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Missouri Education News

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New Math Goals Being Developed

Recent state and national initiatives have prompted the call for the development of new K-12 mathematics goals, to replace the existing grade-level expectations (GLE) document. These initiatives include:

- The governor's METS Alliance has recommended changes in the GLEs for math and science in order to support "inquiry-based instruction based on internationally recognized best practices."
- The National Council of Teachers of Mathematics, Achieve, The College Board and others are calling for changes in K-12 math standards.
- Recent state law (Senate Bill 389), which requires the Department of Higher Education to develop entry-level competencies for college courses.

These factors have prompted the Department of Elementary and Secondary

Education, in concert with the METS Alliance, to develop a new document, *Missouri K-12 Mathematics Learning Goals*. The document will identify critical ideas, knowledge and skills and provide foundations for further mathematical learning. It will communicate the goals of required annual assessments and serve as a guide for schools in updating and aligning their mathematics programs.

This effort is co-chaired by Cindy Bryant, DESE mathematics consultant, and Barbara Reys, professor of mathematics at the University of Missouri. Writers of the new document include K-12 teachers, curriculum coordinators and university faculty. We expect a draft copy of the goals to be ready for public review in March, and we hope to present a final version to the State Board of Education in September, 2008.

For more information about the development of the math learning goals visit, <http://mets-dese-mathematics.missouri.edu> or contact Cindy Bryant (cindy.bryant@dese.mo.gov).

Mapping Missouri's Educational Progress 2008

Data on student achievement in reading and math, high school graduation rates, schools making adequate yearly progress, highly qualified teachers, parents taking advantage of tutoring and choice options, state participation in flexibility options, and more.

National Report:

<http://www.ed.gov/nclb/accountability/results/progress/nation.html>

Missouri Report:

<http://www.ed.gov/nclb/accountability/results/progress/missouri.pdf>

Quality Counts: 2008

Edweek's Editorial Projects in Education Research Center States awarded overall letter grades based on ratings across six areas of performance and policy: chance-for-success; K-12 achievement; standards, assessments, and accountability; transitions and alignment; the teaching profession; and school finance.

QUALITY COUNTS 2008 GRADING SUMMARY

Missouri

Chance for success	C+
K-12 achievement	D
Standards, assessments, and accountability	C
Transitions and alignment	D+
The teaching profession	C
School finance	C

OVERALL GRADE: C-

Full Missouri Report:

<http://www.edweek.org/media/ew/qc/2008/18shr.mo.h27.pdf>

The Funding Gap: Spending Less Money in School Districts Educating English Language Learners, Low-Income Students and Students of Color

When it comes to school funding, too many states still provide the *least* to school districts serving students with the greatest needs, according to a report released by The Education Trust.

The seventh in a series of annual reports, *The Funding Gap* includes state-by-state

analyses of funding trends from 1999 to 2005, comparing the resources available to school districts serving the highest percentages of low-income students and students of color to the resources available to districts serving the lowest percentages of such students. For the first time, the report also compares funding available to school districts serving the high percentages of English language learners (ELL) to that available to districts serving the lowest percentages of ELL. Using data for the eight states with the highest percentages of English learners, the report finds that high-ELL districts generally receive less financial support than do districts with few or no ELL students.

The Bad News

In 1999, Illinois' funding gap was the second-largest in the nation. By 2005, the Illinois gap was still the second-largest, and had actually gotten worse. Illinois is joined by Florida, Idaho, Kansas, Maine, **Missouri**, Nebraska, Nevada, New Hampshire, North Carolina, South Dakota, Tennessee, Texas, Vermont, Virginia and Wisconsin at the top of the list of states in which the funding gap between high- and low-poverty districts grew between 1999 and 2005.

Full report:

<http://www2.edtrust.org/NR/rdonlyres/5AF8F288-949D-4677-82CF-5A867A8E9153/0/FundingGap2007.pdf>

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