

NLWJC - Kagan

DPC - Box 019 - Folder 010

Education - Goals 2000

Nov. 5 National Education Goals Panel Meeting

At the meeting, the Goals Panel will release the 1997 National Education Goals Panel report. The report tracks progress towards each of the eight national education goals, including progress on one or more (typically 3-5) specific indicators within each of the goals.

The 1997 report features a specific focus on **gains in math and science performance**, indicating that in 7 math and science indicators chosen, the majority of states have made progress over time. 31 states improved on 5 or more indicators, and 5 states improved on all 7: Colorado, Connecticut, Indiana, North Carolina, and Texas. However, the report notes the findings of TIMSS showing that U.S. achievement is not high enough in 4th grade science and 4th and 8th grade math, and the dropoff that occurs between 4th and 8th grades in both math and science. The report picks up on the TIMSS findings, indicating that differences in international achievement are due to curriculum, instruction, and teacher training, and recommends that we set tougher standards, align the rest of our education system to those standards, and strengthen teacher skills and teacher policies in line with the higher standards.

(Note: the report concludes that math and science performance is improving, despite the disappointing NAEP science report recently released. The Goals Panel report's conclusions are still positive in part because the NAEP math data show improvement over time and because we performed so well on the 4th grade TIMSS in science; the recent NAEP science report reflected new, rigorous performance standards, but there was no comparable prior year reading to base trend findings on).

Other findings:

Mixed overall performance -- between 1990 and 1997, U.S. education performance improved in six areas, got worse in seven areas, did not change in 7 areas, and could not be measured in the remaining areas. This will be characterized as slightly more positive than last year's report.

Areas of improvement: Infant health; immunizations; family reading and storytelling; math achievement in grades 4, 8, and 12; degrees in math and science awarded to all students, females and minorities; threats and injuries to students at school.

Areas of decline: Reading achievement at grade 12; teacher preparation; participation in adult education; student drug use; attempted sales of drugs at school; teacher victimization; disruptions in class by students (based on teacher reports).

State by State performance: In addition to nationwide performance, the report includes state-by-state performance; for example, 54 "states" had earlier prenatal care, 27 states had higher achievement in Grade 8, 50 states had increased achievement in AP courses, and higher percentages of students enrolling in postsecondary education. 21 states improved on 10 or more indicators, and 4 improved on 12 or more: Arizona, New York, North Carolina, and Texas.

Baseline	Update	Progress?
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GOAL 1 Ready to Learn

1. **Children's Health Index:** Has the U.S. reduced the percentage of infants born with 1 or more health risks? (1990, 1995)

37% 34% ↑

Late or no prenatal care, low maternal weight gain, smoking during pregnancy, and drinking alcohol during pregnancy—the four health risks that are measured by the Children's Health Index—can directly affect newborns' physical health.

2. **Immunizations:** Has the U.S. increased the percentage of 2-year-olds who have been fully immunized against preventable childhood diseases? (1994, 1996)

75% 78% ↑

One of the most important preventive actions parents can take to see that their children receive the health care needed to arrive at school with healthy minds and bodies is to make certain that they are fully immunized against preventable childhood diseases.

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, 1996)

66% 72% ↑

Early, regular reading to children is one of the most important activities parents can do with their children to improve their readiness for school, serve as their child's first teachers, and instill a love of books and reading.

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, 1996)

28 points 29 points^{ns} ↔

High-quality preschool programs can accelerate the development of all children and poor children in particular. However, children from low-income families are the least likely to attend early care and education programs.

GOAL 2 School Completion

5. **High School Completion:** Has the U.S. increased the percentage of 18- to 24-year-olds who have a high school credential? (1990, 1996)

86% 86% ↔

While possession of a high school diploma no longer guarantees easy access to jobs, lack of a diploma or its equivalent almost certainly means that an individual will experience difficulty entering the labor market and will be at pronounced educational, social, and economic disadvantages throughout his or her life.

GOAL 3 Student Achievement and Citizenship

Although all of the National Education Goals are important, increasing student achievement in the core subject areas will be the ultimate test of successful education reform.

6. **Reading Achievement:** Has the U.S. increased the percentage of students who meet the Goals Panel's performance standard in reading? (1992, 1994)

• Grade 4	29%	30% ^{ns}	↕
• Grade 8	29%	30% ^{ns}	
• Grade 12	40%	36%	

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

See page 29 for a Guide to Reading the U.S. Pages.
 See Appendix B for technical notes and sources.

GOAL 3 Student Achievement and Citizenship (continued)

7. Writing Achievement: Has the U.S. increased the percentage of students who can produce basic, extended, developed, or elaborated responses to narrative writing tasks? (1992)			
• Grade 4	55%	—	
• Grade 8	78%	—	
• Grade 12	—	—	
8. Mathematics Achievement: Has the U.S. increased the percentage of students who meet the Goals Panel's performance standard in mathematics? (1990, 1996)			
• Grade 4	13%	21%	↑
• Grade 8	15%	24%	↑
• Grade 12	12%	16%	↑
9. Science Achievement: Has the U.S. increased the percentage of students who meet the Goals Panel's performance standard in science? (1996)			
• Grade 4	29%	—	
• Grade 8	29%	—	
• Grade 12	21%	—	
10. History Achievement: Has the U.S. increased the percentage of students who meet the Goals Panel's performance standard in U.S. history? (1994)			
• Grade 4	17%	—	
• Grade 8	14%	—	
• Grade 12	11%	—	
11. Geography Achievement: Has the U.S. increased the percentage of students who meet the Goals Panel's performance standard in geography? (1994)			
• Grade 4	22%	—	
• Grade 8	28%	—	
• Grade 12	27%	—	

GOAL 4 Teacher Education and Professional Development

12. Teacher Preparation: Has the U.S. increased the percentage of secondary school teachers who hold an undergraduate or graduate degree in their main teaching assignment? (1991, 1994)	66%	63%	↓
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Teachers who are trained in both their subject area and in teaching skills and who are fully certified are more successful at raising student achievement than teachers with inadequate preparation.

13. Teacher Professional Development: Has the U.S. increased the percentage of teachers reporting that they participated in professional development programs on 1 or more topics since the end of the previous school year? (1994)	85%	—	
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Investing in professional development is one of the most cost-effective ways to raise student achievement. Professional development is most effective when it is connected to what teachers do in their classrooms, and when it focuses on instructional content, how students learn, and how best to teach.

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GOAL 5 Mathematics and Science

If the United States is to ensure a competitive workforce which possesses the necessary scientific and technological skills to fill the jobs of the future and compete in a global economy, we must develop the mathematics and science skills of all of our students, not simply the very best.

<p>14. International Mathematics Achievement: Has the U.S. improved its standing on international mathematics assessments? (1995)</p> <ul style="list-style-type: none"> • Grade 4 • Grade 8 • Grade 12 	<p>7 out of 25 countries scored above the U.S. 20 out of 40 countries scored above the U.S.</p>									
<p>15. International Science Achievement: Has the U.S. improved its standing on international science assessments? (1995)</p> <ul style="list-style-type: none"> • Grade 4 • Grade 8 • Grade 12 	<p>1 out of 25 countries scored above the U.S. 9 out of 40 countries scored above the U.S.</p>									
<p>16. Mathematics and Science Degrees: Has the U.S. increased mathematics and science degrees as a percentage of all degrees awarded to:</p> <ul style="list-style-type: none"> • all students? • minorities (Blacks, Hispanics, American Indians/Alaskan Natives)? • females? 	<table border="0"> <tr> <td style="padding-right: 20px;">39%</td> <td style="padding-right: 20px;">42%</td> <td style="text-align: center;">↑</td> </tr> <tr> <td style="padding-right: 20px;">39%</td> <td style="padding-right: 20px;">40%</td> <td style="text-align: center;">↑</td> </tr> <tr> <td style="padding-right: 20px;">35%</td> <td style="padding-right: 20px;">37%</td> <td style="text-align: center;">↑</td> </tr> </table>	39%	42%	↑	39%	40%	↑	35%	37%	↑
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GOAL 6 Adult Literacy and Lifelong Learning

<p>17. Adult Literacy: Has the U.S. increased the percentage of adults who score at or above Level 3 in prose literacy? (1992)</p>	<p>52%</p>						
<p>Individuals demonstrating higher levels of literacy are more likely to be employed, work more weeks in a year, and earn higher wages than individuals demonstrating low levels of literacy.</p>							
<p>18. 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)</p>	<table border="0"> <tr> <td style="padding-right: 20px;">27 points</td> <td style="padding-right: 20px;">32 points</td> <td style="text-align: center;">↓</td> </tr> </table>	27 points	32 points	↓			
27 points	32 points	↓					
<p>Adults with a high school diploma or less need additional training the most in order to upgrade their current levels of skills and qualify for better jobs, but they tend to be among those least likely to participate in adult education.</p>							
<p>19. Participation in Higher Education: Has the U.S. reduced the gap between White and Black high school graduates who:</p> <ul style="list-style-type: none"> • enroll in college? (1990, 1995) • complete a college degree? (1992, 1996) 	<table border="0"> <tr> <td style="padding-right: 20px;">14 points</td> <td style="padding-right: 20px;">13 points^{ns}</td> <td style="text-align: center;">↔</td> </tr> <tr> <td style="padding-right: 20px;">16 points</td> <td style="padding-right: 20px;">19 points^{ns}</td> <td style="text-align: center;">↔</td> </tr> </table>	14 points	13 points ^{ns}	↔	16 points	19 points ^{ns}	↔
14 points	13 points ^{ns}	↔					
16 points	19 points ^{ns}	↔					
<p>Has the U.S. reduced the gap between White and Hispanic high school graduates who:</p> <ul style="list-style-type: none"> • enroll in college? (1990, 1995) • complete a college degree? (1992, 1996) 	<table border="0"> <tr> <td style="padding-right: 20px;">11 points</td> <td style="padding-right: 20px;">14 points^{ns}</td> <td style="text-align: center;">↔</td> </tr> <tr> <td style="padding-right: 20px;">15 points</td> <td style="padding-right: 20px;">20 points^{ns}</td> <td style="text-align: center;">↔</td> </tr> </table>	11 points	14 points ^{ns}	↔	15 points	20 points ^{ns}	↔
11 points	14 points ^{ns}	↔					
15 points	20 points ^{ns}	↔					
<p>Adults who complete college degrees can expect substantially higher lifetime earnings than those who do not attend college or those who complete coursework without eventually earning a degree.</p>							

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

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

If the nation's schools and communities cannot guarantee a safe haven free from violence, drugs and alcohol and other disciplinary problems that interfere with teaching and learning, it is unlikely that any other attempts at education reform will lead to the higher levels of student performance that are addressed in the other Goals.

20. Overall Student Drug and Alcohol Use: Has the U.S. reduced the percentage of 10th graders reporting doing the following during the previous year:			
• using any illicit drug? (1991, 1996)	24%	40% ^{ns}	↓
• using alcohol? (1993, 1996)	63%	65%	↔
21. 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, 1996)	18%	32%	↓
22. 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, 1996)	40%	36%	↑
• public school teachers (1991, 1994)	10%	15%	↓
23. 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, 1996)	17%	16% ^{ns}	↔
• secondary school teachers (1991, 1994)	37%	46%	↓

GOAL 8 Parental Participation

Successful partnerships between schools, families, and communities depend on schools to create effective programs to inform and involve all families in activities such as parent-teacher conferences, school meetings or events, volunteering in the classroom, and decision-making regarding school policy.

24. Schools' Reports of Parent Attendance at Parent-Teacher Conferences: Has the U.S. increased the percentage of K-8 public schools which reported that more than half of their parents attended parent-teacher conferences during the school year? (1996)	78%	—	
25. Schools' Reports of Parent Involvement in School Policy Decisions: Has the U.S. increased the percentage of K-8 public schools which reported that parent input is considered when making policy decisions in three or more areas? (1996)	41%	—	
26. Parents' Reports of Their Involvement in School Activities: Has the U.S. increased the percentage of students in Grades 3-12 whose parents reported that they participated in two or more activities in their child's school during the current school year? (1993, 1996)	63%	62% ^{ns}	↔

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NATIONAL EDUCATION GOALS PANEL

BACKGROUND Q&A: Background for Possible Press Questions

1. You say in this report that progress is slightly better this year than last. On what evidence do you base that conclusion?

First, let me clarify that each year the Goals Panel compares our most recent performance against where we started when the Goals were adopted at the beginning of this decade. This means that last year we were looking at six years of progress; this year we are looking at seven. We are not simply comparing whether things are better or worse than they were a year ago. In addition, we are looking at a larger number of indicators of progress this year than last.

Here are some examples that show progress is slightly better this year:

Goal 1:

- Last year we reported that infant health had improved in 37 states. The number is now 40.

Goal 2:

- Last year we reported that high school completion rates among young adults had increased in 5 states. This year the number is 10.

Goal 3:

- Last year we reported that U.S. mathematics achievement had improved in Grades 4 and 8. We now find that mathematics achievement has improved in Grades 4, 8, and 12.
- At the state level, we reported that mathematics achievement had improved in 10 states. The number is now 27.

Goal 5:

- Last year we reported that the percentage of mathematics and science degrees awarded to all students and to female students had increased. We now find that the percentage of degrees awarded to minority students has also increased.

At the state level, the number of states that have increased math and science degrees awarded to all students has risen from 46 to 47. The number of states that have increased math and science degrees awarded to minority students has increased from 30 to 33.

2. **Have we achieved any of the Goals yet? Which are we most likely to achieve? Are we doing better in some than in others?**

No, we have not achieved any of the Goals yet, but we have made significant progress in many areas, compared to where we started seven years ago.

We have made significant progress for Goals 1, 2, 3, and 5.

Goals 3& 5: Student Achievement and Math and Science - better

Many of the gains are in mathematics and science, measuring progress toward Goal 3 (Student Achievement and Citizenship) and Goal 5 (Mathematics and Science). This morning's presentation, for example, showed that:

- the majority of states have made significant gains in math and science in seven areas;
- mathematics achievement has gone up among 4th, 8th, and 12th graders at the national level; and
- 4th graders were outperformed only by Korea in science on the Third International Mathematics and Science Study (TIMSS).

Goal 1: Ready to Learn - better

On the whole, we also believe that we have made significant progress toward Goal 1 (Ready to Learn). Although we still lack a direct measure to tell us over time whether more youngsters are starting school ready to learn, our data show that the nation and the states have improved the health and well-being of our youngest children in a number of important ways that will better prepare them for school. For example, more infants are being born with a healthier start in life, more mothers are receiving early prenatal care, more toddlers are fully immunized, and more families are reading and telling stories regularly to their preschool-aged children.

Goal 2: High School Graduation - better

We are making some progress at the state level toward Goal 2, that the high school graduation rate will increase to at least 90%. Even though the national high school completion rate has remained steady at about 86%, 18 states have reached the 90% target. It seems entirely possible that the nation, too, can reach 90% by the year 2000.

Goal 7: Safe, Disciplined, Drug-free Schools - worse

Goal 7 -- that all schools will be safe, disciplined, and alcohol- and drug-free -- is where we have made the least progress. In fact, performance has declined on many measures. Student drug use and attempted sales of drugs at school have increased. Threats and injuries to teachers have increased. And more teachers are reporting that disruptions in their classrooms interfere with their teaching.

3. Why do you think that U.S. students can attain Goal 5 and be first in the world in mathematics and science achievement?

Evidence from TIMSS tells us that this Goal is attainable. Only Korea outperformed U.S. 4th graders in science. Only Singapore outperformed Minnesota 8th graders in science. And in earth science, Minnesota 8th graders were tied with Singapore for 1st place. This tells us that our students can be as good as students anywhere in the world.

Are we there yet? No. We are far from where we should be in math, and in science at the upper grades. But what we have learned from TIMSS is that we can do something about it. TIMSS tells us that we should expect more from our students. Our textbooks and the content of our math and science classes should be more challenging. We demand less from our students than other countries do, and our instruction is less focused. What we teach in 8th grade math classes is often covered in the 7th grade in other countries.

TIMSS also tells us that we need to create the conditions that will enable our teachers to teach well. Our teachers are trying to cover too many topics, resulting in only superficial understanding. We permit teachers who lack the appropriate training and credentials in math and science to teach these topics in our schools. And we need to provide the kinds of practical training and support for our teachers that other countries provide.

That is why in this report the Panel outlines three steps that we must take to raise mathematics and science achievement to world-class levels:

- a) Set tougher standards in math and science that are comparable to the best in the world.
- b) Align other components of the education system with the standards (curricula, instruction, textbooks, assessments, and school policies).
- c) Strengthen teachers' subject-matter and teaching skills and align state teacher policies with student standards.

In a few minutes we are going to hear Panel members and advisors discuss specific actions that they think educators, parents, policymakers, business, and higher education must take to move us closer to this Goal. Panel members will tell what they are doing in their own states to increase math and science achievement. After that a group of advisors to the Goals Panel will present their recommendations to the Panel on what should be done to raise student achievement to world-class levels.

4. **Several weeks ago the 1996 NAEP science results and the NAGB achievement levels were released. The headlines read, “One-third of students in U.S. fail to grasp basic science,” “Most kids have basic, but not working, science knowledge,” and “U.S. students do poorly in science test.” Why does the Goals Panel sound so positive when others sound more negative about science achievement?**

The Goals Panel is looking at the overall picture of US improvement over time and performance in the world, not just one indicator. NAGB’s recent press conference reported performance one indicator, 1996 science performance measured against newly set NAGB science standards.

In general, there are three ways the Goals Panel, newspapers, and others can judge student achievement:

- a) compared to a standard (such as NAGB achievement levels);
- b) compared to past performance (such as previous NAEP scores); or
- c) compared to the performance of others (such as the national average or the performance of other countries).

The Goals Panel sounds positive because our data show that student achievement in mathematics is improving over time (b- above), and in 4th grade science, students in only one country outperformed US students (c- above). The Panel is in full accord with those who want to raise standards for student achievement, and believes that current achievement does not meet the high standards that are appropriate (a- above). The need for higher standards is urgent, and the Panel is working hard to ensure the implementation of high standards.

Recent newspaper reports of poor student achievement in science reflected how U.S. students scored on the NAGB (National Assessment Governing Board) science achievement levels. Basic, proficient, and advanced levels were set for performance on the National Assessment of Educational Progress (NAEP) science test. NAGB’s purpose was to set high standards of achievement, and they did so. Only 29% of all students in the U.S. scored at or above the proficient level - the level that the Goals Panel has said meets Goal 3, mastery of challenging subject matter. Ultimately, we want to see all students achieve at this level. It is disappointing, but not surprising, that most are not there yet.

The Goals Report also cares about U.S. and state progress in student achievement compared to past performance. Since NAGB achievement levels for science are new, we do not know whether we are doing better or worse judged by those standards. We *do* know that compared to past performance in mathematics on NAEP, U.S. students are performing better in Grades 4, 8, and 12. Likewise, compared to the past, more students are receiving degrees in math and science, including more females and minorities. Forty- nine states have increased their AP achievement.

Finally, the Third International Mathematics and Science Study revealed that while the U.S. does not perform "first in the world" as we would wish, in at least one area -- 4th grade science -- there was only one country that outperformed us. In one state, Minnesota, where science teachers focused instruction on an agreed-upon set of science topics that were well aligned with the TIMSS test, students performed at world-class levels. From this we infer that when Americans agree on high standards and focus instruction to achieve them, it is realistic to think we can attain those standards.



NATIONAL EDUCATION GOALS PANEL

FOR IMMEDIATE RELEASE
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1997 National Education Goals Report Finds Math and Science Goals Attainable
A Majority of States Show Significant Gains in Math and Science
Panel Proposes Steps to Assure Achievement

WASHINGTON, D.C. — The National Education Goals Panel today reported significant progress in math and science education indicators leading Panel members to believe that the United States can achieve world pre-eminence in math and science achievement. The Goals Panel presented data showing that states have improved in several education indicators, with a majority of states making significant gains in math and science achievement and education.

“Are we there yet? No, but there is no reason we can’t be first,” said Governor James B. Hunt, Jr. (D-NC), 1997 chairman of the National Education Goals Panel.

“As encouraging as these improvements are, we also know there is much more work to be done. That is why the Goals Panel is proposing steps in this year’s report to raise achievement levels of our young people -- set tougher standards that are comparable to the best in the world; link curricula, instruction, textbooks, assessments and school policies with academic standards; and, strengthen our teachers’ subject-matter knowledge and teaching skills. If we do these three important things, we can be the first in the world in math and science achievement,” Hunt concluded.

The 18-member bipartisan Panel today released its seventh annual report to the nation, “The National Education Goals Report: Building a Nation of Learners.” The report details the progress the nation and states are making toward reaching the eight National Education Goals. The report also highlights student achievement in mathematics and science and compares

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achievement of U.S. students in mathematics and science with students from other industrialized nations. As part of its report, the Panel also presented steps to raise U.S. achievement to world-class standards.

“This report confirms what we’ve known all along -- that challenging students to meet high standards of excellence is the key to better achievement,” said U.S. Secretary of Education Richard W. Riley. “It also shows that our public schools have turned the corner and are headed in the right direction. We still have a long way to go, but if we continue to focus on rigorous standards, we can prepare our students for success in the 21st century.”

State Progress

The Panel’s report focuses on 33 state indicators selected to measure progress toward the eight National Education Goals. The Panel’s 1997 report noted the following highlights for states, territories and the District of Columbia:

- ☞ *Twenty-one states* improved on ten or more indicators and *four states* -- Arizona, New York, North Carolina and Texas -- improved on twelve or more.
- ☞ *Twenty-seven states* had higher achievement in mathematics in Grade 8.
- ☞ *Forty-nine states* increased Advanced Placement (AP) achievement.
- ☞ *Forty-seven states* increased the percentage of students who received a degree in mathematics or science. *Thirty-three states* increased the percentage of minority students and *forty-three states* increased the percentage of female students who received a degree in mathematics or science.
- ☞ *Forty states* reduced the percentage of infants born with one or more health risks.
- ☞ *Fifty-four states, territories and the District of Columbia* increased the number of mothers receiving prenatal care in their first trimester of pregnancy.
- ☞ *Forty-six states* had more children with disabilities participating in preschool.

National Progress

National progress on 26 core indicators is better than the progress reported in the 1996 Panel report. National performance has improved significantly in six areas:

- ☉ Mathematics achievement has improved among students in Grades 4, 8, and 12.
- ☉ More students are receiving degrees in mathematics and science. This is true for females and minorities, as well as for all students.
- ☉ More families are reading and telling stories to their children on a regular basis.
- ☉ The proportion of infants born with one or more health risks has decreased.
- ☉ More 2-year-olds have been fully immunized against preventable childhood diseases.
- ☉ Incidents of threats and injuries to students at school have decreased.

Performance has declined, however, in areas such as reading achievement at Grade 12, the percentage of secondary school teachers who hold a degree in their main teaching assignment, and participation in adult education. Disciplinary problems and drugs also are obstacles in reaching the National Education Goals. The Panel's report indicates that student drug abuse has increased, as have attempted sales of drugs at school. Incidents of threats and injuries to teachers have increased, as have teacher reports of in-class disruptions, according to the Panel.

"We are particularly pleased with the progress we are seeing in math and science. The work of states on these issues has been ambitious, but we are beginning now to see the fruits of that labor. It's important that we continue this work for the sake of our students and our nation," said Gov. John Engler (R-MI).

"The Panel's recommendation to strengthen standards and align other education components to those standards is supported by the results of Minnesota's strong showing in 8th grade science on the Third International Mathematics and Science Study from 1995. In earth science Minnesota tied Singapore for the highest score," said Ken Nelson, the Panel's executive director. "This is significant not only because of how well the state's students performed, but because of why they did so well. In Minnesota, there is statewide agreement that 8th grade

science instruction for all students should focus on earth science. Science teachers receive special training and they limit the number of topics covered during the year so that each topic is covered in depth. In addition, teachers use similar textbooks, supplemented with science kits and other appropriate materials.”

The annual report to the nation originated at the first Education Summit held in Charlottesville, Virginia in 1989. There, President Bush and the nation’s governors agreed that establishing national education goals would capture the nation’s attention in order to improve schools and increase our expectations for student performance.

Created in July 1990, the National Education Goals Panel is a bipartisan body of federal and state officials made up of eight governors, four members of Congress, four state legislators, and two members appointed by the President.

The eight National Education Goals call for greater levels of: student achievement and citizenship; high school completion; teacher education and professional development; parental participation in the schools; literacy and lifelong learning; and safe, disciplined, and alcohol- and drug-free schools. The Goals also call for all children to be ready to learn by the time they start school and for U.S. students to be the first in the world in mathematics and science achievement by the year 2000.

The 1997 National Education Goals Report and *Summary* are available free from the Panel by faxing a request to (202) 632-0957, by E-mail to negp@goalline.org or at the Panel’s web-site at <http://www.negp.gov>. Requests can also be mailed to the National Education Goals Panel at 1255 22nd Street, NW, Suite 502, Washington, DC 20037. For more information on specific items in the 1997 report, call the Goals Panel at (202) 724-0015.

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