



REGIONAL EDUCATIONAL LABORATORY at EDC

REL-NEI Reference Desk and the America Recovery and Reinvestment Act

The America Recovery and Reinvestment Act of 2009 (ARRA) is the single largest federal investment in education in our history. It leads to both opportunities and challenges, with which the REL-NEI Reference Desk is poised to help. Below are some of the questions our Reference Desk has answered, organized into the ARRA assurances.

There are two ways you can receive information to help inform your ARRA decisions. You can ask an education question by contacting the REL-NEI Reference Desk at any time via our Ask A REL service: <http://www.relnei.org/referencedesk.php>. (To help us better direct the response, please give us some background to the question.)

Or, if there is a response(s) you're interested in receiving, email us at relneiinfo@edc.org and indicate the titles (and Order ID#) you'd like or fax us at 617-969-1580. We'll send you the responses.

ARRA Assurances

1. Making progress toward rigorous college- and career-ready standards and high-quality assessments that are valid and reliable for all students, including English language learners and students with disabilities.
2. Establishing prekindergarten-16 and career data systems that track progress and foster continuous improvement.
3. Making improvements in teacher effectiveness and in the equitable distribution of qualified teachers for all students, particularly students who are most in need.
4. Providing intensive support and effective interventions for the lowest-performing schools.

Major partners: Education Development Center
55 Chapel Street
Newton, MA 02458-1060
617-969-7100

Learning Innovations at WestEd
200 Unicorn Park Drive
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781-481-1100

American Institutes for Research
1000 Thomas Jefferson Street, NW
Washington, DC 20007
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REL-NEI Reference Desk Responses for ARRA Consideration

Note that some of the questions below may be responding only tangentially to the assurance, but may be avenues to help form questions that more directly relate.

1. Making progress toward rigorous college- and career-ready standards and high-quality assessments that are valid and reliable for all students, including English Language Learners and students with disabilities.

Request Title	Request description	Date of Response	Order ID #
Graduation requirements	What are state graduation requirements and what measures other than statewide assessments do states use? What research exists on graduation requirements and high school dropout rates?	7/7/2009	RD204
GED Testing for Spanish- speaking/ ESL Students	What GED testing and placement testing instruments are available for Spanish-speaking or ESL students in Puerto Rico and what GED testing and placement testing instruments are other states using for their Spanish-speaking and ESL students?	6/2/2009	RD177
Personalized Learning Plans	What does the research show about the effect of personalized learning plans on student engagement and high school completion?	5/6/2009	RD165
Assessment Accommodations for English Language Learner (ELL) Students	What does the research say about the effectiveness of different types of testing/assessment accommodations for English Language Learners (with different characteristics)?	4/9/2009	RD128
School Redesign - Capstone Culminating Projects	What are the existing models for high school culminating or capstone projects? Is there any evidence of the impact of such models on students, school culture, community perceptions?	3/11/2009	RD113
Personalized Learning	How many schools/states require Personalized Learning Plans (PLPs) as part of graduation requirements?	2/9/2009	RD093
Graduation Requirements	What are state graduation requirements and what measures other than statewide assessments do states use? What research exists on graduation requirements and high school dropout rates?	12/22/2008	RD062
Alternative Pathways to High School Graduation for English Language Learners	What alternative pathways to high school graduation do states provide for ELLs? Additional types of certificates? Individual learning plans?	12/22/2008	RD060
Key Factors Associated with High Performing Schools	What does the research say about high-performing schools? Specifically, what are the key factors/variables that have been identified in the literature?	12/18/2008	RD078

Reference Desk Responses for ARRA Consideration (Cont.)

2. Establishing prekindergarten-16 and career data systems that track progress and foster continuous improvement.

Request Title	Request description	Date of Response	Order ID #
Postsecondary Preparedness	What strategies or methods are high schools using to collect postsecondary data on their graduates? Which strategies implemented during high school, may ensure success in college? Predictors of college readiness identified through research?	10/8/2009	RD273
Comprehensive Data Systems	Are there existing data systems that serve as a good model for other states; what are the basic requirements; and what are the best practices for developing a data system and getting various entities on board?	6/10/2009	RD186
Educators' Perspectives: State-Level Databases	In designing state-level data warehouses, what is the appropriate range and level of detail that teachers would like to see?	5/13/2009	RD167

3. Making improvements in teacher effectiveness and in the equitable distribution of qualified teachers for all students, particularly students who are most in need.

Request Title	Request description	Date of Response	Order ID #
	Pedagogy Models		
Project-Based Learning in K-12	What does the research show about the effectiveness of project-based learning for grades K-12?	3/28/2009	RD124
Impact of Teacher Common Planning Sessions	What does the research say about the impact of common planning sessions for teachers?	2/9/2009	RD094
Differentiated Instruction	What are the key components in effective models of differentiated instruction?	2/9/2009	RD090
	Equity Issues in PD & Teacher Prep		
Measuring Teacher Effectiveness with Value-Added Models	What value-added models of teacher effectiveness are currently in use by school districts?	12/2/009	RD316
Teacher Preparation: Lessons from Top-Performing School Systems	What information is available regarding teacher preparation programs and practices in top-performing school systems?	11/28/2009	RD345
Effectiveness of Alternative Teacher Certification	What research exists on the effectiveness of educators entering the profession through alternate pathways?	11/9/2009	RD324
Grade Configuration and Teacher Certification	Is there research on which grade configurations for teacher certification are most instructionally sound? Is there research that addresses the comparative benefits of certificate programs for k-6 and 6-12 (with an overlap at grade 6) versus k-5 and 6-12 (with no overlap)? How have other states addressed the issue of grade configuration in teacher certification and what has informed their approach?	8/28/2009	RD224

Request completed responses by emailing relneiinfo@edc.org with the title and Order ID#. 12/7/09 - 3
 Ask a new question at <http://www.relnei.org/referencedesk.php>.

Reference Desk Responses for ARRA Consideration (Cont.)

Request Title	Request description	Date of Response	Order ID #
Differential Effects of Middle School Certification	How do teachers in middle school with comprehensive certificates compare to teachers with content area teaching certificates in terms of outcomes ranging from academic to psychological or emotional?	8/14/2009	RD222
Highly Qualified SPED Teachers	How are other states handling the "highly qualified" requirement for special education teachers who are new to the profession and must be "highly qualified" in English, math or science to be hired?	1/14/2009	RD083
Collaborative Teaching Training Models	Is there data available on the effectiveness of the various training models used to support collaborative instruction between regular and special educators working with students in grades 9 through 12?	1/9/2009	RD086
Co-Teaching	Is there research on effective models of co-teaching between teachers of SPED and general education as a PD approach to help general education teachers teach students with special needs?	10/27/2008	RD041
Documents on cultural competence preparation for teachers and its impact on student achievement	What research exists regarding cultural competence training or preparation of teachers and student achievement and success?	6/17/2008	RD024
Teacher Preparation Program Characteristics for Learning Gains	Research identifying features of pre-service teacher prep assoc w/: learning gains among students in high-need urban schools; "effective" teaching in high-need urban schools using other measures of effectiveness besides student test scores.	6/2/2008	RD009
	Teacher Retention & Recognition		
Proliferation and Effectiveness of Performance-Based Pay	What differentiated pay initiatives have been implemented on the local and/or state level; and what does the research say about the effectiveness of differentiated pay initiatives?	6/29/2009	RD191
Salaries and Teacher Retention	What does the research say about the relationship between salary and teacher retention? What other factors are shown to impact teacher retention?	12/22/2008	RD064
In-House Teacher Recognition Programs	What are some currently active in-house teacher recognition programs? What information is available about these programs?	12/22/2008	RD037

4. Providing intensive support and effective interventions for the lowest-performing schools.

Request Title	Request description	Date of Response	Order ID #
	Core System Questions		
Middle School Reform	What are research-based strategies and models for middle grades reform?	10/11/2009	RD246
Effective Turnaround Strategies	What are the most effective turnaround strategies (or combination of strategies)? Are there any turnaround strategies that are most effective for particular demographics (ELL, IEP, SES)?	10/6/2009	RD240

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Reference Desk Responses for ARRA Consideration (Cont.)

Request Title	Request description	Date of Response	Order ID #
Successful Leaders Promoting School Improvement	How do successful leaders promote school improvement?	9/8/2009	RD247
Characteristics of Low-Performing Schools	What rigorous research is there available on the critical characteristics that differentiate low performing schools from successful schools?	5/27/2009	RD176
Mayoral Control	What research exists on the effect of mayoral control of school districts?	4/17/2009	RD152
Grade Retention	What are the effects on students of grade retention?	4/17/2009	RD137
School Finance Models	Public school systems finance models: various formulas used for allocation of state and federal funds to schools and districts. Also, information regarding the assessment of the results / impact of those allocation models / practices in school performance.	12/2/2008	RD080
High Poverty / High Performance Schools	Request for information on high-poverty, high-performing schools	11/3/2008	RD055
Transformation of Educational Systems	Are there specific policies/regulations that have significant impact on transforming the educational system? What state and local policies have been created to support transformation?	10/15/2008	RD035
Rewards for Whole-School Improvement	Identify previous research summarizing policies that aim at providing financial rewards for whole-school improvement. Identify studies on the nature/types of these policies and/or their impact.	7/10/2008	RD004
	Class Size & Grade Configuration		
Class Size and Student Achievement	What does the research say about the effect of class size on student achievement?	11/24/2009	RD323
Multi-grade Classrooms	What is the effect of multi-grade classrooms (e.g., 4-5) on student learning and achievement?	11/10/2009	RD318
K-8 Organization	Is there research that supports a Kindergarten through grade 8 organizational model for school districts?	2/9/2009	RD092
	Alternative School Models		
Freshman Academies	What does research say about the impact of freshman academy programs on student achievement?	12/3/2009	RD350
Schools Experiencing Success after Eliminating Carnegie Units	What are examples of high schools that have eliminated the use of Carnegie units and successfully implemented an alternative system to track student acquisition of a program? What system do they use instead of Carnegie Units?	12/22/2008	RD067
Career Academy High School Model	What are the research findings of studies looking at the implementation of career academies in U.S. high schools? What are the key differences between high school career academies and CTE centers?	12/18/2008	RD076
Magnet School Change in Demographics and Success	What research exists that shows whether or not magnet schools have an effect on school demographics, specifically socio-economic status? What does existing research say about what makes a magnet school successful?	12/18/2008	RD070
Recent Research on Full-Day Kindergarten	Looking for recent research on full-day kindergarten.	10/22/2008	RD042

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