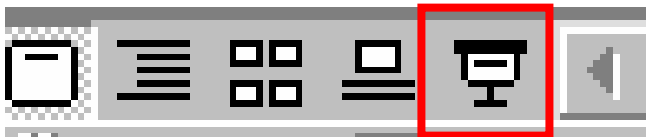


# Brown Center Report on American Education PowerPoint Presentation

**NOTE:** Only those slides which are not available in the [report](#), are included here.



Click **Slide Show** icon at bottom left of your screen to begin slide show, then use left mouse click to progress.

# 2000 BROWN CENTER REPORT OVERVIEW

1. Trends in student achievement

2. Update on state tests

3. The Middle Grade Slump

4. Contradictory signals from NAEP

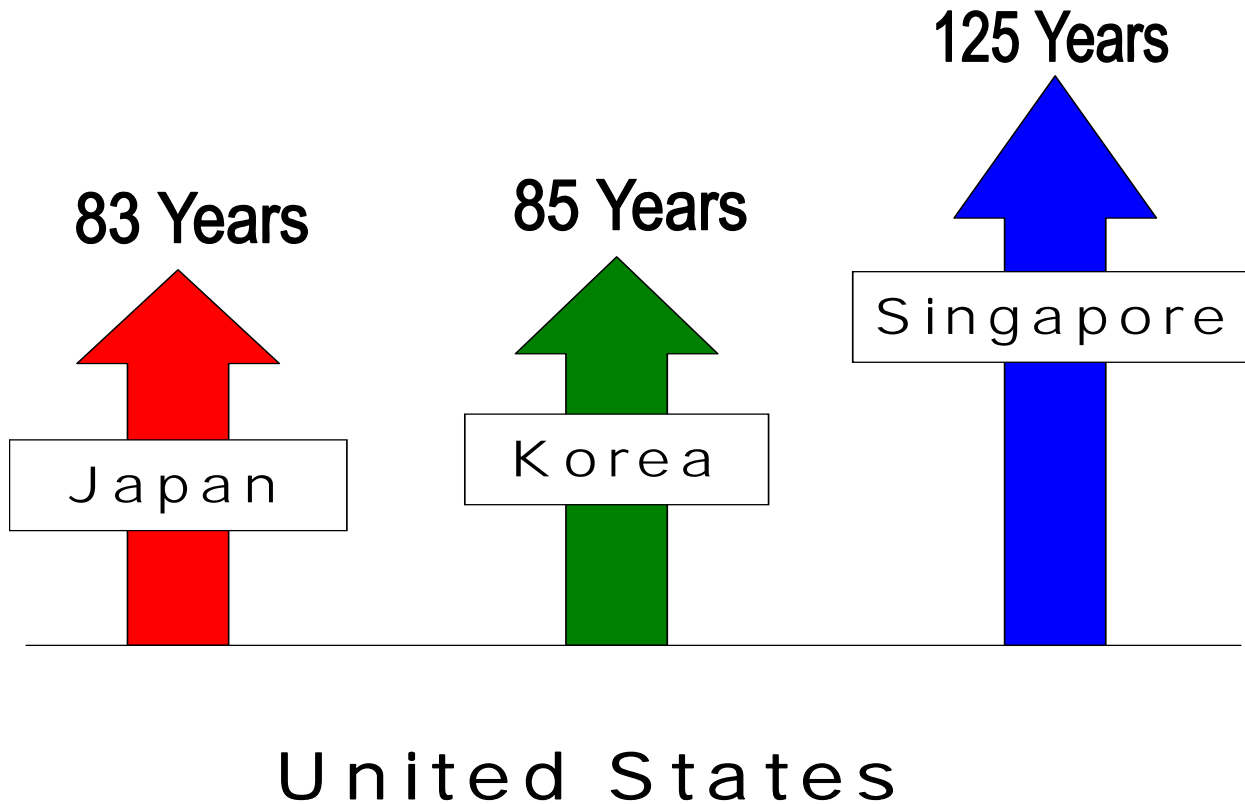
5. Math learning in the 1990s

6. Calculators in the classroom

7. Exemplary school programs

# Learning Gap between the U.S. and other Countries

(Estimates based on TIMSS, 1994-95, Grade 8)



# **How Can One Test Give Two Different Results?**

- ◆ **Main NAEP**
- ◆ **Trend NAEP**

# **Why The Divergence?**

- ◆ **Changing Framework**
- ◆ **Content**
- ◆ **Manipulatives**
- ◆ **Calculators**
- ◆ **Partial Credit**

# **Blue Ribbon Schools Program Elementary School Nomination Requirements**

- 1. Student Focus and Support**
- 2. School Organization and Culture**
- 3. Challenging Standards and Curriculum**
- 4. Active Teaching and Learning**
- 5. Professional Community**
- 6. Leadership and Educational Vitality**
- 7. School, Family, and  
Community Partnerships**
- 8. Indicators of Success**

**Source:** "2000-2001 Blue Ribbon Schools Program: Elementary School Nomination Requirements," U.S. Department of Education, June 1, 1999, p. iii.

## **“Cutting-Edge” School Practices Encouraged by BRSP**

- ◆ Curriculum integration
- ◆ Hands on learning materials
- ◆ Different learning styles
- ◆ Health services and safety programs
- ◆ Developmentally appropriate programs
- ◆ Co-curricular (extracurricular) opportunities
- ◆ Efforts to eliminate tracking and ability-grouping
- ◆ Continuous curriculum renewal
- ◆ Student-initiated learning
- ◆ Technology integration
- ◆ Alternative student assessments

Source: “National Review Panel: Elementary Scoring Guidelines, 2000-2001,” Office of Educational Research and Improvement, U.S. Department of Education, June, 1999, pp. 1-31.

# 2000 BROWN CENTER REPORT CONCLUSIONS

1. Growth in reading achievement is miniscule.  
Growth in math is significant, but slow.  
American math performance must improve  
a great deal before matching the world's  
highest achieving countries.
2. The two national NAEP tests show contradictory  
trends in math achievement.
3. Student performance is poor on basic math  
skills.
4. High academic achievement is not necessary  
to receive an exemplary school award.