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To: "CPRE In-Sites" <CPRENEWS@lists.upenn.edu>
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Issue on: Accountability

New accountability systems vary from state to state. They differ on various factors such as level of performance needed to attain goals, percentage of students required to meet the goals, and length of time given to achieve the goals. These new systems are centered around student performance on statewide assessments that are designed specifically for the states or purchased commercially. There is a focus on student performance, which is different from the way states previously gauged the health of their schools. States were historically interested in whether the localities complied with the input and process standards the states set to ensure that a minimum level of education was being provided across districts.

Since 1996, CPRE researchers have been taking a closer look at new accountability systems and policies. In the first phase of the Accountability for Results project, CPRE researchers studied how schools of different types — such as public schools, private schools, and charter schools — and in different policy contexts developed a sense of accountability to produce high-quality instructional results and how they developed the capacity to deliver such instruction. In the second phase, the project focused exclusively on public high schools — comprehensive, selective, and charters.

More recently, another accountability study has taken shape, through a collaborative effort of CPRE and the [Center for Research on Evaluation, Standards, and Student Testing](#). This project investigated emerging issues in the development and implementation of state and local assessment and accountability systems.

Subject experts in the area of accountability include [Martin Carnoy](#), [Richard Elmore](#), [Susan Fuhrman](#), and [Margaret E. Goertz](#).

Through CPRE's accountability research, the following publications have emerged:

[Redesigning Accountability Systems for Education](#)

Edited by Susan H. Fuhrman and Richard F. Elmore, January 2004

Available from Teachers College Press, PO Box 20, Williston, VT 05495-0200, (800) 575-6566, online orders: www.tcpress.com, \$45.00

[Redesigning Accountability Systems for Education](#)

Susan H. Fuhrman, September 2003, RB-038

[The New Accountability: High Schools and High-stakes Testing](#)

Edited by Martin Carnoy, Richard F. Elmore, and Leslie Santee Siskin, 2003

Available from: RoutledgeFalmer, 29 West 35th Street, New York, NY, online orders: www.routledge-ny.com, \$19.95

[All Else Equal: Are Public and Private Schools Different?](#)

Luis Benveniste, Martin Carnoy, and Richard Rothstein, 2003
 Available from: RoutledgeFalmer, 29 West 35th Street, New York, NY,
 online orders: www.routledge-ny.com, \$19.95

Does External Accountability Affect Student Outcomes? A Cross-state Analysis

Martin Carnoy and Susanna Loeb, 2003
 Article in *Educational Evaluation and Policy Analysis*
 Please e-mail us at insites@gse.upenn.edu for a copy of this article.

Patterns of Response in Four High Schools Under State Accountability Policies in Vermont and New York

Elizabeth DeBray, Gail Parson, and Katrina Woodworth, 2001, chapter in *From the Capitol to the Classroom: Standards-based Reform in the States*, edited by Susan H. Fuhrman
 Please e-mail us at insites@gse.upenn.edu for a copy of this chapter.

Holding Schools Accountable? Is It Working?

Richard F. Elmore and Susan H. Fuhrman, 2001, article in *Phi Delta Kappan*
 Please e-mail us at insites@gse.upenn.edu for a copy of this article.

[Do Higher State Test Scores in Texas Make for Better High School Outcomes?](#)

Martin Carnoy, Susanna Loeb, and Tiffany L. Smith, November 2001, RR-047

[Assessment and Accountability Across the 50 States](#)

Margaret E. Goertz and Mark C. Duffy, May 2001, RB-033

[Assessment and Accountability Systems in the 50 States: 1999-2000](#)

Margaret E. Goertz and Mark C. Duffy with Kerstin Carlson Le Floch, March 2001, RR-046

Can Public Schools Learn from Private Schools? Case Studies in the Public and Private Non-profit Sectors

Richard Rothstein, Martin Carnoy, and Luis Benveniste, 1999, published by the Economic Policy Institute

[When Accountability Knocks, Will Anyone Answer?](#)

Charles Abelmann and Richard F. Elmore with Johanna Even, Susan Kenyon, and Joanne Marshall, March 1999, RR-042

[The New Accountability](#)

Susan H. Fuhrman, January 1999, RB-027

Upcoming Meetings

Association for Supervision and Curriculum Development Annual Conference in New Orleans

The Association for Supervision and Curriculum Development will hold its Annual Conference in New Orleans from Saturday, March 20 to Monday, March 22 at the Morial Convention Center. The conference theme is "Faces of Education: Courageous Actions, Powerful Stories."

CPRE Communications will host a booth at this conference's exhibit hall. Publications will be available free-of-charge and representatives will be available to answer questions about CPRE research. Please stop by booth #1641 and visit us!

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

American Educational Research Association To Host Annual Meeting in San Diego

The annual meeting of the American Educational Research Association (AERA) will take place from Monday, April 12 to Friday, April 16 in San Diego at the Manchester Grand Hyatt San Diego and the San Diego Marriott Hotel and Marina. The theme for this year's meeting will be "Enhancing the Visibility and Credibility of Educational Research."

CPRE Communications will host a booth in the conference's exhibit hall, located in the Manchester Grand Hyatt. Publications will be available free-of-charge and representatives will be available to answer questions about CPRE research. Please stop by booth #618 and visit us!

Please check March's issue of *CPRE In-Sites* for a complete listing of CPRE researchers' presentations at AERA.

For more information, please visit the [AERA annual meeting website](#).

Recent Publications by CPRE Researchers

[Changing District Culture and Capacity: The Impact of the Merck Institute for Science Education Partnership](#)

(Tom Corcoran & Nancy Lawrence, November 2003)

The third in a series of four research reports presenting findings from CPRE's ten-year long evaluation of MISE, this report focuses on the roles of school districts and reform support organizations in improving teaching and learning. The findings validate those from other studies concerning some of the factors enabling districts to carry out sustainable improvements in teaching.

[Developing Communities of Instructional Practice: Lessons from Cincinnati and Philadelphia](#)

(Jonathan A. Supovitz & Jolley Bruce Christman, November 2003)

This brief examines the development of communities within schools as a central strategy to improve teaching and learning. The authors discuss how these communities can enhance the quality of instruction and outline lessons learned from large-scale evaluations of major district reform efforts in Philadelphia, PA and Cincinnati, OH.

[Getting It Right: The MISE Approach to Professional Development](#)

Tom Corcoran, Siobhan McVay, and Kate Riordan, December 2003)

This fourth publication in a series of four research reports presents additional findings from CPRE's 10-year long evaluation of the Merck Institute for Science Education (MISE) and its partnership with four school districts in New Jersey and Pennsylvania. The authors assess the partnership's approach to professional development by addressing six questions. The questions discussed such issues as how the Partnership professional development measured up against emerging standards for professional development; if participation in Partnership professional development enhanced teacher content knowledge, led to changes in instructional practice, or resulted in improved student achievement; whether the MISE strategy strengthened district capacity to support the improvement of teaching; and what lessons can be learned from the experience of MISE and the Partnership professional development. The issues raised are also considered in this report.

[Is There Really a Teacher Shortage?](#)

(Richard M. Ingersoll, September 2003)

In a report co-published by CPRE and the [Center for the Study of Teaching and Policy \(CTP\)](#), Richard Ingersoll examines the factors that may affect the teacher shortage. Through a series of analyses, Ingersoll suggests that staffing problems could be tied to organizational characteristics and conditions in schools. The data utilized suggest that the school staffing problems are not primarily due to teacher shortages.

[Mapping a Course for Improved Student Learning: How Innovative Schools Systematically Use Student Performance Data to Guide Improvement](#)

(Jonathan A. Supovitz & Valerie Klein, November 2003)

Through examination of how a handful of innovative schools are using a variety of student performance data to improve the instruction of teachers and the school organization's support for instructional improvement, this

report discusses building better roadmaps for teachers and school leaders in order to guide their instructional decision-making. Supovitz and Klein use examples from innovative teachers and school leaders who are creatively using their data to help guide their strategic decisions to develop and describe a theory of what a *system of school data* might look like.

[Out-of-Field Teaching and the Limits of Teacher Policy](#)

(Richard M. Ingersoll, September 2003)

In a report co-published by CPRE and [CTP](#), Richard Ingersoll addresses one of the most important problems in contemporary American education: the failure to ensure that the nation's classrooms are all staffed with qualified teachers. This report focuses on the problem of underqualified teachers in the core academic fields at the 7-12th grade level using data from the nationally representative Schools and Staffing Survey.

[Teacher and Coach Implementation of Writers Workshop in America's Choice Schools, 2001 and 2002](#)

(Amy J. Bach & Jonathan A. Supovitz, November 2003)

This report follows a line of inquiry started with a 2002 CPRE report titled [Implementation of the America's Choice Literacy Workshops](#). The authors report on the progress of teachers and literacy coaches to implement the writers workshop component of the America's Choice design, which is a key component of rollout in the first year of implementation. Results indicate that America's Choice has made substantial progress in teachers' implementation of writers workshop from 2001-2002.

[The Use of Research Evidence in Instructional Improvement](#)

(Tom Corcoran, November 2003)

In this brief, Corcoran examines findings from a CPRE study of how central office and school staff in three urban districts made decisions about instructional improvement strategies, and about how much weight they gave to evidence. The study looked at three sets of strategic decisions that each district faced as it tried to improve student performance, and the ways in which evidence influenced those decisions.

[What Explains Differences in International Performance? TIMSS Researchers Continue to Look for Answers](#)

(Deborah I. Nelson, September 2003)

This brief reports on the policy implications of TIMSS data. It summarizes results of recently completed TIMSS research that explores in greater detail questions raised in initial analyses.

CPRE-Wisconsin Listserv

CPRE's office at the University of Wisconsin-Madison (UW) sponsors a listserv for practitioners, researchers, and policymakers with an interest in school finance and teacher compensation. By subscribing to the listserv, you will be able to get the most up-to-date information on upcoming events, publications, research projects, and other related items of interest. Please go to the [CPRE-UW website](#) to subscribe, or to see previous editions of the newsletter.

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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