

## 2008 Current Fiscal Year Report: National Mathematics Advisory Panel

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### 1. Department or Agency

Department of Education

### 2. Fiscal Year

2008

### 3. Committee or Subcommittee

National Mathematics Advisory  
Panel

### 3b. GSA Committee No.

29130

### 4. Is this New During Fiscal Year? 5. Current Charter 6. Expected Renewal Date 7. Expected Term Date

No

05/03/2006

04/18/2008

### 8a. Was Terminated During Fiscal Year?

Yes

### 8b. Specific Termination Authority

Executive Order  
13398

### 8c. Actual Term Date

05/08/2008

### 9. Agency Recommendation for Next Fiscal Year

Terminate

### 10a. Legislation Req to Terminate?

No

### 10b. Legislation Pending?

### 11. Establishment Authority

Presidential

### 12. Specific Establishment Authority

Executive Order 13398

### 13. Effective Date

04/18/2006

### 14. Committee Type

Ad hoc

### 14c. Presidential?

Yes

### 15. Description of Committee

### 16a. Total Number of Reports

### 16b. Report Date

### Report Title

03/13/2008 Foundations For Success: Reports  
of the Task Groups and  
Subcommittees of the National  
Mathematics Advisory Panel  
03/13/2008 Foundations for Success: Report of  
the National Mathematics Advisory  
Panel

## Number of Committee Reports Listed: 2

17a. 4 17b. Closed 0 17c. Partially Closed 0 Other Activities 0 17d. Total 4  
Open

## Meetings and Dates

Purpose	Start	End
The purpose of the ninth meeting was to develop the First and Second Common Concepts in order to reach a Panel-wide concept of the Final Report. In addition, two of the task groups, Instructional Practices and Assessment, met to complete their work. Michael Crow, the President of Arizona State University, welcomed the Panel and the Panel also received comments from the general public.	10/23/2007	10/24/2007
The purpose of the tenth meeting was to discuss the Panel's Final Report draft and to complete the work of two task groups, Instructional Practices and Assessment. The Secretary of Education, Margaret Spellings, addressed the Panel, thanking them for their hard work to complete the Final Report by the February 28, 2008 deadline.	11/28/2007	11/28/2007
The purpose of the eleventh meeting was to discuss the Final Report draft and to complete the work of the Assessment Task Group.	12/14/2007	12/15/2007
The purpose of the twelfth and final meeting was to adopt and release the Panel's Final Report. In addition, Panel members made remarks on their view of important items in the Final Report. The Panel presented its Final Report to the Secretary of Education, Margaret Spellings, and she thanked them for their work in completing the Final Report.	03/13/2008	03/13/2008

## Number of Committee Meetings Listed: 4

	Current FY	Next FY
18a(1). Personnel Pmts to Non-Federal Members	\$0.00	\$0.00
18a(2). Personnel Pmts to Federal Members	\$38,489.00	\$0.00
18a(3). Personnel Pmts to Federal Staff	\$322,097.00	\$0.00
18a(4). Personnel Pmts to Non-Member Consultants	\$617,401.00	\$0.00
18b(1). Travel and Per Diem to Non-Federal Members	\$51,672.00	\$0.00

<b>18b(2). Travel and Per Diem to Federal Members</b>	\$1,898.00	\$0.00
<b>18b(3). Travel and Per Diem to Federal Staff</b>	\$13,018.00	\$0.00
<b>18b(4). Travel and Per Diem to Non-member Consultants</b>	\$0.00	\$0.00
<b>18c. Other(rents,user charges, graphics, printing, mail, etc.)</b>	\$185,984.00	\$0.00
<b>18d. Total</b>	\$1,230,559.00	\$0.00
<b>19. Federal Staff Support Years (FTE)</b>	4.50	0.00

**20a. How does the Committee accomplish its purpose?**

The Panel advised the President and the U.S. Secretary of Education (Secretary) on means to implement effectively the policy set forth in section 1 of the Executive Order, including with respect to the conduct, evaluation, and effective use of the results of research relating to proven-effective and evidence-based mathematics instruction. The Panel submitted its Preliminary Report to the President, through the Secretary on March 8, 2007. The Final Report was submitted to the President, through the Secretary on March 13, 2008. As required in the Executive Order, the report contains recommendations based on the best scientific evidence available on: (a) the critical skills and skill progressions for students to acquire competence in algebra and readiness for higher levels of mathematics; (b) the role and appropriate design of standards and assessment in promoting mathematical competence; (c) the processes by which students of various abilities and backgrounds learn mathematics; (d) instructional practices, programs, and materials that are effective for improving mathematics

learning; (e) the training, selection, placement, and professional development of teachers of mathematics in order to enhance students' learning of mathematics; (f) the role and appropriate design of systems for delivering instruction in mathematics that combine the different elements of learning processes, curricula, instruction, teacher training and support, and standards, assessments, and accountability; (g) needs for research in support of mathematics education; (h) ideas for strengthening capabilities to teach children and youth basic mathematics, geometry, algebra, and calculus and other mathematical disciplines; (i) such other matters relating to mathematics education as the Panel deems appropriate; and (j) such other matters relating to mathematics education as the Secretary may require. The Panel obtained information and advice as appropriate in the course of its work from: (i) officers or employees of Federal agencies, unless otherwise directed by the head of the agency concerned; (ii) State, local, territorial, and tribal officials; (iii) experts on matters relating to the policy set forth in section 1; (iv) parents and teachers; and (v) such other individuals as the Panel deemed appropriate. The National Math Panel staff and NMP Chair held three stakeholder meetings in Washington, DC. Two of the meetings, one during December 2006 and the other during September 2007, informed leaders of major associations and organizations interested in the Panel's charge about the progress and expected outcomes of the Panel's work. The Panel considered the views and comments of these important stakeholders during its deliberations for the Final Report. During the third stakeholder meeting in Washington, DC, March 2008, the NMP Chair and the Deputy Secretary, also an Ex Officio of the NMP,

presented a briefing on the Final Report and took questions from the audience. Throughout the year, Panelists were invited to various conferences of organizations interested in mathematics education. For each meeting the National Math Panel staff prepared an updated briefing including the latest developments on the Panel's progress. In October 2007 the Panel held a 2-day meeting in Phoenix to work in synthesis groups on a common concept for the Final Report and to receive public comments on elements of the Executive Order. At two meetings in Baltimore the Panel worked on the Final Report. At the final meeting, the Final Report was adopted and delivered to the Secretary. Between meetings, Panel members were in frequent phone and email contact to complete the Panel's work.

**20b. How does the Committee balance its membership?**

The Panel consisted of no more than 30 members as follows: No more than 20 members not employed by the Federal Government. No more than 10 shall be employed with the Federal government. The Panel members came from varied backgrounds including academia, business, state and federal government, and school districts.

**20c. How frequent and relevant are the Committee Meetings?**

The Panel met every one to three months from May 2006 through March 2008. All of these meetings were critical to the Panel's work. In FY 2006 the Panel had 3 meetings to begin its work. In FY 2007 the Panel completed the majority of its task group and subcommittee work during a series of 5 meetings. In FY 2008 there were 4 meetings that focused on the completion of the Final Report.

**20d. Why can't the advice or information this committee provides be obtained elsewhere?**

The National Mathematics Advisory Panel was necessary to assist with the administration's policy on American competitiveness. The Panel reviewed scientifically-based evidence as it relates to mathematics learning with a specific emphasis on algebra readiness and algebra success.

President Bush introduced the American Competitiveness Initiative (ACI) in his State of the Union Address on January 31, 2006. Specifically, as related to the charge of the National Mathematics Advisory Panel, the ACI aims to strengthen K-12 math and science education by enhancing our understanding of how students learn and applying that knowledge to train highly qualified teachers, develop effective curricular materials, standards and assessments and improve student learning.

**20e. Why is it necessary to close and/or partially closed committee meetings?**

During FY 2008 there were no closed meetings. There was only one hour during the seventh meeting on 6/05/2007 in Miami, FL when the meeting was closed. During this hour the Panel participated in a session with the Department's Office of the General Counsel for the required annual Ethics training.

**21. Remarks**

The National Math Panel was established by Executive Order 13398 on April 18, 2006. The termination date was April 18, 2008.

**Designated Federal Officer**

Tyrrell Flawn Executive Director, National Math Panel

Committee Members	Start	End	Occupation	Member Designation
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Arispe, Irma	05/30/2007	04/18/2008	Assistant Director for Life Sciences and Acting Assistant Director for Social and Behavioral Sciences at the White House Office on Science and Technology Policy (OSTP)	Ex Officio Member
Benbow, Camilla	05/22/2006	04/18/2008	Dean of Education and Human Development, Vanderbilt University, Peabody College	Special Government Employee (SGE) Member
Berch, Dan	05/22/2006	04/18/2008	National Institute of Child Health and Human Development, National Institutes of Health	Ex Officio Member
Boykin, Wade	05/22/2006	04/18/2008	Professor and Director of the Developmental Psychology Graduate Program in the Department of Psychology, Howard University	Special Government Employee (SGE) Member
Clements, Douglas	03/19/2007	04/18/2008	University at Buffalo, State University of New York Graduate School of Education	Special Government Employee (SGE) Member
Embretson, Susan	03/19/2007	04/18/2008	Professor of Psychology at the Georgia Institute of Technology	Special Government Employee (SGE) Member
Faulkner, Larry	05/22/2006	04/18/2008	President of Houston Endowment, Inc. and President Emeritus of the University of Texas at Austin	Special Government Employee (SGE) Member

Fennell, Francis	05/22/2006	04/18/2008	Professor of Education, McDaniel College; President, National Council of Teachers of Mathematics	Special Government Employee (SGE) Member
Ferrini-Mundy, Joan	01/16/2007	04/18/2008	Division Director of the National Science Foundation's (NSF) Elementary, Secondary, and Informal Education, in the Directorate for Education and Human Resources	Ex Officio Member
Fristedt, Bert	03/19/2007	04/18/2008	Morse-Alumni Distinguished Teacher of Mathematics at the University of Minnesota, Twin Cities	Special Government Employee (SGE) Member
Geary, David	05/22/2006	04/18/2008	Curators' Professor, Departmental of Psychological Sciences, University of Missouri at Columbia	Special Government Employee (SGE) Member
Gersten, Russell	05/22/2006	04/18/2008	Executive Director, Instructional Research Group; Professor Emeritus, College of Education, University of Oregon	Special Government Employee (SGE) Member
Loewenberg Ball, Deborah	05/22/2006	04/18/2008	Dean, School of Education and Collegiate Professor, University of Michigan	Special Government Employee (SGE) Member



Loveless, Tom	05/22/2006	04/18/2008	Director, Brown Center on Education Policy and Senior Fellow in Governance Studies, The Brookings Institution	Special Government Employee (SGE) Member
Ma, Liping	05/22/2006	04/18/2008	Senior Scholar for the Advancement of Teaching, Carnegie Foundation	Special Government Employee (SGE) Member
Reyna, Valerie	05/22/2006	04/18/2008	Professor of Human Development and Professor of Psychology, Cornell University	Special Government Employee (SGE) Member
Schmid, Wilfried	05/22/2006	04/18/2008	Professor of Mathematics, Harvard University	Special Government Employee (SGE) Member
Siegler, Robert	05/22/2006	04/18/2008	Teresa Heinz Professor of Cognitive Psychology, Department of Psychology, Carnegie Mellon University	Special Government Employee (SGE) Member
Simon, Raymond	05/15/2006	04/18/2008	Deputy Secretary, U.S. Department of Education	Ex Officio Member
Simons, Jim	08/14/2006	04/18/2008	President of Renaissance Technologies Corporation; former Chairman of the Mathematics Department, State University of New York at Stony Brook	Special Government Employee (SGE) Member
Stotsky, Sandra	05/22/2006	04/18/2008	Independent researcher and consultant in education; former Senior Associate Commissioner, Massachusetts Department of Education	Special Government Employee (SGE) Member

Whitehurst, Grover "Russ"	05/15/2006	04/18/2008	Director, Institute of Education Sciences, U.S. Department of Education	Ex Officio Member
Williams, Vern	05/22/2006	04/18/2008	Math Teacher, Longfellow Middle School, Fairfax, VA	Special Government Employee (SGE) Member
Wu, Hung-Hsi	05/22/2006	04/18/2008	Professor of Mathematics, University of California at Berkeley	Special Government Employee (SGE) Member

### Number of Committee Members Listed: 24

### Narrative Description

The work of the National Mathematics Advisory Panel addresses goals two and four of the U.S. Department of Education's Strategic Plan. Goal Two: Improve Student Achievement Improve achievement for all groups of students by putting reading first, expanding high quality mathematics and science teaching, reforming high schools, and boosting teacher and principal quality, thereby closing the achievement gap. Goal Four: Transform Education into an Evidence-Based Field Strengthen the quality of educational research.

### What are the most significant program outcomes associated with this committee?

Checked if  
Applies

Improvements to health or safety	<input type="checkbox"/>
Trust in government	<input type="checkbox"/>
Major policy changes	<input checked="" type="checkbox"/>
Advance in scientific research	<input checked="" type="checkbox"/>
Effective grant making	<input type="checkbox"/>
Improved service delivery	<input checked="" type="checkbox"/>
Increased customer satisfaction	<input checked="" type="checkbox"/>
Implementation of laws or regulatory requirements	<input type="checkbox"/>
Other	<input type="checkbox"/>

### Outcome Comments

The National Math Panel presented its Final Report to the Secretary of Education on March 13, 2008. It is too early to anticipate program outcomes. However, \$95 million has been requested from Congress for Math Now programs that will be informed by the Panel's report. We expect there will be policy changes and additional scientific research in mathematics education as a result of the report's findings and recommendations.

### What are the cost savings associated with this committee?

Checked if Applies

None	<input type="checkbox"/>
Unable to Determine	<input checked="" type="checkbox"/>
Under \$100,000	<input type="checkbox"/>
\$100,000 - \$500,000	<input type="checkbox"/>
\$500,001 - \$1,000,000	<input type="checkbox"/>
\$1,000,001 - \$5,000,000	<input type="checkbox"/>
\$5,000,001 - \$10,000,000	<input type="checkbox"/>
Over \$10,000,000	<input type="checkbox"/>
Cost Savings Other	<input type="checkbox"/>

### Cost Savings Comments

The National Math Panel presented its Final Report to the Secretary of Education on March 13, 2008, and it is too early to determine the cost savings, if any, associated with this committee.

### What is the approximate Number of recommendations produced by this committee for the life of the committee?

45

### Number of Recommendations Comments

The National Math Panel's Final Report, issued on March 13, 2008, contains 45 findings and recommendations on numerous topics including curricular content, learning processes, instructional practices and materials, teachers and teacher education, assessments, and research priorities.

### What is the approximate Percentage of these recommendations that have been or will be Fully implemented by the agency?

0%

### **% of Recommendations Fully Implemented Comments**

At this point the percent is unknown. The National Math Panel presented its Final Report to the Secretary of Education on March 13, 2008, and it is too early to report on fully implemented recommendations.

### **What is the approximate Percentage of these recommendations that have been or will be Partially implemented by the agency?**

0%

### **% of Recommendations Partially Implemented Comments**

At this point the percent is unknown. The National Math Panel presented its Final Report to the Secretary of Education on March 13, 2008, and it is too early to report on partially implemented recommendations.

### **Does the agency provide the committee with feedback regarding actions taken to implement recommendations or advice offered?**

Yes ☐ No ☐ Not Applicable ☒

### **Agency Feedback Comments**

NA

### **What other actions has the agency taken as a result of the committee's advice or recommendation?**

Checked if Applies

Reorganized Priorities	<input type="checkbox"/>
Reallocated resources	<input type="checkbox"/>
Issued new regulation	<input type="checkbox"/>
Proposed legislation	<input type="checkbox"/>
Approved grants or other payments	<input type="checkbox"/>
Other	<input checked="" type="checkbox"/>

### **Action Comments**

The Secretary's office is collaborating on a National Forum, which will take place in October 2008, to discuss the findings and recommendations of the National Math Panel with major stakeholders. The Department is incorporating findings and recommendations into existing programs including the Teacher-to-Teacher Summer Institute and the Doing What Works project. The Math Panel's report will be presented at a Title I conference in May of 2008. The Final Report states, "Positive results can be achieved in a reasonable time at accessible cost, but a consistent, wise, community-wide effort will be required.

Education in the United States has many participants in many locales—teachers, students, and parents; state school officers, school board members, superintendents, and principals; curriculum developers, textbook writers, and textbook editors; those who develop assessment tools; those who prepare teachers and help them to continue their development; those who carry out relevant research; association leaders and government officials at the federal, state, and local levels. All carry responsibilities. All can be important to success.”

**Is the Committee engaged in the review of applications for grants?**

No

**Grant Review Comments**

At this point, there are no grant programs associated with the work of the National Math Panel.

**How is access provided to the information for the Committee's documentation?**

Checked if Applies

Contact DFO	<input checked="" type="checkbox"/>
Online Agency Web Site	<input checked="" type="checkbox"/>
Online Committee Web Site	<input checked="" type="checkbox"/>
Online GSA FACA Web Site	<input checked="" type="checkbox"/>
Publications	<input checked="" type="checkbox"/>
Other	<input type="checkbox"/>

**Access Comments**

[www.ed.gov/mathpanel](http://www.ed.gov/mathpanel)