

Reviewed
3 items

IF pilot testing
Low Shopp

#2
Pilot testing is 3rd rail

THE WHITE HOUSE
WASHINGTON

Edw -
Tests

dedicated portion of

Goodling - can't sell Sept 1st
- revolt on fast track

25-30

Tracy Tabb
Lynn

Sec. ____ Notwithstanding any other provision of Federal law, funds provided to the Department of Education or to an applicable program may not be used to pilot test, field test, implement or administer any federally sponsored national test in reading, mathematics, or any other subject: Provided, That the National Assessment Governing Board shall retain exclusive authority over the development of voluntary national tests as described in Section 307 of the Department of Education Appropriations Act, 1998.

Report Language

The Committee bill provides that the National Assessment Governing Board retains exclusive authority over the policies, direction, and guidelines for voluntary national tests for 4th grade reading and 8th grade math. The bill includes language prohibiting the use of funds to pilot test, field test, implement, or administer any federally sponsored national tests. For purposes of this section, pilot testing is any testing activity that produces test scores for individual students, schools, school districts, or states.

— Not nailed down
Martha

- ensuring beneficiaries ~~to~~ also do his moral obgs.
- Arne working off diff sheet

Sec. ____ Notwithstanding any other provisions of Federal law, funds provided to the Department of Education or to an applicable program may not be used to field test, implement or administer any federally sponsored national test in reading, mathematics or any other subject, nor shall any funds be used to pilot test any federally sponsored national test until Congress enacts legislation for the reauthorization of the National Assessment of Education Progress: Provided, That the National Assessment Governing Board shall retain exclusive authority over the development of voluntary national tests as described in Section 307 of the Department of Education Appropriations Act, 1998

No Implementation Without Authorization & NAGB Develops Plan for Test Implementation and Use

Sec. ____ Notwithstanding any other provisions of Federal law, funds provided to the Department of Education or to an applicable program may not be used to ~~provide~~ field test, implement or administer any federally sponsored national test in reading, mathematics or any other subject that is not specifically and explicitly provided for in authorizing legislation enacted into law. The National Assessment Governing Board shall develop a plan for the continued development and implementation of national tests that measure individual student performance against National Assessment of Educational Progress standards in 4th grade reading and 8th grade mathematics. The plan shall include policies for the administration and use of national tests. In developing this plan, NAGB shall consider the feasibility of including items from the National Assessment of Educational Progress or other tests in state and district assessments to provide a measure of individual student performance against National Assessment of Educational Progress standards in 4th grade reading and 8th grade mathematics. NAGB shall present a written plan to the Committee on Education and Workforce of the House of Representatives, the Committee on Labor and Human Resources of the Senate, and the President for their consideration by ____ (prior to reauthorization of the National Assessment of Education Progress).

Report Language

The Committee bill provides that the National Assessment Governing Board retains exclusive authority over the policies, direction and guidelines for voluntary national tests for 4th grade reading and 8th grade math, and permits NAGB to continue test development work. The bill prohibits implementation or administration of the tests unless such implementation is explicitly authorized in law. The Committee expects that Congress will consider such authorization as part of the forthcoming reauthorization of the National Assessment of Education Progress. In order to help inform Congressional deliberations, the committee bill directs NAGB to develop and present to the authorizing committees and the President a plan for implementation and use of the national tests. In developing this plan, NAGB should consider the feasibility of including items from NAEP in state or local tests in order to measure students against NAEP achievement levels without requiring the administration of a separate national test.

Could be used to sweeten any fallback option

Propose reducing the appropriations for test development from \$16 to \$8-10 million.

These funds have been requested in the Education Department's Fund for the Improvement of Education (FIE) account. (Keep 10 million if we do both NAS studies)

F:\RG\EDUCATIO\TEST99.001

1 SEC. ____.

2 (a) IN GENERAL.—Part C of the General Education
3 Provisions Act (20 U.S.C. 1231 et seq.) is amended by
4 adding at the end the following:

5 "SEC. 447. PROHIBITION ON FEDERALLY SPONSORED TEST-
6 INC.

7 "(a) GENERAL PROHIBITION.—Notwithstanding any
8 other provision of Federal law and except as provided in
9 subsection (b), no funds provided to the Department of
10 Education or to an applicable program, may be used to
11 pilot test, field test, implement, administer or distribute
12 in any way any federally sponsored national test in read-
13 ing, mathematics, or any other subject that is not specifi-
14 cally and explicitly provided for in authorizing legislation
15 enacted into law.

16 (b) EXCEPTIONS.—Subsection (a) shall not apply to
17 the Third International Mathematics and Science Study
18 or other international comparative assessments developed
19 under the authority of section 404(a)(6) of the National
20 Education Statistics Act of 1994 (20 U.S.C. 9003(a)(6)
21 et seq.) and administered to only a representative sample
22 of pupils in the United States and in foreign nations."

23 (b) AUTHORITY OF NATIONAL ASSESSMENT GOV-
24 ERNING BOARD.—Subject to section 447 of the General
25 Education Provisions Act, the exclusive authority over the
26 direction and all policies and guidelines for developing vol-

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1 untary national tests pursuant to contract RJ97153001
2 previously entered into between the United States Depart-
3 ment of Education and the American Institutes for Re-
4 search and executed on August 15, 1997, and subse-
5 quently modified by the National Assessment Governing
6 Board on February 11, 1998, shall continue to be vested
7 in the National Assessment Governing Board established
8 under section 412 of the National Education Statistics Act
9 of 1994 (20 U.S.C. 9011).

10 (c) STUDIES.—

11 (1) PURPOSE ~~AND~~ DEFINITION.—The National
12 Assessment Governing Board shall determine and
13 clearly articulate in a report the purpose, design for-
14 mat, ^{and} and intended use(s) of any proposed federally
15 sponsored test. Such report shall also include—

16 (A) a definition of the meaning of the term
17 “voluntary” in regards to the ~~development or~~
18 ^{the administration of any} administration of any national test; and

19 (B) a description of the achievement levels
20 and reporting methods to be used in grading
21 any national test, ~~and the relationship between~~
22 ~~test questions and such achievement levels.~~

23 The report shall be submitted to the White House,
24 the Committees on Education and the Workforce of
25 the House of Representatives, the Committee on

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1 Labor and Human Resources of the Senate, and the
2 Committees on Appropriations of the House of Rep-
3 resentatives and the Senate not later than Septem-
4 ber 30, 1999.

5 (2) RESPONSE TO ~~REPORT CARD~~.—The Na-
6 tional Assessment Governing Board shall develop
7 and submit to the entities identified in paragraph
8 (1) a report, not later than September 30, 1999,
9 that addresses and responds to the findings reported
10 by the National Academy of Sciences in the report
11 entitled "Grading the Nation's Report Card: Evalu-
12 ating NAEP and Transforming the Assessment of
13 Educational Progress" that assert that the achieve-
14 ment levels ~~proposed by~~ the National Assessment of
15 Educational Progress (NAEP) are fundamentally
16 flawed.

17 (3) TECHNICAL FEASIBILITY.—The National
18 Academy of Sciences shall conduct a study regarding
19 the technical feasibility of including items from the
20 National Assessment of Educational Progress
21 (NAEP) or other tests in State and district assess-
22 ments to provide a measure of individual student
23 performance against the standards established by
24 the National Assessment of Educational Progress
25 (NAEP) for 4th grade reading and 8th grade math-

National Academy of Sciences
Report

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4

1 ematics and the quality of the information regarding
2 a student's performance that is to be provided to
3 parents and teachers. The National Academy of
4 Sciences shall ~~report the results of the study to the~~
5 ~~entities identified in paragraph (1) not later than~~
6 ~~September 30, 1999~~

*provide an informal interim progress
report to the entities identified in
paragraph (1) not later than June 30, 1999,
and a final report not later than September
30, 1999.*

Sec. _____. Notwithstanding any other provision of Federal law, funds provided to the Department of Education or to an applicable program may not be used to pilot test, field test, implement or administer any federally sponsored national test in reading, mathematics, or any other subject: Provided, That the National Assessment Governing Board shall retain exclusive authority over the development of voluntary national tests as described in Section 307 of the Department of Education Appropriations Act, 1998.

Report Language

The Committee bill provides that the National Assessment Governing Board retains exclusive authority over the policies, direction, and guidelines for voluntary national tests for 4th grade reading and 8th grade math. The bill includes language prohibiting the use of funds to pilot test, field test, implement, or administer any federally sponsored national tests. For purposes of this section, pilot testing is any testing activity that produces test scores for individual students, schools, school districts, or states.

Sec. ____ Notwithstanding any other provisions of Federal law, funds provided to the Department of Education or to an applicable program may not be used to pilot test, field test, implement or administer any federally sponsored national test in reading, mathematics or any other subject: Provided, That the National Assessment Governing Board (NAGB) shall retain exclusive authority over the development of voluntary national tests as described in Section 307 of the Department of Education Appropriations Act, 1998; and provided further, that NAGB may conduct studies to determine the technical quality of test items for the purpose of incorporating those items in state or local tests in order to measure student progress against National Assessment of Education Progress benchmarks.

AND

The National Academy of Sciences shall conduct a study of the technical feasibility of including items from the National Assessment of Educational Progress or other tests into state and district assessments to provide a measure of individual student performance against National Assessment of Educational Progress standards in 4th grade reading and 8th grade mathematics. The National Academy of Sciences shall report the results of the study to Congress by June 1, 1999.

Report Language

The Committee bill provides that the National Assessment Governing Board retains exclusive authority over the policies, direction and guidelines for voluntary national tests for 4th grade reading and 8th grade math. The bill includes language prohibiting the use of funds to pilot test, field test, implement, or administer any federally sponsored national tests.

The Committee recognizes that many states and local communities have already developed tests aligned with state and local academic standards, and may wish to have an efficient way of also determining how well students perform relative to the National Assessment of Education Progress achievement levels. Therefore, the bill also provides that the National Academy of Sciences conduct a study to determine the feasibility of incorporating items from NAEP or other tests into state or local tests for these purposes. Further, the Committee bill permits NAGB to conduct studies to determine the technical quality of any test items for the purpose of incorporating them into state or local tests. These studies may address such issues as: how well students understand and interpret the questions; how different ethnic, racial or gender groups respond to the questions; whether the questions measure the content area they are supposed to measure; whether the questions are too easy or too difficult for the target population; whether the questions assess the range of skills and abilities of all the students; and whether the questions are appropriate for the grade level.

Sec. ____ Notwithstanding any other provisions of Federal law, funds provided to the Department of Education or to an applicable program may not be used to field test, implement or administer any federally sponsored national test in reading, mathematics or any other subject that is not specifically and explicitly provided for in authorizing legislation enacted into law. The National Assessment Governing Board shall develop a plan for the continued development and implementation of national tests that measure individual student performance against National Assessment of Educational Progress standards in 4th grade reading and 8th grade mathematics. The plan shall include policies for the administration and use of national tests. In developing this plan, NAGB shall consider the feasibility of including items from the National Assessment of Educational Progress or other tests in state and district assessments to provide a measure of individual student performance against National Assessment of Educational Progress standards in 4th grade reading and 8th grade mathematics. NAGB shall present a written plan to the Committee on Education and Workforce of the House of Representatives, the Committee on Labor and Human Resources of the Senate, and the President for their consideration by ____ (prior to reauthorization of the National Assessment of Education Progress).

Report Language

The Committee bill provides that the National Assessment Governing Board retains exclusive authority over the policies, direction and guidelines for voluntary national tests for 4th grade reading and 8th grade math. The bill prohibits implementation or administration of the tests unless such implementation is explicitly authorized in law. The Committee expects that Congress will consider such authorization as part of the forthcoming reauthorization of the National Assessment of Education Progress. In order to help inform Congressional deliberations, the committee bill directs NAGB to develop and present to the authorizing committees and the President a plan for implementation and use of the national tests. In developing this plan, NAGB should consider the feasibility of including items from NAEP in state or local tests in order to measure students against NAEP achievement levels without requiring the administration of a separate national test.

Sec. ____ Notwithstanding any other provisions of Federal law, funds provided to the Department of Education or to an applicable program may not be used to field test, implement or administer any federally sponsored national test in reading, mathematics or any other subject, nor shall any funds be used to pilot test any federally sponsored national test until Congress enacts legislation for the reauthorization of the National Assessment of Education Progress: Provided, That the National Assessment Governing Board shall retain exclusive authority over the development of voluntary national tests as described in Section 307 of the Department of Education Appropriations Act, 1998

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3 Provisions Act (20 U.S.C. 1231 et seq.) is amended by
4 adding at the end the following:

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7 "(a) GENERAL PROHIBITION.—Notwithstanding any
8 other provision of Federal law and except as provided in
9 subsection (b), no funds provided to the Department of
10 Education or to an applicable program, may be used to
11 pilot test, field test, implement, administer or distribute
12 in any way any federally sponsored national test in read-
13 ing, mathematics, or any other subject ^{Insert A - attached} ~~that is not specif-~~
14 ~~cally and explicitly provided for in authorizing legislation~~
15 ~~enacted into law.~~

16 (b) EXCEPTIONS.—Subsection (a) shall not apply to
17 the Third International Mathematics and Science Study
18 or other international comparative assessments developed
19 under the authority of section 404(a)(6) of the National
20 Education Statistics Act of 1994 (20 U.S.C. 9003(a)(6)
21 et seq.) and administered to only a representative sample
22 of pupils in the United States and in foreign nations."

23 (b) AUTHORITY OF NATIONAL ASSESSMENT GOV-
24 ERNING BOARD.—Subject to section 447 of the General
25 Education Provisions Act, the exclusive authority over the
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1 untary national tests pursuant to contract RJ97153001
 2 previously entered into between the United States Depart-
 3 ment of Education and the American Institutes for Re-
 4 search and executed on August 15, 1997, and subse-
 5 quently modified by the National Assessment Governing
 6 Board on February 11, 1998, shall continue to be vested
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 8 under section 412 of the National Education Statistics Act
 9 of 1994 (20 U.S.C. 9011).

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11 (1) PURPOSE ~~AND~~ DEFINITION.—The National
 12 Assessment Governing Board shall determine and
 13 clearly articulate in a report the purpose, ~~design for-~~
 14 ~~mat, and~~ ^{and} intended use(s) of any proposed federally
 15 sponsored test. Such report shall also include—

16 (A) a definition of the meaning of the term
 17 “voluntary” in regards to the ~~development or~~
 18 ~~administration of any~~ ^{the administration of any} national test; and

19 (B) a description of the achievement levels
 20 and reporting methods to be used in grading
 21 any national test, ~~and the relationship between~~
 22 ~~test questions and such achievement levels.~~

23 The report shall be submitted to the White House,
 24 the Committees on Education and the Workforce of
 25 the House of Representatives, the Committee on

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1 Labor and Human Resources of the Senate, and the
2 Committees on Appropriations of the House of Rep-
3 resentatives and the Senate not later than Septem-
4 ber 30, 1999.

5 (2) RESPONSE TO ~~REPORT CARD~~.—The Na-
6 tional Assessment Governing Board shall develop
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9 that addresses and responds to the findings reported
10 by the National Academy of Sciences in the report
11 entitled "Grading the Nation's Report Card: Evalu-
12 ating NAEP and Transforming the Assessment of
13 Educational Progress" that assert that the achieve-
14 ment levels ~~proposed by~~ the National Assessment of
15 Educational Progress (NAEP) are fundamentally
16 flawed.

17 (3) TECHNICAL FEASIBILITY.—The National
18 Academy of Sciences shall conduct a study regarding
19 the technical feasibility of including items from the
20 National Assessment of Educational Progress
21 (NAEP) or other tests in State and district assess-
22 ments to provide a measure of individual student
23 performance against the standards established by
24 the National Assessment of Educational Progress
25 (NAEP) for 4th grade reading and 8th grade math-

National Academy of Sciences
Report

1 ematics and the quality of the information regarding
2 a student's performance that is to be provided to
3 parents and teachers. The National Academy of
4 Sciences shall ~~report the results of the study to the~~
5 ~~entities identified in paragraph (1) not later than~~
6 ~~September 30, 1999.~~

*provide an informal interim progress
report to the entities identified in
paragraph (1) not later than June 30, 1999,
and a final report not later than September
30, 1999.*

Insert A

Provided, that NAGB may conduct studies to determine the technical quality of test items for the purpose of incorporating those items in state or local tests in order to measure student progress against National Assessment of Education Progress benchmarks, if the National Academy of Sciences determines that state or local tests could incorporate such items.

Report Language

In addition to the report language you have suggested, we propose the following:

The Committee bill provides that the National Assessment Governing Board retains exclusive authority over the policies, direction and guidelines for voluntary national tests for 4th grade reading and 8th grade math. The bill includes language prohibiting the use of funds to pilot test, field test, implement, administer or distribute in any way any federally sponsored national tests. ~~For the purposes of this section, pilot testing is any testing activity that provides test scores for individual students, school districts, or states.~~

The Committee recognizes that many states and local communities have already developed tests aligned with state and local academic standards, and may wish to have an efficient way of also determining how well students perform relative to the National Assessment of Education Progress achievement levels. Therefore, the bill also provides that the National Academy of Sciences conduct a study to determine the feasibility of incorporating items from NAEP or other tests into state or local tests for these purposes. Further, the Committee bill permits NAGB to conduct studies to determine the technical quality of any test items for the purpose of incorporating them into state or local tests. These studies may address such issues as: how well students understand and interpret the questions; how different ethnic, racial or gender groups respond to the questions; whether the questions measure the content area they are supposed to measure; whether the questions are too easy or too difficult for the target population; whether the questions assess the range of skills and abilities of all the students, and whether the questions are appropriate for the grade level.

If the National Academy of Sciences determines that state or local tests could incorporate such items,

5-9552

To: KEVIN TAULEY

FR: BRUCE REED

2 pages + cover

HERE'S A SHOT AT WHAT
WE DISCUSSED.

YOU CAN PAGE ME AT 757-5000.

THANKS —

Provided further, That if a local educational agency would receive a suballocation of less than the average starting salary for a new teacher in the State, it shall not receive that allocation and the funds it would have received will be allocated to the remaining local educational agencies in the State in accord with the suballocation formula in the prior proviso:

Prohibition on Testing Activity

Sec. ____ Notwithstanding any other provision of Federal law, funds provided to the Department of Education or to an applicable program may not be used to field test, implement or administer any federally sponsored national test in reading, mathematics, or any other subject, or to engage in pilot testing that would enable comparisons of test results among students, schools, school districts, or states: Provided, That the National Assessment Governing Board shall retain exclusive authority over the development of voluntary national tests as described in Section 307 of the Department of Education Appropriations Act, 1998.

AND/OR

NAS Study on Embedding NAEP Items in State and Local Tests

The National Academy of Sciences shall conduct a study of the technical feasibility of including items from the National Assessment of Educational Progress or other tests in state and district assessments to provide a measure of individual student performance against National Assessment of Educational Progress standards in 4th grade reading and 8th grade mathematics and the quality of the information about a student's performance that would be provided to parents and teachers. The National Academy of Sciences shall report the results of the study to Congress by June 1, 1999.

AND/OR

No State or Local Implementation Without Quality Assurance

No State or local educational agency receiving financial assistance from the Secretary of Education may participate in any national test in 4th grade reading or 8th grade mathematics that is supported by the Secretary and that measures individual student performance against standards of the National Assessment of Educational Progress unless the State or local educational agency, as the case may be, certifies to NAGB that it has developed, and has begun to carry out, a plan to--

- (1) ensure that teachers have the knowledge and skills they need to teach students to meet those standards;
- (2) provide all students with access to a challenging curriculum that can prepare them to meet those standards; and
- (3) provide additional assistance to students and schools that do not make progress toward meeting those standards.

Sec. ____ Notwithstanding any other provision of Federal law, funds provided to the Department of Education or to an applicable program may not be used to pilot test, field test, implement or administer any federally sponsored national test in reading, mathematics, or any other subject: Provided, That the National Assessment Governing Board shall retain exclusive authority over the development of voluntary national tests as described in Section 307 of the Department of Education Appropriations Act, 1998.

Report Language

The Committee bill provides that the National Assessment Governing Board retains exclusive authority over the policies, direction, and guidelines for voluntary national tests for 4th grade reading and 8th grade math. The bill includes language prohibiting the use of funds to pilot test, field test, implement, or administer any federally sponsored national tests. For purposes of this section, pilot testing is any testing activity that produces test scores for individual students, schools, school districts, or states.

Sec. ____ Notwithstanding any other provisions of Federal law, funds provided to the Department of Education or to an applicable program may not be used to pilot test, field test, implement or administer any federally sponsored national test in reading, mathematics or any other subject: Provided, That the National Assessment Governing Board (NAGB) shall retain exclusive authority over the development of voluntary national tests as described in Section 307 of the Department of Education Appropriations Act, 1998; and provided further, that NAGB may conduct studies to determine the technical quality of test items for the purpose of incorporating those items in state or local tests in order to measure student progress against National Assessment of Education Progress benchmarks.

AND

The National Academy of Sciences shall conduct a study of the technical feasibility of including items from the National Assessment of Educational Progress or other tests into state and district assessments to provide a measure of individual student performance against National Assessment of Educational Progress standards in 4th grade reading and 8th grade mathematics. The National Academy of Sciences shall report the results of the study to Congress by June 1, 1999.

Report Language

The Committee bill provides that the National Assessment Governing Board retains exclusive authority over the policies, direction and guidelines for voluntary national tests for 4th grade reading and 8th grade math. The bill includes language prohibiting the use of funds to pilot test, field test, implement, or administer any federally sponsored national tests.

The Committee recognizes that many states and local communities have already developed tests aligned with state and local academic standards, and may wish to have an efficient way of also determining how well students perform relative to the National Assessment of Education Progress achievement levels. Therefore, the bill also provides that the National Academy of Sciences conduct a study to determine the feasibility of incorporating items from NAEP or other tests into state or local tests for these purposes. Further, the Committee bill permits NAGB to conduct studies to determine the technical quality of any test items for the purpose of incorporating them into state or local tests. These studies may address such issues as: how well students understand and interpret the questions; how different ethnic, racial or gender groups respond to the questions; whether the questions measure the content area they are supposed to measure; whether the questions are too easy or too difficult for the target population; whether the questions assess the range of skills and abilities of all the students; and whether the questions are appropriate for the grade level.

Sec. ____ Notwithstanding any other provisions of Federal law, funds provided to the Department of Education or to an applicable program may not be used to field test, implement or administer any federally sponsored national test in reading, mathematics or any other subject that is not specifically and explicitly provided for in authorizing legislation enacted into law. The National Assessment Governing Board shall develop a plan for the continued development and implementation of national tests that measure individual student performance against National Assessment of Educational Progress standards in 4th grade reading and 8th grade mathematics. The plan shall include policies for the administration and use of national tests. In developing this plan, NAGB shall consider the feasibility of including items from the National Assessment of Educational Progress or other tests in state and district assessments to provide a measure of individual student performance against National Assessment of Educational Progress standards in 4th grade reading and 8th grade mathematics. NAGB shall present a written plan to the Committee on Education and Workforce of the House of Representatives, the Committee on Labor and Human Resources of the Senate, and the President for their consideration by _____ (prior to reauthorization of the National Assessment of Education Progress).

Report Language

The Committee bill provides that the National Assessment Governing Board retains exclusive authority over the policies, direction and guidelines for voluntary national tests for 4th grade reading and 8th grade math. The bill prohibits implementation or administration of the tests unless such implementation is explicitly authorized in law. The Committee expects that Congress will consider such authorization as part of the forthcoming reauthorization of the National Assessment of Education Progress. In order to help inform Congressional deliberations, the committee bill directs NAGB to develop and present to the authorizing committees and the President a plan for implementation and use of the national tests. In developing this plan, NAGB should consider the feasibility of including items from NAEP in state or local tests in order to measure students against NAEP achievement levels without requiring the administration of a separate national test.

Sec. ____ Notwithstanding any other provisions of Federal law, funds provided to the Department of Education or to an applicable program may not be used to field test, implement or administer any federally sponsored national test in reading, mathematics or any other subject, nor shall any funds be used to pilot test any federally sponsored national test until Congress enacts legislation for the reauthorization of the National Assessment of Education Progress: Provided, That the National Assessment Governing Board shall retain exclusive authority over the development of voluntary national tests as described in Section 307 of the Department of Education Appropriations Act, 1998

Activities to be considered by NAGB during FY1999

1. **Prohibition on national testing.** Prohibition on pilot testing, field testing, implementation, administration or distribution of national tests, unless specifically and explicitly authorized.

Sec _____. Part C of the General Education Provisions Act (20 USC 1231 et seq) is amended by adding at the end the following:

“Sec 447. Prohibition on Federally Sponsored Testing.

(a) **General Prohibition**---Notwithstanding any other provision of Federal law, no funds provided to the Department of Education or to an applicable program, may be used to pilot test, field test, implement, administer or distribute in any way any federally sponsored national test in reading, mathematics, or any other subject that is not specifically and explicitly provided for in authorizing legislation enacted into law.

(b) **Exceptions.**---Subsection (a) shall not apply to the Third International Mathematics and Science Study or other international comparative assessments developed under the authority of section 404(a)(6) of the National Education Statistics Act of 1994 (20 USC 9003(a)(6) et seq.) and administered to only a representative sample of pupils in the United States and in foreign nations.”

2. **Continued limited test development.** NAGB's contractor may continue development and modification of test items (as allowed in FY1998).

3. **Voluntary nature of the tests.** NAGB will determine what “voluntary” means as to the proposed national tests and report to Congress on whether the tests are proposed to be voluntary as to the student, the school, the school district, or the state. Report shall be due no later than September 30, 1999.

4. **National Academy of Sciences Study.** National Academy of Sciences will conduct a study of the technical feasibility of imbedding test items from NAEP into state and district assessments.

The National Academy of Sciences shall conduct a study of the technical feasibility of including items from the National Assessment of Educational Progress or other tests in state and district assessments to provide a measure of individual student performance against National Assessment of Educational Progress standards in 4th grade reading and 8th grade mathematics and the quality of the information about a student's performance that would be provided to parents and teachers. The National Academy of Sciences shall provide an informal interim progress report to Congress no later than June 30, 1999, and a final report no later than September 30, 1999.

5. **Purpose of the proposed national tests.** NAGB will determine and clearly articulate in a report to Congress the intended purpose of the tests. The report shall state whether the tests are being designed for and will be used for diagnostic purposes, accountability/high stakes purposes, and/or other purposes. Report shall be due no later than September 30, 1999.

6. **Response to National Academy of Sciences Study.** NAGB will develop and submit to Congress a report of how it intends to address the National Academy of Sciences findings in the study “**Grading the Nation's Report Card: Evaluating NAEP and Transforming the Assessment of Educational Progress**” which stated that the achievement levels of NAEP (basic, proficient, advanced) are fundamentally flawed. How NAGB addresses this issue will directly affect the achievement levels of the proposed national tests, which are to be based on the same achievement levels of NAEP. Report shall be due no later than September 30, 1999.

Additionally, the National Academy of Sciences Study “**Evaluation of the Voluntary National Tests: Phase I**”, in describing the achievement levels to be used on the national tests, stated that issues such as achievement level setting, reporting, relationship between test items and achievement level descriptions, etc. should be resolved early in the test development process, rather than following other test development activities.

H. R. 2264—39

SEC. 303. No funds appropriated under this Act may be used to prevent the implementation of programs of voluntary prayer and meditation in the public schools.

(TRANSFER OF FUNDS)

SEC. 304. Not to exceed 1 percent of any discretionary funds (pursuant to the Balanced Budget and Emergency Deficit Control Act, as amended) which are appropriated for the Department of Education in this Act may be transferred between appropriations, but no such appropriation shall be increased by more than 3 percent by any such transfer: *Provided*, That the Appropriations Committees of both Houses of Congress are notified at least fifteen days in advance of any transfer.

SEC. 305. (a) Notwithstanding any other provision of Federal law, no funds provided to the Department of Education or to an applicable program (as defined in section 400(c)(1) of the General Education Provisions Act (20 U.S.C. 1221(c)(1))), in this Act or in any other Act in fiscal year 1998, may be used to field test, pilot test, implement, administer or distribute in any way, any national tests.

(b) EXCEPTION.—Subsection (a) shall not apply to the Third International Math and Science Study or the National Assessment of Educational Progress.

SEC. 306. (a) STUDY.—The National Academy of Sciences, in consultation with the National Governors Association, the National Conference of State Legislatures, the White House, the National Assessment Governing Board, and the Congress, shall conduct a feasibility study to determine if an equivalency scale can be developed that would allow test scores from commercially available standardized tests and State assessments to be compared with each other and the National Assessment of Educational Progress.

(b) REPORT OF FINDINGS TO CONGRESS.—(1) The National Academy of Sciences shall submit a written report to the White House, the Committee on Education and the Workforce of the House of Representatives, the Committee on Labor and Human Resources of the Senate, and the Committees on Appropriations of the House of Representatives and the Senate not later than September 1, 1998.

(2) The National Academy of Sciences shall submit an interim report no later than June 15, 1998.

NATIONAL ASSESSMENT GOVERNING BOARD

SEC. 307 (a). Notwithstanding any other provision of law, the exclusive authority over all policies, direction, and guidelines for developing voluntary national tests pursuant to contract RJ97153001 previously entered into between the Department of Education and the American Institutes for Research and executed on August 15, 1997, shall be vested in the National Assessment Governing Board established under section 412 of the National Education Statistics Act of 1994 (20 U.S.C. 9011); *Provided*, That within 90 days after the date of enactment of this Act, the Board shall review the national test development contract in effect on the date of enactment of this Act, and modify the contract as the Board determines necessary and not inconsistent with this Act or applicable laws: *Provided further*, That if the contract cannot be modified to the extent determined necessary by the Board, the

H. R. 2264-40

contract shall be terminated and the Board shall negotiate a new contract, under the Board's exclusive control, for the tests, not inconsistent with this Act or applicable laws.

(b) In carrying out its exclusive authority for developing voluntary national tests pursuant to contract RJ97153001, any subsequent contract related thereto, or any contract modification pursuant to subsection (a), the National Assessment Governing Board shall determine—

(1) the extent to which test items selected for use on the tests are free from racial, cultural or gender bias;

(2) whether the test development process and test items adequately assess student reading and mathematics comprehension in the form most likely to yield accurate information regarding student achievement in reading and mathematics;

(3) whether the test development process and test items take into account the needs of disadvantaged, limited English proficient and disabled students; and

(4) whether the test development process takes into account how parents, guardians, and students will appropriately be informed about testing content, purpose and uses.

SEC. 308. STUDY.—The National Academy of Sciences shall, not later than September 1, 1998, submit a written report to the Committee on Education and the Workforce of the House of Representatives, the Committee on Labor and Human Resources of the Senate, and the Committees on Appropriations of the House and Senate that evaluates all test items developed or funded by the Department of Education or any other agency of the Federal Government pursuant to contract RJ97153001, any subsequent contract related thereto, or any contract modification by the National Assessment Governing Board pursuant to section 307 of this Act, for—

(1) the technical quality of any test items for 4th grade reading and 8th grade mathematics;

(2) the validity, reliability, and adequacy of developed test items;

(3) the validity of any developed design which links test results to student performance;

(4) the degree to which any developed test items provide valid and useful information to the public;

(5) whether the test items are free from racial, cultural, or gender bias;

(6) whether the test items address the needs of disadvantaged, limited English proficient and disabled students; and

(7) whether the test items can be used for tracking, graduation or promotion of students.

SEC. 309. (a) STUDY.—The National Academy of Sciences shall conduct a study and make written recommendations on appropriate methods, practices, and safeguards to ensure that—

(1) existing and new tests that are used to assess student performance are not used in a discriminatory manner or inappropriately for student promotion, tracking or graduation; and

(2) existing and new tests adequately assess student reading and mathematics comprehension in the form most likely to yield accurate information regarding student achievement of reading and mathematics skills.

H. R. 2264—41

(b) **REPORT TO CONGRESS.**—The National Academy of Sciences shall submit a written report to the White House, the National Assessment Governing Board, the Committee on Education and the Workforce of the House of Representatives, the Committee on Labor and Human Resources of the Senate, and the Committees on Appropriations of the House and Senate not later than September 1, 1998.

SEC. 310. (a) The Federal Government shall not require any State or local educational agency or school to administer or implement any pilot or field test in any subject or grade, nor shall the Federal Government require any student to take any national test in any subject or grade.

(b) Nothing in section 309(a) shall be construed as affecting the National Assessment of Educational Progress or the Third International Math and Science Study.

SEC. 311. No Federal, State or local educational agency may require any private or parochial school student, or home-schooled individual, to take any pilot or field test developed under this Act, contract RJ97153001, or any contract related thereto, without the written consent of the parents or legal guardians of the student or individual.

SEC. 312. Notwithstanding any other provision of law, any institution of higher education which receives funds under title III of the Higher Education Act, except for grants made under section 326, may use up to 20 percent of its award under part A or part B of the Act for endowment building purposes authorized under section 331. Any institution seeking to use part A or part B funds for endowment building purposes shall indicate such intention in its application to the Secretary and shall abide by departmental regulations governing the endowment challenge grant program.

(TRANSFER OF FUNDS)

SEC. 313. Notwithstanding any other provision of the Higher Education Act, \$280,000,000 of the balances of returned reserves, formerly held by the Higher Education Assistance Foundation, that are currently held in Higher Education Assistance Claims Reserves, Treasury account number 91X6192, shall be transferred to Miscellaneous Receipts of the Treasury, within 60 days of enactment of this Act.

IMPACT AID

SEC. 314. (a) IN GENERAL.—From funds made available to carry out section 3(d)(2)(B) of the Act of September 30, 1950 (Public Law 874, 81st Congress) for fiscal year 1994 that remain after making 100 percent of the payments local educational agencies are eligible to receive under such section for such fiscal year, the Secretary of Education shall make payments to applicants for fiscal year 1996 pursuant to subsection (b).

(b) AWARD BASIS.—

(1) **IN GENERAL.**—Except as provided in paragraph (2), the Secretary of Education shall make a payment to each applicant in an amount that bears the same relation to the total amount of remaining funds described in subsection (a) as the number of children who were in average daily attendance in the schools served by the applicant for fiscal year 1996 bears to the total

October 12, 1998

MEMORANDUM FOR ERSKINE BOWLES

FROM: Bruce Reed

SUBJECT: Negotiations on National Testing

We're getting nowhere with Goodling on national tests. We met with him Saturday, offered a compromise yesterday, and were told today that Goodling remains unwilling to budge from his demand for a ban on pilot testing of any sort. We offered to meet with Goodling again, but were told that Goodling met with Lott, Arme y, and Gingrich today, and has their support for holding firm.

Our offer would have permitted NAGB to conduct pilot testing as planned, but also clarified that the type of testing Goodling indicated was of greatest concern to him--tests that would enable comparisons among school districts to be made--would not be allowable this year.

We are prepared to make additional concessions, which are outlined below. But none of these will be enough to satisfy Goodling unless he is told by the leadership that this is the best he can do.

The central issue is over pilot testing. Last year's provision allowed NAGB to continue test development but banned pilot testing in FY98. In order to keep the test on schedule for implementation in 2001, NAGB needs to be able to pilot test individual test items to see whether they work. Because students will be given only a sample of items, this pilot testing will not produce scores for individuals, schools, districts, or states. The pilot test will only involve about 20,000 students nationwide.

We could agree to ban any pilot testing that produces scores for individuals, schools, districts, or states (see Option 1 below). But an absolute ban on pilot testing, as Goodling continues to demand, would kill the test.

Attached are our fallback options for further negotiations. Each of them permits pilot testing to occur as planned.

Option 1 prohibits any testing this year that would enable individual scores or comparisons among school districts. It also includes an additional NAS study that would examine the feasibility of including test items from NAEP into state or local tests, to determine if it will be possible for a state or school district to use its own test instead of the national test.

Option 2, to be offered in addition to Option 1, would require a state or school district to certify to NAGB that it has qualified teachers, an appropriate curriculum, and extra help for students and schools, before it can give the tests. This responds to Goodling's concerns that the test shouldn't be given until we know children can pass them. It will also appeal to the CBC.

Option 3 is as far as we can go. It would permit pilot testing as planned, but would not permit test implementation to occur unless specifically authorized by Congress. This would be a major concession to Goodling--and would force us to have a virtually unwinnable authorization fight next year.

One final relevant piece of information for your discussions with the Republican leadership: In Penn's polling on whether voters would support the President for vetoing over contentious riders, a veto over language that banned the national test was the most popular by far -- 60-32% among all voters, 57-39% among independents. In Penn's polling, the test is even more popular than the environment.

Option 1

Sec. ____ Notwithstanding any other provision of Federal law, funds provided to the Department of Education or to an applicable program may not be used to field test, implement or administer any federally sponsored national test in reading, mathematics, or any other subject, or to engage in ~~any other testing activity~~ that would enable comparisons of test results among school districts: Provided, That the National Assessment Governing Board shall retain exclusive authority over the development of voluntary national tests as described in Section 307 of the Department of Education Appropriations Act, 1998.

AND

pilot testing states
students, schools, /cv

NAS Study on Embedding NAEP Items in State and Local Tests

The National Academy of Sciences shall conduct a study of the technical feasibility of including items from the National Assessment of Educational Progress or other tests in state and district assessments to provide a measure of individual student performance against National Assessment of Educational Progress standards in 4th grade reading and 8th grade mathematics and the quality of the information about a student's performance that would be provided to parents and teachers. The National Academy of Sciences shall report the results of the study to Congress by June 1, 1999.

Option 2 (in addition to Option 1)

No State or Local Implementation Without Quality Assurance

No State or local educational agency receiving financial assistance from the Secretary of Education may participate in any national test in 4th grade reading or 8th grade mathematics that is supported by the Secretary and that measures individual student performance against standards of the National Assessment of Educational Progress unless the State or local educational agency, as the case may be, certifies to NAGB that it has developed, and has begun to carry out, a plan to--

(1) ensure that teachers have the knowledge and skills they need to teach students to meet those standards;

(2) provide all students with access to a challenging curriculum that can prepare them to meet those standards; and

(3) provide additional assistance to students and schools that do not make progress toward meeting those standards.

Option 3 (in addition to Options 1 & 2)

No Implementation Without Authorization & NAGB Develops Plan for Test Implementation and Use

Sec. ____ Notwithstanding any other provisions of Federal law, funds provided to the Department of Education or to an applicable program may not be used to implement or administer any federally sponsored national test in reading, mathematics or any other subject that is not specifically and explicitly provided for in authorizing legislation enacted into law. The National Assessment Governing Board shall develop a plan for the continued development and implementation of national tests that measure individual student performance against National Assessment of Educational Progress standards in 4th grade reading and 8th grade mathematics. The plan shall include policies for the administration and use of national tests. In developing this plan, NAGB shall consider the feasibility of including items from the National Assessment of Educational Progress or other tests in state and district assessments to provide a measure of individual student performance against National Assessment of Educational Progress standards in 4th grade reading and 8th grade mathematics. NAGB shall present a written plan to the Committee on Education and Workforce of the House of Representatives, the Committee on Labor and Human Resources of the Senate, and the President for their consideration by _____ (prior to reauthorization of the National Assessment of Education Progress).

necessary vetoing the budget. There is also nearly as strong support for standing firm on statistical sampling for the census.

If the budget bill sent to the President will not allow statistical sampling to be used for the 2000 census, **39%** think he should sign the budget, **38%** veto it.

D	R	I
30/40	51/26	40/41

Do you support/oppose President Clinton saying he would use his veto if necessary if the budget bill...	Support/ Oppose	D	R	I
Contains language that would prohibit the use of federal funds to develop standards and national educational testing .	60/32%	75/16	46/45	57/39
Contains anti-environmental amendments that would roll back existing environmental protections .	54/36%	66/25	40/51	53/37
Does not allow statistical sampling to be used for the 2000 census .	53/31	68/12	33/51	53/34
Using statistical sampling would save the government hundreds of millions of dollars while getting the most accurate count of the population. Without sampling many urban and rural poor, minorities, immigrants and children would be undercounted.	53/34%	64/17	49/46	45/42
Republicans oppose statistical sampling because as it more accurately counts Americans, in particular poor, minorities and children who have been left out in the past the Democrats would gain an advantage in many areas.	53/38%	68/22	39/55	52/40
Includes language that would ban family planning funding. The United States currently provides financial assistance to family planning efforts in developing countries. By law these funds cannot be used for abortions, and only for family planning..	50/39%	63/24	41/54	44/45

October 11, 1998

MEMORANDUM FOR: ERSKINE BOWLES
 LARRY STEIN
 JACK LEW

FROM: Bruce Reed
 Elena Kagan
 Mike Cohen

SUBJECT: National Testing Proposal to Goodling

Attached is language on national testing we have sent to Mr. Goodling as a result of our 90-minute meeting with him yesterday. The proposal includes (1) the Senate bill language, (2) new statutory language providing for a National Academy of Sciences study, and (3) new Report language explicating the meaning of the Senate prohibition. This proposal will allow us to continue with test development (including our planned pilot testing), while responding to Goodling's view that we not engage in testing activity that allows comparisons of test results among school districts until they have had an opportunity to put in place additional quality improvements. In the event this offer proves insufficient, we have several other fallback options.

Sec. ____ Notwithstanding any other provision of Federal law, funds provided to the Department of Education or to an applicable program may not be used to field test, implement or administer any federally sponsored national test in reading, mathematics, or any other subject: Provided, That the National Assessment Governing Board shall retain exclusive authority over the development of voluntary national tests as described in Section 307 of the Department of Education Appropriations Act, 1998.

Sec. ____ (a) STUDY -- The National Academy of Sciences shall conduct a study to identify the knowledge and skills teachers must have in order to prepare students effectively to meet national standards, and to identify the most effective approaches to teacher preparation and professional development to ensure that teachers possess the requisite knowledge and skills.

(B) REPORT OF FINDINGS TO CONGRESS -- The National Academy of Sciences shall report the results of the study to Congress by July 1, 1999.

Report Language

The Committee bill provides that the National Assessment Governing Board retain exclusive authority over the policies, direction, and guidelines for voluntary national tests for 4th grade reading and 8th grade math. The bill includes language prohibiting the use of funds to field test, implement, or administer any federally sponsored national tests. This prohibition is intended to preclude the use of any funds for testing activity that would enable comparisons of test results among school districts.

The Committee bill also provides that the National Academy of Sciences conduct a study to determine the knowledge and skills teachers must have in order to prepare students effectively to meet the national standards as measured by NAEP and the national test. It also provides that the study identify the most effective approaches to teacher preparation and professional development to ensure that teachers possess the requisite knowledge and skills. The Committee recognizes that students will not be able to meet challenging standards or do well on any test that measures them against challenging standards unless their teachers have the knowledge, skills and preparation to teach them effectively. Particularly in high poverty schools and communities, students often do not have teachers who are fully certified, or adequately prepared. The Committee also recognizes that steps recently taken by the Congress to improve the recruitment, preparation and training of teachers, especially in reading, will help address this problem. This study is intended to provide states, school districts, institutions of higher education and teacher preparation programs with the information necessary to provide students with the well-prepared teachers they need.

Fallback 2

No State or Local Implementation Without Quality Assurance

No State or local educational agency receiving financial assistance from the Secretary of Education may participate in any national test in 4th grade reading or 8th grade mathematics that is supported by the Secretary and that measures individual student performance against

standards of the National Assessment of Educational Progress unless the State or local educational agency, as the case may be, certifies to the Secretary that it has developed, and has begun to carry out, a plan to--

(1) ensure that teachers have the knowledge and skills they need to teach students to meet those standards;

(2) provide all students with access to a challenging curriculum that can prepare them to meet those standards; and

(3) provide additional assistance to students and schools that do not make progress toward meeting those standards.

Fallback 3**No Implementation Without Authorization & NAGB Develops Plan for Test Implementation and Use**

Sec. ____ Notwithstanding any other provisions of Federal law, funds provided to the Department of Education or to an applicable program may not be used to implement or administer any federally sponsored national test in reading, mathematics or any other subject that is not specifically and explicitly provided for in authorizing legislation enacted into law. The National Assessment Governing Board shall develop a plan for the continued development and implementation of national tests that measure individual student performance against National Assessment of Educational Progress standards in 4th grade reading and 8th grade mathematics. The plan shall include policies for the administration and use of national tests. In developing this plan, NAGB shall consider the feasibility of including items from the National Assessment of Educational Progress or other tests in state and district assessments to provide a measure of individual student performance against National Assessment of Educational Progress standards in 4th grade reading and 8th grade mathematics. NAGB shall present a written plan to the Committee on Education and Workforce of the House of Representatives, the Committee on Labor and Human Resources of the Senate, and the President for their consideration by ____ (prior to reauthorization of the National Assessment of Education Progress).

Could be used to sweeten any fallback option

Propose reducing the appropriations for test development from \$16 to \$8-10 million.

These funds have been requested in the Education Department's Fund for the Improvement of Education (FIE) account. (Keep 10 million if we do both NAS studies)

Activities to be considered by NAGB during FY1999

1. Prohibition on national testing. Prohibition on pilot testing, field testing, implementation, administration or distribution of national tests, unless specifically and explicitly authorized.

Sec _____. Part C of the General Education Provisions Act (20 USC 1231 et seq) is amended by adding at the end the following:

"Sec 447. Prohibition on Federally Sponsored Testing.

(a) General Prohibition---Notwithstanding any other provision of Federal law, no funds provided to the Department of Education or to an applicable program, may be used to pilot test, field test, implement, administer or distribute in any way any federally sponsored national test in reading, mathematics, or any other subject that is not specifically and explicitly provided for in authorizing legislation enacted into law.

(b) Exceptions---Subsection (a) shall not apply to the Third International Mathematics and Science Study or other international comparative assessments developed under the authority of section 404(a)(6) of the National Education Statistics Act of 1994 (20 USC 9003(a)(6) et seq.) and administered to only a representative sample of pupils in the United States and in foreign nations."

2. Continued limited test development. NAGB's contractor may continue development and modification of test items (as allowed in FY1998).

3. Voluntary nature of the tests. NAGB will determine what "voluntary" means as to the proposed national tests and report to Congress on whether the tests are proposed to be voluntary as to the student, the school, the school district, or the state. Report shall be due no later than September 30, 1999.

4. National Academy of Sciences Study. National Academy of Sciences will conduct a study of the technical feasibility of imbedding test items from NAEP into state and district assessments.

The National Academy of Sciences shall conduct a study of the technical feasibility of including items from the National Assessment of Educational Progress or other tests in state and district assessments to provide a measure of individual student performance against National Assessment of Educational Progress standards in 4th grade reading and 8th grade mathematics and the quality of the information about a student's performance that would be provided to parents and teachers. The National Academy of Sciences shall provide an informal interim progress report to Congress no later than June 30, 1999, and a final report no later than September 30, 1999.

5. Purpose of the proposed national tests. NAGB will determine and clearly articulate in a report to Congress the intended purpose of the tests. The report shall state whether the tests are being designed for and will be used for diagnostic purposes, accountability/high stakes purposes, and/or other purposes. Report shall be due no later than September 30, 1999.

6. Response to National Academy of Sciences Study. NAGB will develop and submit to Congress a report of how it intends to address the National Academy of Sciences findings in the study "**Grading the Nation's Report Card: Evaluating NAEP and Transforming the Assessment of Educational Progress**" which stated that the achievement levels of NAEP (basic, proficient, advanced) are fundamentally flawed. How NAGB addresses this issue will directly affect the achievement levels of the proposed national tests, which are to be based on the same achievement levels of NAEP. Report shall be due no later than September 30, 1999.

Additionally, the National Academy of Sciences Study "**Evaluation of the Voluntary National Tests: Phase I**", in describing the achievement levels to be used on the national tests, stated that issues such as achievement level setting, reporting, relationship between test items and achievement level descriptions, etc. should be resolved early in the test development process, rather than following other test development activities.

Educ -
Tests

KEY ELEMENTS OF THE PRESIDENT'S PLAN FOR NATIONAL TESTS

CLINTON PLAN	HOUSE BILL	FINAL AGREEMENT
Authorizes development of first-ever voluntary national tests in 4th-grade reading and 8th-grade math	NO -- total ban on development of national tests	YES -- authorizes immediate development of national tests
Puts independent, bipartisan NAGB in charge of tests	NO	YES
Provides \$16 million in FY98 for test development	NO -- no money for national tests	YES -- \$16 million for tests in FY98
Can proceed with pilot testing, field testing, and test administration without further authorization from Congress	NO -- would have required Congressional authorization before proceeding	YES -- does not impose requirement for future authorization from Congress
Begin pilot testing in 1998 (scheduled for March)	NO -- prohibits pilot testing	YES -- begin pilot testing in October 1998 instead of March

COMMITTEE ON EDUCATION
AND THE WORKFORCE
U.S. HOUSE OF REPRESENTATIVES
2181 RAYBURN HOUSE OFFICE BUILDING
WASHINGTON, DC 20515-6100

Edw -
Tests

Agreement on Federal Testing

Summary

Nov. 6, 1997

Stops National Testing in its Tracks. No funds provided to the department of Education may be used in fiscal year 1998 to implement, administer or distribute any national tests. No field test or pilot test will be permitted before the fall of 1998.

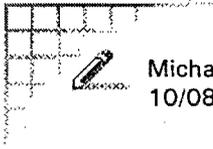
National Academy of Sciences Study. The National Academy of Sciences (NAS), in consultation with the National Governors Association, the National Conference of State Legislatures and the National Assessment Governing Board (NAGB) and The White House, will conduct a study to determine if an equivalency scale can be developed that would allow tests scores from commercially available standardized tests and State assessments to be compared with each other and the National Assessment of Education Progress (NAEP).

NAS would report its findings to the Committee on Education and the Workforce in the House and the Committee on Labor and Human Resources in the Senate. An interim report would be submitted by June 15, 1998 and the final report by fall 1998.

Congress takes the driver's seat on testing. The House Committee on Education and the Workforce will hold reauthorization hearings on NAEP and NAGB in the spring of 1998, and the President will have an opportunity to have his testing proposal fully debated at that time. Congress will have the opportunity to work its will through the normal legislative process.

Moves current testing activities out of the Department of Education. All testing activities currently under review by the Department of Education will be turned over to the National Assessment Governing Board. The National Academy of Sciences, would at the same time, study the Department of Education's test development activities that have taken place (up to the point of enactment of the appropriations' bill) and NAS will be asked to report to the Committee on Education and the Workforce in the House and the Labor and Human Resources Committee in the Senate.

No Required Private, Home School and Parochial School Participation. No Federal, State or local educational agency may require any private or parochial school student, or home-schooled individual, to take any pilot or field test developed without the written parental consent.



Michael Cohen
10/08/98 12:48:34 PM

Record Type: Record

To: Bruce N. Reed/OPD/EOP, Elena Kagan/OPD/EOP
cc: Laura Emmett/WHO/EOP
Subject: Testing strategy

As Bruce and I discussed, when we negotiate the testing language, we should make the following proposals:

1. **Propose the Senate language**, which prohibits us from field testing, administering or implementing the test with FY 99 funds, but permits pilot testing.
2. **Propose a National Academy of Science Study** to examine the feasibility of including a subset of NAEP test items into state and commercial tests, in order measure how well kids measure up to NAEP standards as well as state or local standards without having to administer a separate national test. (bill language for this option will be finalized shortly)
3. **Propose a restriction on using FY99 funds for 6 months, for pilot tests that would produce individual scores.**
4. **Propose a restriction on using FY99 funds for pilot tests that would produce individual scores.** This restriction would last for a full year, and would end at the end of FY99 when the appropriations bill expired.

The language for 3 & 4 is below, though the more I think about it the less option 3 makes sense to me. If in the negotiations we explain that the pilot tests NAGB is planning for April don't involve individual scores, then they will probably think the 6 month ban on something that isn't going to happen anyway is really silly.

5. **Propose reducing the appropriations for test development from \$16 to \$8 million.** These funds have been requested in the Education Department's Fund for the Improvement of Education (FIE) account.

Language for steps 3 and 4.

3. 6 month Restriction on Pilot Test With Individual Scores

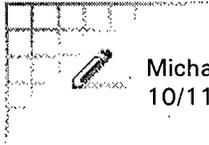
Notwithstanding any other provision of Federal law, no funds provided to the Department of Education or to an applicable program in this Act or in any other Act in fiscal year 1999 may be used prior to April 1, 1999 for a pilot test that would yield individual student, school, school district, or state scores as part of the development of any federally sponsored voluntary national test in reading, mathematics, or any other subject, or to field test, implement or administer any such test; Provided, That the National Assessment Governing Board shall retain exclusive authority over the development of voluntary national tests as described in

Section 307 of the Department of Education Appropriations Act, 1998.

4. Restriction on Pilot Test With Individual Scores

Notwithstanding any other provision of Federal law, no funds provided to the Department of Education or to an applicable program in this Act or in any other Act in fiscal year 1999 may be used for a pilot test that would yield individual student, school, school district, or state scores as part of the development of any federally sponsored voluntary national test in reading, mathematics, or any other subject, or to field test, implement or administer any such test; Provided, That the National Assessment Governing Board shall retain exclusive authority over the development of voluntary national tests as described in Section 307 of the Department of Education Appropriations Act, 1998.

Ed-Tests



Michael Cohen
10/11/98 01:25:35 AM

Record Type: Record

To: Bruce N. Reed/OPD/EOP, Elena Kagan/OPD/EOP, Barbara Chow/OMB/EOP

cc:

Subject: national test language/options

Below is my best cut at language that reflects our conversations after the Goodling meeting. I've basically created 4 sets of areas in which we could possibly make concessions:

1. Restrictions on Pilot Testing This set is where we would love to end up. It includes a new provision that explicitly bans pilot tests that permit comparisons among districts. The others are options we previously developed, to restrict pilot testing or both pilot and field tests that provide individual scores.

2. Restrictions on Implementation This set includes big concessions, in two ways. The first agrees that we need specific authorization before implementation, and tells NAGB to develop an implementation plan in time for NAEP/NAGB reauthorization.

The second approach prohibits states or districts from participating in the tests unless the file a certification with the Secretary that they are addressing the quality issues Goodling keeps raising. I've tried to draft this with some flexibility, so that the states and cities that have already signed up could plausibly meet this requirement. This would be the first time we have agreed to attach any "string" to the test.

I will ask ED for some drafting assistance on these two first thing in the am.

3. National Academy Studies. A new study on teacher quality for Goodling, and the old one on embedding NAEP items for his staff.

4. Budget Cuts. We can live with half of what we requested--though we will need more than \$8 million if we are going to pay for the NAS studies.

I am trying to get a better handle on study costs; to be safe I'd save \$1 million for each.

I. RESTRICTIONS ON PILOT TESTING

1. Senate Language with ban on comparisons among districts.

Sec. 305. Notwithstanding any other provision of Federal law, funds provided to the Department of Education or to an applicable program may not be used to field test, implement or administer any federally sponsored national test in reading, mathematics, or any other subject, **nor may any funds be used to conduct pilot tests that allow for comparisons of test results among school districts:** Provided, That the National Assessment Governing Board

shall retain exclusive authority over the development of voluntary national tests as described in Section 307 of the Department of Education Appropriations Act, 1998.

2. Restriction on Pilot Test With Individual Scores

Sec. ____ Notwithstanding any other provision of Federal law, no funds provided to the Department of Education or to an applicable program in this Act or in any other Act in fiscal year 1999 may be used for a pilot test that would yield individual student, school, school district, or state scores as part of the development of any federally sponsored voluntary national test in reading, mathematics, or any other subject, or to field test, implement or administer any such test; Provided, That the National Assessment Governing Board shall retain exclusive authority over the development of voluntary national tests as described in Section 307 of the Department of Education Appropriations Act, 1998.

3. Restriction on Pilot Test and Field Test With Individual Scores

Sec. ____ Notwithstanding any other provision of Federal law, no funds provided to the Department of Education or to an applicable program in this Act or in any other Act in fiscal year 1999 may be used for a pilot test or field test that would yield individual student, school, school district, or state scores as part of the development of any federally sponsored voluntary national test in reading, mathematics, or any other subject, or to implement or administer any such test; Provided, That the National Assessment Governing Board shall retain exclusive authority over the development of voluntary national tests as described in Section 307 of the Department of Education Appropriations Act, 1998.

II. RESTRICTIONS ON IMPLEMENTATION

4. No Implementation Without Authorization & NAGB Develops Plan for Test Implementation and Use

Sec. ____ Notwithstanding any other provisions of Federal law, funds provided to the Department of Education or to an applicable program may not be used to implement or administer any federally sponsored national test in reading, mathematics or any other subject that is not specifically and explicitly provided for in authorizing legislation enacted into law. The National Assessment Governing Board shall develop a plan for the continued development and implementation of national tests that measure individual student performance against National Assessment of Educational Progress standards in 4th grade reading and 8th grade mathematics. The plan shall include policies for the administration and use of national tests. In developing this plan, NAGB shall consider the feasibility of including items from the National Assessment of Educational Progress or other tests in state and district assessments to provide a measure of individual student performance against National Assessment of Educational Progress standards in 4th grade reading and 8th grade mathematics. NAGB shall present a written plan to the Committee on Education and Workforce of the House of Representatives, the Committee on Labor and Human Resources of the Senate, and the President for their consideration by ____ (prior to reauthorization of the National Assessment of Education Progress).

5. No State or Local Implementation Without Quality Assurance

No state or local school district may participate in national tests unless it provides an assurance to the Secretary of Education that it has developed and is implementing a plan to (1) ensure that teachers have the knowledge and skills necessary to teach students to meet the NAEP standards; (2) provide all students with access to a challenging curriculum that can prepare them to meet the NAEP standards, (3) provide additional assistance to students and schools that do not make progress toward meeting the NAEP standards.

III. NATIONAL ACADEMY OF SCIENCES STUDIES

6. NAS Study on Embedding NAEP Items in State and Local Tests

The National Academy of Sciences shall conduct a study of the technical feasibility of including items from the National Assessment of Educational Progress or other tests in state and district assessments to provide a measure of individual student performance against National Assessment of Educational Progress standards in 4th grade reading and 8th grade mathematics and the quality of the information about a student's performance that would be provided to parents and teachers. The National Academy of Sciences shall report the results of the study to Congress by June 1, 1999.

7. NAS Study on Teacher Quality

The National Academy of Sciences shall conduct a study to identify the knowledge and skills teachers must have in order to effectively prepare students to meet national standards, and to identify the most effective approaches to teacher preparation and professional development to ensure that teachers possess the requisite knowledge and skills. The National Academy of Sciences shall report the results of the study to Congress by _____.

IV. BUDGET CUT

6. Propose reducing the appropriations for test development from \$16 to \$8 million.

These funds have been requested in the Education Department's Fund for the Improvement of Education (FIE) account.

Note that we will need more than \$8 million if we are to conduct the NAS studies (I don't know the cost of these studies yet, but I would save \$1 million each to be on the very safe side.

Date: 12/13/96 Time: 16:56

CUNDATED: do it

Edw-Tests

Debra?

Q: Sir, this is along those same lines. You've talked over the course of your presidency a lot about college accessibility, affordability, tuition credits, et cetera. But there are festering problems at the secondary and elementary levels across this country, probably nowhere more pronounced than in this very city. Do you have any initiatives or programs in mind that can reform, if not rescue, the public schools of America?

A: Well, the rescue of the public schools of America will have to be done by the people who are in control of them. We do fundamentally have local control of our schools. And under the constitutions of virtually every state in the country, the states are constitutionally responsible for them. So when you hear people say they want local control and they don't like all these federal rules, the truth is we do have local control. The federal contribution to public education is about seven cents on the dollar. It's never been higher than 10 cents on the dollar. But there are things that we can do and that I believe we should do.

First of all, I think we should support reform efforts. That's why I have supported things like public school choice and charter schools. And we have in this balanced budget plan sufficient funds for 3,000 charter schools, which would triple the number of schools created under the umbrella of local school districts but without a lot of the rules and regulations which I think make real learning more difficult, with more control for the parents and the principals and the teachers in each school.

Secondly, I think we should support the establishment in every state of national standards of excellence and means of measuring it. And one of the things I think we should do more of, where I think we have not let me back up and say when we did the education summit in 1989 with President Bush, he was and the governors all came together and we stayed up all night and wrote the national education goals, if you read the document that goes with the goals we wrote, we were moving to deal with what was a really tough issue. We had keep in mind this is now a 13-year effort in our country, starting back going back to the Nation at Risk report in early '83, where we said our schools are in trouble, we need more math, we need more science, we need more foreign language, we need higher standards, we need better-paid, better-trained and more accountable teachers, all those things that came out in '83.

So then all the states worked on that. So by '89, we could see that the problem was you can always have more and better of anything, but what is the goal here? And that's why the National Educational Goals were adopted, so we'd have some way of measuring whether we've succeeded. But we all understood that even though we wanted state constitutional responsibility and local control, that our children were going to be judged by global standards. And the next step is plainly to devise not federal government but national standards of excellence. We got there in mathematics and science. There actually are pretty widely accepted mathematics and science standards at the high school level, and to some extent at the junior high school level. There was all the controversy over the history standards, you mean you remember that? right after I took office. They were not developed in our administration, but they were presented then. I still think we can achieve standards in the arts.

And then I believe there has to be a nationally recognized means

of testing kids so that we know, by some more or less universal standards, whether our kids know what they're supposed to know. I think and I think that we should work very hard on that not government standards, but national standards. And I think unless we're prepared to hold all of our kids up to the light of real measurement, we'll never know and we'll never succeed in having a genuine national education system.

Yes?

Mr. McCurry: This is the last question.

Q: Mr. President, in the last election, the Democratic Party raised more money than it ever had before. Do you think you put too much pressure on your fundraisers? And do you take any sort of personal responsibility for the problems and the embarrassments that subsequently developed?

A: Well, yeah, I think any of us who were involved in it have to take some responsibility. I certainly do. But let me say that I did everything I could to make it clear that I wanted the law followed to the last letter. I wanted every "t" crossed, every "i" dotted. And our campaign Lynn Utrecht and others rigorously checked every check that came in. But I feel very badly that there were some funds received which should not have been received. Some of them were illegal. Some of them were not illegal, but on better judgment, would dictate that they not be received.

I also believe it's a disservice to the more than to the 99 percent of the people-plus, and the more than 98 percent of the contributions that the Democratic Party received that were perfectly legal and perfectly appropriate. That so yes, I think that. And that's why I am pleased that the Democratic Party has contracted with a law firm, an accounting firm to review all this, to analyze what was done, get to the bottom of it and make sure it never happens again.

MORE

APNP-12-13-96 1659EST



Michael Cohen
10/01/97 03:01:04 PM

*Edw -
Tests*

Record Type: Record

To: Bruce N. Reed/OPD/EOP, Elena Kagan/OPD/EOP
cc: Christa Robinson/OPD/EOP
Subject: Testing event possibility for next week

I just met with Wade Randlett, the political director for the high-tech CEO groups. I think we can put together a good, brief and easy testing event with POTUS next Wed--just before he goes to New Jersey. There is a very good chance we can set up a meeting with John Doer, Jim Barksdale and 5 other Republican high tech CEO's. They are all going to be in DC that day for a series of meetings on the hill, primarily with Republican leadership as well as Goodling. The meetings are mainly on a noneducation issue, but they were planning on taking up the tests, especially with Goodling.

I would envision a 15-20 minute meeting in the Oval, during which everyone can agree on how important the tests are. They can follow POTUS out to Marine One, be there for a departure statement in which POTUS tells the press that these guys have just told him that they are convinced we need national tests for the economy of the future. They nod in agreement, and talk about how they are going to deliver that message to Congress later in the day.

I just talked to Ann Lewis about this; she think's its a great idea. We had talked earlier today about the possibility of a departure statement. If we don't do this, we may have to endorse Rangel's school construction tax credit that no-one can explain. Ways and Means is scheduled to mark up Coverdell that day, and Rangel is going to offer his as a substitute.

Throw These Tests Out of School

By CHESTER E. FINN JR.

This week Congress weighs President Clinton's plan for national standards and tests, beginning with fourth-grade reading and eighth-grade math. But although national testing is in principle a good idea, the president's proposal will do more harm than good. If Congress is going to enact such a measure, it should do it right.

The House is likely to vote to block future funding for the program. A multimillion-dollar contract, however, has already been signed by the Education Department and work is now under way. Timid GOP Senate leaders, lacking the nerve to kill the program, will decide whether to accept the Clinton version or make last-minute repairs. House and Senate negotiators from the appropriations committees, who have scant expertise in education policy, will then work out the final version of the bill.

All the Stops

The administration has pulled out all the stops to keep its plan alive, including threats to veto the huge Health and Human Services appropriation in which it is embedded. Only in the past few weeks has its fate been in doubt. For six months, a passive GOP Congress simply allowed the executive branch to proceed unilaterally with the first-ever nationwide standards and tests in a country that heretofore left such things to states and local communities. The White House brashly asserted that it didn't even need authorization from Congress. The president has already signed up six states and 15 cities to participate. Congress merely yawned. My fellow alumni of the Reagan and Bush administrations agree that if a Republican White House had attempted a maneuver like this, it would have taken the Democratic Congress about 30 seconds to cut us off at the knees.

The reason the testing plan is now one of the hotter issues in Washington is not, alas, because Republicans in Congress took the lead but because outside opposition finally surfaced. On the left, groups such as FairTest (which has never seen a test it deems fair) and the Congressional

Black Caucus are opposed on grounds that test scores may harm minorities and more dollars should instead be pumped into school programs. Conservative groups, such as the Christian Coalition and Concerned Women for America, protest this new federal intrusion into education. One influential congressman, Rep. Bill Goodling (R., Pa.), himself a former school superintendent, opposes national testing in principle. In his view, more tests wouldn't tell us anything we don't already know about what's wrong with U.S. schools, and comparisons among schools are invidious.

Many fellow Republicans think Mr.

sults from letting the Education Department run the project on behalf of its school-establishment and ivory-tower pals. No issue is more fundamental than who is in charge of the tests; Mr. Clinton opted to vest that control in his own appointees and contractors and experts of their choosing. That arrangement invites future manipulation of sensitive matters such as test content, standards and "accommodations" for influential groups. A dozen assistant secretaries can fiddle and meddle, and their machinations will shift with passing political winds and changing administrations.

Once the plan encountered opposition,

The Clinton administration has mangled a promising idea to the point that the GOP Congress should either make major repairs or scrap it altogether.

Goodling is wrong. Properly done, standards-based national tests would provide useful information to students and their parents and put pressure on schools to improve. The public-school establishment is opposed because it wants to continue obfuscating the truth about its dismal performance.

But the Clinton administration has mangled this promising idea to the point that the GOP Congress should either make major repairs or scrap it altogether. The past few weeks have brought bountiful evidence that the tests now in the works are sorely flawed, just the sort of exams teachers' unions would love. They won't tell us whether children can actually read or compute. Major problems include dumbed-down standards, "fuzzy" math (as Lynne Cheney calls it), universal use of electronic calculators, and assumptions about reading that partake of "whole language" and "deconstructionist" notions rather than systematic phonics, grammar and basic understanding. The Clinton tests will examine the things trendy experts wish the schools were teaching, rather than the skills and knowledge that parents, employers and state officials prize.

This subversion of national testing re-

the White House made a sop to its critics. It hastily cobbled together a proposal to transfer jurisdiction partly from the Education Department to a body called the National Assessment Governing Board. That's the "deal" currently before Congress.

I served on the NAGB for eight years, and chaired it for two. It's a good group. If it were made truly independent and bipartisan, given unambiguous control over the tests and invited to fix the mistakes of the Clinton plan, it might be able to do this delicate job.

But that isn't what the administration proposed. Rather, the White House would hand very limited authority to the NAGB, a board that also remains vulnerable to second-guessing and foot-dragging by the Education Department. Its membership is anybody the secretary of Education wants to appoint. It could have as few as two Republicans out of 25 members. It includes plenty of educators and "testing experts" but just a few governors, parents and employers. As currently constituted, and with the meager authority proffered by the White House, the NAGB cannot be counted on to fix the errors in the Clinton scheme, much less safeguard the future integrity of national testing.

Congress, which created the NAGB in 1988 and weakened it in 1994, could easily set this right. It would take minutes to write good legislation to reconstitute the board and give it full control, and the Clinton White House is so hot for national testing that it would likely go along. But today it appears Congress is not up to that assignment. These are complex, technical issues that the president cares mightily about but few on Capitol Hill even understand. Indeed, the GOP leadership seems to have virtually abandoned education, apparently concluding that it cannot outgun or outmaneuver the White House and its powerful allies in the school establishment. On issues far larger than testing, the GOP has already yielded to the administration. The pending appropriations bill, for example, would more than double funding for the genuinely destructive bilingual education program.

Bad Advice

Pundits and business spokesmen, meanwhile, are giving bad advice, urging Congress simply to get on with the president's well-intended initiative. They evidently haven't read the test "specs" and they dismiss the governance issues as "details." Yet if we are to have national testing, it's precisely these details that matter most. The crucial questions about any test are who decides what's on it, and who sets the standards by which student performance is judged.

If the House and Senate cannot make sure that sound answers to such questions are enshrined in law, the country would be better off without the tests. But that's not apt to happen either. Keeping this project alive is hugely important to Mr. Clinton, and the GOP leadership would rather create a bad program than risk defeat on a showdown vote. So the president will likely have his way, or close to it. Bad national tests will proceed. A weak NAGB will provide political cover. And true education reform will again be dealt a setback by Uncle Sam.

Mr. Finn is a fellow at the Hudson Institute and a former assistant secretary of education.

Educ Tests

THE WALL STREET JOURNAL TUESDAY, SEPTEMBER 9, 1997

Even Congress Gets Off Its Knees Once in a While

Doom hangs over the tobacco settlement from an unexpected source: Congressional self-respect.

We got a taste last week when Senate Labor members beat up the deal in hearings. The No. 2 in the Senate, Don Nickles, put it this way: "A few attorneys general and litigants representing companies, states and interest groups came up here with a big proposal and dumped it in our laps, saying, 'Here is what we want to do, now pass it.'"

Members may grovel on bended knee for a thousand-dollar donation, but the groveling is done in the dark of night. The story is different when donor groups, rich

Business World

By Holman W. Jenkins Jr.

and self-interested like the tobacco industry and the trial lawyers, show up demanding in the glare of the television cameras that their pet schemes be enacted into law. The electoral imperative to be seen stiff-arming them trumps all.

It would be the industry's biggest miscalculation yet if tobacco hasn't figured this out.

They claim to be confident: Their matched hikes on cigarette prices last week meant they were building a kitty for the \$368 billion settlement. Their \$11.3 billion pact with Florida, most dubious of the state Medicaid lawsuits, was a mere clearing of the decks: The national deal would take precedence anyway.

Bill Clinton is meant to decide this week whether to back the settlement. Up to its eyeballs in the negotiations, the White House mainly wants credit for boosting the dollar amount. The Democrats are in love with the trial lawyers, who'd make out like bank robbers. One

of them is Hugh Rodham, Hillary's brother, and it might be nice to have a millionaire in the family, given all her legal problems.

It's not just that the deal represents, as Joe Califano put it, the "quintessential corruption" of the political process by an off-site cabal of lawyers and statehouse intriguers.

Congress is perfectly capable of doing something seedy and hypocritical about tobacco, but it would do its *own* seedy and hypocritical thing. It's in business to serve the diverse and juggable interests of its members—that is, democratically—rather than as a drive-thru for statehouse hacks usurping its prerogatives.

And, at bottom, what you have here is a bunch of grimy state politicians trying to whip up a cigarette tax hike they could never get from their own state legislatures. Only difference: Between 10% and 30% of the proceeds wouldn't go to the state treasuries, but into the pockets of the private lawyer pals of the state attorneys general, as a sort of commission.

Not coincidentally, the same lawyers, in turn, are big donors to the political careers of the attorneys general.

Nor is the settlement even a "settlement" in the normal legal meaning: The lawsuits are ongoing. As the National Law Journal pointed out, the pact is little more than an "agreement that both sides will lobby Congress." The states and their lawyers would get their payoff; tobacco would be let partly off the hook for future claims.

Oh, and for their trouble, Potus and the U.S. Congress would get a shiny new tobacco "policy," without having to do the checking, balancing or hard thinking the framers intended. There'd be instant federal authority to regulate nicotine—a power virtually unusable unless the goal is to make smoking more dangerous (less nicotine means more tar inhaled) or to

create a subsidy for organized crime.

There'd be a voluntary promise by tobacco to change its advertising, obviating any messy First Amendment issue, though how it would be enforced is inexplicable.

But, let us not kid ourselves, the tax hike is the thing.

Florida set out, in the words of the contract it signed with its outside legal guns, recognizing that "smokers pay tobacco taxes, not the tobacco companies," but somehow "tobacco companies, not smokers, should pay" the penalties demanded in the state's lawsuit—i.e., we're punishing tobacco companies here.

How easily this warm and sunny Florida sentiment has been dispensed with. Florida last month settled its case for \$11.3 billion, and a week later the companies boosted cigarette prices by seven cents a pack to meet a \$750 million payment due the state this month.

Maryland's attorney general let the mask of hypocrisy drop. He pointed out that, for the states "to get the \$368 billion, they have to keep people smoking."

If Congress needs further enlightenment on this score, it might consult Bill Pryor, attorney general of Alabama. His office hired its own team of lawyers to look into a Medicaid suit. Their report found the arguments "at best weak and at worst bizarre."

He decided not to sue: "The political solution is so much more simple and fair," Mr. Pryor said. "It would be fine by me if the Alabama legislature would raise the tax by \$1 a pack."

Georgia, Nevada and Colorado also rejected the legal opportunism of a tobacco

suit. Florida considered its case so weak it passed a special-law stripping the tobacco industry of settled, common-law defenses, such as "assumption of risk" by smokers.

Even Florida's stacked deck might have guaranteed a win but not any winnings. Under Florida law the tobacco companies would have been entitled to an offset for excise taxes paid by smokers, plus any savings to the state from smokers dying earlier. Chris May, writing in the *Vanderbilt Law Review*, added up the numbers and concluded the state comes out ahead by \$3 billion a year on taxes alone.

Elsewhere, judges have gutted the cases brought by Maryland, Iowa, Arizona, the state of Washington and the City of San Francisco. Mississippi's and Arizona's attorneys general have had to fight their own governors in court because they opposed the lawsuits.

"I mean, sure, we've got victories in Mississippi and Florida," Mike Moore, attorney generalissimo of Mississippi and the antitobacco alliance, was saying last week; "but time is running out."

Their cases were flimsy from the start, and something extra was always going to be needed to make sure the lawyers got their payola and the state pols a feather in their beanie so they can run for higher office. Hence they're whistling up Congress as errand boy. In fact, most states were sitting out until this looked likely. Forty are in now.

The laugh could be on them. The two that have collected so far, Mississippi and Florida, may be the last that ever do. Mississippi's lawyer is Dick Scruggs, brother-in-law of Senate Majority leader Trent Lott. And one of the Florida lawyers is Mr. Rodham. Big tobacco may not be so dumb after all.

Now that these two have their share of loot, the rest may discover there's some stuff Congress won't eat.



Michael Moore

*Edw-
Test*

Bruce:

I just got the attached from Vic. Here are a few key points:

1. The first bullet is better than we thought, in all respects except one. The good news is that the first sentence reads as though we would be clear to administer and implement once the NAS report is completed--a huge victory. The down side is that they ban pilot testing in addition to field testing before the NAS study is completed. This is a small glitch; I've already checked ED's new timetable and talked to Smith, and I think if we need to we can push back on pilot testing until the Fall of 1998 instead of the Spring. It's worth doing if we can read the overall approach as favorably as I do.

2. This is still not clear as to whether they are accepting the Senate NAGB provisions. We want them to, basically without change. (though if we are going to easily add a few more conservatives, we probably want to put back the curriculum experts the Senate took out, in order to provide a spot for E.D. Hirsch or the conservative math guy. I'd like to figure out a way to raise this without complicating the whole deal, though if we need to let it slide we should.

3. I assume that the third and fourth bullets are not in legislation, though I suspect they will be in Goodling's talking points. Do you think we can get the President to get Goodling to reporting out a bill with a clean testing authorization so we can fight it out on the floor, rather than seeing it killed in committee? Or is that giving away too much ground in light of my reading of one above?

4. I wish I understood what we are going to allow states to use federal \$ for in the last bullet. I think we might want to take a "no strings" approach and simply make clear that states can use any of the funds in these programs for state or national tests, regardless of what NAS says. However, this is not exactly a big point.

Vic will be reachable for a while tonight, and I'm willing to call him if we want to clarify any of this with him. If you want to discuss this tonight, please have signal page me with a call holding message. I'll be up for quite some time, though the rest of the family would prefer not to hear the phone ring as they nod off.

Mike

PHOTOCOPY
PRESERVATION

*Educ-
Tests*

- No field or pilot testing, implementation, administration, or dissemination of a national test until the National Academy of Sciences (NAS), in consultation with the National Governors Association (NGA), the National Conference of State Legislators (NCSL), and the National Assessment Governing Board (NAGB), completes a study on whether or not existing tests currently used in States can be compared with one another and/or with the National Assessment of Educational Progress (NAEP) test and reports its findings to the President and the authorizing Committees of Congress;
- All testing activities currently under review by the Department of Education will be turned over to NAGB. The NAS will, at the same time, study the Department of Education's test development activities that have taken place (up to the point of enactment of this legislation) and will be asked to report back to the President and the authorizing Committees of Congress;
- It is understood that if the NAS study determines that existing tests can be compared with one another, then efforts will be made to incorporate the concept of using existing tests into the NAEP/NAGB reauthorization;
- The House Committee on Education and the Workforce will agree to hold reauthorization hearings on NAEP/NAGB in the Spring of 1998, and the President will have an opportunity to have his testing proposal considered in the reauthorization process;
- Once the NAS completes its comparability study and reports to the President and Congress its findings, the Committee during reauthorization of NAEP/NAGB will consider allowing States to use existing funds through programs such as Title I, Title VI, and GOALS 2000 to adapt their testing systems to provide for comparability in a method consistent with the findings of the NAS study.

PHOTOCOPY
PRESERVATION

In the context of this strategy, here are the specific steps that have been taken or are in process:

- o With regard to the Senate, Riley had a number of calls to make (e.g., Jeffords and Daschle) to solidify our base there. There were similar staff level efforts underway. However, I don't have good feedback from any of these calls yet. Lieberman's staff told us on Friday that he expected Coats to approach Lieberman about co-sponsoring a stop-the-testing amendment, and that he wasn't sure where Lieberman was on this issue. Riley was to try and call Lieberman to talk him out of this; I wouldn't be surprised if you have to call Lieberman as well.
- o Among House Democrats, several things have occurred. First, POTUS indicated, as expected, that we are not developing a Spanish version of the test. I told Bercerra this late Friday, and I fully expect we will lose almost all of the Hispanic Caucus as a result. Second, we know the Black Caucus is split (Major Owens has announced his support for Goodling, while Bill Clay, Bobby Rush and a number of others are solidly in our camp). Third, we are picking up some important support: Clay, Martinez (probably our sole ally in the Hispanic Caucus) and George Miller are sending a supportive "dear colleague" out on Tuesday. Tim Romer wouldn't sign the letter because of far right pressure back home; Riley talked to him on Friday, but I don't know the outcome yet. Fourth, because of the split in the caucus, it doesn't look like the Dem. leadership will take a stand on this. Fifth, we are working to get Riley on the agenda of the Dem. caucus on Thursday, before the vote. We are also working to get Riley with the Blue Dogs, the New Democrats, and anyone else we can.
- o With regard to our Republican strategy, we have made clear that we are sending up legislation to put NAGB in charge. Riley announced it on Face the Nation last Sunday, and ED has put out a press release. The legislation is in OMB clearance and should be ready for transmittal by Tuesday or Wednesday. We've talked to Riggs about this, who is glad we are doing it (but will not break with Goodling on the vote). We have sent Riggs a draft of the legislation, and are awaiting feedback--though he knows and is comfortable with us transmitting asap. Riggs is going to try and cut a deal with Goodling using the NAGB legislation; no one else can imagine that this will work, but we have encouraged him to try. In the meantime, Riley was to have talked to Porter and Livingston by Friday. Bottom line: we doubt that our supporters on the committee (Riggs, Castle) will break with Goodling, and we doubt that Goodling is going to give any ground since he has political reasons back home to oppose us and also seems to have the upper hand right now. However, we hope that some combination of Riggs, Livingston and Porter can push Goodling towards a compromise that lets us move forward on test development while giving him something

he wants (perhaps no implementation of the test without specific authorization from Congress).

Outreach Strategy

- o The education groups that support us (AFT, NEA, Great City Schools, chief state school officers, elementary school principals and a few others) have sent a letter opposing Goodling to all members in both houses. NAB is supposed to be doing the same, as is BRT. Mike Casserly has sent a very good op-ed to the NYTimes, though it hasn't appeared yet. BRT has sent an op-ed to the Post, and NAB also has one in the works. John Doerr and his high-tech colleagues have also been working selected members, including some well placed calls to the Republican leadership in both houses.
- o Maria is setting up meetings with Black and Hispanic groups for early next week. We won't change any minds in these sessions, though we might diminish the enthusiasm with which they oppose us. (I have higher hopes for the Black groups than the Hispanic groups at this point.)
- o Lynn Cutler has been calling supportive mayors and governors (from the places that have signed up), urging them to contact appropriate members in both houses. I've talked with Engler's staff, and, as a result of our NAGB move they are trying to help, at least with the Michigan delegation. NGA is sitting this one out so far; I'm trying to reach Romer to see if he can help turn that around. The argument here is that Congress shouldn't take away the option from governors if they want to participate.

Communications

- o The President focused on the threat to national standards and tests in the radio address yesterday.
- o Riley sent an op-ed to the Post; instead he got a letter in yesterday's Post.
- o Riley will be in Philadelphia on Tuesday announcing good news on test scores with Rendell and Dave Hornbeck. ED is trying to figure out how to get a national bounce out of that, and how to get some favorable coverage for our tests in Goodling's district at the same time.
- o The VP will do an education/testing event on Thursday, the first likely day of a vote. The event will probably be in a local school, and will include some leading supporters from education and business community. In addition, the VP's office is setting up a conference call with business leaders (Doerr et. al) on Wednesday. There will be no press for this event, but he will refer back to it in on Thursday.
- o We have a hold on Sept. 8 for a POTUS event; we will need to figure out what that should be as we get closer.

NEXT STEPS

- o Hold strategy meeting on Tuesday
- o Make sure the SAP has a strong veto threat in it
- o Get the NAGB legislation transmitted ASAP (Tuesday or Wed. at latest--unless Riggs gives us credible reason to further negotiate details with him and Goodling)
- o Keep pushing Porter/Livingston/Riggs to press Goodling for a compromise. There is growing sentiment in WH and ED that we would do ok if we came out with a deal that let us keep moving, while requiring Congressional approval for implementation. This will work better if we can also get our NAGB legislation included in the approps. bill -- and it will be even better if we can get an agreement from Goodling to actually move a bill he will oppose to the floor for a vote.
- o Make sure we come out of the Senate without this provision. Make sure Hilley gets actively engaged in pulling this off.
- o Figure out if there is anything we need POTUS to do this week (e.g., make phone calls). Figure out if there is anyone in WH who will ask him to do it. Figure out which is worse--asking him to work during the last week of vaction, or losing the tests and not asking him to work during the last week of vacation.

Aug. 31, 1997

MEMORANDUM TO BRUCE REED

FROM: MIKE COHEN

SUBJECT: UPDATE ON NATIONAL TESTS

Welcome back! I hope you had a good vacation.

This memo is designed to give you a quick update on the current status of the fight against the Goodling amendment and the actions that have been taken over the past two weeks. I expect that we will talk sometime between now and Tuesday morning to cover this in more depth.

Overall Picture:

Two things summarize the overall picture: it looks bleak and it's tough to count or change votes at the end of August when members are gone. More specifically:

- o Goodling is pushing ahead in the House, apparently with solid Republican support, and very likely with the Hispanic Caucus, about half of the Black Caucus, and perhaps some other liberal Democrats as well. Best guess -- he gets 250 votes. We expect a vote on Thursday, Sept. 4.
- o We expect a similar amendment in the Senate, probably from Coats. This is speculative; Coats hasn't yet done anything we can detect to validate the widespread speculation about his intentions. However, the Senate rules don't require any advance warning, so this is little ground for comfort. The Senate is supposed to take up Labor/HHS approps bill on Tuesday, but not vote on amendments until Thursday at the earliest. This situation is fluid--it could get pushed back further.
- o Ravitch has publicly broken with us over our failure to put NAGB in charge in a timely fashion (she had an op-ed in last week's Post). Now that we are fully on record in favor of putting NAGB in control, I don't know if she will come back on board; the latest signals (e-mails between us, and a conversation she had with BRT staff) from her are not encouraging. However, she and I have been trying to connect by phone, and I won't write her off until we speak directly. In the short run, however, it's not clear that she will directly move many votes even if she does come back on board.
- o At present, our vote counts in both houses are not reliable. Few members are around, and even fewer have focused on this issue over the recess, leaving staff unable to predict their votes accurately. Riley has been making a number of Hill calls from the road, and the Education Department is coordinating a whip count in the House, pulling together

information from our supporters in the education and business community and from anyplace else we can get it. We will know better on Tuesday what we have learned from this (and I will try to talk to Riley and Scott Fleming in ED over the weekend).

Administration Response:

We have been in high gear for the past week and a half/two weeks.

- o Elena raised the issue at the senior staff meetings just about every day last week. People caught on to the fact that we were facing a crisis.
- o We sent a memo to POTUS alerting him to the situation, outlining the steps we were launching to address it (and raising the Spanish testing issue at the same time).
- o We have had two very focused strategy meetings (last Monday and Wednesday), chaired by Elena, involving the following people at one or both meetings (Rahm, Paul B., Sylvia, Anne, George, Andy Blocker, Michael Waldman, Maria E., Lynn Cutler, Jon Schnur, Kris Balderston and assorted others from the Education Department and elsewhere). John Hilley returned to DC late last week (though not to the office yet; by Friday he was in touch with Andy, and Sylvia talked with him as well). We need to schedule another meeting, ideally for mid afternoon on Tuesday.

As a result of all of this, here is what we have been doing.

Legislative Strategy: We have been trying to work on several fronts over the past week. First, we want to make sure we don't get a Goodling-like provision added in the Senate. We will most likely be in better shape if the Senate votes before the House though, as indicated above, the timing of the Senate vote is no doubt right now.

Second, we are not giving up on the House; we are looking for ways to shore up the Democratic base as much as possible and to drive a wedge between Goodling and his far right supporters on the one hand, and more moderate Republicans (and R's who want to pass an appropriations bill) on the other.

Third, in the event that strategy 2 doesn't work (and especially, if strategy 1 does), we have contemplated asking Porter and Obey to accept the Goodling amendment rather than lose a recorded vote in the House, and then working to remove it in conference.

Fourth, the SAP that is circulating for the Senate vote (to be sent up on Tuesday) includes a "senior advisers veto threat" on several issues, including the prospect of an amendment to stop the testing initiative. Along similar lines, Riley's calls to Porter and Livingston were supposed to have indicated the strong possibility of a veto over this provision.

Date: 02/18/97 Time: 13:05

PCritics hit Clinton proposal to measure basic math, reading skills

WASHINGTON (AP) If President Clinton has his way, millions of children will take national reading and math tests in 1999.

In eighth grade, they'd have to answer questions like: If a rubber ball is dropped from a rooftop 18 feet high, and rebounds to half the height it drops, what's the distance traveled by the time it hits the ground the third time?

But some Republican governors fret that Clinton is really pushing federal control over schools. States pay almost all the costs of education, they note, and should decide what children learn.

Liberal critics, meanwhile, worry that poor schools with large numbers of minority children will bear the stigma of low scores. Teachers will rely on "drill and kill" instruction, making it hard "to tell what kids really know from what they just memorized for the test," said Monty Neill of the National Center for Fair & Open Testing.

Many children might flunk.

States could avoid embarrassment by refusing the offer of the test, paid for by federal taxpayers the first year. But Clinton says it's time for everyone to know how kids and schools stack up, no matter where they live.

"We have been hiding behind a very small fig leaf for very long," Clinton said last week.

The idea also has garnered wide support. Republican Gov. John Engler of Michigan says it will help states make schools accountable. Engler wants the state to be able to take over school districts where students do poorly.

The nation's top business leaders also back the idea as a way to make sure new workers have basic abilities. Employers, facing worldwide competition, worry about what their young workers know.

After all, a Republican "education president," George Bush, in 1991 had floated the idea of a standard national test for high-schoolers. It was shelved because of complaints the test would be unfair and expensive and lead to national textbooks.

Governors last March set a two-year deadline for creating goals in each state for what students should be able to know and do, and for testing them.

The administration says the proposed national tests, providing some teeth to those standards, would gauge the right skills at the right time.

Pupils who learn to read by the end of the third grade can read for a lifetime. Eighth-graders who know the basics of math, including some algebra and geometry, can take on tough math and science in high school.

Some failures will occur, if results from previous versions of the tests give any clue. "This will be a real shock," said Marshall Smith, acting deputy secretary of education.

Still, the government isn't telling anyone what to do about students, schools or districts that fail.

The reading test would be based on the National Assessment of Educational Progress, an Education Department project that has been measuring student achievement since 1969.

Although students weren't scored individually, researchers estimate that four students out of 10 did not reach the basic level when the test was last given in 1994.

What does basic mean?

''Having promised Wilbur that she would save his life, she was determined to keep her promise,'' begins a paragraph from E.B. White's ''Charlotte Web.'' Students at the basic level are able to say what ''she,'' the spider Charlotte, promised to the pig, Wilbur.

The math test would be based on the Third International Mathematics and Science Study. The last test, in 1996, found that American eighth-graders scored below the international average, though on a par with England and Germany. The Americans get less geometry. Courses cover too many subjects, but none very deeply.

A pupil at the international level could correctly answer ''45 feet'' when asked the question about the bouncing rubber ball.

Some suburban Chicago pupils who took the test say it really wasn't that hard.

But they came from districts that had banded together to improve teaching. Half the pupils take algebra or geometry, compared with 20 percent nationwide.

''It lets kids know exactly what they know,'' said Emily Thompson, 14, of Frankfort, Ill. She took algebra as an eighth-grader and is taking geometry now.

''It's kind of cool to know that other countries and everyone around, not just your school, is taking it,'' she said. ''It's neat to know.''

APNP-02-18-97 1313EST

THE WHITE HOUSE

WASHINGTON

September 3, 1997

MEMORANDUM TO THE PRESIDENT

FROM: BRUCE REED
MIKE COHEN

SUBJECT: UPDATE ON NATIONAL TESTING BATTLE

Over the past week we have taken a number of steps to strengthen our position in the appropriations fight over your national testing initiative. This memo provides a summary overview of what we have done to date, our current situation, and our plans for moving forward.

Overall Status

We continue to face a serious situation in both houses. In the House, the Republicans decided this evening to support the Goodling amendment as a caucus position. In the Senate, Coats and Gregg have already introduced a Goodling-type amendment, which could come up for a vote as early as tomorrow.

We have several strategies for dealing with this. First, this morning we issued a SAP on the Senate bill, indicating that a provision to stop the testing program will lead your senior advisors to recommend a veto. Second, this morning the Education Department transmitted legislation to place NAGB in charge of the tests. If a compromise is needed at the end of the process, this could well be the basis for it.

In addition, we are beginning to frame the fight publicly in two ways. First, that the Republican opposition to the tests comes from pressure from the extreme right, and that the same people who previously fought to eliminate the Education Department are now trying to kill the tests and deny parents and schools an important tool. Second, we will repeat your call in the State of the Union that politics must stop at the schoolhouse door.

Status in the Senate

Late this afternoon Senators Coats and Gregg introduced an amendment that would prohibit the Education Department from using any funds for any work on the national tests -- including FY 97 funds that already been appropriated and used to contract with test developers. We expect a vote on this on Thursday. Secretary Riley met with the Senate Democratic Caucus this afternoon, and received strong support for the testing initiative. We should be able to count on solid Democratic opposition to the Coats/Gregg amendment, and Democratic support for our NAGB legislation. Tomorrow morning, Senator Specter will hold a hearing on the testing issue.

with Secretary Riley and Bill Goodling as the primary witnesses. We believe that Specter will be open to some form of compromise that will permit continued work on the tests, though we do not yet know if he has anything specific in mind. We will try to use our NAGB legislation as the basis for a compromise. Alternatively, we will be open to an amendment that prohibits us from using FY98 funds from administering the tests (since we were not planning to administer in FY98 anyway), though permits us to continue to develop the tests. We do not intend to pursue any compromises that give away additional ground.

Status in the House

The vote in the House could come as early as Thursday night. Since we no longer see any prospect for compromise in the House, our strategy is to rally the Democratic Caucus for a fight. There have already been a number of staff-level meetings with House Democratic staff, to educate them and their members to the issues. Secretary Riley will meet with the House Democratic Caucus, as well as the Blue Dog Caucus, on Thursday. We believe that we will hold about half the Black Caucus, though we could lose 80% of the Hispanic Caucus.

Outreach

The education groups and the business groups who support our effort have been working this issue aggressively, though a combination of letters, calls and other member contacts, and efforts to place supportive op-eds in the national and local press. Mayors and Governors have been making calls as well. This afternoon, the Vice-President held a conference call with business leaders, along with Mayor Rendell and Bob Chase. This provided an opportunity for these supporters to renew their commitments and pledge to redouble their efforts.

White House staff today met with representatives of Black and Hispanic groups, in an effort to reach out to them again and to minimize the efforts they make opposing us.

Communications

We believe it is important that the press sees the Administration fighting hard and consistently throughout the week for our testing initiative. Your event today will help accomplish this goal. Further, in addition to continuing to promote the substantive merits of our proposal, we are working to frame the fight for the press as another instance of the far right driving the Republicans to oppose sensible education policies.

As you know, Secretary Riley was in Philadelphia yesterday celebrating the test score gains made there over the past year. The press coverage was favorable, and we have used the stories to bolster our case that standards and tests can lead to improvement.

Tomorrow, the Vice-President will visit a school in Maryland, and take on the Republicans more directly. We are anticipating a Sept. 8 education event upon your return that will enable you to respond to Congressional action.

Conclusion

With a veto-proof margin in the Senate and perhaps in the House, we believe that we are in a strong position to ultimately force a compromise on this issue.

Bruce - The education memo that went to the President. He agreed with our recommendation on foreign-language testing - as did most people around here (Rahm, John P., Sylvia). Evlaine wanted to make sure we accurately represented the views of Maria, Mickey + Janet, but I believe this draft did that to his satisfaction.

Elena

August 21, 1997

MEMORANDUM FOR THE PRESIDENT

FROM: Bruce Reed
Mike Cohen

SUBJECT: National Testing Initiative

Our National Testing Initiative faces a serious challenge when Congress returns from recess and takes up the Labor-HHS-Ed appropriations bill. Mr. Goodling will offer an amendment to the bill in the House prohibiting the Department of Education from spending any funds to develop the tests, and a Republican Senator will probably introduce a similar rider in the Senate. Because many members of Congress have not yet focused on the testing issue, it is difficult to predict how these votes will turn out. But the expected riders pose a very real danger -- especially in the House, where Republicans may form an unusual alliance with members of the Black and Hispanic Caucuses against national standards and tests. This memorandum briefly describes the legislative, communications, and outreach efforts we are making to preserve funding for our testing initiative.

Legislative Situation

The Labor-HHS-Ed appropriations bill could come to the floor in the House as early as September 4. Mr. Goodling is pushing his amendment hard, with increasingly audible support from right-wing groups, home-schoolers, and certain Republican education experts (Diane Ravitch, Checker Finn, and Lynn Cheney). It is possible that Goodling will be able to gain the support of almost all House Republicans. Moderates on the Educational Opportunity Committee who have so far supported the testing initiative, such as Mike Castle and Frank Riggs, may feel unable to oppose their chairman. But some members of the Appropriations Committee may hesitate to go along with Goodling: at least as of now, John Porter, who chairs the Labor-HHS-Ed Subcommittee, has reservations about the Goodling amendment, and Bob Livingston dislikes any riders that interfere with speedy passage of appropriations bills.

Some members of the Democratic Caucus are likely to join Republicans in supporting the Goodling amendment. Members of the Hispanic Caucus have indicated that they will vote with Goodling unless we agree to develop a Spanish-language version of the fourth grade reading test for use by Limited English Proficient (LEP) students. Some members of the Black Caucus will vote with Goodling on the ground that the tests will highlight the comparatively low performance of black students, without providing the resources -- or even the information -- necessary to improve this performance. And some white liberal members of the Democratic Caucus may support Goodling for similar reasons.

Although no similar challenge has yet surfaced in the Senate, we believe one will arise when the appropriations bill reaches the Senate floor -- perhaps as early as September 2 (two days before any House action). The most likely Senators to offer a Goodling-type amendment are Sens. Coats, Coverdell, or Gregg. Passage of such an amendment is possible in the Senate, though the danger is not as great as in the House.

Legislative Strategy

While we gather additional information on the level of support for the Goodling amendment, we are preparing a legislative strategy that we hope will peel off Republican moderate votes and strengthen our base of support among Democrats. We have set up meetings with key congressional staff this week, and Secretary Riley is making phone calls to members. As we learn more, we will refine and elaborate on our legislative strategy.

A. Gaining Republican Support

The idea of national tests has gained the support of some moderate Republicans (Castle, Riggs, and Porter) and could appeal to even more. Our key objective is to split these Republicans off from Goodling and his allies on the far right. We think that the best way to accomplish this objective is to give Republicans some ownership interest in the tests, by inviting them to support legislation that will ensure the independence and integrity of the testing initiative.

The premise of this strategy is that we have lost some Republican support by not treating Congress as a full partner in the testing initiative. Goodling and other Republicans have argued that an educational reform as significant as national testing should not go into effect unless and until Congress approves it. They also have objected to the complete control of the Department of Education over development of the tests. In the last few days, some have expressed anger at the Department's award of a test development contract, viewing this step as yet another unilateral action denying Congress's rightful role and authority.

To ameliorate these concerns -- and deprive Republicans of the opportunity to oppose national tests on these essentially procedural grounds -- we recommend introducing legislation that would give Congress the opportunity to shape the development of the testing initiative. At the least, we should take this opportunity to submit the legislation we have planned establishing the National Assessment Governing Board (NAGB) as the entity responsible for overseeing development and implementation of the tests. This step could delay implementation of the tests for a year or so while NAGB assumes its role, but would provide Republicans with assurance of a bipartisan "expert" governing board for the national tests. We also may want to introduce legislation providing that Congress must approve the tests prior to their implementation -- or even seeking authorization to continue development of the tests. The danger of this approach is that Congress might vote to deny the requested authority; the potential benefit is that Congress would buy in to the tests once given a role in the process. Any of these legislative options should

divide Goodling from the group of moderate Republicans who support the idea of tests, but believe Congress should have a role in their development.

B. Securing the Democratic Base

To mobilize support among Democrats, we first must appeal to Democratic leaders to help us avert defeat of your top priority. We also must activate our principal allies -- George Miller and Tim Roemer on the authorizing committee; David Obey, Steny Hoyer, and Rosa DeLauro on the appropriations committee; and the whole cadre of New Democrats. Finally, we must work to win support from the Hispanic and Black Caucuses. Secretary Riley will talk with the House and Senate leaders, the heads of the Hispanic and Black Caucuses, and as many individual members as possible; in addition, we have scheduled numerous staff-level meetings during the recess. As we learn more about the positions of individual members, we may ask you to make some calls from Martha's Vineyard. Below we discuss in greater detail some issues raised by the Hispanic and Black Caucuses.

Black Caucus: Members of the Caucus have raised a number of concerns about the tests -- principally, that they will serve to stigmatize low-achieving students, rather than hold school systems accountable, and that they will incorporate racial bias. Over the next several weeks, Secretary Riley, Department of Education staff, and White House staff will meet with caucus members and/or staff to address and attempt to ameliorate these concerns. We also may ask Secretary Herman to speak with specific members of the Caucus. And we will ask the AFT and Council of Great City Schools, which have been helpful with the Black Caucus in the past, to continue to lobby members in support of the test. In the end, the issue can be expected to split the Caucus. Rep. Major Owens opposes the tests and will vote for the Goodling Amendment, but other members of the Caucus who serve on the Education & Workforce Committee, including Reps. Harold Ford and Bobby Scott, have indicated support for the tests.

Hispanic Caucus: The Hispanic Caucus will vote for the Goodling Amendment unless the Department of Education changes its position on foreign-language versions of the 4th grade reading test. The Department now intends to develop only an English-language reading test and to exclude LEP students with less than three years of American schooling from the test (unless the students' parents request otherwise). Caucus members believe that such exclusion will stigmatize LEP students and allow schools to escape accountability for these students' performance. They want the Department to develop -- and pay for the administration of -- a Spanish-language version of the 4th grade reading tests for LEP students.

As background, you should know that most states and local school districts exclude LEP students with fewer than three years of American schooling from English-language tests. If a state or school district is using a test to qualify for Title 1 funds, then it must (wherever practical) give an excluded LEP student a foreign-language analogue, so that the student can demonstrate mastery of the subject matter. Because of this requirement, states or school districts using our 4th grade reading test to qualify for Title 1 funds will have to give excluded LEP students a

substitute reading test in a foreign language. The Caucus wants the Department to go further by (1) developing the substitute Spanish-language test itself, so that there will be a single, official Spanish-language version of our 4th-grade reading test; (2) requiring that all states and school districts -- not just those using the test to qualify for Title 1 funds -- give a foreign-language version of the test to excluded LEP students; and (3) paying for administration of the foreign-language version to excluded LEP students.

Secretary Riley believes, and we agree, that we must reject the Hispanic Caucus's proposal because of the need to send an unambiguous signal about the importance of learning to read in English. He sees the 4th grade reading test as measuring the ability of students to read English -- not just as measuring skills in reading comprehension. This purpose is fundamentally incompatible with a scheme that would approve use of a foreign-language reading test instead of the basic English-language version.

Over the last few weeks, the DPC and Department of Education have explored a number of compromise proposals involving the use of foreign-language tests. Secretary Riley suggested making arrangements for excluded LEP students to take an English-language reading test after they have completed three years of American schooling, regardless what grade they are then in. This approach, however, will not satisfy members of the Hispanic Caucus; they believe that exclusion from the 4th grade test will stigmatize LEP students and allow schools to evade accountability even if the students have the opportunity to take an English-language test when ready to do so.

A second compromise proposal -- favored by Maria Echaveste, Mickey Ibarra, and Janet Murguia, but opposed by Secretary Riley -- would give LEP students two 4th grade reading tests, one in English and the other in a foreign language. (Under this proposal, the Department still would develop the Spanish-language test, require all schools to give foreign-language tests to LEP students, and pay for administration of these tests.) Rep. Xavier Becerra has told us that he would support such a compromise, so long as safeguards were in place to ensure that all LEP students with fewer than three years of American schooling receive both tests. He also believes that he can convince most (though probably not all) of the Hispanic Caucus to follow his lead on this issue.

In support of this compromise proposal, Maria, Mickey, and Janet note that members of the Hispanic and Black Caucuses have reason to distrust educational tests because tests historically have been used as exclusionary devices -- and that many civil rights organizations and community leaders share these members' views. They also point out, quite rightly, that this compromise proposal would provide information on both a student's reading comprehension skills (in the student's native language) and the student's proficiency in English. Indeed, they argue that test results showing an inability to read in both languages would be a valuable tool to flush out ineffective bilingual and English-as-a-second-language programs. On this view, a scheme that allows schools to exclude LEP students from the 4th grade reading test altogether is a scheme that allows schools to remain unaccountable for their teaching of LEP students.

Secretary Riley, however, is adamantly opposed to this compromise proposal, principally on the ground that it is educationally unsound. He believes that the development and use of a Spanish-language reading test, even when combined with the English-language test, sends the wrong signal to students and their parents about the need to learn English. He also objects to the aspect of the scheme that requires giving some students a test (i.e., the English-language version) that they cannot even understand. He believes that the Hispanic Caucus is fighting an old-line civil rights battle, when the new civil rights battle should be for high standards and high expectations for all students.

The political calculation here is somewhat tricky. If we decline to create a Spanish-language version of the 4th grade reading test, we will lose the support of the Hispanic Caucus; in addition, members of the Caucus may place intense pressure on the big-city superintendents who have endorsed the test to repudiate their commitments. But if we create a Spanish-language version, we may subject ourselves to withering (even if demagogic) criticism and seal our fate with Republicans (even Republican moderates). The compromise approach reduces this risk, but by no means eliminates it. We can attempt to argue that the two-test approach promotes educational goals by allowing us to find out exactly what our children are learning, but this counterargument will probably not be effective against the likes of Bill Bennett, Lynn Cheney, and Diane Ravitch (who already has warned us that she will vigorously criticize a foreign-language testing requirement).

Given the range of policy and political considerations, the DPC recommends that we decline to develop a Spanish-language test and attempt to persuade Hispanic members, even if unsuccessfully, that the testing initiative in its current form is an integral part of a larger education agenda that will greatly benefit their constituents.

Communications Strategy

Two events already on your schedule will provide good opportunities to make our case to the public. First, you can devote your August 30 Radio Address to announcing the findings from a report on long-term NAEP trends and making the case for our testing initiative. The report shows that American students have made some progress but not nearly enough; you can use these findings to argue that national standards and tests are critical for continued improvement. Second, we have held September 8 -- the day after you return from vacation -- for a test-related event. In addition, we will consider, as we get closer to Labor Day, whether you can reinforce our message from vacation -- for example, by issuing a veto threat.

We also are talking with the Vice President's office about how he can take the lead on this issue in the first week of September. He may meet, for example, with some of the high-tech business leaders who have endorsed the tests to discuss how they can make their voices heard in Congress.

Outreach Strategy

The DPC and Education Department are working with our core supporters in the education and business communities to mobilize support for the test and opposition to the Goodling amendment. The Council of Great City Schools, Council of Chief State School Officers, AFT, NEA, Business Roundtable, and NAB already have begun to contact urban Democrats, moderate Republicans, and the House leadership. In addition, the education groups listed above are working on a joint statement of support from others in the education community, including local school boards and elementary school principals.

We are planning a number of additional steps, including:

- Mobilizing the high-tech business leaders who have endorsed the test. John Doerr has offered to help us. In addition to having these CEOs contact key members and House leaders, we may ask them to place a full page ad in support of the tests in the Post, Times or Wall Street Journal.
- Mobilizing CEOs in the main business groups in support of our agenda. While the national organizations have supported the testing initiative, it would be helpful for a number of well-respected CEOs (e.g., Lou Gerstner, John Pepper, and Joe Gorman) to take on a more active role.
- Mobilizing mayors and governors, especially where they have strong relationships with key members of Congress
- Meeting with black and Hispanic Groups, such as the NAACP and Urban League, to discuss the tests. These meetings will provide us with an opportunity to respond to concerns in the minority community. Although we may not win any converts through this process, we at least can hope to diminish the intensity of their opposition.

Draft 9/2/97 5:30pm

**PRESIDENT WILLIAM J. CLINTON
DROP-BY MEETING WITH TEACHERS
THE OAK BLUFFS SCHOOL
MARTHA'S VINEYARD
SEPTEMBER 3, 1997**

Acknowledgments: Dr. Kriner [CRY-ner] Cash, Superintendent of Schools; Principal Lawrence Benney [BEN-ee].

I want to start by telling you what a wonderful time my family has had here on Martha's Vineyard. All too soon, I will be leaving here to return to Washington, and you will be returning to work. And we both have important work to do.

This week, a record number of American children will be heading back to school. Every one of them will depend on the dedication and talent of our nation's teachers -- and the support and encouragement of their parents -- to give them the education they need to succeed in the 21st Century.

Demanding high national standards and tests is the first and most important step we must take to meet that challenge. In my State of the Union address, I challenged every state and school district to adopt high national standards, and by 1999, to join in a national test for all 4th graders in reading and all 8th graders in math, to make sure they have mastered these basics. So far, states from Maryland to Michigan have risen to that challenge -- and I am proud that Massachusetts was among the very first to join our crusade.

Challenging our students to achieve excellence works. Last week we learned that our high school students' SAT math scores have risen; and the results of the NAEP test show that we have improved math and science performance at every age level. Philadelphia is just one city that has set high standards for its students and measured their progress with regular tests. Yesterday, Education Secretary Riley traveled to Philadelphia to help celebrate how well Philadelphia's children are doing And all around the country, students are challenging themselves by working harder and taking tougher classes.

We know that our children can learn to high national standards. Now, we must insist that every school system in America has the ability to measure our children's progress in meeting those standards with national tests.

Setting high national standards is not a partisan issue. But there are some in Congress who are trying to block national standards and tests. At a time when education matters more than ever for the future of our children and the strength of

our country, we cannot afford to retreat from seeking excellence and demanding world class standards. We expect our teachers -- and our children -- to take responsibility; Congress must do no less.

Thank you.

September 2, 1997

EDUCATION STANDARDS EVENT

DATE: Sept 3, 1997
LOCATION: Oak Bluff School Library,
Martha's Vineyard
EVENT TIME: 11:35 am-12:00 pm

FROM: Bruce Reed

I. PURPOSE

To underscore your commitment to education while America goes back to school, and to reinforce your call to Congress to support national academic standards by supporting national testing for 4th graders in reading and 8th graders in math.

II. BACKGROUND

You will be speaking to approximately 50 teachers and administrators of the Oak Bluff School. The Oak Bluff School is a public school for students in kindergarten through eighth grade. The staff is preparing for the first day of classes on Thursday.

This is an opportunity to reinforce the message from Saturday's radio address on national education standards. Later this week, both houses of Congress may vote on amendments to prohibit the Education Department from spending additional funds on the national tests.

This event builds on Secretary Riley's visit to Philadelphia on Tuesday, where he participated in an announcement of significant gains in student achievement tied to high standards and rigorous tests.

The Vice President will be visiting a school on Thursday where he will also reinforce the Administration's message on national standards and testing.

III. PARTICIPANTS

Superintendent Kriner Cash
Principal Lawrence Benney
Members of Congress tbd

IV. PRESS PLAN

Expanded Pool Press.

V. SEQUENCE OF EVENTS

- You will be greeted by Principal Lawrence Benney and Superintendent Kriner Cash.
- You will be announced into the school's library accompanied by Principal Benney and Superintendent Cash.
- Principal Benney will make welcoming remarks and introduce Superintendent Cash.
- Superintendent Cash will make remarks and introduce you.
- You will make your remarks and then depart.

VI. REMARKS

Remarks Provided by Jordan Tamagni in Speechwriting.

Attachments:

Background on Philadelphia academic achievement gains

Background on Philadelphia Academic Achievement Gains

The results announced yesterday are a strong indication that Superintendent David Hornbeck's three-year effort to raise standards and adopt rigorous assessments in Philadelphia (one of the first 15 cities to sign on your standards and testing initiative) is succeeding. Across the district, substantial academic gains were recorded in each subject (reading, math and science) and at each grade level (4th, 8th and 11th grades) tested. Some of the highlights include:

- Overall: an increase of at least 5 percentage points in the proportion of students performing at the basic level or higher in nearly all grades and subjects.
- Reading: an increase of more than 5 percentage points in the proportion of students achieving at the basic, proficient, or advanced level in each of the three grades.
- Science: increase of nearly 9 percentage points in the proportion of 4th graders achieving at least at the basic level.

As Secretary Riley said yesterday, these results are a clear sign "that doing the hard work of putting standards in place leads to progress" for young people.

Draft 9/2/97 5:30pm

**PRESIDENT WILLIAM J. CLINTON
DROP-BY MEETING WITH TEACHERS
THE OAK BLUFF ELEMENTARY SCHOOL
MARTHA'S VINEYARD
SEPTEMBER 3, 1997**

Acknowledgments: Dr. Kriner [CRY-ner] Cash, Superintendent of Schools; Principal Lawrence Benney [BEN-ee].

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This week, a record number of American children will be heading back to school. Every one of them will depend on the dedication and talent of our nation's teachers -- and the support and encouragement of their parents -- to give them the tools they need to succeed in the 21st Century.

Demanding high national standards and tests is the first and most important step we must take to meet that challenge. In my State of the Union address, I challenged every state and school district to adopt high national standards, and by 1999, to join in a national test for all 4th graders in reading and all 8th graders in math, to make sure they have mastered these basics. So far, states from Maryland to Michigan have risen to that challenge -- and I am proud that Massachusetts was among the very first to join our crusade.

Challenging our students to achieve excellence works. Last week we learned that our high school students' SAT math scores have risen; and the results of the NAEP test show that we have improved math and science performance at every age level. Philadelphia is just one city that has set high standards for its students and measured their progress with the Stanford Achievement Tests. Yesterday, Education Secretary Riley traveled to Philadelphia to help celebrate the increase in scores on that tough test. And all around the country, students are challenging themselves by working harder and taking tougher classes.

We know that our children can learn to high national standards. Now, we must insist that every school system in America has the ability to measure our children's progress in meeting those standards with national tests.

Setting high national standards is not a partisan issue. But there are some in Congress who are trying to block national standards and tests. At a time when education matters more than ever for the future of our children and the strength of our country, we cannot afford to retreat from seeking excellence and demanding world class standards. **And I will do whatever is necessary to move forward.**

EXECUTIVE OFFICE OF THE PRESIDENT

02-Sep-1997 06:56pm

TO: Jordan Tamagni

FROM: Michael Cohen

CC: balderston_a
CC: Ann F. Lewis
CC: Paul E. Begala
CC: William R. KincaidSUBJECT: Re: Draft of Tomorrow's Talking Points

Message Creation Date was at 2-SEP-1997 18:55:00

I have two suggestions on this text:

1. I would state the Philadelphia message differently, along the following lines:

Yesterday ...Riley visited Philadelphia, to help them celebrate a significant increase in test scores in reading, math and science. Their success helps remind all of us that setting tough standards and measuring each student's progress is an essential tool in getting students, teachers, parents and communities involved in making the schools better (or, in giving our students and our schools the help they need). Teachers, students and parents in Philadelphia have proven once again with clear goals and hard work, all students can learn.

2. I have a problem with the last sentence "And I will do whatever is necessary to move forward." It can be interpreted as either a veiled veto threat or a willingness to cut any deal we have to in order to move forward. I would suggest something less ambiguous, like "And I will oppose any effort to stop our progress." Or "I will resist any effort by the Congress to deny students, parents and local communities the opportunity to benefit from these higher standards."

PURPOSES FOR VOLUNTARY NATIONAL TESTS

- ✓ **Improve the odds of success for all students**
 - Providing voluntary national tests arms parents and educators with the knowledge of their students' individual achievement in comparison to widely respected national and international standards.

- ✓ **Focus national attention on the need to improve basic and advanced skills in reading and mathematics**
 - Individually reported tests will highlight the importance of reading independently by the 4th grade, raising awareness that learning to read enables students' to read to learn in all subjects.
 - If students don't learn challenging mathematics by 8th grade, they are less likely to take the math courses required for college admission and success in the workplace.

- ✓ **Help standards come to life by providing teachers, parents, and students with examples of the kind of work expected of students in fourth grade reading and eighth grade mathematics**
 - By giving parents and teachers individual student scores in comparison to national and international standards, these tests will help school reform permeate to the classroom and home.

- ✓ **Help energize local efforts to improve teaching and learning in reading and mathematics to high standards**
 - Good indicators like the voluntary national tests contribute to raising the standard of instruction and curriculum for all students.
 - This effort will stimulate greater use of high-quality materials to help teachers and parents prepare students.

- ✓ **Provide students, parents, and teachers with accurate and reliable information about student performance measured against national standards. Parents have a right to know how well their children are doing.**
 - Congress already receives this information at the national and state levels, but parents and teachers should have access to students' levels of achievement on national standards. These tests will give families and schools information on exactly what items their students answered correctly, and what areas need improvement for each student.

September 2, 1997

SUPPORT FOR THE VOLUNTARY NATIONAL TESTS

✓ **The American public supports high national standards**

Parents deserve to know how their children are performing based on rigorous national standards no matter where they live in this country.

A recent Gallup poll shows that 67% favor using standardized national tests to measure the achievement of students and 77% favor national standards for measuring the academic performance of our schools.

✓ **Endorsements for the voluntary national tests from the education community**

"Although there is extensive testing in our nation, there is no individual student test of reading or mathematics which enables a student to compare his or her work with students in other states and in other nations. They need test results indicating whether their achievement is competitive with other students around the world. In short, students and families want to know what level of learning is required to reach the high standards necessary as we enter the 21st century."

Letter signed by the following:

American Federation of Teachers	Council for Exceptional Children
Council for Chief State School Officers	Council of the Great City Schools
National Education Association	National School Boards Association
National Association of Elementary School Principals	
National Association of State Directors of Special Education	

✓ **Endorsements for the voluntary national tests from the business community**

"The proposed standards and tests will help provide parents, students, educators and policy makers with the information they need to ensure every child has the opportunity to succeed in the 21st century world and workplace."

Edwin Lupberger, U.S. Chamber of Commerce Executive Committee

"The first step to improve education in the United States is to substantially raise academic standards and verify achievement through rigorous testing."

Education Task Force of the Business Roundtable

"The Alliance believes these voluntary tests could be used by state and local school districts to measure the progress of American students in these core subjects. The Alliance recently surveyed its members on this issue and an overwhelming number supported the initiative to develop the voluntary national tests."

National Alliance of Business

more

"Every state should adopt high national standards, and by 1999, every state should test every 4th

August 29, 1997

grader in reading and 8th grader in math to make sure these standards are met. President Clinton's national testing initiative offers a new opportunity to use widely accepted national benchmarks in reading and math against which states, school districts and parents can judge student performance."

Jim Barksdale, CEO and President, Netscape Communications, and
L. John Doerr, Partner in the firm of Kleiner, Perkins, Caulfield and Byers
on behalf of 240 technology industry leaders in a bipartisan call for high national
education standards in reading and math.

August 29, 1997

RESPONSES TO CONCERNS ABOUT NATIONAL TESTS

1. We don't need another test.

- These tests provide information to students, parents and teachers that no other tests do. They will show whether individual students meet challenging, widely accepted national standards in 4th grade reading and 8th grade math. And the 8th grade math test shows whether students meet international standards as well. No other test provides this clear and critical information to students, parents and teachers. There is no other way for families that move from community to community or state to state to maintain consistent, high expectations in the basics.

2. Tests don't generate higher academic performance.

- Unlike many other tests, these tests will be designed so that teachers and students can prepare for them, starting when the child enters school. Teachers and parents will have materials that describe clearly what kind of work is expected -- what students must know to master the material and do well on the tests.
- In addition, the tests will tell school administrators, parents, and teachers how well students and schools are doing. They will be able to tell which schools and students need assistance and how to boost their performance.
- Research and experience show that raising standards for students lifts student achievement. These tests are tied to high academic standards, and they will generate high academic performance.

3. National tests are too controversial to implement without Congressional authorization.

- We welcome Congress as a full partner in the effort to raise standards for all students and to provide parents and students with national standards and tests in the basic skills. None of us can do this alone. We should be working together to raise standards for our students, improve teaching and learning, and give our schools the tools they need to prepare our children for the future. We want Congress to play a role in this effort.
- The Administration will submit legislation shortly to create an independent governing board to oversee and ensure the integrity of the tests. We will use the National Assessment Governing Board, a group that already exists and that oversees the widely used National Assessment of Education Progress (a sample tests that gives information on how the U.S. and over 40 states are doing, but provides no information for individual students or their teachers and families.) We ask Congress as a partner in the effort to raise standards for all students, to pass this legislation.

4. New tests can lead to inappropriate and unfair comparisons of schools and school districts.

- These tests lead to exactly the right kinds of comparisons -- they tell us how well our students and our schools do when measured against high standards of excellence that define what students should know and be able to do in the basics of reading and math. We should welcome these comparisons, not fear them.
- We should not presume that any student, no matter where he or she lives or goes to school, will do poorly on this test. We must stop perpetuating the cycle of low expectations that, in the name of compassion, actually keeps many young people from achieving their full potential.
- In July, 15 major urban school districts around the country pledged to participate in these tests -- not because these districts believe they will excel the first time around, but because they know that their students, when challenged and when provided with the proper support, can perform just as well as any other students can.

5. New national tests can lead to a national curriculum.

- Providing a voluntary reading test in 4th grade and a voluntary math test in 8th grade will not create a national curriculum. These tests are based on accepted standards that reflect widespread agreement on what students should know and be able to do. States and local communities will continue to determine their curriculum, and will use the national tests to focus attention on how to improve student achievement in the basic skills.

6. Instead of another test, more resources should be sent into the classroom.

- We agree that more resources should be sent into the classroom. That is why the Administration has supported record investments in education to help states and communities raise standards, train teachers, improve basic skills, and promote the effective use of technology in the classroom. The national tests will aid us in better understanding where those resources are needed and how they can be wisely spent. They are an integral part of a comprehensive strategy to raise standards and improve education.

7. Some Members of Congress say the federal government is already spending over \$500 million just to test students.

- This figure is totally incorrect. Approximately 90% of the funds cited by Members is for the Goals 2000 program, which improves teaching and learning in local classrooms by helping states and school districts raise standards, train teachers, promote the effective use of technology and increase parental and community involvement. A very small part of this money goes to tests.

September 2, 1997

**CURRENT PARTICIPANTS IN THE VOLUNTARY NATIONAL TESTS IN
4TH GRADE READING AND 8TH GRADE MATHEMATICS**

STATES

Alaska
Kentucky
Maryland
Massachusetts
Michigan
North Carolina
West Virginia

LOCAL SCHOOL DISTRICTS

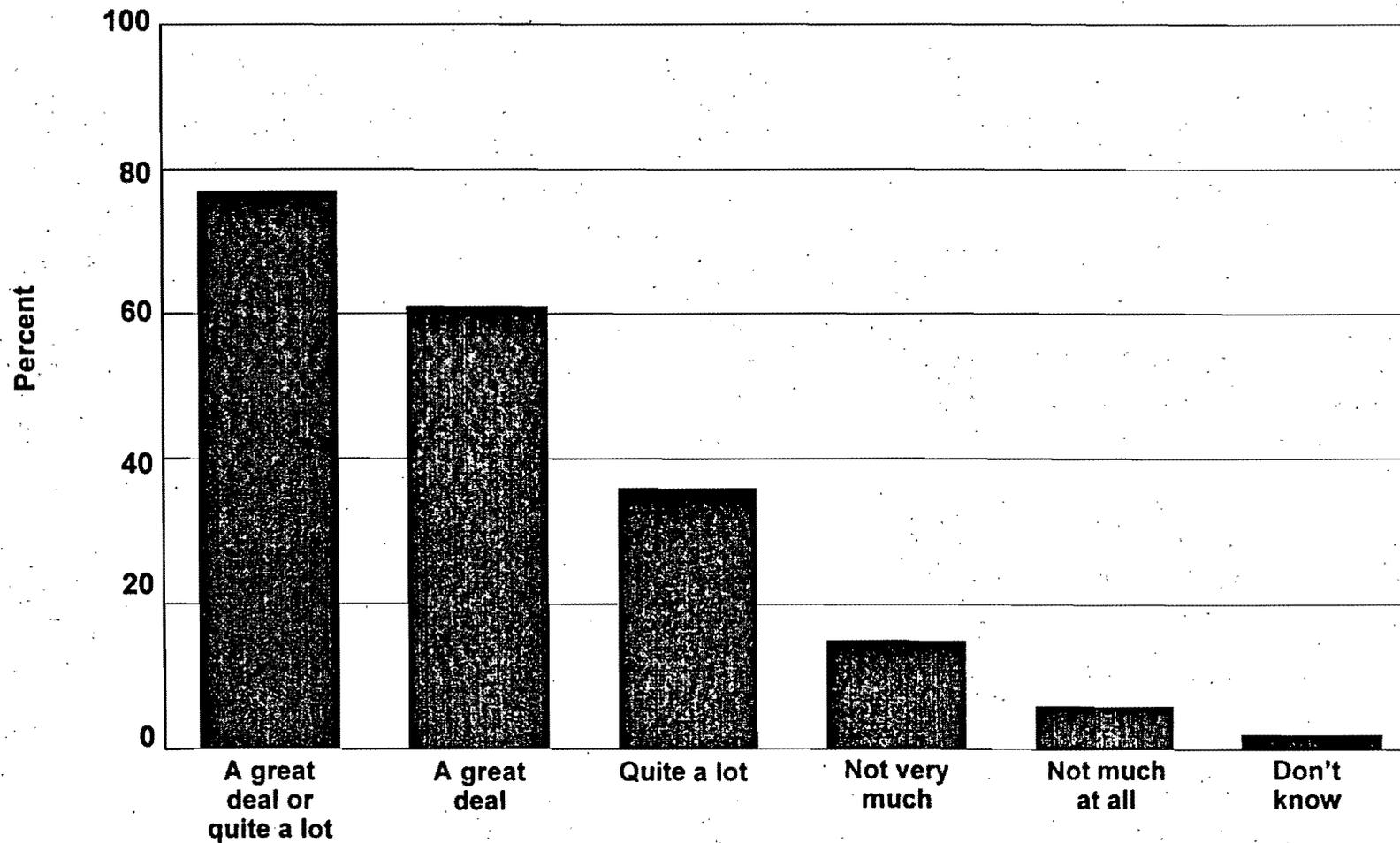
Atlanta, GA
Broward County (Ft. Lauderdale), FL
Chicago, IL
Cincinnati, OH
Detroit, MI
El Paso, TX
Fresno, CA
Houston, TX
Long Beach, CA
Los Angeles, CA
New York City, NY
Omaha, NE
Philadelphia, PA
San Antonio, TX
Seattle, WA

The Department of Defense schools will also participate.

Together, these states and school districts represent 20% of all 4th and 8th graders.

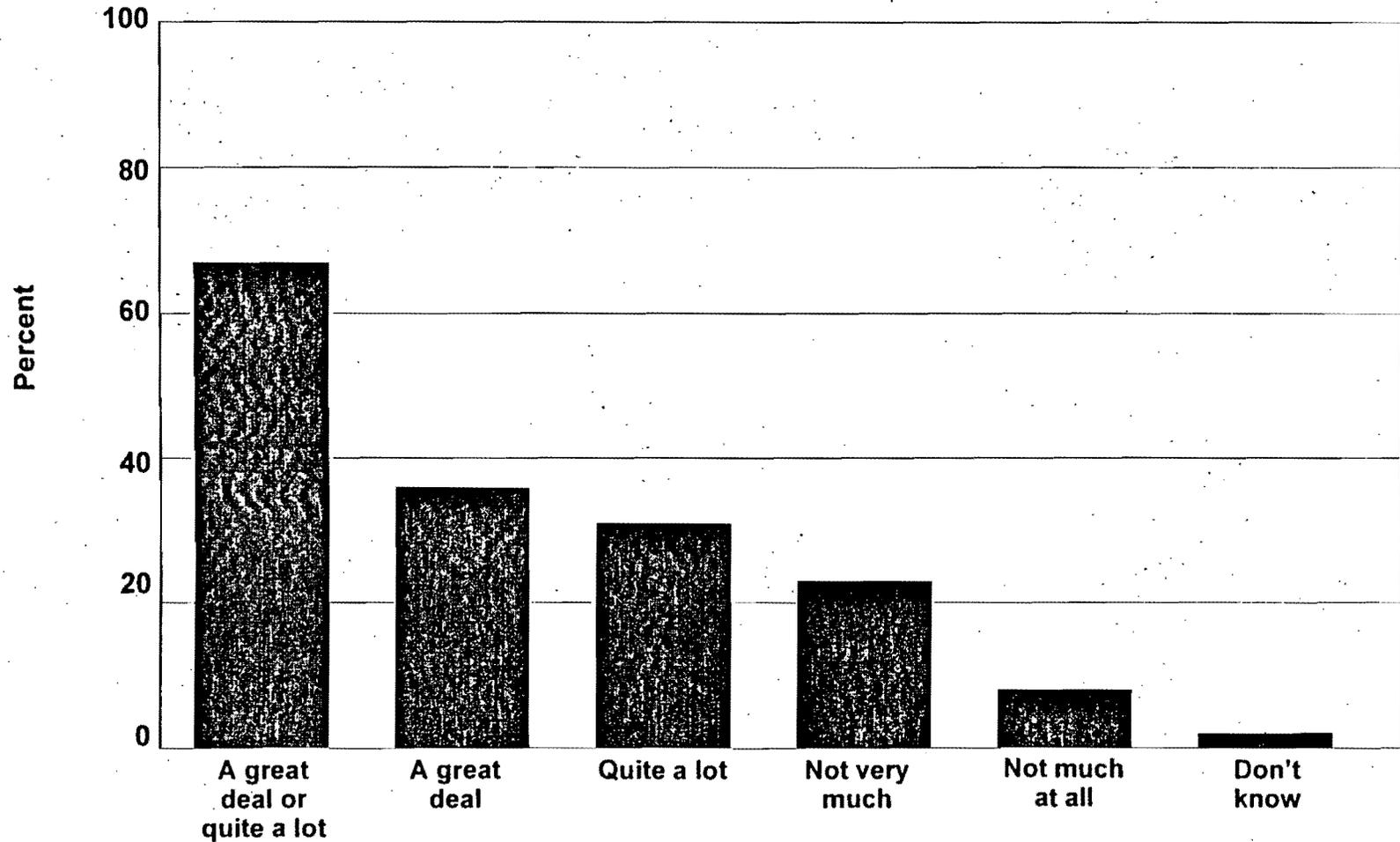
August 29, 1997

Establishing national standard for measuring the academic performance of the public schools



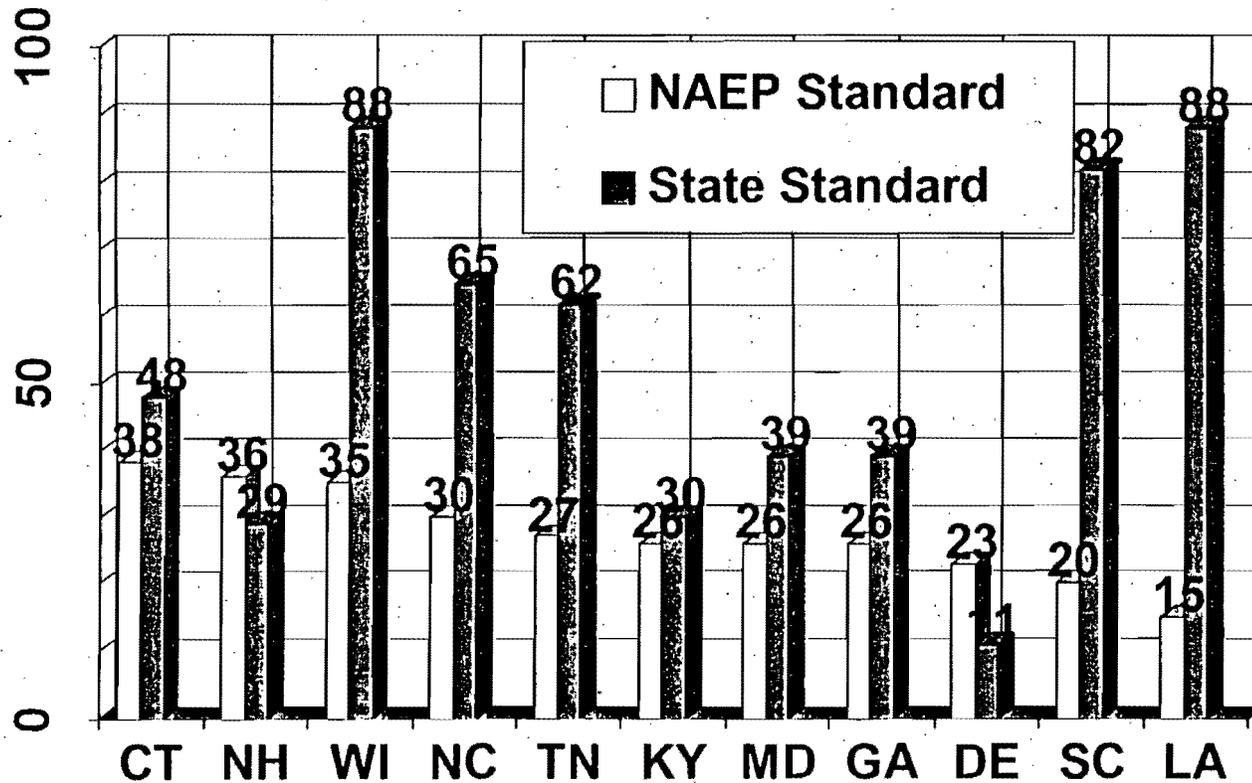
Source: Phi Delta Kappa/Gallup Poll
August 26, 1997

Using standardized national tests to measure the academic achievement of students



Source: Phi Delta Kappa/Gallup Poll
August 26, 1997

NAEP MEASURES HIGH STANDARDS: State NAEP Scores for 4th Grade Reading Compared to States' Own Assessments



Source: US Department of Education, State departments of education, National Education Goals Panel



U.S. Chamber of Commerce
1615 H St., NW
Washington, DC 20062-2000

Media Relations Department (202) 463-5682

NEWS

FOR IMMEDIATE RELEASE Contact: (202) 463-5682 Frank Coleman/Thomas Love
Friday, April 4, 1997 (888) 249-NEWS (press@uschamber.com)

U.S. CHAMBER SUPPORTS GROWING BIPARTISAN CALL FOR VOLUNTARY EDUCATION STANDARDS AND TESTS

WASHINGTON -- The U.S. Chamber of Commerce -- the world's largest business federation representing an underlying membership of more than three million businesses and organizations of every size, sector and region -- today threw its support behind the growing bipartisan call for voluntary education standards and tests.

"Wednesday's endorsement by leading business executives of proposed national reading and math tests -- announced at the White House -- supports our long-held belief that all children need and deserve a world-class education," said Edwin Lupberger, chairman of the U.S. Chamber's Executive Committee and chairman and president of Entergy Corporation.

The U.S. Chamber also called on all proponents to back yesterday's endorsement with an action plan to support voluntary world-class academic standards. *The Common Agenda*, developed by the U.S. Chamber of Commerce, the National Alliance of Business and The Business Roundtable, calls on U.S. companies to consider state and local education standards in making location decisions, to examine student transcripts before hiring, and to target corporate education philanthropy to initiatives and communities promoting high-level voluntary academic standards.

"U.S. businesses have learned the hard way that being competitive begins with identifying and setting competitive standards" Lupberger said. "The proposed standards and tests will help provide parents, students, educators and policymakers with the information they need to ensure every child has the opportunity to succeed in the 21st century world and workplace."

The U.S. Chamber looks forward to working with committed partners on how best to develop appropriate standards and implement assessments that are voluntary, based on consensus, locally implemented and part of a comprehensive strategy to upgrade and reform local, state and national education and training systems.

[For further information on the U.S. Chamber's education and training strategy and programs, contact the Center for Workforce Preparation, the U.S. Chamber's not-for-profit education and training affiliate at (202) 463-5525.]

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97-48

**NATIONAL  ALLIANCE
OF BUSINESS**

NEWS RELEASE

For Release: Immediate

Contact: Milt Goldberg
202/289-2944

**Business leaders endorse President Clinton's
initiative to develop voluntary national tests**

Washington, DC (May 21, 1997) - James F. Orr III, chairman and CEO of UNUM Corporation and chairman of the National Alliance of Business(NAB), today announced the endorsement of the Alliance for efforts supporting the initiative to develop voluntary national tests, originally proposed by President Clinton in his 1997 State of the Union address, to measure student reading skills in the 4th grade and mathematics skills in the 8th grade. The Alliance believes these voluntary tests could be used by state and local school districts to measure the progress of American students in these core subjects.

The Alliance recently surveyed its members on this issue and an overwhelming number supported the initiative to develop the voluntary national tests.

The Alliance works cooperatively with over 300 state and local business/education coalitions in partnership with school leaders, parents, and teachers to improve the quality of American education.

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The National Alliance of Business is a nonprofit, business-led organization dedicated to building a quality workforce by improving American education, forging a smooth transition from school to work, expanding life-long learning opportunities for incumbent workers and fostering strategies that simultaneously address worker security and employer flexibility. The Alliance is chaired by James F. Orr III, chairman and CEO of UNUM Corporation.



FOR IMMEDIATE RELEASE
FEBRUARY 10, 1997

Contact: Johanna Schneider
(202) 872-1260

**STATEMENT BY NORMAN R. AUGUSTINE, CHAIRMAN AND CEO
LOCKHEED MARTIN CORPORATION AND
CHAIRMAN, EDUCATION TASK FORCE OF
THE BUSINESS ROUNDTABLE
ON PRESIDENT CLINTON'S CALL FOR NATIONAL TESTS IN
READING AND MATHEMATICS**

Washington, DC--The Business Roundtable applauds the President's continued efforts to make achievement of high academic standards a top priority--a goal the Roundtable itself has been pursuing. The Roundtable supports voluntary national tests in 4th grade reading and 8th grade mathematics. These tests will provide a national benchmark in reading and an international benchmark in mathematics that parents and educators can use to learn how their own children and students are performing.

The first step to improve education in the United States is to substantially raise academic standards and verify achievement through rigorous testing. In many local communities, parents are uncertain about whether their children are being adequately prepared to succeed. They do not know whether their child's grades or test scores measure up to expectations in other communities, states or countries. Parents who move frequently are surprised to discover that the rigor of what their children learn in school varies from place to place. Yet, when young people apply for a job, employers hold them to the same standard, no matter where they went to school, because employers must themselves compete on a worldwide basis.

The Business Roundtable urges states and local communities to continue to adopt standards in these basic subjects and in other core academic disciplines. Successful schools, like successful businesses, use data to improve their performance. The availability of a national benchmark in 4th grade reading and an international benchmark in 8th grade math should help drive the improvements that are needed to help students meet world-class academic standards.

The Business Roundtable is an association of more than 200 chief executives of leading U.S. corporations, employing over 10 million people. The CEOs examine public policy issues that affect the economy and develop positions which seek to reflect sound economic and social principles.

**A BIPARTISAN CALL FROM U.S. TECHNOLOGY INDUSTRY LEADERS
FOR HIGH NATIONAL EDUCATION STANDARDS IN READING AND MATH**

Gale Aguillar	CEO	Mitem Corporation
Paul Allaire	CEO	Xerox
Joseph Ambrosio	General Partner	Pirene Partners
Dr. Gilbert Amelio	CEO, Chairman	Apple Computer
Marc Andreessen	Co-Founder, Vice President of Technology	Netscape Communications
Vincente Anido, Jr.	President and CEO	Combichem, Inc.
Sherry —	Vice President, Int'l Relations & Communications	Arris Pharmaceuticals
Eric Archambeau	President	DataMind Corp.
Howard Asher	President & CEO	Advanced Bioreserach Associates
Mel Badgen	President	Homesoft Corporation
Naren Bakshi	President & CEO	Vision Software
Jim Barksdale	CEO & President	Netscape Communications
Carol Bartz	Chairman of the Board & CEO	Autodesk
Gary Beach	President	Computerworld
Geroge Bell	CEO	Excite
Eric Benhamou	CEO & Chairman	3COM
Charles Berger	CEO & President	Radius
Philip Berman	Chairman & CEO	CompuRAD
Jeff Bezos	CEO	Amazon.com
David Binkley	CEO	Argonaut Technologies
Philip J. Biola	President	Zeus Communications
Jalech Bisharat	Senior Vice President of Marketing	Pointcast
Julie Blanchard	Vice President Human Resources	Heartport
Charles Boesenberg	CEO	Ashtech, Inc.
Shelby Bonnie	COO	C/Net
Jerry brenholtz	President	Advanced Technical Resources
John Seeley Brown	CEO	Xerox PARC
Neill H. Brownstein	Special Partner	Bessemer Venturer Partners
George H. Bruns, Jr.	Chairman & CEO	Giga-tronics Incorporated
Brett Bullington	Executive VP Strategic & Buisness Development	Excite
Pat Burt	President	Acteron
Brook H. Byers	Partner	Kleiner, Perkins, Caufield & Byers
Gordon Campbell	President	TECHFARM, Inc.
William Campbell	President	
Douglas Carlson	CEO & Chairman	Broderbund Software
Steve Case	Chairman & President	America On-Line
Daniel H. Case III	President & Co-CEO	Hambrecht & Quist
John Castello	President & CEO	XOMA Corporation
John Chambers	CEO	Cisco
Kumar Chansrasekaran	CEO	InSite Vision, Inc.
Robert Chess	CEO	Inhale Therapeutic Systems
Sanjeev Chitre	CEO	Integrated Process Equipment Corp.
Ronald Chwang	President & CEO	Acer America
Gegory R. Clarke	President & CEO	Creative Computer
Mark Clotek	CEO	Smart Corporation
Vincent Coates	Chairman & CEO	Nanometrics
Louis C. Cole	President & CEO	Legate Systems, Inc.
Kevin Compton	Partner	KPCB
Lisa Conte	CEO	Shaman Pharmaceuticals
Paul M. Cook	Chairman	SRI International
Scott Conk	Chairman & CEO	Intuit
Ames Cornish	President	Vividus
Michael Crichton	President	Constant C Productions
Charles Crocker	CEO	BEI Electronics, Inc.
Anne Crossway	CEO	Cosmederm Technologies, Inc.
Peter Currie	Chief Financial Officer	Netscape Communications

A. Stephen Dahms
John Dean
Michael Dell
Jim Dezell
James Diller
L. John Doerr
Henry Donaldson
Mark W. Dowley
Joe Durrett
Herbert Dwight
Esther Dyson
Howard Earhart
Herb Edelstein
Yorgen Edholm
Dan Eilers
Arthur Einstein
David Ellington
Bob Epstein
Judy Estrin
Gary Fazzino
Buck Feltnan
Jerry Fiddler
Robert Fisher
Jay Flatley
H.K. Flesher
John Freidenrich
Greg M. Gallo
Larry Garlick
Katrina Garnett
Garrett Aggrettson
Louis V. Gerstner, Jr.
Charles Geschke
Majid Ghafghaichi
Peter Giles
Phillip Gioia
David Gollaber
Dominique Goupil
Thomas Greaves
Chris Greene
Dan Greening
Robert Grosshandler
Andrew Grove
Garrett Gruener
Michael Gulett
Brian Halls
William Hambrecht
Judith hamilton
J. Emmett hammond
Richard Hansen
James Harris
Kevin Harvey
R. Peter Henschel
Danny Hillis
Scott H. Holmberg
James Hornthal
Dr. Irwin Jacobs
Robert Jagunich
N.W. "Bill" Jasper, Jr.
Kathryn Johnson
Reese Jones
Tom Jorde

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Chairman, CEO
Chairman
CEO
Partner
President & CEO
Chairman
President
CEO
President
President & CEO
President
President & CEO
CEO
President
President
Chief Technical Officer
President & CEO, Co-founder
State Government Affairs Director
President & CEO
Chairman of the Board
CEO
President & CEO
CEO & President
Principal
Partner
CEO & Chairman
CEO
CEO
Chairman & CEO
President
President
President
CEO
President
President
President & CEO
President
CEO
CEO
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Partner
President
CEO
Chairman
CEO
CEO
President & CEO
CEO
Partner
Executive Director
Chief Technology Officer
President & CEO
CEO
Chairman of the Board
President & CEO
President
President & CEO
Chairman
President

US Council of Biotechnology Centers
Silicon Valley Bankshares
Dell Computers
NetSchools Corp.
Sierra Semiconductor Corp.
Kleiner, Perkins, Caufield & Byers
Digital Generation Systems
LICONix
Broderbund Software
Optical Coating Laboratory, Inc.
Overture Holdings
Power Integrations
Two Crowes corp.
Brio Technology
Cideo
AEA
NetNoir
Sybase
Precept Software
Hewlett Packard
Nextwave Design Automation, Inc.
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Accurel Systems International Corp.
The Tech Museum of Innovation
OnCare
CHI
Claris Software Inc.
NetSchools
Greene Engineers
Charm Communications Corp.
EyeCash Co.
Intel
Alta Partners
Paradigm Technology Inc.
National Semiconductor
Hambrecht & Quist
First Floor Software
Wireless Data Corp.
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Redwood MicroSystems, Inc.
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Institute for Research on Learning
Walt Disney Co.
Image Quest Technologies
Preview Travel
Qualicom, Inc.
NewAbilities Systems, Inc.
Dolby Laboratories, Inc.
The Health Care Forum
Farallon Communications
LEC G

Robert Kagle	Partner	Benchmark Capital
David E. Kahn	President	MicroGuild, Inc.
Robert Katz	General Counsel	Netscape Communications
Mike Kaufman	Co-Founder	NetDay
Bob Kavner	President & CEO	On Command Corp.
Gene Miller	President	Asteo Semiconductor
Harrison Miller	Sr. Vice President, Marketing	The Lightspan Partnership
Richard Miller	President & CEO	Pharmacyclics
Halsey Minor	CEO	C/net
Geroge Montgomery	Managing Director	Hambrecht & Quist
Gordon E. Moore	Chairman	Intel
John Morgridge	Chairman	Cisco
Mort Myerson	Chairman	Perot Systems
Henry Nordhoff	President & CEO	Gen-Probe
Tina S. Nova	CEO & President	Nanogen
Pierre Ormidyar	CEO	E-Bay & Co.
Janina Pawlowski	CEO	E*Loan
Premysl Pech	Partner	Pierre Partners
Leonard Perham	CEO	Integrated Device Technology
Steve Perlman	President & CEO	Wev TV
Eckhard Pfeifer	CEO	Compaq Computer
Nancy Pfund	Partner	Hambrecht & Quist
Lewis Platt	Chairman, CEO & President	Hewlett-Packard
Kim Polese	CEO	Marimba
Steve Pollock	Vice President	Netiva Software
Rhea Posedel	CEO	Aehr Test Ssystems
Ronald S. Posner	Chairman	Graphix Zone
Hollings Renton	CEO	NetFRAME Systems, Inc.
T. Wade Randlett	California Director	Democratic Leadership Council
Ron Rankin	CEO	Cardiac Mariners
William Rasdal	CEO	Symmetricom, Inc.
Guiliano Raviola	Partner	VC Ventures
Hollings Renton	CEO	Onyx Pharmaceuticals
Sanford R. Robertson	Chairman	Robertson Stephens & Co.
Duane Roth	CEO	Alliance Pharmaceuticals
Theodore Roth	Executive Vice President	Alliance Pharmaceuticals
James Rurka	President & CEO	Microcide Pharmaceuticals
Dennis Ryan	President	Net-It
Edgar Seck	CEO	Zilog, Inc.
Phillip Salsbury	CEO	SEEQ Technology
Larry Samuels	CEO	Electronic Communities
Scott Sander	CEO	Digital Sight/Sound
W. J. Sanders	Chairman & CEO	Advanced Micro Devices, Inc.
Michael Santullo	President	Four11 Corp
Fernand Sarrat	CEO	Cylink
Mark Saul	CEO	Ichat
Eric Schmidt	CEO	Novell
Stratton Solavos	President & CEO	VertSign
John Sculley	CEO	Sculley Associates
John Seidl	President & CEO	CellNET Data Systems
Charles Shalvoy	CEO	Conduents, Inc.
John Shoch	General Partner	Asset Management Company
Mark Simon	Partner	Robertson Stephens & Co.
Dave Singer	CEO	Heartport
Jeff Skoll	President	E. Bay & Co.
Howard Smith	President & CEO	Clarity Software, Inc.
Vincent Sollitto	CEO	Photon Dynamics
Peter Spragus	Chairman & CEO	Wave Systems Corp.
Larry Stambaugh	President & CEO	Maxim Pharmaceuticals
William Starling	CEO	Cardiac Pathways
Tom Steding	President & CEO	Pretty Good Privacy

Dr. Wes Sterman
Geoff Tate
Charles R. Trimble
Les Velasquez
Madhu Vora
Charlotte Walker
John Walker
Steven Weiss
Jo Ann Weiss
Steven Westly
Don Wexler
Thad Whalen
Randall Whitfield
Ann Winblad
Curtis Wozniak
Pardner Wynn
Gerald J. Yakaran
John Young

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Partner
President & CEO
Partner
CEO
President & Founder
President & CEO
Retired, CEO

Heartport
Rambus
Trimble Navigation
Interval Research
Dyna Logic Corporation
Sanctuary Weeds Multimedia Co.
Artis Pharmaceuticals
Lumisys, Inc.
Academic Systems
WhoWhere
Automated Test Engineering, Inc.
Aspen Ventures
VIA Medical Corp.
Hummer Winblad
Electrogas, Inc.
Stanford Testing Systems, Inc.
IriSys R&D
Hewlett Packard

COALITION FOR DEVELOPMENT OF VOLUNTARY NATIONAL TESTS

August 27, 1997

Members of the United States Senate

Dear Senator:

**Subject: Support for funds in the FY 1998 Education Appropriations (S.1061)
to Develop National Tests in Mathematics and Reading**

The organizations listed below urge your support for the Appropriations Committee provisions in the Fiscal Year 1998 Labor/HHS/Education Bill (S.1061) which enable development of new voluntary national tests for individual students in mathematics and reading. We urge, also, your opposition to any amendments which would prohibit funding for development of the tests or otherwise impede their preparation.

Why develop voluntary national tests?

Our students must be able to benchmark their education progress now in ways never done before so they may prepare for their future. Although there is extensive testing in our nation, there is no individual student test of reading or mathematics which enables a student to compare his or her work with students in other states and in other nations. Our highly mobile students and their families need test results indicating their performance as they move among school districts and states. Our children will also compete for jobs across communities, states, and nations. They need test results indicating whether their achievement is competitive with other students around the world. In short, students and families want to know what level of learning is required to reach the high standards necessary as we enter the 21st Century.

The proposal for developing national tests in reading and mathematics is designed to provide that information at two critical points — 4th grade in reading and 8th grade in mathematics. The selection of 4th grade reading is made because at that stage to succeed in all subjects in school, students must have proficiency in reading English. The selection of 8th grade mathematics is key, because that is the pivotal year for a student to determine what level of mathematics she or he will pursue in high school. This choice, in turn, heavily influences whether or not the student will advance to postsecondary education.

Design of the tests

The proposal for developing the tests included in the Appropriations Committee's bill takes maximum advantage of tests already in use. It enables students and families to have the achievement information they want in an efficient and timely way.

The new tests are built on the widely accepted testing done under the National Assessment of Educational Progress (NAEP). NAEP enjoys strong, bipartisan support as a measure of national student samples and samples in more than 40 states of student achievement in mathematics and

reading. By basing the new individual student tests on content tested under NAEP, the new test is the most efficient way to link scores nationally to NAEP and internationally to the Third International Mathematics and Science Study. As a result, a long-standing hope will be realized by 2000: an individual student anywhere in the United States will be able to compare his or her academic achievement to that of students in other states and in more than 40 other countries.

Safeguards in test development

The Senate Appropriations Committee, with the agreement of the Administration, has provided clear safeguards for development of the tests. The development and field trials of the new tests will be reviewed by the National Academy of Sciences with a favorable report required in advance of any use of the tests. The process of Academy review is comparable to the quality controls required by Congress in the development of the NAEP, in that case, by the National Academy of Education. The Congress, the states and localities, and students and parents will have the advantage of a thorough technical and professional review before the national tests are actually administered.

Urgency for test development in 1997

The members of our organizations urge that development of the national tests moves forward in 1997. States and localities are now addressing significant choices regarding their future testing systems. The option of using the national tests in reading and mathematics is an extremely important one. We need to have that option, but final decisions require test availability by 1999 and design and field testing in 1997 and 1998. No state is required to participate, and no state should be denied the option by halting test development. This use of federal funds for test development is as cost-effective an investment in state, national and international reading and mathematics comparisons as could be made with public or private funds.

We urge the Senate to give the green light for developing voluntary national tests in reading and mathematics, thereby enabling our students and their families to genuinely benchmark their individual efforts and results to their counterparts throughout the United States and around the world.

Thank you for your consideration of our recommendation.

Respectfully submitted,

American Federation of Teachers
Council for Exceptional Children
Council of Great City Schools
Council of Chief State School Officers
National Association of Elementary School Principals
National Association of State Directors of Special Education
National Education Association
National School Boards Association

September 3, 1997

Dear Representative:

The National Association of State Boards of Education (NASBE) urges you to oppose any amendments offered to the FY 98 Labor-HHS-Education Appropriations bill, H.R. 2264, that would prevent the Department of Education from further development of the national assessments in reading and math.

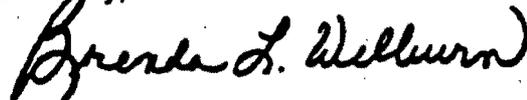
Development of these tests, which will be patterned after the widely acclaimed National Assessment of Educational Progress (NAEP), is consistent with the Department of Education's traditional role in research and development and should not be impeded. In addition, for those states opting to participate in the program, it offers an unprecedented opportunity for individual students to compare their abilities with other students from across the nation. Currently, no assessment system of this scope exists.

State participation in the testing program is strictly voluntary. Because this initiative is only six months old, many states have just begun to consider whether they should participate or not. Still, six states have already given their commitment to administer the tests beginning in the spring of 1999: Kentucky, Maryland, Massachusetts, Michigan, North Carolina, and West Virginia.

Furthermore, H.R. 2264 requires a rigorous evaluation process at the federal level as well. The proposed legislation directs the National Academy of Sciences to study the national assessments' preliminary field results and submit a report to Congress by next summer. It is at that time, after the majority of states have weighed in on the issue and the Academy's review is complete, that Congress should and will be able to conduct an informed debate over the merits of the tests.

We believe the states should be afforded the opportunity to decide for themselves whether to take part in these national assessments. These discussions among state education policymakers can only continue if the development of such tests proceeds. Again, we request that you oppose any amendments to H.R. 2264 regarding national assessments.

Sincerely,



Brenda Lilienthal Welburn
Executive Director

President
Thomas Davis
Missouri

Past President
Patricia Hayes
Colorado

Secretary-Treasurer
Barbara Roberts Mason
Michigan

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Brenda Lilienthal Welburn
Executive Director

The Washington Post

AN INDEPENDENT NEWSPAPER

Measuring Success in School

Rep. William Goodling's Aug. 13 column attacking voluntary national tests was based largely on the Pennsylvania Republican's belief that "Americans don't want and don't need a new national reading test for fourth-graders and a new national math test for eighth-graders." This statement demonstrates a misunderstanding of the importance of these tests to families, students and teachers, who want to know if our students have mastered the basics no matter where they live and work.

This is not simply "another test." It is about setting high expectations and standards for students and then measuring achievement based on these goals. The new voluntary tests of fourth-grade reading and eighth-grade mathematics will offer, for the first time, an assessment of individual student performance in these two critical subject areas based on national and international standards of excellence. No current test achieves this goal.

After the tests are given, all the test items will be made available and will be accompanied by information that lets teachers and parents know what goes into the tests, what they mean and how parents can help their children get ready for them. Raising expectations and standards in education motivates students to learn more and work harder.

I differ with Rep. Goodling's view that these tests are inconsistent with Goals 2000. Like the rest of the president's education initiatives, these tests will give local schools and states new opportunities to improve.

As former governors, President Clinton and I strongly support the

essential state and local nature of education. Providing a voluntary reading test in grade four and a mathematics test in grade eight has nothing to do with creating such a national curriculum. We want to strengthen local education by giving state and local governments and parents the chance to know how well their students have learned to read and to do math.

The administration also will ask Congress to expand the authority of the National Assessment Governing Board to include setting test policy for the two national tests as it does now for the National Assessment of Educational Progress. This is the best way to make sure that the new tests are overseen by an independent and bipartisan organization. I hope Congress will pass this legislation without delay.

Perhaps the most disappointing suggestion by Rep. Goodling is that a national test would be "inappropriate" for some "disadvantaged" students. We must stop perpetuating the cycle of low expectations that keeps so many young people from achieving their full potential. Only if we are willing to break free from the tyranny of low expectations and help individual states and schools to challenge students can we achieve higher standards of learning for all students. Fifteen large urban school districts already have committed to having their students take the test.

These tests, along with the efforts to improve education, will raise standards of learning for students across America.

RICHARD W. RILEY
Secretary
U.S. Department of Education
Washington

Students' Test Scores Show Slow but Steady Gains at Nation's Schools

By PETER APPLEBOME

Despite the pervasive sense that the nation's schools are mired in decline, three major tests of educational achievement released over the last month all indicate that more than a decade of attention to student achievement seems to be paying off in modest, but significant, continuing improvements in student scores.

The progress is better in math and science than in reading and writing. It is more gradual than dramatic. And overall figures obscure the enormous variety of the nation's schools and the alarming shortcomings in its worst schools and school systems.

Examining long-term trends in the College Board's reasoning tests, the S.A.T. and the American College Testing college-entrance tests, the A.C.T., as well as the nation's broadest elementary and high school tests, the National Assessment of Educational Progress, which are given to a cross section of students, analysts are increasingly coming to see advances not only in test scores but, perhaps not surprisingly, in the content of coursework as well.

The progress comes at a time when students tend to be more diverse ethnically and poorer than in the past — which has been associated with lower achievement — and when college preparatory tests are being taken by a broader segment of the student population.

Coming as an array of critics call for revolutionary changes in American education, like vouchers and charter schools, the recent findings are likely to provide ammunition to those who counter that what is needed is not radical systemic reform but sustained, concerted attention to basics like teacher training, adequate resources, higher standards and better tests.

"What leaps out at me is that we've got steady progress, and we have steady progress for all the major subgroups, whites, blacks and Hispanics," said Marshall Smith, Acting Deputy Secretary of Education. "And that's exactly what you want in education. I don't think the word is getting out, because most people think test scores are still going down, but we have a positive story in the way progress is steady and significant."

And, in a tantalizing sidelight to the National Assessment of Educational Progress scores, which were released on Saturday, indications are the biggest improvement may be coming in the nation's beleaguered public schools, not its private ones.

The first of the recent results was the A.C.T., taken by nearly 60 percent of America's entering college freshman, predominantly in Western and midwestern states. Scores announced in August rose for the fourth time in the last five years, only the second time since A.C.T. scores were first reported in 1960 that the national average increased four times in five years. The earlier period was 1984 through 1988.

"We're certainly seeing a different pattern in A.C.T. scores than we did 20 or 30 years ago," said the A.C.T. president, Richard L. Ferguson. "This period of stable or increasing scores coincides almost exactly with a nationwide effort beginning in about 1983 to improve the education we offer our young people."

Scores on the College Board's tests, taken by 1.1 million students, rose in math to the highest level in 26 years but were flat in English. Officials say the results, released last week, take into account the recentering of test scores that produced a rise in scores two years ago.

The national assessment tests have shown significant progress in science and math over the last two decades, with less progress in reading and writing, according to a report of long-term trends released Saturday.

Similarly, Michael Casserly, head of the Council of the Great City Schools, which represents the 50 largest urban school districts, said several districts, including New York, Chicago, Houston, Milwaukee, Philadelphia, San Francisco and Seattle, have shown improvements on various standardized tests.

Still, experts say that the improvements are modest over all and that achievement results still range from encouraging to dismal. For instance, the most recent national assessment test of fourth grade reading showed 40 percent of students did not score at even the lowest of three possible levels.

"There has been some improvement, and that's to be welcomed," said Chester Finn, an education expert at the Hudson Institute and a proponent of vouchers and charter schools. "But after spending more money and putting ourselves through all kinds of hoops, if we'd had zero payoff, it would have been pretty depressing."

One intriguing sidelight to the national assessment scores is that the greatest progress apparently has been made in public schools. Private school students still outperform public school students at all levels, however.

But in mathematics, for example, between 1982 and 1996, scores of students in public schools improved 9 points for 17-year-olds, 6 points for 13-year-olds, and 13 points for 9-year-olds on a scale of 500 points. For private schools, 17-year-olds and 13-year-olds gained 5 points and 9-year-olds gained 7 points.

Officials at the National Center for Education Statistics said that because of a small sampling, the individual differences for each grade and subject area could not be shown to be statistically significant, but because 10 of 12 measures — four subject matters at three age levels — show public schools gaining more than private ones, the overall pattern appears to be statistically valid.

Analyses of all three tests indicate that one factor helping to push up results is that students are taking more rigorous courses.

"I think we're all tapping into the same mother lode and coming up with essentially the same results, with the trends seeming to be reasonably positive, less in verbal/reading than in math," said Donald M. Stewart, president of the College Board. "I think it has something to do with students working harder, taking harder courses. But looking cautiously at what for us is a self-selected group of students, things seem to be moving in the right direction. I guess that's called cautious optimism." Recent results from three major tests of educational achievement — the S.A.T., A.C.T. and N.A.E.P. — all show a continuing rise in student scores that experts now say is a significant trend. S.A.T./S.A.T. I Mean scores for college-bound high school seniors. The lowest possible score is 200; highest possible score is 800. A.C.T. Mean score for high school graduates. Lowest possible score is 1; highest is 36. N.A.E.P. Percentage of students age 13 with math scores indicating they can add, subtract, multiply, and divide using whole numbers and can solve one-step problems. (Sources: College Board; National Center for Education Statistics; A.C.T. Assessment Program) ■

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By PETER APPLEBOME

As vacations end and 52 million students return to school, their elders find themselves in a historic tug of war pitting the traditional local control of education against a growing national presence that is making Washington a bigger player in education now than at perhaps any other time in the nation's history.

When Congress convenes in September, President Clinton will try to win support for the first truly national performance tests in the schools, and Republicans in Congress will mobilize to kill the initiative.

In a radio address yesterday in which he promoted his testing plan, the President said he was encouraged by a report on long-term trends that showed student improvement in some subjects. \$(Page 18\$)

Republicans and a few Democrats will push for proposals to increase vouchers and school choice, a California Congressman will argue for a bill designed to upgrade teaching by linking Federal aid to improved state teaching standards, and other issues like national reading initiatives and development of a national curriculum will receive enormous attention.

Experts disagree on how much of what is happening reflects a long-term shift toward greater Federal involvement or is a result of a historical moment: a politically adroit President intensely focused on education, aging baby boomers who have made education a leading national issue and an absence of competing issues.

And some of the same factors are making education issues equally contentious at the local level, as evidenced by the election-year scrapping in New York City between Mayor Rudolph W. Giuliani and a Democratic challenger, Borough President Ruth W. Messinger of Manhattan, over who is responsible for classroom overcrowding.

But experts say that educational issues, traditionally the province of state and local officials, have become national ones to an unusual extent. Indeed, both supporters of an expanded national presence in education and those who decry it seem equally willing for now to use the power and bully pulpit of Washington to further their agendas.

"This is a country that is trying very hard to figure out how to do something no nation on earth has done before, which is to have national standards without a national ministry of education, and the competing pressures are just enormous," said Marc Tucker, president of the National Center on Education and the Economy, which has helped develop voluntary national standards. "It's changed education from an issue that national politicians wouldn't touch with a 10-foot pole to one they feel they can't afford to be silent on."

Secretary of Education Richard W. Riley said the Administration respected the degree to which the power to run America's schools is and should be based at the state and local levels. But as education becomes increasingly critical to the nation's economic future, he said, improving student achievement must be seen as "a state responsibility, a local function and a Federal priority."

"I'm a former Governor and the President is a former Governor, and we have complete respect for the state and local role in education," Mr. Riley continued. "But this is the education era, and the future of the country is dependent on the ability of children to master the basics and

get a good education."

But critics, particularly conservatives, say Mr. Clinton's approach, and especially his proposal for voluntary national tests developed by the Federal Government of fourth-grade reading and eighth-grade mathematics represents an unwarranted growth of Federal power.

"Once you have the Federal Government saying what children should know, the next step is to prepare the teachers to teach to those new standards," said Representative Bill Goodling, Republican of Pennsylvania, who is chairman of the House Committee on Education and the Workforce. "What we're seeing now is the next big step in the federalization of elementary and secondary education."

The United States has one of the most decentralized education systems in the world, and for all the wind blowing from Washington, the money and power still reside largely in state governments and local school districts. Only 7 percent of the nation's education spending comes from the Federal Government.

But, just as he made education a central focus of his tenure as Governor of Arkansas, President Clinton has focused as compulsively on the nation's schools as any President in history. That attention, along with the growth of education to a position near the top of most polls of subjects of national concern, has meant that Washington is no longer a bystander on most education issues.

Mr. Goodling has vowed to attach an amendment to the House Appropriations bill that would prohibit the Administration from going ahead with its proposed national tests.

He and other critics say the tests would be a \$90 million waste of money and an unwarranted step toward a national curriculum, but proponents say it would allow states, schools and parents to spur achievement and gauge how their students are doing compared with national standards.

In his radio address, Mr. Clinton insisted the tests were needed and said he wanted an independent bipartisan board already created by Congress to develop and administer them. He said that would insure that the tests would not represent an expansion of Federal power.

"High standards are essential to providing our children the best education in the world, and I intend to do whatever is necessary to make sure we move forward," he said.

Existing tests either are not based on common national standards or, like the National Assessment of Educational Progress, the best national benchmark, are given to samplings of students and provide only broad national data, not results for individual schools or students.

Clinton Administration officials say they have the authority to go ahead with the tests with or without Congressional authorization, but they are mobilizing their forces to defeat Mr. Goodling's amendment.

Congress is also likely to vote on a school-voucher bill whose sponsors include Senator Joseph I. Lieberman, Democrat of Connecticut, and Senator Daniel R. Coats, Republican of Indiana; the House majority leader, Dick Armey, a conservative from Texas; and Representative Floyd H. Flake, Democrat of Queens. The bill would create a scholarship fund that would enable 2,000 low-income Washington students to go to the private or parochial school of their choice. While the bill would specifically affect only Washington, a main purpose, sponsors say, would be to stimulate further national debate on vouchers for low-income students.

"It will force us as a nation to confront the palpable anger many parents in urban areas are feeling and force the education establishment to tell these poor families who simply want the best for their children why they can't have the same choice in education that most middle-class and

upper-class families already enjoy," a spokesman for Mr. Lieberman said in a statement.

Similarly, Representative George Miller, Democrat of California, following the recommendations of a national commission on the nation's teaching force, has introduced legislation that would require states receiving Federal education financing to set clear standards for teacher quality and help schools recruit and train better teachers.

And Republicans are likely to offer an alternative to Mr. Clinton's proposed America Reads tutoring initiative and offer their competing vision of how to improve reading skills.

These issues and others are striking evidence of a historic national focus on education. From the G.I. Bill after World War II to the Great Society programs of President Lyndon B. Johnson, to the development of special education and Title I financing for low-income students in the 1970's, education issues have cropped up in Washington.

But education historians say those periods did not see the sustained national attention that the current education-reform movement has had for more than a decade, beginning with the Education Department's landmark "A Nation at Risk" report in 1983, which said the nation's economic future was imperiled by a declining school system.

Education experts say there are many reasons for this sustained attention. There is Mr. Clinton's longstanding interest in education at a time when peace and prosperity and a comparative relative absence of compelling national issues has given it unusual visibility. There is the maturing of baby boomers into parents obsessed with their children's schools. Perhaps most of all there is the widespread sense that the economic prospects of children and the nation are dependent on an educational system that is not performing well enough. Given those factors, it was inevitable for politicians in Washington to assert their influence now, some experts say.

"If you've got a hammer, everything looks like a nail, and if you're a politician in Washington, the natural tendency is to use the power you've got," said Frank Newman, director of the Education Commission of the States.

Mr. Newman said a proper balance could be struck between national leadership and local control as expressed in the dictum that efforts toward common standards or tests would be national and voluntary, not Federal and mandatory.

But whether that balance can be achieved is anyone's guess.

David Tyack, an education professor at Stanford University, said that in some ways the intense global competition for educational achievement created pressure for a concerted response from Washington. "There's so much pressure to think internationally, to compare ourselves to other nations, to look at a much smaller, more interdependent world, and that almost demands a national response," Mr. Tyack said. "But that goes against the deeply ingrained distrust of a centralized government, especially in education. There's a fascinating tension playing out that will take a long time to resolve itself." A recent assessment of long-term trends in student performance shows improvement in some subjects but not in others over two decades. It also shows a continuing disparity among parts of the country. Graph compares percentages of 13-year-old students in the Northeast, Central, West, and Southeast with mathematics scale scores at or above 250. It also compares percentages of 9-year-old students in each region with reading scale scores at or above 250. + Figures are provided for 1978, 1986, 1990 and 1996. (Source: *National Center for Education Statistics*) ■

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Clinton Administration officials say they have the authority to go ahead with the tests with or without Congressional authorization, but they are mobilizing their forces to defeat Mr. Goodling's amendment.

Congress is also likely to vote on a school-voucher bill whose sponsors include Senator Joseph I. Lieberman, Democrat of Connecticut, and Senator Daniel R. Coats, Republican of Indiana; the House majority leader, Dick Armey, a conservative from Texas; and Representative Floyd H. Flake, Democrat of Queens. The bill would create a scholarship fund that would enable 2,000 low-income Washington students to go to the private or parochial school of their choice. While the bill would specifically affect only Washington, a main purpose, sponsors say, would be to stimulate further national debate on vouchers for low-income students.

"It will force us as a nation to confront the palpable anger many parents in urban areas are feeling and force the education establishment to tell these poor families who simply want the best for their children why they can't have the same choice in education that most middle-class and

upper-class families already enjoy," a spokesman for Mr. Lieberman said in a statement.

Similarly, Representative George Miller, Democrat of California, following the recommendations of a national commission on the nation's teaching force, has introduced legislation that would require states receiving Federal education financing to set clear standards for teacher quality and help schools recruit and train better teachers.

And Republicans are likely to offer an alternative to Mr. Clinton's proposed America Reads tutoring initiative and offer their competing vision of how to improve reading skills.

These issues and others are striking evidence of a historic national focus on education. From the G.I. Bill after World War II to the Great Society programs of President Lyndon B. Johnson, to the development of special education and Title I financing for low-income students in the 1970's, education issues have cropped up in Washington.

But education historians say those periods did not see the sustained national attention that the current education-reform movement has had for more than a decade, beginning with the Education Department's landmark "A Nation at Risk" report in 1983, which said the nation's economic future was imperiled by a declining school system.

Education experts say there are many reasons for this sustained attention. There is Mr. Clinton's longstanding interest in education at a time when peace and prosperity and a comparative relative absence of compelling national issues has given it unusual visibility. There is the maturing of baby boomers into parents obsessed with their children's schools. Perhaps most of all there is the widespread sense that the economic prospects of children and the nation are dependent on an educational system that is not performing well enough. Given those factors, it was inevitable for politicians in Washington to assert their influence now, some experts say.

"If you've got a hammer, everything looks like a nail, and if you're a politician in Washington, the natural tendency is to use the power you've got," said Frank Newman, director of the Education Commission of the States.

Mr. Newman said a proper balance could be struck between national leadership and local control as expressed in the dictum that efforts toward common standards or tests would be national and voluntary, not Federal and mandatory.

But whether that balance can be achieved is anyone's guess.

David Tyack, an education professor at Stanford University, said that in some ways the intense global competition for educational achievement created pressure for a concerted response from Washington. "There's so much pressure to think internationally, to compare ourselves to other nations, to look at a much smaller, more interdependent world, and that almost demands a national response," Mr. Tyack said. "But that goes against the deeply ingrained distrust of a centralized government, especially in education. There's a fascinating tension playing out that will take a long time to resolve itself." A recent assessment of long-term trends in student performance shows improvement in some subjects but not in others over two decades. It also shows a continuing disparity among parts of the country. Graph compares percentages of 13-year-old students in the Northeast, Central, West, and Southeast with mathematics scale scores at or above 250. It also compares percentages of 9-year-old students in each region with reading scale scores at or above 250. + Figures are provided for 1978, 1986, 1990 and 1996. (Source: *National Center for Education Statistics*) ■

Stop National Testing Now

July 29, 1997

TO: The Honorable Newt Gingrich, Speaker of the House of Representatives
 The Honorable Richard Armey, Majority Leader
 The Honorable Tom Delay, Majority Whip
 The Honorable John Boehner, Chairman of the Republican Conference
 The Honorable Bob Livingston, Chairman, House Appropriations Committee
 The Honorable Gerald Solomon, Chairman, House Rules Committee

RE: Stop President Clinton's Unauthorized National Testing **STOP TODAY!**

American Association of Christian Schools

American Family Association

Christian Coalition

Concerned Women for America

Eagle Forum

Family Research Council

Family Life Seminars

Coalition for America

Home School Legal Defense Association

National Right to Read Foundation

Traditional Values Coalition

Gentlemen:

President Clinton has made a controversial and unilateral decision to create a national achievement test based on "real, meaningful national standards." Although the test is supposed to be voluntary, the President has declared "I believe every state must participate and that every parent has a right to the most accurate information about how his or her child is doing." That doesn't sound particularly voluntary.

We strongly oppose national testing for several reasons and urge support for Chairman Goodling's amendment to specifically forbid any expenditure of funds for this purpose in the Labor/HHS/Education Appropriations bill.

First, we believe national testing will lead to an unwarranted national curriculum, stifling local control of education at the level of the school and teachers. One of the basic precepts of the American Psychological Association's *Standards for Educational and Psychological Testing* is that students may not be given tests unless they have had an opportunity to learn the material of the test. In a leading federal case from Florida, *Debra P. v. Turlington*, a high school graduation test was invalidated because there had been no voluntary study done which matched the curriculum in use by all students with the test required for graduation. The only way to have a test that imposes "real, meaningful national standards" is to have a national curriculum.

Education, like the economy, does not work when it is run by a centralized government. American public education has been a cash-and-burn descent that is directly related to the increase of centralized control.

Second, the Administration lacks the proper authority to spend funds on the development of national tests. As House Education and the Workforce Committee

Chairman Goodling has repeatedly stated, "While I personally oppose federal involvement in developing individualized tests, the real issue here is that the development of individualized, national tests is too controversial and potentially divisive for the President to act without specific congressional discussion, review, and authorization."

Finally, a federal foray into educational testing would duplicate private efforts. National Standardized tests currently provide parents with valuable information about their child's performance in relation to national norms. The Stanford Achievement test is just one example. A federal testing program would not only be inappropriate, but also unnecessary.

Language included in the Labor, HHS, and Education Appropriations bill allows the Administration to proceed with the planning and development of national tests. Although the bill requires a National Academy of Sciences study prior to implementation of the tests, it does not provide a sufficient safeguard.

These tests would assess fourth graders and eighth graders in reading and math, respectively, above and beyond the existing National Assessment of Education Progress (NAEP) tests. President Clinton and the Department of Education have already begun the design and contract process for these tests without the proper oversight.

We urge you to include language in the Labor/HHS/Education Appropriations bill which strictly forbids the Administration from spending any money on the planning, development, implementation, or administration of any new national testing program.

Gary L. Bauer

Gary Bauer
Family Research Council

Michael C. Farris

Mike Farris
Home School Legal
Defense Association

Rev. John Shelton

Rev. John Shelton
Traditional Values Coalition

James D. Jacobson

James D. Jacobson
National Right to Read
Foundation

Dr. Carl Herbster

Dr. Carl Herbster
American Association
of Christian Schools

Don V. ...

Don V. ...
American ...
Association

Don Hodel

Don Hodel
Christian Coalition

Beverly LaHays

Beverly LaHays
Concerned Women for America

Phyllis ...

Phyllis ...
Eagle ...

Tim LaHaye

Tim LaHaye
Family Life Seminars

Paul Weyrich

Paul Weyrich
Coalition for America

been no validity study done which matched the curriculum in use by students with the test required for graduation. The only way to have a test that imposes "real, meaningful national standards" is to have a national curriculum.

- Second, the Administration lacks the proper authority to spend funds on the development of national tests. As House Education and the Workforce Committee Chairman Goodling has repeatedly stated, "While I personally oppose federal involvement in developing individualized tests, the real issue here is the development of individualized, national tests is too controversial and potentially divisive for the President to act without specific congressional discussion and authorization."

- Thirdly, a national test would conflict with state standards. Rebecca K. ... of the Delaware Department of Education stated at the February 18 meeting:

"We can't afford [at the state level] to have our tests be significantly different from yours [national tests]. Even if we think it is significantly better, because it is going to drive a lot of what we are doing. And it won't only drive it in grades four and eight. It's going to drive it through out the years because they are going to get to grade four and eight. So just be aware of that."

- Finally, a federal foray into educational testing would duplicate private efforts. National Standardized tests currently provide parents with valuable information about their children's performance in relation to national norms. The Stanford Achievement test is just one example. A federal testing program would be inappropriate, but also unnecessary.

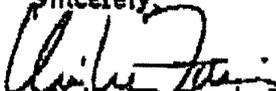
Language already included in the Labor, HHS, and Education Appropriations bill allows the Administration to proceed with the planning and development of national tests. Although the bill requires a National Academy of Sciences study prior to implementation of the tests, this does not provide a sufficient safeguard.

These tests would assess fourth graders and eighth graders in reading and math, respectively, above and beyond the existing National Assessment of Education Progress (NAEP) tests. Yet, President Clinton and the Department of Education have already begun the design and contract process for these tests without the proper oversight.

We urge you to support Congressman Goodling's amendment to the Labor/HHS/Education Appropriations bill which strictly forbids the Administration from spending any money on the planning, development, implementation, or administration of any new national testing program until authorized by Congress.

Please notify us if you intend to support Congressman Goodling's amendment. If we do not hear from you by August 31, we will assume you are either undecided or supportive of President Clinton's testing agenda and will notify our membership accordingly.

Sincerely,


Michael P. Farris, Esq.



MICHAEL P. FARRIS, ESQ.
President

DOUGLAS W. PHILLIPS, ESQ.
Attorney

CHRISTOPHER J. ... A, B.S.

... DEPARTMENT OF ... Affairs

... K. W. ...

August 13, 1997

The Honorable George Miller
U.S. House
2205 RHOB
Washington, DC 20515

Dear Congressman Miller:

The purpose of this letter is to find out your position on President Clinton's proposed national achievement test. We need to know your stand on this issue by August 31 in order to inform our membership as to which offices need to be contacted in September.

We urge you to support Congressman Goodling's amendment to H.R. 2264, the Labor/HHS/Education Appropriations bill, which would prohibit all funds to be used to develop, plan, implement, or administer any national test in reading or math.

President Clinton has made a controversial and unilateral decision, completely bypassing Congress, to create a national achievement test based on "real, meaningful national standards." Although the test is supposed to be voluntary, the President has declared "I believe every state must participate and that every parent has a right to honest, accurate information about how his or her child is doing." This doesn't sound particularly voluntary.

We strongly oppose national testing for several reasons and urge support for Congressman Goodling's amendment to specifically forbid any expenditure of funds for this purpose in the Labor/HHS/Education Appropriations bill.

- First, we believe national testing will lead to an unwarranted national curriculum, stifling local control of education at the level of textbooks and teachers. As University of Kansas Professor John Poggie remarked during a brainstorming session at the Department of Educational Research & Improvement on February 28, "What gets tested is what will be taught."

One of the basic precepts of the American Psychological Association's *Standards for Educational and Psychological Testing* is that students may not be given tests unless they have had an opportunity to learn the material on the test. In a leading federal case from Florida, *Debra P. v. Turlington*, a high school graduation test was invalidated because the

COALITION FOR DEVELOPMENT OF VOLUNTARY NATIONAL TESTS

August 27, 1997

Members of the United States House of Representatives

Dear Representative:

**Subject: Support for funds in the FY 1998 Education Appropriations (H.R. 2264)
to Develop National Tests in Mathematics and Reading**

The organizations listed below urge your support for the Appropriations Committee provisions in the Fiscal Year 1998 Labor/HHS/Education Bill (H.R. 2264) which enable development of new voluntary national tests for individual students in mathematics and reading. We urge, also, your opposition to any amendments which would prohibit funding for development of the tests or otherwise impede their preparation.

Why develop voluntary national tests?

Our students must be able to benchmark their education progress now in ways never done before so they may prepare for their future. Although there is extensive testing in our nation, there is no individual student test of reading or mathematics which enables a student to compare his or her work with students in other states and in other nations. Our highly mobile students and their families need test results indicating their performance as they move among school districts and states. Our children will also compete for jobs across communities, states, and nations. They need test results indicating whether their achievement is competitive with other students around the world. In short, students and families want to know what level of learning is required to reach the high standards necessary as we enter the 21st Century.

The proposal for developing national tests in reading and mathematics is designed to provide that information at two critical points -- 4th grade in reading and 8th grade in mathematics. The selection of 4th grade reading is made because at that stage to succeed in all subjects in school, students must have proficiency in reading English. The selection of 8th grade mathematics is key, because that is the pivotal year for a student to determine what level of mathematics she or he will pursue in high school. This choice, in turn, heavily influences whether or not the student will advance to postsecondary education.

Design of the tests

The proposal for developing the tests included in the Appropriations Committee's bill takes maximum advantage of tests already in use. It enables students and families to have the achievement information they want in an efficient and timely way.

The new tests are built on the widely accepted testing done under the National Assessment of Educational Progress (NAEP). NAEP enjoys strong, bipartisan support as a measure of national student samples and samples in more than 40 states of student achievement in mathematics and

reading. By basing the new individual student tests on content tested under NAEP, the new test is the most efficient way to link scores nationally to NAEP and internationally to the Third International Mathematics and Science Study. As a result, a long-standing hope will be realized by 2000: an individual student anywhere in the United States will be able to compare his or her academic achievement to that of students in other states and in more than 40 other countries.

Safeguards in test development

The House Appropriations Committee, with the agreement of the Administration, has provided clear safeguards for development of the tests. The development and field trials of the new tests will be reviewed by the National Academy of Sciences with a favorable report required in advance of any use of the tests. The process of Academy review is comparable to the quality controls required by Congress in the development of the NAEP, in that case, by the National Academy of Education. The Congress, the states and localities, and students and parents will have the advantage of a thorough technical and professional review before the national tests are actually administered.

Urgency for test development in 1997

The members of our organizations urge that development of the national tests moves forward in 1997. States and localities are now addressing significant choices regarding their future testing systems. The option of using the national tests in reading and mathematics is an extremely important one. We need to have that option, but final decisions require test availability by 1999 and design and field testing in 1997 and 1998. No state is required to participate, and no state should be denied the option by halting test development. This use of federal funds for test development is as cost-effective an investment in state, national and international reading and mathematics comparisons as could be made with public or private funds.

We urge the House of Representatives to give the green light for developing voluntary national tests in reading and mathematics, thereby enabling our students and their families to genuinely benchmark their individual efforts and results to their counterparts throughout the United States and around the world.

Thank you for your consideration of our recommendation.

Respectfully submitted,

American Federation of Teachers
Council for Exceptional Children
Council of Chief State School Officers
Council of Great City Schools
National Association of Elementary School Principals
National Association of State Directors of Special Education
National Education Association
National School Boards Association

COALITION FOR DEVELOPMENT OF VOLUNTARY NATIONAL TESTS

August 27, 1997

Members of the United States Senate

Dear Senator:

**Subject: Support for funds in the FY 1998 Education Appropriations (S.1061)
to Develop National Tests in Mathematics and Reading**

The organizations listed below urge your support for the Appropriations Committee provisions in the Fiscal Year 1998 Labor/HHS/Education Bill (S.1061) which enable development of new voluntary national tests for individual students in mathematics and reading. We urge, also, your opposition to any amendments which would prohibit funding for development of the tests or otherwise impede their preparation.

Why develop voluntary national tests?

Our students must be able to benchmark their education progress now in ways never done before so they may prepare for their future. Although there is extensive testing in our nation, there is no individual student test of reading or mathematics which enables a student to compare his or her work with students in other states and in other nations. Our highly mobile students and their families need test results indicating their performance as they move among school districts and states. Our children will also compete for jobs across communities, states, and nations. They need test results indicating whether their achievement is competitive with other students around the world. In short, students and families want to know what level of learning is required to reach the high standards necessary as we enter the 21st Century.

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We urge the Senate to give the green light for developing voluntary national tests in reading and mathematics, thereby enabling our students and their families to genuinely benchmark their individual efforts and results to their counterparts throughout the United States and around the world.

Thank you for your consideration of our recommendation.

Respectfully submitted,

American Federation of Teachers
Council for Exceptional Children
Council of Great City Schools
Council of Chief State School Officers
National Association of Elementary School Principals
National Association of State Directors of Special Education
National Education Association
National School Boards Association

F798 Proceed w/develop.
[NAEP/NAAGB?]

Comm NAEP study or harmonize
to nos.

Make records as to which
can harmonize + to states
on how
to states

No field test until May/June

If can be harmonized,
we declare victory +

Open to NAEP harmonizing.

If can't be harmonized,
proceed w/field test,
w/it need authoriz.

If can't work it out
in authoriz, we get to fight
against

Goodling

Vic Klatt, ^{House} _{Chairman} 225-7350

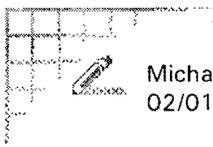
Kene Talley, 225 4527

THE WHITE HOUSE

Wednesday, November 5, 1997

Bruce Reed	POTUS
Bookfair	9:00 Mtg (Oval)
9:40 Briefing for Goodling Mtg (Oval)	Bowles
	9:15 Briefing (Oval)
	Berger
	9:30 Mtg (Oval)
	Streett
	9:40 Briefing (Oval)
	Hilley
	10:00 Goodling Mtg
	10:45 Briefing (Oval)
	Hilley
1:50 Car #33	11:15 Fast Track Event
2:00 Tobacco	12:00 Lunch with VP
Mtg with Bob	(Oval)
Graham	1:00 Phone/Office
(524 Hart)	3:45 Time
	3:45 Briefing (Oval)
	4:00 Cong Mtg
	4:40 Briefing (Oval)
	4:45 Cong Mtg
	5:25 Briefing (Oval)
	5:30 Cong Mtg
	6:00 Down
	6:50 Reception
	8:05 Back to WH
	8:20 Briefing
	8:30 Cong Mtg

Edue - Tests



Michael Cohen
02/01/98 12:12:51 PM

Record Type: Record

To: Bruce N. Reed/OPD/EOP, Elena Kagan/OPD/EOP
cc:
Subject: Strategy for Goodling vote: IMPORTANT

Janet Murguia, Scott Fleming, Barbara Chow and I continued to flesh out our strategy for Thursday's anticipated floor vote on Goodling's test bill. Here are the key points, including a few calls for each of you.

1. Riley is set to speak to the Democratic Caucus on Wednesday. His job is make the point for unity on political and process grounds. Scott and I will work to make sure he doesn't use this as an opportunity to make the case for the tests; if he does this, it will backfire.
2. Riley and/or Scott will nail down Clay and Martinez to speak out in support of Riley at the Caucus meeting.
3. Riley will be making a series of calls--to Waters, Becerra, Owens (surprisingly, Owens signed the minority report on the Goodling bill, sticking with the other D's), to keep them and the caucuses on board; to Obey; to Stenholm and other Blue Dogs
4. Barbara Chow will call Bob Matsui, in an effort to enlist his support in getting Patsy Mink to stay with us (we lost her at mark-up). Scott Fleming will remind her staff that Mink was supportive of the tests when Riley testified before the committee--in an effort to appeal to consistency.
5. **Bruce--Janet thinks you should call Tim Romer and Cal Dooley. Dooley was with us in the Fall, and needs to be shored up. Romer went with Goodling at mark-up; he won't change now. Your message to him is: don't try to lead other Dems with you.**
6. Bob Shireman, Janet and I will work the Hispanic groups and members who come to WH for Monday's Hispanic Initiative event with VPOTUS.
7. **Elena--one of us should call Wade Henderson, thank him for his support at mark-up, and ask him to stick with us through the floor vote. Let me know whether you will call or would prefer me to.**
8. Scott Fleming and his staff will be calling every Dem. we lost on the floor last fall, and ask them to stick with us. He'll get back to us if he needs us to help out.

SENT BY:

2-12-98 10:04AM



National Assessment Governing Board

National Assessment of Educational Progress

FOR IMMEDIATE RELEASE
February 12, 1998

Contact: Lawrence Feinberg
(202) 357-6942

Governing Board and Test Publishers Agree on Major Changes in Voluntary National Test Development Contract

Educ Tests

The National Assessment Governing Board has reached agreement with a group of test publishers on major modifications in the contract for developing voluntary national tests in 4th grade reading and 8th grade mathematics.

Meeting the first deadline set by Congress for preparing the proposed exams, the contract modifications carry out fully decisions made by the independent, bipartisan Governing Board at a special meeting last month.

Under legislation passed by Congress and signed by the President in November, the Board has been granted "exclusive authority" over the five-year test development contract that was awarded by the U.S. Department of Education on August 15. By law, the Board was required to decide by February 11 whether to approve, modify, or terminate the contract.

Under the revised \$45 million contract, signed late yesterday by NAGB and the American Institutes for Research (AIR), the proposed tests would be based on the same content and performance standards as the National Assessment of Educational Progress (NAEP). They would be designed to provide student-level results according to the Governing Board's standards for basic, proficient, or advanced performance.

The law prohibits any pilot testing of questions or field tests before October 1, 1998, a provision that is specifically incorporated in the revised contract. Other key contract revisions include:

- Changing the contract performance periods to end on September 30 rather than August 15. This brings the calendar for future contracting decisions in line with the Congressional calendar for legislation and appropriations for future fiscal years, which start October 1.
- Setting the schedule so that test questions are written during 1998; pilot testing would be conducted in March 1999 (if Congress does not prohibit continued test development); field testing would be held in March 2000; and the first testing of fourth and eighth grade students would be offered in March 2001.

-MORE-

800 North Capitol Street, N.W.
Suite 825, Mailstop 7983
Washington, D.C. 20002-4233
Phone: (202) 357-6938
Fax: (202) 357-6945

-2-

- Removing activities beyond the scope of test development, such as supplementary performance-item booklets, marketing, publicity, and recruiting for the proposed tests.
- Ensuring that all policy decisions are made by the Governing Board. In the original contract, decisions were made by the Education Department or the test development contractor.
- Ensuring extensive deliberation and public comment before the Board decides on accommodations, such as braille or bilingual booklets, for disabled or limited-English students.
- Providing information for the Board to make four determinations required under the law. These are related to avoiding test bias; maximizing test accuracy; meeting the needs of disadvantaged, disabled, and limited English proficient students; and informing parents and students about test content, purpose, and uses.

"All of the changes are designed to bring this contract in line with the law, as passed by Congress and signed by the President," said Mark Musick, chairman of the 26-member Governing Board. "Since Congress put the Board in charge of a five-year contract, we are planning, of course, for year two and beyond. But we are not presuming--one way or the other--whether test development will continue after September 30. We are carrying out the job Congress assigned to us."

Congress is planning to take up reauthorization of the National Assessment and the Governing Board later this year, and the future of voluntary national tests will probably be part of those deliberations.

"Our plans are based on the expectation that we will receive timely guidance through the congressional authorization and budgeting process," said Roy Truby, Executive Director of the Governing Board. "We are taking steps in the contract to ensure that we are positioned to act in accordance with that guidance."

The Governing Board, composed of state and local officials, educators, and business and public representatives, was established by Congress in 1988 to set policy for NAEP, the only testing program that regularly measures achievement of a cross-section of students in U.S. elementary and secondary schools. Over the past 27 years NAEP results in a range of academic subjects have been reported for the nation, regions, and states, but not for individual students.

As authorized at a Board meeting on January 22, final approval of the revised test development contract was given by the Board's Executive Committee and special contract review committee. The review committee was headed by William T. Randall, former NAGB chairman who was state Commissioner of Education in Colorado for many years.

-MORE-

SENT BY:

-3-

Other members of the review committee are NAGB vice-chairman Mary Blanton, of Salisbury, NC, a lawyer and general public member of NAGB; James Ellingson, of Moorhead, MN, a fourth grade teacher; Thomas Fisher, director of student assessment for the Florida Department of Education; Edward Haertel, a professor at Stanford University who is an expert in educational testing; Diane Ravitch, former Assistant Secretary of Education under President Bush, now senior research scholar at New York University and senior fellow at the Brookings Institution; and Deborah Voltz, assistant professor of special education at the University of Louisville.

Under the contract, the American Institutes for Research will oversee the test development effort. AIR is a national, nonprofit organization with broad experience in education-related research, including large-scale assessments and program evaluation. The project director is Archie E. Lapointe, former head of the NAEP program at Educational Testing Service (ETS), the NAEP contractor since 1983.

The major test publishers and others who will continue as subcontractors include California Test Bureau/McGraw Hill, Educational Testing Service, Harcourt Brace Educational Measurement, National Computer Systems, Riverside Publishing, and Westat, Inc.

#