

Subject: CPRE In-Sites, Issue 32 (June 2005)
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New From CPRE

Books by CPRE Researchers

The Public Schools

Susan Fuhrman and Marvin Lazerson (Eds.)

>From curriculum standards and testing to school choice and civic learning, issues in American education are some of the most debated in the United States. *The Public Schools*, a collection of essays by the nation's leading education scholars and professionals, is designed to inform the debate and stimulate change.

In association with the Annenberg Foundation Trust at Sunnylands and the Annenberg Public Policy Center at the University of Pennsylvania, *The Public Schools* is the first in a series of books commissioned to enhance public understanding of the nature and function of democratic institutions.

Each essay in *The Public Schools* addresses essential questions for policymakers, educators, and anyone committed to public education. What role should public education play in a democracy? How has that role changed through American history? Have the schools lost sight of their responsibility to teach civics and citizenship? How are current debates about education shaping the future of this democratic institution?

For more information about this book, or to order copies, contact [Oxford University Press](#).

School Reform From the Inside Out: Policy, Practice, and Performance

Richard F. Elmore

In *School Reform From the Inside Out*, Richard Elmore tackles issues ranging from teacher development to testing to "failing" schools. The essays in this book embody a particular stance that is expressed by the thesis that "the problems of the system are the problems of the smallest unit." As Elmore aptly notes, successful school reform begins "from the inside out" with teachers, administrators, and school staff, not with external mandates or standards. This collection of essays is intended for any school leader, education reformer, policymaker, or citizen interested in the forces that promote real school change.

For more information about this book, or to order copies, contact [Harvard Education Press](#).

From High School to College: Improving Opportunities for Success in Postsecondary Education

Michael W. Kirst and Andrea Venezia (Eds.)

This recently released book presents findings of a major research project that examined the fit between high-school-level policies regarding college preparation, and what colleges considered when admitting first-year students and placing them into college-level courses. Edited by Michael W. Kirst and Andrea Venezia, this study reveals the fragmentation of current K–12 and postsecondary education systems that results in unnecessary barriers for students and that sends students and parents inaccurate messages about what is expected at the postsecondary level. The book offers recommendations for changes in several policy areas—including curriculum development and assessment—that could result in improved opportunities for all students to succeed at the postsecondary level.

Copies of this book can be ordered directly through John Wiley and Sons, Inc. at <http://www.josseybass.com/WileyCDA/WileyTitle/productCd-078797062X.html>.

Recent Publications

What Different Benchmarks Suggest About How Financially Attractive It Is to Teach in Public Schools

This article, written by Dan Goldhaber and Daniel Player and recently published in the *Journal of Education Finance*, focuses on what the right teacher salary compensations are for teachers with different training and educational experiences. The authors draw on a variety of data sources to provide several benchmarks showing how teachers salaries compare with those in other occupations and how they have changed over the course of time. On the basis of these comparisons, the authors discuss how financially attractive it is to teach in public schools for people with different training and backgrounds.

To request a copy of this article, please email insites@gse.upenn.edu

Inside the Black Box of School District Spending on Professional Development: Lessons From Five Urban Districts

This article, published independently and with permission by The Finance Project, features excerpts from the full, academic article published in the *Journal of Education Finance* in 2004. The excerpts were chosen by The Finance Project to expand the article's reach by informing practitioners and policymakers about issues in financing professional development and about what is necessary to maximize the potential of professional development investments. The authors of this article, Karen Hawley Miles, Allan Odden, Mark Fermanich, and Sarah Archibald, set forth a concrete, powerful tool that helps districts quantify and analyze their professional development spending, and they discuss the results of its application in a number of districts. This tool not only aims to illuminate where funds are being spent, but also systematically categorizes the purposes of spending, prompting district leaders to think strategically about targeting resources purposefully to align with districts' needs and goals.

To request a copy of this article, please email insites@gse.upenn.edu

Teacher Accountability Measures and Links to Learning

This study, written by Anthony Milanowski, Steven Kimball, and Allan Odden, describes evidence for a relationship between standards-based teacher evaluation ratings and student achievement based on an evaluation conducted in four districts. The sites were chosen because they were pioneers in implementing standards-based evaluation and represent a contrast in use. The results show that ratings from standards-based teacher evaluation systems can have a substantial relationship with measures of student achievement and that there is evidence that these evaluation systems are holding teachers accountable for behaviors and competencies related to student achievement. The authors provide a thorough analysis of the implications of this research for using such systems for accountability and teacher rewards, and they make suggestions for improving teacher evaluation systems for use as accountability systems.

The study is a chapter in Leanna Stiefel, Amy Ellen Schwartz, Ross Rubenstein, and Jeffrey Zabel (Eds.), *Measuring School Performance and Efficiency: Implications for Practice and Research*, 2005 Yearbook of the American Education Finance Association.

To request a copy of this article, please email insites@gse.upenn.edu

Holding High Hopes: How High Schools Respond to State Accountability Policies

Earlier this year, CPRE released findings from an ongoing study examining how high schools of different performance levels and contexts, residing in states with different forms of high-stakes accountability and support systems, identify, understand, and respond to the gap between their current levels of performance and external expectations for their performance. The study, known as the Study of High School Strategies for Instructional Improvement, examines how 48 low-performing high schools located in 34 school districts across six states respond to state accountability policies.

CPRE has published findings from the study in two formats: a policy brief and a full report. Below are brief descriptions of both publications, which bear the same title name:

The policy brief, written by Margaret E. Goertz and Diane Massell, reviews the study's key findings regarding school responses to accountability, school response processes and use of external resources, and the role of district intervention and school resistance. It concludes with a discussion of implications of the findings for policymakers.

Copies of this policy brief are available free -of -charge at <http://www.cpre.org/Publications/rb42.pdf>.

The research report, edited by Betheny Gross and Margaret E. Goertz, is comprised of a series of six chapters examining issues related to the interpretation of accountability policies and the response of high schools and districts. The chapters, written by a team of CPRE researchers, draw on the same sources of data, but each one brings a unique perspective to these data and also differs in the level of the educational establishment it brings to focus. The report concludes with a discussion of the themes of states' influence on local agents through accountability policy, the consequences of this influence, and policy directions states should consider as this policy is further developed.

Copies of this report are available free -of -charge at <http://www.cpre.org/Publications/rr56.pdf>.

Dashboard Lights: Monitoring Implementation of District Instructional Reform Strategies

This report, written by Jonathan Supovitz and John Weathers, describes a system implemented by education leaders in the Duval County Public Schools, Florida, designed to monitor the district's instructional reform efforts and the influences of the system on teachers, schools, and district leaders. The system is called the Standards Implementation Snapshot System, and it is designed to take a picture, or "snapshot," at a particular point in time of the depth to which schools in Duval County are implementing key elements of the district's reform vision. The report outlines how the snapshot system works and describes the effects of the system on district efforts, as reported by principals and district administrators. The authors conclude with a discussion of the system's implications for district reform efforts.

This report is available for download at <http://www.cpre.org/Publications/pdf/snapshotstudy.pdf>.

Implementing the *No Child Left Behind Act*: Challenges for the States

This article, written by Margaret E. Goertz, examines the challenges that states face as they implement the *No Child Left Behind Act* of 2001 (NCLB). The article, entitled *Federalism Reconsidered: The Case of No Child Left Behind* is featured in the April 2005 issue of *The Peabody Journal of Education* (Volume 80, Issue 2). In the article, Goertz addresses the role federal policy has played in supporting standards-based reform since the early 1990s and the evolution of the NCLB Act as a means to align state policy and set more ambitious and uniform improvement goals for schools throughout the nation. The article outlines the major consequences that NCLB will have on how states and school districts hold schools accountable for student performance, and concludes that its success depends on the willingness and capacity of states and localities to enact its more stringent provision given that most states and schools lack the human and fiscal resources to support such ambitious improvement efforts.

To read more about this featured issue of the *Peabody Journal of Education*, visit http://www.vanderbilt.edu/peabodyjournal/issue_80-2.html. To request a copy of this article, please e-mail

insites@gse.upenn.edu.

Catching Up With the Vaughn Express: Six Years of Standards-Based Teacher Evaluation and Performance Pay

This article, written by Eileen Kellor and recently published by the *Education Policy Analysis Archives* (Volume 13, Number 7), describes the longstanding traditional methods of paying and evaluating teachers in the United States and addresses the increasingly common discussions about changing these systems to support teacher quality and student achievement goals. The study reveals that efforts to make significant changes to these programs can be difficult and take many years to design, gain approval, and implement; thus, few examples of alternative teacher compensation and evaluation systems exist. In contrast, Kellor notes, relieved from many of the restrictions and requirements associated with most traditional public school systems, charter schools often are better positioned to implement changes more quickly than a traditional school. Yet their experiences can provide useful information for others who are engaging in similar activities. Thus, the experience of a large urban charter school that designed and implemented an innovative teacher compensation system and a standards-based teacher evaluation system that has been in place for six years offers important lessons in designing, implementing, evaluating, and refining these systems.

To order a copy of this article, visit the *Education Policy Analysis Archives* at <http://epaa.asu.edu/epaa/>, or e-mail insites@gse.upenn.edu.

CPRE in the News

Update on the Annual National Conference on Teacher Compensation and Evaluation

CPRE at the University of Wisconsin-Madison (CPRE-UW) regrets to announce that it will be unable to offer the 6th annual National Conference on Teacher Compensation and Evaluation for 2005. The conference has been very successful and CPRE wanted to see it continue. Foremost among the reasons for discontinuing the conference is that CPRE has been unable to secure adequate funding to host the event.

Please keep watching the CPRE-UW website for news of publications of interest on the topic of teacher compensation, www.wcer.wisc.edu/cpre. CPRE will continue to try to obtain funding for future conferences and keep you informed of any developments. If there are teacher compensation activities taking place in your arena, please keep CPRE up to date of their progress. Thanks again for your interest in teacher compensation and evaluation.

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 \(Teacher Compensation\)](#)

Editors' Notes

CPRE In-Sites is now published on a bimonthly basis. As always, we appreciate your interest in CPRE research and welcome any comments or questions. Please e-mail us at insites@gse.upenn.edu.

Also, we respect your privacy and will not share or sell your e-mail/contact information. To unsubscribe, click on the link below. Write "Remove" in your subject heading, and we will promptly remove you from our listserv.

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With the growing use of anti-spam filters, we have seen an increase in the number of returned e-mails when we send out this newsletter. If you think that you may have missed an issue of *CPRE In-Sites*, you can view previous newsletters at our website by [clicking here](#).

If you have a colleague who you think would be interested in this issue of *CPRE In-Sites*, please pass it along!

CPRE In-Sites

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