

**Christine Jenter**

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**Sent:** Thursday, February 26, 2004 9:56 AM  
**Subject:** CPRE In-Sites, Issue 20 (October 2003)



## Redesigning Accountability Systems for Education

This issue of CPRE Policy Briefs, by Susan H. Fuhrman, summarizes a book of the same title that is scheduled to be released this winter. The book, which assembles knowledge from new research on emerging accountability systems, contains chapters by leading accountability researchers from CPRE and the Center for Research on Evaluation, Student Standards, and Testing. This brief focuses on four questions addressed by the book's authors, reviews the many issues that states are confronting as they implement accountability systems, and provides guidance for states looking to fine-tune or redesign accountability systems to help meet policies as they were intended. To download a copy of this publication, please visit our [website](#) or for a print copy, e-mail us at [cpre@gse.upenn.edu](mailto:cpre@gse.upenn.edu).

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## Out-of-Field Teaching and the Limits of Teacher Policy

In a new report co-published by CPRE and the Center for the Study of Teaching and Policy (CTP), author 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. Specifically, the report examines how many classes are not staffed by minimally qualified teachers, and to what extent these levels have changed in recent years. To receive a free print copy of this report, please e-mail us at [cpre@gse.upenn.edu](mailto:cpre@gse.upenn.edu).

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## Is There Really a Teacher Shortage?

Through another report co-published by CPRE and CTP, Richard Ingersoll examines the factors—other than increases in teacher retirements and student enrollments—that may affect the teacher shortage. Through a series of analyses, Ingersoll suggests the 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—an insufficient supply of qualified teachers—but to a “revolving door” where large numbers of qualified teachers depart their jobs for reasons other than retirement. For a free print copy of this report, please e-mail us at [cpre@gse.upenn.edu](mailto:cpre@gse.upenn.edu).

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## New Publications from CPRE Researcher Michael Kirst

### Betraying the College Dream: How Disconnected K-12 and Postsecondary Education Systems Undermine Student Aspiration

This publication by CPRE researcher Michael Kirst, along with Andrea Venezia and Anthony L. Antonio of Stanford University, is the final policy report from Stanford University's Bridge Project. Within the six states studied (California, Georgia, Illinois, Maryland, Oregon, and Texas), the authors found that over 80% of African American and Latino students surveyed plan to attend some form of postsecondary education. However, this study also found that the states have created multiple barriers between high school and college. Other findings highlighted issues such as inequalities in college counseling, college preparation course offerings, and connections with postsecondary institutions. In addition to the [full report](#), there is also a [policy brief](#) available.

### American Educational Governance on Trial: Change and Challenges

This book, edited by William L. Boyd and Debra Miretzky, has chapters contributed by Kirst and CPRE-Wisconsin co-director Allan Odden. With American public education caught in a dual crisis—of both its performance and its legitimacy—educational governance has found itself increasingly on trial or under attack. This yearbook examines the sources of both crises and assesses the startling range of reform measures—many of which would, not so long ago, have seemed unthinkable—that are now being adopted.

Copies of this book can be ordered directly from the publisher, [University of Chicago Press](#).

### A Race Against Time: The Crisis in Urban Schooling

With the aim of improving urban school performance and outcomes, three approaches to the reform of urban school governance are presented and the potential advantages and disadvantages of each are discussed. This book based on CPRE research is edited by James G. Cibulka and William Lowe Boyd, and contains a chapter authored by Kirst titled *Mayoral Takeover: Different Directions in Different Cities*.

To order a copy of this book, please visit the [Greenwood Publishing Group](#) website.

### Brookings Papers on Education Policy: 2002

Published annually, *Brookings Papers on Education Policy* analyzes policies intended to improve student performance. In each volume, some of the best-informed analysts in various disciplines review the current situation in education and consider programs for reform. Diane Ravitch is the editor of this book, which includes a chapter by Kirst on *Improving Preparation for College Success: The Overlooked Students in Broad Access Institutions*.

To purchase this book, please go to the [Brookings Institution website](#).

### Choosing Students

This volume brings a variety of perspectives to bear on the issues of how higher education institutions can, or should, choose students during the early part of the 21st century. Intended for those leaders and professionals who set admission policies and practices in American colleges and graduate and professional schools, this book is also useful for those scholars and scientists who research, develop, and validate tools for use in the process of choosing students in ways that are congruent with an institution's mission, values, and goals. Kirst's chapter in this book is titled *Rethinking Admission and Placement in an Era of New K-12 Standards*.

This book can be obtained from the publisher, [Lawrence Erlbaum Associates](#).

### Rethinking the SAT

*Rethinking the SAT*, edited by Rebecca Zwink, is a unique presentation of the latest thoughts and research findings of key individuals in the world of college admissions, including the president of the largest public

university system in the United States, as well as the presidents of the two companies that sponsor college admissions tests in the United States. The contributors address not only the pros and cons of the SAT itself, but the broader question of who should go to college in the 21st century. *Admissions Testing in a Disconnected K-16 System* is the title of the chapter that Kirst contributed to this book.

To order copies, please go to the [Routledge website](#).

## Fourth Annual National Conference on Teacher Compensation and Evaluation

The Teacher Compensation Project at the University of Wisconsin-Madison will hold its Fourth Annual National Conference on Teacher Compensation and Evaluation from November 20-21, 2003 in suburban Chicago.

In addition to Allan Odden, principal investigator of the Teacher Compensation Project and co-director of CPRE, keynote speakers include Linda Darling-Hammond, professor of education at Stanford University; Yvonne Chan, principal of Vaughn Next Century School in Los Angeles; and Charlotte Danielson, author of the Framework for Teaching, which many schools have used as the foundation for standards-based teacher evaluation systems. Also, a panel sharing the results of the Arkansas school finance adequacy study that includes a statewide performance pay system for teachers will be featured as a keynote.

Breakout sessions include presenters from states, districts, and individual schools that are developing, or have in place, alternative compensation systems or teacher evaluation programs. The registration fee is \$200 per person, inclusive of all conference materials and breakfast, lunch, and breaks for both days. Last year, over 350 people from 37 states and 4 countries attended the conference. For registration information, [click here](#).

## Recent Publications by CPRE Researchers

### [External Support to Schools on Probation: Getting a Leg Up?](#)

(Kara Finnigan and Jennifer O'Day, July 2003)

This joint report by CPRE and the Consortium on Chicago School Research focuses on the core of a new accountability system, the Chicago school probation policy. It is based on a two-year study of the design and implementation of the probation policy in Chicago's elementary schools. The lessons learned are relevant not only to Chicago Public Schools, but also to other jurisdictions instituting similar policies.

### [The Heart of the Matter: The Coaching Model in America's Choice Schools](#)

(Susan M. Poglinco, Amy J. Bach, Kate Hovde, Sheila Rosenblum, Marisa Saunders, & Jonathan A. Supovitz, May 2003)

Schools throughout the nation are increasingly relying upon the leadership of coaches to establish an effective professional development environment to train teachers on techniques and practices. This report examines multiple aspects of the coach's role in the implementation of the America's Choice school design in 27 schools across the United States. The results reveal consistent factors and influences that either hindered or perpetuated effective coaching and subsequently impacted teachers' implementation of standards.

### [The Impact of Standards-based Reform in Duval County, Florida, 1999-2002](#)

(Jonathan A. Supovitz and Brooke Snyder Taylor, May 2003)

This report examines elementary and middle school reading, writing, and mathematics results from the spring of 1999 to the spring of 2002 on the Florida Comprehensive Assessment Test in Duval County relative to seven other similar counties in Florida. It includes data results from the 1998-1999 school year to represent the year before Duval began implementing standards-based reform, as well as the most current data results available (2001-2002). All school-level data that were available from the Florida Department of Education were included in

this study. The results provide evidence to support the authors' hypothesis that Duval's efforts to systematically change the practices of teachers and school leaders across its system are improving the achievement of its elementary schools at a faster rate than in other comparable districts.

**[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.

**[What Explains Differences in International Performance? TIMSS Researchers Continue to Look for Answers](#)**  
(Deborah I. Nelson, September 2003)

The third in a series of three CPRE Policy Briefs, 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.

To obtain print copies of any of these publications, please e-mail us at [cpre@gse.upenn.edu](mailto:cpre@gse.upenn.edu).

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## CPRE-Wisconsin Listserv

CPRE's office at the University of Wisconsin-Madison (UW) sponsor 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.

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## 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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## **CPRE In-Sites**

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