from NCES.

To measure progress toward the objective that "the proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively and solve problems will increase," the Task Force recommends:

- that NCES and institutions of higher education develop a direct collegiate assessment.

Why? The Goal 6 Resource Group as well as the Task Force have recommended a collegiate assessment based on NAEP to assess what college graduates know and are able to do as a result of their collegiate experience.

If it is not possible to develop a collegiate assessment, the Task Force recommends:

- that NCES or institutions of higher education collect information on best practices in higher education and that the Goals Panel include this information in future Goals Reports.

Why? Several groups are currently engaged in developmental work to identify best practices that have been associated with the critical thinking, problem-solving and communication skills addressed in the Goal's objective. This approach would provide useful information at less cost than the development of a collegiate assessment.

Goal 7 — Safe, Disciplined, and Alcohol- and Drug-Free Schools

To monitor teacher victimization and teacher reports of disruptions in class by students at the state level, the Task Force recommends:

- that the Goals Panel explore the use of the Schools and Staffing Survey (SASS).

Why? There are items that measure incidents of teacher victimization and teacher reports of disruptions in class by students in the SASS, and these items should be considered for use in monitoring this Goal if they provide stable estimates.

To gather information from more states on the core indicators: a) Overall Student Drug and Alcohol Use, b) Sale of Drugs at School, and c) Student Victimization, the Task Force recommends:

- that the Goals Panel encourage more states to participate voluntarily in the Centers for Disease Control and Prevention's Youth Risk Behavior Survey (YRBS).

Why? The YRBS is the main source of data used to measure Goal 7 at the state level. It is provided at no cost to the states and can be customized to meet states' needs.

Data Task Force Report

Resource Group Recommendations — Goals 4 and 8¹¹

The core indicators for Teacher Education and Professional Development recommended by the Goal 4 Resource Group are available at both the national and state levels and at least twice before the year 2000. However, several of the Parental Participation indicators recommended by the Goal 8 Resource Group will not be collected a second time before the end of the decade.

To continue to measure progress at the national level on the core indicators: a) Teachers' Reports of Parent Involvement in School Activities, b) Principals' Reports of Parent Involvement in School Activities, and c) Parents' Reports of Their Involvement in School Activities, the Goal 8 Resource Group recommends:

- that NCES include these items in an existing or planned survey(s) which will be repeated at least once before the year 2000.

Why? Data for these items currently come from the Prospects Study, a one-time-only data collection. In order to provide a second data point by the year 2000, the Resource Group recommends that the Goals Panel work closely with NCES to examine which existing or planned survey(s) would be most appropriate to modify so that data can be collected on these items.

¹¹ Resource Groups were convened for Goals 4 and 8 during the same time the Data Task Force met. Therefore, the Data Task Force was not asked to make recommendations for these two Goals.

Data Task Force Report

**Appendix
Cost Estimates**

Provided by the National Center for Education Statistics

Goal 1 — Ready to Learn

To provide national level data —

- 1) Repeat the Early Childhood Longitudinal Study (ECLS) assessment once more before the year 2000 or soon thereafter on a national sample of kindergartners to measure progress over time.

Assumptions: The Kindergarten assessment for the ECLS will be conducted in school year 1998-99, with results available for reporting in the 2000 Goals Report. The recommendation, therefore, is interpreted to be a cross-sectional assessment after the year 2000 and long enough after to measure change over time.

Cost: \$4.05 million.

To provide state level data —

- 1) Expand the National Household Education Survey (NHES) to the state level to collect information on family-child reading and storytelling, preschool participation, adult literacy, adult education participation, and parental/family participation.

Assumptions: That the estimates would be precise enough to detect differences at the state level over time; and that the collection would cover core data for Goal 1 (family reading and preschool participation), Goal 6 (indicators of adult literacy and participation in adult education), and Goal 8 (parent involvement). Additional indicators that could be included without unduly adding to the length of the interview would also be collected.

Cost: \$5.8 million per collection (or \$11.6 million for two state NHES collections). The current cost of the national collection is \$3 million.

Goal 3 — Student Achievement and Citizenship

To provide national level data —

- 1) Expand NAEP at the national level to include at least one assessment of civics and government, economics, and foreign languages in Grades 4, 8, and 12 before the year 2000.

Assumptions: Current NCES plan is to conduct civics and government at all three grades on a national sample in 1998.

To meet this recommendation requires assessments in economics and foreign language (which would be assessed as two subjects, French and Spanish). These assessments would be in an off-year to avoid complicating the planned collections.

Cost: \$29.6 million.

- 2) Conduct a NAEP assessment once more in writing, history, geography and the arts at a national level in all three grades before the year 2000.

Assumptions: NCES plans to assess writing at all grades in 1998, and arts (which consists of four subjects) in 1997, but at only grade 8.

To meet this recommendation requires assessments in history and geography at all three grade levels. Because the arts assessment in 1997 is for only grade 8, the second assessment should also be at grade 8 so that a second data point can be collected.

Cost: \$45.5 million.

To provide state level data —

- 1) Expand NAEP at state level, especially for the core subjects of reading, math and science and in Grades 4, 8, and 12.

Assumptions: Current NCES plans for state level NAEP are as follows:

- 1996: math and science tested at grades 4 and 8 (the second data

point this decade for math at each of these grades, and the first for science); and

- 1998: reading and writing tested at all three grades (the third data point for reading at grade 4, and the first for grades 8 and 12).

To meet this recommendation requires assessing both math and science once more (because 1996 is not seen as sufficiently close to the end of the decade). Because the 1996 assessments are for grades 4 and 8 only, the additional assessment should be the same.

Cost: \$26.1 million to assess math and science at grades 4 and 8.

The cost to assess reading and writing in the current plan is \$29.9 million. This assumes the President's budget will be passed.

The National Academy of Education estimates that each state that participates in NAEP contributes "in-kind" costs. These costs — approximately \$80,000 for 8th grade level assessments and approximately \$100,000 for 4th grade level assessments — include such things as hiring substitute teachers and training to administer the tests.

Goal 5 — Mathematics and Science

To provide national level data —

- 1) Conduct a small scale TIMSS by the end of the decade to measure progress toward Goal 5.

Assumptions: For the second administration of TIMSS, the same instruments will be used as in the 1995 TIMSS, minimizing the development costs. The sample will be large enough to compare U.S. totals with other nations'. Cost will include the basic math and science assessments at grades 4, 8, and 12 for the US and the International Study Center for coordination with other countries. Cost does not include data collection in other countries and assumes their participation.

Data Task Force Report

Cost: \$20 million.

To provide state level data —

- 1) Conduct a linking study between the 1996 NAEP and the Third International Mathematics and Science Study (TIMSS) so that information can be gathered on whether a state has "reduced the gap" in math and science achievement between its students and students in the highest performing country.

Cost: No additional cost to the states. Study is already being done.

Goal 6 — Adult Literacy and Lifelong Learning

To provide national level data —

- 1) Conduct a NAEP-type assessment at the postsecondary level.

Assumptions: Assessment would measure skills of speaking and listening, writing, reading, critical thinking and problem solving. Development and collection would take 4 to 5 years.

Cost: \$10 - 11 million.

To provide national and state level data —

- 1) Conduct another National Adult Literacy Survey (NALS) to measure progress toward Goal 6.

Assumptions: The national sample would be smaller than in 1992. Results would be comparable with 1985 and 1992 literacy surveys.

Cost: \$9.3 million for national survey. \$400 thousand for each state.

- 2) Collect indicators of adult literacy skills through the NHES at national and state levels.

Assumptions: That the estimates would be precise enough to detect differences at the state level over time; and that the collection would cover core data for Goal 1 (family reading and preschool participation), Goal 6 (indicators of adult literacy and participation in adult education), and Goal 8 (parent involvement). Additional indicators that could be included without unduly adding to the length of the interview would also be collected.

Cost: \$5.8 million per collection (or \$11.6 million for two state NHES collections). The current cost of the national collection is \$3 million.

Goal 8 — Parent Involvement

To provide national and state level data —

- 1) Collect parent involvement data through NHES at national and state levels.

Assumptions: That the estimates would be precise enough to detect differences at the state level over time; and that the collection would cover core data for Goal 1 (family reading and preschool participation), Goal 6 (indicators of adult literacy and participation in adult education), and Goal 8 (parent involvement). Additional indicators that could be included without unduly adding to the length of the interview would also be collected.

Cost: \$5.8 million per collection (or \$11.6 million for two state NHES collections). The current cost of the national collection is \$3 million.

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Divider Title: _____

GOALS PANEL AT MID-POINT

On November 9, 1995 the Goals Panel will release its 5th Annual Report. This would be an excellent time for the incoming chair to announce some new initiatives not only for the 1995-96 year but for the next five years. The Panel might choose to promote a particular theme, perhaps focused on the states and communities.

There are four facets of the Panel's mission which enable us to effectively assist the states and communities as they work to improve the quality of their education.

1. Benchmarking and Reporting Progress toward the Goals.

During the first five years the Panel has successfully developed indicators and reported on progress toward the national education goals. Without reducing this national commitment, during the next five years the Panel could work more directly with states and communities to develop accountable benchmarking and reporting processes.

2. Promoting Academic Standards and Assessments.

The Panel has always been strongly committed to high academic standards as the best way to achieve Goal 3, the core academic goal. The recent Panel activity in this area offers specific steps toward assisting state and local policymakers as well as the public to promote high academic standards. This could be expanded and deepened year by year.

3. Reporting on Promising Practices.

We are to report on promising practices. How can the Panel most effectively promote high achievement through this mechanism? Should the Panel encourage high performance schools through an awards process? Should we honor those states and communities that are effectively reporting on education progress?

4. Building Bipartisan Partnerships with the States and Communities.

We are to build a bipartisan consensus for necessary reform. How can we most effectively work with state and local policymakers, businesses, and other organizations, as well as the general public, to achieve the Panel's mission by the year 2000?

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Strong Families, Strong Schools Most Promising Practices Competition

Earlier this year, the National Education Goals Panel entered into a partnership with Scholastic, Inc., and Apple Computer, Inc. and invited America's 102,434 principals from public, private and parochial schools to demonstrate why their family involvement practices should serve as models for the rest of the country. Principals were asked to define their programs based on seven criteria: vision, context, multiple strategies, inclusiveness, building parent capacity, supporting parent leadership, and measurement.

The Strong Families, Strong Schools competition is designed to:

- encourage new connections between schools and parents and families;
- strengthen existing connections between schools and homes;
- help schools and interested organizations learn what others are doing to significantly improve education;
- promote the use of new technologies and practices that strengthen reading and learning skills.

Katy Elementary School of Katy, Texas, and Sarah Scott Middle School of Terre Haute, Indiana, have been selected as the winners of this year's awards.

The Katy Elementary School is the oldest in the Katy School District and serves a diverse student population — serving students of rice farmers, day laborers, professionals and factory workers. To sufficiently serve this population, the mission of the school stresses the need for "cooperative partnerships with parents and community." School goals are developed collaboratively by a team consisting of the principal, parents, faculty members and community members. A yearly survey of parents, students and teachers is administered to see if the goals are being met — giving the school and community a chance to reflect, and modify programs and strategies if needed.

The Sarah Scott Middle School is one of the few true neighborhood middle schools left in Indiana with approximately 80% of the students walking to school every day. It is located in an area of moderate to low income family dwellings, and has had a long positive tradition in the community. Sarah Scott's vision acknowledges how vital parent and community involvement is in the lives of children, and envisions a "time when all stakeholders will begin to see themselves as part of the school's family and be empowered to actively participate in all areas of school life." To realize this vision, a school improvement team consisting of the principal, teacher representatives, parents and community members, discusses and implements ideas and priorities for school improvement.

This morning's presentations will focus on the specifics of these team approaches involving parents and communities in their schools.

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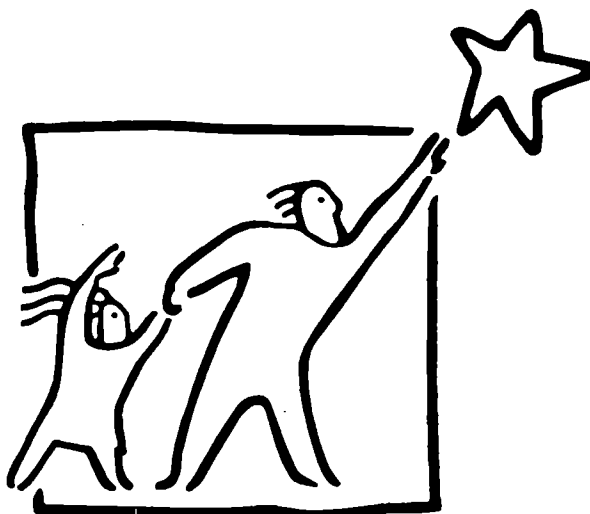
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Divider Title: _____

NATIONAL EDUCATION GOALS PANEL

REPORT OF THE
GOAL 4 RESOURCE GROUP

TEACHER EDUCATION AND
PROFESSIONAL DEVELOPMENT



NATIONAL
EDUCATION
GOALS
PANEL

JULY, 1995

95-05

NATIONAL EDUCATION GOALS PANEL

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NATIONAL EDUCATION GOALS PANEL

REPORT OF THE
GOAL 4 RESOURCE GROUP

TEACHER EDUCATION AND
PROFESSIONAL DEVELOPMENT



JULY, 1995

95-05

Teacher Education and Professional Development Resource Group

The Resource Group met three times to discuss critical issues related to teacher education and professional development and to recommend indicators for measuring progress to the National Education Goals Panel.

David Imig (Chair)	<i>American Association of Colleges for Teacher Education Washington, DC</i>
Marsha Berger	<i>American Federation of Teachers Washington, DC</i>
Gene Carter	<i>Association for Supervision and Curriculum Development Alexandria, VA</i>
Linda Darling-Hammond	<i>Teachers College Columbia University New York, NY</i>
Launa Ellison	<i>Clara Barton School Minneapolis, MN</i>
Earlene Gillan-Smith	<i>Delaware State Education Association Dover, DE</i>
Howard Jensen	<i>Pioneer High School Cupertino, CA</i>
James Kelly	<i>National Board for Professional Teaching Standards Detroit, MI</i>
Judith Lanier	<i>Michigan State University East Lansing, MI</i>

Marion Payne	<i>Mount View Middle School Marriottsville, MD</i>
Stan Paz	<i>El Paso School District El Paso, TX</i>
Judith Renyi	<i>National Foundation for the Improvement of Education Washington, DC</i>
Ted Sanders	<i>Ohio Department of Education Columbus, OH</i>
Claudette Scott	<i>Hickman Mills School Kansas City, MO</i>
Marilyn Scannell	<i>Indiana Professional Standards Board Indianapolis, IN</i>
Mary Strandburg	<i>Eagleton School Denver, CO</i>
Arthur Wise	<i>National Council for Accreditation of Teacher Education Washington, DC</i>
Wayne Worner	<i>Virginia Tech Blacksburg, VA</i>

Goal 4: Teacher Education and Professional Development

By the year 2000, the Nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.

Objectives:

All teachers will have access to pre-service teacher education and continuing professional development activities that will provide such teachers with the knowledge and skills needed to teach to an increasingly diverse student population with a variety of educational, social, and health needs.

All teachers will have continuing opportunities to acquire additional knowledge and skills needed to teach challenging subject matter and to use emerging new methods, forms of assessment and technologies.

States and school districts will create integrated strategies to attract, recruit, prepare, retrain, and support the continued professional development of teachers, administrators, and other educators, so that there is a highly talented work force of professional educators to teach challenging subject matter.

Partnerships will be established, whenever possible, among local educational agencies, institutions of higher education, parents, and local labor, business, and professional associations to provide and support programs for the professional development of educators.

Introduction

While there are many ingredients for successful school reform, the one essential ingredient is the classroom teacher. Indeed the success of the entire school reform movement is dependent upon teachers acquiring the skills, perspectives and knowledge necessary to transform the learning of K-12 students. However, because we only now fully appreciate the ways of teaching complex subject matter to diverse students, many of our current teachers remain under- or unprepared. Insufficient or inadequate pre-service and inappropriate or incoherent in-service teacher education retard the effort to realize the National Education Goals.

Linda Darling-Hammond, a member of the Goal 4 Resource Groups, presented a number of items in a recent publication (*The Current Status of Teaching and Teacher Development in the United States*, November, 1994) that reinforces the importance of Goal 4. For example:

- Given the fact that fully half of the teachers who will be teaching in the year 2005 will be hired over the next decade, this is a critical historical moment for transforming the capacity of the American teaching force by transforming the quality of their preparation.
- While a growing number of teachers are prepared in rigorous courses of study including intensive internships, the majority are still prepared in underfunded undergraduate programs that are treated as "cash cows" in their universities.
- Despite current efforts to raise licensing standards for new teachers, more than one in four new hires in 1991 held either a substandard certificate or none at all.
- One-third or more of all new teachers assigned to teach mathematics, science, social studies, physical education, and special education were neither certified nor eligible for certification in those fields.
- Fully one in five public school teachers reported in 1987-88 that they were not teaching in the area in which they felt best qualified.
- Inner-city high school students in high-minority schools, have a 50% chance of being taught by a qualified mathematics or science teacher.
- While the function of teacher preparation is increasingly seen as empowering teachers to own, use, and develop sophisticated knowledge about teaching and learning, a great many systemic changes are needed for this view to become widespread in the pre-service and in-service development.

Teacher Education and Professional Development

National school reform will be thwarted without serious attention to Goal 4. Substantial investment in helping teachers gain new knowledge and beliefs about content, pedagogy, student learning and the ability to engage in critical reflection is essential. Goal 4 encompasses both dimensions in its statement of intent and purpose. It is a statement that calls for all teachers to have access to teacher development programs following opportunities to acquire, through rigorous and high quality pre-service programs, skills, perspectives and knowledge to teach diverse learners.

The Resource Group accepts the Education Department's definition of Professional Development as including "the rigorous and relevant strategies and organizational supports that insure the career-long development of teachers and other educators." It envisions Professional Development as encompassing both pre-service and in-service education.

The Resource Group accepts the strategy that is conveyed in Goal 4. It holds that all teachers need to be prepared through intellectually rigorous pre-service programs that demand mastery of content, in-depth knowledge of pedagogy, and broad understanding of diverse learners. Such beginning teachers, it believes, should be prepared in academically rich programs, that are field oriented and require sufficient time and other resources to enable pre-service teacher candidates to develop their individual capacity and to learn and work together. The Resource Group believes beginning teachers should have the opportunity to progress through well organized induction/internship programs, conducted in the increasing number of professional development or partner schools. These activities must occur before teachers are required to assume full responsibility for the learning of students, or partner schools, before being required to assume full responsibility for the learning of students.

Throughout their practice as full professionals, teachers should have access to meaningful ongoing and relevant professional development that deepens their understanding of the process of teaching and learning and of the students they teach. This conception of lifelong or continuous professional development rejects old norms and outmoded paradigms. It calls for integrated and systemic strategies that link together all facets of professional development to facilitate long-term and meaningful teacher practices. It also calls for new forms of partnerships to build capacity among teachers and other school professionals.

Centrality of the Role of the Teacher

While the role of the school principal and other school professionals is critical for the successful transformation of schools, the attainment of the National Education Goals is primarily dependent upon effective teacher-student interactions. The interactions that occur between student and

teacher, the opportunities for students to construct knowledge, the modeling of appropriate behavior by teachers, the setting of high and rigorous expectations, the existence of a supportive classroom environment, the use of results-driven practices and performance-based assessment systems, are dependent upon skilled, knowledgeable and compassionate teachers. The support and/or leadership provided by other school personnel is important; the role of the teacher, however, is central.

Importance of High Quality Pre-service and Teacher Development Programs

The task of learning to teach is challenging; it is difficult and demanding to learn to teach all children, to respond to their needs and aspirations. Transforming subject matter into age appropriate concepts, instructing students using appropriate pedagogical methods, assessing their accomplishments using new forms of performance assessment, requires more than casual acquaintance with new knowledge. Sustained and rigorous preparation, with sufficient teaching and learning in real school situations, is a requirement for the types of teachers necessary to transform schools. This is not something to be learned in a casual way through limited orientation experiences.

New forms of teacher development are needed to sustain the knowledge and skill brought to the initial teaching assignment. Such professional development is continuous, sustainable, site-based, context driven, focused on student learning and designed to promote school-wide innovation and change. It's focus is on both the individual teacher and the whole-school faculty and staff. From previous research on school change, we know that such forms of teacher development can result in transformed schools and improved student achievement.

Impact on Student Achievement

While a number of studies have documented the potential of teacher development for transforming schools, few of these studies have attempted to measure the impact of particular forms of teacher development upon student achievement.

Intuitively, we know that helping teachers master new and challenging knowledge and skills directly related to student learning will produce improvements in student learning. Similarly, meta-analyses of the influence of pre-service teacher education programs on effective teaching provide ample documentation of the positive effects of high quality teacher education programs. However, there is the absence of research findings that correlates successful completion with student achievement gains.

Teacher Education and Professional Development

Interrelationship of Goal 4 to School Reform

If one accepts the role of the teacher as central in the effort to transform schools, then the successful implementation of Goal 4 should produce positive benefits in raising student performance and improving schools. More than fifty years of American educational history offer sufficient evidence of the futility and failure of trying to by-pass teachers in the reform of schools. So-called "teacher proof" curricula and materials have always failed. The teacher's presence is central in the reform of schools; the quality of the pre-service and teacher development programs is a key ingredient in the implementation of reform strategies.

Interrelationship of Goal 4 to Other National Education Goals

High quality teachers and teaching, supported by effective principals, are essential to achieving the eight Goals. Thus, without hesitation, the Resource Group asserts that Goal 4 is worthy of high priority as the nation moves ahead in meeting the National Education Goals.

Recommendations for the 1995 Goals Panel Report

Data Sources

After conducting an extensive data search, it was determined that the data available to the Schools and Staffing Survey (SASS) would be the main source of national data. Fortunately, the SASS Survey provides the needed state data in addition to presenting information from a national perspective. The SASS Survey is conducted by the National Center for Education Statistics. The Goals Panel will continue to seek additional data sources.

Recommended Indicators

While this first set of indicators does not represent the full scope and intent of Goal 4, they disclose interesting data regarding the preparation of aspiring teachers and the current status of professional development being provided for those persons currently serving in schools. We anticipate succeeding reports being more comprehensive regarding Goal 4 and its objectives.

The following ten indicators are recommended for inclusion in the 1995 National Education Goals Panel Report:

Indicator 1. Teacher Preparation

The percentage of teachers who held an undergraduate or graduate degree in their main teaching assignments, 1994.

The Resource Group believes that proper teacher preparation and teaching assignments, which are commensurate with the training, are essential if there is to be a reasonable chance of increasing student learning. This indicator reports the percentage of teachers who majored in nine different subjects and have been assigned to teach the subject in which they majored. The subjects chosen for this indicator are: mathematics, science, English, history, geography, fine arts, foreign languages, civics/government and economics.

Teacher Education and Professional Development

Indicator 2. Teacher Licensure in Main Teaching Assignment

Percentage of secondary teachers who held a teaching credential in their main teaching assignment.

An essential factor related to effective teaching, is the matter of teachers being properly credentialed for their main teaching assignment. Thus, our goal is to have 100% of the nation's teachers properly credentialed.

This indicator lists (non-inclusive) eleven subjects: mathematics, science, English, history, geography, fine arts, foreign languages, civics/government, economics, bilingual education (English as second language) and special education.

Indicator 3. Support for Professional Development

Percentage of teachers who reported they received various types of support during the current school year for in-service education or professional development in their main teaching assignment field.

The Resource Group believes little professional growth among teachers will occur without the active support of building principals, superintendents, school boards and parents. This support should include a review of current policies and practices and a concerted effort to increase overall public support and awareness.

This indicator measures support given through, released time from teaching schedule, travel and per diem expenses, tuition and/or fees, and professional growth credits.

The indicator also measures the amount of support provided to beginning teachers, teachers with 4 to 10 years of experience and those with more than 10 years of experience.

Indicator 4. Support through Formal Teacher Induction Programs

The percentage of teachers who reported that during their first year of teaching, they participated in a formal teacher induction program to help beginning teachers by assigning them to master or mentor teachers.

Frequently, new teachers are put into "sink or swim" situations with nothing more than student teaching experiences on which to rely. New teachers should have frequent opportunities to learn from experienced and successful teachers who have proven their excellence. This means providing time and materials for the experienced and new teachers to meet and develop strategies for increasing teaching skills and improving student learning.

This indicator examines teacher induction at the elementary, junior high/middle school, and high school levels.

Indicator 5. Participation in Professional Development Activities on Selected Topics

Percentage of teachers who reported they participated in various in-service or professional development programs since the end of the previous school year.

We believe the relevancy of professional development activities is important. The activities included in this indicator are: Uses of educational technology; methods of teaching subject field; in-depth study in subject field and student assessment. The indicator also shows the percentage of teachers who participated according to length of service i.e. beginning teachers, 4 to 10 years of experience and those with more than 10 years of experience.

Indicator 6. Temporary or Emergency Teacher Licensing

Percentage of teachers who reported they were teaching with a temporary license, emergency license or a waiver.

These conditions portend less than desirable, teaching capabilities and student learning experiences. Quite frequently, these temporary licensed teachers serve in schools especially in many urban and rural areas, where the best teaching possible is needed.

Research literature continues to indicate that there are a considerable number of teachers who are teaching thousands of students while holding only temporary licenses, emergency certificates or waivers. We are anxious to see these numbers reduced and eventually eliminated.

The indicator displays the percentages by school levels (elementary, junior high and secondary) and in the fields in which shortages have been known to exist in the past (mathematics, science, bilingual education/english as a second language and special education).

Indicator 7. Participation in Types of Professional Development Activities

Percentage of teachers who reported they participated in various activities related to teaching since the end of the previous school year.

It is essential that large percentages of teachers, if not all, participate in professional development activities. However, the participation should not be just for the sake of participation. These activities should lead to increased knowledge and skills that promote increased student learning.

This indicator reports the percentage of teachers who participated in workshops, college courses, and activities sponsored by professional associations. The indicator also presents the percentage of all teachers, included in the sample, who participated in professional development activities. In addition, it shows the percentage of beginning teachers, those with 4 to 10 years of experience and teachers with more than 10 years of experience who participated in these professional development activities.

Indicator 8. Teacher Assignment

The percentage of teachers who reported that their main assignment was not the field they felt best qualified to teach.

Teachers should be assigned to teach subjects for which they have been adequately prepared and are qualified to teach.

This indicator reports the percentage of teachers who believe they are not teaching the field for which they are best qualified. This does not necessarily mean that the teachers are not licensed to teach the subjects they are currently teaching. However some, because of recent training and experiences, bring new talents and skills to the workplace and are not able to use them. Others, licensed in several subjects, have had to choose their weakest area in order to gain employment.

The subjects listed in this indicator are: mathematics, science, English, history, geography, fine arts, foreign languages, civic/government and economics.

Indicator 9. Teacher Influence over School Policy

The percentage of teachers who reported that teachers in their schools have influence over school policy in selected areas.

Engaging teachers in policy and decision making processes has been viewed as important and essential to school improvement for many years. However, true collaboration among teachers and administrators in developing professional development activities that enhance the teaching and learning process, remains a challenge.

This indicator shows the percentages of teachers who reported they had a great deal of influence over determining context of in-service programs and establishing curriculum. The indicator also reports teacher responses according to school level (elementary, junior high/middle school) and setting (urban, suburban, and rural).

Indicator 10. Preparation to Teach Limited English Proficient (LEP) Students

Percentage of teachers who reported limited English proficient students are enrolled in their classes and the percentage who reported they have received training to teach LEP students.

The increasing ethnic diversity among student population in the nation's schools is well documented. New and experienced teachers in all schools must have access to professional development activities that will promote cultural understanding and assist them in developing teaching strategies that will increase student learning.

This indicator reports the percentages by school level (elementary, junior high/middle, and high school) geographical setting (urban, suburban, and rural) and teaching experience (beginning, 4 to 10 years and more than 10 years).

Core Report Indicators

The Resource Group selected two indicators to be included in the National Education Goals Panel Core Report:

Indicator 5. Participation in Professional Development Activities on Selected Topics

Indicator 6. Temporary or Emergency Teacher Licensing

Future Data Needs

The selection of the indicators to be included in the 1995 National Goals Panel Report, was based on availability of data and their relevancy to Goal 4 and its objectives. While an extensive data search was conducted, most, if not all of the data that truly represented a national survey, will come from the 1994 Schools and Staffing Survey conducted by the National Center for Education Statistics. The Resource Group is aware of the data gaps that exist and make the following observations and recommendations that should lead to new or revised indicators in future annual reports:

- *The matter of equity regarding the number of teachers having full access to high quality professional development activities should be reported.*

The Resource Group believes all teachers should have opportunities to improve their teaching skills and gain additional knowledge in their subject area. Having the time and financial support to engage in professional development activities must not be limited to those teachers who happen to work in affluent school districts.

- *More attention should be paid to the education, placement and professional development of elementary teachers.*

Most of the existing data examines the training and placement of secondary school teachers. While this is important, it is equally important to examine and record the curriculum content and the overall preparation of elementary teachers.

- *There is a need to measure the amount of professional development that occurs at the college level.*

The Resource Group is aware of Goal 4's emphasis on professional development for K through 12 teachers and other educators. However, there was general agreement that the "teachers of teachers" should be just as up-to-date, regarding their teaching strategies and the overall preparation of prospective teachers, as those who serve in the nation's schools.

- ***Collaboration between states and school districts in recruiting, educating, placing and retaining teachers remains a national challenge.***

Several organizations have worked diligently to identify and recruit people into the teaching profession. However, it is somewhat unclear as to what happens to those who have expressed interest in teaching at a time when many urban and rural school districts continue to have shortages of appropriately prepared teachers.

Objective #3 under Goal 4 suggest states and school districts create integrated strategies to attract, recruit, prepare, retain, and support the continued professional development of teachers, administrators and other educators, so that there is a highly talented workforce of professional educators to teach challenging subject matter. Thus, it is important that the Goals Panel seek to measure progress related to all of the areas listed in this objective.

- ***Partnerships that provide and support programs for the professional development of educators should be established.***

A great deal of education reform literature encourages the establishment of partnerships that will promote community stakeholders' involvement and support of schools and professional development programs for educators. The fourth objective in Goal 4 supports this approach.

An indicator that shows the percentages of schools and school districts that are engaged in partnerships that support programs for the professional development of educators would be appropriate.

- *Measurement of the quality of professional development activities in relationship to increased teaching skills and student learning.*

The indicators recommended in this report give little attention to the measurement of the quality of the activities, policies and procedures. Therefore, there is a need to determine if teachers enhance their teaching skills and students learn more because of teachers' participation in professional development activities.

The Resource Group recommends that a quality component be added to the appropriate indicators.

Monitoring Promising Goal 4 Related Activities

As the nation engages in school reform, several refined and new initiatives are emerging as critical elements of sustained improvement of teacher education and professional development. These initiatives address areas such as:

Teacher Education

The Resource Group believes new levels of excellence and new strategies for preparing teachers to function at high levels, with all students, must exist in all institutions of higher learning. This means the faculties of the nation's colleges and universities must assess themselves and determine if they are really preparing their students to teach in a more complex and diverse country and world. Schools of education should be able to document the professional development activities in which their faculties have participated and how those activities are expected to enhance their teaching so that they may better prepare future teachers.

The Resource Group spent considerable time debating the merits of including as an indicator the number of schools and colleges of education that are nationally accredited and/or the number of beginning teachers who graduate from accredited institutions. Given the fact that only 40% of the nation's schools and colleges of education are nationally accredited, the Resource Group chose not to include this indicator at this time.

National accreditation for teacher education remains a voluntary system of professional judgement about the quality of the entire school or college of education in a higher education institution. The National Council for the Accreditation of Teacher Education (NCATE) is the body recognized by both the U.S. Department of Education and the Council for Recognition of Postsecondary Accreditation as the agency to review and recognize schools and colleges of education. NCATE expects its voluntary accredited schools of education to "ensure that prospective teachers have the knowledge and skills they need to work effectively with all students". Some of the skills these prospective teachers must demonstrate are:

- ☐ Use of strategies for developing critical thinking/problem-solving
- ☐ Use of formal and informal evaluation strategies to ensure continuous student learning
- ☐ Use of computers and other technologies for student learning and evaluation

Teacher Education and Professional Development

- Classroom management
- Collaboration with parents and others in the community
- Ability to select teaching strategies appropriate to subject matter and student needs.

Teacher Competency and Professional Development

Educators and policy workers should also examine the national efforts to identify highly accomplished teaching and to establish high standards of performance to which all teachers should aspire.

The work of the National Board for Professional Teaching Standards (NBPTS) holds promise for identifying and recognizing excellent teaching through its national certification program. NBPTS in addition to establishing standards in numerous subject areas that suggest what teachers should know and be able to do, assesses teachers' competencies and certifies those who meet the NBPTS standards. This voluntary certification program uses many forms of assessment such as: portfolios that document teachers' work, video tapes of lessons taught, interviews, and samples of student work.

NBPTS indicates it seeks to identify and recognize teachers who effectively enhance student learning and demonstrate the high level of knowledge, skills, disposition and commitments reflected in the following core propositions:

- Teachers are committed to Students and Their Learning
- Teachers know the Subjects They Teach and How to Teach those Subjects to Students
- Teachers are responsible for Managing and Monitoring Student Learning
- Teachers Think Systematically about their Practice and Learn from Experience
- Teachers are members of learning communities.

The process teachers go through in preparing for National Board certification is commonly viewed as a significant professional development experience.

The Resource Group suggests that indicators that show the number of teachers who are seeking to become Board Certified and the number of school districts who are supporting teachers who are seeking National Board certification, be considered for future Goals Panel reports.

Summary

The Resource Group joins the National Governors' Association in believing that:

"Reforming the nation's schools takes more than solely adopting higher achievement standards for students. Improving the education system will require highly skilled educators capable of teaching the content skills established by the reform initiatives. Professional development for educators, within a context of standards-driven systemic reform should be top priority."

High quality teacher education and professional development are essential components of any national systemic education reform effort. It is with this sense of importance that the Teacher Education and Professional Development Resource Group submits this report to the National Education Goals Panel.

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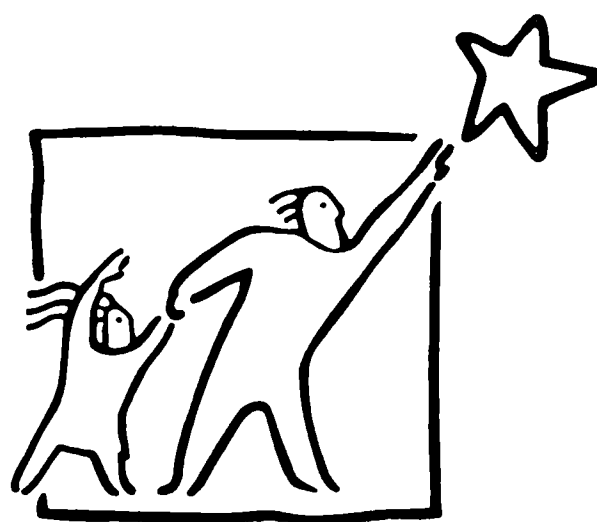
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NATIONAL EDUCATION GOALS PANEL

REPORT OF THE
GOAL 8 RESOURCE GROUP

PARENTAL PARTICIPATION



NATIONAL
EDUCATION
GOALS
P A N E L

JULY, 1995

95-06

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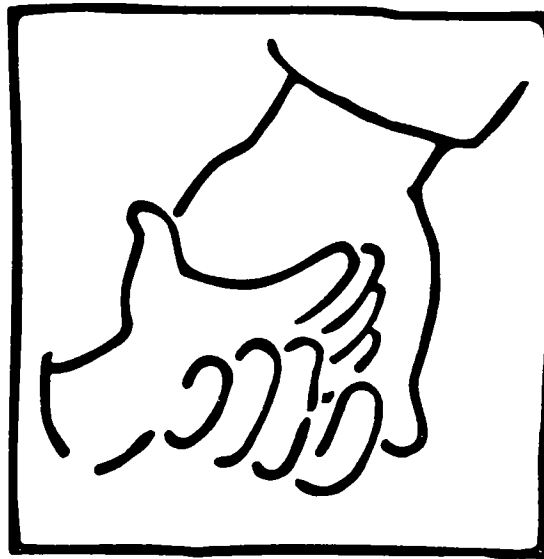
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NATIONAL EDUCATION GOALS PANEL

REPORT OF THE
GOAL 8 RESOURCE GROUP
PARENTAL PARTICIPATION



JULY, 1995

95-06

PARENTAL PARTICIPATION RESOURCE GROUP

Late in 1994, a Resource Group on Parental Participation was convened by the National Education Goals Panel to recommend indicators and strategies for measuring progress toward achieving this Goal. Members of the group are:

Joyce Epstein (Chair)	<i>Johns Hopkins University Baltimore, MD</i>
Marilyn Aklin	<i>National Coalition of Title I/Chapter 1 Parents Washington, DC</i>
Ja net' Crouse	<i>National PTA Newark, DE</i>
Jacquelynne Eccles	<i>Institute for Social Research Ann Arbor, MI</i>
Jane Grinde	<i>Wisconsin Department of Public Instruction Madison, WI</i>
Anne Henderson	<i>National Coalition of Parent Involvement in Education Washington, DC</i>
Thomas Hoffer	<i>NORC Chicago, IL</i>
Adrian Lewis	<i>National Urban League New York, NY</i>
Ralph Smith	<i>The Annie E. Casey Foundation Baltimore, MD</i>
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Parental Participation

Goal 8: Parental Participation

By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

Objectives:

Every state will develop policies to assist local schools and local education agencies to establish programs for increasing partnerships that respond to the varying needs of parents and the home, including parents of children who are disadvantaged or bilingual, or parents of children with disabilities.

Every school will actively engage parents and families in a partnership which supports the academic work of children at home and shared educational decision making at school.

Parents and families will help to ensure that schools are adequately supported and will hold schools and teachers to high standards of accountability.

I. Introduction — The Charge and Overview

The Parental Participation Resource Group was charged by the National Education Goals Panel to recommend selected statistical indicators of the status and progress of the nation's schools in involving all families in their children's education. This includes identifying "core indicators" that, based on available data, give a picture of policies and practices of "participation" at home and at school, and other indicators from existing data that help extend an understanding of the Goal and objectives. The Resource Group also was charged with recommending new data needed to more adequately chart the course toward better school-family partnerships.

Goal 8 reflects advances in research and in practice that indicate that schools, districts, and states can establish good policies and programs of partnership, and that students, families, and schools benefit when they work together. The Goal guides all educators towards processes that have been shown to improve schools, strengthen families, and increase students' chances of success.

Goal 8 is important itself, but it also can influence the attainment of the other National Education Goals. For example, the extent to which students are ready to learn, are educated in a safe and drug free environment, achieve in math, science, and all school subjects, graduate from high school, and are prepared to contribute to society, depends heavily on involvement and participation from families and communities. Goal 8, its objectives, and indicators that chart progress toward partnerships should spur schools to establish and improve linkages with families and communities that will increase the chances of attaining the other National Education Goals. Many researchers and educators report that it takes from three to five years for schools to establish comprehensive, productive programs that inform and involve all families in their children's education at school and at home. Thus, with good plans, realistic investments, clear commitments, and hard work by state, district, and school leaders, educators, and families, Goal 8 can be achieved by the Year 2000.

The Resource Group met three times to discuss the Goal and its objectives, review available data, debate the merits of items from various data sets, discuss related issues, and craft this report.

Parental Participation

II. The Goal and Objectives — Definitions and Issues

Since the 1980s, important changes have occurred in vocabulary about parent participation. Earlier emphases on "parent involvement" put the burden on parents to figure out how to become involved in their children's education. Recent emphases on "school, family, and community partnerships" put some of the burden on schools to create effective programs to inform and involve all families. The term "partnership" recognizes the equal status of families and schools in their shared responsibilities for helping children learn and develop, for helping children succeed in school and in life, and for helping schools develop and maintain high quality programs. The changes in vocabulary are important for understanding Goal 8 and its objectives.

Goal 8

The Resource Group recognizes that the word parent refers to a parent, other family member, or other caregivers who take responsibility to guide their children through school, oversee their children's attendance, monitor their work and progress, and supervise and assist their children at home. The term participation means the full set of education-related activities in which families may be involved at school, at home, and in the community. This includes six major types of involvement that research and practice indicate lead to different and important results for students, families, and schools. The six types include activities that promote home conditions for learning at each grade level; communications about school programs and children's progress; volunteers and audiences to support the school and students; learning activities at home; decision making; and collaborations with community. Participation of families in children's education also assumes that there are policies and supportive structures at the state, district, and school levels that enable all schools to develop strong programs.

The Resource Group understands participation to include multiple channels of communication and exchange so that educators, families, communities, and students can actively assist each other. This means that families feel welcome at school and communicate easily with educators; and that educators feel welcome in the students' neighborhoods and communicate easily with families and members of communities. In true partnerships, all partners work together to share and express a vision for children's education, develop a mission statement for the school, establish goals, objectives, and plans for achieving their aims, and continuously improve their programs. The Resource Group recognizes that these broad definitions, close relationships, and complex processes underlie the short title of Goal 8 — Parental Participation.

Parental Participation

Three Objectives of Goal 8

State leadership to increase partnerships:

Every state will develop policies to assist local schools and local education agencies to establish programs for increasing partnerships that respond to the varying needs of parents and the home, including parents of children who are disadvantaged or bilingual, or parents of children with disabilities.

Objective #1 calls for *every state* to develop policies to assist local schools and local education agencies (LEAs) with their programs to involve families. To measure progress on this objective, it will be necessary to know whether states have policies on parent involvement, who participated in the development, implementation, and improvement of the policies, and whether and how the state policies assist districts and schools to develop related policies and programs that involve all families. Presently, detailed, comparable state data are not available for an accurate account of state policies or details about policy development. The Resource Group addresses this objective with two indicators from available data that include representative state samples of teacher and principal responses. In a later section, we discuss the need for new data in the future on state, district, and school policy development.

School leadership to develop and maintain partnerships:

Every school will actively engage parents and families in a partnership which supports the academic work of children at home and shared educational decision making at school.

Objective #2 calls for *every school* to actively involve all families in a partnership to support the academic work of children at home, and shared decision making at school. Although this objective specifies two types of involvement — learning activities at home to help children succeed in school and families involved in decision making — the Resource Group recognizes that there are other types of involvement at school, at home, and in the community that are needed in a full program of partnership. For example, communications from school-to-home and home-to-school about school programs and children's progress are needed to enable families to understand how to help children with their academic work at home. Studies also show that volunteering in classrooms and schools is closely linked to active participation in decision making activities. Schools that welcome and organize volunteers to help in many ways are more likely to support parent organizations and parent representatives on decision making committees.

To measure progress on this objective it is necessary to have school-level data on the nature and extent of parent participation in activities that represent the various types of involvement. The Resource Group reviewed available data and selected several indicators that include principals', teachers', and parents' views on how their schools organize and encourage participation and partnerships in important ways at school and at home. It recommends that the National Education Goals Panel disaggregate data for these indicators by grade level and by major family and community characteristics (e.g., parent education, or urbanicity). This will help chart progress on whether schools connect equitably with all families in ways that are responsive to the varied needs and interests of students and families, including families of children who have learning difficulties or disabilities.

Family leadership to develop family-school partnerships:

Parents and families will help to ensure that schools are adequately supported, and will hold schools and teachers to high standards of accountability.

Objective #3 calls for families to take an active role in supporting and evaluating their schools and in helping to develop and maintain excellent schools for their children and for all children in the community. To measure progress on this objective requires data from families about how they perceive and provide support for their schools, how they judge the quality of the school, how well the school challenges and supports their children's learning, and how they are involved in their children's education. Objective #3 also refers to how well families are informed about school policies, programs, and student performance, including indicators of their own child's and all students' work and progress.

The Resource Group takes a broad view of family connections for children's learning. We suggest that in order for families to judge the quality of their schools and their children's success, schools need to provide better information to all families about students' skills, course choices, homework policies, methods of interacting with students in various subjects, and other curricular and school decisions. Data from schools and from families about parent participation in school governance and important decisions also indicate how, how many, and how much families are prepared to hold their children's schools accountable for high standards. Presently, the Resource Group addresses Objective #3 with available data from families on their assessments of the quality and standards of their schools and with other data on family involvement in school policy decisions.

What are the measurable results of Goal 8 and its objectives?

Unlike some of the National Education Goals that specify an educational outcome or result (such as student achievement, graduation from high school, or adult literacy), Goal 8 calls for the development of state policies and school programs for increasing family-school connections with activities that will, in turn, help to increase students' success. Goal 8 aims, by the year 2000, to increase the number of states that have supportive policies, schools that have high quality programs of partnerships with families, and families who are involved in school and at home in their children's education. The Resource Group selected indicators for Goal 8 that, based on available data, best represent the Goal and its objectives for partnerships. Student outcomes will be measured as indicators of other Goals.

Importantly, a few indicators of other Goals refer directly to the involvement of families in their children's education. For example, one indicator for Goal 1 (Readiness for School) aims to show an increase over time in the percent of parents who read regularly to their preschool children. Another seeks a decrease over time in the percent of minority infants born with health and developmental risks. These are important indicators of family involvement with very young children's health and education that should promote continued involvement in the elementary grades.

Similarly, Goal 8 can be decisive in helping the nation reach many of the other National Goals. Parents are essential in preparing young children for school (Goal 1); insuring that students complete school (Goal 2); encouraging students to aim for and master high levels of achievement in math and science and other challenging subject matter (Goals 3 and 5); and supporting the conditions needed for safe and drug-free schools focused on learning (Goal 7). Thus, many of the other National Education Goals provide the *content* for programs of partnerships in Goal 8 and highlight the shared interests of schools and families for students' success. The 1995 Goals Report should cross-reference the connections of Goal 8 with other Goals.

III. The 1995 Report — Recommended Indicators

The Resource Group reviewed items about partnerships from the Prospects Study, the National Household Education Survey (NHES) of 1993; the National Education Longitudinal Study (NELS:88); and the Schools and Staffing Survey (SASS). The recommended indicators are based on nationally representative samples; two include state-representative samples with consistent measures across states. The indicators:

- ☐ include the views and experiences of several reporters — teachers, principals, and families — all of whom are essential for understanding school and family partnerships.
- ☐ include examples of practices for several major types of involvement at school and at home.
- ☐ can be repeated in other surveys at least once to mark progress by the year 2000.

The directionality of the recommended indicators is clear, so that change over time can be interpreted to mean progress or decline in partnerships with parents. For example, present patterns of differences in participation rates in partnerships in elementary, middle, and high schools should decrease over time if secondary schools begin to improve their programs and practices to inform and involve families. Also, evidence of progress toward Goal 8 will be stronger if the percentages change in the same direction for the three reporters — teachers, principals, and families.

A. Core Report Indicators

Indicator I. Teachers' Reports of Parent Involvement in School Activities

Teachers reported the percent of parents attending parent-teacher conferences and school open houses, and whether the school offers these activities. The baseline data are from Prospects 1991 or 1992 (year to be selected based on quality of data and chance for repeat measurement), item E-2b and E-2d on the Classroom Teacher Questionnaire. Similar questions could be added to future national surveys of teachers, such as the Early Childhood Longitudinal Study (ECLS), and considered for future Schools and Staffing Surveys or a new Fast Response Survey.

The Resource Group notes that parent-teacher conferences and open house activities are two basic practices that schools conduct to inform and involve families in their children's education.

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By the year 2000, the U.S. should increase the percent of teachers who report that their schools conduct these activities and the percent of families who participate.

Indicator II. Principals' Reports of Parent Involvement in School Activities

Principals reported the extent of family involvement (very involved, somewhat involved, not involved) in meetings of the parent association; policy decisions; volunteering in and outside of the classroom; and whether the school offers these activities. The baseline data are from Prospects (year to be selected based on quality of data), item 26 a, e, h, and j on the School Principal Questionnaire. Similar questions could be added to future national surveys of principals, such as the Early Childhood Longitudinal Study (ECLS), and considered for future Schools and Staffing Surveys, new Fast Response or other surveys of schools.

The Resource Group notes that these items concern basic practices that inform and involve families in their children's education. By the year 2000, the U.S. should increase both the percent of principals who report that their schools conduct these activities and the extent of involvement of families. Conversely, the percent of principals should decrease who report that their schools *do not* conduct these activities or that families are *not* involved. Differences in offerings and participation rates of elementary, middle, and high schools should decrease over time if these practices become more common in the upper grades.

Indicator III. Parents' Reports of Their Involvement in School Activities

Parents of students in several grade levels reported whether they or their child's other parent had participated in four types of school activities: attending a general school meeting; attending a school or class event; acting as a volunteer at the school; or serving on a school committee since the beginning of the school year. The baseline data are from the National Household Education Survey (NHES), 1993. Similar questions will be on the NHES scheduled for 1996 and could be added to future national surveys of parents.

The Resource Group notes that these items refer to basic practices that inform and involve families in their children's education. The indicator gives parents' views on some of the same practices reported by teachers and principals in the other two Core indicators. By the year 2000, the U.S. should increase the percent of parents who report that they or another family member participate in these ways. Such an increase would suggest that more schools have developed programs to involve families at school in meetings and events, as volunteers, and on school committees. Subgroup analyses by grade levels, parent education, urbanicity, and other student,

family, or community characteristics will show if patterns of participation become more equal over time for various groups of families.

B. National Data Volume Indicators

Indicator IV. Principals' Perceptions of Parent Involvement with School

Principals reported whether they agree or disagree that parents are actively involved in the school's program. The baseline data are from Prospects, item 9e on the School Principal Questionnaire. Similar questions could be added to future national surveys of principals. This indicator is linked to Indicator I for the State Data Volume Report, see below.

The Resource Group notes that this global descriptor of principals' views of the level of parental involvement in the nation's schools is less useful than information on specific practices to involve families. However, a general indicator may change in important ways over time. By the year 2000, the U.S. should increase the percent of principals who report that parents are actively involved in the school's program.

Indicator V. Schools' Reports to Parents About Student Academics

Principals reported whether their schools give parents interim reports about student progress during grading periods, notify parents about children's ability group placements, and give written information about the Goals and objectives of the regular instructional program. The baseline data come from Prospects, item 27 a, c, and d on the School Principal Questionnaire. Similar questions could be added to future national surveys of principals.

The Resource Group notes that information about school programs, children's placements, and children's progress are basic communications that help families understand and monitor their children's learning and school experiences. This indicator gives principals' reports on several types of involvement that are not included in Core Report Indicator II. Although simply *conducting* particular practices to involve families does not necessarily mean a school is doing them well or involving all families, the available data provide useful initial information. By the year 2000, the U.S. should increase the percent of principals who report that their schools provide parents with information about academic programs and children's progress.

Indicator VI. Frequency of Parent Participation in Specific School Activities

Parents reported the frequency (never, 1 or 2 times a year, or 3 or more times a year) with which they participate in (a high number of) specific school activities including: attending a conference with teacher; informally talking with teacher or principal; observing classroom activity; volunteering for school projects or trips; attending school events in which their child participated, such as a play, sporting event, or concert; participating in parent-teacher organizations; participating on a parent advisory committee or volunteering in classroom or school office. Baseline data are from Prospects, items 55 a, c d, f, g, and 56, a, b and d on the Parent Questionnaire. These items could be added to future national surveys of parents.

The Resource Group notes that these items about frequency of participation also increase the types of involvement reported in the Core Report items from NHES (see III above). By the year 2000, the U.S. should increase the percent of parents who report frequent involvement in more of these activities, or, conversely, decrease the percent of parents who say they are *never* involved.

Indicator VII. Parents' Perceptions of Quality of School Performance

Parents reported whether they strongly agree with various statements regarding their children's school performance including: the school places a high priority on learning; the homework assigned is worthwhile; my child is challenged at school; my child is treated fairly at school; my child is respected by the teachers and principal; I am respected by the teachers and principal; the school is preparing my child well for high school; my child gets any additional help in school he/she needs; the school is a safe place; the school feels it is important for parents to participate in the life of the school; parents have a say in setting school policy; parents work together in supporting school policy; and the school maintains adequate discipline and order. The baseline data are from Prospects, items 57 a, b, c, d, f, g, i, k, l, m, n, o, and p on the Parent Questionnaire. These items could be repeated on future surveys of parents.

The Resource Group believes that these indicators provide initial information on how parents hold schools accountable for Objective #3 of Goal 8. The items include parents' perceptions of the quality of their children's schools; the level of challenge set by the school's academic standards; the school climate and quality; and their children's experiences and successes. By the year 2000, if schools improve their programs, more families should report that schools are meeting high standards in curricula, safety, family involvement, and other qualities.

These items also provide insights on other types of involvement that are not represented in other core or national items, including student learning activities at home and family involvement in school policies, whether or not the respondents personally serve on committees. Indicator VII also includes information on parents' views of safety and discipline in their children's schools that should be cross-referenced with Goal 7's indicators.

Indicator VIII. Parent Involvement in Academic Activities with Their Children

Parents reported whether they do (a high number of) the following activities with their child daily or once or twice a week: help child with homework; check to see if homework is done; read to or with child; talk with child about school activities or events; talk with child about things studied in school; talk with child about expectations for school performance; and talk with child about future plans and goals. Baseline data are from Prospects, item 13 a, b, c, d, g, j, k on the Parent Questionnaire. Similar questions could be added to national surveys of parents in the future.

The Resource Group selected these items because they introduce information on family involvement in several aspects of homework and future plans that are of high interest to parents and important for student success. By the year 2000, the U.S. should increase the percent of parents who report that they often interact with their child about homework and discuss school and the future with their child. Studies show that more families would become involved in these ways if their children's schools improved information for and exchanges with families.

Indicator IX. School Communication with Parents

Parents of eighth grade students reported whether they were contacted by their child's middle school never, once, or more often during the school year on three topics: academic program for the year; plans for high school placement; and course selection for high school. Baseline data are from the National Education Longitudinal Study (NELS:88 - 57b, c, d of the Base Year Parent Questionnaire). Similar items could be included on future surveys of national samples of parents across the grades. It may be possible to analyze similar NHES items on the 1996 survey for parents of students in the middle grades, though not for parents of eighth graders only.

The Resource Group selected these items for the 1995 Report because they are important practices for middle schools to conduct with families to enable them to understand and influence their teens' education. By the year 2000, the U.S. should increase the percent of parents who report that their middle grades schools contact them with important information about the middle grades program and plans for high school.

C. State Data Volume Indicators

The Resource Group selected two indicators that provide parallel information for the nation as a whole and for the separate states. Both of the following indicators come from the Schools and Staffing Survey (SASS) and will be repeated on the next scheduled survey. No other available data include state representative samples of teachers and principals or comparable data across states.

Indicator I. Teachers' and Principals' Reports of Lack of Parent Involvement in Schools

Teachers and principals reported whether a lack of parent involvement was a serious problem in their school. Baseline data are from the Schools and Staffing Survey (SASS).

The Resource Group notes that this global descriptor is less useful than information on specific practices to involve families and may be less indicative of general progress than Indicator IV above. However, the SASS data are available for all states. There are problems with the wording of this item in that some educators might not interpret a lack of involvement as a problem. On average, however, most educators do seek to increase family involvement and are beginning to work with families in many ways. Thus, by the year 2000, the U.S. and each state should decrease the percent of teachers and principals who report that lack of parent involvement is a serious problem.

Indicator II. Influence of Parent Associations on School Policies

Principals reported whether the parent association in their school has substantial influence (score of 4 or 5 on a 5-point scale) on the following decisions and policies: establishing curriculum; hiring new full-time teachers; setting discipline policy; deciding how the school budget will be spent; determining content of in-service programs; and evaluating teachers. Baseline data are from the Schools and Staffing Survey (SASS) and the item will be repeated on the next scheduled survey.

The Resource Group believes that these items indicate whether principals view parents as partners in major decisions about their schools. By the year 2000, the U.S. should increase the percent of principals in the states who report that parent associations in their schools have high influence on various important policy decisions.

Rejected Measures — Indicators Considered But Not Recommended

The Resource Group considered the following topics and items for Goal 8, but do not recommend their use by the National Education Goals Panel:

- (1) Items about what families do (reported by parents, students, or educators) that do not indicate whether schools have implemented or improved programs or practices to involve families.
- (2) Items about family background or characteristics that are not explicitly linked to the language of the Goal and its objectives.
- (3) Student outcomes or family activities that are measured for other Goals.
- (4) Items that measure attitudes rather than behaviors or practices of partnership.
- (5) Items with serious directionality problems for which "more" involvement is unlikely to mean more positive conditions for students, families or schools.

Other data rejected by the Resource Group had little value because of unsatisfactory national representation and inadequate sampling.

Proposed Approach for Reporting Progress on Goal 8

The 1995 indicators for Goal 8 do not fully or adequately represent the nature and extent of school, family, and community connections in the nation's schools. But they are a start, providing gross estimates of participation from reports by principals, teachers, and parents. Steps can be taken to adjust for some of the inherent weaknesses in the available data.

The Resource Group recommends a multi-reporter, multi-grade level approach to present the indicators for Goal 8 and its objectives. For the 1995 Report, the recommended baseline indicators include the views and experiences of principals, teachers, and parents. In order to emphasize the importance of equity in partnerships, we suggest that, when sample size permits, data be reported for pertinent subgroups (grade levels or groups of grades — primary, late elementary, middle grades, high school, parents' highest level of education, race and ethnic groups, urbanicity of community). In reporting subgroup data, the Resource Group recommends that parents' highest level of education be selected instead of socioeconomic status (SES) because the former measure is more readily reproducible for comparisons at national, state, and local

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levels. Subgroup data should be interpreted with sensitivity to inform the nation about whether school programs are promoting equity in opportunities for family involvement, not as fixed labels that categorize families, students, or schools.

Data for the recommended indicators for the 1995 Report should be reviewed to determine the most informative distributions for graphs and tables. Of particular concern are distributions on items with response categories of *yes/no* or *ever occur*, as these tend to elicit positive responses and distort or inflate information on the extent of involvement. That is, *ever* may mean that an activity is conducted once, or with only a few families. Distributions of the percent of principals, teachers, or parents who report that they *ever* conduct an activity may not change much over time because "more often" does not add information to the fact that something *ever* occurred. It will be necessary to review the data for all of the recommended indicators to determine the most informative base-year distributions for the Goal that will show progress over time and to explain problems with the distributions. The Resource Group recommends reporting percentages of responses that refer to *high* involvement (instead of any involvement), *strong* agreement (instead of any agreement), or activities that *never* occurred (instead of ever occurred) because these are more likely to show change over time toward Goal 8.

IV. Future Data — Planned and Needed

The Resource Group strongly urges the National Education Goals Panel to take actions and decisions to ensure that, starting with the base-year data, *three* measurements are made of the recommended indicators by the Year 2000 in order to document authoritatively progress toward family-school partnerships. This will require communicating with the offices or organizations responsible for planned or new national and state-representative surveys to include the wording of Goal 8's indicators in their work. The following table illustrates how the recommended indicators could be repeated over the next few years to chart progress.

**Source of Baseline Data and Potential Sources for Repeated Measures
for Goal 8 Indicators in Nationally Representative Surveys.**

<u>Indicators based on data from:</u>	<u>Baseline Source</u>	<u>Potential Future Source</u>
Teachers and Principals	Schools and Staffing Survey (SASS), 1993	Schools and Staffing Survey (SASS), 1998 (or as regularly scheduled)
	Prospects, 1991 or other selected year	Fast Response Survey System (FRSS), 1995 or 1996, by NCES (tentative)
		Early Childhood Longitudinal Study (ECLS) by NCES, 1998
		Future (tentative) "Schools" Survey by U.S. Department of Education
Parents	National Household Education Survey (NHES) 1991 or 1993	National Household Education Survey (NHES), 1996
	National Education Longitudinal Study (NELS) grade 8, 1988	Subgroup of NHES, 1996
	NELS, grade 12, 1992	ECLS, 1998
	Prospects, 199?	ECLS (?)
		Future (tentative) "Schools" survey by U.S. Department of Education (if there were a parent sample)

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It may be possible, for example, for the designers of the School and Staffing Survey (SASS) to substitute or add questions that match Goal 8's Core indicators in the next survey of teachers and principals. It may be important for NHES to alter its sampling procedures to include state samples of parents. It may be possible to add Goal 8's indicators to the upcoming National Assessment of Education Progress (NAEP) surveys of teachers and principals, particularly if NAEP includes representative state samples. It also may be possible to encourage periodic surveys of parents as part of NAEP, particularly on family involvement linked to the curricular areas that are topics of NAEP.

The Resource Group recommended several items for future reports that already are scheduled to be included on the next NHES in 1996. These include new items: percent of parents who agree that their school welcomes them (links to one item in recommended Indicator VII); and percent of parents who report their child is assigned interactive homework (extends items in Indicator VIII). Also included are repeated measures of some of the indicators recommended for the 1995 Report: percent of parents who report receiving various communications from the school (links to Indicator IX); percent of parents who report opportunities to participate in parent teacher conferences (links to items in Indicators III and VI); percent of parents who report participating in school events (links to items in Indicator VI).

Needed Data

Although the Resource Group selected the best available data for Goal 8 and its objectives, we were not satisfied with the recommended indicators. We recommend that the Goals Panel actively encourage and review new measures of the following:

- State, district, and school policies. Additional indicators are needed to measure the nation's progress on Objective #1. Data are needed on which states or districts have policies and accompanying enactments that are designed to help all schools develop good programs of partnership. Similarly, data on school policies about family involvement are needed to know whether partnerships are a purposeful part of school programs. Ideally, details should be known on the process for developing state and district policies, including how families and parent organizations, school boards, and community groups are involved in developing, reviewing, and improving state, district, and school policies; the extent of meaningful participation by families on decisions concerning establishing and revising curricula, hiring and evaluating teachers and administrators, setting discipline policy, developing the school budget, determining the content of in-service programs, and responding to other important issues; and the nature and effect of leadership training for parent representatives on policy-related committees.

Recommended indicators II, III, VI, VII, and State Indicator II report some aspects of family involvement in school decisions, but will not provide a complete picture of the topics noted here.

Few states or districts have adequate staff to facilitate and support district and school efforts to develop better partnerships; few have explicit budgets to fund staff leaders for family-school partnerships. Information is needed on the size of staffs, budgets, and agendas for implementing state, district, and school policies. For example, data are needed on the number or percent of states, districts, and schools with full-time professional family involvement coordinators or equivalent positions.

- School and family partnerships. The recommended indicators include items on most of the major types of involvement, from one or more reporter, including communications about school programs and children's progress from principals, teachers, and parents; volunteers and school policies from principals and parents; and parents' experiences with homework and other curricular-related activities at home.

However, there are no available data with national or state representative samples and comparable items on school programs to help families understand the stages of child and adolescent development, or on ways communities strengthen school programs, assist families, or open learning opportunities for students. Also, better information is needed on the percent of schools in the nation and across states that organize volunteer programs and provide volunteers with needed training; the percent of teachers who provide information to help parents monitor and interact with their child on homework; the percent of schools that offer parent education, family literacy, GED, and other programs for families.

Data are still murky on such basic communications as parent-teacher conferences. New surveys (e.g., NHES) should strive to identify, for example, the percent of schools that hold at least one parent-teacher conference a year with every parent. Details would be useful on the frequency, length, schedule, and content of parent-teacher (or parent-student-teacher) conferences, as well as on forms and effects of other basic communications such as positive notes, newsletters, phone calls, and home visits.

Better data also are needed on how parents are oriented to the opportunities for becoming more involved at school and at home, and how all families learn about new or continuing school programs that may benefit their children. Other useful basic data would identify the percent of schools in the nation and across states that provide information to families about the school and about children's progress using the primary language of the families for printed materials and

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providing interpreters at meetings, conferences, and phone calls for families with limited English proficiency.

- Community connections. Formal data have not been collected that report how communities are included in partnerships that assist families, strengthen school programs, and enrich student learning. Data are needed to mark progress over time in national and state patterns of business partnerships, interagency collaborations, and other programs for students and families that boost learning.

It would be useful to know, for example, how many communities are affected by state or business employee-leave and family-leave policies to support parenting and family involvement in schools; what those policies are; whether and how community representatives are included on school improvement councils, in education forums in communities, and in other ways to provide ideas for school improvement; whether and by whom home visits and other neighborhood outreach is conducted to bring families, others in the community, and school staff together in community and neighborhood settings; how many schools have family support programs, family resource centers, or other ways to provide families with information or referrals to social services and other assistance in meeting basic needs. Other basic comparative data such as the percent of citizens who vote in school-related elections at the state, district, or school levels would help to increase understanding of school-family-community partnerships.

- Teacher and administrator pre-service and in-service education. The nation needs to know whether and how its teachers, administrators, and school staffs are prepared to work in partnership with families and communities. Previous surveys indicate that few states have requirements for pre-service or advanced education of teachers or administrators to prepare them to conduct positive partnerships with families and communities. Systematic national and state data are needed on how school-family-community partnerships are included in university and college education courses, field experiences, student teaching, state certification, recertification, or licensing requirements for teachers, administrators, counselors, and others, and the nature and extent of state, district, and school in-service programs and workshops.
- Other emerging themes. Research on school, family, and community connections will continue to address new and important questions. Studies using the Prospects data, NHES, the forthcoming Early Childhood Longitudinal Study, and new national or state studies will undoubtedly reveal new and important information that will help chart progress on partnerships in the nation's schools. If better indicators emerge in nationally

representative and state representative surveys over the next few years, they should be added to future reports.

Future data are needed on the design and effects of these missing types of involvement. Ideally, comparative reports on representative activities for all types of involvement will be obtained from the major participants in partnerships — principals, teachers, parents, and students. The National Education Goals Reports always will be limited to a few key indicators. It will be up to researchers designing and using data sets with national and state representative samples to analyze and report details about partnerships.

Other Issues

The Resource Group discussed several concerns about the potential of the recommended indicators to provide good information on national and state patterns and trends.

Single items do not give a full picture. Single-item indicators cannot provide the depth needed to understand the quality and effects of policies, programs, or practices of partnership. They are gross estimates of complex qualities of interaction and relationships. Although they must be interpreted cautiously, the indicators for Goal 8 can provide useful snapshots of the extent to which different types of involvement are conducted by schools and experienced by families, teachers, and others. The montage of the indicators with several component parts will be even more informative if reported by grade level or by other important school, student, or family characteristics.

Despite inherent weaknesses, the recommended indicators should raise the level of discussion by reporting differences or similarities in the views and experiences of school-family connections of principals, teachers, and parents. Repeated indicators over time should show whether the nation's schools are increasing and improving partnerships with families in order to benefit students. The single-item indicators may prompt researchers to seek the full data sets from which the indicators were drawn in order to study more fully the nature and effects of partnerships. Or, the patterns drawn over time from provocative single item indicators may motivate researchers to ask additional questions and collect better, deeper information using multiple methods.

More involvement is not always better. In most schools, more phone calls or conferences presently are held with parents of children who are having academic or behavioral problems in schools. More rules, monitoring, and help with homework are presently linked with students having trouble in school. Without true longitudinal data, one cannot tell whether more parent-

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teacher-student conferences lead — over time — to better student achievement, attendance, or behavior.

Other complexities may arise. For example, if families learn that their schools are not serving their children well (i.e., more information), they may report less satisfaction with their schools or that their schools are not meeting high standards (i.e., lower ratings). Conversely, families may learn that their schools are working hard to improve, have many programs for their children's learning and development, and are raising and meeting high standards. This may create greater awareness and satisfaction of families. Studies also have shown that the more information families receive and the greater their involvement, the more they want to receive. It will not be easy or obvious to interpret data driven by these and other complex forces.

Sometimes more involvement IS better. In *some* schools that have already started to develop strong and positive partnerships with families, more conferences are held with all families (not just those of students in trouble). New conference schedules may include two or three regularly scheduled occasions for parents and students to meet with teachers. Similarly, more interaction between families and children on homework may, in some schools, indicate new designs for children to share and discuss with family members interesting work they are learning in class. Thus, "more" involvement in some schools means better partnerships.

The variation in present practices of partnerships — few and select connections in most places vs. many connections with all families in a few places — makes it difficult to interpret single item indicators. Goal 8 indicators will require thoughtful presentation and interpretation in the 1995 Report and in the future.

Need to reach out to all families. The Resource Group is concerned about reaching and involving families who usually are excluded from the school or who feel left out of positive partnerships with their children's schools. This includes parents who have had less formal education and who are less familiar with schools; parents who live at a distance; fathers; parents of children in middle and high school grades; single mothers; parents who work outside the home; and others who tend to be less involved at school or at home unless the school conducts a strong program to reach all families. It will be important to conduct as many subgroup analyses as the data permit to monitor progress toward more equitable involvement of families.

Breadth and depth of partnerships. The Resource Group is concerned about giving too traditional a view of participation because of the kinds of data already collected. The recommended indicators for Goal 8 include reports from principals, teachers, and parents on very basic, traditional activities and communications, with a heavy emphasis on activities that

occur at the school building. It is important to encourage the collection of data that will represent partnership activities that meet the needs of children and families in the 1990s. Many parents work full- or part-time during the school day and cannot often come to the school building, and some families live at a distance from a rural school, a magnet school, or a school of choice. New forms of communication will need to include activities conducted at home and new uses of computers, answering machines, Internet, and other technologies. New designs for parent education, responsive schedules, staff leadership, and improved participation of families on school councils will be needed in the next decade to expand the traditional lists of involvement activities.

Improving indicators for Goal 8. Although it is important to repeat the indicators recommended for the 1995 Report, it is equally important to improve the wording of items and the number of items in future national data collections to better represent the objectives of Goal 8. As discussed above, the Resource Group recommends adding new indicators (or replacing recommended indicators) if new data are collected over the next few years on (a) state policies and supporting staff and programs; (b) district policies and supporting staff and programs; (c) school policies and programs; (d) families' reports on how well their schools inform, involve, and collaborate with them; and (e) connections of indicators of partnerships with indicators of other Goals to determine if family involvement measurably affects student achievement or behavior; or other topics that will increase understanding of school, family, and community partnerships.

Attainable but not without effort. The Resource Group notes that with the appropriate support, commitment, and encouragement schools can achieve Goal 8 by the year 2000. That is, any preschool, elementary, middle, or high school can use available research and information on best practices to plan, implement, and continue to improve comprehensive programs of partnership with families and communities in ways that benefit students and others. Indeed, many schools have started this work. There are some basic requirements, however, that will be needed to achieve Goal 8 including supportive state and district policies; commitments by teachers and administrators to reach all families; the creation in each school of a welcoming environment for all families; strategies that encourage communications with all families, including non-English speaking parents, working parents, those with lower reading skills, and others with children with special needs; equal opportunities for family input to school decisions; and other important conditions that foster partnership. The Resource Group believes that Goal 8 will be realized only by schools, districts, and states that view partnerships with families and communities as an integral part of the structure of schooling.

V. CONCLUSION

Goal 8 on parental participation — or school-family-community partnerships — is an essential component of the overall mission of the National Education Goals — the improvement of education. This Goal recognizes that families remain important in their children's lives across the years of schooling, and that family participation is needed to develop and maintain schools with high standards and excellent programs. Goal 8 recognizes that states, school districts, and schools must plan and implement policies and programs of partnership in order to enable all families to participate in their children's education at school and at home.

The indicators recommended for the 1995 Report will begin to raise the level of conversation — about the meaning, problems, and possibilities of developing better programs of partnership. Over time, the indicators should alert the nation about whether and how states, districts, schools, and families are progressing toward Goal 8.

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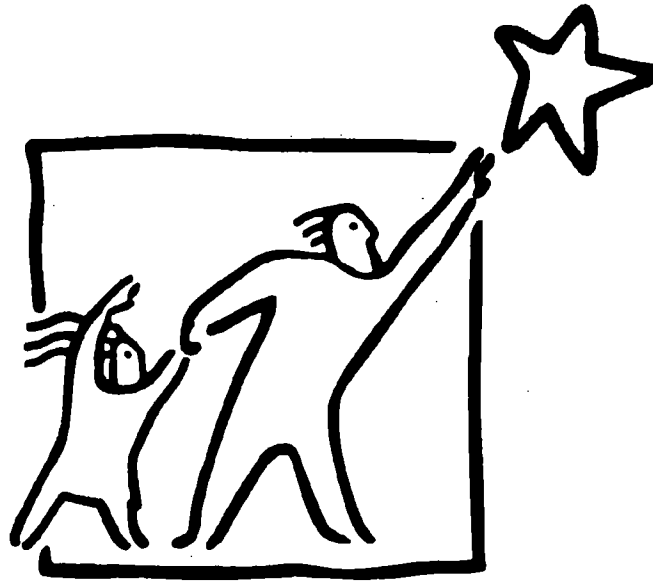
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CUSTOMER SATISFACTION SURVEY

1994 Core and Data Volumes Reports



NATIONAL
EDUCATION
GOALS
PANEL

JULY, 1995

1. EXECUTIVE SUMMARY

The National Education Goals Panel asked Westat to assess and evaluate the user reaction to the three documents comprising its **1994 Goals Report**. These three documents are: **Building A Nation of Learners (the "Core Report")**, **Volume 1: National Data**, and **Volume 2: State Data**. The purpose of the research was to ascertain information about the availability of the report, its usage, overall customer satisfaction with organization, readability, graphs and charts, writing style, and ability to communicate the technical information it contained.

The research effort involved both a qualitative and a quantitative aspect. The qualitative effort was two telephone focus groups, one with Educators and one with Parents, moderated by Westat personnel. Participants were recruited by Westat from a list of individuals selected by the Goals Panel. Using a Moderator's Guide, developed by Westat in conjunction with the Goals Panel, respondents were asked a series of open-ended questions targeting the previously mentioned topics.

The quantitative effort consisted of 104 non-random one-to-one telephone interviews with State Policymakers (referred to as Policymakers) and Community Leaders, recruited from a list compiled by the Goals Panel. Forty-five Policymakers, or their representatives, were interviewed: eight Chairpersons of state legislative education committees, 21 Chief State School Officers, and 16 Education Advisors to governors. Fifty-nine Community Leaders were interviewed. Respondents were asked a series of open-ended and close-ended questions. The questionnaire, also developed by Westat in conjunction with the Goals Panel, had the same emphasis as the Moderator's Guide used with Educators and Parents.

Initial Reactions

There were three initial reactions to the **1994 Goals Report**. They concerned the "packaging," or appearance of the **Report**, its length, and the lack of data.

Packaging

The first initial reaction concerned the “packaging” of the **Report**, or its appearance, and the presentation of material. Respondents had a very favorable impression of the “packaging” of the report. They appreciated the impressive organization and layout, which facilitated the locating of data, the excellent charts and graphs, which greatly assisted readers with understanding the data by providing a “picture,” and the concise, easy to read writing style. Illustrative comments included: “It’s written in an easy to read manner and not too much for the specialist,” “It’s an excellent resource for us,” and it is a “Very usable presentation of the material.”

Policymakers and Community Leaders, when asked which volume they found most useful, were fairly evenly divided between the **Core Report**, the **State Data Volume**, and having no preference. Only 10% of the respondents listed the **National Data Volume** as being the most useful (this may be partially due to the impression, expressed by several, that the **Core Report** and the **National Data Volume** could be combined into one volume to minimize some unnecessary duplication). People typically indicated using the information contained in the documents for reports, presentations, funding initiatives, and grant writing.

A large majority of Policymakers (over 60%) agreed that all three volumes were well organized, with graphics that were easily read and interpreted, and a writing style that was concise and communicated clearly. Most felt that the charts and graphs provided useful information, although more felt that way about the **National Data Volume** and the **State Data Volume** (84% and 70% respectively) than the **Core Report** (61%).

Over 70% of the Community Leaders agreed that the three volumes were well organized with easily read and interpreted graphics and a concise, clear writing style. More Community Leaders than Policymakers felt that the volumes were well organized, but fewer felt that the charts and graphs were easy to read. Approximately the same percentages of Policymakers and Community Leaders found that the charts and graphs in the **Core Report** and the **National Data Volume** were easy to interpret, while fewer Community Leaders felt this way about the **State Data Volume**. Over three-fourths of both groups did not think that any of the volumes were too technical. The following tables,

Table 1-1 and Table 1-2, depict the percentage of Policymakers and Community Leaders who felt that documents had charts and graphs that provided useful information and had a writing style that communicated clearly.

Table 1-1
Agreed Charts and Graphs Provided Useful Information

	Policymakers	Community Leaders
Core Report	61%	82%
Volume 1: National Data	85%	88%
Volume 2: State Data	70%	81%

Table 1-2
Agreed Writing Style Communicates Clearly

	Policymakers	Community Leaders
Core Report	87%	82%
Volume 1: National Data	89%	84%
Volume 2: State Data	78%	79%

Educators spent most of the telefocus group time discussing the **Core Report** and the **National Data Volume** but indicated that most of their comments would also be applicable to the **State Data Volume**. Most Educators had high praise for the organization, graphs, and writing style of the entire **Report**. They appreciated the boxes, which helped them understand the graphs, and really liked the graphs themselves. One suggestion for improving the organization of the **Report** concerned making it easier to find the sources and consolidating the notes so that all the endnotes, technical notes, etc. were in the same place.

Parents were also impressed with the overall **Report**, commenting on the organization, which facilitated easy access to information, the "user-friendly" format, and the absence of educational jargon. A couple of people specified liking the colors and the boxes. Typical comments included such phrases as "well organized," "self-explanatory," and "not overly complicated."

Length of the 1994 Report

The second, almost simultaneous reaction of many respondents was that the amount of material present in all three volumes was extensive. There were three categories of responses to this. Some individuals admitted that they were initially overwhelmed by the size of the **Report**, but quickly added that once they began reading it, they found the effort to be well worthwhile (the "Yikes!" Reaction). Others were less enthusiastic, expressing concerns that most people do not have the time to peruse a document of that length and might just leave it on a shelf as a resource material (the "Is This Really Necessary?" Reaction). A third group flatly stated that they did not see the use of such a large report for anyone other than researchers and statisticians; their sentiment was that the **Report** needed to be much more concise to be useful (the "Forget It." Reaction).

The "Yikes!" Reaction was typically experienced by Educators and Parents as well as some of the Community Leaders. Policymakers and a few Community Leaders were more likely to experience the "Is This Really Necessary?" Reaction or the "Forget It." Reaction. Policymakers were, as a group, especially vehement about the need to consolidate the information and provide an executive summary, of 20 pages or less, that would highlight salient issues and really make an impact on the general public or anyone else whose time was limited. If a Policymaker delegated this survey to a staff member, the latter often commented that Policymakers just don't have enough time to read a document of that length. In such instances, a potential concern is that the entire **Report** will remain untouched. Community Leaders were, as a group, a bit more tolerant of the length, but they too emphasized a need for a shorter version.

Respondents, in all groups, wanted an executive summary. This would consist of a section or a separate document, less than 20 pages long, highlighting the Goals, the progress that has been made, and suggestions for future action. It was stressed that this should be attention-grabbing and communicate a sense of urgency to a diverse audience (from the average layperson to a state legislator).

Respondents indicated that they felt that the primary audience for the entire **Report** would be individuals either working in the education field or familiar with education issues. This would encompass a number of professions including legislators, state and local education officials, organizations concerned with education or children's well-being, and researchers. Many reiterated that the **Report**, as written, was either too long or too complex to appeal to the average citizen with constraints on their time.

Lack of Data

A third reaction concerned the lack of baseline and updated data. This frustrated many respondents, in all four groups, who wondered how to use the report for strategic long-term planning with so many gaps. Several individuals from the Policymaker, Community Leader, and Educator groups, who worked with state level people and information, expressed confusion as to why so much data was unavailable for their own state when they "knew" that it existed. Other individuals acknowledged the difficulty in collecting data for so many indicators in all 50 states, but suggested that perhaps fewer indicators could be used at any one time.

Suggestions for Improvement

Suggestions for improvement fell into two categories: those concerning the inclusion of anecdotal stories and practical suggestions and those concerning marketing and outreach.

Anecdotal Stories and Practical Suggestions

One suggestion was to include anecdotal stories highlighting the successes that would spark the imagination and convey ideas that could be implemented and/or modified in other communities. This would also serve to “soften” the statistics and “give them a heart” by adding a more personal note. Community Leaders, especially, were interested in these types of stories. It was noted that the inclusion of more local information might inspire people to become involved at a community level.

In addition, many Policymakers and Parents were interested in practical suggestions for reaching the Goals. While acknowledging the usefulness of the data in reporting “where we are,” most felt that the report would be enhanced if ideas were given on “how to get where we want to be.”

Marketing and Outreach

Final suggestions were to increase and diversify the marketing and outreach of the **Report**. Many felt that too many people were probably unaware of its existence, and that this situation could be alleviated partially through use of brochures, postcards sent out in advance of the **Report** mailout, or a videotape used as a promo for presentations to various groups. An ancillary idea was to include, in the cover letter accompanying the mailout, a list of suggestions as to how different audiences could use the **Report** and the data it contains.

Respondents in all four groups were virtually unanimous in stating that the **Report** needed to remain in a written format that was easily referenced. Most people appreciated the three volume format. Volumes could be disseminated, or mailed, separately depending upon what information was needed. A significant number of people wanted to see a supplement to the written document which could be used as a marketing tool for promos or presentations to various community groups. A videotape that was “attention-grabbing,” “spiffy,” and “glitzy” was deemed most useful. It was also mentioned, by a large number of respondents, that putting the **Report** or source data on-line or on CD-

ROM, would be an asset because it would make it easier for people to pull out specific charts and graphs and customize their reports and presentations.

Conclusion

In conclusion, most respondents felt that the **1994 Goals Report** was well presented, well organized, written in a clear manner, contained charts and graphs that were easy to interpret, and provided useful information. Respondents indicated finding the **1994 Report** helpful in research, writing reports, preparing presentations, and writing grants. Responses to the **1994 Report** were primarily positive, with constructive suggestions made in the spirit of increasing its usefulness to an even more diverse audience.

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NATIONAL EDUCATION GOALS PANEL

1850 M. Street N.W., Suite 270, Washington, D.C. 20036

News Release

Contact: Bill Noxon

Phone: 202-632-0952

July 29, 1995

FOR IMMEDIATE RELEASE:

ACTIONS TO PROMOTE ACADEMIC STANDARDS AND

PRESENTATION OF PARENTAL INVOLVEMENT AWARDS

HIGHLIGHT GOALS PANEL AGENDA IN BURLINGTON, VERMONT

WASHINGTON, D.C. -- Strategies to promote academic standards will take center stage July 29 at a National Education Goals Panel meeting in Burlington, Vermont.

The meeting starts at 9 a.m. EDT in the Radisson Hotel's Lake Champlain Conference Room.

The Panel is expected to take action on its future role in the promotion of academic standards and assessments. In addition, the Panel will receive the reports on indicators of progress toward the two new national goals in Teacher Education and Professional Development, and Parental Involvement. The Panel will also discuss priorities for improving data gathering on the National Goals. At a luncheon following the Panel meeting, Scholastic Inc., Apple Computers and the Goals Panel will make a joint presentation of a national award to two schools demonstrating outstanding achievements in parental and community involvement.

High on the priorities for the meeting itself are considerations by the bipartisan Panel on how it can help states and communities working to develop demanding academic standards.

(more)

GOALS PANEL MEETING, Page Two

One proposal being considered by the Panel is to create a technical advisory group of experts to develop a description of "world class" academic standards.

"The Goals Panel has the wherewithal to assist states and local school districts, without being prescriptive, by building on the work of many organizations who have already collected a lot of information in this area," John Barth, a Goals Panel staff member, said. "What do other nations expect of their students? What do high performance workplaces expect of new employees? What do universities expect? We can take much of the information available now and synthesize it so state policy-makers and school districts can get a clearer picture of "world class" academic standards that can help them set expectations for their own students and schools."

The Panel will also consider creating a Panel resource group focused on assessments and measurement of student achievements. The purpose of the working group would be to examine technical issues on assessments and data collection, while helping to provide useful information for policy-makers and the public to broaden their understanding and support of this important facet in education reform.

Following the scheduled two-hour meeting, an awards luncheon, sponsored jointly by Scholastic Inc, the educational publisher, Apple Computer, Inc. and the Goals Panel, will honor two schools for outstanding contributions in building parent and family involvement in education.

(more)

GOALS PANEL MEETING, Page Three

A special assistant to Secretary of Education Richard "Dick" Riley, will read a letter of recognition from the Secretary to the winners of nationwide awards in The Strong Families, Strong Schools Most Promising Practices Competition.

Over 100,000 elementary and secondary schools, public, private and parochial, were invited to compete in this first such nationally recognized event. The competitors were asked to demonstrate how their family and community involvement practices could serve as models for the rest of the nation. The competition was designed to encourage and strengthen connections between parents, families and schools, promote new technologies and practices to strengthen reading and learning skills and help schools and other organizations learn from each other how to significantly improve education.

The National Education Goals Panel, a bipartisan body made up primarily of governors, state legislators and members of Congress, meets regularly to review progress of the nation toward meeting eight national goals to improve education in America. Six of the goals were adopted by the nation's governors in 1990. Two goals were added in 1994 as part of the Educate America Act, which established the Panel as a fully independent federal body.

NATIONAL EDUCATION GOALS PANEL

1850 M. Street N.W., Suite 270, Washington, D.C. 20036

News Release

Contact: Bill Noxon
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July 29, 1995

FOR IMMEDIATE RELEASE:

NATIONAL EDUCATION GOALS PANEL RELEASES

INVENTORY OF ACADEMIC STANDARDS-RELATED ACTIVITIES

WASHINGTON, D.C. -- The National Education Goals Panel has prepared an inventory to help policy-makers, educators and the public acquire and review information about significant ongoing activities in the development of academic standards and assessments.

The publication summarizes the initiatives of many education, public policy and business organizations in the development of competitive "world class" academic standards, performance standards and assessments.

The inventory also provides information on which organizations are giving states and localities technical assistance and feedback on their own standards, which organizations are developing analyses on content standards and which are doing the job of informing educators and the public.

"This inventory illustrates that many organizations are working to promote and strengthen state academic standards," Ken Nelson, Executive Director of the Goals Panel, said.

"We want to assist in every way possible to help states and local communities find the information they need to improve the quality of education through better standards and assessments development."

Printed copies of the inventory will be available shortly through the Goals Panel office in Washington.

NATIONAL EDUCATION GOALS PANEL

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