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106th CONGRESS, 1st SESSION / SENATE DOCUMENT 106-12

Resolved: That the Federal Government Should Establish an Education Policy to Significantly Increase Academic Achievement in Secondary Schools in The United States

NATIONAL DEBATE TOPIC FOR HIGH SCHOOLS, 1999-2000
Pursuant to 44 United States Code, Section 1333

Compiled by the Congressional Research Service
Library of Congress

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44 U.S. CODE SECTION 1333

(a) The Librarian of Congress shall prepare compilations of pertinent excerpts, bibliographical references, and other appropriate materials relating to:

(1) the subject selected annually by the National University Extension Association as the national high school debate topic and

(2) the subject selected annually by the American Speech Association as the national college debate topic.

In preparing the compilations the Librarian shall include materials which in his judgment are representative of, and give equal emphasis to, the opposing points of view on the respective topics.

(b) The compilations on the high school debate topics shall be printed as Senate documents and the compilations on the college debate topics shall be printed as House of Representative documents, the cost of which shall be charged to the congressional allotment for printing and binding. Additional copies may be printed in the quantities and distributed in the manner the Joint Committee on Printing directs.

(Pub. L. 90-620, Oct. 22, 1968, 82 Stat. 1270.)

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Foreword

The 1999-2000 high school debate topic is "Resolved: that the federal government should establish an education policy to significantly increase academic achievement in secondary schools in the United States."

In compliance with 44 U.S. Code, section 1333, the Congressional Research Service of the Library of Congress prepared this bibliography to assist high school debaters in researching the topic. This bibliography is intended to assist debaters in the identification of further references and resources on the topic. In selecting items for this manual, the Congressional Research Service (CRS) has sampled a wide spectrum of opinions reflected in the current literature on this issue. No preference for any policy is indicated by the selection or positioning of articles cited, nor is CRS disapproval of any policy or article to be inferred from its omission.

Some of the U.S. government documents listed in this bibliography may be found in U.S. government depository libraries, which can be identified by local public or college libraries. The Library of Congress cannot distribute copies of these or other materials to debaters. This manual is also available on the GPO Access Home Page on the World Wide Web <http://access.gpo.gov>

The bibliography was prepared by Edith Sutterlin, Information Resources Specialist, Domestic Social Policy, Office of Information Resources Management, CRS. Production was made possible by C. Lee Burwasser, Office of Information Resources Management.

Good luck to each debater in researching, preparing and presenting arguments on this year's topic.

Daniel P. Mulhollan, Director
Congressional Research Service

RESOLVED: THAT THE FEDERAL GOVERNMENT SHOULD ESTABLISH AN EDUCATION POLICY TO SIGNIFICANTLY INCREASE ACADEMIC ACHIEVEMENT IN SECONDARY SCHOOLS IN THE UNITED STATES: AN ANNOTATED BIBLIOGRAPHY ON THE 1999-2000 HIGH SCHOOL DEBATE TOPIC

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Information Resources Specialist
Office of Information Resources Management
Congressional Research Service

with the assistance of
C. Lee Burwasser, Bibliographic Assistant

December 1999

Introductory Comments

This bibliography is a small selected sampling of documents and articles providing information or expressing positions on educational reform efforts during the past two decades. Citations to Internet sources [URLs] were active as of Dec. 1, 1999. Debaters will be familiar with the official web site for the official National High School Debate topic, which offers many links. <http://www.nfhs.org/1999-2000_debate_topic.htm>

Debaters are making use of state and local libraries, state education agencies, and local newspapers as well as many online sources to locate information on this year's topic. Use of Thomas <http://thomas.loc.gov/> could prove valuable to the debater tracking Federal educational reform legislation status, and give links to congressional committees and to congressional hearings excerpts. The Library of Congress catalog online <http://catalog.loc.gov/> shows forthcoming books as well as an extensive collection of books and serials.

Educational Reform: The Need for and Assessment of the Status of Reform

Alexander, Debbie. Heaviside, Sheila. Farris, Elizabeth.
Status of education reform in public elementary and secondary schools: teachers' perspectives. [Washington] U.S. Dept. of Education, Office of Educational Research and Improvement, 1999. 83 p.

America's children: key national indicators of well-being. Washington, Federal Interagency Forum on Child and Family Statistics, for sale by the Supt. of Docs., G.P.O., 1998. 108 p.

Second annual report presents an overview of the well-being of America's children. Provides graphs and statistics in an accessible compendium of recent official statistics, including measures of educational accountability, along with information on health, violence, drug use, and more.

Baines, Lawrence.
Future schlock [sic]. Phi Delta Kappan, v. 78, Mar. 1997: 493-498.

"Today, in the areas of technology, inclusion, multiculturalism, and money, mythologizing data on behalf of education reform has become quite popular," according to the author. Recommends close scrutiny of evidence cited in support of reforms to ascertain the degree to which they would really benefit students.

Berliner, David C. Biddle, Bruce J.
The awful alliance of the media and public-school critics. Education digest, v. 64, Jan 1999: 4-10.

Charge that "the press is biased, presents too simplistic a view, is fairly conservative, and displays a lack of understanding on public school issues." The authors submit that the press sides with critics of public education, yet fails to identify strong bias in press sources or opinion writers. Repeating a charge from their controversial 1995 book, "The Manufactured Crisis; the Myths, Fraud, and the Attack on America's Public Schools," the authors portray student test scores as more indicative of socioeconomic problems

than of the need for drastic educational reforms. They point to relevant societal problems such as income and wealth inequities, racial and ethnic discrimination, and violence. A review of their book by Lawrence Stedman, initiated a continuing debate, now located in the Education policy analysis archives, v. 4, Jan. 23-Apr. 4, 1996.

Boyer, Ernest L.
Ready to learn: a mandate for the nation. Princeton, N.J., Carnegie Foundation for the Advancement of Teaching, 1991. 193 p.
Suggests learning readiness activities for disadvantaged children as being critical to student success in high school.

Bracey, Gerald W.
Setting the record straight: responses to misconceptions about public education in the United States. Alexandria, Va., Association for Supervision and Curriculum Development, 1997. 215 p.
Partial contents.--Throwing money at the schools.--Rising costs, flat scores.--International comparisons.-- Private versus public schools.--Choice and charter schools.--The shortage of scientists.--Teacher accountability.

What happened to America's public schools? American heritage, v. 48, Nov. 1997: 38-41, 44, 46-48, 52.
Discusses the history of the American educational system as well as the history of criticism of public schools. Notes that although elementary and secondary public education has been criticized from the beginning, the quality of public education has steadily improved.

Changing populations, changing schools. Edited by Erwin Flaxman and A. Harry Passow. Chicago, National Society for the Study of Education, University of Chicago Press, 1995. 292 p.
Partial contents.--Nurturing potential talent in a diverse population.--The unfulfilled mission of federal compensatory education programs.--Minority schools.--Effectiveness of collaborative school-linked services.

Common schools, uncommon futures : a working consensus for school renewal. Edited by Barry S. Kogan. New York, Teachers College Press, c1997. 223 p.
Papers from two programs on public education held during 1994. Includes bibliographical references and index.

Education research and reform: an international perspective. Edited by Tommy Tomlinson and A. Tuijnman. Washington, U.S. Dept. of Education, for sale by the Supt. of Docs, G.P.O, 1994. 185 p.
Presents conference proceedings and analytical articles based on a joint OECD/OERI seminar on trends and issues in educational research.

Educational Reform Catalog of School Reform Models. Portland, Ore., Northwest Regional Educational Laboratory, 1998. 234 p.

Developed to support schools, school districts, states, and others as they proceed with their work under the Obey-Porter Comprehensive School Reform Demonstration Program (CSRD) passed by Congress in 1997. Provides information on 26 entire-school, or whole-school, reform models and skill- and content-based models, including some K-12 high school models as well as the CSRD's elementary school reforms.

<http://www.nwrel.org/scpd/natspec/catalog/index.html>

An Educator's guide to schoolwide reform. Arlington, Va., Educational Research Service, 1999. 141 p.

Prepared by American Institutes for Research, Washington, under contract to American Association of School Administrators, American Federation of Teachers, National Association of Elementary School Principals, National Association of Secondary School Principals, National Education Association.

Partial contents.--Profiles of 24 approaches.--Core knowledge.--High schools that work.--Talent development high school with career academies.

<http://www.aasa.org/Reform/index.htm>

Elmore, Richard F.

The politics of education reform. Issues in science and technology, v. 14, fall 1997: 41-49.

Advises, "respect existing power bases and make administrators accountable if you want to see better schools." "Dispersed control and political pluralism" are described as characteristics of U.S. educational governance.

Finn, Chester E., Jr.

Learning-free zones. Policy review, no. 85, Sept.-Oct. 1997: 34-38.

Five obstacles to school reform: "The education system does not reward risk-taking, . . . resists oversight from elected officials and the public, . . . is unaccountable for failure, ...spends too little of its resources in the classroom, . . . [and] the consumers of education are no match for the system."

Hatch, Thomas.

How comprehensive can comprehensive reform be? Phi Delta Kappan, v. 79, Mar. 1998: 518-522.

Presents ideas of an ATLAS Community project, 1992-96, which caused the author to reevaluate knowledge needs of comprehensive educational reform efforts: technical, resource, local, process, strategic, and organizational knowledge.

Labaree, David F.

Public goods, private goods: the American struggle over educational goals. American educational research journal, v. 34, spring 1997: 39-81.

"Democratic equality (schools should focus on preparing citizens), social efficiency (they should focus on training workers), and social mobility (they should prepare individuals to compete for social positions): . . . .

historical conflict over these competing visions of education has resulted in a contradictory structure for the educational system that has sharply impaired its effectiveness. More important still has been the growing domination of the social mobility goal, which has reshaped education into a commodity for the purposes of status attainment and has elevated the pursuit of credentials over the acquisition of knowledge."

Lund, Leonard. Wild, Cathleen.
Ten years after A Nation at Risk. New York, Conference Board, 1993. 29 p. (Conference Board report no. 1041)

The National education goals report: building a nation of learners, 1998. Washington, National Education Goals Panel, 1998. 78 p..
A "bipartisan and intergovernmental body of federal and state officials" reports annual progress of states towards goals: being ready to learn, school completion, student achievement and citizenship, teacher education and professional development, mathematics and science, adult literacy and lifelong learning, safe, disciplined and alcohol-and drug-free schools, and parental participation. This report with a companion volume (which gives data per state) and earlier reports are online at: <http://negp.gov/webpg720.htm>. Additional reports on individual goals are at: <http://www.negp.gov/readrept.htm>

National Forum on Educational Reform (1984 : San Francisco, Calif.).
Excellence in our schools : making it happen; conference proceedings of a National Forum on Educational Reform held in San Francisco, Mar. 14-16, 1984. New York, College Entrance Examination Board, College Board Publications [distributor] 1985. 95 p.

New directions: Federal education policy in the twenty-first century. Marci Kanstoroom and Chester E. Finn, Jr., eds. Washington, Fordham Foundation and the Manhattan Institute, 1999. 172 p.
Partial contents.--Thirty-four years of dashed hopes, by Chester E. Finn, Jr., M. Kanstoroom, and M. Petrilli.--Title I.--Title IV: neither safe nor drug-free.--School-to-work: right problem, wrong solution.--Michigan: setting priorities straight.--Arizona: back off, Washington.--Pennsylvania: vesting power in the people.--Colorado: trust but verify.--Student performance: the national agenda in education.--Reinventing the federal role.
<http://edexcellence.net/library/newdrct.htm>

Newmann, Fred M. King, M. Bruce. Ridgon, Mark.
Accountability and school performance: implications from restructuring schools. Harvard educational review, v. 67, spring 1997: 41-74.
Finds external accountability insufficient to impel schools to improve student achievement, due to "implementation controversies around standards, incentives, and constituencies; insufficient efforts to organize the human, technical, and social resources of a school into an effective collective enterprise--what the authors term 'organizational capacity'-- and failure to recognize the importance of internal school accountability."

Rallis, Sharon F. Zajano, Nancy C.
Keeping the faith until the outcomes are obvious. Phi Delta Kappan, v. 78, May 1997: 706-709.
"Reform initiatives do not produce instant results . . . . The question becomes how to maintain the support of the various stakeholders during the trial-and-error stage of implementation."

Research on middle grades. Phi Delta Kappan, v. 78, Mar. 1997: 517-556.
Partial contents.--What works in middle-grades school reform.--The project on high performance learning communities: applying the land-grant model to school reform.

Rose, Lowell C. Rapp, Dana.
The future of the public schools: a public discussion. Phi Delta Kappan, v. 78, June 1997: 765-768.
"How to engage the public in a discussion of the future of the public schools should be at the top of every community's agenda."

Rothstein, Richard..
The way we were? The myths and realities of America's student achievement (Century Foundation/Twentieth Century Fund Report) Twentieth Century Fund Press, 1998. 136 p.

Schlechty, Phillip C.
Inventing better schools: an action plan for educational reform. San Francisco, Jossey-Bass Publishers, c1997. 294 p. (Jossey-Bass education series)
Addresses assessing districts' capacity to support change and leading the change process. He also wrote, "Schools for the Twenty-first Century: Leadership Imperatives for Educational Reform," 1990.

Should more rigorous academic standards be established for all public elementary and/or secondary schools in the United States? Intercollegiate debate topic: 1985-1986. Compiled by the Congressional Research Service, Library of Congress. Washington, G.P.O., 1985. 803 p. (Document, House, 99th Congress, 1st session, no. 99-95)

Spring, Joel H.
American education. 8th ed. Boston : McGraw-Hill, c1998. 296 p.
Basic text on social and political aspects of educational policymaking.

The State of the nation's public schools: a conference report. Edited by Stanley Elam. Bloomington, Ind., Phi Delta Kappa, c1993. 280 p.

TIMSS [The Third International Mathematics and Science Study]: a "power tool" for school reform. [Report from the] National Institute on Educational Governance, Finance, Policy Making, and Management. Policy Forum, v. 2, spring 1999, available from the U.S. Dept. of Education, 1999.
Compares the mathematics and science achievement of students, teaching, and curriculum using 1995-96 research with one-half million

students in 41 nations. The Policy Forum recommends using this to do "benchmarking" of achievement for reform assessment.
<http://www.ed.gov/pubs/policyforum/Spring99/tool.html>

U.S. Dept. of Education.
An invitation to your community: how Goals 2000 works.
Elements of the State Goals 2000 Action Plan are in the first appendix.
<http://www.ed.gov/CommInvite/works.html>

U.S. Dept. of Labor.
What work requires of schools: a SCANS report for America 2000: a letter to parents, employers, and educators from the Secretary of Labor and the Secretary's Commission on Achieving Necessary Skills. Washington, The Dept., for sale by the Supt. of Docs, G.P.O., 1991. [31] p.
<http://www.ttrc.doleta.gov/SCANS/work.html>

U.S. National Center for Education Statistics.
National Assessment of Educational Progress [NAEP], also known as "the Nation's Report Card," has assessed the academic performance of fourth, eighth, and twelfth graders in a range of subjects every year since 1969.
<http://nces.ed.gov/nationsreportcard/site/home.asp>

U.S. National Commission on Excellence in Education.
Meeting the challenge of A Nation at Risk. Edited by USA Research. Cambridge, Mass., USA Research, [1984] 124 p.
Presents views and experiences of education business leaders involved in efforts to improve education. Includes a summary of "A Nation at Risk," the document that initiated much of the reform effort.

A nation at risk : the imperative for educational reform: a report to the Nation and the Secretary of Education. Washington, U.S. Dept of Education, [for sale by the Supt. of Docs., G.P.O.], 1983. 65 p.
In 1984 an expanded edition was published: A nation at risk: the full account. 115 p.
<http://www.ed.gov/pubs/NatAtRisk/index.html>

U.S. President (1989-1993 : Bush)
Joint statement following the education summit with governors in Charlottesville, Virginia, Sept. 28, 1989. Weekly compilation of Presidential documents, v. 25, Oct. 9, 1989: 1487-1490.

Wasley, Patricia. Hampel, Robert. Clark, Richard.
The puzzle of whole-school change. Phi Delta Kappan, v. 78, May 1997: 690-697.
"Study of five high schools, each with different demographics but all members of the Coalition of Essential Schools and involved in reform for a least seven years, yielded a number of clues that might help solve a central puzzle of school reform: Is it possible for an entire school to move forward together to make changes that will positively affect students?"

Federal Laws: Legislation and Administration

Kirchhoff, Sue.
Senate's savings account's bill prompts early Clinton threats. Congressional Quarterly weekly report, v. 56, Apr. 25, 1998: 1065-1066.
One example from a journal that tracks legislation's progress and analyzes political developments.

U.S. Congress. Conference Committees, 1999.
Education Flexibility Partnership Act of 1999; conference report to accompany H.R. 800. Apr. 20, 1999. Washington, G.P.O., 1999. 19 p. (Report, Senate, 106th Congress, 1st session, no. 106-100)
Deals with delegation of waiver authority to the states over various aspects of federal education programs.

U.S. Congress. House. Committee on Education and the Workforce.
Hot topics on education. Updated frequently.
Highlights congressional activity on current issues. In 1999 these included: teacher empowerment and quality, school choice, Academic Achievement for All Act, ESEA reauthorization, education flexibility, and Dollars to the Classroom.
<http://www.house.gov/ed_workforce/hottopic.htm#education>

H.R. 3248, the Dollars to the Classroom Act. Hearing, 105th Congress, 2nd session. May 5, 1998. Washington, G.P.O., 1999. 167 p.
"Serial no. 105-104"
Discusses a proposed block grant program.

U.S. Dept. of Education
Access ERIC: search ERIC database, maintained by the Computer Sciences Corporation for the Dept. of Education. Updated monthly.
Citations to useful educational articles may be found through ERIC, searchable free online. Also available are ERIC abstracts in Resources in Education and Current Index to Journals in Education. This database contains more than 950,000 abstracts.
<http://www.accesseric.org/searchdb/searchdb.html>

Department of Education FY 2000 Budget Summary. [Washington, 1999]
Of particular interest: Section F - Educational Research and Improvement, and .Table 2a.--FY 2000 Budget Request: Education Reform. [a statistical budget data in chart format].
<http://www.ed.gov/offices/OUS/Budget00/BudgetSumm/sum-f.html>
<http://www.ed.gov/offices/OUS/Budget00/BudgetSumm/apndx-2a.html>

The Federal role in education, Revised Aug. 1999.
<http://www.ed.gov/offices/OUS/fedrole.html>

The 1999 Regional Conferences on Improving America's Schools.

"The Department's most in-depth and comprehensive conferences on education reform," included workshops on "21st Century High Schools: Strategies for Restructuring High Schools so that Every Student is Prepared for College, Careers and Lifelong Learning." Previous conferences' documents are also linked from the 1998 site.

<http://www.ncbe.gwu.edu/iasconferences/>
<http://www.ncbe.gwu.edu./iasconferences/1998/index.htm>

What's new on ED [the Education Department]'s web page.

<http://www.ed.gov/news.html>

U.S. Dept. of Education. Office of Educational Research and Improvement.

OERI - who we are and what we can do for you. Nov. 1999.

These programs research various aspects of educational accountability, including secondary education, and are accessible within OERI's site: Interagency Education Research Initiative.--National Center for Education Statistics.--National Educational Research Policy and Priorities Board.--National Institute on the Education of At-Risk Students.--National Institute on Student Achievement, Curriculum, and Assessment.--National Library of Education.-- National Research And Development Centers.--Office of Reform Assistance and Dissemination.

<http://www.ed.gov/offices/OERI/>

Comprehensive School Reform Research and Development Plan. Mar. 1999.

In FY 1998, Congress established this program to provide resources for individual schools to implement entire-school designs with the assistance of outside service providers to support the development of comprehensive reform initiatives based on reliable research and effective practices.

<http://www.ed.gov/offices/OERI/csrrdp.html>

Regional Educational Laboratories.

These laboratories provide assistance to State and local education agencies. Links to the regions' school reform related web sites.

<http://www.ed.gov/offices/OESE/compreform/labs.html>

Federalism Issues: Federal-State-Local Roles

Finn, Chester E., Jr. Petrilli, Michael J.

Washington versus school reform. Public interest, no. 133, fall 1998: 55-67.

Argues that, "because Washington plays, in the end, such a marginal role in education, it feels free to do as it pleases," behaving rather "immaturely." While predicting "minor tweaking of longstanding programs" in the upcoming Elementary and Secondary Education Act cycle, the authors

recommend an alternative, in which the federal government could help: by "busting" what the authors describe as the "genuine problems of 1998, rather than the vestigial problems of 1995," teacher training and public school management monopolies.

Mitchell, Karen Janice.
Reforming and conforming: NASDC principals discuss school accountability systems. Santa Monica, Calif., Rand, 1996. 50 p. (New American Schools Development Corporation. "MR-716-NASDC"; Rand Institute on Education & Training)

National Governors' Association.
HR-11. The governors' role in supporting standards-based education reform. The Association, updated 1999.
Reports the official policy position, begun at the governors' 1989 National Education Summit with President Bush and modified by the 1996 Summit. Explains Achieve, an organization formed after the 1996 summit to assist governors and business leaders in meeting the commitments. Achieve is governed by six Governors and six business leaders. "Governors strongly affirm that states, not the federal government, should assume the responsibility for creating an education system that enables all students and adults to achieve high standards. Each state has the constitutional responsibility to determine its own education system. The Governors believe that the federal government should support state efforts to implement the National Education Goals" in particular ways listed in this policy statement.
<http://www.nga.org/Pubs/Policies/HR/hr11.asp>

National School Boards Association.
An investment for student achievement. (Includes: Invest in Education: Ten tactics to increase federal support for education.) Alexandria, Va., 1999.
Calls on Congress to "[1] Strongly support core education programs that continue to make a difference to our children such as the Title I program for reading and math, teacher professional development, after-school, and technology programs; [2] Help our local schools provide safe, modern, well-equipped facilities; [3] Help local schools reduce class size by continuing to provide class-size reduction resources; [4] Live up to its commitment to students with disabilities and fully fund its promised portion of the Individuals with Disabilities Education Act (IDEA)."
<http://www.nsba.org/advocacy/actionkit.htm#invest info>

Nelson, Wade W.
The naked truth about school reform in Minnesota. Phi Delta Kappan, v. 79, May 1998: 679-684.
"Imperial forces would put into practice in Minnesota a controlling system designed, albeit with the best of intentions, to make teachers and students conform to standards not of their making or choice."

Rees, Nina Shokraii.
The pros and cons of the House "Straight A's" Act. Washington, Heritage Foundation, 1999. 3 p. (Executive memorandum, no. 635 (Nov. 8, 1999)).

Reviews H.R. 2300, Academic Achievement for All, and the bill's significance for federal-State relationships in the area of educational reform and accountability.
<http://heritage.org/library/execmemo/em635.html>

Taylor, Lori L.
Government's role in primary and secondary education. Federal Reserve Bank of Dallas economic review, first quarter, 1999: 15-24.
"Describes three rationales for government participation in primary and secondary education [as opposed to leaving it all up to the parents with children], discusses the economic evidence in their support, and examines their major implications for the role of government." Concludes that "government's role in primary and secondary education should be subordinate to the role of families and primarily focused on assisting in education finance and ensuring that schools produce desirable social outcomes."

U.S. Congress. House. Committee on Education and the Workforce.
Overview of the testing/standards and assessments in the states. Hearing, 105th Congress, 2nd session. Feb. 23, 1998. Washington, G.P.O., 1999. 116 p.
"Serial no. 105-73"

U.S. Congress. House. Committee on Education and the Workforce. Subcommittee on Early Childhood, Youth and Families.
Comprehensive school reform program. Hearing, 105th Congress, 2nd session. June 23, 1998. Washington, G.P.O., 1999. 268 p.
"Serial no. 105-122"

U.S. Congress. House. Committee on Education and the Workforce. Subcommittee on Oversight and Investigations.
Education at a crossroads: what works and what's wasted. Hearing, 105th Congress, 2d session. Mar. 20, 1998. Washington, G.P.O., 1999. 117 p.
"Serial no. 105-90"
Hearing held in Timnath, CO"
The Subcommittee held a series of hearings with some variation of this title throughout the U.S. during 1997 and 1998, including in Arizona, California, Georgia, Iowa, Michigan, Ohio, and Tennessee.

Hearing on "dollars in the classroom." Hearing, 105th Congress, 1st session. Washington, G.P.O., 1997. 82 p.
"Serial no. 105-27"
A Member of the Subcommittee reports, "As we have gone around the country taking a look at what's working and what's wasted in the Education at a Crossroads project, ... [the Members have found] examples of excellence in every community that we are going to where local parents, teachers, and administrators and other interested parties ... are making a significant, positive impact on education."

U.S. Congress. Senate. Committee on Appropriations. Subcommittee on Departments of Labor, Health and Human Services, Education, and Related Agencies.

Goals 2000. Hearing, 104th Congress, 1st session. Washington, G.P.O., 1996. 30 p. (Hearing, Senate, 104th Congress, 1st session, S. hrg., 104-414)

"Special hearing" discusses Federal-State relations affected by Goals 2000 legislation or actions.

U.S. Congress. Senate. Committee on Health, Education, Labor, and Pensions. Education reform: governors' views. Hearing, 106th Congress, 1st session. Feb. 23, 1999. Washington, G.P.O., 1999. 36 p. (Hearing, Senate, 106th Congress, 1st session, S. hrg. 106-4)

"Examining elementary and secondary education reform initiatives at the State level and the view of State governors on the proper role of the Federal Government."

Governors speaking included Tom Ridge, PA, Christine Todd Whitman, NJ, Parris N. Glendening, MD, and John Engler, MI.

U.S. Congress. Senate. Committee on the Budget.
Education, international affairs and social security task forces. [Hearing], 105th Congress, 2d session. Jan. 28-June 4, 1998. Washington, G.P.O., 1998. 521 p. (Hearing, Senate, 105th Congress, 2nd session, S. hrg. 105-625)

"Jan. 28, 1998--Federal education funding: the State and local perspective; Jan. 29, 1998--The impact of research and technology on K-12 education; Feb. 9, 1998--State and local initiatives: engines for change; Feb. 11, 1998--Addressing our struggling public school system: ideas for reform.

U.S. General Accounting Office.
Federal education funding: allocation to State and local agencies for 10 programs; report to congressional requesters. Sept. 30, 1999. Washington, GAO, 1999. 34 p.

"GAO/HEHS-99-180; B-278482"

"As the Congress prepares to consider reauthorization of many of the elementary and secondary programs, [the Congress asked GAO] to determine, for 10 major Education programs for fiscal year 1996, (1) the percentage of federal funding spent at the federal level and the uses of these funds and (2) the percentage of federal funding spent at the state level and the uses of these funds, and ... the amount of time school personnel spent fulfilling federal administrative requirements for those programs for which the districts received funds."

Other General Accounting Office (GAO) Reports and testimony before Congress for the past two to three months can be found by searching the Web. They may be downloaded as text or viewed as PDF files:
<http://www.gao.gov/reports.htm>"

GAO's reports older than two or three months are found through Government Printing Office's archive:
<http://www.access.gpo.gov/su_docs/aces/aces160.shtml>

U.S. General Accounting Office.
Elementary and secondary education: Ed-Flex states vary in implementation of waiver process; report to the Chairman, Committee on Education and the Workforce, House of Representatives. Nov. 13, 1998. Washington, G.A.O., 1998. 31 p.
"GAO/HEHS-99-17"
Describes "the scope of Ed-Flex [Education Flexibility Partnership Demonstration Act program and how it works]; ...the criteria States must meet to participate in Ed-Flex and ... the extent to which states must meet to participate in Ed-Flex and identifies] the extent to which states not currently participating satisfy these criteria, ... the number and type of waivers that Ed-Flex states have granted to their local school districts, ... discuss[es] participating states' views on the usefulness of Ed-Flex, and ... identifies] issues for ensuring accountability if Ed-Flex is continued or expanded."

Goals 2000: flexible funding supports state and local education reform; report to congressional committees. Nov. 16, 1998. Washington, G.A.O., 1998. 32 p.
"GAO/HEHS-99-10, B-278982"
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"Examining the role of charter schools in educational reform, state and federal funds, and S. 1380 and H.R. 2616, bills to extend the authorization of funds through fiscal year 2002 for Titles VI and X of the Elementary and Secondary Education Act to expand the implementation of public charter schools."

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Lewis, Anne C.
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Marzano, Robert J. Kendall , John S.
A comprehensive guide to designing standards-based districts, schools, and classrooms. Alexandria, Va., Association for Supervision and Curriculum Development; Aurora, Co., Mid-continent Regional Educational Laboratory, 1996. 293 p.

Scaling up the core knowledge sequence. Education and urban society, v. 30, May 1998: 409-432.
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Bell, Julie Davis.
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Benefits of small classes pay off at graduation. Project STAR news, (Lebanon, TN), Apr. 29, 1999. 3 p.
Researchers for Project STAR (Student/Teacher Achievement Ratio) reported that students who are in smaller classes in K-3 have "better high school graduation rates, higher grade point averages, and are more inclined to pursue higher education." Class size is differentiated from pupil-teacher ratio. This and other project press releases and reports are available online.
<http://www.telalink.net/~heros/star.htm>

Glines, Don E.
Year-round education: history, philosophy, future. San Diego, Calif., National Association for Year-Round Education; Saline, Mich., McNaughton & Gunn, 1995. 224 p

Hoxby, Caroline M.
The effects of class size and composition on student achievement: new evidence from natural population variation. Cambridge, Mass., National Bureau of Economic Research, 1998. 61 p. (Working Paper W6869).
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Prisoners of time: report. Washington, for sale by the Supt. of Docs., G.P.O., 1994. 56 p.
Recommends: "establish an academic day; keep schools open longer to meet the needs of children and communities; give teachers the time they need; invest in technology; develop local action plans to transform schools' share the responsibility."
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Community accountability: a theory of information, accountability and school improvement. Phi Delta Kappan, v. 78, Sept. 1996, p. 85 (6).
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New American high schools: on the leading edge of reform. Reston, Va., National Association of Secondary School Principals, 1999.

"High schools that are engaged in comprehensive school reform and are able to demonstrate significant student achievement may be recognized as New American High Schools through an initiative co-sponsored by NASSP and the U. S. Department of Education. The New American High Schools initiative recognizes and supports high schools in the United States that have undertaken extensive reform efforts to ensure all students meet challenging academic standards and are prepared for college and careers. These schools use innovative instruction, leading-edge technology, professional development, community service, integrated work-based experience, and community-based partnerships to increase student achievement and performance."

<http://nassp.org/scholarships/newamerican/index.html>

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Aiming High: Strategies to Promote High Education Standards, Interim Report. BOOK. 1999. Focuses on 10 High Schools, which have been part of the New American High Schools initiative. This program was designed to showcase the school reform practices of a few carefully selected schools. 133 p.; ill. 0-16-050182-2
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Assessment of Student Performance. BOOK. 1997. Documents and analyzes: key characteristics of performance assessments; facilitators and barriers in assessment reform; and impacts of performance assessments on teaching and learning. 263 p.; ill.
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Catalog of School Reform Models: First Edition. BOOK. 1998. Provides introductory information on models for comprehensive school reform in two categories: entire-school models; and skill- and content-based models. 241 p.; looseleaf. 0-16-049626-8
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Charter School Roadmap. BOOK. 1998. Addresses the emerging policy issues related to charter school reform in our nation. Contains a survey of the charter school landscape. Intended to guide policymakers through areas they need to examine in their initial consideration of charter schools or their reevaluation of existing school legislation. 75 p. 0-16-049701-9
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Disseminating Promising and Exemplary Programs: Planning a System of Expert Panels, Working Papers, Meeting Report and Follow-Up Papers. BOOK. 1997. Contains the planning meeting minutes, summary of themes from the discussion groups, the agenda, list of participants, meeting handouts, and individual commissioned papers from the "Planning a System of Expert Panels," held March 24, 1997. 280 p.; ill. 0-16-049389-7
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Education Reform and Students at Risk. BOOK. 1998. Examines ongoing experiences of reform initiatives. Presents the results from case studies at 18 schools that had previously been designated as effective in working with at-risk students. 133 p. 0-16-048880-X
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Goals 2000: Educate America Act, Public Law 103-227. BOOK. 1994. An Act to Improve Learning and Teaching by Providing a National Framework for Education Reform; to Promote the Research, Consensus Building, and Systemic Changes Needed to Ensure Equitable Educational Opportunities and High Levels of Educational Achievement for All Students; to Provide a Framework for Reauthorization of All Federal Education Programs; to Promote the Development and Adoption of a Voluntary National System of Skill Standards and Certifications; and for Other Purposes. Approved March 31, 1994. 156 p.
AE 2.110:103-227
S/N 869-024-00017-1 **6.50**

National Study of Charter Schools, Second-Year Report, 1998. BOOK. 1998. Presents information about charter schools for the school year 1996-97. Based on a telephone survey designed to collect data from the 428 charter schools in operation across the nation as of January 1, 1997. 130 p.; ill. 0-16-049752-3
ED 1.302:C 38/998
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Executive Summary to the above. BOOK. 1998. Highlights the Second-Year Report and updates information on charter schools reported in the Study's First-Year Report, published in May 1997. 16 p.; ill. 0-16-049751-5
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Parent and Community Involvement in Education. BOOK. 1997. Represents a synthesis of two major tasks undertaken during the study: a summary review of the research and practice literature on parent and community involvement related to the middle grades; and the fieldwork which was carried out in nine sites across the United States. 142 p.
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Role of Leadership in Sustaining School Reform: Voices From the Field. BOOK. 1996. Summarizes discussions of focus groups on the subject of leadership in sustaining school reform. Retells some of these leadership stories. Explains some of the strategies for self-assessment that participants use themselves or think might be worth using. 87 p.; ill. 0-16-048727-7
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School Reform and Student Diversity. BOOK. 1997. Reviews the context and methodology of a 1990 study of exemplary school reform efforts involving the education of limited English proficient students. 296 p.; ill. 0-16-048883-4
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State of Charter Schools: Third-Year Report, 1999. BOOK. 1999. Presents information from the National Study of Charter Schools, a 4-year research program to document and analyze the charter school movement. Examines: how have charter schools been implemented; under what conditions have they improved student achievement; and what impact have they had on public education. 62 p.; ill.
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Status of Education Reform in Public Elementary and Secondary Schools: Principals' Perspectives. BOOK. 1998. Contains information about reform efforts in schools reported by school principals through a mail survey. The study asked principals and teachers about their use of content standards and performance standards and other reform strategies, ties between school and home, the role of the Title 1 program in supporting reform, and what information they need to help them move ahead with reform.
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Strengthening Your Child's Academic Future. BOOK. 1998. Designed to: help understand the importance of higher academic standards; provide sample questions parents can ask teachers and administrators to find out what they need to know about the academic expectations in their child's school. 14 p.; ill. 0-16-049412-5
S/N 065-000-01108-5 **1.50**

Students at the Center: National Teleconference on School Reform. KIT. 1998. Provides practical research-based resources for those engaged in comprehensive school reform. The video tape features panels of noted educational researchers and practitioners discussing three critical elements required to transform schools for the benefit of student learning. 0-16-049650-0
S/N 065-000-01160-3 **26.00**

Systemic Reform in the Professionalism of Educators. BOOK. 1997. Provides a systematic means of learning about the design, implementation, and impact of systemic reform to enhance the professionalism of educators. 100 p. 0-16-049133-9
S/N 065-000-01041-1 **10.00**

Technology and Education Reform. BOOK. 1997. Addresses the question of whether technology can provide significant support for constructivist, project-based teaching and learning approaches and the associated issue of the elements needed for an effective implementation of technology within an educational reform context. 196 p.; ill. 0-16-048882-6

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Tried and True: Tested Ideas for Teaching and Learning From the Regional Educational Laboratories. BOOK. 1997. Presents 16 tested ideas for improving teaching and learning, which were developed by the Regional Educational Laboratories. Programs highlighted represent a continuum of the research and development process. They range from specific content- or audience-focused efforts up through programs that can broadly support comprehensive reform efforts. 96 p.; ill. 0-16-049309-9
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Uses of Time for Teaching and Learning. BOOK. 1996. Focuses on quality and quantity uses of time in school. Also deals with students' out-of-school activities. 106 p. 0-16-048870-2

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