

# CONTRIBUTORS

**Eduardo Andere** holds a Ph.D. in political science from Boston College and master's degrees in economics and public administration from Boston University and Harvard University, respectively. Dr. Andere received his law degree from Universidad Iberoamericana (Mexico City). He is the author of five books (four in Spanish and one in English) about education policy, comparative and world education and school education in Mexico. Dr. Andere has published papers in Mexican and international journals. He is a part-time researcher at the Autonomous Institute of Technology of Mexico and member of the Mexico's National System of Researchers level II. He is an op-ed writer for a Mexican national newspaper "El Economista" and editorial board member and writer for the Mexican monthly journal "Educación 2001". Dr. Andere is lecturer or advisor to universities, governments, NGOs, and schools in Mexico.

**Sheila Byrd Carmichael** is an education policy consultant and assists local, national and international organizations with education policy research and reform initiatives. She has worked with over a dozen states on the development, review and implementation of their K-12 academic standards, curricula and assessments. In 2000, Ms. Carmichael helped launch the American Diploma Project (ADP) under the sponsorship of Achieve, Inc., The Education Trust and The Thomas B. Fordham Foundation. The ADP established college- and career-ready benchmarks now used in 32 states to align K-12 expectations with those of employers and postsecondary institutions. From 1996-1998, Ms. Carmichael was the deputy director of California's Academic Standards Commission, established to develop academic standards for the state's K-12 public schools. She is the author of The Thomas B. Fordham Institute's 2007 report, "Advanced Placement and International Baccalaureate: Do They Deserve Gold Star Status?" and numerous other policy research reports. Ms. Carmichael holds a B.A. from Mount Holyoke College and a master's degree from St. John's College, Annapolis.

**Antonia Cortese** co-chairs the board of Common Core. She is the secretary-treasurer of the American Federation of Teachers. From 2004 to 2008, she served as AFT executive vice president. From 1974 to 2004, Cortese served as a vice president of the American Federation of Teachers. For more than three decades (1973-2004), she was a leader of the New York State United Teachers, which now represents more than 600,000 people in New York's public schools, colleges, universities and health facilities. Cortese serves on the board of the Learning First Alliance, a national coalition of major education organizations; co-chairs the Child Labor Coalition; serves on the Freedom House board of trustees; and was recently elected to the United Way of America board of trustees. A graduate of Syracuse University, Cortese began her education career in her native Rome, NY, as a fourth-grade teacher and school social worker.

**Lynne Munson** is president and executive director of Common Core. She served as deputy chairman of the National Endowment for the Humanities from 2001 to 2005. She is also a research associate at the Institute for Jewish and Community Research where she writes and conducts research on college and university endowments. Lynne is president of an education consulting firm, Six Consulting, Inc. From 1993 to 2001, Lynne was a fellow at the American Enterprise Institute where she wrote *Exhibitionism: Art in an Era of Intolerance* (2000). Lynne, who is a graduate of Northwestern University, has testified before the U.S. Senate Committee on Finance and written widely on education and cultural issues for national publications including the *New York Times*, *Wall Street Journal*, and the *Public Interest*.

**Diane Ravitch** co-chairs the board of Common Core. She is research professor of education at New York University. She is also a senior fellow at the Hoover Institution at Stanford University and the Brookings Institution in Washington, D.C. From 1991 to 1993, Dr. Ravitch was assistant secretary of education and counselor to Secretary of Education Lamar Alexander in the administration of President George H.W. Bush. As assistant secretary, she led the federal effort to promote the creation of state and national academic standards. Dr. Ravitch is the author of many books, including *The Language Police: How Pressure Groups Restrict What Students Learn* (2003) and *Left Back: A Century of Battles Over School Reform* (2000). Dr. Ravitch received a bachelor's degree from Wellesley College, a Ph.D. in history from Columbia University's Graduate School of Arts and Sciences, and honorary degrees from several institutions.

**Martin West** is an assistant professor of education, political science, and public policy at Brown University. He also serves as an Executive Editor of *Education Next*, a journal of opinion and research on education policy, and Deputy Director of the Program on Education Policy and Governance at Harvard University. In addition to numerous articles in scholarly journals, he is an author of *School Accountability, Autonomy, and Choice around the World* (2009) and co-editor with Paul E. Peterson of *No Child Left Behind? The Politics and Practice of School Accountability* (2003) and *School Money Trials: The Legal Pursuit of Educational Adequacy* (2006). Before joining the faculty at Brown, Dr. West was a Research Fellow at the Brookings Institution. He received an M.Phil. in Economic and Social History from Oxford University in 2000 and a Ph.D. in Government and Social Policy from Harvard in 2006.

# ENDNOTES

## Letter From The Executive Director

1 A few notes on PISA and our list of nations: We chose PISA because when we began our research the 2006 PISA results were the most recent international comparison data available. Taiwan ranked first on the 2006 math PISA exam and 4th in science. Estonia also outranked the US at 6th in science and 14th in math. But since we were looking for a track record of outranking the US, and 2006 was both nations' first year taking the test, they were excluded. Macao-China, the United Kingdom, and Belgium have outperformed the US on PISA but their performance and participation were too erratic to warrant inclusion.

2 CIA Factbook (May 14, 2009).

## High Achieving Countries Don't Narrow by Martin West

1 Of the various international testing programs in which the United States participates, the PISA is notable because it is administered by the Organisation of Economic Cooperation and Development (OECD) and therefore includes most of our major trading partners and chief economic competitors.

2 Due to sampling error, the OECD reports a range of plausible rankings for each country. For the U.S., these range from 18<sup>th</sup> to 25<sup>th</sup> in science and 24<sup>th</sup> to 26<sup>th</sup> in math. Organisation for Economic Co-operation and Development, *The Programme for International Student Assessment (PISA)*, Paris: OECD (2007).

3 Ina M.S. Mullis, Michael O'Martin, and Pierre Foy, *TIMSS 2007 International Mathematics Report: Findings from IEA's Trends in International Mathematics and Science Study at the Fourth and Eighth Grades*, TIMSS & PIRLS International Study Center, Lynch School of Education, Boston College (2008); Ina M.S. Mullis, Michael O'Martin, and Pierre Foy, *TIMSS 2007 International Science Report: Findings from IEA's Trends in International Mathematics and Science Study at the Fourth and Eighth Grades*, TIMSS & PIRLS International Study Center, Lynch School of Education, Boston College (2008).

4 Organisation for Economic Co-operation and Development, *PISA 2006: Science Competencies for Tomorrow's World, Volume I: Analysis*, Paris: OECD (2007).

5 Eric A. Hanushek and Ludger Woessmann, "The Role of Cognitive Skills in Economic Development," *Journal of Economic Literature*, vol 46, no. 3 (2008), pp. 607–668; Eric A. Hanushek, Dean T. Jamison, Eliot A. Jamison, and Ludger Woessmann, "Education and Economic Growth," *Education Next*, vol. 8, no 2 (Spring 2008), pp. 62–70.

6 The size of the relationship suggests that boosting performance by half a standard deviation over a 20-year span would increase real GDP by 36 percent over a 75 year horizon. The initial benefits

would be more limited, of course, because it takes a long time before students who have attended the reformed school system replace the total labor force.

7 For a summary of existing international evidence and new analyses based on the PISA 2003 results, see Ludger Woessmann, Elke Luedemann, Gabriella Schuetz, and Martin West, *School Accountability, Autonomy, and Choice around the World* (Edwin Elgar, 2009).

8 On the politics of test-based accountability, see Patrick J. McGuinn, *No Child Left Behind and the Transformation of Federal Education Policy: 1965–2005* (University Press of Kansas, 2006).

9 Eric A. Hanushek and Margaret E. Raymond, "Does School Accountability Lead to Improved Student Performance?" *Journal of Policy Analysis and Management*, Vol. 24, No. 2 (2005), pp. 297–327; Martin Carnoy and Susannah Loeb, "Does External Accountability Affect Student Outcomes?" *Educational Evaluation and Policy Analysis*, Vol. 24, No. 4 (Winter 2002), pp. 305–331.

10 See, e.g., Sam Dillon, "Schools Cut Back Subjects to Push Reading and Math," *New York Times*, March 26, 2006, p. A1.

11 Center on Education Policy, "Instructional Time in Elementary Schools: A Closer Look at Changes in Specific Subjects" (CEP, 2008).

12 Data from the latest SASS Survey, gathered during the 2007–08 school year and scheduled for release later in 2009 will shed light on this issue.

## The Case for Content Specificity by Sheila Byrd Carmichael

1 The Thomas B. Fordham Institute, *The State of State Standards 2006*, p. 12 (available at: <http://edexcellence.net/doc/State%20of%20State%20Standards2006FINAL.pdf>).

2 Massachusetts Department of Education: <http://www.doe.mass.edu/boe/docs/1008/item1.html>

3 Massachusetts Department of Education: <http://www.doe.mass.edu/news/news.asp?id=4457>

4 *Benchmarking for Success: Ensuring U.S. Students Receive a World-Class Education*, available at: <http://www.nga.org/Files/pdf/0812BENCHMARKING.PDF>

5 E.D. Hirsch, "The Case for Bringing Content into the Language Arts Block and for a Knowledge-Rich Curriculum Core for all Children," *Teacher Magazine*, Spring 2006; Daniel T. Willingham, "How Knowledge Helps: It Speeds and Strengthens Reading Comprehension, Learning—and Thinking," *Teacher Magazine*, Spring 2006. Both articles are available at: [http://www.aft.org/pubs-reports/american\\_educator/issues/spring06/index.htm](http://www.aft.org/pubs-reports/american_educator/issues/spring06/index.htm)

6 The word "standards" is used throughout this essay to denote

## ENDNOTES

specific academic benchmarks, though each country may use different labels for the benchmarks.

7 New Jersey Department of Education: [http://education.state.nj.us/cccs/?\\_list\\_cpi=c=5;s=6;g=8](http://education.state.nj.us/cccs/?_list_cpi=c=5;s=6;g=8)

8 “Language Arts Item Sampler” available at: [http://www.tennessee.gov/education/assessment/sec\\_samplers.shtml](http://www.tennessee.gov/education/assessment/sec_samplers.shtml)

9 “California High School Exit Examination” available at: <http://www.cde.ca.gov/ta/tg/hs/documents/ela08rtq.pdf>

10 Education Commission of the States: <http://mb2.ecs.org/reports/Report.aspx?id=905>

11 Music and the Brain: [http://www.musicandthebrain.org/research\\_papers.htm](http://www.musicandthebrain.org/research_papers.htm)

### Comprehensive Education Outside the United States by Eduardo Andere

1 Obama, Barack. 2009. Remarks of President Barack Obama: A Complete and Competitive American Education. US Hispanic Chamber of Commerce. The White House, Office of the Press Secretary. March 10. Retrieved on April 15, 2009 from [http://www.whitehouse.gov/the\\_press\\_office/Remarks-of-President-Barack-Obama-A-Complete-and-Competitive-American-Education-US-Hispanic-Chamber-of-Commerce](http://www.whitehouse.gov/the_press_office/Remarks-of-President-Barack-Obama-A-Complete-and-Competitive-American-Education-US-Hispanic-Chamber-of-Commerce)

2 Both of these tests under the auspices of the International Association for the Evaluation of Educational Achievement (IEA) are for primary school children (4<sup>th</sup> grade)

3 Koretz 2008.

4 FIMS, FISS and SISS stand for first and second studies in math and science.

5 See, for example: Andere, Eduardo. 2008. *The Lending Power of PISA: League tables and best practice in international education*. CERC Monograph Series in Comparative and International Education and Development No. 6. Hong Kong: Comparative Education Research Centre. Glass, Gene. V. 2008. *Fertilizers, Pills, and Magnetic Strips: The Fate of Public Education in America*. Charlotte, North Carolina: Information Age Publishing. Hopmann, S.T. and G. Brinek, G. 2007. Introduction. In *PISA According to PISA: Does PISA Keep What It Promises*, ed. S.T. Hopmann, G. Brinek, and M. Retzl, 9-19. Vienna and Berlin: Lit Verlag. Koretz 2008. Loveless, Tom. 2009. *How Well are American Students Learning? The 2008 Brown Center Report on American Education: With Sections on International Assessments, the Misplaced Math Student, and Urban Schools*. The Brown Center on Education Policy. Vol. II, Num. 3. Washington, D.C.: The Brookings Institution.

6 We need to know if this cite is from 2007a or 2007b (or both): pages 58 and 318 are cited.

7 15 years and three months to 16 years and two months old, to be precise.

8 U.S. Department of Education, National Center for Education Statistics. 2001. *A Comparison of the National Assessment of Educational Progress (NAEP), the Third International Mathematics and Science Study Repeat (TIMSS-R), and the Programme for International Student Assessment (PISA)*, NCES 2001-07, by David

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9 Glass, Gene. V. 2008. *Fertilizers, Pills, and Magnetic Strips: The Fate of Public Education in America*. Charlotte, North Carolina: Information Age Publishing, 4.

10 U.S. Department of Education, Office of Elementary and Secondary Education. 2002. *No Child Left Behind: A Desktop Reference*. Washington, D.C.: Author. Retrieved on February 9, 2009 from <http://www.ed.gov/admins/lead/account/nclbreference/reference.pdf>. 9.

11 Ibid.

12 Organisation for Economic Development Co-Operation and Development. 2008. *Education at a Glance 2008: OECD Indicators*. Paris: Author. 218.

13 See: Organisation for Economic Co-Operation and Development. 2008. *Education at a Glance 2008: OECD Indicators*. Paris: Author. 221; Organisation for Economic Co-Operation and Development. 2007a. *PISA 2006: Science Competencies for Tomorrow's World. Volume I: Analysis*. Paris: Author. 58, 298, and 318; and Organisation for Economic Co-Operation and Development. 2007b. *PISA 2006: Science Competencies for Tomorrow's World. Volume II: Data*. Paris: Author. 27, 225, and 230.

14 A PISA score represents the correct answers to many different items (questions). Scores assigned to students, in each domain (reading, math and science) are constructed or scaled “to have a mean score among OECD countries of 500 points, with about two-thirds of students across OECD countries scoring between 400 and 600 points.” (OECD 2007a, 42). Mean scores per country can be easily compared to the mean OECD scores.

15 Dollars based on a purchasing power parity (PPP) calculation.

16 Six per cent of school districts serve 52 percent of all students, and 70 per cent of districts contain 17 per cent of them (Kennedy et al. 2007, 422)

17 See Andere, Eduardo. 2008. *The Lending Power of PISA: League Tables and Best Practice in International Education*. CERC Monograph Series in Comparative and International Education and Development No. 6. Hong Kong: Comparative Education Research Centre.

18 Finland, Sweden, France, England, Scotland, Ireland, Flanders, Czech Republic, Switzerland, Hong Kong, Singapore, Korea, Japan, Australia, New Zealand and Canada.

19 There are 40 countries in PIRLS 2006. The U.S. is one of them (Mullis et al. 2007, 16 and 22).

20 Swiss Conference of Cantonal Ministers of Education: <http://www.edk.ch/dyn/11553.php>

21 Council of Ministers of Education, Canada: <http://www.cmec.ca/index.en.html>

22 Ministerial Council on Education, Employment, Training and Youth Affairs: <http://www.mceetya.edu.au/mceetya/>

23 See OECD 2007a, 237.

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Satoshi Nara (personal communication, November 21, 2008)

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