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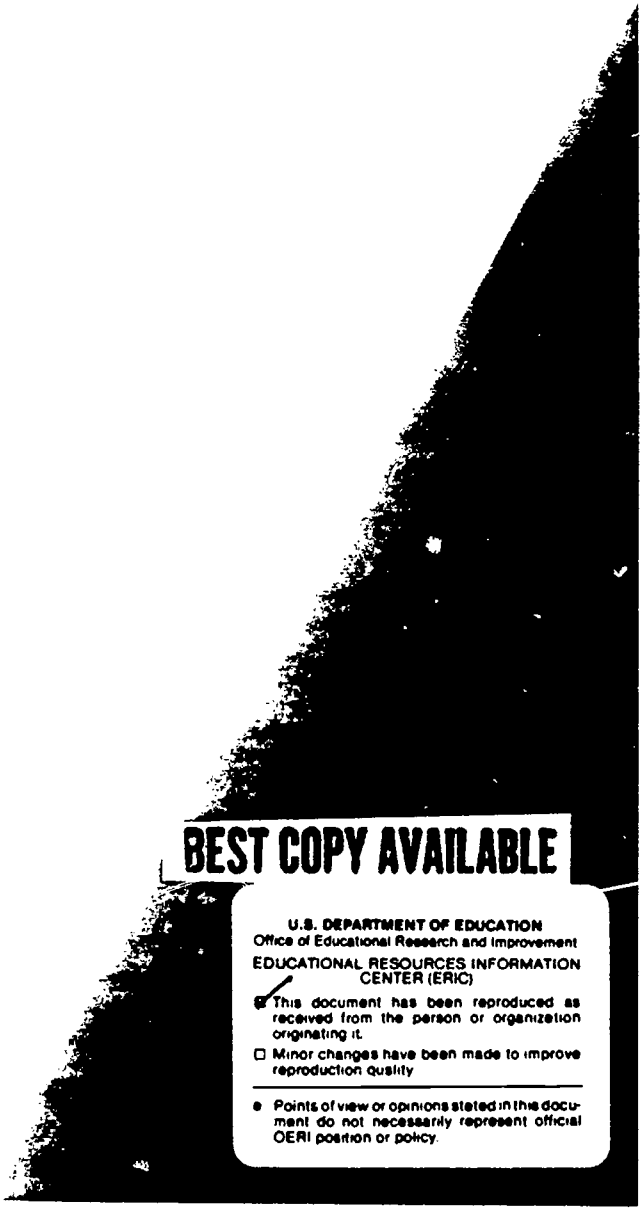
ABSTRACT

This handbook is designed to guide readers in developing a local assessment of their community's progress toward achieving the National Education Goals. It is organized around those questions that the National Education Goals Panel has used to measure national and state progress. The introduction includes a history of the National Education Goals and information about the 1991 and 1992 Goals Reports. There are five characteristics that are useful for local community goal reports: outcome orientation, world-class standards comparison, use of broad indicators, progress over time, and decade-long progress. The guide is organized around the six National Education Goals. Each section is devoted to one of the six goals, beginning with the goal statement and objectives. These are followed by appropriate questions to ask in assessing progress toward that goal. Next is a section titled "Measures To Use," in which each question is taken up individually, with answers provided that were developed in the 1992 National Education Goals Reports, the pages on which the data appear in the report, and suggestions on how to answer them in a local report. At the end of each goal section is a list of sources that can provide more information on specific goal areas. (JPT)

NATIONAL EDUCATION GOALS PANEL'S

HANDBOOK FOR LOCAL GOALS REPORTS



BUILDING A COMMUNITY OF LEARNERS

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HANDBOOK FOR LOCAL GOALS REPORTS

BUILDING A COMMUNITY OF LEARNERS

A Handbook for Communities to Develop Local Goals Reports to Measure Their Progress Toward the National Education Goals

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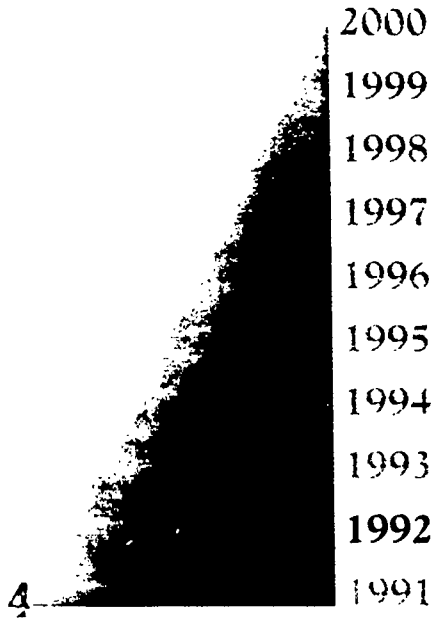

This Handbook is Published by the

NATIONAL EDUCATION GOALS PANEL

An independent, bipartisan panel charged with assessing and reporting the nation's and the states' progress toward the achievement of the National Education Goals

"The National Education Goals are an integral part of the challenge to make quality and competitiveness hallmarks of America once again. We, on the National Education Goals Panel, are committed to providing leaders at all levels with a clearer vision of what needs to be improved to transform our schools and to provide world-class, high-performance learning."

Governor E. Benjamin Nelson
Chair, National Education Goals Panel
1992-1993

January, 1993

Dear Colleague:

As Chair of the National Education Goals Panel, I am pleased to provide you with our updated "how to" guide for reporting educational progress at the community level.

The Goals process resulted from the historic Education Summit of 1989. The nation's Governors joined the President in a unique, bipartisan consensus concerning what our country must do in order to remain strong and competitive in the next century. They established the National Education Goals to capture the attention of Americans and build a resolve to restructure our schools and increase our expectations for student performance.

The nation's executives fully recognized that adopting the National Goals would prove an empty gesture without a shared commitment to achieving them and a means of holding ourselves accountable for their success at the national, state, and local levels. Therefore they formed the National Education Goals Panel, comprised of Governors, members of Congress, and members of the President's administration. The Panel's mission is to assess annually the nation's and states' progress toward the Goals until the year 2000. Governors have issued state progress reports as well, providing more detailed information on specific statewide reforms and consequent results.

The members of the Goals Panel realize that reporting educational achievement is not an end in itself; it must serve as a tool for improving results. The success of individual children, adult learners, their families, their employers, their communities, and our nation is at stake.

It is therefore our hope that this handbook will assist *local* leaders and other interested citizens in joining this important initiative by assessing which programs are working in their communities and by focusing on what needs to be done to attain the Goals. By helping to issue a local progress report on the National Goals, you will give your fellow citizens a sense of your community's educational strengths and weaknesses, equipping them with a powerful tool for school and community improvement.

It is my firm belief that grass-roots involvement will bring about a transformation of the learning process in America. Thank you for accepting the challenge and becoming involved in helping your community to attain our National Education Goals.

Sincerely,

E. Benjamin Nelson, Chair 1992-93
National Education Goals Panel, and
Governor of Nebraska

Introduction

What is the Purpose of the Handbook?

This handbook is designed to guide you as you begin developing a local assessment of your community's progress toward the National Education Goals. It is organized around those questions that the National Education Goals Panel has used to measure national and state progress in its annual *Goals Reports*. We hope that it serves as a starting point for the development of a clear vision of where your community stands in relation to achieving the six National Goals and of what needs to be accomplished between now and the year 2000.

What is the History of the Goals and the Goals Reports?

Recognizing that our country's future rests on quality educational opportunities for all Americans, the President and the nation's Governors met in Charlottesville, Virginia, in 1989 . . an historic Education Summit. There they resolved to set ambitious National Goals, based on a belief that America needed a totally new vision of education. At the heart of this vision is the six National Education Goals established in 1990.

Because national and state leaders believed that adopting National Goals would prove an empty gesture without holding ourselves accountable for their success, the National Education Goals Panel was established in July of 1990 to assess and annually report state and national progress toward achieving those Goals every year until the year 2000. The Panel is independent and bipartisan, and membership consists of eight Governors, two Administration officials, and four members of Congress. The Panel's first report, entitled *The National Education Goals Report: Building a Nation of Learners*, was released in September of 1991; the second was released in September of 1992.

What Did the 1991 and 1992 Goals Reports Tell Us?

The *Goals Reports* showed that we are making progress in some areas. Schools now educate increasing numbers of diverse students, and more of those students have

acquired minimum skills than ever before. High school completion is at an all-time high. Achievement in science and mathematics has improved over the last decade. The incidence of drug use in the schools has declined in recent years.

The positive accomplishments reported in both *Goals Reports* are a result of purposeful action from a revitalized American commitment to quality education. However, indications are that, as a nation, we are falling short of what we need to accomplish if this country is to stay secure and prosperous.

In particular, the *Goals Reports* revealed that fewer than 20 percent of students in the fourth, eighth, and twelfth grades can be considered competent in mathematics. U.S. students score significantly below students in other countries on international math and science tests. Few adults are able to perform literacy tasks that require them to process and synthesize many pieces of information. America's young people continue to have unequal preparation for school, and there are significant "achievement gaps" and differences in student, parental, and worker attitudes between our country and other industrialized nations.

The 1992 *Goals Report* highlighted the importance of American educational performance in a global and competitive context. Some of its findings concluded that American parents seem more easily satisfied with their children's academic performance than parents in higher performing nations. Significant American achievement gaps, relative to other nations, may be present as early as first grade, and the gap grows as students get older. Furthermore, American workers are less likely than German or Japanese workers to anticipate a need to upgrade their present job skills.

More important than any individual finding in the *Goals Reports* is a crosscutting theme: America is too complacent about its educational shortcomings. Satisfaction with mediocre achievement and current job skills suggests an American view of education as an obstacle to overcome rather than an investment for the future.

Why Should Local Communities Develop a Local Goals Report?

The National Education Goals Panel's work to date reflects the nation's and the states' commitment to informing themselves on how much progress they are making toward achieving the Goals. For these Goals to be taken seriously, to represent real targets and not just aspirations, local communities need to become involved and to inform themselves as well.

We cannot hope to achieve the National Education Goals unless we all know what progress we are making toward them. An accurate local assessment of educational performance in your community can help to determine which efforts are falling short and suggest areas that must be improved.

What Basic Characteristics Should Goals Reports Incorporate?

The National Education Goals Panel urges local communities to incorporate five characteristics used in the Panel's *Goals Reports* into their own Goals reporting structure.

Outcome Oriented

The Goals Panel has chosen to emphasize outcomes, not inputs, that focus on the difficulty of the circumstances that confront us. The primary purpose of Goals reports should be to inform the community where it is succeeding or failing to make progress toward the National Education Goals. While your local community may wish to include other information in your Goals report, emphasizing performance outcomes should be the central focus.

World-Class Standards

Because of modern global economic competition, we must have world-class standards of educational performance. We must know how our schools compare with the best in the world. In the future, the National Education Goals Panel will help coordinate the creation of national education standards in subject areas which reflect world-class achievement expectations for all our students. Your local reports should not attempt to assess student achievement using only the results of basic, minimum skills tests, but also achievements against the highest standards available. As a nation, we must be concerned that all of our students meet high expectations instead of gaining only minimal skills.

Breadth of Indicators

The *Goals Report* does not just cover one subject area, one grade level, or even only K-12 education. The six National Education Goals cover prenatal health care to lifelong adult learning. Your local reports should similarly contain information from many different sources, covering the entire lifespans of the citizens in your community.

Measuring Progress Over Time

Each year the *Goals Report* will measure national and state progress against past performance, allowing the nation and each state to compare themselves over time to their own progress toward achieving the Goals. Your first report should be used similarly as a baseline by which to measure your communi-

ty's continued progress over the years.

Decade-Long Process

The National Education Goals Report is not a one-time publication. The Goals Panel is committed to reporting to the nation and states every year on progress being made toward achieving the Goals. A commitment to this decade-long process is essential to local communities as well. In the future, the Panel will continue its work toward developing better measures to fill in its present data gaps, just as local communities should work to fill theirs.

Who Should Be Involved in Developing Local Goals Reports?

As you begin the process of developing local progress reports on achieving the National Education Goals, the Panel encourages you to take advantage of the resources available in different segments of your community — from those involved in areas of early childhood development to lifelong learning. You will need the assistance of your local school, government, higher education, health, social services, and community leaders, as well as teachers, parents, students, business leaders, and adult educators.

You will need to work closely with your state's department of education to learn what assessment data the state has collected from your community and has available. You also will need to contact other state and local agencies for information on local health, nutrition, and other public programs. At the end of each Goal chapter, there is a list of the Goals Panel's own sources of data.

How Should the Handbook Be Used When Developing a Local Report?

This handbook lists questions to ask as you begin to measure your community's progress toward the Goals and possible sources of data to answer those questions. Sample survey questions from the Panel's data sources are given. You are encouraged to seek the expert advice of data gatherers from local institutions of higher education on broadening those surveys to incorporate other issues in the Goal areas in which your community would have an interest.

This document is a guide to begin your assessment and reporting efforts in relation to the National Education Goals. It provides only a basis for your local Goals reports. You are encouraged to pursue other information which may be of help when developing your local assessment, such as your state's progress report.

What About New Data Sources in Future National Goals Reports?

A *National Education Goals Report* will be published annually in the fall containing new and updated information related to each of the National Goals. An updated handbook will be issued each year to inform communities of new data the Goals Panel was able to report. This document can be acquired by contacting the National Education Goals Panel Office.

The National Education Goals

Goal 1: By the year 2000, all children in America will start school ready to learn.

Objectives:

- All disadvantaged and disabled children will have access to high quality and developmentally appropriate preschool programs that help prepare children for school.

- Every parent in America will be a child's first teacher and devote time each day helping his or her preschool child learn; parents will have access to the training and support they need.

- Children will receive the nutrition and health care needed to arrive at school with healthy minds and bodies; and the number of low-birthweight babies will be significantly reduced through enhanced prenatal health systems.

Goal 2: By the year 2000, the high school graduation rate will increase to at least 90 percent.

Objectives:

- The nation must dramatically reduce its dropout rate, and 75 percent of those students who do drop out will successfully complete a high school degree or its equivalent.

- The gap in high school graduation rates between American students from minority backgrounds and their non-minority counterparts will be eliminated.

Goal 3: By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter, including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

Objectives:

- The academic performance of elementary and secondary students will increase significantly in every quartile, and the distribution of minority students in each level will more closely reflect the student population as a whole.

- The percentage of students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively will increase substantially.

- All students will be involved in activities that promote and demonstrate good citizenship, community service, and personal responsibility.

- The percentage of students who are competent in more than one language will substantially increase.

- All students will be knowledgeable about the diverse cultural heritage of this nation and about the world community.

Goal 4: By the year 2000, U.S. students will be first in the world in science and mathematics achievement.

Objectives:

- Math and science education will be strengthened throughout the system, especially in the early grades.
- The number of teachers with a substantive background in mathematics and science will increase to 50 percent.
- The number of U.S. undergraduate and graduate students, especially women and minorities, who complete degrees in mathematics, science, and engineering will increase significantly.

Goal 5: By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Objectives:

- Every major American business will be involved in strengthening the connection between education and work.
- All workers will have the opportunity to acquire the knowledge and skills, from basic to highly technical, needed to adapt to emerging new technologies, work methods, and markets through public and private educational, vocational, technical, workplace, or other programs.
- The number of quality programs, including those at libraries, that are designed to serve more effectively the needs of the growing number of part-time and mid-career students will increase substantially.
- The proportion of those qualified students (especially minorities) who enter college, who complete at least two years, and who complete their degree programs will increase substantially.
- The proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially.

Goal 6: By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

Objectives:

- Every school will implement a firm and fair policy on use, possession, and distribution of drugs and alcohol.
- Parents, businesses, and community organizations will work together to ensure that schools are a safe haven for all children.
- Every school district will develop a comprehensive K-12 drug and alcohol prevention education program. Drug and alcohol curriculum should be taught as an integral part of health education. In addition, community-based teams should be organized to provide students and teachers with needed support.

Local Goals Report Handbook

Format Design

This handbook is designed to be used as a guide when developing local community Goals reports. Listed below are the various parts that make up the Handbook. The six Goal Sections begin with the actual wording of the Goal, followed by the Objectives. Next are questions we suggest you consider as you start to plan what to include in your local report. Information on the data presented by the Panel under a Goal is also given, followed by suggestions on how to include similar data in your local report. Finally, at the end of each chapter is a list of sources that can provide more information on specific topics.

Goal

Each chapter of this handbook begins with specifying the Goal number and the exact language of the Goal.

Objectives

The Objectives for each Goal are listed below the actual Goal language. Like the Goal statements, these Objectives were agreed upon by the President and the Governors when the Goals were drafted in 1990.

Questions to Ask

This section suggests the types of questions to raise in determining whether the Goal and its corresponding Objectives are being met.

Measures to Use

This section describes how these questions were answered in the 1992 *National Education Goals Reports*, the pages the data appear on in the 1992 *Report*, and suggestions on how to answer them in your local report.

For More Information

At the end of each Goal chapter is a list of sources that can provide more information in specific Goal areas.

Goal One
Readiness for School

"By the year 2000, all children in America will start school ready to learn."

Objectives

- All disadvantaged and disabled children will have access to high quality and developmentally appropriate preschool programs that help prepare children for school.

- Every parent in America will be a child's first teacher and devote time each day helping his or her preschool child learn; parents will have access to the training and support they need.

- Children will receive the nutrition and health care needed to arrive at school with healthy minds and bodies; and the number of low-birthweight babies will be significantly reduced through enhanced prenatal health systems.

Questions to Ask

• Kindergarten Measures of Readiness For School

To what degree are children entering school ready to learn?

• Pre-Kindergarten Measures of Readiness For School

What are the early indicators that young children will enter school ready to learn?

Early Childhood Health and Nutrition

How many low-birthweight babies are born each year?

How many mothers receive adequate prenatal care?

How many children have access to regular health care and receive proper nutrition? How many have health insurance or Medicaid?

Preschool Participation and Quality

How many at-risk children participate in preschool programs?

How many existing preschool programs are of high quality?

Parental Activities with Preschoolers

How much time do family members regularly spend with their preschool children on activities that will help their children learn and grow?

Measures to Use

▪ Kindergarten Measures of Readiness for School

To what degree are children entering school ready to learn?

Data Reported by the National Education Goals Panel

This year the Goals Panel endorsed the development of an Early Childhood Assessment System. This system will collect information about a nationally representative sample of children — from their teachers, their parents, and from the children themselves — at several times during the kindergarten year. The information collected will address five critical dimensions of children's growth and readiness for learning. These dimensions and their preliminary definitions are:

Physical Well-Being and Motor Development

- The various aspects of a child's health and physical growth, ranging from being rested, fed, properly immunized, and healthy, to the development of skills and abilities for running and jumping, and using crayons and puzzles.

Social and Emotional Development

- The sense of personal well-being that allows a child to participate fully and constructively in classroom activities — by taking turns, following directions, working independently and as a group member, and developing friendships.

Approaches Toward Learning

- The qualities of curiosity, creativity, motivation, independence, cooperation, interest, and persistence that enable children from all cultures to get involved in and maximize their learning.

Language Usage

- The uses of oral and written language — talking, listening, scribbling, composing, and being read to — that enable children to communicate effectively with others and express their thoughts, feelings, and experiences.

Cognition and General Knowledge

- The familiarity with basic information, including patterns and relationships, causes and effects, and solving problems in everyday life.

Suggestions for Local Goals Report Data

The Goals Panel is eager to ensure that the information collected contributes to local efforts to provide more appropriate services for children and that the common unintended side effect of labeling and tracking any individual child be avoided. In particular, the Goals Panel suggests that local communities align their efforts with the four principles upon which the Early

Childhood Assessment System will be built:

- Five dimensions and definitions of readiness;
- Collection of data from more than one source (including parents, teachers, a trained early childhood professional, and the children themselves);
- Collection of data at more than one point in time; and
- Avoiding the categorizing of children as simply "ready" or "not ready."

Pre-Kindergarten Measures of Readiness for School

What are the early indicators that young children will enter school ready to learn?

Data Reported by the National Education Goals Panel
The 1992 *Goals Report* contains indicators on children's health and nutrition, preschool participation, and parental activities with preschoolers, as measures of the "pre-kindergarten" years.

Early Childhood Health and Nutrition

How many low-birthweight babies are born each year?

How many mothers receive adequate prenatal care?

How many children have access to regular health care and receive proper nutrition? How many have health insurance or Medicaid?

Data Reported by the National Education Goals Panel
The 1992 *Goals Report* contained five measures to assess the nation's progress in the area of early childhood health. They were: (1) Birthweight, (2) Prenatal Care, (3) Routine Health Care and Continuity of Health Care, (4) Health Insurance, and (5) Nutrition.

Birthweight
The Panel used the World Health Organization's international standards for low-birthweight (5.5 pounds) and very low-birthweight (3.3 pounds). Both national and state (1989) data were presented for three categories in the Goals Report (pages 62, 63, and state pages): (1) at or above 5.5 pounds, (2) between 5.5 pounds and 3.3 pounds, and (3) below 3.3 pounds. These data were compiled by the National Center for Health Statistics (NCHS).

Prenatal Care
The Goals Panel also presented 1989 data from the NCHS on prenatal care. Three categories were presented in both the national and state sections of the 1992 *Goals Report* (pages 60, 61, and state

pages): (1) the percentage of mothers who received prenatal care during the first trimester of pregnancy; (2) the percentage of mothers who received prenatal care during the second trimester; and (3) the percentage of mothers who received prenatal care during the third trimester of pregnancy, or who never received care.

Health Care

In the 1992 *Goals Report*, the Goals Panel presented five health indicators from NCHS (pp. 64-66). These were: (1) the percentage children aged 5 and younger who visited a doctor during the previous 12 months for routine checkups and immunizations (1988); (2) the percentage of 3- to 5-year-olds who visited a dentist or dental hygienist during the previous 12 months (1988); (3) the percentage of children aged 5 and younger who had a regular source of health care, such as a regular provider of care, or a regular place for routine care (1988); (4) the percentage of children aged 5 and younger who were covered by private health insurance plans or Medicaid during the previous 12 months (1988); and (5) the percentage of children who completed their basic immunization series by the age of 2, and by school entry (1985).

Child Nutrition

The Goals Panel reported data from the U.S. Department of Agriculture's 1986 *Nationwide Food Consumption Survey* to measure the quality of nutrition of our nation's youngest children. Data presented in the *Goals Report* (p. 67) included the percentage of 1- to 5-year-olds who received the minimum Recommended Dietary Allowance of protein, Vitamin C, Vitamin A, calcium, and iron.

Suggestions for Local Goals Report Data

- Contact your local and/or state public health department to find out whether data are collected on such health related areas as birthweight, prenatal care, health care, and nutrition.

- Contact the National Governors' Association to request a copy of the pamphlets *Benchmarks for Educational Success* or *Every Child Ready for School* to use to report your progress toward Goal 1.

Preschool Participation and Quality

How many at-risk children participate in preschool programs?

How many existing preschool programs are high quality?

Data Reported by the National Education Goals Panel

Preschool Participation

In the second annual *Goals Report*, the Goals Panel reported 1991 data (pp. 69 and 70) from the National

Center for Education Statistics' *National Household Education Survey* on the percentage of 3- to 5-year-olds who attended nursery school, pre-kindergarten, or Head Start programs, and the percentage of 3- to 5- year-olds with disabilities who participated in these same types of programs. In addition, the Goals Panel presented (p. 69) trend data (1973 to 1991) from the Bureau of the Census' Current Population Survey on the percentage of 3- to 5-year-olds who enrolled in nursery school.

Preschool Quality

In the 1992 *Goals Report*, the Goals Panel reported data (pp. 71 and 72) from a U.S. Department of Education survey on the quality of preschool centers and the quality of home-based preschool settings. Quality indicators covered in the *Goals Report* included: staff training, group size, and child/staff ratios.

Suggestions for Local Goals Report Data

- Contact your state human services department and your state department of education's early childhood education division for possible information regarding the quality of preschools and licensing requirements in your state.

- Rate the quality of your local preschools using the guidelines established by the National Association for the Education of Young Children.

- Contact your local Head Start chapter for information on the percentage of children who are eligible to participate in Head Start services and who are served by Head Start in your area.

- Discuss with your local school district(s) the possibility of conducting a survey of parents as they enroll their children in school which includes questions regarding their child's participation in preschool and the quality of that program.

- Develop a survey for preschools in your area with questions such as:

Sample Questions
(For Preschool Centers)
[From the *Profile of Child Care Settings Study: Early Education and Care in 1990*]

— What percentage of teachers/caregivers have any:
  - Child-related training;
  - Teacher training; or
  - Child Development Associate (CDA) credentials?

— Does the preschool meet the National Association for the Education of Young Children's (NAEYC) standard* for maximum acceptable group size for children aged:
  - 0 to 5 months;
  - 6 to 11 months;
  - 12 to 17 months;
  - 18 to 23 months;
  - 24 to 29 months;

- 30 to 35 months;
- 3 years old;
- 4 years old; and
- 5 years old?

— Does the preschool meet NAEYC's standard* for maximum acceptable child/staff ratios for children aged:

- 0 to 5 months;
- 6 to 11 months;
- 12 to 17 months;
- 18 to 23 months;
- 24 to 29 months;
- 30 to 35 months;
- 3 years old;
- 4 years old; and
- 5 years old?

* *The maximum acceptable group size recommended by the National Association for the Education of Young Children is 8 for infants, 12 for 1- to 2-year-olds, and 20 for 3- to 5- year-olds. The maximum acceptable child/staff ratio is 10 children per staff member for groups containing 3- to 5-year-olds, 6 children per staff member of groups containing 2-year-olds only, and 4 children per staff member for groups containing infants and 1-year-olds only. NAEYC standards include an acceptable range of practice on group size and child/staff ratios.*

Sample Questions
(For Home-Based Preschool Settings)
[From the *Profile of Child Care Settings Study: Early Education and Care in 1990*]

— What percentage of teachers/caregivers have any:

- Child-related training;
- Teacher training; or
- Child Development Associate (CDA) credentials?

— What percentage of regulated home-based preschool settings meet the standard* for group size for children:

- of mixed ages within a group;
- all under age 2 within a group; and
- all aged 2 and above within a group?

* *The recommended standard for group size for regulated family daycare providers without helpers who care for children who are all under age 2 within a group is 3. The group size standard for all children aged 2 and above within a group is 6, and the standard for a group of children of mixed ages within a group is 5 (Health, Education and Welfare Day Care Requirements).*

Parental Activities with Preschoolers

How much time do family members regularly spend with their preschool children on activities which will help their children learn and grow?

Data Reported by the National Education Goals Panel

In the 1992 *Goals Report*, the Panel reported 1991 data (pp. 67 and 68) from the National Center for Education Statistics' *National Household Education Survey*, on the fre-

quency of literacy, arts, and other activities that 3- to 5-year-olds shared with their parents. Information presented included the percentage of children whose parents (or other family members) read daily to them, recently visited a library, and recently went to a park or playground with them.

Suggestions for Local Goals Report Data

- Using the questions below as a framework, develop your own community survey collecting information like that reported in the *Goals Report* for measuring parent-child activities. Because you must survey a representative sample of parents in your community in order for the survey to be valid and reliable, contact experts in survey design (local or state departments of education, institutions of higher education, etc.) for guidance in the survey's development and dissemination process. Sponsorship of such a survey could be provided by your local district(s), PTA chapters, or area businesses.

Sample Questions
[From the *National Household Education Survey, 1991*]

— Do you or does someone in your family read daily to your child (children)?

— In the previous week, have you or has someone in your family done the following with your child (children):
- Told a story;
- Taught songs or music;
- Engaged in arts and crafts?

— In the previous month, have you or has someone in your family done the following with your child (children):
- Gone to a play, live show, art gallery, museum, historical site, zoo, or aquarium;
- Gone to a park or playground?

For More Information

Early Childhood Assessment System
National Education Goals Panel
1850 M Street, NW
Suite 270
Washington, DC 20036

Source: Goal 1 Technical Planning Subgroup Report on School Readiness, 1991

Indicators for Goal 1
National Governors' Association
Hall of the States
444 N. Capitol Street, NW
Suite 250
Washington, DC 20001

Source: Every Child Ready for School, 1992; Benchmarks for Educational Success, 1992

Readiness for School
Office of Educational Research and Improvement
555 New Jersey Avenue, NW
Washington, DC 20208

Source: Helping Your Child Get Ready for School, 1992

Birthweight/Prenatal Care
National Center for Health Statistics
6525 Belcrest Road
Room 840
Hyattsville, MD 20782

Source: Health, United States, 1991, and Prevention Profile

Immunizations
National Center for Health Statistics
6525 Belcrest Road
Room 840
Hyattsville, MD 20782

Source: Health, United States, 1991, and Prevention Profile

Health Care
National Center for Health Statistics
6525 Belcrest Road
Room 860
Hyattsville, MD 20782

Source: The 1988 National Health Interview Survey on Child Health

Child Nutrition
Human Nutrition Information Service
6505 Belcrest Road
Room 367
Hyattsville, MD 20782

Source: Nationwide Food Consumption Survey, 1986

Preschool Participation
National Center for Education Statistics
555 New Jersey Avenue, NW
Washington, DC 20208

Source: National Household Education Survey, 1991

Trends in Nursery School Enrollment
U.S. Department of Commerce
Bureau of the Census
Population Division
Washington, DC 20233

Source: Current Population Surveys, 1973 to 1991

Preschool Quality
U.S. Department of Education
400 Maryland Avenue, SW
Room 3127
Washington, DC 20202

Source: Profile of Child Care Settings Study: Early Education and Care in 1990

National Association for the Education of Young Children (NAEYC)
1834 Connecticut Avenue, NW
Washington, DC 20009

Parental Activities with Preschoolers
National Center for Education Statistics
555 New Jersey Avenue, NW
Washington, DC 20208

Source: National Household Education Survey, 1991

Indicators for Children with Learning Disabilities
National Center on Educational Outcomes
University of Minnesota
350 Elliott Hall
75 East River Road
Minneapolis, MN 55455

Source: Starting School Ready to Learn, 1992

Goal Two
High School Completion

"By the year 2000, the high school graduation rate will increase to at least 90 percent."

Objectives

- The nation must dramatically reduce its dropout rate, and 75 percent of those students who do drop out will successfully complete a high school degree or its equivalent.

- The gap in high school graduation rates between American students from minority backgrounds and their non-minority counterparts will be eliminated.

Questions to Ask

- School Completers

What is the current high school graduation rate?

Once a person drops out, how likely is he or she to complete the requirements for a high school diploma or its equivalent?

- School Dropouts

What is the dropout rate?

How has the dropout rate changed over time?

In particular, has the gap in rates narrowed for minority students and their non-minority counterparts?

What factors appear to increase the likelihood of dropping out?

What specific reasons do students cite for dropping out of school?

What conditions might encourage their return to school?

Measures to Use

- School Completers

What is the current high school graduation rate?

Once a person drops out, how likely is he or she to complete the requirements for a high school diploma or its equivalent?

Data Reported by the National Education Goals Panel

The 1992 *Goals Report* included data (pp. 22 and 23) from the Census Bureau's *Current Population Survey* on high school completion rates in the United States. Information presented in the *Goals Report* included the percentage of 19- to 20-year-olds and 23- to 24-year-olds who received a high school credential in 1991. Information was also presented in the *Goals Report* (p. 23) from the National Center for Education Statistics' *High School and Beyond Survey* on the percentage of 1980 sophomores who dropped out, but then returned and completed high school within the following six years.

The 1992 *Goals Report* also includes uniform and comparable state data on high school completion and dropout rates from the 1990 Census. However, because these data cannot be updated until the next administration of the Census in the year 2000, the Goals Panel has endorsed the creation of a Voluntary State/Local Student Record System that would use comparable definitions of "high school completer" and "school dropout" (established by the Council of Chief State School Officers and the National Center for Education Statistics), and would eventually permit the reporting of these data on a regular basis.

Suggestions for Local Goals Report Data

- Propose to your district(s) that it produce a completion statistic using consistent definitions of student completion in the following categories*: (1) regular diploma recipients, (2) other diploma recipients, (3) other completers, and (4) high school equivalency recipients.

(1) Regular Diploma Recipients

Count of graduates who receive a regular high school diploma upon completion of the performance requirements in a traditional high school program during the previous school year and subsequent summer school. Included in this category are those students completing secondary programs in magnet or gifted programs (which may be called "alternative programs"). Do not include in this category persons in non-traditional programs, completers who receive a diploma after passing the General Educational Development (GED) Test, or persons completing Special Education programs that do not have the same requirements as regular high school education programs.

(2) Other Diploma Recipients
Count of graduates who receive a high school diploma upon completion of the performance requirements of the state through a non-traditional or alternative school program. Examples of these types of programs are Adult High School Diploma Programs, External High School Diploma Programs, and Home Study Programs. Include in this category only persons aged 19 or younger. Do not include in this category completers who receive a diploma after passing the GED Test or persons completing Special Education programs that do not have the same requirements as regular high school education programs.

(3) Other Completers
Count of persons receiving an exiting credential certifying high school attendance or completion of a schooling program without having completed all requirements for a regular high school diploma. Include in this category persons completing Special Education programs that do not have the same requirements as regular high school education programs, even if the credential they receive is called a diploma. Do not include in this category completers who receive a diploma after passing the GED Test.

(4) High School Equivalency Recipients
Count of persons aged 19 or younger who receive a high school diploma or certificate upon completion of the GED Testing Requirements and any other state requirements for high school equivalency. All GED Test passers who receive credentials should be included in this category.

* *These four categories are recommended by the Council of Chief State School Officers and the National Center for Education Statistics.*

- Contact your local district(s) about the existence of a student tracking system that can determine the percentage of an incoming class that goes on to complete high school (using the four categories previously described) within a specified time period (for instance, four years). If no such tracking system exists, a completion rate can be estimated using the following procedure:

  Count the number of students completing high school in the past year (by the four completion categories, if possible) and the number of first-time ninth graders four years earlier. The number of first-time ninth graders would be your denominator and the number of twelfth graders (four years later) would be your numerator. This statistic will be fairly accurate if your system has relatively few transfers into and out of your system.

- Contact the U.S. Census Bureau to examine 1990 Census data: specifically, data on the percentage of adults in your community who have a high school credential.

▪ School Dropouts

What is the dropout rate?

How has the dropout rate changed over time?

In particular, has the gap in rates narrowed for minority students and their non-minority counterparts?

What factors appear to increase the likelihood of dropping out?

What specific reasons do students cite for dropping out of school? What conditions might encourage their return to school?

Data Reported by the National Education Goals Panel

In the 1992 *Goals Report*, the Panel reported a dropout rate (p. 76) of young adults aged 16 to 24 from the Census Bureau's *Current Population Survey*, and data (p. 77) from the National Center for Education Statistics' *High School and Beyond Survey* on characteristics which appear to increase the likelihood that students will drop out. The Goals Panel also presented information (p. 77) from the Census Bureau's Current Population Survey on place of b.rth and its effects on student dropout rates (especially for Hispanics). Data (pp. 78-81) were also presented from the National Center for Education Statistics' *National Education Longitudinal Study of 1988: First Follow-up* on reasons cited for dropping out and factors that would influence dropouts to eventually return to school.

Suggestions for Local Goals Report Data

• Contact your local district(s) about dropout statistics that you can use in your local report.

• Propose that your local district(s) compute its own dropout statistic using the following definition and procedure*:

A dropout is an individual who:

(1) was enrolled in school at some time during the previous school year;

(2) was not enrolled at the beginning of the current school year;

(3) has not graduated from high school or completed a state- or district-approved educational program; and

(4) does not meet any of the following exclusionary conditions:

a. transfer to another public school district, private school, state, or district-approved education program;

b. temporary absence due to suspension or school-approved illness; or

c. death.

* *Developed by the National Center for Education Statistics.*

It is suggested that the dropout rate be computed for the ninth, tenth, eleventh, and twelfth grades. Count the number of ninth graders

enrolled on or about October 1, 1991. Follow these children until the end of September of 1992, and count the enrollment again. Use your enrollment figures for 1991 as the denominator and the September figure as the numerator. Calculate a dropout rate for that class. Do this for the other three grades. For twelfth grade, count those who did not graduate in spring or summer or those who did not return to school in the fall of 1992. Average the four single-year dropout rates. When all four single-year rates have been averaged, that is your dropout rate for the 1991-92 school year.

• Develop a survey for those students who dropped out between the 8th and 10th grades about why he/she had dropped out and what would encourage his/her return to school. Use the following questions as a guide:

Sample Questions
[From the *National Education Longitudinal Study of 1988: First Follow-up Survey, 1990*]

— Why did you drop out of school?
School-related Reasons
- Did not like school;
- Felt I did not belong;
- Could not keep up with schoolwork;
- Was failing school; or
- Did not feel safe at school.

Family/Job-related Reasons
- Could not work and go to school at the same time;
- Had to support a family;
- Was pregnant; or
- Became a parent.

— Would you return to school:
School-related Reasons
- If you felt sure you could get a good job after graduation;
- If you could participate in sports or other activities;
- If you felt you could graduate;
- If you felt sure you could get tutoring help; or
- If there were no gangs at school?

Family/Job-related Reasons
- If you could attend classes at night or on weekends;
- If you didn't have to support self or family; or
- If child care were available at school?

For More Information

School Completers and School Dropouts
National Center for Education Statistics
555 New Jersey Avenue, NW
Washington, DC 20208

Source: Current Population Survey, 1991; High School and Beyond Survey, 1989; National Education Longitudinal Study of 1988: First Follow-up Survey, 1990; and 1990 Census

Council of Chief State School Officers
State Education Assessment Center
One Massachusetts Avenue, NW
Suite 700
Washington, DC 20001-1431

Source: Student Handbook, 1992

Comprehensive Student Record Systems
National Education Goals Panel
1850 M Street, NW
Suite 270
Washington, DC 20036

Source: Current Status and Future Trends Toward Comprehensive Student Record Systems, 1992

Indicators for Children with Learning Disabilities
National Center on Educational Outcomes
University of Minnesota
350 Elliott Hall
75 East River Road
Minneapolis, MN 55455

Source: Increasing the High School Graduation Rate, 1992

Goal Three

Student Achievement and Citizenship

"By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter, including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy."

Objectives

- The academic performance of elementary and secondary students will increase significantly in every quartile, and the distribution of minority students in each level will more closely reflect the student population as a whole.

- The percentage of students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively will increase substantially.

- All students will be involved in activities that promote and demonstrate good citizenship, community service, and personal responsibility.

- The percentage of students who are competent in more than one language will substantially increase.

- All students will be knowledgeable about the diverse cultural heritage of this nation and about the world community.

Questions to Ask

- Academic Performance

What percentage of students at different grades have demonstrated competency in selected subject areas such as English, mathematics, science, history, geography, foreign languages, and the fine arts?

How does the percentage of minority students who are competent in different subject areas compare to all students?

What percentage of students are competent in more than one language?

What percentage of students are knowledgeable about the world's diverse cultural history?

- Enrollment in Challenging Subject Matter

What percentage of high school students enroll in and master challenging courses in English, mathematics, science, history, geography, foreign languages, the fine arts, and other subject areas?

- Citizenship

To what degree do students demonstrate responsible citizenship?

Measures to Use

- Academic Performance

What percentage of students at different grades have demonstrated competency in selected subject areas such as English, mathematics, science, history, geography, foreign languages, and the fine arts?

How does the percentage of minority students who are competent in different subject areas compare to all students?

What percentages of students are competent in more than one language?

What percentage of students are knowledgeable about the world's diverse cultural history?

Data Reported by the National Education Goals Panel

Nothing is more central to the work of the National Education Goals Panel than the development of world-class standards of student achievement and a system of voluntary assessments that is aligned to them. To improve education in America, we must set ambitious standards of achievement that explicitly define what we expect all our students to know and be able to do at different stages in their academic careers.

The National Assessment Governing Board (NAGB) defined such expectations for the first time using the 1990 National Assessment of Educational Progress (NAEP) Mathematics Assessment. The NAGB defined three levels of student proficiency on the NAEP test:

- Basic (partial mastery of fundamental knowledge and skills);
- Proficient (solid grade-level performance that demonstrates competency in challenging subject matter); and
- Advanced (superior performance).

The data reported in the 1992 *Goals Report* for mathematics were estimates of the percentages of 4th, 8th, and 12th grade students who performed at each of those levels (pp. 27, 28, 85 and state pages). The Panel considered only those students scoring "Proficient and Above" as competent, since this level best reflected the concept of "demonstrated competency in challenging subject matter" outlined in the Goal.

It is important to note that, although the findings on student competency are the best measures that are currently available, these data may not be entirely accurate. Evaluations conducted since the data were first released suggest that the method used for arriving at the achievement levels may have been flawed. The National Education Goals Panel is committed to

reviewing the technical merits of future levels set by the NAGB for measuring progress in Goal 3, and it hopes to be able to report improved measures of achievement in future reports.

The 1992 *Goals Report* also included recent NAEP scores in reading, writing, and science (pp. 9[illegible] and 93). Unlike those in mathematics, these scores describe achievement trends over time, but make no judgements about what students should know or be able to do.

Information was also presented in the *Goals Report* from the National Center for Education Statistics' *National Education Longitudinal Study of 1988: First Follow-up* on the percentages of 8th graders who had mastered everyday, fundamental, and complex concepts in reading, mathematics, and science by the 10th grade (pp. 86-91).

Suggestions for Local Goals Report Data

Although there is an abundance of available data sources on student achievement for students in your community, such as various state-mandated tests, exit examinations, etc., the Panel urges all local communities to measure students' achievement using high-performance standards. Available tests rarely employ such standards. In fact, using data from some state-mandated tests and exit examinations may lead the community to believe that students are making progress when they are not.

- Contact your student testing and assessment staffs at your local and state education agencies and ask whether there are tests in any of the pertinent subject areas that measure student achievement against high standards of performance.

- Ask those officials what their long-term plans are to develop assessments that measure performance against such standards.

▪ Enrollment in Challenging Subject Matter

What percentage of high school students enroll in and master challenging courses in English, mathematics, science, history, geography, foreign languages, the fine arts, and other subject areas?

Data Reported by the National Education Goals Panel

Data used by the Goals Panel to measure student enrollment in challenging subject matter were Advanced Placement examinations and High School Course Completion.

Advanced Placement Examinations

The Advanced Placement (AP) program, sponsored by the College Board, provides a way for high schools to offer college-level coursework to students. At present,

one or more course descriptions, examinations, and sets of curricular materials are available in various subject areas. Advanced Placement examinations, which are given in May, are graded on a five-point scale (5 being "extremely well qualified" to 1 being "no recommendation"). Scores of three or above are generally accepted for college credit.

In the 1992 *Goals Report*, the Goals Panel used 1992 data from the College Board on the numbers of students taking AP examinations in English, mathematics, science, history, foreign languages and the fine arts, as well as the numbers of students who scored a three or above (pp. 29, 30, 94, 95, and state pages).

High School Course Completion

In the 1992 *Goals Report*, the Panel reported information (pp. 96-98) on High School Course Completion from the National Center for Education Statistics' *High School Transcript Study*. Data were presented on the percentages of students who had completed various courses, and sequences of courses, in the five core subject areas.

Suggestions for Local Goals Report Data

- With the assistance of your local school district(s), survey the number of students and the percentage of an entire grade level who have been exposed to and completed courses in challenging subject matter, counting the number of high school students who take the Advanced Placement examinations, as well as those who scored a three or above.

For your information, the Goals Panel classified AP exams in the following way:

English - Included the combination of Language & Composition and Literature & Composition.

Mathematics - Included the combination of Calculus AB and Calculus BC.

Science - Included the combination of Biology, Chemistry, Physics B, Physics C - Electricity and Magnetism, and Physics C - Mechanics.

History - Included the combination of U.S. History and European History.

Foreign Languages - Included the combination of French Language, French Literature, Spanish Language, Spanish Literature, and German.

Fine Arts - Included the combination of Art History, Studio Art (Drawing and General) and Music Theory. (The 1992 administration of the AP exams did not include the Music Listening and Literature exam.)

- Survey, with the assistance of your local school district(s), the percentages of your high school graduates who complete the following courses [from the *High School Transcript Study*, 1982 and 1987]:
  - Four years of English;
  - Algebra I, Algebra II, and Geometry;
  - Calculus;
  - Biology, Chemistry, and Physics;
  - U.S. History and World History;
  - Geography;
  - Foreign Languages;
  - Visual and Performing Arts.

• Citizenship

To what degree do students demonstrate responsible citizenship?

Data Reported by the National Education Goals Panel

To measure whether students are prepared to become responsible citizens, the Goals Panel included data in the 1992 *Goals Report* on Voter Registration, Voting, Knowledge of Civics, and Community Service.

Voter Registration and Voting

Using data from the Bureau of the Census' *Current Population Survey*, the Goals Panel presented information on the percentage of young people aged 18 to 20 who were registered to vote, and who voted in the 1988 Presidential election (pp. 34 and 35).

Knowledge of Civics

Using data from the National Assessment for Educational Progress' *Civics Achievement Test*, the Panel reported on the percentages of 4th, 8th, and 12th graders who scored at or above various levels of civics proficiency (p. 31).

Community Service

The Goals Panel presented 1990 data from the National Center for Education Statistics' *National Education Longitudinal Study First Follow-up*, on the percentage of 10th graders who reported that they performed community service regularly, occasionally, or rarely (pp. 32 and 33).

Suggestions for Local Goals Report Data

- Contact your local election board office and check to see whether there is a statistic on the number or percentage of 18-year-olds in your community who are registered to vote, or who voted in the last election. If there are no local statistics available, conduct a survey through your local school district(s) of 18-year-olds in your community to see whether they are registered to vote, or voted in the most recent election.

- Contact your local and state education agencies and inquire as

to whether or not there is a civics test that measures student achievement against high standards of performance. If not, are there plans for development of such an assessment?

- Survey local businesses, schools, and civic organizations to determine the percentage offering opportunities for community service and the extent of participation in such activities.

- Survey your local school district(s) to determine whether community service credits are offered and/or required, and the number of students taking advantage of them.

For More Information

Mathematics Standards Used in The 1992 *Goals Report*
National Assessment Governing Board
800 North Capitol Street, NW
Suite 825
Washington, DC 20002-4233

National Assessment of Educational Progress
National Center for Education Statistics
555 New Jersey Avenue, NW
Washington, DC 20208

Achievement Growth
National Center for Education Statistics
555 New Jersey Avenue, NW
Washington, DC 20208

Source: National Education Longitudinal Study of 1988: First Follow-up Survey, 1990

Advanced Placement Examinations
The College Board
1717 Massachusetts Avenue, NW
Suite 404
Washington, DC 20036

High School Course Completion
National Center for Education Statistics
555 New Jersey Avenue, NW
Washington, DC 20208

Source: High School Transcript Study, 1982 and 1987

Voter Registration and Voting
U.S. Department of Commerce
Bureau of the Census
Room 2343, Population Division
Washington, DC 20233

Source: Current Population Survey, 1988

Community Service
National Center for Education Statistics
555 New Jersey Avenue, NW
Washington, DC 20208

Source: National Education Longitudinal Study of 1988: First Follow-up Survey, 1990

National Education Standards
National Education Goals Panel
1850 M Street, NW
Suite 270
Washington, DC 20036

Office of Educational Research and Improvement
555 New Jersey Avenue, NW
Washington, DC 20208

Indicators for Children with Learning Disabilities
National Center on Educational Outcomes
University of Minnesota
350 Elliott Hall
75 East River Road
Minneapolis, MN 55455

Source: Improving Student Achievement and Citizenship, 1992

Goal Four
Science and Mathematics

"By the year 2000, U.S. students will be first in the world in science and mathematics achievement."

Objectives

- Math and science education will be strengthened throughout the system, especially in the early grades.

- The number of teachers with a substantive background in mathematics and science will increase to 50 percent.

- The number of U.S. undergraduate and graduate students, especially women and minorities, who complete degrees in mathematics, science, and engineering will increase significantly.

Questions to Ask

▪ International Assessment

How do U.S. students compare in international assessments of science and mathematics achievement?

How do U.S. students compare in international comparisons of school, home, and student characteristics?

▪ Instructional Practices

How many science and mathematics teachers have the capability to use effective instructional practices in their classrooms?

How many science and mathematics teachers use effective practices in their classrooms on a regular basis?

▪ Student and School Attitudes Toward Science and Mathematics

Do students have positive attitudes toward science and mathematics?

Do schools specify mathematics and science as priorities?

▪ Teacher Preparation

How many science and mathematics teachers hold degrees in the subject areas which they are assigned to teach?

▪ Degrees Awarded

How many undergraduate and graduate science and mathematics degrees are awarded to U.S. citizens?

Measures to Use

▪ International Assessment

How do U.S. students compare in international assessments of science and mathematics achievement?

How do U.S. students compare in international comparisons of school, home, and student characteristics?

Data Reported by the National Education Goals Panel

In the 1992 *Goals Report*, the Goals Panel used the most recent (1991) data available from the International Assessment of Educational Progress (IAEP) to examine the performance of U.S. students in mathematics and science in relation to students in other countries. The Goals Panel compared U.S. achievement to students in five countries: France, Hungary, Korea, Switzerland, and Taiwan (p. 38).

The Goals Panel also used the 1991 IAEP data to measure differences in educational environments within the five countries. These data covered such topics as: amount of time spent on homework, number of books in the home, number of hours spent watching television, and the use of computers for schoolwork or homework (pp. 102 and 103).

Suggestions for Local Goals Report Data

• At the present time, there are no tests that provide a community with a score that can be compared with international achievement levels. However, in the future, the Panel would like to see international tests which could be directly linked to a local community's assessment in the areas of mathematics and science.

▪ Instructional Practices

How many science and mathematics teachers have the resources necessary to use effective instructional practices in their classrooms?

How many science and mathematics teachers use effective practices in their classrooms on a regular basis?

Data Reported by the National Education Goals Panel

In the 1992 *Goals Report*, the Panel reported data (pp. 106, 107, and state pages) on mathematics instructional practices from the 1990 National Assessment of Educational Progress' (NAEP) *Mathematics Assessment*, and presented data (pp. 104 and 105) on science instructional practices from the 1990 NAEP *Science Report Card*. In order to estimate how many teachers have the resources necessary to use effective practices, and how

many actually employ such practices, the *Goals Report* included information on: the adequacy of teaching facilities, the frequency of experiments and oral and written reports in the classroom, the emphasis on problem-solving skills, and the reliance on textbooks to determine what to teach.

Suggestions for Local Goals Report Data

• Develop a teacher and student survey on instructional practices, with assistance from your local school district(s), local and state education agencies, and local teacher representatives, using the following questions as a guide.

Sample Questions (Science)
[From the 1990 NAEP *Science Report Card*]

Teachers

— Are your facilities for teaching laboratory science adequate?

— Are you well supplied with instructional materials and resources?

— Do you rely primarily on textbooks to determine what you teach?
(Choices are:
- *Strongly Agree*
- *Agree*
- *No Opinion*
- *Disagree*
- *Strongly Disagree)*

— How much emphasis do you give to:
- Developing problem-solving skills;
- Communicating ideas in science effectively;
- Developing skills in laboratory techniques?

(Choices are:
- *Heavy emphasis*
- *Moderate emphasis*
- *Little emphasis*
- *No emphasis)*

Students

— When you study science, how often do you:
- Give an oral or written science report;
- Do science experiments?

(Choices are:
- *About once a week or more*
- *Less than once a week*
- *Never)*

— In science class, how often does your teacher:
- Ask you to write up an experiment;
- Ask you to use computers?

(Choices are:
- *Several times a week or more*
- *About once a week or less*
- *Never)*

Sample Questions (Mathematics)
[From the 1990 NAEP *Mathematics Assessment*]

Teachers
— How much emphasis do you give to:
- Algebra and Functions;
- Developing reasoning and analytical skills;
- Learning how to communicate math ideas?

(Choices are:
- *Heavy emphasis*
- *Moderate emphasis*
- *Little emphasis*
- *No emphasis)*

— About how often do students in your class(es) use calculators?
(Choices are:
- *At least several times a week*
- *Weekly or less*
- *Never)*

— How accessible are computers for student use?
(Choices are:
- *Available in classroom*
- *Difficult to access*
- *Not available)*

— About how often do students in your class(es) do the following types of activities for mathematics class:
- Work in small groups;
- Work with rulers, counting blocks, or geometric shapes;
- Write reports or do math projects?

(Choices are:
- *At least several times a week*
- *Weekly or less*
- *Never)*

Other questions asked in the IAEP to compare the educational environments of U.S. students with those in other countries include:

— Do you spend 4 hours or more on mathematics/science homework each week?

— Do you do experiments during class?

— Do you use calculators in school?

— Do you use computers for schoolwork or homework?

— Do you have 25 books or more in your home?

— Do you spend 2 hours or more on all homework every day?

— Do you watch television 5 hours or more every day?

▪ Student and School Attitudes Toward Science and Mathematics

Do students have positive attitudes toward science and mathematics?

Do schools specify mathematics and science as priorities?

Data Reported by the National Education Goals Panel

To measure student and school attitudes toward math and science in the 1992 *Goals Report*, the Goals Panel chose 1990 data (p. 108) from the National Assessment of Educational Progress' most recent *Mathematics and Science Reports*. The Goals Panel also presented 1992 data (pp. 109-112) on the number of students taking Advanced Placement examinations in mathematics and science.

Suggestions for Local Goals Report Data

• Survey the number of students who have taken Advanced Placement exams in: Biology, Chemistry, Physics B, Physics C - Electricity and Magnetism, Physics C - Mechanics, Calculus AB, and Calculus BC.

• Develop a student and administrative survey about attitudes toward mathematics and science. Sample questions could include [from the 1990 NAEP *Science Report Card*]:

— Do you like science?
(Choices are:
- *Yes*
- *No)*

[From the 1990 NAEP *Mathematics Assessment*]

— Do you agree or disagree with the following statement: I like mathematics.
(Choices are:
- *Strongly agree*
- *Agree*
- *Disagree*
- *Strongly disagree)*

— Have science and mathematics been identified as priorities in your school?

▪ Teacher Preparation

How many science and mathematics teachers hold degrees in the subject areas which they are assigned to teach?

Data Reported By the National Education Goals Panel

In the 1992 *Goals Report*, the Goals Panel used 1991 data from the National Center for Education Statistics' *Schools and Staffing Survey* to measure how well our nation's mathematics and science teachers are prepared to teach these subjects. Information included the percentage of mathematics and science teachers who have a degree (mathematics or mathematics education/science or science education) in the field in which they are assigned to teach (page 117, and state pages).

Suggestions for Local Goals Report Data

• Contact your local school district(s) and/or education agency for a count of teachers who have degrees in science, science education, mathematics, or mathematics education and for a count of the

number of teachers who are teaching class in those specific subject areas.

- Survey colleges, universities, and schools of education in your areas to estimate the number of education majors, teacher trainees, etc., who have mathematics or science backgrounds and who intend to become classroom teachers. This will provide an estimate of the future pool of instructors in these specific subject areas.

▪ Degrees Awarded

How many undergraduate and graduate science and mathematics degrees are awarded to U.S. citizens?

Data Reported by the National Education Goals Panel

To estimate the total number of science and mathematics degrees awarded to U.S. citizens, the 1992 *Goals Report* included 1990 data from the National Science Foundation and National Research Council. Data presented included the number of degrees awarded in both math and science to males, females, and the different racial/ethnic groups, and the number of degrees awarded per 1,000 22-year-olds (pp. 113-116).

Suggestions for Local Goals Report Data

- Contact the admissions staff at higher education institutions in your area and ask how many students from your community are pursuing degrees in mathematics and science.

For More Information

International Assessment of Educational Progress
National Center for Education Statistics
555 New Jersey Avenue, NW
Washington, DC 20208

Science Instructional Practices
National Assessment of Educational Progress (NAEP)
National Center for Education Statistics
555 New Jersey Avenue, NW
Washington, DC 20208

Source: NAEP 1990 Science Report Card

Mathematics Instructional Practices
National Assessment of Educational Progress (NAEP)
National Center for Education Statistics
555 New Jersey Avenue, NW
Washington, DC 20208

Source: NAEP 1990 Mathematics Assessment

Advanced Placement Examinations
The College Board
1717 Massachusetts Avenue, NW
Suite 404
Washington, DC 20036

School and Student Attitudes Toward Science and Mathematics
National Assessment of Educational Progress
555 New Jersey Avenue, NW
Washington, DC 20208

Teacher Preparation
National Center for Education Statistics
555 New Jersey Avenue, NW
Washington, DC 20208

Source: Schools and Staffing Survey, 1991

Degrees Awarded
National Science Foundation
1800 G Street, NW
Washington, DC 20550

National Research Council
2101 Constitution Avenue, NW
Washington, DC 20418

Indicators for Children with Learning Disabilities
National Center on Educational Outcomes
University of Minnesota
350 Elliott Hall
75 East River Road
Minneapolis, MN 55455

Source: Being First in the World in Science and Mathematics, 1992

Goal Five

Adult Literacy and Lifelong Learning

"By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship."

Objectives

- Every major American business will be involved in strengthening the connection between education and work.

- All workers will have the opportunity to acquire the knowledge and skills, from basic to highly technical, needed to adapt to emerging new technologies, work methods, and markets through public and private educational, vocational, technical, workplace, or other programs.

- The number of quality programs, including those at libraries, that are designed to serve more effectively the needs of the growing number of part-time and mid-career students will increase substantially.

- The proportion of those qualified students (especially minorities) who enter college, who complete at least two years, and who complete their degree programs will increase substantially.

- The proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially.

Questions to Use

▪ Adult Literacy

How many adults are literate?

How do literacy rates vary among racial/ethnic groups and among adults with different education levels?

▪ International Workforce Attitudes

How do U.S. workers perceive the usefulness of their present job skills in the future, compared to workers in other countries?

How do U.S. workers perceive their responsibility for improving job performance, compared to workers in other countries?

▪ Adult Education and Worker Training

How many adults are enrolled in adult education courses?

How many U.S. workers take training to improve their current job skills?

How many adults believe that they were unable to take, or did not have employer support for, the kind of adult education and training experiences which would effectively meet their needs?

How involved are businesses in strengthening the education and skills of their workforce?

▪ Citizenship

To what degree do American adults exercise the rights and responsibilities of citizenship?

▪ College Enrollment, Completion, and Preparation

What proportion of students who enter college complete at least two years? At least four years?

What proportion of students complete their degree programs?

In particular, how do the rates of college completion compare for minority and non-minority students?

How prepared are college graduates to become productive citizens as they enter the community and workforce?

Measures to Use

- Adult Literacy

How many adults are literate?

How do literacy rates vary among racial/ethnic groups and among adults with different education levels?

Data Reported by the National Education Goals Panel
To measure the literacy level of our nation's adults, the 1992 *Goals Report* included data from the 1985 *Young Adult Literacy Survey (YALS)* on the percentages of young adults aged 21 to 25 years old who scored above certain literacy proficiency levels in Prose, Document, and Quantitative literacy. The types of tasks that were measured included: reading and using information in texts such as newspapers and pamphlets; locating information in materials such as charts and maps; and performing arithmetic problems using numbers printed in materials found in everyday situations (pp. 42 and 43).

The Goals Panel also presented information from a Department of Labor survey on the literacy skills of participants in the Job Training Partnership Act (JTPA) and Employment Service/Unemployment Insurance (ES/UI) programs. The Panel reported the percentage of adult job seekers in the JTPA and ES/UI programs who scored at the three highest levels of literacy. As in the *YALS*, the same types of literacy tasks were assessed (p. 120).

Suggestions for Local Goals Report Data
- Contact your local literacy councils and/or your local or state department of education's adult education division for information on possible literacy rates in your area.

- Survey local literacy councils, local school districts, local higher education institutions, local mayors' offices (especially for larger cities), and local public libraries for information on types of local literacy programs available in your community and the amount of participation in them.

- International Workforce Attitudes

How do U.S. workers perceive the usefulness of their present job skills in the future, compared to workers in other countries?

How do U.S. workers perceive their responsibility for improving job performance, compared to workers in other countries?

Data Reported by the National Education Goals Panel
To measure workers' attitudes in this country compared to those of workers in other countries, the 1992 *Goals Report* presented data

(1989-91) from an international study done at Cornell University. The countries that participated in the survey were: Flanders (Belgium), West Germany, and Japan. The *Goals Report* described the percentage of adult workers in each country who reported that their present job skills would be very useful in five years, and the percentage who strongly agreed that workers should be expected to think up better ways to do their jobs (pp. 121 and 122).

Suggestions for Local Goals Report Data

• In conjunction with your local Chamber of Commerce, other business or governmental organizations, or your local higher education institution, create an employee survey to assess some of the attitudes of your local workforce. Use the following questions as a guide:

Sample Questions
[From Cornell University Study]

— In five years, how useful will your present job skills be for your employment?
(Choices are:
- *Not useful*
- *Somewhat useful*
- *Useful*
- *Very useful)*

— A worker should be expected to think up better ways to do his or her job.
(Choices are:
- *Strongly disagree*
- *Disagree*
- *Agree*
- *Strongly agree)*

▪ Adult Education and Worker Training

How many adults are enrolled in adult education courses?

How many U.S. workers take training to improve their current job skills?

How many adults believe that they were unable to take, or did not have employer support for, the kind of adult education and training experiences which would effectively meet their needs?

How involved are businesses in strengthening the education and skills of their workforce?

Data Reported by the National Education Goals Panel

The 1992 *Goals Report* included data on adult education from the National Center for Education Statistics' *National Household Education Survey*. Data presented in the *Report* included: the percentage of adults involved in continuing education courses over the last year; the type of occupation represented; reasons for taking the course(s); the type of business/organization providing the instruction; the kind of support received; and issues that

kept adults from participating in education courses (pp. 123-127).

The Goals Panel also presented trend information on worker training from a 1983 and 1991 Department of Labor supplement to the *Current Population Survey* (p. 128).

Suggestions for Local Goals Report Data

- Contact your local school district(s) to inquire whether community adult education courses are being offered by the district and, if so, the number of participants.

- Contact your local Chamber of Commerce chapters and other service organizations for information and possible data on the extent of local business involvement in education, and ways to report the extent of this kind of activity in the community.

- Develop your own community survey using the questions described below as a framework. Involve the business community's support, and guidance from officials of your local/state department of education and literacy councils in both its development and dissemination process.

Sample Questions

[From the *National Household Education Survey, 1991*]

— Have you been involved in continuing education courses or non-credit courses during the last 12 months? (This does not count full-time students or part-time courses taken for credit toward a degree.)

— What was your main reason for taking an adult education course(s):
- Train for a current job;
- Personal, family, or social reasons;
- To meet degree/diploma/certificate requirements;
- To train for a new job; or
- To improve basic reading, writing, and math skills?

— What type of organization provided the instruction for the adult education course(s):
- A business or industry;
- 4-year college or university;
- Labor/Professional organization;
- Government agency;
- Vocational/Trade/Business/Hospital/Flight school;
- Library; or
- Other?

— Have any of the following barriers kept you from participating in additional adult education courses:
- Work schedule;
- Class cost;
- Class time;
- Class location;
- Lack of child care;
- Lack of information;
- Class of interest not offered; or
- Other?

— What type of support did you receive for the adult education course, if any:
- Course was given at place of work;
- Employer paid some portion;
- Employer provided course;
- Employer provided time off; or
- Other?

Sample Questions
[From the *Current Population Survey, 1991*]

— Since you obtained your present job did you take any training to improve your skills?

— What kind of training did you take:
- Reading, writing, or math skills;
- Computer-related skills;
- Other technical skills specific to your occupation;
- Managerial or supervisory skills; or
- Other?

— Did you take the training in:
- School;
- A formal company training program;
- Informal on-the-job; or
- Other?

▪ Citizenship

To what degree do American adults exercise the rights and responsibilities of citizenship?

Data Reported by the National Education Goals Panel
To asses the degree to which American adults exercise the rights and responsibilities of citizenship, the Goals Panel chose registration and voting as indicators. Using data from the 1988 *Current Population Survey*, the 1992 *Goals Report* included both national and state information on the percentage of adults aged 18 and older who were registered to vote and who voted in the 1988 Presidential election (page 134, and states pages).

Suggestions for Local Goals Report Data
• Contact your local election board office to obtain a statistic on the number or percentage of people 18 years old and older who are registered to vote and who voted in the last Presidential and/or Congressional election.

• Survey local businesses and civic organizations to determine the percentage offering opportunities for community service and the extent of participation in such activities.

▪ College Enrollment, Completion, and Preparation

What proportion of students who enter college complete at least two years? At least four years?

What proportion of students complete their degree programs?

In particular, how do the rates of college completion compare for minority and non-minority students?

How prepared are college graduates to become productive citizens as they enter the community and workforce?

Data Reported by the National Education Goals Panel

To measure the proportion of students who enter and complete some college, the 1992 *Goals Report* included data from the Bureau of the Census' *Current Population Survey*. Information presented included the percentage of students enrolled in college in the October following their high school graduation, and the percentage of high school graduates aged 25-29 who completed 2 or more, or 4 or more years of college (pp. 129-133).

The Panel is still not able to answer the question of how well college graduates are prepared to enter the community and the workforce. However, this past July, the Panel received a set of nine specific recommendations from a Task Force on Collegiate Assessment. These recommendations build upon work already under way in the post-secondary education community and at the National Center for Education Statistics. The recommendations include: the adoption of a uniform format for reporting degree completion rates, and; a sample-based collegiate assessment system linked to the development of national standards for cognitive skills, higher order thinking skills, and occupation-specific skills for students in post-secondary education programs. In the coming months, the Panel will be carefully reviewing this proposal, soliciting feedback, and developing action plans where appropriate.

Suggestions for Local Goals Report Data

- Contact your local school district(s) for possible information on the status of recent high school graduates who have enrolled in college following graduation.

- Contact higher education institutions in your area to see if they collect data on entrants and completers from your community.

- Contact your state higher education agency for information on assessment systems that measure the knowledge that students have acquired while enrolled. Contact your local college officers to see if such a system exists or is being planned.

For More Information

Adult Literacy
Educational Testing Service
Division of Cognitive and
Instructional Science
Rosedale Road
Princeton, NJ 08541

Source: Young Adult Literacy Survey, 1985

U.S. Department of Labor
Employment and Training
Administration
200 Constitution Avenue, NW
Washington, DC 20210

Source: Survey of the literacy skills of participants in the Job Training Partnership Act (JTPA) and Employment Service/Unemployment Insurance (ES/UI) programs.

Adult Education and Training
National Center for Education
Statistics
555 New Jersey Avenue, NW
Washington, DC 20208

Source: National Household Education Survey, 1991

U.S. Department of Labor
Bureau of Labor Statistics
2 Massachusetts Avenue, NE
Washington, DC 20212

Source: Current Population Surveys, 1983 and 1991

International Attitudes on the Workforce
Cornell University
School of Industrial and Labor
Relations
Ithaca, NY 14853-3901

Source: Work-Related Attitudes Among Workers, 1989-1991

Business Involvement in Education
U.S. Chamber of Commerce
Center for Workforce Preparation
and Quality Education
1615 H Street, NW
Washington, DC 20006

The Business Roundtable
1615 L Street, NW
Washington, DC 20036

National Alliance of Business
1201 New York Avenue, NW
Washington, DC 20005

Citizenship
U.S. Department of Commerce
Bureau of the Census
Room 2343, Population Division
Washington, DC 20233

Source: Current Population Survey, 1988

College Enrollment, Completion, and Preparation
National Center for Education Statistics
555 New Jersey Avenue, NW
Washington, DC 20208

Source: Current Population Surveys, 1990 and 1991

Collegiate Assessment
National Education Goals Panel
1850 M Street, NW
Suite 270
Washington, DC 20036

Source: Task Force Report in Assessing the National Goals Relating to Postsecondary Education, 1992

Indicators for Children with Learning Disabilities
National Center on Educational Outcomes
University of Minnesota
350 Elliott Hall
75 East River Road
Minneapolis, MN 55455

Source: Pursuing Adult Literacy and Lifelong Learning, 1992

Goal Six

Safe, Disciplined, and Drug-Free Schools

"By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning."

Objectives

- Every school will implement a firm and fair policy on use, possession, and distribution of drugs and alcohol.

- Parents, businesses, and community organizations will work together to ensure that schools are a safe haven for all children.

- Every school district will develop a comprehensive K-12 drug and alcohol prevention education program. Drug and alcohol curriculum should be taught as an integral part of health education. In addition, community-based teams should be organized to provide students and teachers with needed support.

Questions to Ask

▪ Student Drug Use

How accessible are drugs in schools and how common is at-school drug use? How common is drug use among students when they are not on school grounds?

What types of attitudes do students possess toward drugs?

Have schools adopted and properly implemented policies on drug use, possession, and distribution? Have schools developed a comprehensive drug education program? How involved are communities with these efforts?

▪ Victimization and Vandalism

How safe are schools, as measured by incidence of victimization of students and teachers and vandalism of personal and school property?

How involved are parents, businesses, and communities in ensuring that schools offer a safe learning environment?

▪ Discipline in Schools

How orderly are schools, as measured by the existence and enforcement of school policies on discipline, truancy, and tardiness?

Measures to Use

- Student Drug Use

How accessible are drugs in schools and how common is at-school drug use? How common is drug use among students when they are not on school grounds?

What types of attitudes do students possess toward drugs?

Have schools adopted and properly implemented policies on drug use, possession, and distribution? Have schools developed a comprehensive drug education program? How involved are communities with these efforts?

Data Reported by the National Education Goals Panel

To measure the use of drugs by students, both at-school and overall, the 1992 *Goals Report* presented data from the University of Michigan's 1991 *Monitoring the Future Survey* (*MtF*) on 8th, 10th, and 12th graders. Data were also presented from the 1989 *School Crime Supplement* from the Bureau of Justice Statistics on the availability of drugs at school. Types of data presented included: the percentage of 8th, 10th, and 12th graders who use alcohol and other drugs at or near school and overall, and the ability of students to obtain drugs on school grounds (pp. 46-50).

The Panel also presented information from the 1991 *MtF* on students' attitudes toward the use of alcohol and other drugs. Data reported included students' attitudes toward marijuana, cocaine, and excessive drinking (p. 138).

Suggestions for Local Goals Report Data

- Contact your local school district(s), state department of education, and local/state alcohol and drug abuse agencies and inquire whether any data of this kind are available on your community. Many states and communities have participated in drug surveys. Inquire about available data on the success rates and quality of drug education programs in your community.

- Develop a survey for students in your community with the assistance of your local school district(s) to monitor your community's progress in this area, using the following questions as a guide:

Sample Questions
(For 12th graders)
[From the *Monitoring the Future Survey*, 1991]

— To what degree are you able to obtain the following drugs at your school:
  - Alcohol;
  - Marijuana;
  - Cocaine;
  - Crack;
  - Uppers/downers; or
  - Other drugs?

(Choices are:
- *Easy*
- *Hard*
- *Impossible*
- *Don't know*
- *Don't know drug)*

— On how many occasions (if any) have you had alcohol to drink during the last 12 months?*
(Choices are:
- *0 occasions*
- *1 or more occasions)*

— (When applicable) When you used alcohol during the last 12 months, how often did you use it at school?*
(Choices are:
- *Not at all*
- *A few times*
- *Some of the times*
- *Most of the times*
- *Every time)*

** Ask the same questions about marijuana and cocaine use.*

— During the last 30 days, on how many occasions (if any) have you:
- Consumed alcohol;
- Used marijuana;
- Taken any illegal drug; or
- Used cocaine?

(Choices are:
- *0 occasions*
- *1 or more occasions)*

Sample Questions
(For 8th and 10th graders)
[From the *Monitoring the Future Survey*, 1991]
— During the last 12 months, did you use alcohol:
- At school during the day;
- Near school; or
- At a school dance, game, or other event?

— During the last 30 days, on how many occasions (if any) have you:
- Consumed alcohol;
- Used marijuana;
- Taken any illegal drug; or
- Used cocaine?

(Choices are:
- *0 occasions*
- *1 or more occasions)*

• The Goals Panel did not report whether schools have adopted policies on drug use, possession, and distribution because no nationally representative data are currently collected in these areas. However, your community's Goals report could list the policies and information about implementation in your local district(s).

▪ Victimization and Vandalism

How safe are schools, as measured by incidence of victimization of students and teachers and vandalism of personal and school property?

How involved are parents, businesses, and communities in ensuring that schools offer a safe learning environment?

Data Reported by the National Education Goals Panel

To measure the safety of our nation's schools and the levels of student and teacher victimization, the 1992 *Goals Report* included data from the University of Michigan's 1991 *MtF Survey* and information from the National Center for Education Statistics' *Fast Response Survey System*. Information included in the *Report* were: the percentage of students who are threatened or injured (with and without weapons), the percentage of students who have property stolen or vandalized, and the percentage of teachers who feel unsafe at school (pp. 51-54).

Suggestions for Local Goals Report Data

- Contact officials from your local and/or state department of education and higher education institutions' research departments to design, develop, and disseminate a local survey (using the questions below) to assess the involvement of the community in ensuring that schools are able to offer a safe learning environment.

Sample Questions (For Students)
[From the *Monitoring the Future Survey*, 1991]

— During the last 12 months, how often has something of yours been stolen while you were at school?

— During the last 12 months, how often has someone deliberately damaged your property (car, clothing, etc.) while you were at school?

— During the last 12 months, how often has someone injured you with a weapon (like a knife, gun, or club) while you were at school?

— During the last 12 months, how often has someone threatened you with a weapon, but not actually injured you, while you were at school?

— During the last 12 months, how often has someone injured you on purpose without using a weapon, while you were at school?

— During the last 12 months, how often has an unarmed person threatened you with injury, but not actually injured while you were at school?
(At school was classified as: inside school, outside school, or on a school bus.)

(Choices given for all questions above are:
- *Not at all*
- *Once or more)*

Sample Questions
(For Teachers)
[From the *Fast Response Survey System*, 1991]

— How safe did you feel in the school building both during school hours and after school hours?
(Choices are:
- *Safe*
- *Moderately safe*
- *Moderately unsafe*
- *Unsafe)*

— In the last 12 months, has a student from your school threatened to injure you? Physically attacked you?

— In the last 4 weeks, has a student from your school verbally abused you?

▪ Discipline in Schools

How orderly are schools, as measured by the existence and enforcement of school policies on discipline, truancy, and tardiness?

Data Reported by the National Education Goals Panel
The 1992 *Goals Report* contained data from both the 1991 Schools and Staffing Survey and the 1991 *Monitoring the Future Survey* to report on teachers' disciplinary control over their classrooms, teachers' beliefs about the school environment, and the incidence of students skipping school and classes (pp. 139-141, and state pages).

Suggestions for Local Goals Report Data
• Contact your local school district(s) for data on local truancy rates.

• Include the following types of questions in surveys of teachers and students.

Sample Questions
(For Teachers)
[From the *Schools and Staffing Survey*, 1991]

— At school, how much control do you feel you have in your classroom over disciplining students?
(Choices are on a scale from 1 to 6, with 1 being "no control" and 6 being "complete control.")

— Do you agree or disagree with each of the following statements?
- The level of student misbehavior (e.g., noise, horseplay, or fighting in the halls, cafeteria, or student lounge) in this school interferes with my teaching;
- My principal enforces school rules for student conduct and backs me up when I need it; and

– Rules for student behavior are consistently enforced by teachers in this school, even for students who are not in their classes.

(Choices are:
- *Strongly agree*
- *Agree*
- *Disagree*
- *Strongly disagree)*

Sample Questions
(For Students)

[From the *Monitoring the Future Survey*, 1991]

— During the last four weeks, how many whole days of school have you missed because you skipped or "cut" class?

(Choices are:
- *None*
- *1 day or more)*

— During the last four weeks, how often have you gone to school but skipped a class when you weren't supposed to?

(Choices are:
- *Not at all*
- *1 or more times)*

For More Information

At-School and Overall Drug Use
University of Michigan
Institute for Social Research
Room 2030
Ann Arbor, MI 48106

Source: Monitoring the Future Survey, 1991

Centers for Disease Control
Division of Adolescent and School Health
1600 Clifton Road
Mail Stop K33
Atlanta, GA 30033

Source: Youth Risk Behavior Surveillance Survey, 1991

Availability of Illegal Drugs
Bureau of Justice Statistics
National Branch
Washington, DC 20531

Source: School Crime Supplement to the National Crime Survey, 1989

School Safety/Victimization and Vandalism
National Center for Education Statistics
555 New Jersey Avenue, NW
Washington, DC 20208

Source: Fast Response Survey System, 1991

University of Michigan
Institute for Social Research
Room 2030
Ann Arbor, MI 48106

Source: Monitoring the Future Survey, 1991

U.S. Departments of Justice and Education
School Management and Resource Team (SMART) Program
3770 Torrey Pines Boulevard
Sarasota, FL 34238

Discipline in Schools
National Center for Education Statistics
555 New Jersey Avenue, NW
Washington, DC 20208

Source: School and Staffing Survey, 1991

Truancy
University of Michigan
Institute for Social Research
Room 2030
Ann Arbor, MI 48106

Source: Monitoring the Future Survey, 1991

Indicators for Children with Learning Disabilities
National Center on Educational Outcomes
University of Minnesota
350 Elliott Hall
75 East River Road
Minneapolis, MN 55455

Source: Promoting Safe, Disciplined, and Drug-Free Schools, 1992

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