



## NATIONAL EDUCATION GOALS PANEL

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### **LESSONS FROM LOCAL SCHOOLS: GOALS PANEL REPORT SHOWS WHAT WORKS IN STANDARDS-BASED REFORM**

#### *Panel Issues Call to Action for New Administration Based on Year-long Examination of Successful Schools*

WASHINGTON, DC: The National Education Goals Panel today released a new report that finds fresh evidence that standards work, and called on the next Administration, the new Congress, and the states to support and sustain the standards movement.

The report, Bringing All Students to High Standards, is based on a yearlong examination of standards-based reforms in successful local schools. As an organization of state and federal policymakers, the Goals Panel wanted to find the elements common to success, and the specific roles that state and district policies play in helping schools, and students, succeed.

The panel's chairman, Governor Tommy Thompson of Wisconsin, defines success as making "every school a school of excellence and every child a successful learner."

"As we begin a new year and a new century, with a new President and Congress, it's time to renew our commitment to education, to our children, and to America's future. Standards-based reform works, if we work together to create the conditions for success."

The examination included four field hearings and two teleconferences with hundreds of participants around the country, and included testimony from students, teachers, principals, superintendents, university and business leaders, policymakers and academic researchers. Schools and states provided hard data that showed improvements in student achievement.

The report shows that these success stories had a common theme. The schools with proven achievements had the following conditions as the foundation for their success:

- *High expectations for all students.* Schools that succeeded expected all students to achieve at high levels, especially those who traditionally have not been expected to perform well.
- *Consistency over time.* Successful policies have remained in place for years, enabling schools to make needed changes and produce results.

- *Clear accountability.* Schools that succeeded had to produce results and knew that there were consequences for failure.
- *Using data to drive improvement.* Schools use performance information to determine where they were succeeding and where they needed to direct their efforts.
- *Improving teacher quality.* Schools and school systems placed a great emphasis on enhancing the skills and knowledge of teachers, particularly those already in the classroom.
- *Expanding the school day and year.* Schools provided additional instructional time for students who were struggling to meet high standards.
- *Supporting children and families.* Schools made services available to children and their families so that health and social problems would not be an impediment to learning.
- *Support from business community.* Schools and school systems formed alliances with businesses to promote the common agenda of improving schools and drew on the resources businesses could provide.

Based on the findings of this report, the NEGP will call on the next Administration and on education policymakers at all levels, to support standards-based education reform, with specific recommendations like the following:

1. *Leadership development.* Schools should review how they identify and train potential school leaders, and elevate the attention and resources devoted to training school principals in instructional leadership aimed at increasing student achievement.
2. *Professional Development.* Align all three elements of teacher development to standards: teacher education programs, teacher licensing, and professional development. Rewards and incentives should be used to encourage alignment.
3. *Involving Higher Education.* States should establish K-16 councils and other forms of school-college cooperation. In addition, the admissions requirements of public colleges and universities should be linked to state academic standards.
4. *Extra Help for Students.* States should provide resources so that students who need additional help can get it.
5. *Data Use.* All teachers and principals should receive training in the fundamentals of data use.
6. *Staying the Course.* States should attempt to maintain consistency, predictability and fairness in their education reform.

The Goals Panel is meeting today in Washington DC. In the fall of 2001, the panel will release its decade-ending report with ten years of data and study on progress in education.

Today's report, *Bringing All Students to High Standards*, will be distributed at the meeting and will be available on the NEGP website at [www.negp.gov](http://www.negp.gov). Printed copies may be requested by calling 202-842-3600.

Created in July 1990, the National Education Goals Panel is a bipartisan body of federal and state officials made up of eight governors, four members of Congress, four state legislators and two members appointed by the president. To learn more about the Goals Panel, please visit [www.negp.gov](http://www.negp.gov). The eight National Education Goals call for greater levels of: student achievement and citizenship; high school completion; teacher education and professional development; parental participation in the schools; literacy and lifelong learning; and safe, disciplined, and alcohol-and-drug-free schools. The Goals also call for all children to be ready to learn by the time they start school and for U.S. students to be first in the world in mathematics and science achievement.

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