

Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. list	National Education Goals Panel contact list (partial) (1 page)	09/13/1995	P6/b(6)
002. note	Note re: phone numbers (1 page)	n.d.	P6/b(6)

COLLECTION:

Clinton Presidential Records
Domestic Policy Council
Gaynor McCown (Subject Files)
OA/Box Number: 7385

FOLDER TITLE:

NEGP [National Education Goals Panel]

2011-0255-S

rc206

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

Freedom of Information Act - [5 U.S.C. 552(b)]

P1 National Security Classified Information [(a)(1) of the PRA]
P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
P3 Release would violate a Federal statute [(a)(3) of the PRA]
P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

b(1) National security classified information [(b)(1) of the FOIA]
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b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Withdrawal/Redaction Marker

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NATIONAL EDUCATION GOALS PANEL

PLEASE DELIVER AS SOON AS POSSIBLE TO:

UPDATED 09/12/95

MEMBER	OFFICE OF	PHONE	FAX
<u>GOVERNORS</u>			
Bill Christopher	Evan Bayh, IN	317-232-3280	317-232-3443
Kelly Lineweaver	David Beasley, SC	202-624-7784	202-624-7800
Jim Carper	David Beasley, SC	803-734-0449	803-734-0245
Lori Gremel	John Engler, MI	202-624-5840	202-624-5841
Julie Davis	Kirk Fordice, MS	202-434-4870	202-434-4872
Tom Phillips	Kirk Fordice, MS	202-434-4870	202-434-4872
Jeanne Forrester	Kirk Fordice, MS	601-359-3103	601-359-3741
Debra Bryant	Jim Hunt, NC	202-624-5830	202-624-5836
Tom Houlihan	Jim Hunt, NC	919-715-3535	919-733-2120
Bill Porter	Roy Romer, CO	303-866-4666	303-866-2003
Katie Fiske	John Rowland, CT	203-566-2492	203-566-3373
Leo Klagholz	Christine Todd Whitman, NJ	609-292-4450	609-777-4099
Linda Wilson	Christine Todd Whitman, NJ	202-638-0631	202-638-2296

ADMINISTRATION

Gaynor McCowin	Carol Rasco	202-456-5575	202-456-2878
Jennifer Davis	Sec. Richard Riley	202-401-3049	202-401-0596
Catherine Jovicich	Sec. Richard Riley	202-401-0039	202-205-0303

CONGRESS

Emily Wurtz	Sen. Jeff Bingaman, NM	202-224-1808	202-224-2852
Alyssa Hamilton	Sen. Judd Gregg, NH	202-224-3324	202-224-4952
Vic Klatt	Rep. Bill Goodling, PA	202-225-4527	202-225-9571
Hans Meeder	Rep. Bill Goodling, PA	202-225-4527	202-225-9571
Sara Davis	Rep. Dale Kildee, MI	202-226-2068	202-225-3614

STATE LEGISLATORS

Anne Barnes	Rep. Anne Barnes, NC	919-967-7610	919-942-6350
Jim Watts	Rep. Anne Barnes, NC	P6(b)(6)	P6(b)(6)
Lorissa Jackson	Rep. Spencer Coggs, WI	208-733-8458	208-326-5280
Kim Burdick	Sen. Robert Connor, DE	P6(b)(6)	P6(b)(6)
Doug Jones	Rep. Doug Jones, ID	P6(b)(6)	P6(b)(6)
Jana Jones	Rep. Doug Jones, ID	P6(b)(6)	P6(b)(6)

FROM Ken Nelson DATE: 09/13/95 TIME: _____ PAGES: 8

As you may already know, this morning the Senate Appropriations Subcommittee on Labor, Health and Human Services and Education presented its FY96 funding level for NEGP at \$1,000,000, compared to our budget request of \$2,785,000. The Panel will be unable to produce and distribute its annual report with this amount.

We have determined that direct costs related to the Report are approximately \$750,000, including \$350,000 for printing and \$310,000 for the data contract, over and above other programmatic and personnel and administrative costs.

We will be able to continue our reporting responsibilities, and provide minimal service in the promotion of academic standards and assessments, with a "bare-bones" budget of \$2,200,000. This is a significant reduction from our previous year's budget even though the Panel has been given additional responsibilities.

The full committee has scheduled its FY96 mark-up session for this coming Friday, September 15th, at 9:00 A.M. We have today hand-carried sets of the attached documents — along with copies of our 1994 Core Report and Data Volume sets — to the education staff person for each member of the Senate Appropriations Committee. Also attached for your information is a listing of these education contacts.

NATIONAL EDUCATION GOALS PANEL

Attached is the fourth annual *Goals Report*, which the National Education Goals Panel released last fall. The Panel prepares an annual *Goals Report* for Congress, the President, the Nation's Governors and Legislators, and the general public which tracks the progress of the states and the nation towards achieving the Goals. It is presently working on and will release the 1995 *Goals Report* in November. The Panel provides these services and many others to states and communities for less than \$3 million a year. The Panel has requested \$2.75 million for FY96 and was granted \$1 million by the Senate Subcommittee on Appropriations. An additional \$1.75 million is needed to continue services at present levels.

The National Education Goals Panel, an independent agency in the Executive Branch, is a unique bipartisan and intergovernmental body created in 1990 to assess and report on state and national progress toward achieving the National Education Goals. It is the product of a bipartisan, intergovernmental effort to lead Americans to accomplish high standards of achievement and to prosper as individuals and as a nation.

The idea of an annual report card to the nation originated at the Education Summit in Charlottesville, Virginia, in September 1989. There President Bush and the nation's Governors agreed that establishing National Education Goals would capture the attention and resolve of Americans to restructure our schools and radically increase our expectations for student performance. But it was also recognized that adopting national Goals would ultimately prove an empty gesture without a shared commitment to achieving them and to holding ourselves accountable for their success.

Therefore, in July 1990, the National Education Goals Panel was created and charged with measuring state and national progress over ten years toward achieving the National Education Goals. Panel membership is bipartisan and state-dominated. The Panel includes eight governors, four legislators, four members of Congress, and two members of the Administration.

August 1, 1995

The Honorable Robert Byrd
Committee on Appropriations
H-218 Capitol Bldg.
Washington, D.C. 20515

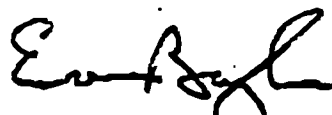
Dear Senator Byrd:

Following the historic 1989 education summit in Charlottesville, the Governors and President Bush agreed on education goals for the nation and created the National Education Goals Panel as an accountability mechanism to monitor and report on the nation's progress toward achieving the goals. We believe that the Panel continues to play a significant role in assisting states as they work to improve educational performance for all students.

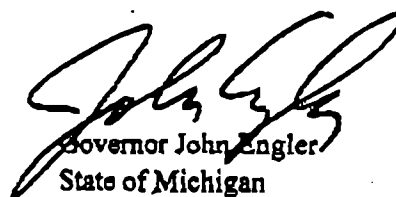
The Goals Panel members have recently initiated new efforts to collect and distribute information on the development of world class academic standards and the assessment of student achievement at the state level. This kind of information will fill an essential need for state policymakers.

While we recognize the difficult decisions that you will face, we strongly urge you to continue funding for the National Education Goals Panel in the appropriations process.

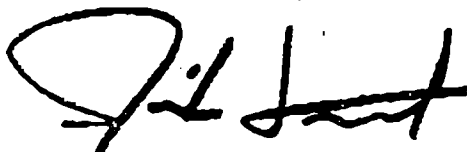
Sincerely,



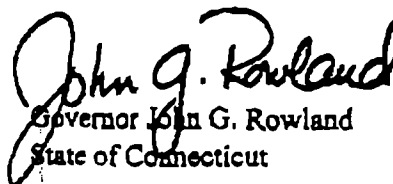
Governor Evan Bayh
State of Indiana



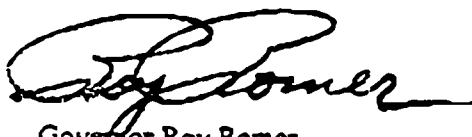
Governor John Engler
State of Michigan



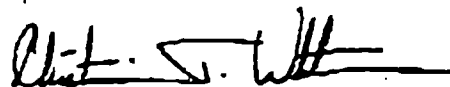
Governor James B. Hunt Jr.
State of North Carolina



Governor John G. Rowland
State of Connecticut



Governor Roy Romer
State of Colorado



Governor Christine Todd Whitman
State of New Jersey

cc: The Honorable Tom Harkin

August 1, 1995

The Honorable Mark Hatfield
Chairman
Senate Appropriations Committee
Room S-128 Capitol
Washington, D.C. 20510

Dear Chairman Hatfield:

Following the historic 1989 education summit in Charlottesville, the Governors and President Bush agreed on education goals for the nation and created the National Education Goals Panel as an accountability mechanism to monitor and report on the nation's progress toward achieving the goals. We believe that the Panel continues to play a significant role in assisting states as they work to improve educational performance for all students.

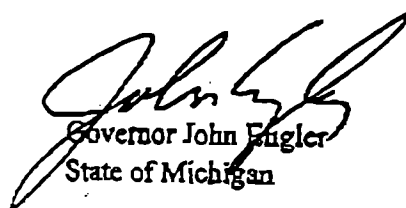
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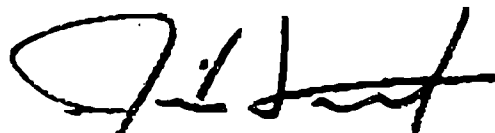
Sincerely,



Governor Evan Bayh
State of Indiana



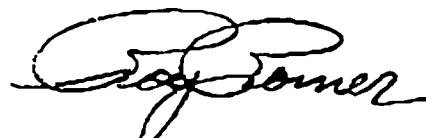
Governor John Engler
State of Michigan



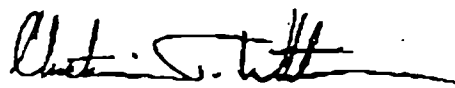
Governor James B. Hunt Jr.
State of North Carolina



Governor John G. Rowland
State of Connecticut



Governor Roy Romer
State of Colorado



Governor Christine Todd Whitman
State of New Jersey

cc: The Honorable Arlen Specter

David S. Broder

Just Plain Dumb

BURLINGTON, Vt.—Louis V. Gerstner Jr., the chairman of IBM and the man who has engineered its recent turnaround, had a message for the nation's governors when he appeared before their annual summer meeting here this week. Warning that real reform requires resources, Gerstner said, "True change agents put their money where their mouth is."

That message has broad application, not only to the governors but to the self-styled revolutionaries in Washington, who often appear to be letting their budgetary goals predetermine the way they are reshaping programs and agencies.

But there is particular pertinence for one small program that has been a bipartisan project of the governors and now is threatened by small-minded economizers in Congress.

A decade ago, farsighted governors of both parties, including both Bill Clinton of Arkansas and his would-be 1996 Republican opponent, Lamar Alexander of Tennessee, launched a program to raise the achievement standards in American schools. Their "national goals" effort was embraced by President Bush in 1989 at his "education summit" in Charlottesville, Va. Last year, it was written into "Goals 2000" legislation by Congress with strong support from President Clinton.

A small but critical piece of the law was the creation of the National Education Goals Panel to ride herd on the project.

Now the House Republicans have moved to kill the entire Goals 2000 program, including the \$2.7 million for the goals panel. Even before they heard Gerstner, the governors were saying that strangling this effort is dumb.

That is the view not just of longtime education advocates such as North Carolina's Jim Hunt and Colorado's Roy Romer, both Democrats, but of conservative reformers such as Wisconsin's Tommy Thompson and Michigan's John Engler, both Republicans.

Thompson told me that because so few of the governors who met with Bush in 1989 to launch this campaign are still around, and because few businessmen are as committed to the cause as Gerstner, "we need to jumpstart this effort again."

Thompson and Romer both acknowledge that whether they like it or not, the federal grants to states for Goals 2000 programs are likely victims of the budget-cutters. But the goals panel is, in Thompson's words, "the catalyst" and the forum that is needed to keep the effort going.

The governors' original notion was a simple one: In a competitive world, the quality of the education America's

Why would Congress want to kill our best hope for setting higher standards in the schools?

youngsters receive is the prime determinant of the nation's future well-being. So they set out goals for themselves. Among others, they said, by 2000, all children would start school ready to learn and at least 90 percent of them would finish high school. Every graduate would have demonstrated competence in nine basic subjects.

No one could argue with the goals. But by setting their deadline so far in the future, Gerstner said, the governors "left a little bit too much cover" for themselves. And, he pointedly said, "Goals aren't worth a damn if you don't measure every day" how near or far the schools are from achieving them.

Last week, in a report that was as direct as Gerstner's speech, the American Federation of Teachers (AFT) documented how far we are

from being able to measure that progress.

While every state but Iowa has begun to develop tougher academic standards for its students, only 13 states have standards that are "clear and specific enough" to guide curriculum development. While 33 states have or are developing student assessments geared to those standards, only seven states require high school seniors to meet the standards set for 10th-, 11th- or 12th-graders in order to graduate.

The public has become skeptical about education "reforms" that are designed to provide comfort for teachers or students, instead of ensuring that knowledge and skills are actually acquired. This effort falls into the latter category.

The AFT wants an end to platitudes. Instead of saying that fifth-graders "should be able to use basic science concepts to help understand various kinds of scientific information," as one state does, the model should be another state's requirement that those 10-year-olds "should be able to describe the basic processes of photosynthesis and respiration and their importance to life."

That same kind of rigor is what the governors are seeking—and what the goals panel is all about.

Killing it would be one of the dumbest things Congress could do.

MAJORITY

Senator Mark Hatfield
Education POC: Sue Hildick
Phone: 224-3753
Fax: 224-0276
Address: 711 Hart

Senator Ted Stevens
Education POC: Liz Connell
Phone: 224-3004
Fax: 224-3004
Address: 522 Hart

Senator Thad Cochran
Education POC: Doris Dixon/Greg
McGinity
Phone: 224-5450
Fax: 224-9450
Address: Russell 326

Senator Arlen Specter
Education POC: Betty Lou Taylor
Phone: 224-7230,
Fax: 224-1360
Address: 503 Hart

Senator Pete Domenici
Education POC: Brian Jones
Phone: 224-6621
Fax: 224-7371
Address: 328 Hart

Senator Phil Gramm
Education POC: John Cerisano
Phone: 224-2934
Fax: 228-2856
Address: 370 Russell

Senator Christopher Bond
Education POC: Leanne Jerome
Phone: 224-5721
Fax: 224-8149
Address: 293 Russell

Senator Slade Gorton
Education POC: Gretchen Lamber
Phone: 224-3441
Fax: 224-9393
Address: 730 Hart

Senator Mitch McConnell
Education POC: Robin Bowen
Phone: 224-2541
Fax: 224-2499
Address: 361A Russell

Senator Connie Mack
Education POC: Jamie Brown
Phone: 224-5274
Fax: 224-8022
Address: 517 Hart

Senator Conrad Burns
Education POC: Patty Deutche
Phone: 224-2644
Fax: 224-8594
Address: 183 Dirksen

Senator Richard Shelby
Education POC: Reid Cavner
Phone: 224-5744
Fax: 224-3416
Address: 110 Hart

Senator James Jeffords
Education POC: Pam Devitt
Phone: 224-2962
Fax: 228-1182
Address: 513 Hart

Senator Judd Gregg
Education POC: Alyssa Hamilton
Phone: 224-3324
Fax: 224-4952
Address: 393 Russell

Senator Robert Bennett
Education POC: Corinne Larson
Phone: 224-5444
Fax: 224-6717
Address: 431 Dirksen

J. Keith Kennedy
Majority Staff Director
S-128 Capitol
Phone: 224-4594

Minority

Senator Robert Byrd
Education POC: Suzanne Bailey
Phone: 224-3954
Fax: 228-0002
Address: 311 Hart

Senator Daniel Inouye
Education POC: Mavis Masaki
Phone: 224-3934
Fax: 224-6747
Address: 722 Hart

Senator Ernest Hollings
Education POC: Eddie Moore
Phone: 224-6121
Fax: 224-4294
Address: 125 Russell

Senator Bennett Johnston
Education POC: Kasey Iovino
Phone: 224-5824
Fax: 224-2952
Address: 136 Hart

Senator Patrick Leahy
Education POC: Maggie Whitney
Phone: 224-4242
Fax: 224-3595
Address: 433 Russell

Senator Dale Bumpers
Education POC: Mary Chaffee
Phone: 224-4843
Fax: 224-6435
Address: 229 Dirksen

Senator Frank Lautenberg
Education POC: Sander Lurie
Phone: 224-4744
Fax: 224-9707
Address: 506 Hart

Senator Tom Harkin
Education POC: Beth Schroeder
Phone: 224-3254
Fax: 224-9369
Address: 113 Hart

Senator Barbara Mikulski
Education POC: Anita Harewood
Phone: 224-4654
Fax: 224-8588
Address: 709 Hart

Senator Harry Reid
Education POC: Sue Mabry
Phone: 224-3542
Fax: 224-7327
Address: 324 Hart

Senator Bob Kerrey
Education POC: Patty Sedon
Phone: 224-6551
Fax: 224-7645
Address: 303 Hart

Senator Herb Kohl
Education POC: Amy Barber
Phone: 224-5653
Fax: 224-9787
Address: 330 Hart

Senator Patty Murray
Education POC: Michael Egan
Phone: 224-2621
Fax: 224-0238
Address: 111 Russell

James English
Minority Staff Director
S-205 Capitol
Phone: 224-7200

THE WHITE HOUSE
WASHINGTON

FAX COVER SHEET

DATE: 9/28 TIME: 5:00 p.m.

TO: NEGP

PHONE: _____

FAX: 632.0957

PAGES: 1

FROM: R. Gaynor McCown
Senior Policy Analyst
The Domestic Policy Council
Phone: (202) 456 - 5575
Fax: (202) 456 - 7028

COMMENTS: Please find Carol Rasco's ballot attached.
Thank you!

NATIONAL EDUCATION GOALS PANEL

SEP 22 1995

MEMORANDUM

DATE: September 21, 1995
TO: NEGP Working Group
FROM: Ken Nelson *K.N.*
Executive Director
RE: Election of the New NEGP Chair

The nomination process for the new Chair is now closed effective COB Wednesday, September 20. The only person nominated to be the new Chair is Governor John Engler of Michigan.

The next step is to elect a new chair from those nominated. Therefore, please indicate in the space below your Panel member's vote.

I, Carol Rasco, cast my ballot for Governor John Engler
to be the Chair of the National Education Goals Panel, 1995-1996.

Please return your Panel member's ballot by fax no later than COB Friday, September 29. The fax number is (202) 632-0957. If you have any questions or comments, please contact me at (202) 632-0952.

PHOTOCOPY
PRESERVATION

1850 M Street, NW Suite 270 Washington, DC 20036
(202) 632-0952 FAX (202) 632-0957

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THE WHITE HOUSE
OFFICE OF DOMESTIC POLICY

CAROL H. RASCO
Assistant to the President for Domestic Policy

Re: GRAYSON

Draft response for POTUS
and forward to CHR by: _____

Draft response for CHR by: _____

Please reply directly to the writer
(copy to CHR) by: _____

Please advise by: _____

Let's discuss: _____

For your information: _____

Reply using form code: _____

File: _____

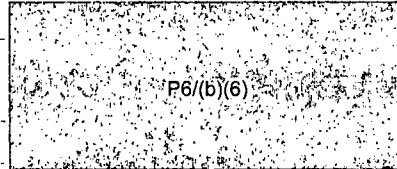
Send copy to: (original to CHR) _____

Schedule ? : ☐ Accept ☒ Pending ☐ Regret

Designee to attend: _____

Remarks: _____

P41



[001]

NATIONAL EDUCATION GOALS PANEL

SEP 11 1995

September 7, 1995

Ms. Carol H. Rasco
Assistant to the President
for Domestic Policy
The White House
West Wing
Washington, D.C. 20500

Dear Ms. Rasco:

I am pleased to forward for your review a copy of the implementation plans for the projects we authorized at the July Panel meeting in Burlington.

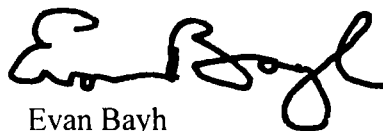
These plans were developed in consultation with your representatives on the Working Group and were approved by the Working Group at its August 30th meeting and conference call. I have also had an opportunity to look over them and am comfortable that they will lead to the achievement of the objectives the Panel had in mind when we decided to undertake these projects.

As the Panel staff moves to action on each of these ideas, it is their intent to continue to work closely with your representatives on the Working Group. I have been informed that Panel staff wishes to form a small implementation committee of Working Group members for each of the proposals in order to facilitate coordination with the Panel. If you have a strong interest in one of the areas, you may want to have your representative become a member of the relevant committee.

You will note that the plans project an ambitious time line for each of the projects. This will require that staff begin implementation work almost immediately. Please take a moment to review these documents. If you have comments, concerns, proposed revisions, etc., please contact Ken Nelson or John Barth of the Goals Panel staff by September 15th with them. Your silence will be interpreted as concurrence.

We all believe that improving our schools is critical to the future of our nation. Nevertheless, we face substantial demands on our time, and I appreciate and thank you for reserving some of it for the important work of the Goals Panel.

Sincerely,



Evan Bayh
Chair

RESOURCE GROUP TO DEFINE "WORLD-CLASS" ACADEMIC STANDARDS

Mission Statement:

To provide information and guidance for policy-makers and the public on the development of "world-class" academic standards by drawing from examples of rigorous expectations and best practices in the school systems of competitor nations, the entrance requirements of truly demanding universities, high performance workplaces and other relevant sources.

Tasks:

- Identify the existing body of knowledge that can inform states' efforts to develop "world-class" content and performance standards. Consider the practices of school systems in competitor nations, education reform efforts in the United States, admissions requirements of leading colleges and universities, the skill demands of high performance workplaces, and other sources deemed relevant and useful.
- Extract data and information from those sources data that will assist and inform state and local policy makers who are working to develop academic standards. Include specific examples of content, performance and skill standards that can promote greater understanding by moving the discussion from the abstract to the concrete without implying a national mandate.
- Include recommendations for communicating the need for and the nature of "world-class" content and performance standards to the general public.
- Synthesize information and examples into recommendations for policy-makers and the public as to the nature of "world-class" standards. This could take the form of a set of exit expectations or requirements for students in American schools.
- Finalize findings and recommendations into a report to the Panel. Extrapolate key information into a streamlined report for policy-makers and the public.

Resource Group:

Members: 10 to 15 members; individuals who have experience or knowledge of the topic and some familiarity with the potential information sources; resist populating the group with representatives of constituent groups.

Consider one or two individuals who have the time and commitment to serve on both the assessment and standards resource groups to help insure that each group is aware of the work of the other and that their final products, where necessary, reflect that.

Chair: need individual committed to the idea who also has time available to be significantly involved with the work of the group; may want someone from the business community to get the same sense of urgency and desire for practicality that is felt by most policy-makers.

Meetings: at least 6 full-day meetings of the resource group in Washington; some time devoted to dialogue with representatives of constituency groups, particularly parents, educators and religious organizations.

Research

Capacity: It is critical that staff time and resources be available to conduct preliminary research, to identify and procure working materials for the resource group and to adequately support the work of the group.

Time Line:

Sept., '95: Approval of implementation plans by Panel

Oct., '95: Select Chair; review mission statement and tasks with chair; recruit resource group members

Nov. '95: Initial resource group meeting in Washington; hold in conjunction with November Panel meeting

Jan., '96 -

Mar., '96: Subsequent group meetings and field hearings; outreach to grassroots organizations through attendance at their meetings and invitations to attend group meetings

Apr., '96,

May, '96: Produce interim report for release at proposed education summit

No definitive date is here given for the conclusion of the group's work. Staff project a 12 to 15 month lifespan for the project but believe that a specific determination cannot be made until the full scope of the group's task is defined. This will be determined as part of the group's organizing activities and deadlines stated in the working group's initial working documents.

RESOURCE GROUP TO EXAMINE ASSESSMENT AND MEASUREMENT OF STUDENT ACHIEVEMENT

Mission Statement:

To provide guidance and recommendations to policy-makers and the public on the creation of assessment systems that can track student progress toward defined benchmarks in order to inform parents and educators and to insure accountability for schools and school systems.

Tasks:

- Identify the existing body of knowledge that can help inform states' efforts to develop comprehensive assessment systems. Consider current practices in the United States and other nations, research studies and other empirical data, developing ideas such as portfolio and other performance assessments, assessments employed in other areas such as business and the military, and other sources deemed useful and relevant.
- Extract data and information from those various sources that will assist and inform state and local policy makers to develop effective assessment systems.
- Synthesize information and examples into recommendations for policy makers and the public on assessment issues. Give particular attention to the different assessment needs ranging from tracking student progress for tailoring learning programs to individual needs to accountability for schools and school systems. Report on the ability of different forms of assessment to meet these differing needs. Consider such factors as cost, time required to administer, turn around time for data reporting, methods for reporting data to desired audiences, equity concerns, the use of technology for data and information management, and other matters deemed relevant.
- Finalize findings and recommendations into a report to the Panel. Extrapolate key information into a streamlined "primer" on assessment for distribution to the general public and parents.

Resource Group:

Members: 10 to 15 members; individuals who have experience and/or knowledge with assessment issues; ideally a mix of testing experts, policy makers, educators experienced with the administration of assessments; seek individuals capable of thinking broadly about assessment issues rather than disciples for one form of assessment or advocates focused on a single assessment issue.

Consider one or two individuals who have the time and commitment to serve on both the assessment and standards resource groups to help insure that each group is aware of the work of the other and that their final products, where necessary, reflect that.

Chair: ideally a policy maker knowledgeable about education and conversant with assessment issues to insure that the work of the resource group remains focused on practical matters; need individual with time and commitment to allow for significant involvement.

Meetings: at least 3 full-day meetings of the resource group in Washington

Field Hearings: consider holding up to 3 field hearings in states or communities with effective assessment programs.

Time Line:

Sept., '95: Approval of implementation plan by Panel; discussions with Panel members, experts, etc. to solicit recommendations on resource group members and activities

Oct., '95: Select chair; review mission statement and tasks with chair; recruit resource group members

Nov. '95 Initial resource group meeting in Washington

Jan., '96 -
Mar., '96 Subsequent meetings and field hearings;

Apr., '96,
May, '96 Produce interim report for release at proposed education summit

No definitive date is here given for the conclusion of the group's work. Staff project a 12 to 15 month lifespan for the project but believe that a specific determination cannot be made until the full scope of the group's task is defined. This will be determined as part of the group's organizing activities and deadlines stated in the working group's initial working documents.

PEER REVIEW OF STATE STANDARDS AND ASSESSMENTS

Mission Statement:

To provide guidance for states on development and implementation of academic standards and assessments and to model a voluntary, non-binding process for feedback on the quality, rigor and comparability of their efforts to determine if they are "world-class."

PHASE 1: DEVELOP A PROFILE OF STATE ACTIVITY AND NEEDS

Purpose:

To seek guidance in shaping the overall direction of this project by requesting of the states information on the types of assistance they will need in developing and implementing academic standards and assessments.

Tasks:

- information will be requested of the states in the following general areas --
 - current status of the state's activities relating to academic standards and assessments;
 - future actions planned along with projected time lines;
 - anticipated areas where the Goals Panel could provide assistance;
 - most effective forms that assistance could take.
- NEGP will work with NGA and CCSSO in collecting the required information

Time Line:

Sept., '95	NEGP staff develops questions; enters into contractual arrangements with NGA and CCSSO to gather the information
Oct., '95	NEGP staff in conjunction with NGA and CCSSO collates information and prepares a report
Nov., '95	presentation of findings at NEGP meeting

PHASE 2: DEVELOP MODEL OF PEER REVIEW PROCESS

Purpose:

To create a general model of the process states could employ during the development of academic standards and assessments to get the feedback necessary to improving their products.

Tasks:

- build upon the information gathered from the states to identify the most significant problems and greatest needs facing states attempting to develop rigorous academic standards and assessments
- build on this process through interviews and discussions with personnel and policy makers in states that have made significant progress in the development of standards and assessments
- synthesize this information into a general statement of the questions to be answered and the needs to be addressed through a peer review process.
- identify the types of individuals and organizations that could contribute to the development of a model peer review process
- plan and convene a 2-3 day retreat of key NEGP members and staff, representatives of 1 or 2 states significantly involved in developing standards and assessments, and key individuals identified as able to contribute to the process
- distill the lessons learned at the retreat into a handbook that describes a model process for states to use in getting feedback on their standards and assessment systems including a statement of broad criteria for assessing academic standards
- seek to identify ways to institutionalize the process either at NEGP or another organization

Time Line:

Oct., '95

Nov., '95 seek private funds to underwrite retreat and identify the 1 or 2 states that will be key participants; identify and get commitments from the individuals and organizations that will participate

Dec., '95 - analyze information gathered from the states and conduct interviews with state personnel and synthesize this information into a general statement of the tasks to be accomplished at a retreat

- Jan., '96 - convene small planning group composed of NEGP staff, organizations committed to the process and representatives of participating states to develop plan for retreat; meet as necessary to complete objectives
- Mar., '96 hold retreat
- Apr., '96 complete handbook describing the process and its essential components; answer questions such as, "Who are the "peers" to conduct the review?; Who selects them?; Are the final recommendations confidential?; etc.

THE WHITE HOUSE
OFFICE OF DOMESTIC POLICY

CAROL H. RASCO
Assistant to the President for Domestic Policy

To: _____

Draft response for POTUS
and forward to CHR by: _____

Draft response for CHR by: _____

Please reply directly to the writer
(copy to CHR) by: _____

Please advise by: _____

Let's discuss: _____

For your information: _____

Reply using form code: _____

File: _____

Send copy to (original to CHR): _____

Schedule ? : ☐ Accept ☐ Pending ☐ Regret

Designee to attend: _____

Remarks: _____

SEP 15 1995

NATIONAL EDUCATION GOALS PANEL

August 30, 1995

Dear Colleagues,

The National Education Goals Panel is pleased to announce the release of a new report that will allow local communities to share the most recent research on the learning of young children, and move the nation toward meeting the national Goal that "by the year 2000, all children in America will start school ready to learn."

Reconsidering Children's Early Development and Learning: Toward Common Views and Vocabulary, provides parents, teachers, school and community leaders important information to help them "achieve a common vocabulary that expresses current knowledge and common views about the needs of children and the nature of their development."

The enclosed report is intended as a resource in your efforts to build support and monitor progress toward the Goals in your state and community.

The National Education Goals Panel, an independent bipartisan body of federal and state officials, tracks the most reliable and up-to-date research and information available on national and state progress in each of the eight National Education Goals, through its various task forces and resource groups.

This newest report, ***Reconsidering Children's Early Development and Learning: Toward Common Views and Vocabulary***, provides common ground for parents and educators because it defines key elements of childhood learning so that parents and schools, who are so influential in a child's early life, can integrate their efforts in preparing these newest of students in the nation's formal education process.

Please read the enclosed report. There is a wealth of information for you to explore in developing new avenues for preparing our youngsters to be ready to learn. For additional copies, call the National Education Goals Panel office at (202) 632-0952.

Sincerely,



Ken Nelson
Executive Director

Clinton Presidential Records Digital Records Marker

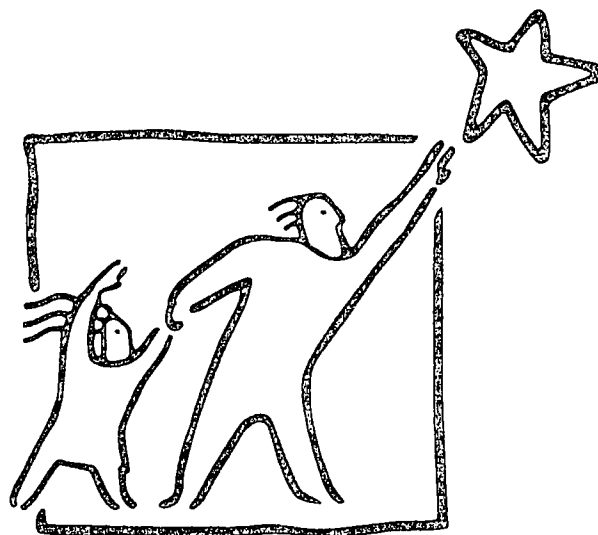
This is not a presidential record. This is used as an administrative marker by the William J. Clinton Presidential Library Staff.

This marker identifies the place of a publication.

Publications have not been scanned in their entirety for the purpose of digitization. To see the full publication please search online or visit the Clinton Presidential Library's Research Room.

RECONSIDERING CHILDREN'S EARLY
DEVELOPMENT AND LEARNING:

TOWARD COMMON VIEWS AND
VOCABULARY



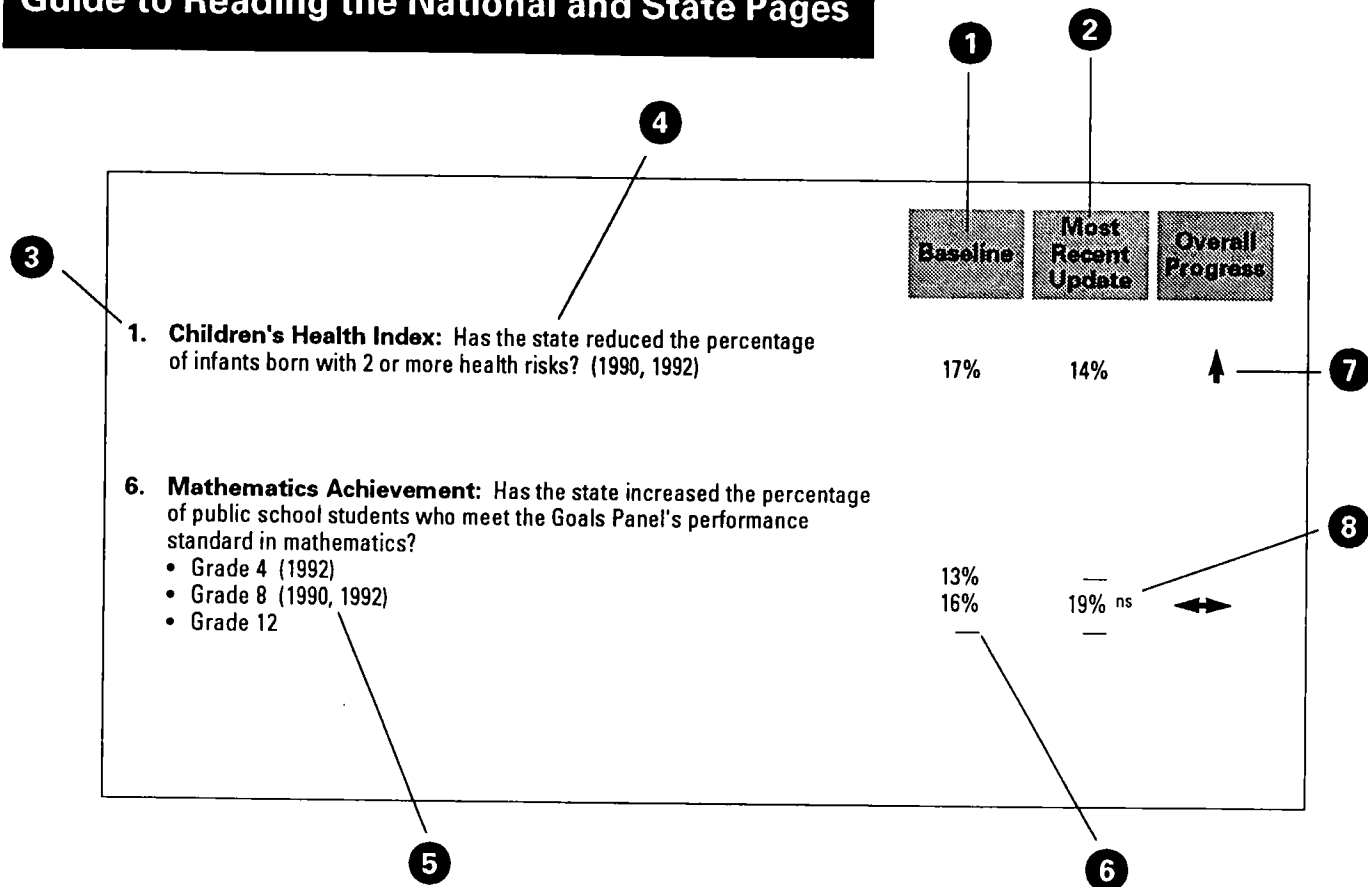
NATIONAL
EDUCATION
GOALS
P A N E L

GOAL 1 TECHNICAL PLANNING GROUP

Sharon Lynn Kagan, Evelyn Moore, and Sue Bredekamp, Editors

JUNE, 1995

Guide to Reading the National and State Pages



- 1 Data in this column represent our starting points. Baselines were established as close as possible to 1990, the year that the National Education Goals were adopted.
- 2 Data in this column represent our current level of performance and are the most recent data available.
- 3 The source of the data and any technical notes for each core indicator are referenced by this number in Appendix A for the national indicators and Appendix B for the state indicators.
- 4 This explanation is provided on pages xx-xx for the state indicators.
- 5 The date or dates in parentheses indicates the year(s) in which data were collected for the core indicator. If there are two dates, the first indicates the baseline year and the second indicates the most recent year in which data were collected.
- 6 — means data not available.
- 7 Overall progress is shown by an arrow. Arrows which point upward indicate that we have made progress. Arrows which point downward indicate that we have fallen further behind. Horizontal arrows indicate that performance has not changed or that the change was not statistically significant.
- 8 ns means that a change from the baseline year to the most recent year was not statistically significant.

Guide to Reading the State Pages (continued)

Listed is a complete description of the core indicators for the states:

Goal 1: Ready to Learn

1. **Children's Health Index:** Has the state reduced the percentage of infants born with 2 or more health risks?
2. **Immunizations:** Has the state increased the percentage of 2-year-olds who have been fully immunized against preventable childhood diseases?
3. **Family-Child Reading and Storytelling:** Has the state increased the percentage of 3- to 5-year-olds whose parents read to them or tell them stories regularly?
4. **Preschool Participation:** Has the state increased the percentage of children from low-income families attending preschool programs (Head Start or public prekindergarten)?

Goal 2: High School Completion

5. **High School Dropout Rate:** Has the state decreased the percentage of students in Grades 9-12 who left school without completing a recognized secondary program?
6. **High School Completion:** Has the state increased the percentage of young adults who have a high school credential?

Goal 3: Student Achievement and Citizenship

7. **Mathematics Achievement:** Has the state increased the percentage of public school students who meet the Goals Panel's performance standard in mathematics in Grades 4 and 8?
8. **Reading Achievement:** Has the state increased the percentage of public school students who meet the Goals Panel's performance standard in reading in Grade 4?

Goal 4: Teacher Education and Professional Development

9. **Teacher Certification:** Has the state decreased the percentage of teachers who are teaching with a temporary license, emergency license, or waiver?
10. **Teacher Professional Development:** Has the state increased the percentage of teachers reporting that they participated in various in-service or professional development programs during the previous year?

Goal 5: Mathematics and Science

11. **International Mathematics Achievement:** Has the state reduced the gap between the percentage of public school 8th graders and the percentage of 13-year-olds in the highest scoring countries who meet the Goals Panel's performance standard in mathematics?
12. **International Science Achievement:** Has the state reduced the gap between the percentage of public school 8th graders and the percentage of 13-year-olds in the highest scoring countries who meet the Goals Panel's performance standard in science?

- 13. Mathematics and Science Degrees:** Has the state increased the proportion of mathematics and science degrees awarded to:
- all students
 - females
 - minorities

Goal 6: Adult Literacy and Lifelong Learning

- 14. Adult Literacy:** Has the state increased the percentage of adults who score at or above Level 3 in prose literacy?
- 15. Participation in Adult Education:** Has the state reduced the gap in adult education participation between adults who have a high school diploma or less, and those who have additional postsecondary education or technical training?
- 16. Participation in Higher Education:** Has the state increased the percentage of high school graduates in its state who immediately enrolled in 2- or 4-year colleges in any state?

Has the state enrolled a comparable proportion of minority students in its postsecondary system as compared to its K-12 system?

Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

- 17. Overall Student Drug and Alcohol Use:** Has the state reduced the percentage of public high school students reporting doing the following during the past 30 days:
- using marijuana at least once?
 - having 5 or more drinks in a row?
- 18. Sale of Drugs at School:** Has the state reduced the percentage of public high school students reporting that someone sold or gave them an illegal drug on school property during the past 12 months?
- 19. Student and Teacher Victimization:** Has the state reduced the percentage of students and teachers reporting that they were threatened or injured on school property during the past 12 months?
- public high school students
 - public school teachers
- 20. Disruptions in Class by Students:** Has the state reduced the percentage of students and teachers reporting that disruptions often interfere with teaching and learning?
- high school students
 - high school teachers

Goal 8: Parental Participation

- 21. Parental Involvement in Schools:** Has the state reduced the percentage of public school teachers and principals reporting that lack of parental involvement in their school was a problem?
- teachers
 - principals
- 22. Influence of Parent Associations:** Has the state increased the percentage of public school principals reporting that the parent association in their school has a substantial influence in three or more areas of school policy?

UNITED STATES

	Baseline	Most Recent Update	Overall Progress
GOAL 1 Ready to Learn			
1. Children's Health Index: Has the U.S. reduced the percentage of infants born with 2 or more health risks? (1990, 1992)	14%	xx%	↔
2. Immunizations: Has the U.S. increased the percentage of 2-year-olds who have been fully immunized against preventable childhood diseases? (1992, 1993)	55%	xx%	↔
3. Family-Child Reading and Storytelling: Has the U.S. increased the percentage of 3- to 5-year-olds whose parents read to them or tell them stories regularly? (1993, 1995)	66%	xx%	↔
4. Preschool Participation: Has the U.S. reduced the gap in preschool participation between 3- to 5-year-olds from high- and low-income families? (1991, 1995)	28 points	xx points	↔
GOAL 2 School Completion			
5. High School Completion: Has the U.S. increased the percentage of 19- to 20-year-olds who have a high school credential? (1992, 1994)	87%	xx%	↔
GOAL 3 Student Achievement and Citizenship			
6. Mathematics Achievement: Has the U.S. increased the percentage of students who meet the Goals Panel's performance standard in mathematics? • Grade 4 (1990, 1992) • Grade 8 (1990, 1992) • Grade 12 (1990, 1992)	13% 20% 13%	18% 25% 16% ^{ns}	↑ ↑ ↔
7. Reading Achievement: Has the U.S. increased the percentage of students who meet the Goals Panel's performance standard in reading? • Grade 4 (1992, 1994) • Grade 8 (1992, 1994) • Grade 12 (1992, 1994)	25% 28% 37%	xx% xx% xx%	↔ ↔ ↔
8. Writing Achievement: Has the U.S. increased the percentage of students who meet the Goals Panel's performance standard in writing? • Grade 4 (1992) • Grade 8 (1992) • Grade 12	38% 69% —	— — —	
9. History Achievement: Has the U.S. increased the percentage of students who meet the Goals Panel's performance standard in history? • Grade 4 (1994) • Grade 8 (1994) • Grade 12 (1994)	xx% xx% xx%	— — —	
10. Geography Achievement: Has the U.S. increased the percentage of students who meet the Goals Panel's performance standard in geography? • Grade 4 (1994) • Grade 8 (1994) • Grade 12 (1994)	xx% xx% xx%	— — —	
GOAL 4 Teacher Education and Professional Development			
11. Teacher Certification: Has the U.S. decreased the percentage of teachers who are teaching with a temporary license, emergency license, or waiver? (1994)	xx%	—	
12. Teacher Professional Development: Has the U.S. increased the percentage of teachers reporting that they participated in various in-service or professional development programs during the previous year? (1994)	xx%	—	
GOAL 5 Mathematics and Science			
13. International Mathematics Achievement: Has the U.S. improved its standing on international mathematics assessments of 13-year-olds? (1991)	U.S. below 5 out of 5 countries	—	

— Data not available.
^{ns} Interpret with caution. Change was not statistically significant.

See page xx for a Guide to Reading the National and State Pages.

See Volume One for additional National Data.
 See Appendix X for technical notes and sources.

UNITED STATES

	Baseline	Most Recent Update	Overall Progress
14. International Science Achievement: Has the U.S. improved its standing on international science assessments of 13-year-olds? (1991)	U.S. below 5 out of 5 countries	—	
15. Mathematics and Science Degrees: Has the U.S. increased the proportion of mathematics and science degrees awarded to:			
• all students	xx%	xx%	↔
• females (1990, 1993)	xx%	xx%	↔
• minorities (1990, 1993)	xx%	xx%	↔

GOAL 6 Adult Literacy and Lifelong Learning

16. Adult Literacy: Has the U.S. increased the percentage of adults who score at or above Level 3 in prose literacy? (1992)	52%	—	
17. Participation in Adult Education: Has the U.S. reduced the gap in adult education participation between adults who have a high school diploma or less, and those who have additional postsecondary education or technical training? (1991, 1995)	27 points	xx points	↔
18. Participation in Higher Education: Has the U.S. reduced the gap between White and Black high school graduates who:			
• enroll in college? (1990, 1993)	14 points	xx points	↔
• complete a college degree? (1992, 1994)	16 points	xx points	↔
Has the U.S. reduced the gap between White and Hispanic high school graduates who:			
• enroll in college? (1990, 1993)	11 points	xx points	↔
• complete a college degree? (1992, 1994)	12 points	xx points	↔

GOAL 7 Safe, Disciplined, and Alcohol- and Drug-free Schools

19. Overall Student Drug and Alcohol Use: Has the U.S. reduced the percentage of 10th graders reporting doing the following the previous year:			
• using any illicit drug? (1991, 1994)	24%	xx%	↔
• using alcohol? (1991, 1994)	72%	xx%	↔
20. Sale of Drugs at School: Has the U.S. reduced the percentage of 10th graders reporting that someone offered to sell or give them an illegal drug at school during the previous year? (1992, 1994)	18%	xx%	↔
21. Student and Teacher Victimization: Has the U.S. reduced the percentage of students and teachers reporting that they were threatened or injured at school during the previous year?			
• 10th grade students (1991, 1994)	40%	xx%	↔
• public school teachers (1991, 1994)	10%	xx%	↔
22. Disruptions in Class by Students: Has the U.S. reduced the percentage of students and teachers reporting that disruptions often interfere with teaching and learning?			
• 10th grade students (1992, 1994)	17%	xx%	↔
• high school teachers (1991, 1994)	33%	xx%	↔

GOAL 8 Parental Participation

23. Teachers' Reports of Parent Involvement in School Activities: Has the U.S. increased the percentage of public school teachers reporting that parents had attended parent-teacher conferences and school open houses? (1992)	xx%	—	
24. Principals' Reports of Parent Involvement in School Activities: Has the U.S. increased the percentage of public school principals reporting that parents were very involved in three types of school activities? (1992)	xx%	—	
25. Parents' Reports of Their Involvement in School Activities: Has the U.S. increased the percentage of parents of students in Grades 3-12 reporting that they had participated in three types of school activities since the beginning of the school year? (1993)	xx%	—	

— Data not available.
ns Interpret with caution. Change was not statistically significant.

See page xx for a Guide to Reading the National and State Pages

See Volume One for additional National Data.
See Appendix X for technical notes and sources.

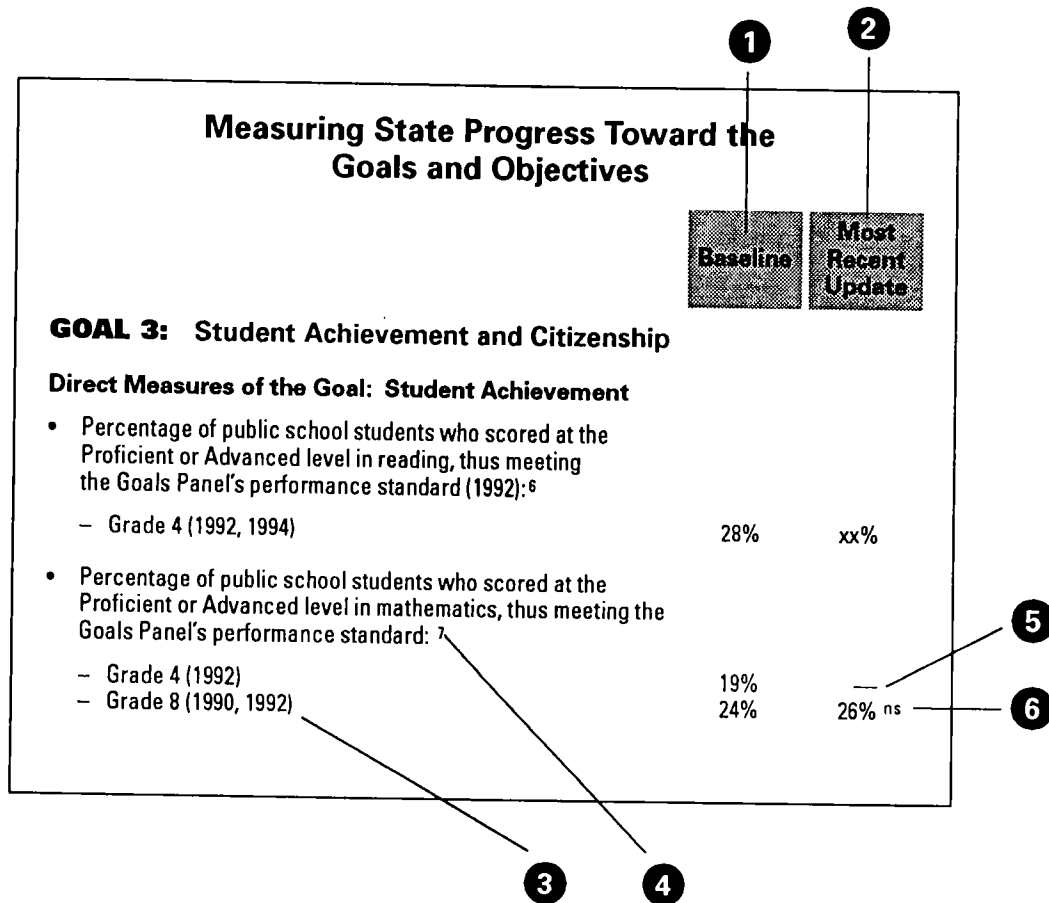
		Baseline	Most Recent Update	Overall Progress
GOAL 1				
Ready to Learn	1. Children's Health Index (1990, 1992)	14%	xx%	↔
	2. Immunizations (1994)	—	—	
	3. Family-Child Reading and Storytelling	—	—	
	4. Preschool Participation (1990, 1992)	xx%	xx%	↔
GOAL 2				
High School Completion	5. High School Dropout Rate (1992, 1993)	xx%	xx%	↔
	6. High School Completion (1990, 1994)	xx%	xx%	↔
GOAL 3				
Student Achievement and Citizenship	7. Mathematics Achievement			
	• Grade 4 (1992)	13%	—	↑
	• Grade 8 (1990, 1992)	20%	25%	↑
	8. Reading Achievement			
	• Grade 4 (1992, 1994)	25%	xx%	↔
GOAL 4				
Teacher Education and Professional Development	9. Teacher Certification (1994)	xx%	—	
	10. Teacher Professional Development (1994)	xx%	—	
GOAL 5				
Mathematics and Science	11. International Mathematics Achievement (1991)	xx points	—	
	12. International Science Achievement	—	—	
	13. Mathematics and Science Degrees (1991, 1994)			
	• All students	xx%	xx%	↔
	• Females	xx%	xx%	↔
	• Minorities	xx%	xx%	↔
GOAL 6				
Adult Literacy and Lifelong Learning	14. Adult Literacy (1992)	52%	—	
	15. Participation in Adult Education	—	—	
	16. Participation in Higher Education			
	• Postsecondary enrollment (1992)	xx%	—	
	• Minority college enrollment ratio (1990, 1994)	x/x	x/x	↔
GOAL 7				
Safe, Disciplined, and Alcohol- and Drug-free Schools	17. Overall Student Drug and Alcohol Use			
	• Using marijuana at least once (1991, 1994)	24%	xx%	↔
	• Having 5 or more drinks in a row (1991, 1994)	72%	xx%	↔
	18. Sale of Drugs at School (1993)	18%	—	
	19. Student and Teacher Victimization			
	• Public high school students (1993)	40%	—	
	• Public school teachers (1991, 1994)	10%	xx%	↔
	20. Disruptions in Class by Students			
	• High school students	—	—	
	• High school teachers (1991, 1994)	33%	xx%	↔
GOAL 8				
Parental Participation	21. Parental Involvement in Schools			
	• Teachers' perspective (1991, 1994)	xx%	xx%	↔
	• Principals' perspective (1991, 1994)	xx%	xx%	↔
	22. Influence of Parent Associations (1991, 1994)	xx%	xx%	↔

— Data not available.
ns Interpret with caution. Change was not statistically significant.

See page xx for a Guide to Reading the National and State Pages.

See Volume Two for additional State Data.
See Appendix X for technical notes and sources

Guide to Reading the State Pages



- 1 The **baseline** year represents our starting points. Baselines were established as close as possible to 1990, the year the National Education Goals were adopted.
- 2 The **Most Recent Update** year represents the most recent year in which data were collected.
- 3 The date or dates in parentheses indicate the year(s) in which data were collected for a particular measure. If there are two dates, the first indicates the baseline year and the second indicates the most recent year in which data were collected.
- 4 Superscript number refers to the data source; sources and any technical notes are found in Appendix A.
- 5 — means data not available.
- 6 **ns** means that a change from the baseline year to the most recent year was not statistically significant.

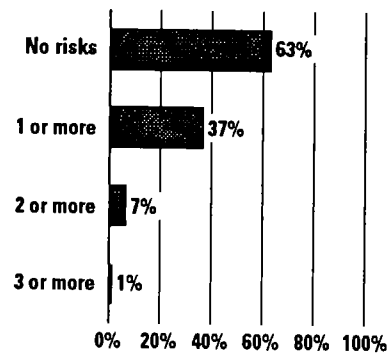
STATE NAME

Measuring State Progress Toward the Goals and Objectives

Baseline	Most Recent Update
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Children's Health Index

Percentage of infants born in the state with 1 or more health risks¹ (1992)



¹ Includes late (in third trimester) or no prenatal care, low maternal weight gain (less than 21 pounds), mother smoked during pregnancy, or mother drank alcohol during pregnancy.

Source: National Center for Health Statistics and Westat, Inc., 1995

GOAL 1: Ready to Learn

Direct Measure of the Goal: Ready to Learn

- No direct measure of children's early development and learning during the kindergarten year is available yet.

Direct Measures of the Objectives: Children's Health and Nutrition

• Number of infants (per 1,000) born at low birthweight (below 5.5 pounds) (1990, 1992) ¹	xx	xx
• Number of mothers (per 1,000) receiving early (first trimester) prenatal care (1990, 1992) ²	xx	xx
• Percentage of infants born in the state with two or more health risks (1990, 1992) ³	xx	xx

Direct Measure of the Objectives: Preschool Programs

• Number of children with disabilities in preschool (per 1,000 3- to 5-year-olds; 1991, 1994) ⁴	xx	xx
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GOAL 2: School Completion

Direct Measure of the Objectives: School Dropouts

• Percentage of all 16- to 19-year-olds without a high school credential (1992, 1993) ⁵	xx%	xx%
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GOAL 3: Student Achievement and Citizenship

Direct Measures of the Goal: Student Achievement

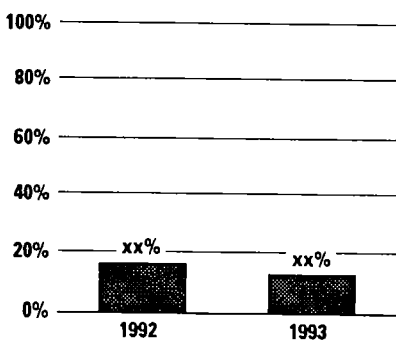
• Percentage of public school students who scored at the Proficient or Advanced Level in reading, thus meeting the Goals Panel's performance standard: ⁶		
– Grade 4 (1992, 1994)	xx%	xx%
• Percentage of public school students who scored at the Proficient or Advanced level in mathematics, thus meeting the Goals Panel's performance standard: ⁷		
– Grade 4 (1992)	xx%	—
– Grade 8 (1990, 1992)	xx%	xx%

Direct Measure of the Goal: Advanced Placement Performance

• Number of Advanced Placement examinations receiving grades of 3 or higher in the following subject areas (per 1,000 11th and 12th graders; 1991, 1995): ⁸		
– English	xx	xx
– Mathematics	xx	xx
– Science	xx	xx
– Foreign languages	xx	xx
– Civics and government	xx	xx
– Economics	xx	xx
– Fine arts	xx	xx
– History	xx	xx

High School Dropouts

Percentage of all 16- to 19-year-olds¹ without a high school credential² (1992, 1993)



¹ Does not include those still in high school.

² Includes traditional high school diploma and alternative credential.

^{ns} Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1995

— Data not available.
ns Interpret with caution. Change was not statistically significant.

See page xx for a Guide to Reading the State Pages.
See Core Report for additional information.

See Appendix X for technical notes and sources.

Measuring State Progress Toward the Goals and Objectives

Baseline

Most Recent Update

STATE NAME

GOAL 4: Teacher Education and Professional Development

Direct Measures of the Goal: Teacher Education

- Percentage of secondary teachers in public schools who held (1991, 1994):⁹
 - an undergraduate or graduate degree in their main teaching assignment xx% xx%
 - a teaching credential in their main teaching assignment xx% xx%
- Percentage of public school teachers who reported that they were teaching with a temporary license, emergency license, or a waiver (1994):¹⁰ xx% xx%

Direct Measures of the Goal: Professional Development

- Percentage of public school teachers who reported that they participated in in-service or professional development programs on the following topics since the end of the previous school year (1994):¹¹
 - uses of educational technology xx% xx%
 - methods of teaching subject field xx% xx%
 - in-depth study in subject field xx% xx%
 - student assessment xx% xx%

Direct Measure of the Objectives: Teaching Diverse Student Populations

- Percentage of public school teachers with limited English-proficient students in their classes who reported that they had received no training to teach limited English-proficient students (1994):¹² xx% xx%

Direct Measures of the Objectives: Teacher Support

- Percentage of public school 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 a master or mentor teacher (1991, 1994):¹³ xx% xx%
- Percentage of public school teachers who reported that teachers in their school have a great deal of influence in determining the content of in-service training programs (1991, 1994):¹⁴ xx% xx%

GOAL 5: Mathematics and Science

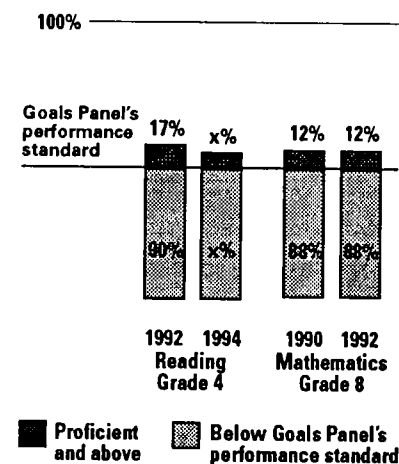
Direct Measure of the Goal: International Student Achievement Comparisons

- Percentage of public school 8th graders who scored at the Proficient or Advanced level in mathematics compared with 3 highest achieving nations (1991 and 1992):¹⁵

Taiwan=41%	Korea=37%	Switzerland=33%	xx%	xx%
------------	-----------	-----------------	-----	-----

Student Achievement

Percentage of public school students who met the Goals Panel's performance standard¹ in reading and mathematics (1990, 1992, 1994)



¹ A complete description of the performance standard can be found in Appendix A.

^{ns} Interpret with caution. Change was not statistically significant.

Source: National Center for Education Statistics, 1993 and 1995

Goal 4 Chart

To be determined¹

¹ Footnote placeholder

Source: Source placeholder

— Data not available.

^{ns} Interpret with caution. Change was not statistically significant.

See page xx for a Guide to Reading the State Pages. See Core Report for additional information.

See Appendix X for technical notes and sources.

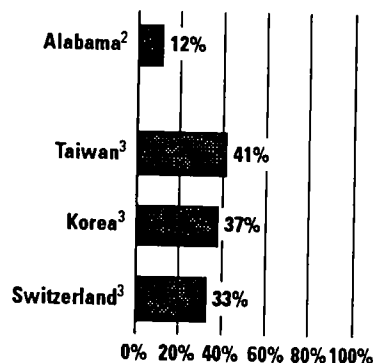
STATE NAME

Measuring State Progress Toward the Goals and Objectives

Baseline	Most Recent Update
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International Comparisons in Mathematics

Percentage of students¹ who scored at the Proficient or Advanced level in mathematics (1991 and 1992)



¹ A complete description of assessment participants can be found in Appendix A.

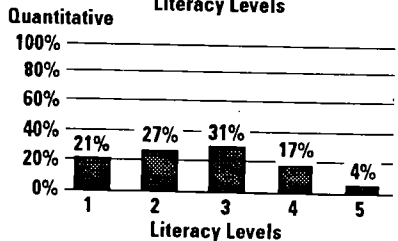
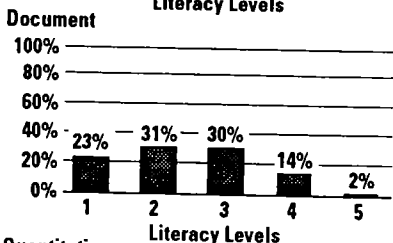
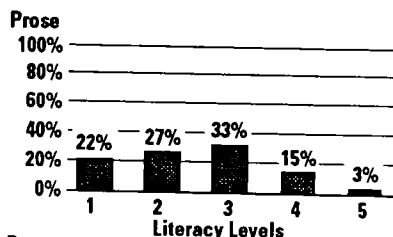
² Plus or minus X percentage points.

³ Plus or minus 2 percentage points.

Source: Educational Testing Service, 1993

Adult Literacy

Percentage of all adults aged 16 and older scoring at five literacy levels¹ (1992)



¹ Test results are reported on scales of 0 to 500 points and five levels, with Level 5 being the most proficient and Level 1 being the least proficient.

Source: Educational Testing Service, 1993

Direct Measures of the Objectives: Strengthening Mathematics and Science Education

- Percentage of public school 8th graders (1990, 1992):¹⁶

a) whose teachers report that they do these activities in mathematics class:

– work in small groups at least once a week	xx%	xx%
– work with measuring instruments or geometric solids at least once a week	xx%	xx%

b) whose mathematics teachers heavily emphasize:

– Algebra and functions	xx%	xx%
– developing reasoning ability to solve unique problems	xx%	xx%
– communicating mathematics ideas	xx%	xx%

c) who have computers available in their mathematics classroom

xx% xx%

d) who use calculators in mathematics class at least once a week

xx% xx%

GOAL 6: Adult Literacy and Lifelong Learning

Direct Measure of the Goal: Adult Literacy

- Percentage of all adults aged 16 and older who scored at or above Level 3 (of 5 levels) in Prose literacy (1992):¹⁷

xx% xx%

Direct Measure of the Goal: Citizenship

- Percentage of all U.S. citizens (1988, 1992):¹⁸

a) registered to vote

xx% xx%

b) voting

xx% xx%

GOAL 7: Safe, Disciplined, and Alcohol- and Drug-free Schools

Direct Measures of the Goal: Alcohol- and Drug-free Students and Schools

At School

- Percentage of public high school students who reported using the following at least once at school during the past 30 days (1993):¹⁹

– alcohol	xx%	xx%
– marijuana	xx%	xx%

- Percentage of public high school students who reported being offered, sold, or given an illegal drug on school property during the past 12 months (1993):²⁰

xx% xx%

Measuring State Progress Toward the Goals and Objectives

STATE NAME

Baseline	Most Recent Update
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Overall

- Percentage of public high school students who reported (1990, 1993):²¹
 - a) Using the following at least once during the past 30 days:
 - marijuana
 - cocaine
 - b) Having five or more drinks in a row during the past 30 days

xx%	xx%
xx%	xx%
xx%	xx%

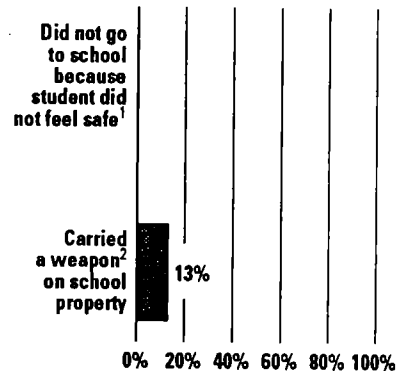
Direct Measures of the Goal: Schools Free of Violence and Crime

- Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993):²²
 - a) Carried a weapon such as a gun, knife, or club on school property
 - b) Did not go to school because student did not feel safe
- Percentage of public high school students who reported that they were victimized in the following ways on school property during the past 12 months (1993):²³
 - a) Threatened or injured with a weapon such as a gun, knife, or club
 - b) Property such as a car, clothing, or books was stolen or deliberately damaged
- Percentage of public high school students who reported that they were in a physical fight on school property at least once during the past 12 months (1993):²⁴

xx%	xx%
xx%	xx%
xx%	xx%
xx%	xx%
xx%	xx%
xx%	xx%

School Safety

Percentage of public high school students who reported that they did the following at least once during the past 30 days (1993)



¹ Data not available..

² Such as a gun, knife, or club.

Source: Centers for Disease Control and Prevention, 1994

Goal 8 Chart

To be determined¹

¹ Footnote placeholder

Source: Source placeholder

GOAL 8: Parental Participation

Direct Measures of the Goal: Parent-School Partnerships

- Percentage of public school teachers and principals who reported that lack of parental involvement in their school was a serious problem (1991, 1994):²⁵
 - public school teachers
 - public school principals
- Percentage of public school principals who reported that the parent association in their school has substantial influence on the following decisions and policies (1991, 1994):²⁶
 - establishing curriculum
 - hiring new full-time teachers
 - setting discipline policy
 - deciding how the school budget will be spent
 - determining content of in-service programs
 - evaluation of teachers

xx%	xx%
xx%	xx%
xx%	xx%
xx%	xx%
xx%	xx%
xx%	xx%
xx%	xx%

— Data not available.
ns Interpret with caution. Change was not statistically significant.

See page xx for a Guide to Reading the State Pages.
See Core Report for additional information.

See Appendix X for technical notes and sources.

NATIONAL EDUCATION GOALS PANEL

DATE: August 11, 1995
TO: Members of the Working Group
FROM: Ann Webber, Westat
SUBJECT: New Goal 6 Core Indicator on College Enrollment by State

This indicator was discussed at the August 9th Reporting Committee meeting and recommended for inclusion in the 1995 Report.

The college enrollment indicator estimates the percentage of recent high school graduates in each state who immediately enrolled in college in any state. Data for 1992 are displayed in Table 6.1.

The number of state residents who enrolled in college, either in- or out-of-state, in the fall of 1992 was obtained from the IPEDS Fall Enrollment Survey. Only accredited institutions and only 2- and 4-year public and private (no proprietary schools) are included in the residence and migration portion of the Fall survey. The number of students graduating from public and private high schools in 1991-92 was obtained by combining information from the Common Core of Data and another NCES survey on private school enrollment.

The IPEDS Fall Enrollment Survey collects information on residence and migration every other year. Data for only one year (1992) are available for this year's report, due to problems with the Fall 1990 survey data. Results from the Fall 1994 survey should be available to update this indicator next year.

Table 6.1 Percentage of high school graduates who immediately enrolled in a 2 or 4-year college

<u>State</u>	<u>College Enrollment</u>
Alabama	56%
Alaska	39%
Arizona	45%
Arkansas	46%
California	50%
Colorado	50%
Connecticut	59%
Delaware	57%
District of Columbia	33%
Florida	45%
Georgia	54%
Hawaii	54%
Idaho	49%
Illinois	63%
Indiana	51%
Iowa	64%
Kansas	58%
Kentucky	50%
Louisiana	55%
Maine	48%
Maryland	55%
Massachusetts	60%
Michigan	59%
Minnesota	54%
Mississippi	61%
Missouri	49%
Montana	51%
Nebraska	65%
Nevada	33%
New Hampshire	56%
New Jersey	60%
New Mexico	49%
New York	67%
North Carolina	49%
North Dakota	68%
Ohio	51%
Oklahoma	50%
Oregon	54%
Pennsylvania	55%
Rhode Island	64%
South Carolina	43%
South Dakota	53%
Tennessee	46%
Texas	52%
Utah	51%
Vermont	54%
Virginia	51%
Washington	58%
West Virginia	49%
Wisconsin	62%
Wyoming	47%
American Samoa	20%
Guam	51%
Northern Marianas	69%
Puerto Rico	88%
Virgin Islands	36%

Source: U.S. Department of Education, National Center for Education Statistics, Residence and Migration of First-Time Freshmen Enrolled in Higher Education Institutions: Fall 1992; and Common Core of Data, 1991-1992.

NATIONAL EDUCATION GOALS PANEL

DATE: August 10, 1995
TO: Members of the Working Group
FROM: Justin Boesel, Westat
RE: Core Indicator for Goal 5

At the Reporting Committee meeting of August 10, it was determined that the core indicator for Goal 5 will simply present the percentage of Bachelor degrees granted in Math/Science. The report will present this percentage for all graduates, for female graduates, and for minority graduates, at both the national and state levels. To illustrate, the female percentage will show:

$$\frac{(\# \text{ Female Bachelors' in Math/Science})}{(\# \text{ Female Bachelors' in all Fields of Study})}$$

This indicator is easy to explain and interpret. It is better than a ratio that combines percentages, because seemingly positive changes in such a measure are often attributable to a decline in the overall percentage of Math/Science degrees.

Of course, our indicator is not perfect; because it does not provide a measure of the absolute number of degrees awarded, it can seem unstable, particularly in states with very low minority enrollments. Showing minority degrees as a percentage of all degrees would ameliorate this problem, but it would also take up more space, which is becoming scarce on the state core pages.

The minority designation includes Blacks, Hispanics, and American Indians, but does not include Asians. Non-resident aliens are not included in any category.

Percentage of Bachelors' Degrees that are Math/Science

State	All Citizens and Res. Aliens		Minorities		Women	
	1991	1993	1991	1993	1991	1993
Alabama	34%	35%	40%	39%	30%	31%
Alaska	34%	36%	34%	28%	28%	31%
Arizona	26%	35%	22%	35%	24%	31%
Arkansas	32%	33%	31%	35%	28%	30%
California	43%	45%	43%	45%	39%	41%
Colorado	48%	49%	46%	49%	43%	46%
Connecticut	43%	45%	47%	48%	37%	41%
Delaware	46%	43%	38%	34%	40%	39%
District of Columbia	49%	51%	44%	44%	46%	48%
Florida	34%	33%	36%	34%	29%	30%
Georgia	38%	37%	44%	43%	33%	33%
Guam	26%	14%	0%	33%	24%	17%
Hawaii	40%	37%	47%	35%	37%	35%
Idaho	34%	35%	43%	36%	29%	30%
Illinois	39%	38%	36%	36%	35%	33%
Indiana	40%	40%	39%	39%	34%	35%
Iowa	33%	35%	32%	40%	28%	30%
Kansas	36%	37%	35%	36%	32%	33%
Kentucky	36%	38%	33%	35%	31%	34%
Louisiana	37%	39%	41%	41%	34%	36%
Maine	49%	49%	64%	46%	45%	44%
Maryland	43%	44%	40%	39%	38%	39%
Massachusetts	46%	44%	51%	49%	43%	41%
Michigan	40%	41%	39%	38%	35%	36%
Minnesota	37%	37%	39%	39%	33%	33%
Mississippi	33%	36%	36%	39%	30%	33%
Missouri	35%	35%	32%	25%	30%	32%
Montana	38%	41%	39%	40%	29%	33%
Nebraska	33%	35%	32%	30%	31%	34%
Nevada	30%	32%	26%	29%	27%	30%
New Hampshire	40%	41%	49%	51%	37%	38%
New Jersey	43%	43%	48%	44%	39%	40%
New Mexico	40%	39%	38%	36%	33%	32%
New York	41%	40%	43%	42%	38%	38%
North Carolina	41%	43%	38%	42%	36%	40%
North Dakota	39%	41%	40%	39%	35%	40%
Ohio	36%	36%	36%	37%	31%	32%
Oklahoma	33%	35%	34%	37%	28%	30%
Oregon	41%	44%	41%	40%	37%	41%
Pennsylvania	40%	41%	40%	38%	36%	37%
Puerto Rico	31%	31%	31%	30%	29%	28%
Rhode Island	34%	35%	40%	42%	31%	32%
South Carolina	37%	39%	36%	38%	34%	35%
South Dakota	44%	43%	30%	34%	36%	37%
Tennessee	36%	39%	40%	39%	32%	35%
Texas	34%	37%	35%	37%	29%	34%
Utah	41%	41%	47%	44%	32%	32%
Vermont	44%	45%	43%	46%	40%	42%
Virgin Islands	25%	20%	23%	20%	23%	17%
Virginia	44%	48%	41%	43%	39%	44%
Washington	40%	41%	38%	40%	36%	37%
West Virginia	32%	33%	31%	33%	29%	31%
Wisconsin	41%	42%	39%	40%	36%	37%
Wyoming	40%	40%	43%	33%	35%	33%
United States	39%	40%	39%	39%	35%	36%

NATIONAL EDUCATION GOALS PANEL

DATE: August 10, 1995

TO: Members of the Working Group

FROM: Justin Boesel, Westat

RE: Goal 1 Core Indicator: Low-income preschool participation at the state level

Despite the fact that no direct state-level measure of low-income preschool participation exists, the proxy measure proposed by the Data Task Force was rejected at the Reporting Committee meeting on August 9. The proxy measure was rejected because it has a number of problems, some of which are outlined below.

Conceptual Problems

The proxy measure is presented below:

$$\frac{(\text{Head Start Enrollment} + (\text{Public pre-K enrollment} * \text{free/reduced lunch participation rate}))}{(\text{Poverty rate}) * (\# \text{ of 3 and 4 year olds})}$$

The validity of this proxy depends on three assumptions, none of which are certain:

- 1) No (or very few) low-income children attend non-public pre-kindergarten,
- 2) The proportion of public pre-K attendees who are low-income is similar to the proportion of students who receive free/reduced lunch, and
- 3) Children enrolled in Head Start and public pre-K are all 3 or 4 years old.

Data Problems

- 1) Public pre-K enrollment: Several states have no data, and the data for some states may be incomplete, especially in 1990.
- 2) Poverty rate: state-level poverty rates for preschool-age children do not exist, and must be estimated. These estimates require us to make several more shaky assumptions.
- 3) Free and reduced-price lunch participation: only K-12 information (as opposed to single-grade information) is available at the state level; because children in higher grades are less likely to participate in free/reduced lunch than are their younger counterparts, K-12 figures will underestimate the proportion of low-income children.

Presentation Problems

It is difficult to accurately label or briefly describe the proxy measure, and we cannot accurately present it as a percentage.

Table 1. Estimated proportion of low-income children attending pre-kindergarten

State	1990	1992
Alabama	na	na
Alaska	27%	41%
Arizona	19%	21%
Arkansas	na	42%
California	na	na
Colorado	27%	44%
Connecticut	61%	42%
Delaware	51%	53%
District of Columbia	83%	86%
Florida	28%	32%
Georgia	26%	27%
Hawaii	na	30%
Idaho	19%	23%
Illinois	45%	44%
Indiana	25%	33%
Iowa	39%	42%
Kansas	32%	37%
Kentucky	44%	52%
Louisiana	31%	38%
Maine	39%	45%
Maryland	39%	36%
Massachusetts	36%	42%
Michigan	37%	42%
Minnesota	26%	29%
Mississippi	61%	67%
Missouri	na	42%
Montana	24%	38%
Nebraska	35%	47%
Nevada	14%	12%
New Hampshire	25%	24%
New Jersey	36%	34%
New Mexico	26%	30%
New York	32%	31%
North Carolina	33%	30%
North Dakota	25%	44%
Ohio	na	47%
Oklahoma	36%	36%
Oregon	28%	25%
Pennsylvania	34%	36%
Rhode Island	63%	41%
South Carolina	na	na
South Dakota	30%	35%
Tennessee	na	na
Texas	41%	43%
Utah	32%	35%
Vermont	34%	52%
Virginia	23%	33%
Washington	26%	25%
West Virginia	37%	39%
Wisconsin	47%	49%
Wyoming	na	na

Foreword

On behalf of the National Education Goals Panel, I am pleased to present the *1995 National Education Goals Report*, the fifth in a series of annual reports to measure progress toward the National Education Goals through the year 2000. The *1995 Goals Report* consists of four documents. The *National* and *State Data Volumes* include comprehensive sets of measures to describe our progress at the national level and the amount of progress that individual states have made against their own baselines. The *1995 Goals Report*, focuses on approximately two dozen core indicators to convey to parents, educators, and policymakers how far we are from goal achievement and what we must do in order to reach our destination. The fourth document, the *Executive Summary*, condenses this information and presents it in a format suitable for all audiences.

This year marks the halfway point between 1990, the year that President Bush and the nation's Governors established the National Education Goals, and our target date for achieving them, the year 2000. While the nation has made encouraging progress since 1990 in mathematics achievement, immunizations, and student victimization, there is still work to be done in other areas.

What must we do to accelerate our progress? One essential step is for schools and families to form strong partnerships to improve education. This year's report focuses on the essential role that families play in helping to achieve the National Education Goals and suggests ways in which schools can involve them in partnerships to increase our chances of reaching our targets. This year's report also highlights promising and effective family involvement practices in several schools which have been recognized for their programs. Two of the schools profiled are Katy Elementary School in Katy, Texas, and Sarah Scott Middle School in Terre Haute, Indiana, which were selected as the winners of the 1995 Strong Families, Strong Schools Most Promising Practices contest sponsored by Scholastic, Inc., Apple Computer, and the National Education Goals Panel. The students, families, and staff in these schools are to be congratulated on their success.

Sincerely,

[signature goes here]

Evan Bayh, Chair
(1994 - 1995)
National Education Goals Panel, and
Governor of Indiana

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Chapter 3: How Can Parent-School Partnerships Accelerate Progress Toward the Goals?

- I. Although the nation and states have made marked progress in some areas, we are far from where we should be in others if we expect to achieve the National Education Goals by the end of the decade. Educators and researchers argue that if the Goals are to be achieved, parents and schools must form partnerships.
- II. What is a family-school partnership?
- III. Why should we develop family-school partnerships?
 - A. Goals can not be attained by teachers alone, parents alone, government alone. Working together as partners can improve chances of attaining all of the Goals.
 - B. Important points to remember:
 1. Goal 8 is attainable by the Year 2000, because researchers estimate that it only takes 3-5 years to see measurable benefits of parent involvement in schools.
 2. There is plenty of public support for increased parental involvement
 3. Parent involvement tends to be higher in some types of schools. This suggests that schools with low levels of parental participation may be able to boost participation levels by adopting some of the features that characterize high-involvement schools.
- IV. What are the different types of family involvement?
 - A. **Type 1: Parenting**
Helps all families establish home environments to support children as students.
 - B. **Type 2: Communicating**
Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.
 - C. **Type 3: Volunteering**
Recruit and organize parent help and support.
 - D. **Type 4: Learning at home**
Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.
 - E. **Type 5: Decision making**
Include parents in school decisions, developing parent leaders and representatives.
 - F. **Type 6: Collaborating with community**
Identify and integrate resources and services from the community, strengthen school programs, family practices, and student learning and development.

- V. What kinds of family involvement practices can influence student achievement?
- VI. What does research tell us about the characteristics of effective family-school partnerships?
- VII. How well do current levels of family-school partnerships measure up?
- VIII. What kinds of efforts are states and local communities taking to increase and strengthen family-school partnerships that will accelerate progress toward the National Education Goals?
 - A. Goal 1: Ready to Learn
 - B. Goal 2: High School Completion
 - C. Goal 3: Student Achievement and Citizenship
 - D. Goal 4: Teacher Education and Professional Development
 - E. Goal 5: Mathematics and Science
 - F. Goal 6: Adult Literacy and Lifelong Learning
 - G. Goal 7: Safe, Disciplined, and Alcohol- and Drug-free Schools
 - H. Goal 8: Parental Participation
- IX. Strong Families, Strong Schools Most Promising Practices Contest
 - A. Sponsored by Scholastic, Inc. and the National Education Goals Panel
 - B. Application process
 - C. Selection process
 - D. What we learned from the winners:
 - 1. Katy Elementary School, Katy, Texas
 - 2. Sarah Scott Middle School, Terre Haute, Indiana
 - 3. Kettering Middle School, Upper Marlboro, Maryland
 - 4. Booker T. Washington Elementary, Champaign, IL
- X. Conclusion

ENDNOTES

Acknowledgements

The National Education Goals Panel and staff gratefully acknowledge the contributions of many thoughtful and knowledgeable people to the development of the *1995 National Education Goals Report*. Some served on the Panel's Working Group as staff to Goals Panel members or on advisory groups convened to recommend indicators or to identify strategies to fill in data gaps at the national and state levels. Others were invaluable consultants offering their expertise on data acquisition and analysis or report production and release. We extend a special thanks to William Christopher, representative to the 1994-95 Chair of the Panel, Governor Evan Bayh of Indiana, for his contributions. We remain appreciative of the good counsel and support we received from all.

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REPORT RELEASE

[to be added]

The Goals Panel also wishes to thank the following individuals who continue to serve as advisors to the Panel on a wide variety of educational policy, practice, and research issues, including data collection and analysis, measurement and assessment, standards-setting, basic and applied research, and promising and effective practices. Two new Resource Groups were convened this year to recommend indicators for Goal 4: Teacher Education and Professional Development, and Goal 8: Parental Participation, so that national and state progress toward these new Goals could be measured in this year's Report.

RESOURCE AND TECHNICAL PLANNING GROUPS

GOAL 1: READY TO LEARN

Resource Group Convener: Ernest Boyer,
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Members:

James Comer, Yale University
Donna Foglia, Evergreen School District, California
Peter Gerber, MacArthur Foundation
Sarah Greene, National Head Start Association
Sharon Lynn Kagan, Yale University
William Kolberg, National Alliance of Business
Luis Laosa, Educational Testing Service
Michael Levine, Carnegie Corporation of New York
Samuel Meisels, University of Michigan
Evelyn Moore, National Black Child Development Institute
Lucile Newman, Brown University
Douglas Powell, Purdue University
Julius Richmond, Harvard Medical School
Marilyn Smith, National Association for the Education of Young Children
James Wilsford, Jim Wilsford Associates, Inc.
Nicholas Zill, Westat, Inc.

Technical Planning Group on Readiness for School

Leader: Sharon Lynn Kagan, Yale University

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Luis Laosa, Educational Testing Service
Samuel Meisels, University of Michigan
Evelyn Moore, National Black Child Development Institute
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Valora Washington, The Kellogg Foundation
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Goal 1 Ready School Resource Group

Leader:

Members:

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Luis Laosa, Educational Testing Service
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Goal 1 Assessments Resource Group

Leaders: Sharon Lynn Kagan, Yale University
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Members:

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M. Elizabeth Graue, University of Wisconsin
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GOAL 2: SCHOOL COMPLETION

Resource Group Convener: Rafael Valdivieso, Academy for Educational Development, Inc.

Members:

Janet Baldwin, General Education Development Testing Service
Jose Cardenas, The Intercultural Development Research Association
Barbara Clements, Council of Chief State School Officers
Edmond Gordon, City College of New York
Noreen Lopez, Illinois State Board of Education
Pamela Keating, University of Washington
Steven Neilson, Milliman and Robertson, Inc.
Bill Padia, California Department of Education

Aaron Pallas, Michigan State University
Richard Wallace, University of Pittsburgh

Technical Planning Subgroup on Core Data Elements

Leader: Barbara Clements, Council of Chief State School Officers

Members:

Linda Baker, Maryland State Department of Education
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Dennis Jones, National Center for Higher Education Management Systems
Glynn Ligon, Evaluation Software Publication
John Porter, Urban Education Alliance, Inc.
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Nicholas Zill, Westat, Inc.

GOAL 3: STUDENT ACHIEVEMENT AND CITIZENSHIP

Resource Group Convener: Lauren Resnick, University of Pittsburgh

Members:

Gordon Ambach, Council of Chief State School Officers
Chester Finn, Jr., Hudson Institute
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David Hornbeck, Philadelphia Public Schools
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Goal 3/5 NAEP Technical Advisory Subgroup Leader: Ramsay Selden, Council of Chief State School Officers

Members:

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Dorothy Gilford, National Academy of Sciences
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Steven Leinwand, Connecticut State Department of Education
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Michael Nettles, University of Michigan
Senta Raizen, National Center for Improving Science Education
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Uri Treisman, University of Texas, Austin
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GOAL 4: TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT

Resource Group Convener: David Imig, American Association of Colleges for Teacher Education

Members:

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Gene Carter, Association for Supervision and Curriculum Development
Linda Darling-Hammond, Teachers College, Columbia University
Launa Ellison, Clara Barton School, Minneapolis, Minnesota

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Howard Jensen, Pioneer High School, Cupertino, California
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Judith Lanier, Michigan State University
Marion Payne, Mount View Middle School, Marriottsville, Maryland
Stan Paz, El Paso School District, Texas
Judith Renyi, National Foundation for the Improvement of Education
Ted Sanders, Ohio Department of Education
Claudette Scott, Hickman Mills Consolidated School District #1, Kansas City, Missouri
Marilyn Scannel, Indiana Professional Standards Board
Mary Strandburg, Eagleton School, Denver, Colorado
Arthur Wise, National Council for the Accreditation of Teacher Education
Wayne Worner, Virginia Tech

Advisors for Resource Group on Teacher Education and Professional Development

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Patricia Brown, National Governors' Association
Terry Dozier, U.S. Department of Education
Jean Miller, Council of Chief State School Officers
Mary Rollefson, U.S. Department of Education, National Center for Education Statistics
Joe Vaughan, U.S. Department of Education

GOAL 5: MATHEMATICS AND SCIENCE

Resource Group Convener: Alvin Trivelpiece, Oak Ridge National Laboratory

Members:

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Steven Leinwand, Connecticut State Department of Education
Michael Nettles, University of Michigan
Alba Ortiz, University of Texas, Austin
Senta Raizen, National Center for Improving Science Education
Ramsay Selden, Council of Chief State School Officers

Goal 3/5 Standards Review Technical Planning Subgroup Leader: Shirley Malcom, American Association for the Advancement of Science

Members:

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Thomas Crawford, U.S. Olympic Committee
Mihaly Csikszentmihalyi, University of Chicago
Phillip Daro, University of California
Chester Finn, Jr., Hudson Institute
Anne Heald, University of Maryland
David Hornbeck, Philadelphia Public Schools
David Kearns, Xerox Corporation
Richard Mills, Vermont Department of Education
Harold Noah, Teachers College, Columbia University
Claire Pelton, San Jose Unified School District
James Renier, Honeywell Corporation
Sidney Smith, Coalition of Essential Schools/Atlas
James Wilsford, Jim Wilsford Associates, Inc.

Goals 3/5: Higher Education Advisory Group on Standards Leader: Michael Timpane, Teachers College, Columbia University

Members:

Bob Albright, Educational Testing Service
Michael Behnke, Massachusetts Institute of Technology
Kenneth Boutte, Xavier University
David Conley, University of Oregon
Jon Fuller, National Association of Independent Colleges and Universities
Claire Gaudiani, Connecticut College
Terry Hartle, American Council of Education
Doris Helms, Clemson University
Bob McCabe, Miami-Dade Community College
Arturo Pacheco, University of Texas-El Paso
Paul Ruiz, American Association of Higher Education
Donald Stewart, The College Board
Arthur Wise, National Council for Accreditation of Teacher Education

GOAL 6: ADULT LITERACY AND LIFELONG LEARNING

Resource Group Convener: Mark Musick, Southern Regional Education Board

Members:

Paul Barton, Educational Testing Service
Forest Chisman, Southport Institute for Policy Analysis
Peter Ewell, National Center for Higher Education Management Systems
Joy McLarty, American College Testing
William Spring, Federal Reserve Bank of Boston
Thomas Sticht, Applied, Behavioral, and Cognitive Sciences, Inc.
Marc Tucker, National Center on Education and the Economy

GOAL 7: SAFE, DISCIPLINED, AND ALCOHOL- AND DRUG-FREE SCHOOLS

Resource Group Convener: John Porter, Urban Education Alliance

Members:

C. Leonard Anderson, Portland Public Schools
Michael Guerra, National Catholic Education Association
J. David Hawkins, Social Development Research Group
Fred Hechinger, Carnegie Corporation of New York
Barbara Huff, Federation of Families for Children's Mental Health
Lloyd Johnston, University of Michigan
Ronda Talley, American Psychological Association

Advisors for Resource Group on Safe, Disciplined, and Alcohol- and Drug-free Schools:

Janet Collins, Centers for Disease Control and Prevention
Vincent Giordano, New York City Public Schools
Oliver Moles, U.S. Department of Education
Ed Zubrow, Independent Consultant

Task Force on Disciplined Environments Conducive to Learning

Leader: Ronda Talley, American Psychological Association

Members:

C. Leonard Anderson, Portland Public Schools
Michael Guerra, National Catholic Education Association
J. David Hawkins, Social Development Research Group
Fred Hechinger, Carnegie Corporation of New York
Barbara Huff, Federation of Families for Children's Mental Health

Advisors for Task Force on Disciplined Environments Conducive to Learning:

Oliver Moles, U.S. Department of Education
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GOAL 8: PARENTAL PARTICIPATION

Resource Group Convener: Joyce Epstein, Johns Hopkins University

Members:

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Ja Net' Crouse, National PTA
Jacquelynne Eccles, University of Michigan
Jane Grinde, Wisconsin Department of Public Instruction
Anne Henderson, National Coalition for Parent Involvement in Education
Thomas Hoffer, National Opinion Research Corporation
Adrian Lewis, National Urban League
Douglas Powell, Purdue University
Jeana Preston, San Diego City Schools
Diane Scott-Jones, Temple University
Ralph Smith, The Annie E. Casey Foundation
Layla Suleiman, Family Resource Coalition
Sherry West, Prevention Partnership (National Head Start Association)

Advisors for Resource Group on Parental Participation:

Kathryn Chandler, U.S. Department of Education
Adriana de Kanter, U.S. Department of Education
Oliver Moles, U.S. Department of Education

Task Force on Education Network Technology

Leader: Robert Palaich, Education Commission of the States

Members:

Laura Breedon, U.S. Department of Commerce
John Clement, National Science Foundation
Jan Hawkins, Bank Street College of Education
Robert Kinsky, National Academy of Sciences
Pamela Keating, University of Washington
Glenn Kessler, Fairfax County Public Schools, Virginia
Mark Musick, Southern Regional Education Board
Bill Padia, California Department of Education
Nora Sabelli, National Science Foundation
Rafael Valdivieso, Academy for Educational Development, Inc.

Task Force Advisors:

Steven Gould, Congressional Research Service
Gerald Malitz, U.S. Department of Education
Linda Roberts, U.S. Department of Education

Data and Reporting Task Force

Leader: Rolf Blank, Council of Chief State School Officers

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Matthew Cohen, Ohio Department of Education
Mark Musick, Southern Regional Education Board
Cecilia Ottinger, Council of Great City Schools
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Task Force Advisors:

Patricia Brown, National Governors' Association
Karen Greene, U.S. Department of Labor
Jeanne Griffith, U.S. Department of Education, National Center for Education Statistics
Mary Rollefson, U.S. Department of Education, National Center for Education Statistics

NEGP

O in the House

- Congressman Riggs -

- Senate 1 million through subcommittee
— 58% cut —

- Tuesday - 6 people were laid off

They want to activate two processes

- Hatfield may switch \$1 million into the account -

* If we go to a continuing resolution in October -- could
— be a problem —

If these series of steps limit us to survival

→ GSA had not finalized the contract for the space
moving to the Office of Time and Learning

→ If we does veto this bill ---

Betty Jon
Taylor/Spencer

DRAFT

RESOURCE GROUP TO DEFINE "WORLD-CLASS" ACADEMIC STANDARDS

Mission Statement:

To provide information and guidance for policy-makers and the public on the development of "world-class" academic standards by drawing from examples of rigorous expectations and best practices in the school systems of competitor nations, the entrance requirements of elite universities, high performance workplaces and other relevant sources.

Tasks:

- Identify the existing body of knowledge that can inform states' efforts to develop "world-class" content and performance standards. Consider the practices of school systems in competitor nations, education reform efforts in the United States, admissions requirements of leading colleges and universities, the skill demands of high performance workplaces, and other sources deemed relevant and useful.
- Extract data and information from those sources data that will assist and inform state and local policy makers who are working to develop academic standards. Include specific examples of content, performance and skill standards that can promote greater understanding by moving the discussion from the abstract to the concrete without implying a national mandate.
- Include recommendations for communicating the need for and the nature of "world-class" content and performance standards to the general public.
- Synthesize information and examples into recommendations for policy-makers and the public as to the nature of "world-class" standards. This could take the form of a set of exit expectations or requirements for students in American schools.
- Finalize findings and recommendations into a report to the Panel. Extrapolate key information into a streamlined report for policy-makers and the public.

Resource Group:

Members: 10 to 15 members; individuals who have experience or knowledge of the topic and some familiarity with the potential information sources; resist populating the group with representatives of constituent groups.

Consider one or two individuals who have the time and commitment to serve on both the assessment and standards resource groups to help insure that each group is aware of the work of the other and that their final products, where necessary, reflect that.

Chair: need individual committed to the idea who also has time available to be significantly involved with the work of the group; may want someone from the business community to get the same sense of urgency and desire for practicality that is felt by most policy-makers.

Meetings: at least 3 full-day meetings of the resource group in Washington; some time devoted to dialogue with representatives of constituency groups, particularly parents, educators and religious organizations.

Field Hearings: consider holding up to 3 field hearings to facilitate greater outreach to the public and groups not normally consulted in this type of process; solicit views and seek to promote understanding and defuse potential controversy.

Time Line:

Sept., '95: Approval of implementation plans by Panel

Oct., '95: Select Chair; review mission statement and tasks with chair; recruit resource group members

Nov. '95: Initial resource group meeting in Washington; (hold in conjunction with November Panel meeting??)

Jan., '96 -
Mar., '96: Subsequent group meetings and field hearings; outreach to grassroots organizations through attendance at their meetings and invitations to attend group meetings

Apr., '96: Draft report; edit and revise

May, '96: Release report and summary documents

RESOURCE GROUP TO EXAMINE ASSESSMENT AND MEASUREMENT OF STUDENT ACHIEVEMENT

Mission Statement:

To provide guidance and recommendations to policy-makers and the public on the creation of assessment systems that can track student progress toward defined benchmarks in order to inform parents and educators and to insure accountability for schools and school systems.

Tasks:

- Identify the existing body of knowledge that can help inform states' efforts to develop comprehensive assessment systems. Consider current practices in the United States and other nations, research studies and other empirical data, developing ideas such as portfolio and other performance assessments, assessments employed in other areas such as business and the military, and other sources deemed useful and relevant.
- Extract data and information from those various sources that will assist and inform state and local policy makers to develop effective assessment systems.
- Synthesize information and examples into recommendations for policy makers and the public on assessment issues. Give particular attention to the different assessment needs ranging from tracking student progress tailoring learning programs to individual needs to accountability for schools and school systems. Report on the ability of different forms of assessment to meet these differing needs. Consider such as cost, time required to administer, turn around time for data reporting, methods for reporting data to desired audiences, equity concerns, the use of technology for data and information management, and other matters deemed relevant.
- Finalize findings and recommendations into a report to the Panel. Extrapolate key information into a streamlined "primer" on assessment for distribution to the general public and parents.

Resource Group:

Members: 10 to 15 members; individuals who have experience and/or knowledge with assessment issues; ideally a mix of testing experts, policy makers, educators experienced with the administration of assessments; seek individuals capable of thinking broadly about assessment issues rather than disciples for one form of assessment or advocates focused on a single assessment issue.

Consider one or two individuals who have the time and commitment to serve on both the assessment and standards resource groups to help insure that each group is aware of the work of the other and that their final products, where necessary, reflect that.

Chair: ideally a policy maker knowledgeable about education and conversant with assessment issues to insure that the work of the resource group remains focused on practical matters; need individual with time and commitment to allow for significant involvement.

Meetings: at least 3 full-day meetings of the resource group in Washington

Field

Hearings: consider holding up to 3 field hearings in states or communities with effective assessment programs.

Time Line:

Sept., '95: Approval of implementation plan by Panel; discussions with Panel members, experts, etc. to solicit recommendations on resource group members and activities

Oct., '95: Select chair; review mission statement and tasks with chair; recruit resource group members

Nov. '95 Initial resource group meeting in Washington

Jan., '96 -

Mar., '96 Subsequent meetings and field hearings;

Apr., '96 Draft report; edit and revise

May, '96 Release summary report and "primer"

DRAFT

**PEER REVIEW
OF
STATE STANDARDS AND ASSESSMENTS**

Mission Statement:

To provide guidance for states on development and implementation of academic standards and assessments and to model a voluntary, non-binding process for feedback on the quality, rigor and comparability of their efforts.

PHASE 1: DEVELOP A PROFILE OF STATE ACTIVITY AND NEEDS

Purpose:

To seek guidance in shaping the overall direction of this project by requesting of the states information on the types of assistance they will need in developing and implementing academic standards and assessments.

Tasks:

- information will be requested of the states in the following general areas --
 - current status of the state's activities relating to academic standards and assessments;
 - future actions planned along with projected time lines;
 - anticipated areas where the Goals Panel could provide assistance;
 - most effective forms that assistance could take.

Time Line:

Sept., '95	NEGP staff develops questions and gathers information.
Nov., '95	NEGP staff collates and interprets responses and prepares report for Panel members.

PHASE 2: PREPARE A CASE BOOK ON STANDARDS DEVELOPMENT

Purpose:

Examine successful projects to develop standards and assessments to create case studies, examples and model processes states could employ through their own efforts.

Tasks:

- survey the limited universe of standards development projects undertaken by states and organizations to identify those that can be considered successful based on the following criteria:
 - Are the standards benchmarked to high levels?
 - Are they useful to educators for developing curriculum and understandable to the public and parents?
 - Was there an effective plan for disseminating the standards and information about them to all interested parties?
 - Were steps taken to minimize controversy and to effectively respond to that which did arise?
 - Are assessments linked to the high standards?
- Convene a small group of individuals associated with successful projects (8 to 10) and ask them to identify those common aspects that contributed to their success.
- Synthesize that information into a form that will provide guidance to states about the processes that can be employed to increase the likelihood of success in developing and implementing "world class" academic standards and assessments.
- Collect that information into a published case study or workbook for distribution to states.

Time Line:

- | | |
|------------|--|
| Sept., '95 | interview individuals familiar with standards development projects to solicit recommendations of successful projects |
| Oct., '95 | convene group for at least 2 meetings in Washington |
| Nov., '95 | develop draft document and circulate to group for review and comment |
| Dec., '95 | finalize document and print |

PHASE 3: DEVELOP MODEL OF PEER REVIEW PROCESS

Purpose:

To create a general model of the process states could employ during the development of academic standards and assessments to get the feedback necessary to improving their products.

Tasks:

- build upon the information gathered from the states to identify the most significant problems and greatest needs facing states attempting to develop rigorous academic standards and assessments
- build on this process through interviews and discussions with personnel and policy makers in states that have made significant progress in the development of standards and assessments
- synthesize this information into a general statement of the questions to be answered and the needs to be addressed through a peer review process.
- identify the types of individuals and organizations that could contribute to the development of a model peer review process
- plan and convene a 2-3 day retreat of key NEGP members and staff, representatives of 1 or 2 states significantly involved in developing standards and assessments, and key individuals identified as able to contribute to the process
- distill the lessons learned at the retreat into a handbook that describes a model process for states to use in getting feedback on their standards and assessment systems

Time Line:

Dec., '95 -

Jan., '96 analyze information gathered from the states and conduct interviews with state personnel

Feb., '96 synthesize this information into a general statement of the tasks to be accomplished at a retreat

Mar., '96

Apr., '96 seek private funds to underwrite retreat and identify the 1 or 2 states that will be key participants; identify and get commitments from the individuals and organizations that will participate

June, '96 hold retreat

Jul., -

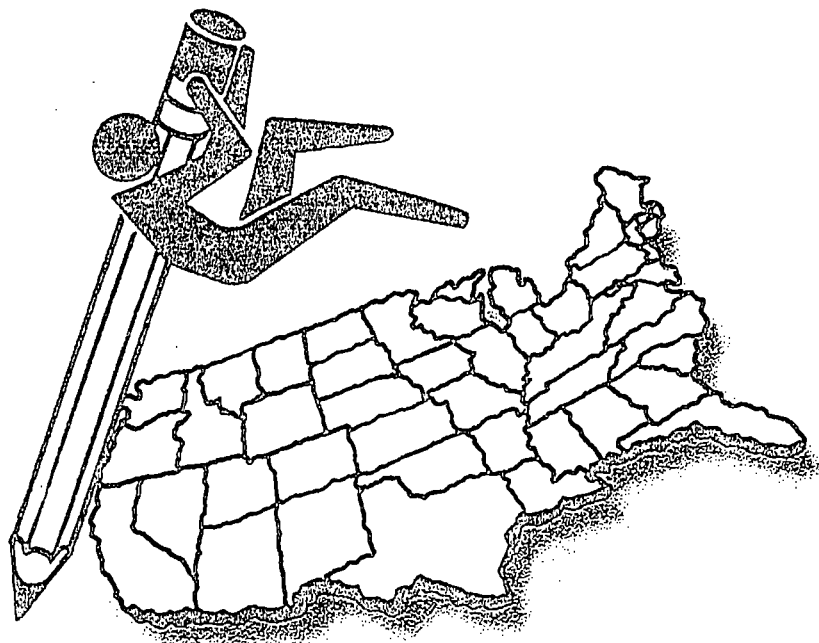
Aug., '96 complete handbook, print and distribute

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Making Standards Matter

*A Fifty-State
Progress
Report on
Efforts to
Raise
Academic
Standards*



AMERICAN FEDERATION OF TEACHERS

GAYNOR

10-Year Plan for Education Makes Spotty Progress

By PETER APPLEBOME

Midway through the nation's ambitious 10-year program for setting and achieving educational goals, there is not nearly enough progress to indicate that many, or even any, of the goals will be met by the year 2000, according to a national report to be released today.

"We are at the halfway point, and we have not made half the progress we need," said Michael Cohen, a senior adviser to Education Secretary Richard W. Riley.

Analyses of 25 measures like school safety, academic achievement and adult literacy show a ragged pattern of some clear progress, some stagnation and some dispiriting retrogression.

The results of the program, established in the Bush Administration and then slightly modified and enthusiastically backed by President Clinton, are certain to play into con-

tinuing debates about the quality of the nation's schools and the current legislative battles in Washington over Republican efforts to cut education spending.

The report was compiled by the National Education Goals Panel, an independent Federal agency established to monitor the achievements of the Federal education goals.

The report examined progress at the midway point of the effort to set clear goals in eight broad categories central to educational achievement. They are the educational readiness of preschool children, school completion, student achievement, teacher education, math and science education, adult literacy, school safety and parental participation.

The most encouraging findings in the study came in elementary and middle-school mathematics and in health care for the nation's infants. At the same time, there was regression in 12th grade reading achievement, student drug use and in the educational preparedness of secondary teachers.

Findings were largely flat in the high school graduation rate — 86 percent of the country's 18- to 24-year-olds receive high school or equivalency diplomas — and in reading achievement in grades four and eight. And the gap between white and minority students in college enrollment and completion rates also remained the same.

"On the whole, our progress toward the National Educational Goals has been modest," the report concludes. "Even in areas where we have made significant progress from where we started, our current rate of progress simply will not be

sufficient to reach the ambitious levels specified in the National Education Goals."

On the positive side, the report showed that from 1990 to 1992, the percentage of mothers receiving prenatal care in the first trimester increased to 78 percent, from 76 percent and that the percentage of children born with one or more health risks decreased to 35 percent, from 37 percent.

The number of parents who read to preschool children, considered a critical aid to language learning, increased to 72 percent, from 66 percent, between 1993 and 1995. The

More grist for the debate in Congress on school budgets.

percentage of students who met national standards in math rose to 18 percent for 4th graders, from 13 percent, to 25 percent, from 20 percent, for 8th graders, and to 16 percent, from 13 percent, for 12th graders between 1990 and 1992.

On the other hand, student responses to questions about drug use or drug sales at schools all showed significant increases in drug activity. The number of 12th graders meeting performance standards in reading fell to 34 percent, from 37 percent, between 1992 and 1994. The percentage of secondary school teachers with an undergraduate or

graduate degree in their main teaching assignment fell to 63 percent in 1994, from 66 percent in 1991.

Republicans in the House have called for elimination of the \$2 million for the panel that prepared the report. The Senate is proposing a \$1 million budget and House leaders have indicated they will accept that figure, said Ken Nelson, executive director of the panel. Mr. Cohen said the Administration and the Republican leadership in the House of Representatives were \$71 billion apart in how much they want to spend on education and training over the next seven years.

The Republicans say that education is best handled by the states and that education, like everything in Washington, will have to take some hits if Congress is serious about balancing the budget.

Democrats say the report is an argument against that.

"Nationally, we have a real difficulty persisting in pursuit of any particular goal," said Senator Jeff Bingaman, a New Mexico Democrat who is a member of the panel. "I have a frustration that education is not seen by many here in Washington as a national priority, and particularly with this new majority in Congress, the strong message has been that the Federal Government should back away from its efforts to support education. I'd say that everything in this report cries out for a greater level of effort."

Traveling?
Check the weather ...
from Albany to Acapulco.
The New York Times

Body in Auto Is Reported to Be Kevorkian's 26th Assisted Suicide

PONTIAC, Mich., Nov. 8 — Dr. Ljubisa Dragovic, the medical examiner for the sprawling Detroit suburbs of Oakland County, was starting his work today when an anonymous telephone call around 9:40 A.M. reported that there was a dead body in the parking lot.

"So we all went outside and there was a battered gray Renault Alliance registered to Jack Kevorkian with a body in it," Dr. Dragovic said. Dr. Kevorkian's lawyer, Geoffrey Fieger, confirmed that his client had been present at another suicide, the 26th he has attended since beginning a campaign to make doctor-assisted

suicide legal in 1990.

The lawyer said the body was that of Patricia Cashman, 58, who owned the Ancient Mariner Travel Service in San Marcos, Calif., and had been suffering from breast cancer that had spread to other parts of her body. He released a letter that she wrote to Dr. Kevorkian in July, which said in part: "Thank God that I now know you will help me. People like you make this a better world and I have no doubt that history will applaud your insight and understanding."

Dr. Kevorkian was not available for comment. Dr. Dragovic ruled the

cause of death a homicide due to carbon monoxide poisoning, the same method used to induce death in all but the first two of the retired pathologist's patients.

Last April, the Michigan Supreme Court ruled that assisted suicide was a "common-law felony," punishable by up to five years in prison.

With the case today, Dr. Kevorkian has assisted in five more suicides since the ruling, but prosecutors have not charged him in any of them. He faces trial early next year in four earlier cases.

"Assisted suicide is a euphemism for what may have been voluntary

euthanasia," the medical examiner said. "It is still an illegal act, and we don't look very kindly on bodies dumped in our parking lot." The car involved was the same vehicle in which another woman's body had been left outside a large suburban hospital in June, and which was only recently returned to Dr. Kevorkian. "It still had fingerprint dust on it from last time," the medical examiner said.

Ms. Cashman's sister, Sherry McDonald, was present at the suicide, Mr. Fieger said. He did not say where it occurred, but in previous suicides attended by Dr. Kevorkian,

the patient has died in a "safe house" and been transferred to Mr. Kevorkian's car.

Dr. Dragovic added, however, that there were some questionable needle marks in the woman's arm, but said he would not know their significance until toxicology tests had been completed. "It is possible that she could have been put to sleep first," he said.

With his first two patients, Dr. Kevorkian used a homemade suicide machine that first induced unconsciousness, then death, by injecting drugs through the arm. He abandoned use of the machine after his medical license was suspended and he could no longer legally buy a drug he used in the machine.

11 Missing in Oregon Storm

ASTORIA, Ore., Nov. 8 (AP) — A charter fishing boat bound for Alaska with 11 people aboard was missing off Oregon today after reporting engine trouble in bad weather.

The Coast Guard sent an airplane and two helicopters to look for the 115-foot boat, the Monterey, which was last reported about 10 miles west of Lincoln City.

Before the Coast Guard lost radio communication with the boat on Tuesday night, the skipper reported that one engine was out and that he was heading for Astoria rather than Newport because of bad weather, the Coast Guard said.

McNamara in Hanoi, for 'Dialogue,' Not to 'Tell' Ex-Foe Anything

By TIM LARIMER

HANOI, Vietnam, Nov. 8 — Former Defense Secretary Robert S. McNamara began his first visit to Vietnam since the 1960's today by proposing that the United States and its former enemy sit down and discuss the lessons of the Vietnam War.

"We're here, obviously, for one reason," Mr. McNamara said, "to see if Vietnam and the United States can draw lessons from what was a tragedy for both sides."

The former Defense Secretary, who visited what was South Vietnam during the war, came to Hanoi for the first time with a delegation from the Council on Foreign Relations.

The New York-based council is planning a conference on the Vietnam War, which a spokeswoman

said intends to hold in Hanoi in late 1996 if the Vietnamese authorities agree. The Government in Hanoi has repeatedly said in official statements that it is not interested in dwelling on the past.

"There are mixed feelings here," said Bui Thanh Son, assistant director of the Institute of International Relations, an arm of Vietnam's Foreign Ministry. "It certainly would be an unusual meeting when we talk about the past."

The council is talking to the institute about the proposed conference, which would cover 1961 to 1968, the years of Mr. McNamara's tenure at the Pentagon. Mr. McNamara met today with about 30 Vietnamese involved in the project, including high-ranking military officers, historians and Government officials.

He served as Defense Secretary under Presidents Kennedy and Johnson, directing the initial involvement of American troops and the escalation of the war.

In his recent book, "In Retrospect: The Tragedy and Lessons of Vietnam," Mr. McNamara wrote about the American role in the war, "We were wrong, terribly wrong."

The Vietnamese Government has issued a statement that Mr. McNamara's analysis "squares with reality."

"If we had mistakes we would acknowledge our mistakes," Mr. Son said. "But the war was a war of independence, so it is difficult to say we made any mistakes."

Many Vietnamese are curious about Mr. McNamara and why he is choosing to visit now. During the war

he was painted as a villain responsible for the intensive bombing of North Vietnam. "Is he going to apologize?" one war veteran asked.

"We have had some Americans visit who were friends of ours during the war," said Duong Trung Quoc, a historian in Hanoi. "So now I suppose we should welcome our former enemies, too."

Mr. McNamara is scheduled to meet with Vice President Nguyen Thi Binh, who was on North Vietnam's negotiating team during the Paris peace talks and with Gen. Vo Nguyen Glap, the retired military leader credited with masterminding North Vietnam's victory.

Asked what he planned to tell his onetime adversary, Mr. McNamara replied: "I won't tell him anything. We are going to have a dialogue."

Corrections

An article yesterday about a memorial service for Yitzhak Rabin at Carnegie Hall misspelled the given name of the Israeli Consul General in New York. She is Colette Avital, not Collette.

A picture in some editions on Sunday with the obituary of Yitzhak Rabin, showing him at a 1967 news conference, carried an incorrect credit. It was by Charles Harbutt.

A picture caption yesterday about Gov. Frank Keating of Oklahoma and his promotion of economic development located Mr. Keating and his wife, Kathy, incorrectly in some editions. Mr. and Mrs. Keating, pictured on a recent visit to the New York City Hall, were standing side

by side at the left.

Because of a production error, an article yesterday about an appearance by Colin L. Powell in Philadelphia omitted part of a paragraph in some editions. The affected passage, about his speech to the General Society of Travel Agents, should have read, "His speech here was a compendium of inspirational themes and contemporary parables that he thinks should guide Americans and give them hope."

A book review yesterday about "The Politics of Rage," a biography of George Wallace, misstated the title of a book about the civil rights movement by Taylor Branch. It is "Parting the Waters," not "Parting the Waves."

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