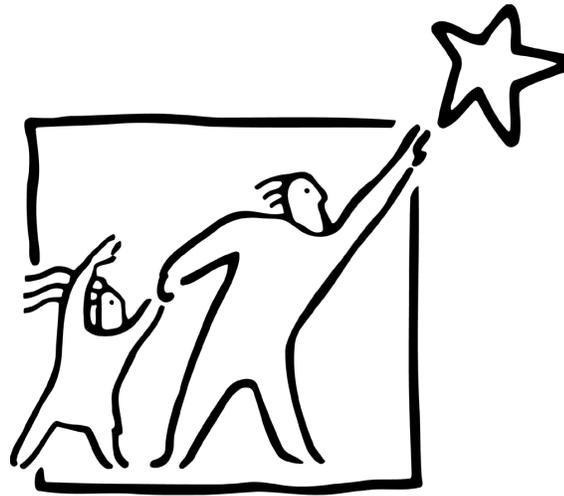


RISING TO THE TEST

Meeting the Challenges of Standards, Assessment and Accountability

**A LIVE, NATIONAL TELECONFERENCE
DECEMBER, 6 2000
1:00 PM TO 2:30 PM EST**



NATIONAL
EDUCATION
GOALS
P A N E L

DOWNLINK SITE FACILITATOR'S GUIDE



NATIONAL EDUCATION GOALS PANEL

December 6, 2000

Dear Colleague:

I am pleased to provide you with a copy of the facilitator's guide to the National Education Goals Panel national teleconference, *Rising to the Test: Meeting the Challenges of Standards, Assessment and Accountability*. In it you will find the necessary information to host a successful downlink site.

Over the last decade, policymakers, educators and the public have reached a remarkable degree of consensus on improving education. The ideas at the center of this agreement are standards-based reform and its essential components — rigorous academic standards, assessments and accountability for results. Standards and accountability systems have changed the environment in which educators work and created a clear impetus for improvement. The next challenge for policymakers, educators, parents and communities is to develop policies and practices that accelerate the rate of change and improvement in education help all students achieve to high standards.

This teleconference will look at how three schools and districts are embracing standards-based reform and mastering its challenges. We will hear how determined educators are creating rich learning environments for their students, expanding learning time and opportunities and restructuring systems and practices in ways that are leading to higher student achievement.

I hope you will find the video teleconference valuable, and we look forward to working with you in our mutual efforts to improve education for all of our children.

Sincerely,

A handwritten signature in black ink that reads "Tommy G. Thompson".

Tommy G. Thompson
Governor of Wisconsin
Chair, National Education Goals Panel

SATELLITE COORDINATES FOR THE TELECONFERENCE:

GE2 – Ku-Band
Transponder 4
Downlink polarity – horizontal
Downlink frequency – 11780

And

Galaxy 3 – C-band
Transponder 2
Downlink polarity – vertical
Downlink frequency – 3740

Phone number for audience *Call-ins*: (800) 879-3166

Phone number for *Technical Assistance*: (800) 879-3166 or 202-408-4898

Phone number for *Faxing Questions*: 202-408-4978

IMPORTANT INFORMATION FOR PARTICIPANTS

The National Education Goals Panel will broadcast *Rising to the Test: Meeting the Challenges of Standards, Assessments and Accountability* through satellite transmission.

Recipients tuning into the downlink coordinates will see a test pattern beginning at 12:45 EST. This test pattern will remain on until 1:00 p.m. when the Teleconference begins.

For proper reception please tune in early.

During the program, viewers can call in questions to the panelists by dialing the toll-free number (800) 879-3166. Your call will be answered by a teleconference representative, who will take your question. If the line is busy when you call, please try again. If time does not permit answering all calls, the Goals Panel will respond to every question left by anyone leaving their name, address, e-mail address and phone number.

PROGRAM AGENDA

OPENING VIDEO SEGMENT

WELCOME AND INTRODUCTION

**Donna Lowry, Reporter, WXIA-TV, (NBC) Atlanta, Georgia
Teleconference Facilitator**

OPENING REMARKS

**Gov. Tommy Thompson, Wisconsin
Chair, National Education Goals Panel
Teleconference Moderator**

- Summary of the decade-long effort to improve schools.
- The national consensus on standards-based education reform.
- Review of the Goals Panel’s year-long initiative to identify improvement strategies and promising practices.
- The challenges ahead in making standards work.

INTRODUCTION OF PANELISTS — DONNA LOWREY

**Patte Barth, The Education Trust
Hugh Price, President, National Urban League**

“SUCCESS FOR ALL STUDENTS”

Introduction—Hugh Price

**Mount Royal Elementary/Middle School
Baltimore City Public Schools**

- Academic success for all students is a fundamental tenet of standards-based reform.
- Achieving success will require changes in beliefs and changes in practices.

Video Segment—A Look at Mount Royal Elementary/Middle School

Panel Discussion—Mount Royal Elementary/Middle School

Mark Frankel, Principal,
Betty Morgan, Deputy Superintendent, Baltimore City Public Schools
Linda Eberhart, grade 4-5 science teacher

- Building a culture of success for all students
- Strategies for success at Mount Royal

“CURRICULUM THAT CHALLENGES *ALL* STUDENTS”

Introduction—Patte Barth

Fort Recovery Local Schools
Fort Recovery, Ohio

- Standards are about raising *not* lowering expectations.
- Successful schools are finding ways to challenge students at all levels of educational progress.

Video Segment—A Look at Fort Recovery Local Schools

Panel Discussion—Fort Recovery Local Schools

Pat Niekamp, Superintendent,
Nancy Knapke, Principal, Fort Recovery Elementary
Becky Miller, Math Teacher, Fort Recovery Middle
Nick Kaiser, Student

- Using learner-centered, differentiated curriculum and instruction to meet the needs of all students.
- Strategies for success in Fort Recovery.

“KEEPING INSTRUCTION RICH *AND* ENGAGING”

Introduction—Gov. Tommy Thompson

Baker Elementary School
Hermitage High School
Henrico County Virginia Public Schools

- Passing the test without teaching to the test.
- Schools showing continuous improvement are finding ways to make curriculum and instruction richer, more engaging and relevant to the curriculum.

Video Segment—A Look at Baker Elementary and Hermitage High School

Panel Discussion—Henrico County Public Schools

Dr. Mark Edwards, Superintendent
Norman Glenn Blackburn, Principal, Hermitage High School
Kaye Thomas, Principal, Baker Elementary

- Rising above the Test
- Strategies for success in Henrico County.

LESSONS LEARNED AND POLICY IMPLICATIONS

Gov. Thompson
Patte Barth
Mark Frankel
Hugh Price
Pat Niekamp
Mark Edwards

- What are the crucial ingredients for success?
- How do we implement them?

QUESTION AND ANSWER

- Panelists respond to questions from the viewing audience.

CONCLUDING REMARKS

Gov. Tommy Thompson, Wisconsin
Chair, National Education Goals Panel
Teleconference Moderator

BACKGROUND

Henrico County Schools, Suburban Richmond, VA

Henrico County Public Schools is a suburban school district of forty-one thousand students in 63 schools, located to the north of Richmond, VA. For the last ten years, the county has been led by Superintendent Mark Edwards, who has worked hard to develop close ties with his School Board, school staff and members of the local community. Dr. Edwards has been successful in leading Henrico County Schools through a period of rapid expansion and diversification, and has led the charge to embrace the challenges of Virginia's standards-based assessment system known as Standards of Learning (SOL).

Baker Elementary School is not a typical suburban school. Located in a blue collar working community not far from the Richmond International Airport, the school serves a majority African-American population. Ninety-three percent of the students at Baker are African-American and forty-eight percent receive free or reduced price lunches. Under the leadership of Principal Kaye Thomas, Baker has made steady improvements in all measures of student performance, including improvement on the Virginia SOLs. Thomas has done this by building a school environment that is uniquely focused on quality teaching and learning. Teachers are committed to improving student learning and encouraged to take risks and try new approaches to instruction.

Hermitage High School is a diverse learning environment, with a student body that is 66 percent white, 29 percent African-American and 5 percent "other." Twenty percent of the student body receives free or reduced price lunches. Under the leadership of Principal Glenn Blackburn, the school has made continuous progress on the standards of learning, thanks to his emphasis on creating a school environment that supports and encourages success. He has done this by building a strong sense of ownership for teachers and students. Blackburn is a key motivator for his faculty and students, and is often the loudest one at the school's athletic and academic pep rallies for "Panther pride."

Fort Recovery Local Schools, Fort Recovery, Ohio

Fort Recovery Local Schools is located in rural western Ohio just miles from the source of the Wabash River. The school system includes three schools, one elementary (421 students), one middle (224 students) and one high school (301 students), and serves 946 students. Although poverty is not widespread in the area (only 7.6 percent of the students are eligible for free or reduced lunch) Fort Recovery is what statisticians call a low school valuation district, in other words, they have a limited tax base. This has not stopped the system from aggressively pursuing other funding options, including applying for grants and successfully passing two levies within the past ten years. The first of these levies was used to build the facilities now used by the elementary and middle schools and

to renovate the historic high school.

One of the key factors contributing to the strength of Fort Recovery's schools is consistency. Superintendent Pat Neikamp and his principals have been on the job for over ten years each. Although the school district has always performed well academically, the introduction of Ohio's standardized test has given the school system both the motivation and the data to further drive improvements. In addition Fort Recovery volunteered to be a beta test site for a sophisticated computer-based data analysis system that allows school personnel to instantaneously disaggregate student data to drive instruction. This has allowed the school system to maintain and improve its performance on Ohio's proficiency exams despite rising standards for what is considered passing. In addition, Fort Recovery benefits from a great deal of community support and involvement. Everyone from local business leaders to the community's police and sheriff play an active role in supporting the schools through contributions and collaboration.

Mount Royal Elementary/Middle School Baltimore, MD

Mount Royal Elementary/Middle School is located in inner city Baltimore and has a student population of 911. Over 99 percent is African American and 90 percent of its students are eligible for free or reduced price lunch. For the past three years the school has been run by Principal Mark Frankel. He came to the school, which was already considered one of the best elementary and middle programs in the city, because he wanted the challenge of driving an inner-city school to perform at and above its suburban counterparts. Frankel has met that challenge, two years ago, the school's 5th graders ranked higher than all schools in Maryland in math, and were among the top performers in Math and Science.

One of the key ingredients to Mount Royal's success is that they have created an environment that expects achievement, regardless of the background of the students. These expectations begin with something as simple as attendance. Students compete regularly for high attendance marks, and many can proudly tell you that their class has a 96 percent attendance rate. Students also have a sense of ownership in their academic success. In Maryland, achievement on the state's assessment test, MSPAP, can lead to cash prizes being awarded to schools. At Mount Royal, it is the students, through their student council, who have a major role in deciding how that money is spent. There is also a devotion to good teaching at the school. New teachers met weekly with their more experienced peers to share problems and brainstorm solutions. The school has on staff a master teacher and matches new teachers with two mentor teachers. All teachers meet regularly with their grade level teams and often with other grade level teams to plan instruction, deal with broad issues and develop solutions for improving student performance. Mt. Royal has also been successful in building effective partnerships with the business community and parents. Frankel has rebuilt and invigorated a PTA organization that is focused on supporting the school and educating parents on how to better support their children's learning.

PARTICIPANT BIOS

Patrick Niekamp

Mr. Patrick Niekamp is no stranger to the education community or the Fort Recovery Local School system. During the past 28 years Niekamp has served as teacher, principal and is the current superintendent. He participated in the Ohio School Leadership Institute and is the recipient of the Buckeye Association of School Administrator's Exemplary Education Award. Niekamp was also the project manager of a \$16 million school building project consisting of a new Elementary/Middle School and renovations to the existing High School. His team concept philosophy and data driven approach to education has been an integral part in Fort Recovery's success and involvement in numerous projects. Under his leadership the district has received Ohio District Report Card Effective School Status for three years consecutively, implemented the Network for Systemic Improvement Grant beginning in 1998 and reorganized the Athletic Booster Club for the purchase and construction of an outdoor athletic program facility.

Nancy Knapke

Mrs. Nancy Knapke has devoted 35 years to the education community serving as teacher and principal. Working as a principal for the past 12 years at Fort Recovery Elementary School, she strives to be an outstanding professional educator and leader, enabling and empowering all members of the learning community so that, together, all learners will reach their full potentials. Under her guidance, her school has been the recipient of numerous awards and grants including BEST "Breaking the Time Paradigm" Award (1996), Ohio SchoolNet School on the Move (1998), Ohio Reads Grant (1999) and Raising the Bar Technology Grant (1998). Mrs. Knapke personal accolades include the Milken National Educator Award (1996), officer on the Advisory Council for the State Superintendent and member of the National Association of Supervision and Curriculum Development.

Becky Miller

Mrs. Becky Miller is a Math teacher at Fort Recovery Middle School who, for the past 13 years, has been on a mission to make a positive impact on the lives of all her students. She strives to meet their various learning styles, challenges them to advance past their struggles, helps them succeed and values their accomplishments. Mrs. Miller has been active in the education community on the local and state level, participating in a summer Virtual Middle School Project Teacher 2000, Middle School Math Workshop Instructor in 1999 and a Project Discovery Resource Teacher in 1995. Mrs. Miller was also one of

the key participants in Fort Recovery's Middle School's Raising the Bar Technology Grant in 1998.

Nick Kaiser

Captain of the football team, 2nd academically in the class, award winner. These are a few characteristics associated with Fort Recovery's, Nick Kaiser. This senior successfully balances sports and academia, making his mark in both arenas. In addition to being awarded the Buckeye Boys State, Outstanding Student Award in Chemistry and Industrial Arts and all-conference honors in football, Nick also serves as class officer, President of the National Honor Society, participant in the Youth Leadership Invention Convention and found time to remain active in basketball and track. With his aspirations set for the engineering field, Nick has begun to dabble in the field by serving as Technology Assistant last summer, an integral part of the team that configured and set up the technology for Fort Recovery's new Elementary/Middle School.

Mark Adrian Edwards

Dr. Mark Edwards, superintendent of Henrico County Public Schools, has worn many hats in the education community: teacher, principal and assistant superintendent. He is also the recipient of the Virginia Superintendent of the Year Award (2001) and Virginia Music Association Superintendent of the Year (1998). In his current capacity, Dr. Edwards monitors 63 schools with approximately 41,000 students and finds time to serve in several civic organizations. Some of these include Chairman, Region I Superintendents, Chairman of Virginia Department of Education Standards of Learning Committee, Co-chairman of Virginia School Board of Education Accountability Advisory Committee and is on the Board of Directors for the Math & Science Center, Metropolitan Educational Research Consortium and Governor's School. In addition, Mr. Edwards has been published in several educational publications including *Richmond Magazine*, *The School Administrator Magazine*, where he was also recognized and profiled, *The School Executive Magazine* and *Educational Leadership Magazine*.

Kaye Thomas

Mrs. Kaye Thomas, principal of Baker Elementary School in Henrico County, Virginia, has served in the education community for the past 21 years in multiple localities mainly in Virginia and North Carolina. Over the years she has taught elementary, middle and high school, and has served, as high school assistant principal, educational specialist for Staff Development and educational specialist for Information Services. Mrs. Thomas is currently a doctoral candidate at Virginia Polytechnic Institute and State University. She is the recipient of an Educational Specialist Degree from Appalachian State University in North Carolina and a Masters and Bachelors from Longwood College in Virginia.

Norman Glenn Blackburn

Colonel Norman Glenn Blackburn, principal of Hermitage High School, has a proven record of success with progressive leadership in several fields including Education Administration, Student Life Programs, and Personnel Management. A decorated colonel, Blackburn has served at the Hermitage High School in various roles since 1995. In his current role he is the instructional leader and building manager responsible for charting a course and setting the agenda for a total quality educational program, which includes an athletic program, facility maintenance and developing the school's Implementation Plan for Block Scheduling. His ROTC program produced outstanding team building results that are reflected in the program's 95% score on the Cadet Command Informal Inspection. Blackburn's military experience includes Class President of the U.S. Army College in Pennsylvania, CEO of Department of the Army Training Center in Massachusetts and Chairman of the Academic Department for the Defense Intelligence College in Washington, D.C. He has also published a Student Handbook for his high school and authored several course papers on national policy and security issues. Additionally, Blackburn is a member of the Rotary Club, PHI DELTA KAPPA, the Virginia Association of Secondary School Principals and the Scout Committee, Boys Scouts of America.

Elizabeth M. Morgan

Dr. Elizabeth Morgan is currently Chief Academic Officer for the Baltimore City Public School System, where she is responsible for all teaching, learning, and school operations. She has served as the Associate Superintendent for Curriculum, Administration and School Improvement in the Frederick County School System, area superintendent, director of ESOL/Bilingual Programs in the Montgomery County Public School System. Dr. Morgan is the recipient of numerous awards for excellence in education and serves on several Boards of Directors and is active in the community. She holds a Ph.D. from American University, a Masters of Science in Curriculum, and a Bachelor of Arts in English Literature from City University of New York/Queens College and was awarded academic fellowships at Hofstra and Georgetown Universities.

Mark Frankel

Dr. Mark Frankel, principal of Mount Royal Elementary/Middle School, has 24 years experience as a principal in four states and eight school divisions. Under his guidance each of the ten schools he led increased academic performance annually at various grade levels. His experience includes extensive work on conducting needs assessment and strategic planning. Dr. Frankel's tenure at Mount Royal Elementary/Middle School boasts continued outstanding academic performance. Some of his accomplishments include receipt of the highest score in the state MSPAP fifth grade mathematics test for two consecutive years, total mathematics growth in the CTBS test and the highest Cumulative Index growth in the last five years for the fifth grade, the second highest state

award of any Maryland school in 2000-01 and improvements in the passing rate of eighth graders on the Functional Writing, Reading and Mathematics Tests. Dr. Frankel has served as presenter at conferences for a variety of organizations including National Conference on At-Risk Youth, Maryland Middle School Association and Virginia's Governor's Conference on Education. In addition, he has developed school/community public relations campaigns for local school needs, business partnerships and bond issues. He was also the recipient of the National Education Association Human Rights Award. Dr. Frankel's professional affiliations include Raleigh Court Civic League, where he is Program Chairman, National Association of Secondary Schools Principals, Research for Better Schools and the Roanoke Valley District Athletic Conference, where serves as President.

Linda Eberhart

Linda Eberhart is a classroom teacher with thirty years of experience, twenty-four of which have been at Mount Royal Elementary School. She currently teaches fourth and fifth grade math, science and social studies. Mount Royal 5th graders have been the highest math achievers in Maryland on State Performance Tests in 1999 and 2000. Eberhart's students participate in hands-on activities that encourage students to apply math, science and social studies skills in many non-traditional ways. Her students stay after school for additional help, come to school on Saturdays and sometimes send her math homework over the summer so that they won't forget the math skills that they have learned throughout the year. Linda and Mount Royal School have been featured on television and in print including NBC, CNN, The Baltimore Sun and several radio shows for raising student's achievement level through real world activities. She conducts numerous workshops for teachers, mentors new teachers and works on numerous committees to improve education. She served on the Maryland State Professional Teachers Standards and Certification Board that develops certification requirements for teachers from nothing to requiring teachers to earn six credits every five years. Linda is currently working to develop a web site, www.teachingthatworks.com as a place where she will be able to share her ideas and activities.

Hugh B. Price

Hugh B. Price, President and Chief Executive Officer of the National Urban League, is devoted to empowering African Americans to enter the economic mainstream. Based in New York City, Mr. Price monitors and directs over 100 affiliates in 34 states and the District of Columbia. In his current role, he has been marked by many notable accomplishments which include: restoring the League's fiscal health, defining a new mission and strategic vision for the 21st century, establishing a new research policy center known as the National Urban League Institute for Opportunity and Equality and a host of others. Over the years Mr. Price served in various capacities in organizations directly related to African American issues and has been the recipient of numerous honorary degrees and honors. His early professional career includes legal service attorney for low-income clients, first Executive Director of the Black Coalition of New Haven, member of

the Editorial Board of the New York Times, senior Vice President of WNET/Thirteen in New York and Vice President of the Rockefeller Foundation, where he oversaw its domestic investments to improve education for at-risk youth and increase opportunities for people of color. His professional tenure boasts numerous articles in some of the nation's premier magazines regarding public education, welfare, and criminal justice among others. Mr. Price is also responsible for the development and production of several programs on PBS including Great Performance, The Mind and Childhood, a weekly radio commentary and "To Be Equal", a column that run in African American newspapers around the country. He also finds time to serve several boards including Verizon, Committee for Economic Development and Educational Testing Service. Mr. Price is a member of various civic organizations including the American Philosophical Society, Academy of Political Science and Alpha Phi Alpha Fraternity.

Governor Tommy G. Thompson

Governor Tommy Thompson, the first in Wisconsin's history elected to a third, four-year term, has pursued an ambitious and innovative agenda focused on five main policy areas: the economy, ending welfare, education reform, the environment and crime. Thompson has developed and launched landmark initiatives and programs in all five areas but places education as a priority. His chief education goal is to give parents the tools they need to ensure their children are receiving the best education possible. Thompson's landmark program, the first parental school choice program in the nation, cleared the Supreme Court when the federal justices refused to hear an appeal. Under Thompson's leadership, Wisconsin became one of the first states to implement school-to-work and youth apprentice programs, which are recognized as among the nation's best and are used as models for other programs of its kind. His national leadership on the issue of education reform was highlighted when he convened the 1996 and 1999 national education summits, where business leader agreed to be functional stakeholders in the education community. Further Thompson also implemented world-class academic standards in every school district in the state, created a Council on Model Academic Standards, commissioned to create a clear and concise measuring tool for Wisconsin students and abolished social promotion and introduced a mandatory graduation test, which transformed a high school diploma from a keepsake into a ticket to opportunity. Thompson has received numerous awards for his public service namely, the Anit-Defamation League's Distinguished Public Service Award, The Best Friends Award and Governing Magazine's "Public Official of the Year Award." He has served as chairman and executive member of several organizations including The Education Commission of States, Council of State Governors and the National Governors Association.

Patte Barth

Ms. Barth is a senior associate of the Education Trust, a national nonprofit organization that works to improve the education provided low-income and minority students, kindergarten through college. Her duties include research and analysis of academic

standards, assessments, and student achievement trends. She also writes frequently about educational issues and policies. Her articles have appeared in the *Washington Post*, *Richmond Times-Dispatch*, and *Education Week* among others. In addition, she assists schools and communities that serve low-income and minority students to define and implement standards.

Ms. Barth is the editor of *Thinking K-16*, the Education Trust's influential series of reports on important educational policies and practices. She was co-author on two of these reports: "Not Good Enough: A Content Analysis of Teacher Licensing Examinations" and "Ticket to Nowhere: The Gap Between Leaving High School and Entering College and High-Performing Jobs." Ms. Barth has written a book with Ruth Mitchell on elementary education called *Smart Start*, which includes standards of what knowledge and skills students should have to be prepared adequately for secondary school. A second edition is due out next year.

CONTACT INFORMATION

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Betty Morgan, Deputy Superintendent, Baltimore City Public Schools
Linda Eberhart, 4-5 grade science teacher

Fort Recovery Local Schools, Fort Recovery, OH

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Panelists:

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Nancy Knapke, Principal, Fort Recovery Elementary School
Becky Miller, Math Teacher, Fort Recovery Middle School
Nick Kaiser, Senior, Fort Recovery High School

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FACILITATOR'S QUESTIONS FOR DISCUSSION

After the National Education Goals Panel teleconference broadcasts on December 6, you may want to engage the group you have gathered at your downlink facility in a discussion of the significance of the programs covered and lessons learned. We have prepared a list of suggested questions that you can use to guide that discussion. These questions are suggestions, feel free to use as many, or as few, of these as you like.

- *What are some of our own local education success stories in meeting the challenges of standards, assessment and accountability? Which districts or schools are meeting that challenge and what are they doing that is working so well?*
- *How did the three programs featured in the teleconference build a belief and commitment to success of all students and how did they communicate that belief to all staff and students? Is that something that we can try here in our local community? Would that work and why would or wouldn't it?*
- *How did the schools featured in the teleconference restructure their school day and year to create opportunities for professional development? Is that something that can be done in our local community? How and what would we need to do to make it succeed?*
- *What data sources are used in our local schools? For example: Tests scores, surveys of students and/or parents or others? Who is this information shared with in the local community? How is this information used to improve instruction and student outcomes? Could we do a better job using this data?*
- *If local school leadership wanted to take some risks to try to enact positive change, how could we develop and sustain a culture and climate that encourages and supports risk taking?*
- *How can this community avoid certain strategies such as "teaching to the test" and instead provide enriched learning opportunities for students that result in measured improvements?*
- *What supports need to be in place in our local community and at the district and state level that will assist local schools in improvement efforts? Which of these supports are already in place and what can we do to help advocate for additional needed supports?*

RESOURCES

National Education Goals Panel Publications available at: www.negp.gov

- 1999 National Education Goals Report
Offers an analysis on the 34 state indicators and provides the following information for each: the states that have made improvements over time, the states that are considered the top performers, and the states that are considered the most improved.
- 1999 Data Volume for the National Education Goals Report
Includes four pages of data per state and examines each state's progress toward 33 measures across the eight National Education Goals.
- Strategies for Meeting High Standards: Quality Management and the Baldrige Criteria in Education
- Promising Practices: Progress Toward the Goals 1999
- Exploring High and Improving Reading Achievement in Connecticut - Part 1, Part 2, Part 3
A case study by Joan Boykoff Baron that looks at state and local policies and practices in effect in Connecticut in the 1990s, the period NAEP and a parallel state test document high and improved reading performance among all subgroups in the state. Interviews document the classroom approaches used in local districts that showed the greatest improvement on the state reading test. Reid Lyon of the National Institutes of Health, David Grissmer of RAND, and the National Institute for Literacy comment on the public policy lessons for other states.
- Promising Practices: Progress Toward the Goals, 1998
Uses Goals Panel data to identify states that are among the top performers and top improvers and "tells the story" behind the data. Includes programs and policies that officials in 20 states believe contributed to statewide improvements.
- Talking About Tests: An Idea Book for State Leaders, 1998
Assists state leaders in communicating with parents about the need for higher standards and tougher tests and reporting individual student results in meaningful ways. Provides examples of good communication through the use of individual state examples and "close-ups" (in-depth stories).
- Exploring Rapid Achievement Gains in North Carolina and Texas, by David Grissmer and Ann Flanagan
North Carolina and Texas produced the largest average gains in the nation on NAEP reading and mathematics assessments administered between 1990 and 1996. This publication reports on case studies in both states that seek to identify the policy initiatives and policy environments that plausibly account for those gains.

- Exploring High and Improving Reading Achievement in Connecticut - Part 1, Part 2, Part 3
A case study by Joan Boykoff Baron that looks at state and local policies and practices in effect in Connecticut in the 1990s, the period NAEP and a parallel state test document high and improved reading performance among all subgroups in the state. Interviews document the classroom approaches used in local districts that showed the greatest improvement on the state reading test. Reid Lyon of the National Institutes of Health, David Grissmer of RAND, and the National Institute for Literacy comment on the public policy lessons for other states.
- Setting the Record Straight by Achieve, 400 North Capitol Street, NW Suite 351, Washington, DC 20001. 2000. www.achieve.org,
- Maintaining Progress Through Systemic Education Reform January 25, 2000—by Mark Ouellette National Governors' Association, Hall of States, 444 North Capitol Street, Washington, D.C. 20001-1512 Telephone (202) 624-5300
<http://www.nga.org/CBP/Activities/Education.asp>

PROMOTING YOUR BROADCAST OF THE TELECONFERENCE

In an effort to reach as large an audience as possible we have compiled a list of suggested downlink promotion ideas to help you in recruiting local viewers for your downlink facility for the December 6 teleconference, *Rising to the Test, Meeting the Challenges of Standards, Assessment and Accountability*. These are offered to you as suggestions, and are intended as a resource to help you bolster any audience that you may already anticipate for your broadcast of the teleconference. You are under no obligation to recruit additional viewers, however, if you are interested here are a few quick and easy tips for getting the word out.

- **Post Fliers in Local Schools and Community Centers**

Local schools and community centers see a lot of people on a daily basis who have a vested interest in the subjects being covered in this teleconference. Posting flyers for the teleconference (see attached flyers) with information about how to contact you to attend the teleconference, is a great way to recruit viewers. School offices, community bulletin boards and other highly public spaces are the best location for making the flyers available.

- **Submit Information to your Local News Organizations for their Community Calendars**

Most local news organizations post information about upcoming local events in what is commonly called “community calendars.” These are great resources for getting the word out about the teleconference because they reach a large local audience, and they are free. All you need do is simply find out who at your local media organizations maintains the community calendar and send them a copy of the flyer so they can post the information it contains.

- **Post Information on Your Organization’s Website**

If you work with an organization that is involved in any way in education issues, we encourage you to post information about your broadcast of the National Education Goals Panel’s teleconference on your website. Odds are good that folks in your local community visit your website on a regular basis looking for important information. This is a great, and again free, way to promote your viewing of the teleconference.

- **Call or E-mail your colleagues and Invite Them**

Do not make the assumption that just because you have told your colleagues about your hosting the teleconference that they will automatically come. It is a tried and true rule that most people will take time out of their busy schedules for worthwhile activities when they are directly asked to. Take a few minutes and write your professional colleagues within your region and directly invite them to view the teleconference at your broadcast.

- **Announce the Teleconference During Meetings**

If you have access to a satellite downlink facility, no doubt you are also involved in various professional and community activities. A great way to recruit additional viewers for your facility is to make announcements inviting members of these organizations who might be interested to attend the broadcast of the teleconference.

- **Send Letters of Invitations to Local Education Groups**

Most communities have a number of organizations that are actively involved in education issues. These range from certain obvious groups like your local school board and teachers union to PTA organizations, local Chambers of Commerce and local government officials, among others. Members of these organizations could benefit from attending this teleconference and would probably be more than eager to attend a viewing at your facility if invited. We have included in this facilitators guide a suggested letter of invitation. Feel free to use it as is or make any appropriate changes that you like.

- **Make a Tape Recording of the Teleconference for Rebroadcast**

No matter how much local promotion you do, there will always be a few interested individuals who will be unable to attend because of schedule conflicts. A great way to expand the number of people who see the teleconference is to make a video tape of the broadcast and arrange a time to either show it again at your facility or a way to share it with other organizations that might be interested.

Of course, these are just a few suggestions. There are a number of ways you can recruit a local audience for the teleconference. Feel free to try as many ways as possible and do not get discouraged if one of your efforts does not work. We think you will be surprised by how many people are very interested in the issues covered in the teleconference.

If you have any questions, or would like to learn more about how you can help promote your broadcast of the National Education Goals Panel's teleconference, please feel free to call our media consultant, Brian Turmail. He can be reached at (202) 842-3600 x 222.



What is the National Education Goals Panel?

The National Education Goals Panel is a unique bipartisan body of state and federal officials created in 1990 by President Bush and the nation's Governors to report state and national progress and urge education improvement efforts to reach a set of National Education Goals.

What are the National Education Goals?

There are eight National Education Goals set for the year 2000. They are:

- 1) All children will start school ready to learn
- 2) The high school graduation rate will increase to at least 90%
- 3) All students will become competent in challenging subject matter
- 4) Teachers will have the knowledge and skills they need
- 5) U.S. students will be first in the world in math and science
- 6) Every adult American will be literate
- 7) Schools will be safe, disciplined, and free of drugs, guns and alcohol
- 8) Schools will promote parental involvement and participation

Who serves on the Goals Panel and how are they chosen?

Eight governors, four state legislators, four members of the US Congress, and two White House appointees serve on the Goals Panel. Members are appointed by the leadership of the National Governors' Association, the National Conference of State Legislatures, the US Senate and House, and the President. The number of Republicans and Democrats are made even by appointing five governors from the party that does not control the White House.

What does the Goals Panel do?

The Goals Panel has been charged to:

- Report state and national progress toward the National Education Goals.
- Work to establish a system of high academic standards and assessments.
- Identify promising and effective reform strategies.
- Recommend actions for state, federal and local governments to take.
- Build a nationwide, bipartisan consensus to achieve the Goals.

The annual Goals Report and other publications of the Panel are available without charge upon request from the Goals Panel or at its web site www.negp.gov. Requests can be made by mail, fax, or e-mail, or Internet at the following addresses.

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NATIONAL EDUCATION GOALS PANEL

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Tommy Thompson, Wisconsin (R), Chairman 2000

John Engler, Michigan (R)

Jim Geringer, Wyoming (R)

James B. Hunt, Jr., North Carolina (D)

Frank Keating, Oklahoma (R)

Frank O'Bannon, Indiana (D)

Paul E. Patton, Kentucky (D)

Cecil H. Underwood, West Virginia (R)

MEMBERS OF THE ADMINISTRATION

Michael Cohen, Assistant Secretary for Elem. & Secondary (D)

Richard W. Riley, U.S. Secretary of Education (D)

MEMBERS OF CONGRESS

U.S. Senator Jeff Bingaman, New Mexico (D)

U.S. Senator Jim Jeffords, Vermont (R)

U.S. Representative William F. Goodling, Pennsylvania (R)

STATE LEGISLATORS

Representative G. Spencer Coggs, Wisconsin (D)

Representative Mary Lou Cowlshaw, Illinois, (R)

Representative Douglas R. Jones, Idaho (R)

Senator Stephen M. Stoll, Missouri (D)

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