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To: "CPRE In-Sites" <CPRENEWS@lists.upenn.edu>
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Mapping the Landscape of High-stakes Testing and Accountability Programs

CPRE-Penn Co-Director Margaret Goertz co-authored a recently published article, "Mapping the Landscape of High-stakes Testing and Accountability Programs," for the winter 2003 issue of Ohio State University's College of Education magazine *Theory into Practice*. The article describes the types of state assessment and accountability policies that were in place at the time the U.S. Congress enacted the No Child Left Behind (NCLB) Act, and how selected school districts in eight states responded to these policies. It concludes by identifying four challenges facing states and school districts as they implement NCLB.

This article can be ordered from the Ohio State University, College of Education website (<http://www.coe.ohio-state.edu/TIP/>).

All Else Equal: Are Public and Private Schools Different?

A new book by Luis Benveniste, CPRE Researcher Martin Carnoy, and Richard Rothstein discusses the assumed advantage of education from private schools over public schools. This debate has been pushed to the forefront of American politics due to the Supreme Court review of Cleveland's voucher program. While many of these debaters simply assume that private schools are better than public schools, Rothstein, Carnoy, and Benveniste have parsed many studies and concluded that there's very little difference between public schools and their nearby private counterparts. Inner-city private schools, most of which are Catholic, suffer from the same problems neighboring public schools have including large class sizes, unqualified teachers, outdated curricula, lack of parental involvement, and stressful family and community circumstances. *All Else Equal*, which is also based on empirical work, challenges people to reconsider vital policy decisions and rethink the issues facing our current educational system.

This book can be purchased from www.routledge.com and www.amazon.com.

CPRE Researcher Authors Chapter in AEFA Yearbook

Allan Odden has authored a chapter on implementation issues and problems, and suggestions for improving performance-based evaluation systems, particularly as a foundation for knowledge and skill-based pay systems that appears in the 2003 Annual Yearbook of the American Education Finance Association. The chapter, "An Early Assessment of Comprehensive Teacher Compensation Change Plans," has been published in *School*

Finance and Teacher Quality: Exploring the Connections: 2003 Annual Yearbook of the American Education Finance Association, edited by David Monk and Margaret Plecki.

As part of their membership, current AEFA members will receive a copy of the yearbook and others who are interested may purchase it from their local bookstore.

Defining School-level Expenditure Structures That Reflect Educational Strategies

This article, written by CPRE researchers Allan Odden, Sarah Archibald, Mark Fermanich, and Betheny Gross, was published in the Winter 2003 issue of the *Journal of Education Finance*. The study presented advances finance research by developing a school-level expenditure structure that arrays a school's spending in a manner that illustrates key components of instructional delivery.

This article has five sections. Section one is a review of the literature on fiscal reporting and concludes that not only is school-level fiscal reporting important but also that it needs to be improved. Section two introduces a new school-level expenditure structure designed to provide more information linking resource use to educational strategy. Sections three and four use the expenditure structure to analyze resource use patterns and educational strategies in actual elementary and secondary schools. Section five is a summary and conclusion, with recommendations for future research and changes in fiscal reporting systems.

If you are interested in obtaining this article, please e-mail us at cpre@gse.upenn.edu for a copy.

Policy Implementation and Cognition: Reframing and Refocusing Implementation Research

In this article published in AERA's journal, *Review of Educational Research*, authors James P. Spillane, Brian J. Reiser, and Todd Reimer develop a cognitive framework to characterize sense-making in the implementation process that is especially relevant for recent education policy initiatives, such as standards-based reforms that press for tremendous changes in classroom instruction. From a cognitive perspective, a key dimension of the implementation process is whether, and in what ways, implementing agents come to understand their practice, potentially changing their beliefs and attitudes in the process. The authors draw on theoretical and empirical literature to develop a cognitive perspective on implementation. They also review the contribution of cognitive science frames to implementation research and identify areas where cognitive science can make contributions.

For more information on this issue of the journal, please go to the AERA website at: <http://www.aera.net/pubs/rer/>.

Standards Reform in High-poverty Schools: Managing Conflict and Building Capacity

This new book by CPRE researcher Carol Barnes (with foreword by David K. Cohen) gives a view of "reform in action" and illustrates what actually happens when school reform encounters a high-poverty, linguistically-diverse school. Based on two years of observation and interviews, the author shows how professional identities, social resources, and conflicting purposes shaped one elementary school's capacity to understand and implement state-mandated reforms. This book sheds light on the implementation on one of the most ambitious education reform attempts in recent history, the standards reform in California.

Copies of the book are available from Teachers College Press by calling 1-800-575-6566 or go to their website at www.tcpres.com.

Recent Publications by CPRE Researchers

[The Relationship Between Teacher Implementation of America's Choice and Student Learning in Plainfield, New Jersey](#)

(Jonathan Supovitz and Henry May, February 2003)

This report explores the relationship between teachers' implementation of different aspects of America's Choice and the learning gains of their students.

[The Merck Institute for Science Education: A Successful Intermediary for Educational Reform](#)

(Tom Corcoran, March 2003)

For nearly 10 years, CPRE has evaluated the Merck Institute for Science Education's (MISE) partnership with four school districts in New Jersey and Pennsylvania, providing MISE staff with feedback on the progress of their work and assessing MISE's impact on schools, teachers, and students. This summary report looks at the last 10 years of MISE and how a technical assistance organization works with school districts to change classroom practice

[The Limits and Contradictions of Systemic Reform: The Philadelphia Story](#)

(Tom Corcoran and Jolley Bruce Christman, November 2002)

This report summarizes the findings and lessons learned from the five-year evaluation of the *Children Achieving* Challenge with particular emphasis on systemic reform as an effective reform model.

[Teacher Leadership as a Strategy for Instructional Improvement: The Case of the Merck Institute for Science Education](#)

(Kate Riordan, March 2003)

Developing teacher leaders in schools who are willing and able to serve as champions of instructional reforms and provide support to other teachers who are implementing them has been a major strategy used by MISE. This report examines MISE's approach to the development of teacher leadership and the effects that this strategy has had on its partner districts and schools.

[What Large-scale, Survey Research Tells Us About Teacher Effects on Student Achievement: Insights from the Prospects Study of Elementary Schools](#)

(Brian Rowan, Richard Correnti, and Robert Miller, November 2002)

This report examines conceptual and methodological issues that arise when educational researchers use data from large-scale, survey research studies to investigate teacher effects on student achievement. This large-scale, survey research effort gathered abundant data on instructional processes and student achievement in a large sample of U.S. elementary schools during the early 1990s.

[Who Controls Teachers' Work? Power and Accountability in America's Schools](#)

(Richard M. Ingersoll, 2003)

Drawing on data from international and national surveys as well as wide-ranging interviews with teachers and administrators, this book confronts one of the most important, controversial, and misunderstood issues in education—who controls the work of teachers? To obtain copies of this book, please visit the Harvard University Press website at <http://www.hup.harvard.edu/catalog/INGWHO.html>, call (800) 405-1619, or write to Harvard University Press, 79 Garden Street, Cambridge, MA 02138.

[Case Studies About the Work of the Merck Institute for Science Education](#)

Each case study is written about a school that has been part of MISE's partnership with school districts over the past 10 years. The case studies are intended to present a story about how the reform has impacted science education in classrooms as well as how it has impacted teachers, schools, and districts. The context for each case study is different as each school brings its own unique situation and challenges.

[Franklin Elementary School, Rahway, NJ](#)

(Siobhan McVay, March 2003)

[Highland Avenue School, Linden, NJ](#)

(Claire Passantino, March 2003)

[Inglewood Elementary School, Lansdale, PA](#)

(Siobhan McVay, March 2003)

[Three Bridges and Holland Brook Elementary Schools, Readington Township, NJ](#)

(Patricia J. Kannapel, March 2003)

To obtain copies of these new case studies, please e-mail us at cpre@gse.upenn.edu.

CPRE on the World Wide Web

For more information about CPRE research, check out our websites:

[CPRE-University of Pennsylvania website](#)

[CPRE-University of Michigan website](#) (Study of Instructional Improvement)

[CPRE-University of Wisconsin-Madison website](#)

[CPRE-University of Wisconsin-Madison website](#) (School Finance)

[CPRE-University of Wisconsin-Madison website](#) (Teacher Compensation)

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