The major topics covered in these newsletters include: (1) background information on Project Education Reform; (2) "The Governor's 1991 Report on Education: Time for Results"; (3) elementary education and the National Governors' Association (NGA) project; (4) the goals of 16 school sites in carrying out recommendations from the NGA report on education; (5) Oak Ridge (Tennessee) school improvement objectives; (6) the purpose and functions of regional education laboratories; (7) evaluating education from the national perspective; (8) the progress of Project Education Reform; (9) preparing for the future; (10) implementation of reforms at Montrose County School District and Mapleton Adams School District in Colorado; and (11) the importance of education on governors' agenda. (JD)
PROJECT EDUCATION REFORM:
TIME FOR RESULTS

Newsletter. Volume 1, Numbers 1-3, May-December 1987
What Is Project Education Reform?

President Ronald Reagan, showing his support for the Governors' 1991 Report on Education: Time For Results, attended the conference sponsored by the U.S. Department of Education, March 25-26, in Columbia, Missouri, at the invitation of Governor John Ashcroft. The national conference called Project Education Reform: Time For Results was hosted by Secretary of Education William J. Bennett and was held to discuss the plans and progress of the 16 school districts that are implementing major education reforms recommended by the governors.

The conference was attended by about 1,500 Missouri educators, school superintendents and representatives from the 16 districts, Secretary Bennett, Governors Norma Bangherter of Utah, Carroll Campbell of South Carolina, and John Sununu of New Hampshire.

Follow-Through Is Everything

Thomas H. Kean, Governor of New Jersey

Working on Time for Results with former Governor Lamar Alexander of Tennessee, Governor Bill Clinton of Arkansas, and our colleagues was a fascinating enterprise. Unlike all the other education reports in recent years, this one involved governors giving advice to governors. But even as we worked, we knew that the follow-through would be what would count. That kind of follow-through would require special allies. In the end it would require a unique partnership among state, federal, and local education leaders.

Soon after we presented Time for Results last year, I participated in a conference call with Secretary of Education William Bennett and Governors Alexander and Clinton to plan what we would do to follow up. We agreed to challenge the governors who drafted Time for Results to a joint venture with a group of outstanding local school

continued on page 5

Bells of Reform

President Reagan closed the U.S. Department of Education's education reform conference in Columbia, Missouri by presenting two school bells: one to Governor Ashcroft and one to Secretary Bennett. The following is taken from the President's speech:

The bells of education reform started ringing with A Nation at Risk in 1983. All over America, people who care about education have kept ringing the bells. Important people—like citizens who have said they're willing to pay more taxes for better schools, parents who have become more involved with their children's education, teachers who have joined career ladders and renewed their skills with staff development, decisionmakers like school board members and legislators, who have set higher standards. And, of course, our governors with their willingness to make education a priority and their 1991 Report on Education: Time For Results.

They and many, many more have rung the bells of education reform. And we must keep the bells ringing.

Today, I am presenting a bell to Governor Ashcroft for the governors and one to Secretary Bennett, so we will keep the bells of education reform ringing in America.

continued on page 3
First Lessons and the NGA Project

First Lessons, Secretary William Bennett's September 1986 report on elementary education in America, has been suggested as a help in implementing the Governors' 1991 Report on Education: Time For Results. Nelson Smith, Director of the Research Applications Division of the U.S. Department of Education, suggests that First Lessons offers a vision of educational improvement that is remarkably compatible with the NGA report. First Lessons appeared just 2 weeks after Time For Results.

Smith suggests that First Lessons may be especially useful in two ways:

First, as a catalyst. You will find strong support in First Lessons for organizational innovation, site autonomy and professionalism, the role of parents, and other issues addressed by the governors. The report is written to inspire as well as inform, and the language can help galvanize reform efforts in your own community.

Second, as a source of ideas. In a number of respects, First Lessons can serve as a "field manual" for implementing broad reforms suggested by NGA. It provides a host of good ideas, drawn from research and practice, about specific ways of dealing with management issues, curriculum, the parent-school relationship, and other questions.

Smith uses the example of the Chandler, Arizona Unified School District, which decided to revamp an entire elementary school along the lines suggested in First Lessons. He suggests that such an effort will go a long way toward achieving the goals set by the governors.

Listed below are proposals drawn from the NGA recommendations along with descriptions of how First Lessons supports the Time For Results proposals.

Parent Involvement & Choice—Create a structure and climate for effective parent involvement.

First Lessons:
- Asserts that parents play the central role in a child's education and should be empowered to play it successfully.
- Says report cards should include space where schools can suggest how parents might discharge their own educational duties more effectively.
- Provides strong support for the concept of parental choice: "Parents' oversight of their children's education ought not be limited to the margins."
- Says schools must also address the issues of parents who are failing their children and changing family structures.

Readiness—Establish early childhood development programs for at-risk 3- and 4-year-old children.

First Lessons:
- Stresses early reading experience and the role of the family.
- Examines various proposals for schooling 4-year-olds.

Readiness—Provide information on successful parenting practices to parents of preschool children and students.

First Lessons:
- Is directed, in large part, to parents themselves.
- Stresses that other members of the community should provide assistance to families unable to support their children's education adequately.
- Provides examples of innovation, among them the "Parents as First Teachers" program in the State of Missouri, which specifically deals with children under 3.

Teaching—Redesign the organization of schools to create a more productive working and learning environment.

First Lessons:
- Urges that schools "eke out more instructional time from the present schedule," and raises the possibility of a longer school year.
- Argues for better use of homework, creative curricular strategies, and freeing teachers of noninstructional chores.
- Supports the empowerment of teachers.
- Offers responses to the problem of class size.
- Seeks less fragmentation in special education classes and those for the gifted.

Teaching—Redesign the structure of the teaching career.

First Lessons:
- Says "the essential point" is to raise salaries "on the basis of quality rather than seniority, performance rather than tenure, merit rather than uniformity."
- Supports increased professionalism and collegiality for teachers.
• Says that while no one specific preparatory route ought to be required for entry into the classroom, certain standards or criteria should be set and strictly maintained.
• Argues that incentives should promote inservice training in academic areas rather than in "methods" courses.
• Says certification should reflect the demand for excellence, not just be a matter of amassing course credits.

Leadership & Management—Create training programs for school administrators which involve partnerships between colleges, state or regional academies, or businesses and schools.

First Lessons
• Acknowledges the complexity of the contemporary principal's role.
• Says "...(T)oday's methods of educating and licensing principals seem better designed to produce survivors than entrepreneurs."
• Supports the "deregulation" of the principalship.

Leadership & Management—Provide for school-site management with accountability.

First Lessons
• Cites legal precedent and research to support strong discipline.
• Provides suggestions on how to use instructional time better.
• Examines the "reciprocal relationship" between parents and the school.
• Affirms the notion of "standards for all children."

Readiness—Design a system of valid and reliable assessments of student performance so that students, parents, and teachers can work to correct deficiencies.

First Lessons:
• Under "Standards For All Children," asserts the importance of "fair, complete, and periodic assessment."
• Calls for new methods of testing "hands-on" science programs.

School Facilities—Provide for shared use of facilities, with particular attention to community groups providing daycare and services for "latchkey" children.

First Lessons:
• Draws attention to the need for child-centered community programs, whether located in school or elsewhere.
• Discusses the needs of the alarming number of latchkey kids.
• Cites alternative daycare programs: mutual child care agreements, YMCA, employers, and other community groups.
• Cites examples of useful programs.

How To Order
Copies of First Lessons are available for $4.25 from the Government Printing Office. There is a 25 percent discount for orders over 100 copies.

The address is:
Superintendent of Documents
U.S. Government Printing Office
Washington, DC 20402
Order #: 065-000-00259-1

You may also order by phone, (202) 783-3238, which will help speed delivery Payment over the phone must be made with a major credit card.

The Research Applications Division of the U.S. Department of Education can provide at no cost a single copy of the report, which may then be photocopied. For this complimentary copy, call Gloria Herbert, at (202) 357-6202.

Follow-Through
cont. from page 1

leaders. It was to be an exchange of commitments. The governors would agree to take their own advice, and the school superintendents would agree to conceive and carry out their own plans in areas related to our report.

The objectives were simple. We wanted to put good ideas into practice. We wanted to identify the obstacles, regardless of source, and remove them. Our criteria for picking the 16 school districts were just as simple. We wanted to work with school districts known for strong leadership, solid planning skills, and strong support from boards, teachers, and the community.

We pulled 13 topics from the recommendations in our report and invited school districts to work on any three. No grant money is attached to this program, only plenty of hard work among like-minded people, and the promise of recognition.

The governors and the Secretary are interested in this project as a way to demonstrate action on the national education agenda. But we are also trying to say some other things. We don't care half so much about particular programs as we do about the results. We want to encourage an attitude that sets high standards, and then gives people close to the job the freedom to pick the best methods to achieve those targets. We know that getting results requires taking risks and accepting the consequences. Too often, that kind of behavior is discouraged in American education. And yet it is essential to our future. That is why we selected our companions in this venture so carefully.

The project has attracted well-deserved attention to these school districts, to the vital roles of school superintendent and principal, and to the possibilities of American education.

I am watching these districts with interest. I know what they've been able to do in the past. I'm imagining what they are capable of in the future—more, I believe, than we or they would have suspected.
## School-Site Leaders Selected

To Carry Out Recommendations from the National Governors’ Association Report on Education, *Time For Results*

<table>
<thead>
<tr>
<th>State</th>
<th>Leader Name</th>
<th>Title</th>
<th>School/Address</th>
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<tbody>
<tr>
<td><strong>Arkansas</strong></td>
<td>Dr. Angela Sewall</td>
<td>Associate Superintendent</td>
<td>Little Rock Central High School, 18 West Markham, Little Rock, Arkansas 72201</td>
</tr>
<tr>
<td></td>
<td>Dr. Jim Rollins</td>
<td>Superintendent</td>
<td>Springdale School System, Springdale, Arkansas 722765</td>
</tr>
<tr>
<td><strong>Colorado</strong></td>
<td>Dr. Michael Severino</td>
<td>Superintendent</td>
<td>Adams County School District, 591 East 80th Street, Denver, Colorado 80229</td>
</tr>
<tr>
<td></td>
<td>Dr. Robert Cito</td>
<td>Superintendent</td>
<td>Montrose Schools, 126 South 5th Street, Montrose, Colorado 81402</td>
</tr>
<tr>
<td><strong>Missouri</strong></td>
<td>Dr. Russell V. Thompson</td>
<td>Superintendent</td>
<td>Columbia School District, Administration Building, 1818 West Worley Street, Columbia, Missouri 65203</td>
</tr>
<tr>
<td></td>
<td>Dr. Robert L. Henley</td>
<td>Superintendent</td>
<td>Independence School District, 1231 South Windsor, Independence, Missouri 64055</td>
</tr>
<tr>
<td><strong>New Hampshire</strong></td>
<td>Dr. Terrence Holmes</td>
<td>Associate Superintendent</td>
<td>Timberlane Regional School District, P.O. Box 8, Atkinson, New Hampshire 03811</td>
</tr>
<tr>
<td></td>
<td>Dr. Edgar R. Melanson</td>
<td>Superintendent</td>
<td>White Mountains Regional School District, 21 Highland Street, Whitefield, New Hampshire 03598</td>
</tr>
<tr>
<td><strong>New Jersey</strong></td>
<td>Dr. Harry Galinsky</td>
<td>Superintendent</td>
<td>Paramus Public Schools, Paramus, New Jersey 07652</td>
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<tr>
<td></td>
<td>Dr. James Caulfield</td>
<td>Superintendent</td>
<td>Union Township Public Schools, Union, New Jersey 07083</td>
</tr>
<tr>
<td><strong>South Carolina</strong></td>
<td>Dr. James Wilsford</td>
<td>Superintendent</td>
<td>Orangeburg School District #5, 578 Ellis Avenue, Orangeburg, South Carolina 29115</td>
</tr>
<tr>
<td></td>
<td>Dr. Harold Patterson</td>
<td>Superintendent</td>
<td>Spartanburg School District #7, Spartanburg, South Carolina 29301</td>
</tr>
<tr>
<td><strong>Tennessee</strong></td>
<td>Dr. Willie W. Herenton</td>
<td>Superintendent</td>
<td>Memphis City Schools, 2597 Avery, Room 214, Memphis, Tennessee 38112</td>
</tr>
<tr>
<td></td>
<td>Dr. Robert J. Smallridge</td>
<td>Superintendent</td>
<td>Oak Ridge Schools, P.O. Box 930, Oak Ridge, Tennessee 37831</td>
</tr>
<tr>
<td><strong>Utah</strong></td>
<td>Dr. James G. Bergera</td>
<td>Superintendent</td>
<td>Board of Education, Provo City, 780 West, 940 North, Provo, Utah 84604</td>
</tr>
<tr>
<td></td>
<td>Dr. John W. Bennion</td>
<td>Superintendent</td>
<td>Salt Lake City School District, 440 East, 1st South, Salt Lake City, Utah 84111</td>
</tr>
</tbody>
</table>

### Working Mission Statement

Each of the 16 site leaders is to select three to four of the 13 “actions” under the six major categories in the Governors’ 1991 Report on Education: *Time For Results*. The site leaders are to identify ongoing school programs which reflect their selected actions and develop and evaluate them for a period ending in the summer of 1991. In this way, each school site will function as an informal laboratory of education reform. Each “laboratory” should:

- document intended and actual program results, using descriptive as well as empirical data. These results should reflect diverse approaches to the same, broad mission;
- identify local, state, and federal barriers to their work and make cogent recommendations on how to lift those barriers; and
- select programs that are valuable and important to other school systems in their respective states.

The efforts of the site leaders should result in other states and school systems across the nation (a) following the laboratories’ progress, (b) adopting and developing actions which demonstrate results, and (c) examining closely the conventional practices and structures which are barriers to the reform movement and effective education.

To carry out this project, several groups have distinct and continuing responsibilities regarding the site leaders’ programs: governors, governors’ aides, chief state school officers of the departments of education and state boards, the National Governors’ Association (NGA), the United States Department of Education, national education associations including the National Education Association (NEA) and the American Federation of Teachers (AFT), and other school systems.
Goals of the Sixteen Sites

Little Rock Central High School, Arkansas
- Examine site management.
- Establish school-university ties.
- Identify ways to lower dropout rates.
- Construct tutoring program.

Springdale High School, Arkansas
- Redesign organization of schools including the Sizer Project: Coalition of Schools.
- Create parent involvement.
- Establish alternatives for dropouts.

Adams County School District, Colorado
- Expand student assessment system.
- Work with high risk 3- to 5-year-olds served by existing programs.
- Expand alternative education programs for at-risk secondary students.
- Redesign the school organization.

Montrose County School District, Colorado
- Create effective parent involvement.
- Provide successful parenting practices.
- Establish alternative program for dropouts.
- Redesign the organization of schools including allowing for more teacher decisionmaking and different grade configurations.

Columbia School District, Missouri
- Examine early childhood programs.
- Examine dropout programs.
- Examine parent and community involvement.
- Examine administrative training.

Independence School District, Missouri
- Examine organization of schools.
- Examine the teaching career including the career ladder.
- Enhance parenting skills.
- Use technology for classroom instruction.

Timberlane Regional School District, New Hampshire
- Examine assessment program.
- Use challenge grants for teacher innovation.

White Mountains Regional School District, New Hampshire
- Examine assessment program.
- Use challenge grants for teacher innovation.

- Use technology for planning and instruction.

Paramus Public Schools, New Jersey
- Establish early childhood program for at-risk 3- and 4-year-olds.
- Implement dropout alternative for high schoolers.
- Create climate for parental involvement.
- Develop system to train principals.

Union Township School District, New Jersey
- Develop microwave television broadcast network.
- Enhance dropout prevention and recovery programs.
- Expand community use of schools.

Orangeburg School District #5, South Carolina
- Examine teaching career, particularly the role of lead teachers, incentives for performance, the teaching environment, and regulations.
- Examine student readiness and particularly the needs of at-risk children and parents of at-risk children.
- Use technologies to reduce paperwork and assist instruction.

Spartanburg School District, South Carolina
- Develop systems to evaluate proposals.
- Create a climate for parent involvement.
- Establish early childhood programs for at-risk children.
- Review plans for educational technologies.

Memphis School District, Tennessee
- Create a better environment.
- Develop assessment program for administrators to measure outcomes.

Oak Ridge School District, Tennessee
- Redesign organization and restructure teaching career.
- Develop staff training programs in the use of technologies.
- Design comprehensive parenting programs.

Provo City Schools, Utah
- Redesign structures of the teaching career including career ladders.
- Redesign the organization of schools.
- Create training programs for school administrators involving partnership with non-Provo school agencies.
- Design system of student assessment.

Salt Lake City School District, Utah
- Restructure teaching career including a career ladder.
- Train and evaluate principals.
- Enhance student testing.
- Construct dropout program.

What Is Project Education Reform?

President Reagan also assigned Secretary Bennett to prepare a “report card” in April 1988 that will show progress in education and describe reforms that have worked. Such reforms were discussed by the governors:
- Citing ways of improving teaching, Governor Bangherter said that governors “must make necessary changes to enhance the quality of our educational system.”
- Governor Sununu, Chairman of the Time For Results Task Force on Technology, cited the “opportunities for tremendous benefits in improving classroom management and strengthening student skills which can be achieved through the introduction of technology in the classrooms.”
- Governor Kendall said that assessment and accountability are used to evaluate the results of the $1.2 billion his state spends on education.

In their planning meeting the previous day, the 16 site superintendents discussed their projects which include restructuring teaching, more autonomy at the school level, student assessment, what works with high risk students, development of parent involvement, choice, and the use of technology to improve education.

Governor Ashcroft closed the conference with a short presentation called “Preparing for the 21st Century: An Executive Briefing on State Educational Excellence.”
Actions Local School Boards Can Take to Implement Time For Results

Teaching
- Redesign the organization of schools to create more productive working and learning environments (page 38).
- Redesign the structure of the teaching career (page 39).

Leadership and Management
- Develop a system to evaluate principals effectively and accurately (page 59).
- Create training programs for school administrators which involve partnerships with colleges, state or regional academies, businesses and schools (page 59).
- Provide for school-site management with accountability (page 59).

Parent Involvement and Choice
- Create a structure and climate for effective parent involvement (page 85).

Readiness
- Establish early childhood development programs for at-risk 3- and 4-year-old children (page 103).
- Provide information on successful parenting practices to parents of preschool children (page 106).
- Design a system of valid and reliable assessments of student performance so that students, parents, and teachers can work to correct deficiencies (page 109).
- Establish alternative programs for dropouts to attain basic skills and high school completion (page 111).

Technology
- Develop district plans for the purchase and use of educational technologies (page 130).
- Develop and establish continuous staff training programs in the appropriate use of technology to solve instructional and management problems (page 130).

School Facilities
- Provide for shared use of facilities, with particular attention to community groups providing daycare and services for latchkey children (page 147).

Role of the Department of Education Outlined

Peter Greer, Deputy Under Secretary of Education, outlined the role of the U.S. Department of Education in Project Education Reform: Time for Results. Speaking to the 16 site leaders at the meeting in Columbia, Missouri in March, Greer stated that the Department of Education and the National Governors' Association are partners in this project.

Greer emphasized that the major thrust of this project is at the state and local levels where the schools are. "What the Department of Education can do is offer technical assistance, consultation, and referral services. We will also assist in doing a thorough evaluation and assessment of the projects."

IF YOU WOULD LIKE ADDITIONAL INFORMATION ABOUT THIS PROJECT, PLEASE WRITE, Peter Greer, Deputy Under Secretary, U.S. Department of Education, Room 3073, 400 Maryland Ave., SW., Washington, DC 20202
Site Update:
Oak Ridge Schools, Tennessee

Dr. Robert J. Smallridge
Superintendent, Oak Ridge Schools
Oak Ridge, Tennessee

Many of the points which the governors made in their 1991 Report on Education applied to our district. For example, we are proud of our work over the last 18 years with “at risk” 3- and 4-year-olds. This program, funded by creatively combining Chapter 1, Head Start, and local funds, has served well over 100 students each year. The results of the program support the governors’ assertion that early childhood language development, for example, is imperative for school success.

Our professional growth and evaluation activities for teachers and administrators have always been strong. We maintain a systemwide inservice program based on education leadership objectives.

Flexibility, a key word in the governors’ report, is also important to our staff. After a decade of fairly standardized scheduling and curricula, we recognize the need to explore new arrangements in scheduling and course development to meet the needs of a continuously learning staff and student body.

When the State Governor’s office told us that Oak Ridge Schools was one of two exemplary school systems in Tennessee selected for Project Education Reform, we were inspired to develop some new thrusts and augment our old ones. We pulled together a team of teachers and administrators to brainstorm about the 13 reform actions suggested by the governors. We spent several sessions employing “blue sky” strategies to determine the best and

continued on page 4

What Are the Results? Assessment, Evaluation, and Resources

The Governors’ 1991 Report on Education: Time for Results made a clarion call for results in educating the Nation’s children in exchange for deregulation of local schools. Through Project Education Reform: Time For Results, 16 school districts will test their methods of improving education. Ultimately, the conclusions from this project could be useful to other States and school systems as they attempt to make schools better without unnecessary, burdensome regulation.

How will these efforts be measured? The U.S. Department of Education will assist the National Governors’ Association in evaluating and assessing the projects. Peter Greer, Deputy Under Secretary, U.S. Department of Education, calls this project “a license for innovation,” and outcomes will be measured against goals. He says the documentation used to evaluate the projects should not impede innovation.

Dr. Milton Goldberg, Director of Programs for the Improvement of Practice of the Office of Educational Research and Improvement (OERI), will help oversee the evaluation. While each of the 16 school systems is encouraged to develop its own assessment mechanisms, certain questions apply to all: How will outcomes be identified and measured? How will activities be planned and implemented? How will various constituencies be involved? How will descriptions of practices and findings be disseminated?

Dr. Goldberg says that the regional laboratories (described on page 2), research centers, and the Educational Resources Information Center (ERIC), all funded by the U.S. Department of Education, can help answer these questions. “This project is a terrific opportunity for the labs, centers, and ERIC to be of real service to the schools. Few of the 16 sites use these resources now, so this should really widen their base of information.” When requesting assistance, site leaders should ask for a synthesis of the research on a given topic, as well as the work developed by lab staff.
Milestones

Project Education Reform will probably continue through 1991, coinciding with the spirit and intent of Time For Results: The Governors' 1991 Report on Education. At that time, a comprehensive report will be released detailing the progress, accomplishments, and obstacles identified by the 16 sites.

August 1986 The Nation's governors call for increased accountability and greater flexibility in American education in Time For Results: The Governors' 1991 Report on Education. The report is the result of a yearlong study by the NGA task force which conducted hearings throughout the Nation with more than 1,000 educators, administrators, researchers, parents, students, and citizens.

November 1986 U.S. Department of Education officials, eight governors, and their respective local site leaders form a consortium in an innovative example of Federal/State/local effort designed to study and pilot NGA recommendations.

December 1986 Eight governors and/or their representatives and superintendents and/or principals of the 16 school sites meet with U.S. Department of Education officials in Washington, DC.

February 1987 Peter Greer of the U.S. Department of Education meets with some of the district representatives.

March 1987 Governor John Ashcroft invites the U.S. Education Department to hold its first major reporting session; the 2-day conference is held in Columbia, Missouri.

May 1987 The consortium of eight governors, their respective local school-site representatives, and U.S. Department of Education officials release the first newsletter, which provides an overview of the project.

July 1987 The National Governors' Association presents its first scheduled report at the session in Coeur d'Alene, Idaho.

October 1987 The next meeting of the 16 school-site leaders will be held in Washington, DC.

Regional Educational Laboratories: Purpose and Functions

Nine regional laboratories carry out applied research and development and provide assistance for educators, parents, and decisionmakers in the 50 States, the District of Columbia, Puerto Rico, the Virgin Islands, and the Pacific Trust Territories. Each laboratory serves a geographic region and is governed by an independent board of directors.

Laboratories plan programs based on regional needs, current trends in research and practice, and interaction with agencies and institutions which assist communities and schools with educational improvement. The goal of the laboratories is to improve schools and classrooms through five tasks:

1. Working with regional organizations to apply research and improve schools. Partner organizations include State departments of education, intermediate school districts and intradistrict collaboratives, universities, colleges, and State associations of educators and parents.

2. Assisting State-level policymakers with the implications of educational research and practice for policies and programs.

3. Conducting applied research and developing materials, programs, and publications that support school and classroom improvement.

4. Collaborating with other laboratories, research centers, and national associations to extend and enhance related research and development.

5. Developing effective internal management, governance, planning, and self-evaluation, as well as reviewing regional needs and developments.

For additional information, write The Office of Educational Research and Improvement, Information Office, Room 300, 555 New Jersey Avenue NW, Washington, DC 20208-1325, or the individual laboratories listed on this page.

Regional Educational Laboratories

Dr. Terry L. Eidell
Executive Director
Appalachia Educational Laboratory
1031 Quarrier Street
Charleston, West Virginia 25325

Dr. Dean Nafziger
Executive Director
Far West Laboratory for Educational Research and Development
1855 Folsom Street
San Francisco, California 94013

Dr. Lawrence Hutchins
Executive Director
Mid-Continent Regional Educational Laboratory
Suite 201
12500 East Iliff
Aurora, Colorado 80014

Dr. Jane Arends
Executive Director
North Central Regional Educational Laboratory
295 Emory Avenue
Elmhurst, Illinois 60126

Dr. Robert Rath
Executive Director
Northwest Regional Educational Laboratory
101 S W. Main Street, Suite 560
Portland, Oregon 97204

Dr. David P. Crandall
Executive Director
Regional Laboratory for Educational Improvement of the Northeast and Islands
290 South Main Street
Andover, Massachusetts 01810

Dr. John E. Hopkins
Executive Director
Southeastern Educational Improvement Laboratory
P.O. Box 12746
200 Park Offices, Suite 204
Research Triangle Park, North Carolina 27709

Dr. Preston C. Kronkosky
Executive Director
Southwest Educational Development Laboratory
211 East Seventh Street
Austin, Texas 78701
The Nation's Report Card: Evaluating Education from the National Perspective

At a time when States and local school districts are assessing their educational programs, the U.S. Department of Education has focused on what can be done at the National level to help in this effort. In September 1985, Secretary of Education William J. Bennett called for a partnership among educators, policymakers, and the general public to improve "the barometer of our educational performance as a society, the report card on American education, that helps us understand how our sons and daughters — and our schools — are doing." This report card, the National Assessment of Educational Progress (NAEP), is the Federally funded project, initiated more than 20 years ago, that tests a nationally representative sample of 9-, 13-, and 17-year-olds in reading, writing, science, mathematics, and other areas.

In the spring of 1986 Secretary Bennett asked Lamar Alexander, then Governor of Tennessee and Chairman of the National Governors' Association, to head a major effort to update this national report card. Together, they formed a 22-member study group of educators, testing experts, State officials, and private citizens. The Secretary asked Governor Alexander to consider the whole universe of issues associated with national assessment, pay particular attention to the needs of States, and concentrate on four broad areas of assessment:

1. roles and responsibilities;
2. content and coverage;
3. design and structure; and
4. costs.

The study group deliberated for 9 months under the direction of H. Thomas James, president emeritus of the Spencer Foundation and former dean of Stanford University's School of Education. It held meetings around the country that were open to the public, commissioned 46 papers, and convened nine committees to examine specific questions in detail. The report, The Nation's Report Card: Improving the Assessment of Student Achievement, published this year, culminates a noteworthy effort in response to the Secretary's concern for strengthening the Nation's ability to provide every child with an opportunity to achieve educational excellence.

The study group concluded that the design and budget for NAEP has not kept pace with the expanding needs for information about our schools. Assessment should be broader in scope: "... while providing excellent information on what our children know and can do. [NAEP] provides it only for the Nation as a whole... But in the United States education is a State responsibility, and it is against the performance closer to home that we want and need to compare the performance of our youngsters."

The study group recommended that data collection be expanded to permit regular reporting on a State-by-State basis as well as for the whole Nation. This change was endorsed by the Chief State School Officers, who increasingly need reliable information about educational achievement within their States and how students' learning is changing over time. In addition to assessing the core content areas of reading, writing, mathematics, science and technology, history, geography, and civics, these assessments should emphasize higher order thinking skills, such as evaluating evidence, weighing alternative courses of action, and constructing reasoned arguments. Assessments should also occur more frequently than in the past.

The study group also recommended the establishment of an Educational Assessment Council, independent of the U.S. Department of Education, that would make policy, set the design for NAEP, and allow for the substantial participation of States, localities, testing specialists, and other experts. This broadly representative council would assure protection of the public interest from political intrusion. In other areas, the Alexander-James panel concluded that the grade-level sample should be changed from the present grades 3, 7, and 11 to the "transitional" grades of 4, 8, and 12.

Estimates indicate that the cost to the Federal Government for this expanded assessment would be about $26 million annually. However, this increased Federal support is necessary to have the kind of data needed to plan well and to achieve the Nation's essential goals of better schools, better jobs, and a stronger people.

In thanking the study group for its report, Secretary Bennett noted that the country is witnessing a ground swell of support for greater accountability at all levels of education and that this report is an important step toward instituting that accountability at all the Nation's elementary and secondary schools.


What Is Project Education Reform: Time For Results?

Project Education Reform: Time For Results is an experimental program involving 16 school sites in 8 States. Each school site serves as an informal laboratory, conducting and evaluating new programs as part of the education reform movement. This project was developed in response to suggestions made in Time For Results, The Governors' 1991 Report on Education, a report by the National Governors' Association (NGA) on how schools can be improved. It says that schools should learn from organizations where greater

continued on page 4
most ideal activities to pursue. We spent a
session whittling those dreams into what
was realistic to begin in the next 2 years.
We clustered some of the areas into the
three main directions outlined below.

First, we are expanding our efforts with
"at risk" preschool children by initiating
parent education programs. By next year,
we will have programs for parents of
newborns through 18-year-olds. The training
and classes will be coordinated by the
schools in conjunction with local agencies.
We believe we can serve our students bet-
ter in the long run by assisting their parents.
We know that parents are teachers, too.

Second, we are pursuing a "collegiate"
model for scheduling classes and inves-
tigating an 18-hour day block for early
and late classes and options for short- and
long-term classes with 2- to 4-day a week
meetings. We are studying a 12-month
school year for yearlong learning oppor-
tunities. We hope to pilot several classes in
our secondary schools that would be more
flexible.

Through the State career ladder program,
several teachers will "mentor" both new and
seasoned colleagues. We also want to build
in additional flexibility for staff members
to have new or dual appointments within the
school structure. An English teacher who
writes poetry, for example, might serve as
"poet in residence" for a term; a teacher
whose hobby is building log cabins might
be a consultant to the Pioneer Union for
elementary grades.

Third, we are intrigued by the technology
thrust in the governors' report. Oak Ridge
has a national reputation for its work with
the national laboratories. Our local resour-
ces in technology are numerous, and we
have begun to tap that source. We want to
infuse broad-based technology opportunities
for students across grade levels and through
the curricula. We are collaborating with the
local high-tech corridor to provide greater
access for students and teachers.

The Time For Results follow-up project
will allow expansion of the success of our
longstanding programs and will allow fur-
ther documentation. We look forward to the
new challenges, and to assessing the out-
comes of our expanded programs and pro-
viding other schools with the information
gained from this experiment.

Each newsletter will feature the ac-
tivities of a Time For Results project
site.

The next issue will highlight Time For Results project activities at the National Governors' Association annual
meeting held in July.

IF YOU WOULD LIKE ADDITIONAL INFORMATION ABOUT THIS PROJECT, PLEASE WRITE
Peter Greer, Deputy Under Secretary, U.S. Department of Education, Room 3073, 400 Maryland Avenue SW.,
Washington, DC 20202 or Dean Honetschlager, National Governors' Association, 444 North Capitol Street NW.,
Washington, DC 20001.
Project Education Reform: Time For Results

December 1987

Project Education Reform: Time For Results Presented at Governors’ Meeting

Peter Greer, Deputy Under Secretary for Intergovernmental and Interagency Affairs at the U.S. Department of Education, gave an overview of Project Education Reform: Time For Results to the Nation's governors at their annual meeting held in Michigan in July. The project involves school districts that are testing recommendations from the Governors' 1991 Report to expand and improve education in their schools.

Greer used the word "unique" to describe the project—unique because the governors are the leaders in the project with the U.S. Education Department as technical advisor.

Greer said, "[State and Federal regulations which are] barriers to getting results are being identified." He added, "The 16 school sites are asking for their work to be confirmed from 1988 until 1991."

The project went into full swing when school opened this fall. Each school system identified its goals and outlined its plans to reach them. As a whole, the school-site leaders have found that the barriers which have inhibited education reform seem to be minimal. The problem seems to be that various local and State constituencies have their own agendas which often conflict with one another. "Traditional habits get in the way, often inhibiting a bolder approach," Greer said. "And, several national resources, such as regional education laboratories and centers [see September issue of this newsletter], are underutilized."

Greer noted that the eight States where the 16 school sites are located, and others, are launching exemplary projects in school reform policies. The NGA will assist States in sharing the valuable information they are gathering so that collectively we can benefit from the innovative ways States are individually seeking to improve education.

To facilitate this process, the NGA will sponsor working seminars to bring together State policymakers, district educators, and members of the research community. These seminars will allow those individuals at the grassroots of education to exchange experiences and gain insights for future improvements.

NGA will also increase its involvement with the Time For Results demonstration projects underway in 16 school districts around the country. These districts are implementing different recommendations from Time For Results in cooperation with the U.S. Department of Education. Representatives from these districts will be asked to participate in working group sessions which pertain to their individual...
Site Update: Colorado

In late fall 1986, former Colorado Governor Richard D. Lamm named Montrose County School District and Mapleton Adams School District as 2 of the 16 school sites to be in the Time For Results study. The districts were recognized as innovative and open to change.

In a visit to Colorado in late August of this year, U.S. Education Secretary William J. Bennett identified the districts as “partners in reform” with the National Governors’ Association and the U.S. Education Department. Part of his reason for being in Colorado was to find out what the districts have done and are doing.

Montrose County School District

In response to the governors’ challenge, Montrose is in the midst of change already. The district is starting a preschool program for handicapped children that could be expanded to include other children. It is also starting a middle school program that will house sixth and seventh graders at one school and eighth and ninth graders at another.

Montrose wants parents and teachers to be involved in the accountability of schools. It also wants to hold open forums on education, arranging speakers for parents’ groups. Finally, the district wants to continue the efforts in dropout prevention and adopt a Second Chance adult diploma.

Secretary Bennett said he was impressed with the efforts of Superintendent Bob Cito and the community’s rallying behind the district and its superintendent. Cito has launched a cooperative effort with University of Colorado President E. Gordon Gee and University of Colorado Regent Dr. Charles Abernathy to create an advanced studies program so that students can get college credit for what they learn in high school.

In addition to these specific projects, Montrose County School District is focusing on 5 of the 13 broad recommendations made by the governors in their 1991 report. They are:

1. Redesigning the schools’ organization to create more productive working and learning environments;
2. Creating a structure and climate for effective parent involvement;
3. Establishing early childhood development programs for at-risk 3- and 4-year-olds;
4. Providing information on successful parenting practices to parents of preschool children;
5. Establishing alternative programs for dropouts to attain basic skills and complete high school.

Mapleton Adams County School District

The Mapleton District is establishing “results centers” in each of its 11 schools. The centers will expand preschool classes and the elementary school day and year to increase instructional time. They will launch an after-school academic and activities program for latchkey children. In addition, they will provide computer lab facilities and take-home computer programs for parents to increase their involvement and will recruit community volunteers to tutor in the computer labs. Diagnostic/prescriptive computer labs will be expanded in the subject areas of high school math and English.

The centers will also develop inhouse alternatives and postsecondary programs in cooperation with Colorado colleges and universities to increase educational opportunities for minority or at-risk senior high school students. They will establish school-business partnerships with the Colorado Alliance for Business and the School to Work Action Program to provide a closer link between schools and business. Finally, a core curriculum program will be established to individualize education for 9th and 10th grade students.

Secretary Bennett Stresses Accountability

Secretary Bennett kicked off the school year in the Mapleton Adams district by outlining how the “tough doctrine” of accountability should work in education.

“We need to reward success and stop failure in our schools,” insisted Bennett. He observed that in the past, only rarely have we rewarded or reprimanded either good or bad performances by teachers and principals. He also emphasized the need for higher expectations in student achievement and more emphasis on content and higher standards. Bennett further stated that the bottom line is increasing the performance of students.

Bennett said that there also needs to be a focus on where money is spent. Twenty years ago, he said, 55 percent was spent on teachers, and now, 41 percent is spent on them. He recommended that more money be spent on teachers.
Education Still Central on Governors’ Agenda

At its annual meeting in July, the National Governors’ Association (NGA) reported that States continue to emphasize education reform. The report, based on a 50-State survey by the association, says that improved teaching dominates, but school leadership and management are receiving increased attention as States link rewards and sanctions to performance. The report, Results in Education: 1987, is the first annual follow-up to Time For Results: The Governors’ 1991 Report on Education, released last year.

New Jersey Governor Thomas H. Kean, NGA Lead Governor on Education, said, “A year ago, governors gave each other advice on how to improve schools. Are we taking our own advice? This report shows that we are.”

“But we did not issue this report to celebrate,” he continued. “We are not yet satisfied.” Governor Kean asked governors to “help reinvent the school for modern times. Many schools operate as they have for generations,” he said, “but now States have new tools for a better approach.”

He also urged governors to help renew the historic education partnership with the Federal Government. “Education excellence will require the energies of the States and localities as well as the Federal Government,” he concluded.

The survey found that during the past year, States paid growing attention to the needs of at-risk youth, as evidenced by early childhood education and remedial or alternative education programs. They were also concerned with the quality of higher education as shown by encouraging colleges and universities to define their missions more clearly and assess how well they accomplish them.

In addition to these needs, States have concentrated on the following policy areas:

**Teaching.** More than 20 States have developed strategies for recruiting and retraining teachers. Twenty-three States permit alternative certification through internships, special courses, or performance assessment. Tennessee, Georgia, New Jersey, and North Carolina certify teachers based on demonstrated skills and knowledge, and other States, such as Alaska, Colorado, Kentucky, and Minnesota, are considering this approach. Eighteen States have adopted or are developing new career ladders for teachers.

**Leadership and Management.** States are raising standards for administrators, especially principals. Nearly half are moving toward new methods of certification, selection, or on-the-job evaluation. Certification requirements for principals and administrators in Florida, Mississippi, Missouri, New Hampshire, and North Carolina are competency based. Florida and Mississippi also use performance-based evaluation and compensation to reward administrators’ performance. States are beginning to waive regulations and encourage local autonomy through pilot projects. Colorado, Minnesota, and Washington have made local autonomy an incentive for schools to assume greater accountability for the performance. The 16 school sites participating in Project Education Reform: Time For Results are testing local programs, identifying and waiving regulations that hinder school decisionmaking about instruction, and promoting cooperative relationships—beyond just the State—with other school systems and education associations, for example.

**Parent Involvement and Choice.** At least half the States assist school districts in bringing parents into schools or involving them in their children’s education. Arkansas, Indiana, Mississippi, and Virginia require parent involvement for school accreditation, while Delaware and Oklahoma require teachers to be trained in effective parent involvement practices for certification. Kentucky and Tennessee offer programs that combine parenting with basic skills instruction. Twenty-one States offer training in sound parenting practices most often for parents of preschool, handicapped, migrant, or at-risk children.

**Readiness of At-Risk Children.** Twenty-five States currently fund programs to help at-risk preschoolers. In 1987, Connecticut, Indiana, and Vermont, for example, legislated support for these programs. In general, the programs serve at-risk 4-year-olds. Also, States recognize the need to help youngsters meet basic standards throughout their school years. Twenty-seven States pay for compensatory education programs to help children overcome education deficiencies. Realizing that helping at-risk youngsters may prevent students from dropping out, many States have initiated a broad range of dropout prevention programs.

**Education Technology.** States continue to use computer, video, and other technology to improve instruction and school management. About one-third of the States encourage local school systems to develop formal plans to use technology. Twenty-nine States hold annual technology conferences, topical workshops, and regional training sessions for educators.

**School Facilities.** States have been more concerned with the use of buildings than with their maintenance; they do not monitor the physical condition of buildings, for example. But they have promoted full use of schools by helping districts use their buildings better. They have encouraged sharing facilities with the community by identifying models of such use and applying funding formulas and passing legislation that make it easier for mixed use. States also support school-based day care and programs for latchkey children. They may encourage year-round use of buildings, although the decision is usually left to the school district. Some States encourage the use of schools in the summer for handicapped, special education, or at-risk students.

**College Quality.** Fewer than one dozen States require State colleges and universities to include information on the assessment of student performance as part of the instruction role and mission of the schools. While 75 percent of all higher education institutions will introduce some form of assessment in the next few years, according to a recent survey by the American Council on Education, only 25 percent reported that their States require assessment of student performance. The link between assessment and a school’s accountability still remains elusive.

Based on these activities and other findings from the NGA survey, the next steps the governors’ report recommends that the States consider are:

- remove State regulations that interfere with local efforts to restructure schools;
- assume larger responsibility for setting education goals and defining standards;
- develop appropriate and effective sanctions for consistently poor performance by school districts;
- stimulate innovation and inventiveness at the local level on the part of school boards, administrators, and teachers; and
- develop tests and other assessment tools that more appropriately reflect desired educational outcomes.
I am particularly pleased that the NGA will have this opportunity to interact with educators and officials at the local level to gain their insights on these projects. In New Hampshire, our demonstration projects have focused on the effective use of technology and the role of the principal in our schools. Having served as the Chairman of the Task Force on Technology, where I encouraged the effective use of technology in our classrooms, I am especially proud of New Hampshire's efforts which serve as models for many other States.

The governors' leadership in fostering these important initiatives demonstrates the strength of our commitment to education reform. Improving the productivity and creativity of America's schools remains vital to our future, and I am proud that the Nation's governors are leading the way in this area. As Chairman of the NGA, I will work to ensure that we continue our aggressive efforts to achieve results in education—results that will ensure a productive future for all our citizens.

Time For Results

A copy of *Time For Results*, the governors' report, can be ordered for $12.95 from the Publications Office, National Governors' Association, Hall of the States, 400 North Capitol Street, Washington, DC 20001-1572; telephone (202) 624-5330. Another publication, *Results in Education 1987*, a report on the first year follow-up to the study, is also available from the National Governors' Association at the address above for $12.50. Discount prices are offered for both publications when ordering 10 or more copies.

The next issue will highlight the school-site leaders' meeting in Washington, D.C.