

**AERA Special Interest Group on
School Indicators and Profiles**

NEWSLETTER

March 2004

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Welcome to New SIG:SIP Members

By Ellen Forte-Fast

I hope that you will all actively take part in the SIG through attending our sessions at AERA, sending a news item to our newsletter editor, submitting a paper for next year's conference, or volunteering as a paper reviewer. If you attend AERA, please stop by and introduce yourself.

Our AERA 2004 San Diego Line-Up

By Barbara Clements

ESP Solutions Group

Program Chair

We have an excellent program this year, and invite everyone to attend and participate in these sessions.

14.010 Comprehensive Partnerships for Mathematics and Science Achievement (CPMSA) Fact Book

Monday, 4/12/04 from 3:05 p.m. to 3:45 p.m.
Hyatt, Elizabeth Ballroom D, Second Level

Participant(s):

Table 1 – A Cross-Cultural Study of School Facility: TIMSS99 Data Analysis. Tingyu Wang, Seattle public Schools; Ziaoping Wang, Iowa State Department of Education; Renmin Ye, Texas Tech University

Table 2 – Comprehensive Partnerships for Mathematics and Science Achievement (CPMSA) Fact Book. Jason H. Kim, Systemic Research, Inc.; Linda M. Crasco, Systemic Research, Inc.

Table 3 – A Comparison Study of Texas AVID and Non-AVID High School Accountability Measures. Karen M. Watt, University of Texas Pan American; Charles A. Powell, University of Texas at Austin; Griselda Cossio, The University of Texas Pan American; Doris Mendiola, The University of Texas Pan American.

35.045 School Indicators and Profiles SIG Discussion and Membership Meeting

Tuesday, 4/13/2004 from 6:15 p.m. - 7:45 p.m.
Marriott - Carlsbad, South Tower, Third Level

Participant(s):

Ellen Forte Fast – ed Count, LLC (Chair)

Barbara S. Clements - ESP Solutions Group (Program Chair)

Panel on the *Guide to Common Educational Indicators*, a product of the National Forum on Education Statistics.

Peter Prowda, CT Department of Education

Cheryl Martinez, KS Department of Education

Deborah Newby, Council of Chief State School Officers

This discussion will focus on the 45 education indicators identified by the committee for which specific feedback is sought. To review an advance copy of the document go to: http://nces.ed.gov/Forum/Draft_Reviews.asp.

40.061 Making Data Available to the Public: State Online Profiles of Schools

Wednesday, 4/14/2004 from 10:35 a.m. - 12:05 p.m.
Marriott - Solana, South Tower, First Level

Participant(s):

Arie J. van der Ploeg - North Central Regional Educational Laboratory (Chair)

Wesley D. Bruce - Indiana State Department of Education

Martha Haynes - Florida Department of Education

Glynn Ligon – ESP Solutions Group (Discussant)

Yi Du - Edina (Minnesota) Public Schools (Discussant)

55.063 How National Databases Can Help Improve Educational Decision Making: PBDMI and S&P

Thursday, 4/15/04 from 12:25 p.m. to 1:55 p.m.

Hyatt, Regency Ballroom A, Fourth Level

Participant(s):

Peter Prowda, CT Department of Education (Chair)

Hugh Walkup, U.S. Department of Education – Performance Based Data Management Initiative

Kimberly Smith, Standard & Poors

Matthew Cohen, OK Department of Education (Discussant)

M. Kevin Matter, Cherry Creek (Colorado) Schools (Discussant)

A Special Thanks to Reviewers

By Barbara Clements

I would like to thank all the people who served as reviewers for the papers submitted to our SIG. We appreciate their timely review of the papers and efficient use of the online submission and evaluation system. Thanks for a job well done.

Inside the Beltway

By Rolf Blank

Director of Education Indicators

Council of Chief State School Officers (CCSSO)

Resources for Analyzing State Systems of Accountability and Reporting
from Rolf Blank, CCSSO

All States submitted state accountability plans to the U.S. Department of Education in Spring 2003. Currently states are releasing State Report Cards on their websites with first-year indicators under NCLB reporting requirements and numbers of schools/districts meeting AYP or identified for improvement.

Currently, there are several good sources for analyzing and tracking how states and districts are implementing NCLB accountability systems and reporting requirements, and how they are being merged with state systems.

Following are several of the resources:

1) 50-state Accountability Profiles based on State Workbooks submitted to US ED(database and website developed by CCSSO through support from US ED and Accountability State Collaborative project--with 15 states)
http://www.ccsso.org/projects/Accountability_Systems/ [click on state accountability workbooks and profiles/accountability profiles-- user: ccsso; password: nclb] (currently CCSSO is adding a new section on State Report Cards and results by state from 2002-03)

2) New study report on implementation of NCLB by Center on Education Policy, titled From the Capital to the Classroom: Year 2 of the No Child Left Behind Act, released Jan. 26, 2004
www.cep-dc.org.

3) Guide for Effective Accountability Reporting, developed by CCSSO and Ellen Forte-Fast, consultant with the Accountability State Collaborative project

http://www.ccsso.org/projects/Accountability_Systems/Resources/ also available from CCSSO.

4) Analysis issues in States use of flexibility with NCLB and AYP definitions:, report titled Statewide Educational Accountability Under NCLB: Central Issues Arising from an Examination of State Accountability Workbooks and U.S. Department of Education Reviews Under the No Child Left Behind Act of 2001, 2003, report by Erpenbach, Forte-Fast and Potts, available from CCSSO.(see above website)

5) Study of projected costs of implementing NCLB in Ohio--posted on Ohio Dept of Education website at www.ode.state.oh.us/legislator. Thanks to the ODE for sharing this information.

6) 50-state list of State Indicator and Accountability Reports, compiled Fall 2003.
http://www.ccsso.org/projects/State_Education_Indicators/State_Accountability_and_Indicator_Reports/

7) Recent paper analyzing 50-state analysis of data from NCES' SASS results on teacher preparation.
http://www.ccsso.org/projects/State_Education_Indicators/State_Accountability_and_Indicator_Reports/

Websites with important, timely information on NCLB and State Accountability results and State Report Cards
U.S. Department of Education
<http://www.ed.gov/news/pressreleases/2004/01/01142004.html>

Education Trust
www.edtrust.org

Center for Education Policy
www.cep-dc.org.

Lists of Schools by State meeting AYP and identified for improvement
<http://www.projectappleseed.org/NationalSchImpList.html>

Education Week-- new 50-state information on variety of state policies with 2004 focus on special education polices and accountability.
<http://www.edweek.org><http://www.epe.org>

Council of Chief State School Officers
www.ccsso.org -- includes links to each state SEA website

Education Commission of the States
www.ecs.org

For further information, comments, questions, please send an email, rolfb@ccsso.org.
See you in San Diego! RB

No Child Left Behind Act: Impact on Rural Schools

By Jerry Mathews

Idaho State University

Newsletter Editor

**Abstract of the First Annual Policy Forum of the Center
for Policy Studies, Education, and Community Development**

This symposium revealed important issues directly related to School Indicators and Profiles. The First Annual Policy Forum, A Symposium on the *No Child Left Behind Act: Impact on Rural Schools in the Intermountain Region*, organized by the Center for Policy Studies, Education Research, and Community Development, and the College of Education at Idaho State University, was held on December 11, 2003. The Policy Forum was convened to examine policy implications for the intermountain states (Idaho, Montana, Utah, and Wyoming) as state education policy makers attempt to implement the provisions of the No Child Left Behind Act of 2001. Forum participants came from rural school districts in the four states. Participants included presenters from national organizations, as well as education liaisons from the offices of the governors, congressional representatives, state legislators, state departments of education, superintendents, and policy experts from intermountain Colleges of Education. All were invited to participate in Q & A sessions following each presentation of the symposium. Expressed concerns revolved around how federal education policy [i.e., NCLBA] is interpreted and implemented by these rural education policy makers: that is, these concerns reveal this policy's potential impact or implications, something that might not have been considered during the formation of a policy. The major themes offered by the participants were these:

1. Inadequate funding,
2. The one size fits all provisions of the law and its effects on a typical rural school,
3. Need to include demographic student population of each school,
4. Need for further clarification of "highly qualified teacher", "highly qualified para-educators", and "scientifically based research instruction,"
5. Consideration for special needs children
6. Impact on state rights and the 14th Amendment,
7. Impact on non-academic subjects and drop-out rates, and
8. Impact on Native American and Hispanic cultures.

The Center for Policy Studies, Education Research, and Community Development has finalized a policy brief on the proceedings of the First Annual Policy Forum for distribution. Copies of the *Policy Brief, Symposium on the No Child Left Behind Act and the Impact on Rural Schools in the Intermountain Region*, including a CD-ROM, can be obtained from:

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