The 2001 National Education Summit marked the third time in recent years that America's governors came together with corporate and education leaders to address the national priority of making our public schools truly world class.

In 1996, we committed ourselves to a set of key ideas about education reform: clear, challenging expectations for what students should know and be able to do; regular measurement of student and school performance; and public accountability for results. In 1999, we focused on concrete steps to make higher standards a reality: improving the quality of teaching, strengthening accountability and providing a fair opportunity for all students to meet higher standards. Many states have made progress on this agenda, but none can declare a complete victory.

We held the 2001 Summit as Congress weighed President Bush's "No Child Left Behind" education initiatives; yet the attendees agreed not to turn the gathering into a debate about the shape of any one law. Instead, we focused on what remains to be done after a decade of state work to raise standards and improve testing.

We concluded that our future efforts must always bear in mind an irreducible minimum — we must continue to raise the bar for student performance while eliminating the persistent and troubling gap separating the education "haves" from the "have-nots." Working together, we identified the concerns we must address to surmount those challenges — improving assessment, strengthening accountability and undertaking a broad-based effort to strengthen the teaching profession.

We remain steadfast in our shared view that raising standards and measuring results is the right path for the nation's schools and schoolchildren. At the close of the Summit, the participants agreed to a Statement of Principles that provides a guide for moving ahead.

With the new federal law providing new resources and new opportunity for states, there should be no turning back. As the Summit's Statement of Principles concludes, "The stakes for our young people, and for the nation's future, are too high."

"There can be no turning back ... The stakes for our young people, and for the nation's future, are too high."

Governor John Engler
Louis V. Gerstner, Jr.
What will it take for states to ensure that every school is high achieving — to ensure that all children receive nothing less than the best education we can provide for them?

That was the challenge that governors, business leaders and educators attending the 2001 National Education Summit put to themselves.

The starting point remains challenging academic standards tied to real accountability for results, Summit participants agreed. Curriculum must be aligned with those standards, and teachers must have the tools and training to teach to them. While the quality of tests is important, the data they provide schools and the public is also vital. Tests must shape instruction by using the standards as targets. Simply put, the standards are the North Star of our efforts to improve schools.

The 2001 Summit aimed to leverage a decade of states’ efforts to raise their standards and to measure student performance against them. But despite those efforts and the results some schools have achieved, no one mistook the gathering for a victory party. “People think we’re making progress, but it’s a mistake to think we have won,” noted Louis V. Gerstner, Jr., chairman of IBM Corporation and co-chair of Achieve, Inc.

The participants did not underestimate the scale of the challenges they sought to address by identifying companion goals for states’ continuing work to improve schools: raising the bar for student performance while closing the achievement gap. A new vision is needed, said Seattle Superintendent Joseph Olchefske, one of several front-line educators at the 2001 Summit. “You have to reorient your district and realign it around a fundamentally different goal — moving from what’s the average test score … to what percentage of students are meeting the standard.”

The Summit took place prior to enactment of the No Child Left Behind Act, which reauthorized the federal government’s programs to aid elementary and secondary education. With its Statement of Principles, the Summit foreshadowed the final legislation by focusing on testing, accountability and teaching. The concluding statement, then, lit a powerful beacon to guide the efforts of states intent on seizing the possibilities of the federal law and taking the fullest advantage of the new resources.

Measurable Progress

Reeves Elementary, located in working-class Woburn, Mass., ranks in the top 10 on the state’s assessment. In Aldine, Texas, Worsham Elementary, with an enrollment of almost entirely minority and poor students, has held the state’s top rating of “exemplary” for seven years running. Assisted by well-prepared teachers, African-American students in Baltimore’s Dallas Nicholas Elementary have closed 40 percent of the achievement gap between them and their white peers. Barren County Middle School in rural Glasgow, Ky., can demonstrate student performance improving faster than the state as a whole using an innovative, challenging curriculum.

These four schools — and many others like them across the country — confound the naysayers. They show that standards, testing, accountability, and the right support for teachers and students can lead to higher student performance, the “real learning” that critics wrongly contend has been lost.

The stage clearly is set for other schools as well. Every state but one now has standards in the core subjects, and most have tests linked to those standards in at least some grades. Early indicators show that the focus standards provide is beginning to pay off. For example, the percentage of eighth graders who are proficient in math doubled in the 1990s, according to the National Assessment of Educational Progress.

Equally good news is that the public supports standards and accountability. The American people recognize that without a healthy, vibrant system of free public education, the nation will not have an enlightened electorate needed for a functioning democracy. A sound economy, they know, starts with a competent workforce.

Despite this progress and public support, the effort to improve schools is far from over. What has been accomplished in implementing standards, assessments and accountability is significant, but it represents a lesser challenge when compared to what lies ahead in raising the bar of our expectations and addressing achievement disparities.

Those twin goals will require fresh thinking and new efforts — even broader public support, stronger leadership in all sectors and at all levels, and more attention to the transitions from kindergarten through college and work. Tying those efforts together are three key strategies: We must measure results and use that data well. We must strengthen accountability. And we must improve teaching.

“Whether you’re assembling a Delta 4 launch vehicle in Decatur, Alabama, or assembling satellites in El Segundo, California, or a 777 in Everett, Washington, the educational capability … is absolutely critical.”

— Philip M. Condit
Chairman and CEO, The Boeing Company
Targeting Improvement

Students, teachers and parents need to know what students are expected to learn. They must have confidence that the tests students take actually measure these essential skills. They must feel certain that if they work to teach and learn what is in the standards, students will be well prepared for their next steps in life. These common-sense propositions are essential as states seek to hone their standards and assessment systems.

In large- and small-group working sessions, Summit participants identified the essential attributes of tests that can help schools improve. First, those tests measure the standards a state has put in place in all their breadth and depth. This provides a vital transparency to the assessments, which states can enhance by making test items public. Tests that are well aligned to standards are more useful because they can point directly to learning gaps. “That has been a key factor for us — being able to use the data, being able to mine it down to child by child what is each child’s strength, what’s their weakness,” Virginia elementary school principal Kaye Thomas told other Summit participants.

To help schools in this way, participants agreed, tests should paint a coherent picture of a student’s performance from year to year. Critical to usefulness is getting test results back to schools and the public in time to make a difference.

The portrait of high-quality tests drawn by the Statement of Principles gives states valuable insight in responding to the testing provisions of No Child Left Behind. It also could be the foundation on which like-minded states could work together to address those federal requirements. “There ought to be the opportunity for states with high standards actually to come together in a collaborative approach,” said Michigan Governor and Achieve Co-Chair John Engler.

Holding the Line Firmly and Fairly

The most rigorous standards and the best tests alone cannot move schools and students to raise their performance, Summit participants concluded. But holding schools and students accountable for results is a balancing act that must be completed carefully, they also acknowledged. “What we need to establish is that data is for improvement, not punishment,” said Hartford Superintendent Anthony Amato.

To be firm and fair about accountability, the participants said, states must give schools time to meet higher standards and adequate tools and support to increase the likelihood they will succeed. Meeting standards may demand more flexibility from states and more intervention by states.

“Parents, the public and teachers agree that standards and accountability can be an important force in promoting better teaching and improving learning.”

In three extensive public opinion surveys carried out by different organizations, parents and the public agreed that tests are valuable for targeting extra help at students who need it the most; identifying poorly performing schools and informing parents of their children’s progress. In one survey, only two people in 100 told Public Agenda they favor turning back efforts by their own school districts to raise standards.

Strong majorities told The Business Roundtable that students should be required to pass tests to graduate from high school and to be promoted from the fourth grade, even if they otherwise have passed their courses. More than eight in 10 parents told Public Agenda that students who fail to meet standards should be required to attend summer school.

Similarly, more than eight in 10 teachers told Education Week that they believe efforts to raise standards are a “move in the right direction.” Nearly the same percentage believed that the curriculum is more demanding today than three years ago.

But fewer than half the teachers reported having sufficient access to curriculum, model lessons and textbooks tied to their states’ standards. Even smaller percentages said they had training on using test results to improve classroom practice.
Paige Urges Collaboration in Striving for Higher Standards

U.S. Secretary of Education Rod Paige delivered an unmistakable message to the governors, CEOs and educators at the 2001 National Education Summit: Even with landmark federal education legislation, the real work to improve schools does not happen in Washington, D.C.

“We’re clear that reform of our schools will not happen in the halls of Congress,” Paige said. “It will happen in the states and in the cities and in the school districts because real reform happens where the students’ and teachers’ eyeballs come in contact with each other.”

Formerly superintendent of the Houston schools, Paige noted that “content standards are the first in a long chain of elements required for an effective instructional program. After you’ve established strong standards there’s still much to be done.”

But those efforts should be collaborative, Paige urged. “We’re going to work together on innovation, and we want to innovate new ways of working together. We want to learn from what you’ve done, and we want to ask you to share what you’ve done with your colleagues in other states.”

American forces began retaliatory bombing in Afghanistan two days before the Summit. As a result, President Bush did not attend as expected. But he sent greetings through Paige.

“I commend the Summit participants for continuing to persevere toward one of the most crucial challenges we face as a nation: educating future generations of Americans,” the President wrote. “We cannot and must not underestimate the importance of education. Education is the top priority for my administration, and we’re working hard to make sure that effective education reform is implemented in every state, in every community, in every school, such that no child is left behind.”

The weight of accountability cannot be supported solely by students. Schools cannot be the only source of incentives for doing well. Adults in the education system also must face consequences for persistently poor results. In addition, success in meeting standards should connect with greater opportunity after high school, Summit participants said.

“You cannot and must not underestimate the importance of education. Education is the top priority for my administration, and we’re working hard to make sure that effective education reform is implemented in every state, in every community, in every school, such that no child is left behind.” — Nancy Grasmick, Superintendent, Maryland Schools

Supporting Better Teaching

Challenging standards and high-quality tests place demands on students — and they translate in direct ways to new expectations for teachers. Summit participants agreed that states must act to turn teaching into a full-fledged profession.

“That professional standing represents a two-way exchange between the public and practitioners. On the one hand, states should make the conditions of teaching more attractive; on the other, teachers must take greater responsibility for the results of their work. Compensation is an important, but not exclusive component. “What’s keeping me in education is the professional development and the opportunities that I am finding as a teacher being regarded as a professional,” New Jersey middle school teacher Jaymie Reber Kosa told other Summit participants. Sustaining teachers means giving them the chance to improve their skills while on the job and with their colleagues. It also requires classroom tools that allow them to help students achieve standards. A majority of teachers still support standards and testing, American Federation of Teachers President Sandra Feldman told other participants, but “teachers are upset because they really don’t have a curriculum to work from, and they are not getting the professional development they need.”

“The combination of standards, assessment, accountability measures and the efforts to end social promotion have transmitted a very strong signal that this is serious business that demands the attention of parents and politicians and school systems alike, that there is no escaping or avoiding the need to hoist our children to higher levels of achievement.” — Hugh Price, President and CEO, National Urban League

“...failing school by accident of where that child lives.” — Nancy Grasmick, Superintendent, Maryland Schools

“You cannot and must not underestimate the importance of education. Education is the top priority for my administration, and we’re working hard to make sure that effective education reform is implemented in every state, in every community, in every school, such that no child is left behind.” — Nancy Grasmick, Superintendent, Maryland Schools

“The combination of standards, assessment, accountability measures and the efforts to end social promotion have transmitted a very strong signal that this is serious business that demands the attention of parents and politicians and school systems alike, that there is no escaping or avoiding the need to hoist our children to higher levels of achievement.” — Hugh Price, President and CEO, National Urban League

“...failing school by accident of where that child lives.” — Nancy Grasmick, Superintendent, Maryland Schools
Building on the Momentum

What has set National Education Summits apart from other meetings is that participants have done more than talk or analyze or ponder. They have made decisions. Then they have gone home and gotten to work.

As governors and corporate and education leaders went to work following the 2001 Summit, the federal government offered them a powerful new tool in the No Child Left Behind Act. The premise underlying the new law, which extends the Elementary and Secondary Education Act for the next five years, is that educational opportunity is an empty promise unless it helps children reach proficiency against challenging standards. The new law pushes forward the agenda of standards, testing and accountability and offers some important markers, but leaves it largely to states to determine how to bring that premise to life.

If only by providing additional resources to help schools improve, the federal government is adding to the momentum created by states’ work to raise standards. But as has been the case, it remains up to states to make sound decisions that will foster better performance by schools and their students. As states move to use the new resources and to capitalize on new momentum, the Statement of Principles stands as a ready guide for those efforts.

“Unless we tackle this achievement gap, there will be more and more forces out there or civic leaders and community leaders and community groups who will seize upon this disparity in learning as an excuse to abandon these higher academic standards that we’re all embracing.” — Gary Locke
Governor, State of Washington
RAISING THE BAR WHILE CLOSING THE ACHIEVEMENT GAP

A STATEMENT OF PRINCIPLES ADOPTED UNANIMOUSLY AT THE 2001 NATIONAL EDUCATION SUMMIT
WEDNESDAY, OCTOBER 10, 2001

This is the third time in recent years that America’s governors and corporate and education leaders have convened an Education Summit to take collective action to make the nation’s public schools truly world class. In 1996, we committed ourselves to establish clear, measurable goals and to guide our decisions and policies by the following principles:

- Quality: State tests should be designed to measure student progress against clear and rigorous standards. Reports sent to schools and parents should indicate how students perform against the standards — not just how they compare with other students. Tests developed for other purposes cannot meet this need. The tests should measure the full range of knowledge and skills called for by the standards, from basic to most advanced.
- Transparency: In a standards-based system, there should be no mystery about what is on the test. Students, parents and teachers should know what is being tested. They should be confident that if students are taught a curriculum that is aligned with state standards, they will do well on state tests. The best way for states to ensure transparency is to publicly release questions from previous years’ tests, along with sample student answers at each performance level.
- Utility: Test results should be clear, accessible and designed to guide action.
- Comparability: Results should track student progress against standards from year to year.
- Coherence: States and districts should ensure that all tests serve a distinct purpose and the overall amount of testing is reasonable.
- Strategic Use of Data: Test results should enable schools and school systems to direct resources appropriately.

This Summit advances three sets of principles to help improve performance across the board while closing the achievement gap. These principles focus on measuring results, strengthening accountability and improving teaching. While these are not the only significant policy levers, getting these policies right will make a substantial difference in improving school performance and in sustaining public support for standards-based reform.

Measuring Results: Nearly every state has instituted a system of assessments to measure student and school achievement of standards. The purpose of these systems is not only to provide educators and parents with a better understanding of how well our children are learning, but also more importantly, to enable decisionmakers to focus resources and support where they are most needed to improve student achievement. In order to build greater confidence in assessment systems, work should be guided by the following principles:

- Quality: Tests should measure student performance against standards and measure the full range of standards.
- Transparency: Students, parents and teachers should know what is tested.
- Utility: Test results should be clear, accessible and designed to guide action.
- Comparability: Results should track student progress against standards from year to year.
- Coherence: States and districts should ensure that all tests serve a distinct purpose and the overall amount of testing is reasonable.
- Strategic Use of Data: Test results should enable schools and school systems to direct resources appropriately.

Strengthening Accountability:

- Adequate Phase-In: States need to allow a reasonable amount of time (not forever) for schools to implement new curricula and train teachers before attaching consequences to results.
- Assistance Before Intervention: States should provide targeted assistance to low-performing schools before intervening more drastically.
- A More Flexible System: Students who need the most help need extra time and academic support.
- Sanctions: States should take dramatic action if low-performing schools fail to improve.
- Shared Accountability: Responsibility should not fall disproportionately on a single group — students, educators, administrators, policy makers.
- Alignment with College Admission and Employment: Performance on state tests should count for college placement and employment decisions to provide students with stronger incentives to achieve.

Improving Teaching:

- Recruitment and Preparation: States should attract teachers from a wide range of sources and ensure that they are able to teach to high standards.
- Tools and Support: Teachers need access to high-quality curriculum materials and professional development.
- Compensation: Teacher salaries should be competitive and tied to skills and performance.
- Matching Strengths to Needs: The most capable teachers should work with students who need the most help.

Three Sets of Principles:

- The Achievement Gap
- Measuring Results
- Strengthening Accountability
- Improving Teaching

Utilty: Ultimately, it is the clarity of the results and the manner in which they are used that will make the nation’s public schools truly world class.


Highlights of the 2001 National Education Summit Statement of Principles

Measuring Results
- Quality: Tests should measure student performance against standards and measure the full range of standards.
- Transparency: Students, parents and teachers should know what is tested.
- Utility: Test results should be clear, accessible and designed to guide action.
- Comparability: Results should track student progress against standards from year to year.
- Coherence: States and districts should ensure that all tests serve a distinct purpose and the overall amount of testing is reasonable.
- Strategic Use of Data: Test results should enable schools and school systems to direct resources appropriately.
make a difference in schools. Test results should be returned to schools and parents as quickly as possible without compromising the quality of the test instrument. Score reports should be clear, jargon-free and designed to guide action.

Compatibility: The goal of state assessment programs is to create measurement systems that can accurately track and compare student and school progress from year to year. To accomplish this, the tests from one grade level to another must be aligned with state standards, and the results must be comparable from grade to grade so that student progress can be tracked from year to year.

Coherence: State tests are only one piece of a comprehensive data system. Local and teacher-developed assessments are important, too. States must work with districts to ensure that all tests serve a distinct purpose, redundant tests are dropped, and the combined burden of state and local tests remains reasonable.

Strategic Use of Data: Closing the achievement gap can occur only if student achievement data is disaggregated by race and income and if schools are required to show that all groups of students have made reasonable progress. By regularly reporting how every school is performing against state standards, states can focus attention on the problem, on the progress that some communities and schools are making in response, and on areas where additional work is needed.

Strengthening Accountability: To guarantee all schools and schools are making in response, and on areas where additional work is needed.

Recruitment and Preparation: Without a credible strategy to create, develop and sustain a top-flight teaching force, even the best state standards, assessments and accountability policies are unlikely to lead to significant improvements in student achievement. We must make the teaching profession more attractive, especially if we are going to meet the emerging challenges of recruitment and retention. Teachers, in turn, must accept professional responsibility for results.

Tools and Support: Engineers, physicians, lawyers, accountants and other professionals normally take a professional working environment and adequate support and professional tools for granted. Teachers frequently work with outdated texts, and many lack the tools of today's telecommunications age. All teachers, especially those in struggling schools, need access to high-quality curriculum and teaching materials aligned with standards. Even more important than tools, however, is access to intensive, sustained professional development to help teachers incorporate those tools into daily classroom practice. Compelling evidence indicates that quality professional development aligned with rigorous academic standards leads to substantial improvements in achievement. Unfortunately, such training is the exception, not the rule, in too many schools. Policy makers and education leaders together must take responsibility for upgrading the quality and quantity of professional development.

Compensation: Most professionals work year-round, they are well compensated, and their pay is tied to knowledge, skills and performance. In the United States, where an experienced teacher makes less than the typical professional, few of these conditions are met. It is time to make teacher salaries more competitive and to tie salary sources, while establishing multiple pathways for talented people to enter the profession. Whatever the pathway, however, no one should be able to enter the classroom without demonstrating a deep understanding of academic content, familiarity with state standards and knowledge about effective instructional practices.

Adequate Phase-In: A fair and balanced accountability system will ensure that there has been adequate time and support for schools to implement a curriculum aligned with standards, and to provide teachers with training based on the standards, before attaching consequences to performance for schools or students. “Adequate time,” however, must not mean forever.

Assistance Before Intervention: A fair and balanced accountability system provides targeted assistance to low-performing schools before intervening with a more drastic remedy. Assistance can take multiple forms, but it should be provided for a limited time and be based on an on-the-ground assessment of a school’s needs.

A More Flexible System: A fair and balanced accountability system acknowledges that students with the greatest academic distance to travel (and the greatest academic gaps to close) often will need extra time and help to succeed. Intervention and support programs for such students should begin as early as possible, including the prekindergarten and early elementary years. States may need to redesign the calendar, expand the school day and year, or encourage the development of large-scale tutorial programs to ensure that all students receive the support they need to meet state standards.

Sanctions: A fair and balanced accountability system does not allow students to become trapped in failing schools indefinitely. If a failing school is not able to make reasonable progress after an infusion of technical or financial assistance, states should not hesitate to take more dramatic action — change the management of the school, reconstitute its staff or provide parents with the choice to transfer their students to other public schools.

Shared Accountability: A fair and balanced accountability system holds all stakeholders in the education system accountable for performance; it does not allow the responsibility to fall disproportionately on a single group. States with high-stakes accountability for students need to take care that the adults in the system — principals, teachers, school administrators and policy makers — also experience consequences for persistently poor student performance.

Alignment with College Admission and Employment: The responsibility for motivating students to meet higher standards must be shared by all. State leaders should work with higher education institutions to ensure that high school assessments are aligned with college admission standards and that performance on those tests counts in college placement and scholarship decisions. Similarly, states should work with employers to reward student performance in high school by providing preferential treatment in the recruiting, screening and hiring process.

Improving Teaching: Without a credible strategy to create, develop and sustain a top-flight teaching force, even the best state standards, assessments and accountability policies are unlikely to lead to significant improvements in student achievement. We must make the teaching profession more attractive, especially if we are going to meet the emerging challenges of recruitment and retention. Teachers, in turn, must accept professional responsibility for results.
As states implement standards-based reform, they will find the resolve of public and private leaders tested. Some critics will counsel caution; others will urge the nation to turn back. States must resist the temptation to lower standards. State policy makers must take the time to engage key stakeholders, especially parents and teachers, in these issues, and to acknowledge that they may not yet have all of the policy details right. If reallocation of existing funds is required, or if additional resources must be found from local, state and federal sources, leaders must step forward. Governors, corporate executives and educational leaders must strive continually to improve policies, not as a political defense of the standards agenda but in educational defense of the nation’s children.

Standards-based reform is the right path for our nation. It is the very best hope for creating a universally well-educated citizenry and a more equal society. On this point the American public is behind the nation’s students, and will remain so. There can be no turning back. The stakes for our young people, and for the nation’s future, are too high.

Matching Strengths to Needs:
In other professions, those with the greatest skill and experience are assigned to the problems that are most challenging and difficult. No responsible law firm would turn complex litigation over to a novice, just as no hospital would put a resident in charge of an intensive care unit. But school systems routinely leave complex learning challenges requiring intensive care in the hands of inexperienced, first-year teachers. The strongest and most capable and experienced educators should be encouraged to work in schools with students who need the most help. State leaders should do whatever it takes, including offering salary bonuses and other incentives, to attract the best principals and teachers to schools with the highest rates of poverty or underachievement. Neither collective bargaining agreements nor other state or local rules should stand in the way.

Benchmarking Progress
The governors, educators and business leaders participating in this Summit commit to holding their organizations to these principles and to measuring state policies and practices against them. There is no single best way to put these principles into practice. Policies and implementation strategies, while sharing the goal of raising academic achievement for all students, inevitably will differ from state to state. We therefore ask Achieve and other organizations to continue to track our progress in implementing reform and to enable states to benchmark their policies against those of the most successful states and nations.

Summit Registrants

Special Guests
Rod Paige
Secretary
U.S. Department of Education
George Pataki
Governor
State of New York
David Gergen
Editor at Large
U.S. News and World Report

Registrants
Duane Ackerman
Chairman and CEO
BellSouth Corporation
Lincoln Almond
Governor
State of Rhode Island
Anthony Amato
Superintendent
Hartford, Connecticut Schools
C. Michael Armstrong
Chairman and CEO
AT&T
Keith E. Bailey
Chairman, President and CEO
Williams
Roy E. Barnes
Governor
State of Georgia
Terry Bergeson
Superintendent
State of Washington

Madhumita Bhattacharya
Teacher
Inglewood, California Schools
Eli Broad
President
The Broad Foundation
Jeb Bush
Governor
State of Florida
Gaston Caperton
President
The College Board
Steve Case
Chairman and CEO
AOL Time Warner, Inc.
Bob Chase
President
National Education Association
Paul Chellgren
Chairman and CEO
Ashland Inc.
Vance Coffman
Chairman and CEO
Lockheed Martin
Philip M. Condit
Chairman and CEO
The Boeing Company
Floyd Coppedge
Secretary of Education
State of Oklahoma
Paul Curlander
Chairman and CEO
Lexmark International, Inc.

Left to right: Eli Broad, The Broad Foundation; Commissioner Richard Mills, State of New York; Bob Chase, National Education Association; Governor George Pataki, State of New York.
Summit Registrants (cont.)

Gray Davis
Governor
State of California

Howard Dean
Governor
State of Vermont

Amy Denty
Teacher
Wayne County, Georgia Schools

Peter Dolan
President and CEO
Bristol-Myers Squibb

Nora Dotson
Teacher
Boone County, West Virginia Schools

Michael Easley
Governor
State of North Carolina

Linda Eberhart
Teacher
Baltimore, Maryland Schools

John Engler
Governor
State of Michigan

Sandra Feldman
President
American Federation of Teachers

Stephen Ferguson
CEO
Cook Group Incorporated

Tracy Foor
Teacher
Norman, Oklahoma Schools

Jim Geringer
Governor
State of Wyoming

Louis V. Gerstner, Jr.
Chairman
IBM Corporation

Matthew Goldstein
Chancellor
City University of New York

Nancy Grasmick
Superintendent of Schools
State of Maryland

William Harrison, Jr.
President and CEO
JPMorgan Chase

Reed Hastings
President and CEO
Netflix

Richard Hoag
President
Providence Washington Insurance Co.

Jim Hodges
Governor
State of South Carolina

Bob Holden
Governor
State of Missouri

James Horne
Secretary of Education
State of Florida

Mike Huckabee
Governor
State of Arkansas

Beverly Hurley
Principal
Flagstaff, Arizona Schools

Leslie Jacobs
President
Hibernia Rosenthal

William Janklow
Governor
State of South Dakota

William Jurgensen
CEO
Nationwide

Frank Keating
Governor
State of Oklahoma

James Kelly
Chairman and CEO
United Parcel Service

Kerry Killinger
CEO
Washington Mutual, Inc.

Angus King, Jr.
Governor
State of Maine

Wendell Knox
President and CEO
Abt Associates, Inc.

Jaymie Reeber Kosa
Teacher
West Windsor, New Jersey Schools

Joseph Lacher
President
BellSouth Corporation

Mike Leavitt
Governor
State of Utah

Harold Levy
Chancellor
New York City Board of Education

Gary Locke
Governor
State of Washington

Hazel Loucks
Deputy Governor for Education
State of Illinois

Thomas Luce
Counsel
Hughes and Luce

Stan Lybarger
President and CEO
Bank of Oklahoma

Raymond Mason
Chairman and CEO
Legg Mason, Inc.

Robert Maxson
President
California State University

Kerry Mazzoni
Secretary of Education
State of California

Harold McGraw III
President and Chairman
The McGraw-Hill Companies

Andrew McKenna, Jr.
President
Schwarz

Henry McKinnell
Chairman and CEO
Pfizer Inc.
<table>
<thead>
<tr>
<th>Summit Registrants (cont.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peter McWalters</td>
</tr>
<tr>
<td>Commissioner of Education</td>
</tr>
<tr>
<td>State of Rhode Island</td>
</tr>
<tr>
<td>Leonard Miller</td>
</tr>
<tr>
<td>Chairman</td>
</tr>
<tr>
<td>Lennar Corp.</td>
</tr>
<tr>
<td>Richard Mills</td>
</tr>
<tr>
<td>Commissioner of Education</td>
</tr>
<tr>
<td>State of New York</td>
</tr>
<tr>
<td>Ronnie Musgrove</td>
</tr>
<tr>
<td>Governor</td>
</tr>
<tr>
<td>State of Mississippi</td>
</tr>
<tr>
<td>Jim Nelson</td>
</tr>
<tr>
<td>Commissioner of Education</td>
</tr>
<tr>
<td>State of Texas</td>
</tr>
<tr>
<td>Frank O’Bannon</td>
</tr>
<tr>
<td>Governor</td>
</tr>
<tr>
<td>State of Indiana</td>
</tr>
<tr>
<td>Joseph Olchefske</td>
</tr>
<tr>
<td>Superintendent</td>
</tr>
<tr>
<td>Seattle, Washington Schools</td>
</tr>
<tr>
<td>Douglas Olesen</td>
</tr>
<tr>
<td>President and CEO</td>
</tr>
<tr>
<td>Battelle Memorial Institute</td>
</tr>
<tr>
<td>Bill Owens</td>
</tr>
<tr>
<td>Governor</td>
</tr>
<tr>
<td>State of Colorado</td>
</tr>
<tr>
<td>Magda Palacios</td>
</tr>
<tr>
<td>Principal</td>
</tr>
<tr>
<td>Mission, Texas Schools</td>
</tr>
<tr>
<td>Paul Patton</td>
</tr>
<tr>
<td>Governor</td>
</tr>
<tr>
<td>State of Kentucky</td>
</tr>
<tr>
<td>Susan Zelman</td>
</tr>
<tr>
<td>Superintendent of Public Instruction</td>
</tr>
<tr>
<td>State of Ohio</td>
</tr>
<tr>
<td>Resource Participants</td>
</tr>
<tr>
<td>Anne Bryant</td>
</tr>
<tr>
<td>National School Boards Association</td>
</tr>
<tr>
<td>Betty Castor</td>
</tr>
<tr>
<td>National Board for Professional Teaching Standards</td>
</tr>
<tr>
<td>Chester E. Finn, Jr.</td>
</tr>
<tr>
<td>Thomas B. Fordham Foundation</td>
</tr>
<tr>
<td>Kati Haycock</td>
</tr>
<tr>
<td>The Education Trust</td>
</tr>
<tr>
<td>Tom Houlihan</td>
</tr>
<tr>
<td>Council of Chief State School Officers</td>
</tr>
<tr>
<td>Roberts Jones</td>
</tr>
<tr>
<td>National Alliance of Business</td>
</tr>
<tr>
<td>Dane Linn</td>
</tr>
<tr>
<td>National Governors Association</td>
</tr>
<tr>
<td>Billie Orr</td>
</tr>
<tr>
<td>Education Leaders Council</td>
</tr>
<tr>
<td>Wendy Purifoy</td>
</tr>
<tr>
<td>Public Education Network</td>
</tr>
<tr>
<td>Ted Sanders</td>
</tr>
<tr>
<td>Education Commission of the States</td>
</tr>
<tr>
<td>Susan Traiman</td>
</tr>
<tr>
<td>The Business Roundtable</td>
</tr>
<tr>
<td>Brenda Welburn</td>
</tr>
<tr>
<td>National Association of State Boards of Education</td>
</tr>
</tbody>
</table>

| Tonya Perry                                                                               |
| Teacher                                                                                  |
| Hoover City, Alabama Schools                                                             |
| Marvin Pomerantz                                                                          |
| CEO                                                                                      |
| Mid-America Group, Ltd                                                                    |
| Hugh Price                                                                               |
| President and CEO                                                                        |
| National Urban League                                                                    |
| Suellen Reed                                                                             |
| Superintendent of Education                                                              |
| State of Indiana                                                                          |
| Julie Rely                                                                               |
| Teacher                                                                                  |
| Bloomington, Illinois Schools                                                            |
| Donna Rodrigues                                                                          |
| Principal                                                                                |
| Worcester, Massachusetts Schools                                                         |
| Alan Ruby                                                                                |
| President                                                                                |
| Atlantic Philanthropies                                                                  |
| Carmen Russo                                                                              |
| CEO                                                                                      |
| Baltimore, Maryland Schools                                                              |
| Arthur F Ryan                                                                            |
| Chairman and CEO                                                                         |
| Prudential                                                                               |
| George Ryan                                                                              |
| Governor                                                                                 |
| State of Illinois                                                                        |
| Troy Simmons                                                                             |
| Immediate Past President                                                                 |
| Texas Association of School Boards                                                       |
| Marshall Smith                                                                           |
| Program Officer for Education                                                            |
| Hewlett Foundation                                                                       |
| David Spina                                                                              |
| Chairman, President and CEO                                                              |
| State Street                                                                             |
| Jane Swift                                                                               |
| Governor                                                                                 |
| State of Massachusetts                                                                    |
| Robert Taft                                                                              |
| Governor                                                                                 |
| State of Ohio                                                                             |
| Kaye Thomas                                                                              |
| Principal                                                                                |
| Henrico County, Virginia Schools                                                         |
| Ronald Turner                                                                            |
| Chairman, President and CEO                                                              |
| Ceridian Corporation                                                                     |
| Susan Urahn                                                                              |
| Director, Education Program                                                              |
| The Pew Charitable Trusts                                                                 |
| Thomas Vander Ark                                                                        |
| Executive Director of Education                                                          |
| Bill & Melinda Gates Foundation Washington                                                |
| Timothy Volk                                                                             |
| President                                                                                |
| Kellieh Samets Volk                                                                       |
| Jerry Weast                                                                              |
| Superintendent                                                                           |
| Montgomery County, Maryland Schools                                                      |
| David Whitwam                                                                             |
| Chairman and CEO                                                                         |
| Whirlpool                                                                                 |
| Bob Wise                                                                                 |
| Governor                                                                                 |
| State of West Virginia                                                                    |
Technology Demonstrations

Accountability and Data for Decisionmaking
Education’s Web-Driven Solution to Accountability
www.ed-soft.com
GreatSchools.net
www.greatschools.net
The Grow Network™
www.grownetwork.com
School Information and Improvement Project
www.just4kids.org
Decision Support System
www.mk12.org
Standard and Poor’s School Evaluation Services
www.ses.standardandpoors.com
Handheld Reading Diagnostic Software
www.wgen.net

Improving Instruction To Meet High Standards
Carnegie Learning: The Cognitive Tutors™
www.carnegielearning.com
Watch-me!-Read
hgeentry@houstonisd.org
Learning With the Library of Congress
www.loc.gov
Florida Virtual School
www.flvs.net
EarthPulse Center
www.riverdeep.net
Real-Time Adventures on the Internet:
Applying Knowledge in the Real World
www.k12science.org

Providing Professional Development for Teachers
Seminars on Science
www.amnh.org/learn/pd/sos/index.html
Designing Professional Development Solutions:
The FreshPond Learning Network
www.freshpond.com
IBM Learning Village™ — Online Judging Process
reinvent.k12.wv.us
wfl.wnyric.org
Reinventing Education Change Management Toolkit
www.reinventingeducation.org
Classroom Solutions From Learning Effects
www.learningeffects.com
LessonLab
www.lessonlab.com
SchoolNet
www.schoolnet.com
Teachscape
teachscape.com

Achieve, Inc.
Achieve is an independent, bipartisan, nonprofit organization created by
the nation’s governors and corporate leaders to help states improve their schools.

Founded after the 1996 National Education Summit, Achieve assists
states in raising academic standards, measuring performance against those
standards, holding schools and students accountable for those results, and
strengthening public confidence in the education system. Achieve organ-
ized the National Education Summits held in 1999 and 2001.

The organization is led by a board of directors composed of six gover-
nors and six chief executive officers. Achieve has offices in Washington,
D.C., and Cambridge, Mass.

Acknowledgments
The 2001 National Education Summit would not have been possible with-
out the dedication and hard work of many individuals and organizations.

We would like to acknowledge the contribution of the Summit Advisory
Committee, comprised of Anne Bryant of the National School Boards
Association, Betty Castor of the National Board for Professional Teaching
Standards, Chester E. Finn, Jr. of the Thomas B. Fordham Foundation, Kati
Haycock of The Education Trust, Tom Hudgian of the Council of Chief
State School Officers, Roberts Jones of the National Alliance of Business,
Dane Linn of the National Governors Association, Billie Orr of the
Education Leaders Council, Wendy Purifoy of the Public Education
Network, Ted Sanders of the Education Commission of the States, Susan
Traiman of The Business Roundtable and Brenda Welburn of the National
Association of State Boards of Education.

Special thanks to IBM for again hosting a National Education Summit
and to all of the IBM staff who worked so hard to make the 2001 event a
success.

Thanks to CommunicationWorks for strategic communications planning
and media relations, to KSA-Plus Communications for editorial and design
work, to the Center for Children and Technology for work on the technol-
ogy demonstrations, to James Harvey for drafting this report, and to David
Gergen for moderating the Summit’s plenary sessions.

Finally, thanks to the staff of Achieve who contributed to planning and
carrying out the Summit — Vickie Barber, Sheila Byrd, Laura McCaffert,
Jo-Anne Richard, Bob Rothman, Levon Saunders, Jean Slattery and Jennifer
Vranek.