

## Christine Jenter

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**From:** "Christine Gazzara" <gazzara@gse.upenn.edu>  
**To:** "CPRE In-Sites" <CPRENEWS@lists.upenn.edu>  
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## Strong State Accountability Yields Achievement Gains

Students in states with high-stakes accountability appear to have made significantly higher gains across race/ethnic groups in eighth-grade national mathematics assessments, according to a study published in the winter issue of the American Educational Research Association journal *Educational Evaluation and Policy Analysis*.

The study, "Does External Accountability Affect Student Outcomes? A Cross-State Analysis," was conducted by Martin Carnoy and Susanna Loeb of Stanford University's School of Education, a member of the five-university Consortium for Policy Research in Education (CPRE) based at the University of Pennsylvania. It develops a zero to five index of the strength of accountability systems in all 50 states based on the use of high-stakes testing to sanction and reward schools, and analyzes whether that index is related to student gains on the National Assessment of Educational Progress (NAEP) mathematics test in 1996-2000. The study also relates the index to changes in student retention in the ninth grade and to changes in high school completion rates over the same period.

Copies of this article in the journal *Education Evaluation and Policy Analysis* will be available in March. Please e-mail [cpre@gse.upenn.edu](mailto:cpre@gse.upenn.edu) or call CPRE Communications at (215) 573-0700 to obtain a copy.

## Philadelphia Public Schools Trying to Learn Their Lessons

This article by Jane Century, which appeared in the Winter 2003 issue of the *Penn Graduate School of Education (GSE) Magazine* outlines the years of struggle with school reform efforts experienced by Philadelphia Public Schools and the possibility of a new beginning as they join in partnership with Penn GSE to undergo one of the nation's largest experiments in school privatization.

In mid-summer 2002, Penn GSE, a co-creator of a new K-8 elementary school in West Philadelphia, was one of seven private organizations contracted to either manage or provide intensive technical support to 45 of the city's schools. Penn GSE's role will be to provide assistance to three low-performing public schools within reach of the campus. Many reformers are skeptical of this experiment's scope, but Susan Fuhrman, dean of Penn GSE noted, "There are examples of very impoverished schools that do well, and our challenge as a country is having this happen at scale."

This past decade, Philadelphia Public Schools have been striving to attain system-wide gains while maintaining a common vision. With the potential for a major impact on urban schools, Penn GSE looks forward to moving beyond the boundaries that have long determined their relationship with the District as a source of student teachers, a resource for professional development, and as a partner in classroom-based research.

In the article, the implementation of Children Achieving, a systemic reform effort introduced in 1994 by then superintendent David Hornbeck, is outlined. Originally, a 10-point plan to raise low test scores, graduation rates, and attendance, the reform received much backlash and resistance from district personnel. The effort ultimately fell short of Hornbeck's anticipated success for several reasons, such as the dizzying pace with which it was introduced, much too quickly for principals and teachers to have time to absorb one change before moving to the next; widespread frustration of principals and teachers with themselves, the plan, and each other; and the amount of emphasis placed on the Stanford-9 Achievement Test (SAT-9) as the key measure of progress.

The article also discusses more in-depth issues of educational funding and support by local legislation, and includes quotes on the implementation of Children Achieving by CPRE co-director Tom Corcoran and Jolley Bruce Christman, a principal at Research for Action (RFA) in Philadelphia.

Penn plans to conduct a multi-year study along with RFA and the Philadelphia Education Fund involving both local and national researchers with expertise in school privatization. The research will investigate the restructuring of the District around a multiple-provider model; the impact of governance and management changes on school improvement efforts, classroom instruction practices, and student learning; and civic engagement in public education during this period of reform. It is expected that over time, it will be determined what it will take for these efforts to work.

To obtain a free copy of "Philadelphia Public Schools Trying to Learn Their Lessons," please contact CPRE Communications by e-mailing [cpre@gse.upenn.edu](mailto:cpre@gse.upenn.edu) or by calling (215) 573-0700.

## Upcoming Conferences

### Association for Supervision and Curriculum Development's 58th Annual Conference and Exhibit Show

The Association for Supervision and Curriculum Development (ASCD) is holding its Annual Conference in San Francisco, California from March 8-10. This year's conference, "Igniting the Passion for Learning," will have 650 sessions from which attendees can choose. Discussions will take place on a variety of education topics, including: what it takes to create better schools, how to improve programs for teaching and learning, which education approaches are most likely to work, how to build stronger learning communities, which practices ensure that all students are learning, how to get results, and what to question about traditional practices.

At the ASCD Exhibit Show's Conference Exhibit Hall, the CPRE Communications Department will be hosting a booth where research publications will be available free-of-charge, and representatives will be available to answer questions about CPRE research. Be sure to visit us in **booth #1536**; we look forward to meeting you there!

For general information on the conference, please visit the [ASCD Website](#).

### The 28th Annual Conference of the American Education Finance Association

This year's annual conference will be held in Orlando, Florida at the Sheraton World Hotel from March 27-29. Attending the event this year from CPRE are researchers from the University of Wisconsin-Madison. The researchers have two presentations planned, one for school finance and one for their teacher compensation project. Both of these presentations will introduce their new research, which uses statistical methods such as hierarchical linear modeling (HLM) to investigate school, classroom/teacher, and student-level effects.

The finance presentation, entitled "Teacher, School and Fiscal Effects: A New Model and a New Look," discusses how their new line of research uses a combination of variables that have been used in previous studies to get a more comprehensive picture of the effect of different factors at the school and classroom level on student achievement.

The teacher compensation presentation, entitled "The Operation, Validity and Human Resources Context of Teacher Performance Assessment Systems," discusses the validation of performance-based teacher evaluation systems. The first paper that will be presented details the framework-based performance assessment systems in Cincinnati and Washoe County (Reno), NV. The other two papers that will be presented discuss the validity of

those systems. Finally, a paper on the human resources systems surrounding these performance assessment systems investigates the contexts in which they operate.

## **National School Boards Association To Host Annual Meeting in San Francisco**

This year, the National School Boards Association's (NSBA) Annual Conference is being held from April 5-8 and offers world-class speakers, more than 200 clinics and workshops, more than 325 exhibits of products and services, as well as opportunities to network with colleagues.

The [NSBA Housing Bureau](#) is processing online reservations. Please call NSBA Housing at 800-616-8210 if you have questions about securing a hotel room for the Annual Conference.

CPRE Communications will be hosting a booth in the exhibit hall where publications will be available free-of-charge and representatives will be available to answer questions about CPRE research. Please stop by and visit us in **booth #421**.

For more information on this meeting, please visit the [NSBA website](#).

## **Research on Teacher Quality and Shortages**

Richard M. Ingersoll, an Associate Professor of Education and Sociology at the University of Pennsylvania and a member of the Consortium for Policy Research in Education has been doing research on the teacher shortage, a relevant topic in education today. Recently, his work has been featured in the [new report](#) released by The National Commission on Teaching, "No Dream Denied," as well as in articles appearing in [Education Week](#), the Philadelphia Inquirer, Christian Science Monitor, and [USA Today](#). Ingersoll gave a presentation on his teacher shortage research at the Symposium on Teacher Quality, Retention, and Recruitment hosted by the University of Florida and the Florida Department of Education, which was held from January 19-21 in Clearwater, Florida. He has recently published a book through Harvard University Press entitled "Who Controls Teachers' Work? Power and Accountability in America's Schools," which confronts one of the most important, controversial, and misunderstood issues in education--who controls the work of teachers?

## **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.

### **A Nation Reformed? American Education Twenty Years after "A Nation at Risk"**

(Harvard University Press, 2003)

CPRE researchers Richard Elmore and Susan Fuhrman contributed chapters to this new book. A Nation Reformed? Presents a balanced, thoughtful look at the past, current, and future effects of school reform on our nation's students, teachers, and communities.

### **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?

### **[Impact of America's Choice on Student Performance in Duval County, Florida](#)**

(Jonathan Supovitz, Brooke Snyder Taylor, and Henry May, October 2002)

This report examines the impact of the America's Choice School Design on student standardized test performance in Duval County, Florida. Results are presented for the first two years of the Design's impact in elementary and middle schools in writing, reading, and mathematics using test data from 1999-2001.

**[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.

**[The Varieties of Knowledge and Skill-based Pay Design: A Comparison of Seven New Pay Systems for K-12 Teachers](#)**

(Anthony Milanowski, October 2002)

Knowledge and skill-based pay rewards teachers with base pay increases and/or bonuses for acquiring and demonstrating specific knowledge and skills needed to meet educational goals, such as improving student achievement. This report examines a study of seven knowledge and skill-based pay systems for teachers that have been developed by U.S. schools or districts, and discusses the implications of the K-12 sector and for policymakers and program designers.

**[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.

## **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)

### **Editors' Notes**

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