現代アメリカ教育改革における地方学区の動向に関する研究

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金沢大学附属図書館
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目　次

1．はじめに…… 1

2．調査の方法…… 2

3．調査の内容ならびに仮説…… 2

4．調査結果の概略…… 3
（1）回答学区の属性…… 3
（2）地域区分について…… 3
（3）教育改革の手段…… 4
（4）教育改革の実施と着手の時期…… 7
（5）教育改革の進捗状況についての比較意識…… 8
（6）教育改革の誘因、アクター、ならびに改革項目……10
（a）教育改革の誘因……10
（b）教育改革のアクター……10
（c）教育改革の内容項目……13
（7）連邦政策の影響……13
（8）州教育政策の影響……22
（a）州の主導権に対する評価……22
（b）州の支援に対する評価……23
（9）学区における教育改革の達成見通し……27
（a）連邦教育目標の学区における達成見通し……27
（b）学区における教育改革の進捗状況と課題達成見通し……27
（i）全般的な進捗状況について……27
（ii）改革課題領域の達成見通し……28

5．総合的考察……34
（1）教育改革の多様な展開……34
（2）教育改革のなかでの共通する展開……38
（a）州内教育改革支援組織のネットワーク化……39
（b）研究・情報ネットワーク形成……40

6．おわりに……45

参考文献……47

資料……49

図 表 目 次

表１　児童生徒数による学区数の分布…… 3
表２　学区財政負担率による学区数の分布…… 3
表３　教育長在籍期間による学区数の分布…… 3
表４　地域区分ごとの学区数…… 4
表５　教育改革の手段…… 4
表６　州教育改革法一覧（Major State Reform Act）…… 5
表７　教育改革の実施…… 9
表８　教育改革着手の時期…… 9
表９　教育改革の比較意識…… 9
表10　児童生徒数区分による教育改革の比較意識…… 9
表11　学区財政負担率区分による教育改革の比較意識…… 9
表12　教育長在籍期間区分による教育改革の比較意識…… 9
表13　教育改革の誘因……12
表14　教育改革のアクター……12
表15　教育改革項目……14
付図Ａ　全地域……15
付図Ｂ　Ⅰ．New England……15
付図Ｃ　II．Middle Atlantic……16
付図Ｄ　III．Great Lakes……16
付図Ｅ　IV．Plains ……17
付図Ｆ　Ⅴ．Southeast(1):Upper South ……17
付図Ｇ　VI．Southeast(2):Deep South……18
付図Ｈ　VII．Southwest……18
付図Ｉ　VIII．Mountain ……19
付図Ｊ　IX．Far West ……19
表16　連邦政策のインパクト……21
表17　児童生徒数区分による連邦政策のインパクト……21
表18　学区財政負担率区分による連邦政策のインパクト……21
表19　教育長在籍期間区分による連邦政策のインパクト……21
表20　教育改革着手時期区分による連邦政策のインパクト……21
表21　学区財政に占める連邦負担率区分による連邦政策のインパクト……21
表22　州の主導権……24
表23　state initiative vs. local initiative ……24
表24　州の支援……24
表25　学区財政負担率区分／州の支援……24
表26　児童生徒数区分／州の支援……24
表27　教育長在籍期間区分／州の支援……25

表28　教育改革着手時期／州の支援……25
表29　連邦教育目標の達成見通し……29
表30　地域区分／連邦教育目標の達成見通し……29
表31　教育改革の進捗状況……30
表32　教育改革着手の時期区分／教育改革の進捗状況……30
表33　児童生徒数区分／教育改革の進捗状況……30
表34　学区財政負担率区分／教育改革の進捗状況……30
表35　教育長在籍期間区分／教育改革の進捗状況……30
表36　教育内容領域における改革達成見通し……32
表37　児童生徒数区分／教育内容改革の達成見通し……32
表38　学区財政負担率区分／教育内容改革の達成見通し……32
表39　教育長在籍区分／教育内容改革の達成見通し……32
表40　教育改革着手時期区分／教育内容改革の達成見通し……32
表41　教育財政領域における改革達成見通し……33
表42　児童生徒数区分／教育財政改革の達成見通し……33
表43　学区財政負担率区分／教育財政改革の達成見通し……33
表44　教育長在籍期間区分／教育財政改革の達成見通し……33
表45　教育改革着手時期区分／教育財政改革の達成見通し……33
表46　学区教育改革の研究モデル（Major Research/Models on District Reform）…41
表47　学区教育改革の目標設定事例（Blueprint 2000/ School Improvement and Accountability Plan, Polk County Public Schools and School Boards of Polk County, Florida)……44

図1　教育改革に際しての強調点（a，b）……25
図2　教育改革に際しての強調点（c，d）……25
図3　教育改革に際しての強調点（e，f）……26
図4　教育改革に際しての強調点（g，h）……26
図5　改革課題の達成見通し（a，b）……31
図6　改革課題の達成見通し（c，d）……31
図7　改革課題の達成見通し（e，f）……31

資　料　目　次

資料１　州別回答学区数一覧…… 50

資料２　回答学区名一覧…… 51

資料３　テキサス州教育関係制定法（1991年度）…… 56

資料４　アラバマ州教育改革項目一覧（1990年時点）…… 59

資料５　教育改革の比較意識に関する回答一覧（survey　Q5）…… 71

資料６　教育改革の誘因に関する回答一覧（survey　Q7）…… 77

資料７　教育改革研究モデルに関する回答一覧（survey　Q8）…… 80

資料８　学区における教育改革の最重要課題に関する回答一覧（survey　Q9）…… 88

資料９　学区ならびに州における教育改革の論争課題に関する回答一覧
（survey　Q10）…… 97

資料10　学区における教育改革の意義に関する回答一覧（survey　Q21）……105

資料11　教育改革に際しての州／連邦関与に関する回答一覧（survey　Q22）……113

資料12　学区教育改革のキーワードに関する回答一覧（survey　Q24）……121

資料13　アンケート調査票……127

1．はじめに

アメリカ教育改革の現状をのべる際に、その原動力として必ず言及されるのが連邦教育省の報告書『危機に立つ国家（A Nation at Risk）』である。いわく、「1981年 8月26日、T．H．ベル（Bell）教育省長官は『教育の卓越性に関する全米審議会』（National Commission on Excellence in Education)』を設置し、合衆国における教育の質を検証して18か月以内に報告書を取りまとめるよう、その審議会に命じた。／1983年 4月26日審議会議長は最終報告書を長官に提出した。報告書は『危機に立つ国家－－－教育改革への至上命令』と名づけられていた。／報告書は広範囲にわたる教育改革を提案し、その根拠としてアメリカの子どもたちの学習成績が下降しつづけており、ひいてはわが国の将来ならびにデモクラティクな生活基盤そのものが危機に陥っていることを指摘した。／教育界ではこの報告書で述べられている個々の勧告について賛同を得られたわけではなかったが、一般の人々の学校に関する注目を喚起することになった。それはまさにスプートニック1号打ち上げ以来のことであった。一般の人々のなかでは、なにか他の事柄ではそうはいかないとしても、学校はいまや改革される必要があるという点では共通認識が形成されるに至った。いかにして教育改革に着手していくべきなのか、それが現時点での全国的な論議の課題である。」（MEMORANDUM from Jim Lyon, Governmental Services, OHIO, 1989)。州の行政担当者による手短な述懐であるにもかかわらず、わずか数ページにまとめたに過ぎない連邦教育省の小さな報告書が大きな波紋をよびおこし、1980年代以降、現在に至るさまざまな形での、またさまざまな教育行政段階で進行中の教育改革をうながす原動力となったことは疑いない。まさにそれはアメリカ教育界に投じられた「大型爆弾（block-buster）」(Tim L. Mazzoni,1993、p. 366）であった。しかしそれは他方で、いわば教育界（education community)とはそれまで比較的縁遠かった人々を教育論議の場に招き入れたものでもあった。教育論議の裾野がひろがったことは同時に、教育界の年来の課題や取組みが再確認されるというよりはむしろふるいにかけられ、場合によっては教育界以外の理解を得られず施策の連続性を失ってしまうことであったり、あるいはみずからの存立基盤そのものを問う課題であったりすることから、上記の指摘のように教育界からの改革課題への対応は必ずしも全面的な賛同というものではなかったようである。

それでは教育改革の実施が現実的な課題となるなかで、どういう対応や反応がみられたのか。とりわけ州の教育改革への取組みと、地方学区での取組みとの間にはどういう対応や反応が存在するのか。たとえば、Firestone, et al.(1992）は、 6州を対象にして、第一に、学区の改革実施の有無、第二に、州の改革要請への対応に積極的か受動的か、といった二つの仮説を軸に学区レベルのさまざまな対応にどのような特徴があるのか、考察しようとしている。本研究においてもこれと同様な関心に立っているものの、後に述べるように、学区を規定するより一般的な特徴との関連性の有無を仮説の軸にして検討していこうとするねらいをもつ。

本報告書では、こうしたねらいの前提として、州ならびに地方学区の双方のレベルでの具体的な施策を可能なかぎり把握し、それらの関連性や、施策に対する評価の実情を探ることを基本的な課題としている。

2．調査の方法

さまざまな特色を重ねながら現在進行中のアメリカ教育改革をより具体的な実相において探ろうとする本研究では、とくにアメリカ教育行政構造のなかで最も基礎的な教育行政単位である地方学区に焦点をあて、そこでの政策執行責任者である教育長を対象とするアンケート調査を実施した。

調査の対象は、調査実施年度である1991年度時点でのダイレクトリーをもとに、次のように抽出した。まず、50州をアルファベット順に並べ、さらにそれぞれの州ごとに教育長職をもつ学区の所在地名（都市あるいは地域名）を同様にアルファベット順に並べる。全国12,073学区をこのように順序立てたうえで、始めから順に 8学区ずつのグループ単位にまとめ、それぞれのグループ単位からランダムに 1学区を抽出することによって、全体の12.6%にあたる 1,519学区を抽出し調査対象とした。調査は調査票を当該学区の教育長に郵送し、回収も同じく郵送によるという方法を採った。

アンケート調査の回答は、50州のうちの46州にわたる、のべ 312学区から得た（うち、2学区については総体的な回答項目の不十分さという点から分析対象には含まず、したがって実質的には 310学区）。回収率は20.5%である。

3．調査の内容ならびに仮説

アンケート調査の内容は、大別して、(1)教育改革動向に関すること、(2)学区の特性に関すること、(3)教育政策執行責任者（教育長）の属性に関すること、といった三つの領域から構成した。これらによって、州ならびに地方学区における教育改革の課題やその内容、社会的背景、目標とする方向、州や連邦との関係ならびにその状況認識、それまでの取組みについての評価や達成見通し、などといった改革動向と、あわせてそれぞれの学区の特性ならびに政策担当者である教育長の属性との関係を探ろうとした。

第一の領域である教育改革動向に関する項目では、かなり網羅的な改革課題や全般的な進捗状況を尋ねる内容となっている。改革課題に関しては関係の参考文献をもとにして作成した。ここで柱となる事柄は教育改革にいつ着手したのかという点（period which major reform started）である。この教育改革に着手した時期の違いが、現在の教育改革の展開や教育状況の認識に何らかの影響を及ぼしているのかどうか、などといった点についての指標として設定した。

ついで、学区の特性については、主に学区内の児童・生徒数（student enrollment）ならびに学区の財政負担率（local fund share）に着目し、教育行政単位の広狭や独自施策の組み易さといった面と教育改革動向や教育状況認識との関連性を探る指標とみなした。

さらに、教育政策担当者（教育長）の属性という点では、教育長が現在職務に就いている当該学区での教育長在職期間（superintendency period）に着目した。政策担当者である教育長の経験や学区内の状況把握の度合いと、教育改革の実施や進め方、さらには評価などとの関連性をみていく指標と想定した。

4．調査結果の概略

（1）回答学区の属性

先に述べたそれぞれの指標について、以下のように分類し、回答学区の分布は表1から3に示す通りの結果を得た。なお、教育改革の着手時期については後述するため、これに基づく分布状況はそのなかで取り上げる。

		1,000人以下	1,001-5,000人	5,001人以上	不明
表1	児童生徒数による学区数の分布	104	129	69	8

		40%未満	40-60%	60%以上	不明
表2	学区財政負担率による学区数の分布	92	77	84	57

		2年以下	3-5年	6-10年	11年以上	不明
表3	教育長在籍期間による学区数の分布	104	93	64	38	11

（2）地域区分について

調査結果を整理していくに際して、前述の属性にくわえて、さらに便宜的に全国を九つに地域区分する指標を用いた。単純に全体総数を集計するよりは、この方が問題によってはある程度の地域的な傾向を描き出せるかもしれないと判断したからである。九つの地域の名称ならびにそれぞれに含まれる州は次のように設定した。

I. New England (Maine, New Hampshire, Vermont, Massachusetts, Connecticut, Rhode Island)

II. Middle Atlantic (New York, New Jersey, Pennsylvania, Maryland, Delaware)

III. Great Lakes (Ohio, Indiana, Illinois, Michigan, Wisconsin)

IV. Plains (Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, Kansas)

V. Southeast (1): Upper South (Virginia, West Virginia, North Carolina, Kentucky, Arkansas, Tennessee)

VI. Southeast (2): Deep South (South Carolina, Georgia, Alabama, Florida, Mississippi, Louisiana)

VII. Southwest (Texas, Oklahoma, New Mexico, Arizona)

VIII. Mountain (Montana, Wyoming, Colorado, Idaho, Utah)

IX. Far West (Nevada, Washington, Oregon, California, Alaska, Hawaii)

表４はこの地域区分に対応する回答学区数を示している（なお、回答学区名、各州ごとの学区数と回答数などについては巻末の資料に詳しく掲載している）。

	I	II	III	IV	V	VI	VII	VIII	IX
表４　地域区分ごとの学区数	13	34	71	73	16	20	36	17	30

なお、地域区分については、さまざまな例があり、一様ではない。たとえば、連邦控訴裁判所の所管地域は11地域に区分されるが、それぞれの地域構成はここでの区分とは異なる。ここでは、Steven D. Gold(1985)に依拠し、そのなかの Southeast地域をさらに二つに分けている。地域を構成する州の数を考慮して、このように区分した。

地域区分はある程度の地域内の共通特性を有しつつも、明瞭な他の地域とを画する区分というわけではなく、この意味であくまでも便宜的な性格を有するものであることをふまえておきたい。調査結果を分析するなかでも、近隣の州との比較、すなわち上記区分地域内での高い評価を目標としつつ、他方で、全国各地の先駆的改革モデルへの注視やその導入、あるいは地域を大きく隔てた研究機関との連携が数多く語られている。地域区分はある面では意味をもつと同時に、ある面ではそれを越えるものであることを物語っている。

（３）教育改革の手段

教育改革の展開が州、あるいは地方学区のいずれのレベルからのものなのか、さらにはどのような手段によるものなのか。これらの点についてまとめてみると、次のようになる。

第一に、地方学区の主導性を発揮するものというよりも、州の積極的な展開が際立っていることがうかがえる。州の関わりに言及していない回答は、表５で示すように総数 310 学区のうちわずか17学区に過ぎない。

表５　教育改革の手段

	総数	I	II	III	IV	V	VI	VII	VIII	IX
1 state legislation	55	2	6	11	16	1	4	11	2	2
2 administration order	6	0	2	0	2	0	0	0	2	0
3 district initiative	17	0	3	0	4	1	2	0	1	6
4 1+2+3	119	3	16	33	25	5	6	15	6	10
5 1+2	20	0	0	4	2	0	3	6	3	2
6 1+3	89	8	5	23	23	8	5	4	3	10
7 2+3	2	0	2	0	0	0	0	0	0	0
8 none	2	0	0	0	1	1	0	0	0	0

第二に、教育改革の展開が、州からの穏やかな指導や方向づけというにとどまらず、改革実施課題を明確に規定した州教育法の制定や改正をうしろだてにしていることである。主だった各州での教育改革法の制定状況をとりまとめたのが表６(Table 6) であるが、ほとんどの州にあって1980年代以降、それ以前にはあまり見られなかったような相当抜本的な教育改革法の制定をみている。

Table.6 Major State Reform Act

state	major reform act
ME	Educational Reform Act (1984)
NH	
VT	Special Education Act 230
MA	Chapter 188
CT	Educational Enhancement Act (1986)
RI	
NY	*Regents Action Plan (1984) *The Compact for Learning (1991) [* State Board of Regents Policy]
NJ	Quality Education Act of 1990
PA	Pennsylvania Literacy Act
MD	*Maryland School Performance Program (1989) [* State Board of Education Policy]
DE	
OH	H.B.231 (1987) Omnibus Education Reform Act (S.B.140) (1989)
IN	
IL	Illinois School Reform Act of 1985
MI	School Quality Bill (P.A.25) (1990)
WI	Wisconsin 20 Standards for Educational Improvement
MN	Planning, Evaluating, and Reporting legislation (1976) Minnesota Educational Effectiveness Program (1983) Learner Outcomes legislation (enacted by a series of laws passed from 1984-1989) Postsecondary Enrollment Options Act (1985)
IA	Iowa Educational Excellence Act (H.F.499) (1987)
MO	Excellence in Education Act of 1985
ND	
SD	
NE	LB 1059 Nebraska 2000 Initiatives
KS	Quality Performance Accreditation
VA	Standards of Quality
WV	S.B.14
NC	Flexibility and Accountability Act (S.B.14) (1989)
KY	H.B.940 Kentucky Education Reform Act (1990)
AR	Quality Education Act of 1983
TN	Comprehensive Education Reform Act Public Education Governance Reform Act (1984)
SC	Education Improvement Act (1984) Target 2000--School Reform for the Next Decade Act of 1989
GA	Quality Basic Education Act (1985)
AL	*Performance Based Accreditation [* State Board of Education Policy]
FL	School Improvement/Educational Accountability Law (Blueprint 2000) (1991)
MS	Education Reform Act (1982) 1989 Reform Act
LA	Education Reform Package--Children First Act (1989) Louisiana 2000
TX	H.B.72 (1985) Texas State Public Education Compensation Plan (S.B.1) (1990) S.B.351 (1991) [see Appendixes: The 1991 Texas State Bills list]

Table.6-2 Major State Reform Act

state	major reform act
OK	Oklahoma 2000 Education Challenge Act (S.B.183) (1989) Education Reform and Funding Act (H.B.1017) (1990)
NM	Educational Reform Act
AZ	Children at Risk Prevention Programs (S.B.1328) (1988)
MT	
WY	House Enrolled Act 50
CO	Public School Finance Act of 1988
ID	
UT	
NV	
WA	Schools for the 21st Century (S.B.5479) (1987)
OR	Oregon's Education Act for the 21st Century (H.B.3565)
CA	S.B.813
AK	Alaska 2000 Initiatives
HI	

第三に、州制定法を根拠に、州全体への波及効果をもつ形で教育改革が全般に進行しているものの、同時にそれは必ずしもあらゆる改革課題の一律の実施を全面的に迫るものではないということである。いうならば、それは州教育改革であると同時に、その実施の在り方をめぐっては学区での再調整を経て実現される地方教育改革であるという認識がうかがえる。州の制定法や州教育委員会規則に応じつつ、学区のイニシアチブを強調する回答が多い（表５における 4+6+7の総計 210学区）ことはこうした点を示唆するものであるといえよう。

（４）教育改革の実施と着手の時期

1980年代以降、表７に示すように、ほとんどの学区において教育改革に取り組んでいる（258.5 学区）。現在、検討中であるという学区（43.5学区）を合わせれば、ごく一部の回答学区（ 7学区）を除き、おおむねいずれの学区にあっても、教育改革は現在ないしは目前の課題となっているといってよい。

では、いつの時点から取り組み始めたのか。冒頭で述べた連邦報告書の発表された1983年を起点に、(1)1983年以前、(2)1984年－1987年、(3)1987年－1990年、(4)1991年に区分し、まとめた結果が表８に示してある。地域集計でみるかぎりでは、ピークが第二区分か第三区分かの相違はあるものの、全体として、1984年以降、教育改革への大きな盛り上がりがみられ、先の連邦報告書の及ぼした少なからぬ影響がうかがえる。そして教育改革への大きなうねりは現在も連続的に継続中でもある。

また他方で、1980年代の初頭、なかにはそれ以前から、すでに連続的に教育改革は進行してもいた。たとえば、Middle Atlantic 地域(II)におけるピークは他のどの時期よりも、この1983年以前の時期であり、他のどの地域においても少なくない数の回答がかなり以前からすでに始まっていたことを指摘している。

具体的に教育改革の着手年度を記載した回答をてがかりにしてみても、早いものではすでに1960年代から始まっているとするものもある（New Jersey 37, Michigan 102, Texas 244, Colorado 273の学区－－－番号はいずれも整理番号［巻末資料参照］、以下同様）。また、この記載から、州と地方学区ではいずれの取組が先行したのかについてみると、(1)州が先行とするものは62学区、(2)地方学区が先行したとするもの、29学区、(3)同時的とするもの、76学区となっている。これらのことは、必ずしも州の先導の結果として各学区での改革が起こったと即断していえない部分があることを示すものといえる。このことは、後の考察において詳しく述べるように、州における教育改革と、連邦報告書との関係についても同様な意味でさまざまなタイプがあったことと連動している。

なお、回答のなかで学区での教育改革の実施がほとんど存在しないとする、きわめて限られた学区がある。これらのうち、現在、計画中でもないとするものは、New Jersey(32)、Minnesota(129), South Dakota(163, 165), Nebraska(238) である。これらの学区に共通する点を探ってみると、学区規模がいずれも在籍児童生徒数が 500人以下であり、きわめて小さいこと（32のみ、 501-1,000人だが、小規模の部類に属するといえる）、また農村部であるという地域特性（都市近郊である32を除く）、学区財政負担率が50％以上であること（ 129が30％と低率である以外は50％以上であり、32が最も高く74％）を挙げること

ができ、さらには教育長が在籍して間もないこと（32の 8年、 238の 6年を除き、いずれも 2年、 1年半、 1年と短い）もやや共通する点に含めることができるかもしれない。

（5）教育改革の進捗状況についての比較意識

そもそも教育施策はおおむね学区の置かれた固有の状況から構築され実施されるといってよい。教員団体との団体協約やテニュアー制度、あるいは学区の教育財源徴収権などを取り上げてみても、いずれも学区固有の施策展開の在り方と深く関わっている。この点から推し量れば、他の学区との教育施策の比較意識は生まれにくいように思われる。

しかし、すでに見てきたように現在進行中の教育改革はほぼ全国的に波及しているものであり、明快な客観基準（数値目標）を設定するなど、達成の度合いをめぐる相互比較がある面では一目瞭然といった傾向を示している。それぞれの学校ごとの学習達成状況などを報告し公開すること（school report card system)が、実効ある改革を促す手法として位置づけられていたりする。このことは住民の納税者意識への配慮も手伝って、関連事項を相互に比較しつつ教育の実効性を相対的に把握する意識を生み出す。もとより他のどこよりも、どんな点についてでも先行し傑出しているという意識を潜在的にもつ国民感情があるともいえる。そもそも教育改革の必要性を全国的に喚起した連邦報告書そのものが、このような点からの危機意識に根差すものであった。

寄せられた回答の記述（詳しくは、Ｑ５に関する巻末資料を参照のこと）をみても、過度の比較志向への警戒感と、他よりも優れている点を強調する誇示意識とが混在している。いわく、「進捗状況をめぐって他の学区と比較してみることはきわめて困難なことである。それぞれの学校はそれぞれ固有の特性をもっているのであるから。」（New York 23)と指摘する学区もあれば、「他のどの学区よりも多くの課題をもつなかで、われわれは多くのことを成し遂げようとしている。いくつかの点では他と比べて進んでいない点もないわけではないが。」（Maine 1)と述べる学区や、「ウィスコンシン州は合衆国の教育における先導者である。絶えず、教育の改善に努めている。」（Wisconsin 114)などと自負する学区があるといった具合である。

さらに付言すれば、多分に調査者をとくに意識してのことと考えられるが、日本との関係に言及する回答も目立った。一例だけをあげれば、「われわれの教育の在り方（educational process）が再三再四、日本の場合と比較して論じられ、すべての学習領域ではないにせよ、多くの点でわれわれの側に欠ける面があることを見いだしてきた。」（Oklahoma 250）というようにである。

回答の集計（表９）によれば、相当に教育改革に熱心に取り組んでいるとするところ（ 128学区）にくわえて、他とほぼ同じように取り組んでいるとするところ（ 152学区）と、やや相互の進捗状況を傍らで意識しつつある状況をうかがいしることができる。熱心さの度合いを意識しているのは、学区規模の大きさにやや比例している傾向があるように思われる。また、学区財政負担率の面からの特徴はみられないが、教育長の在職期間との関係では 6年以上10年以下の教育長で他よりもやや熱心さを強調する傾向がみられる。

表7　教育改革の実施

	総数	I	II	III	IV	V	VI	VII	VIII	IX
1 yes	258.5	11	29.5	62	57	14	19	33	13	21
2 planning	43.5	2	3.5	9	12	2	0	3	4	8
3 nothing	7	0	1	0	4	0	1	0	0	1

表8　教育改革着手の時期

	総数	I	II	III	IV	V	VI	VII	VIII	IX
1 before 1983	79	3	14	17	11	4	8	10	4	8
2 1984-1987	96	5	8	27	18	3	7	17	4	7
3 1987-1990	107	3	11	20	39	6	3	7	7	11
4 1991	22	2	1	5	2	3	2	2	2	3
5 not yet	6	0	0	2	3	0	0	0	0	1

表9　教育改革の比較意識

	総数	I	II	III	IV	V	VI	VII	VIII	IX
1 more	128	6	17.5	29	26.5	8	7	17.5	4	15
2 same	152	7	12.5	39	35.5	8	12	16.5	10	14
3 not much	18	0	1	2	10	0	1	1	2	1
4 other	7	0	3	1	1	0	0	1	1	0

表10　児童生徒数区分による教育改革の比較意識

	student enrollment		
	0-1,000	1,000 -5,000	5,000-
1 more	27.5	59	36
2 same	62.5	59	28
3 not much	11	4	3
4 other	2	4	1
0 NA	1	3	1

表11　学区財政負担率区分による教育改革の比較意識

	local fund share		
	40% <	40%-60%	60% >=
1 more	38	27	36
2 same	48	39	40
3 not much	4	5	4
4 other	1	2	3
0 NA	1	4	1

表12　教育長在籍期間区分による教育改革の比較意識

	superintendency period			
	1-2	3-5	6-10	11>=
1 more	37.5	35.5	31	15
2 same	50.5	50.5	28	20
3 not much	11	2	4	1
4 other	2	4	1	0
0 NA	3	1	0	2

（6）教育改革の誘因、アクター、ならびに改革項目

アメリカの教育状況のなかで教育改革があまねく意識され全国的な展開をみるようになったのはどうしてなのか（教育改革の誘因）。その唱導者や賛同者、あるいは反対者といった関係図式はどのように描かれるのか（教育改革のアクターとリアクター）。さらにはどのような改革が目指され、どのような改革内容が提示されているのか（教育改革の内容項目）。これらについて、次に具体的にみてみよう。

（a）教育改革の誘因

回答の結果（複数回答）は表13に示す通りであるが、その結果は大きく二分されている。第一に、全地域で共通して挙げる傾向のきわめて高い誘因のグループであり、第二に、学区の固有な事情によるものであって、必ずしも共通して挙げる誘因とは言い難いグループである。

第一のグループには、「教育責任の強調」「不十分な教育財政」「国際競争力への考慮」「児童生徒の学習成績への憂慮」「親の教育関与の要請」「連邦による教育改革喚起の影響」が含まれ、いずれも回答学区の半数以上がほぼ同じような比重で指摘している誘因である。これらに次いで、「国民の教育成果への不満」も支持が多く、このグループに含められよう。

教育財政の不十分さという点は教育長の日頃からの実感に基づく指摘であり（州の支援の項目で後述するが、州の支援は不十分とする多くの見方とほぼ対応している。ただし、第二グループの項目と重ね合わせてみれば、ここでの支援は先導的な支援というよりも、財政的かつ間接的な支援の期待と判断できる。）、他の項目は連邦報告書の勧告内容に重なり、それに共感する指摘である。

第二のグループには、「中退率の高さ」「不十分な教育機会均等」「州のリーダーシップ発揮の要請」「学区による過度の集権化」「教員の不充足」が含まれ、とくに始めの二点は地域によっては第一グループに近い誘因と指摘するところもあるが、全体としてみれば、第一グループとは一線を画し、むしろ学区に固有な誘因という傾向をもつと位置づけた方がよいと判断したい。それは連邦設定の教育目標（National Goals for Education）の達成見通しについて尋ねた質問項目（Q19）の結果から裏づけられる（連邦教育政策の影響については後の項目で述べる）。設定教育目標の一つに挙げられている「ハイスクール修了率を90％以上にする」（目標2）という点を、多くの地域において他のどの目標よりも容易に達成できるとする回答が目立つなかで、とくに Southeast(2) 地域(VI)では達成の困難さに比重があり、地域や学区によっては深刻な重い課題であることをうかがわせる。

（b）教育改革のアクター

現在取り組まれている教育改革をめぐる推進者や抵抗者などの関係構図はどのようなものなのか。

まず、だれが推進者なのかを判別していくに際して、とくに学区での実施を焦点にした場合、次のような三つのグループ構成を設定して考えてみよう。第一に、否応なく推進者

であらざるを得ないと思われる政策執行責任当事者である学区教育長。第二に、その政策執行の前提となる、政策形成ないし政策決定当事者。ここには、学区教育委員会、州教育長、州教育委員会、州知事、州議会が含まれる。第三に、政策形成への間接的な関与者。ここには、教育専門団体、経済界、選挙民（住民）、マスメディアなどが含まれよう。

調査結果によると（表14）、まず、第一のグループは他のどのグループよりも圧倒的に推進者であると答えている（ 250学区）。学区教育長は学区における教育施策執行の責任当事者である立場からすれば、教育改革を促す大きなうねりのなかにあって推進者であらざるを得ないといえよう。また推進者であることが教育長職務に就任する条件の一つになっているとも考えられる。今回の調査対象者が学区教育長当人であることも影響しているかもしれないが、回答者の 3人に 1人はこの 2年以内の就任であり、また 3人に 2人は 5年以内の就任であることからみて、就任することは同時に推進者であることが多かれ少なかれ当然の必要条件とみなされていると判断できる。

しかしながら、こうしたなかにあっても推進者となることに抵抗感をもつ教育長も存在することは興味深い（Ohio 59, Texas 248）。いずれも在職期間は 2年と 1年であり、就任して間もないにも関わらずみずからを推進者と規定していない。その大きな原因は学区規模がやや小さく（いずれも 501-1,000人規模）、このため学区の財政負担率が極端に乏しい点にあるといえる（前者が10%、後者が18%）。乏しい財政状況にも関わらず、また財政的な支援の保障が十分でないにも関わらず、経費を伴う改革の実行を強要されることからの、抵抗意識といえるのではなかろうか。

第二のグループ、そして第三のグループについてはどうであろうか。前者に含まれる者についてはいずれもほぼ等しく推進者とみなすことができよう。教育改革が州からの、また制定法を媒介とした方向づけによる傾向を強くもつことからすれば、推進者の立場に立つとする、この結果はこの傾向の現われといってよかろう。他方、後者については、推進者の立場からは後退している。そのなかにあって、教育関係団体は推進者に加えうるような中間的な立場にあるといえそうである。おそらく改革の課題によって、場合によっては推進者となり、また逆に抵抗者となることを反映した結果といえる。改革課題が内容によっては教師自身の存立基盤そのものを問い直すものでもあるからである。

教育改革のアクターは、その執行責任者である学区教育長を中心に、そこからの距離感によって推進者としての位置づけの度合いを計ることができよう。この意味で、第一グループから、第二グループ、第三グループへと順次、推進者という点で中心－周辺関係が想定される。微妙な位置にあるのは教育専門団体である。教師は改革の執行実践者であり、実行の重要な担い手である。しかし同時に改革課題は教育職の在り方を問う面ももつ。教育職の在り方が改革課題（たとえば、すでに教育活動を長く積み重ねてきている教師に対して改めて能力テストを課すなど）になるとき、教職の存立基盤そのものに対する動きには警戒的かつ防衛的にならざるをえない。地域的にみて、教育専門団体を抵抗者として位置づける回答率の高いのは Great Lakes地域(III) である。

やや度合いは異なるものの、同じような立場は、選挙民（住民）に関しても指摘できよう。回答のなかでは、抵抗者として位置づけらることの最も多いのがこれである。教育改革の実施には多くの経費が必要となり、多くの州でその経費は税の増額に求めざるを得な

表13　教育改革の誘因

	1	2	3	4	5	6	7	8	9	10	11	12
全体	159	19	163	124	70	152	81	168	33	40	163	159
I	3	0	7	6	3	7	2	8	3	2	4	6
II	16	2	15	13	6	20	5	14	1	1	15	19
III	39	4	34	33	18	33	20	45	14	11	40	35
IV	25	4	30	19	10	38	8	45	4	6	36	34
V	11	1	11	6	7	6	5	8	2	1	6	10
VI	16	2	12	11	7	8	12	9	1	4	13	12
VII	28	3	28	19	8	14	17	17	3	7	24	22
VIII	5	1	10	7	4	7	4	7	3	5	9	4
IX	16	2	16	10	7	19	8	15	2	3	16	17

1 Poor student achievement
2 Teacher shortage
3 Inadequate school finance
4 Public dissatisfaction
5 Ineffective equal opportunity
6 Effect of national reform initiatives
7 High dropout rate
8 Need for more accountability
9 District overcentralization
10 Need for more leadership at the state level
11 Concern for international competitiveness
12 Need for more parent involvement in the school affairs

表14　教育改革のアクター

		a	b	c	d	e	f	g	h	i	j	k
総数	310	156	139	42	168	147	23	37	172	250	89	118
I	13	4	5	1	8	6	1	0	2	12	3	4
II	34	8	7	2	16	21	2	1	22	29	5	16
III	71	45	33	10	42	26	5	7	37	57	28	25
IV	73	33	31	7	36	32	7	7	40	53	17	28
V	16	8	8	1	11	10	0	1	8	14	2	4
VI	20	11	7	5	13	11	1	4	10	15	5	2
VII	36	24	28	12	21	26	6	11	24	29	16	18
VIII	17	11	6	3	6	9	1	2	10	15	5	9
IX	30	12	14	1	15	6	0	4	19	26	8	12

a state governor
b state legislator
c citizen
d state superintendent
e state board of education
f local governor and legislator
g mass media
h district board of education
i district superintendent
j business community
k education professional groups

い状況にある。消費税率の拡大や宝くじの導入など、苦心の跡のみられるところである。税負担の拡大が納税者の負担拡大に直接かかわり、抵抗者の位置を占める原因となっている。地域的にみた場合、住民を抵抗者と回答する割合が高いのは New England(I) ならびにPlains(IV)である。

（c）教育改革の内容項目

改革課題の内容項目は表15に示す通りである。それらは大要、次のように分類することができよう。第一に、全国的にほぼ共通する課題であり、その位置づけの高いもの。第二に、共通する課題ではあるが、その位置づけはやや高いという程度のもの。第三に、地域によっては位置づけが高いものの、全国的にみた場合、共通する課題とは必ずしも言い難く、地域的に偏在する課題というもの。第四に、概して位置づけの弱いもの。以上の四区分に基づいて、回答結果をみてみよう。

第一分類には、「25　カリキュラム改革」（番号は表中の整理番号、以下この箇所では同様）「34　教師の職能開発」「12　コンピュータ技術」「21　効果的に機能する学校の研究」「 6　就学前教育」などが共通性のきわめて高い課題であり、さらに「35　教育者のアカウンタビリティ」「29　児童生徒のアカウンタビリティ」「13　学校に基礎をおく経営」「24　治療教育」などがこれに次ぐ。前者はほぼ 3学区のうち 2学区が、後者は 2学区のうち 1学区が改革課題であると回答した。これらが課題意識の高い改革内容であるといいうる。

次に、第二分類としては、「20　学校データ収集」「17　規律の定め」「28　進級・修了政策」「26　職業教育」「18　ドロップアウト対策」「 7　教育財政改革」「16　教育の機会均等政策」などが挙げられよう。これらは 3学区のうち 1学区が回答しており、第一分類ほど格別に高いというわけではないが、そうかといって位置づけが弱いというものではない改革内容項目といいうる。

第三分類は、地域的に偏在する改革項目である。地域によっては比重の高い位置づけであるものの、全国的に共有する課題という程の内容ではないと判断できるものがここに含まれる。Middle Atlantic(II) や Far West(IX) における「 5　学区再編」、Southwest (VII) における「 8　教員給与体系」， Plains(IV) における「10　生涯学習」、 Great Lakes(III)における「19　教科書採択」などが、ここに位置づけられる。

第四分類には、「 3　学区の教育管理機能の喪失対策」「30　家庭での学習指導」、あるいは「 9　義務教育年限の拡大」などが含まれる。特定の州や学区では重要な課題である場合もあるが、共有する改革課題という面では概して弱い。

（7）連邦教育政策の影響

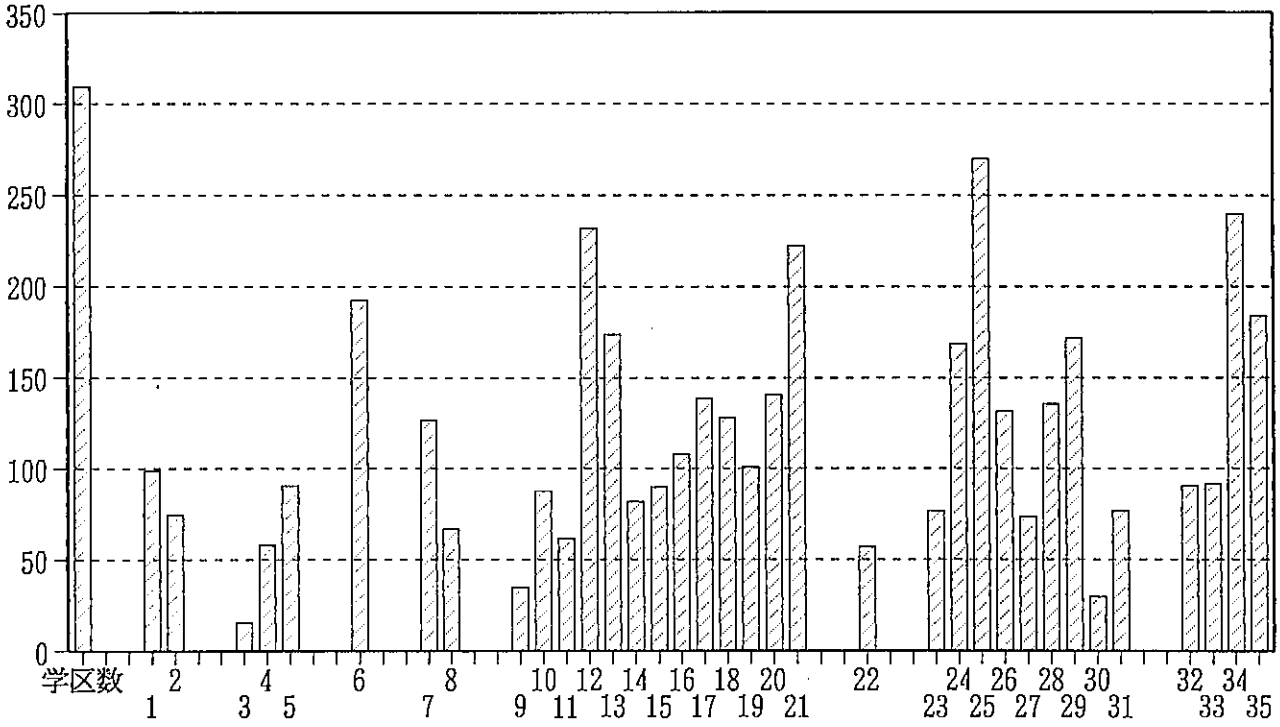
教育に関する連邦政策の影響は憲法上の制約もあり、基本的には間接的な影響を有するに過ぎない。もとより積極的な政策形成への働きかけがないわけではないものの、連邦権限の限られた守備範囲を越える事柄についてはそれを受容するに際しての強制力が伴わず、この意味で間接的な影響関係にたたざるをえない。しかし学区と連邦との関係を具体的にみると、こうした指摘は全般的には妥当であるといえるものの、学区によっては財政負担

表15 教 育 改 革 項 目

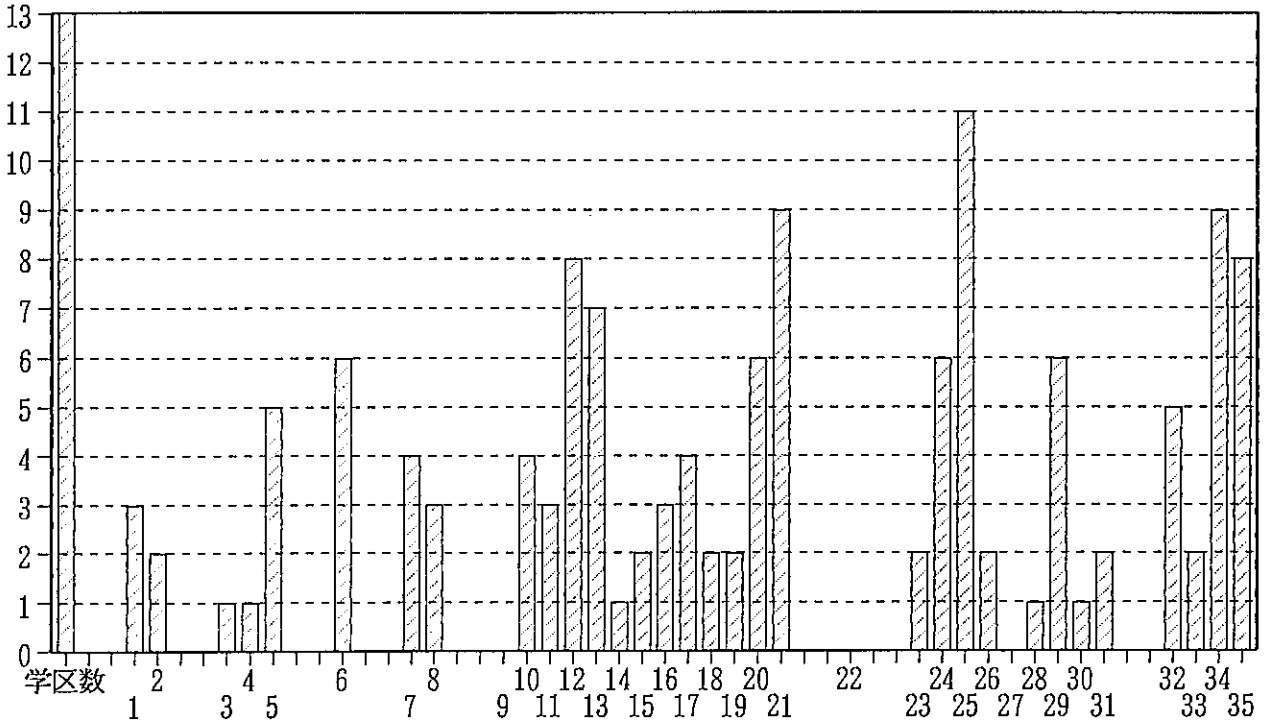
	総数	I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.
	310	13	34	71	73	16	20	36	27	30
Administration/Leadership										
1 school board training	99	3	10	16	21	7	6	24	5	7
2 administrator certification	75	2	7	26	12	8	4	10	3	3
School District										
3 academic bankrupcy	16	1	1	2	1	3	0	5	1	2
4 district consolidation	58	1	5	11	14	5	4	11	3	4
5 district reorganization	91	5	12	16	15	4	2	15	7	15
Early Childhood Education										
6 early childhood education	193	6	18	46	42	12	16	27	9	17
Finance										
7 finance reform	127	4	13	23	20	10	11	29	5	12
8 teacher salary structure	67	3	5	5	11	7	7	22	3	4
General										
9 compulsory attendance age	35	0	0	9	3	4	5	13	1	0
10 life-long learning	88	4	9	16	26	3	4	9	9	8
11 adult literacy	62	3	4	16	15	4	6	10	3	1
12 computer technology	232	8	22	51	55	13	14	32	16	21
13 school-based management	174	7	25	39	29	10	7	25	11	21
14 community control	82	1	13	18	12	5	3	17	5	8
15 school day/year time	90	2	11	17	15	4	6	18	5	12
16 equal education opportunity	108	3	8	21	23	10	8	15	10	10
17 discipline policies	139	4	16	34	31	5	9	18	8	14
18 school dropout	128	2	12	27	24	9	12	22	11	9
19 textbook adoption	101	2	9	25	21	6	4	16	5	13
20 school data collection	141	6	20	38	26	7	10	19	6	9
21 effective school research	223	9	28	53	47	10	13	27	14	22
Postsecondary										
22 postsecondary education	57	0	2	13	18	4	2	7	6	5
Students										
23 student truancy	77	2	5	23	13	4	5	14	3	8
24 remedial education	169	6	16	44	27	13	14	28	7	14
25 curriculum changes	270	11	32	63	61	13	18	34	12	26
26 vocational education	132	2	10	35	27	10	6	17	9	16
27 extracurricular policies	74	0	7	12	12	6	6	18	4	9
28 promotion/graduation policies	136	1	15	32	28	7	11	23	8	11
29 student accountability	172	6	19	36	39	7	12	22	11	20
30 home instruction	30	1	1	4	7	2	0	9	3	3
31 choice plans	77	2	3	21	24	3	2	6	4	12
Teachers										
32 teacher certification	91	5	6	20	15	9	7	19	4	6
33 preservice training	92	2	9	22	20	3	6	17	5	8
34 staff development	240	9	27	59	55	13	15	28	12	22
35 educator accountability	184	8	20	38	38	12	10	26	11	21

表15 教 育 改 革 項 目

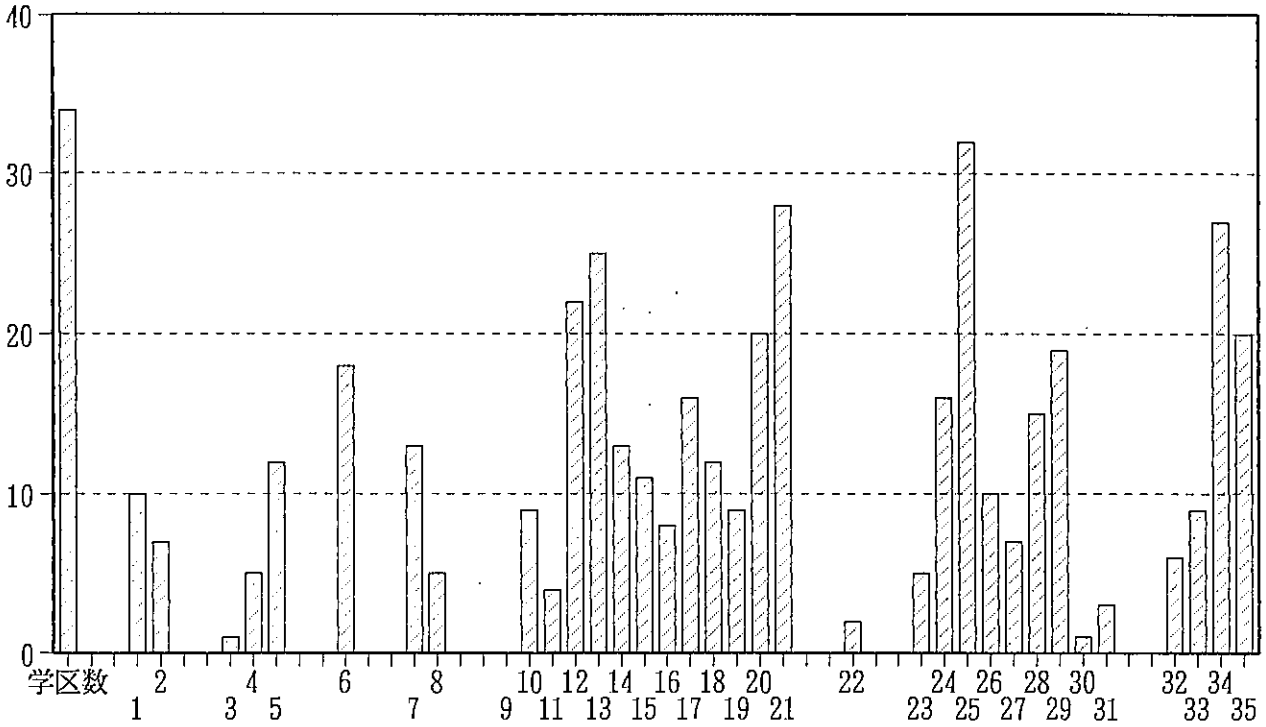
付図A 全地域



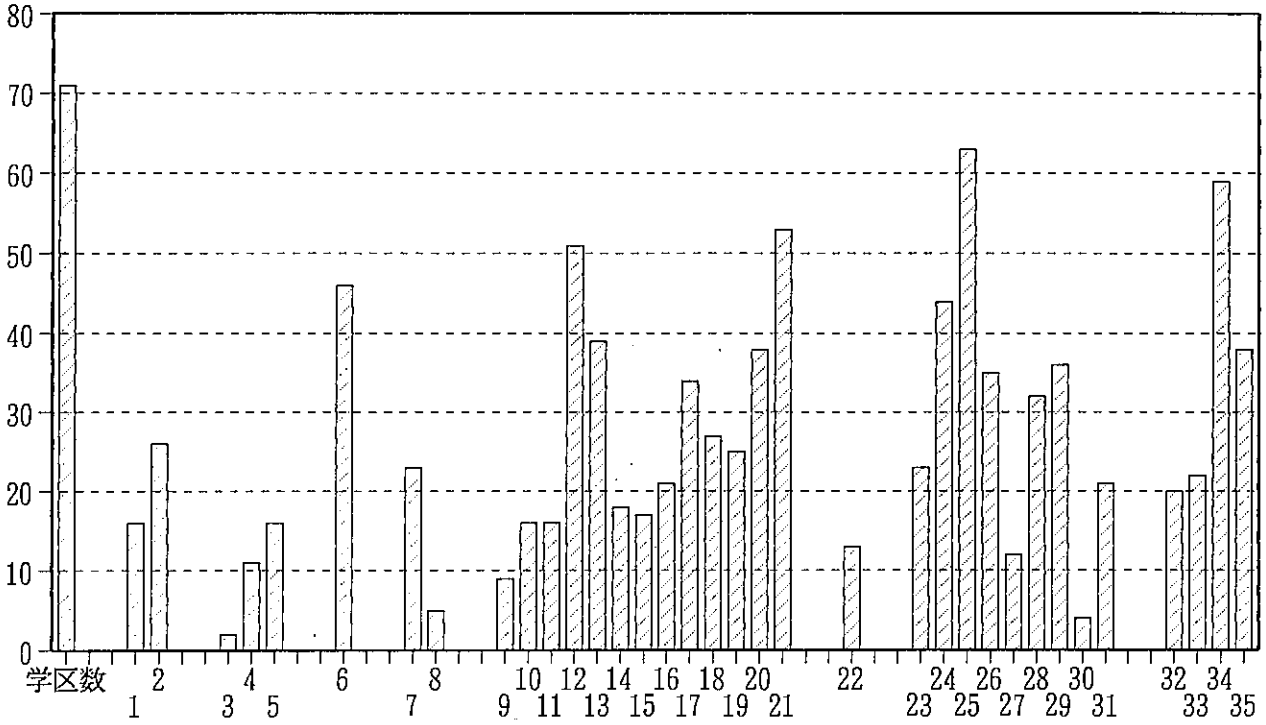
付図B I. New England



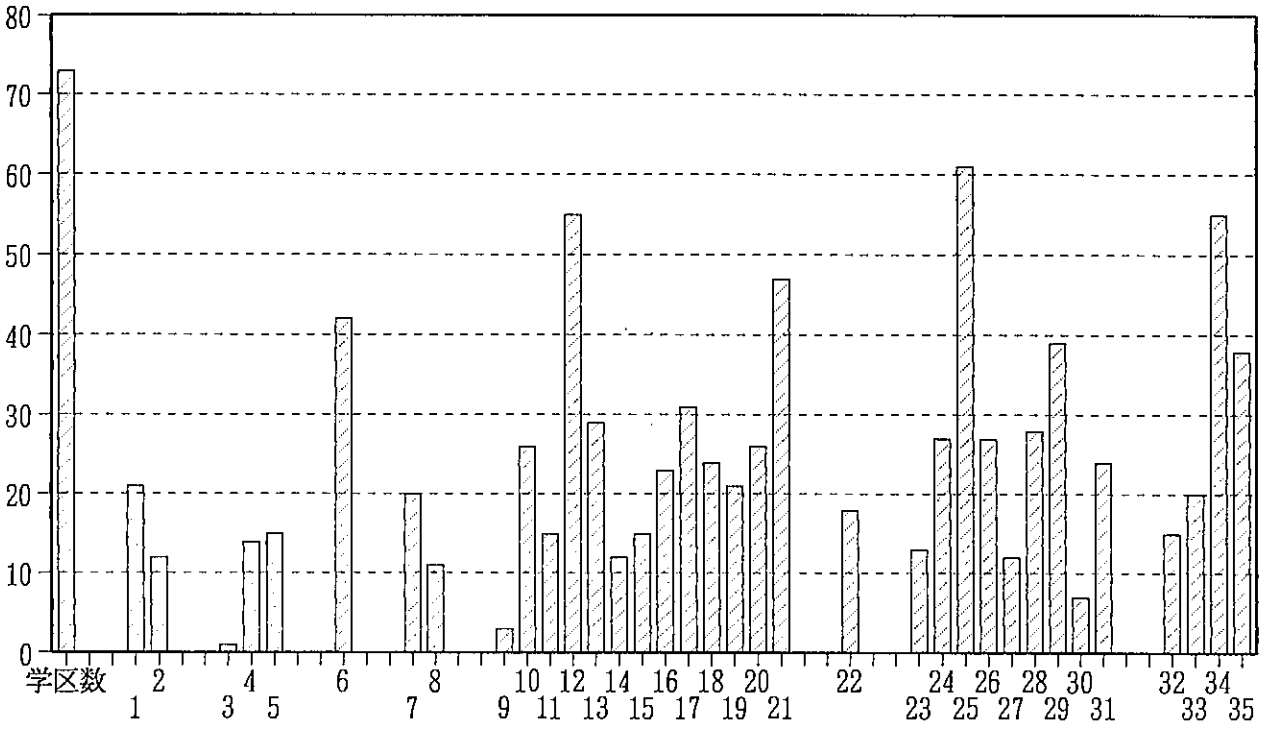
付図C　II. Middle Atlantic



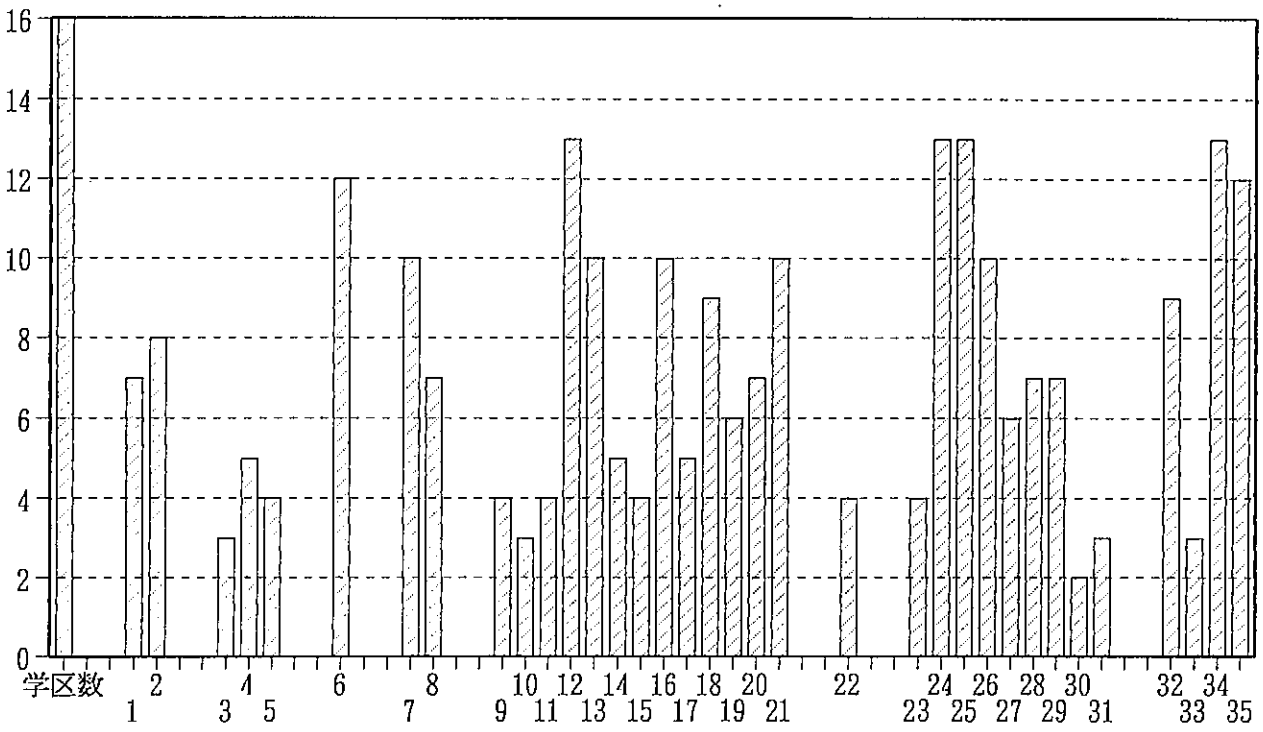
付図D　III. Great Lakes



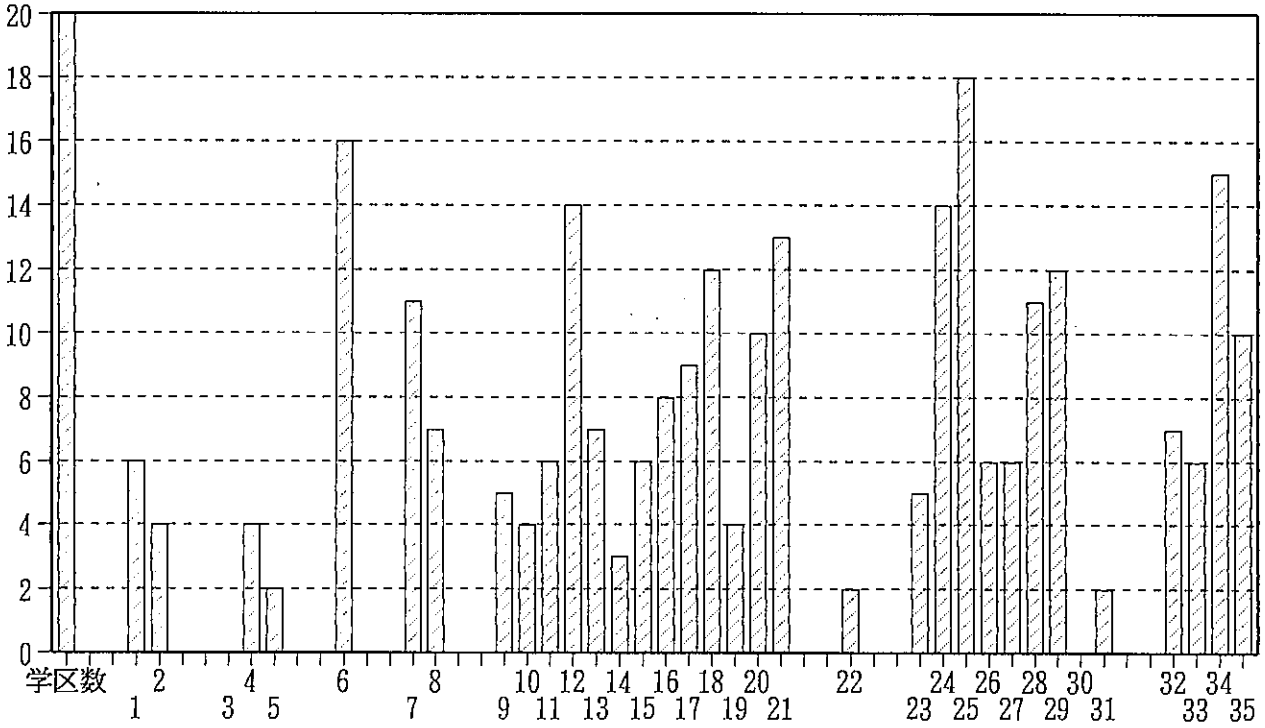
付図E　IV. Plains



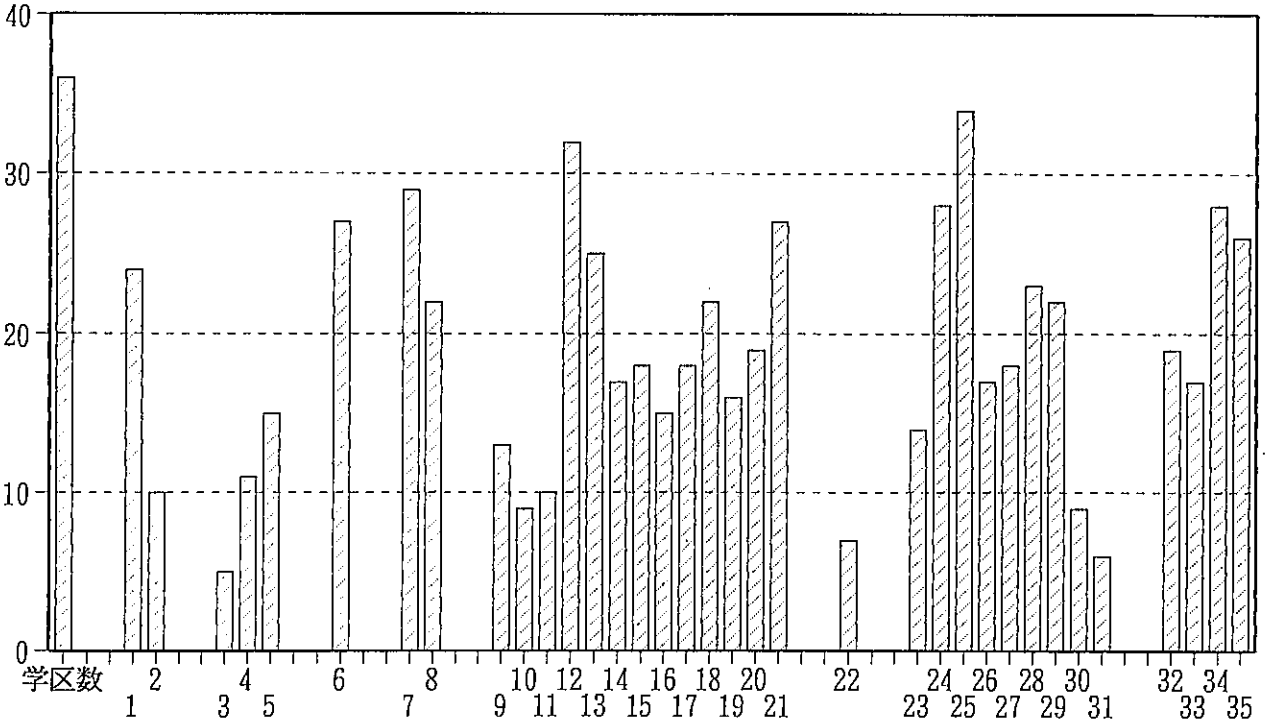
付図F　V. Southeast(1):Upper South



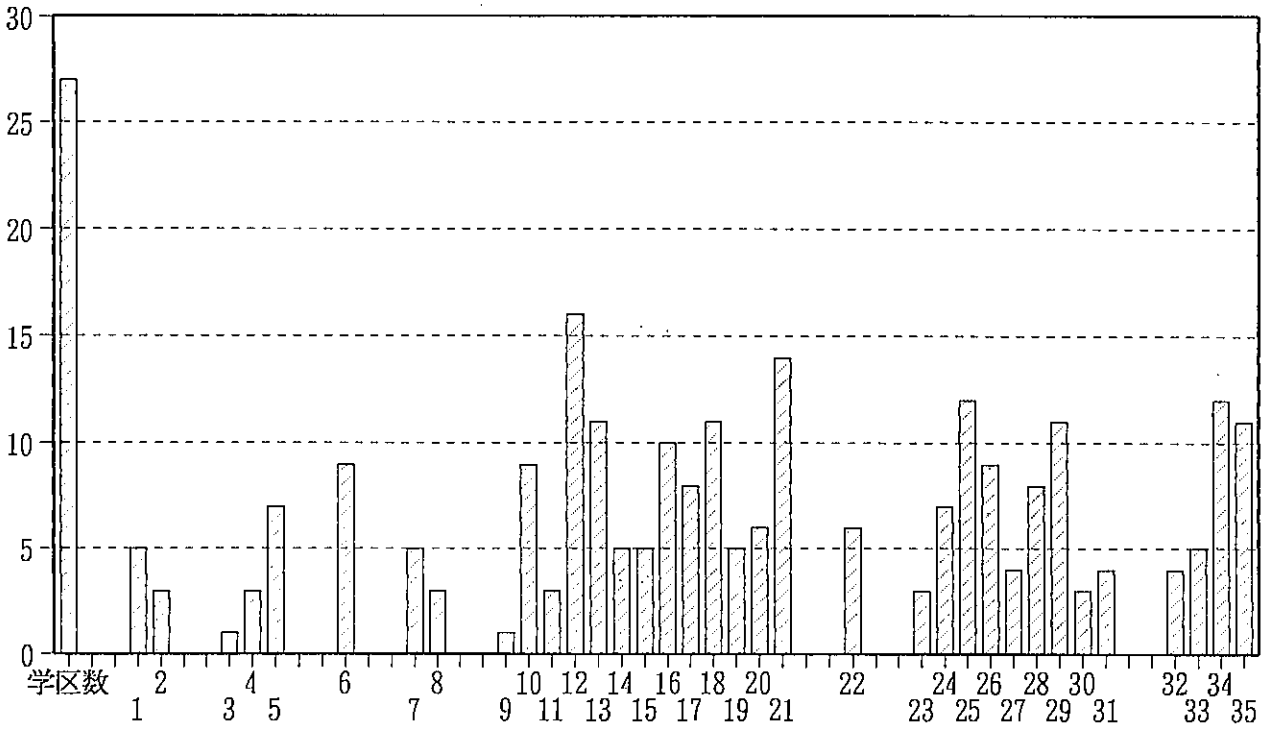
付図G　VI. Southeast(2):Deep South



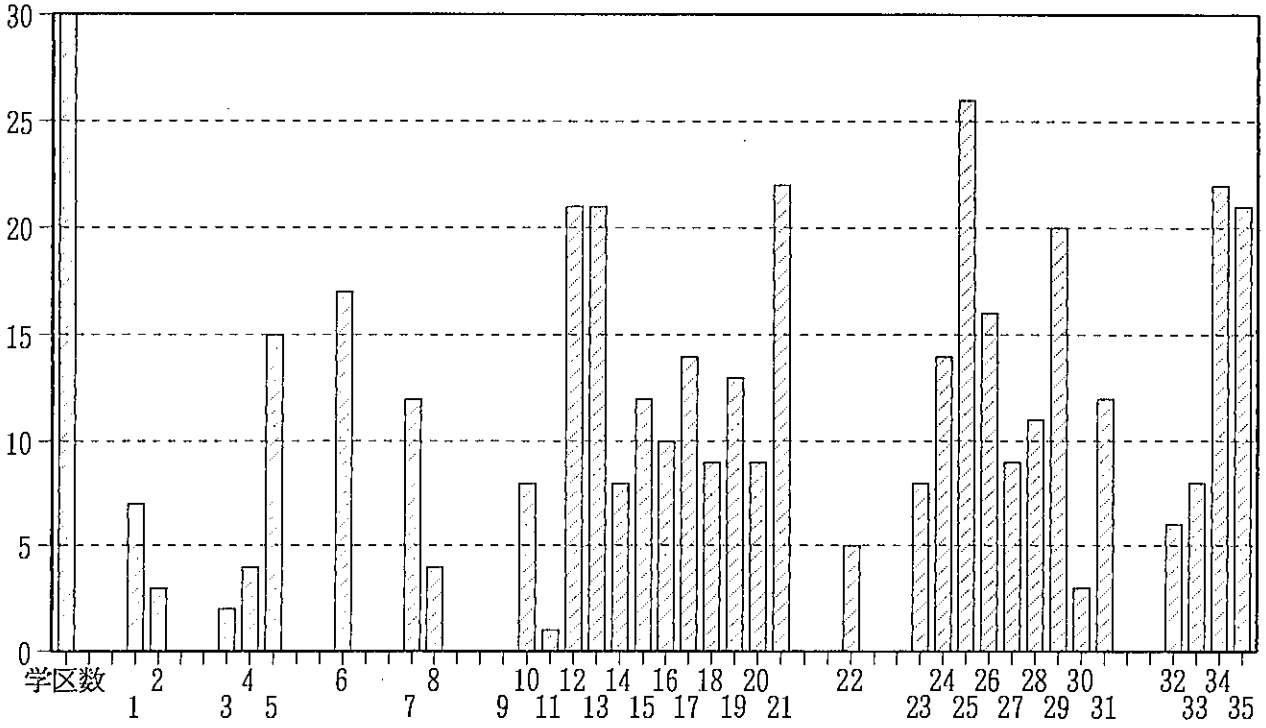
付図H　VII. Southwest



付図I　VIII. Mountain



付図J　IX. Far West



区分において州以上に連邦補助金の占める割合の高い例外的な存在もある。回答のなかでも記載の誤りではないかと思われるような South Dakota (55%) のような学区 (162)も現に存在する。

連邦による教育改革の方向づけが学区においてどの程度の影響をもつのかという点をめぐっては、「ほとんど重要性をもたない」あるいは「ある程度、重要である」という回答にほぼ二分される (表16) 。「非常に重要である」と「ある程度、重要である」という回答とを合わせれば、半数以上の学区がその意義を認めているといえないわけではないものの、さまざまな記述による指摘を重ね合わせてみた場合、評価する学区でも直接的な影響というよりも「焦点をあてるべき重要課題を提示し、われわれの取組みを大いに勇気づけてくれる」 (Montana 265)、あるいは「一般国民に何が必要であるのかという認識を広めてくれる」 (Minnesota 131)といった、精神的な支援ないし羅針盤的な役割に対する評価にとどまる。

むしろ、これとは対称的に、「誤った強調の仕方」 (Virginia 192) 、「政治的な文書にすぎない」 (Connecticut 11) (Oregon 297, 298)、「すべての学区は適切に機能していないとする国民の悲観的な見方を助長するだけである」 (Alaska 309) といった政治性に対する批判や、「個々の学区の実状をふまえた、もっときめ細かな指摘をするべきだ」 (Michigan 99)、「われわれはこれまで優れた学校を有してきた郡部の学区であるが、ここにはわれわれのような実状は反映されていない」 (Wisconsin 108)などと多様な実態を配慮しない一般化であるとする非難、「それが強制力をもたないものであるかぎり、現に実行することはない」 (Texas 248)、「まずは州のガイドラインに従うことのほうが優先である」 (New York 28)と連邦は政策形成の直接の当事者でないことを強調するような、批判的な受けとめ方のほうが目につく。

連邦政策に対する好意的な見方に立つ (重要であると回答した) 学区の特徴を具体的に探ってみよう (表17-20)。まず学区規模 (student enrollment) という面からみると、規模が大きい学区であるほど評価する傾向が、逆に、規模が小さい学区ほど重要でないとする傾向がみられる。次いで、学区の財政負担率の面では、学区の負担率の高いほど重要でないとする傾向が指摘できよう。また、教育長の在籍期間からは、連邦報告書発表 (1983年) をはさむ時期において何らかの関連があるかもしれないが、ここではそれ以上は読み取りにくい。さらに、教育改革の着手時期からみた場合、1983年以前から始めていた学区において連邦政策を評価しているといえる。

連邦政策の学区への波及効果は多分に州政府のスタンスによる媒介的なものといいうる。こうしたなかにあって、数少ない接点の一つとして連邦補助金との関係がある。では、学区運営上、連邦からの補助金を多く受けていることと、政策の評価との間には関連があるのだろうか。表21からみるかぎりでは学区財政構成上、連邦負担率が高ければ重要と認識する傾向がみられるといえそうである。とくに20%を境界にその傾向がより強まる。20%以上である回答 5学区のうち、重要でないとする唯一の例外が連邦負担率55%ときわめて依存度の高い学区である。依存の度合いが高すぎることがかえって問題であるということかもしれない。

表16　連邦政策のインパクト

		全体	I	II	III	IV	V	VI	VII	VIII	IX
1	very much	51	0	8	5	8	7	7	6	5	5
2	fairly	113	4	13	24	26.5	4	8	16	7	11
3	not too much	120	8	10	36	31.5	4	2	13	5	11
4	not at all	19	1	3	4	6	1	1	1	0	2
5	DK/NA	6	0	0	2	1	0	2	0	0	1

表17　児童生徒数区分による連邦政策のインパクト

	区分	1 very	2 fair	3 not much	4 none	1+2	3+4
1	0-1,000	11	36	45	10	47	55
2	1,000-5,000	20	46.5	50.5	8	66.5	58.5
3	5,000-	15	30	23	1	45	24
0	NA	4	1	2	0	5	2

表18　学区財政負担率区分による連邦政策のインパクト

	%	1 very	2 fair	3 not much	4 none	1+2	3+4
1	40<	11	27	24	4	38	28
2	40-60	13	27.5	28.5	3	40.5	31.5
3	60>=	12	36	55	8	48	63
0	NA	14	23	13	4	37	17

表19　教育長在籍期間区分による連邦政策のインパクト

year	1 very	2 fair	3 not much	4 none	1+2	3+4
1-2	15	40.5	40.5	6	55.5	46.5
3-5	17	32	36	7	49	43
6-10	12	25	22	4	37	26
11-	6	14	15	2	20	17
NA	1	2	7	0	3	7

表20　教育改革着手時期区分による連邦政策のインパクト

		1 very	2 fair	3 not much	4 none	1+2	3+4
1	before 1983	17	29	23	4	46	27
2	1984-1987	16	33.5	40.5	4	49.5	44.5
3	1987-1990	14	39	43	9	53	52
4	1991	3	10	7	2	13	9
5	not yet	1	0	5	0	1	5
0	NA	0	2	2	0	2	2

表21　学区財政に占める連邦負担率区分による連邦政策のインパクト

%	1 very	2 fair	3 not much	4 none	1+2	3+4
0	16	36	22	7	52	29
5	17	44.5	66.5	8	61.5	74.5
10	11	22	24	4	33	28
15	5	7	7	0	12	7
20	0	3	0	0	3	0
20>	1	1	1	0	2	1

（8）州教育政策の影響

教育改革が1980年代に大きな盛り上がりをみた一つの要因に、それが州制定法により、しかも各学区に対して相当程度に一律の実施を要求していったことによる。

たとえば、テキサス州を例にとってみると、1991年度の教育関係制定法は巻末資料3に示すように、 109件の議会可決成立（うち 3件が州知事の拒否権により非成立）という状況である。こうした事態が毎年度のように積み重なっていけば、おそらく学区の政策執行当事者でも個々の施策の意義を理解したうえでの執行というより、それらの対応に追いまくられるに違いない。議会成立の制定法の数から判断しても、教育改革が相当広範囲にわたって展開されていることがうかがえる。

そのうえ改革項目は単なる指標とか漠然とした目標といったものではない。その執行状況や達成の度合いが逐次、点検され、いわば達成することがノルマとされるほどの深まりをもつものである。たとえばサウスカロライナ州の場合、1984年教育改革法に基づいて年次ごとの改革達成状況を公表しており、毎年度の報告書において達成済み、実施中、検討中などと区分してそれを明示している。全般に達成目標は達成時期（time line)をともなって設定されており、具体的な達成課題なのである。

こうした広まりと深まりの両面を持つ教育改革の展開は多くの州で共通するところである。こうした認識を一応ふまえながら、それでは、学区はこのような州政策の積極的な展開をどのように受け止めているのであろうか。学区の反応をみてみよう。

（a）州の主導権に対する評価

まず、教育改革のなかで州は主導権を発揮していると受け取られているのかどうか。表22はその回答結果である。「急激に増大している」（ 122学区）、そして「徐々に増大している」（ 141学区）と、地域全般にわたりほとんどの学区において州による積極的な政策展開を実感しているという見方がきわめて強い。「何もない」というのはわずか 1学区（Montana 265)にすぎない。この学区は学区規模も大きく（児童生徒数 10,001-25,000人、学校数 elementary-middle-high school全体で31校）、学区財政負担率は55％である（ただし、 5年前は65％であったことからすれば、やや減少している）。教育改革に着手し始めたばかりであるが（1991年）、学区の教育状況は教育長の評価によれば、相当高く、より高めるための教育改革を志向しており、州との関係ではむしろ分権化を課題としているという。調査の各項目を通して学区の教育状況ならびに学区運営に自信がうかがえ、むしろ「何もない」という関係を確固としたものにするという気概を示しているといえる。

表のなかで注目されるのは、州の影響が「減じつつある」（28学区）という指摘である。これには二つの見方が成り立つであろう。一つには、州の改革スタイルの変化（一律の方向づけから選択的な方向づけへ）、二つには、州の財政支援の困難さによる後退という見方である。このうちの前者とする読み取り方にはこれまでに述べてきた文脈からすればまだ組みしにくい。むしろここでは次にみる州の支援に対する評価と重ね合わせて、後者を採りたい。

学区規模などとの関連は、ほとんどの学区が州の積極的な関与を実感していることから、きわだった特徴がここでは十分つかめない。

それでは、州のこれまで指摘してきたような動向はどう評価されているのであろうか。学区はそれを望ましい傾向と受け止めているのかどうか。表23ではこの点についての学区の評価が示されている。それによれば、州よりは学区の主体性を重視する意向が全体としては強いが、州の積極性を重視する回答も少なくない。Southwest 地域（VII)ではとくに後者の傾向が強く、逆に New England(I) や Far West(IX) 地域では前者の傾向が強い。とはいえ、最も頻度の高い意向は双方の適切な接合という点にある。

（b）州の支援に対する評価

州の支援は、主要には財政面での実体的な支援ということになるが、これに対する評価はどうであろうか。表24がこの点についての傾向を示す。ここでの結果では、「あまり効果的でない」（178.5 学区）とする回答がきわだって多い。「ある程度効果的」（94.5学区）と評価する見方も「非常に効果的」（15学区）とあわせて少なくないが（合計 109.5学区）、前者の批判的な見方を凌駕するほどではなく、前者への傾きが大きい。地域的に Southeast(1)(2):(V)(VI)において「効果的である」とする回答が、そうでないとする回答を上回っているのが目立つ。

教育改革をめぐる論争点として最も頻度の高い指摘が、教育改革遂行に際しての財政負担に関する点であり（Q10に関する巻末資料９参照）、同様に改革をめぐるキーワードとして財政問題を挙げる意見が相当数ある（Q24に関する巻末資料12参照）。これらの点をふまえれば、州のこの面での役割を果たしてほしいとする学区側の期待は根強い。

学区財政負担率の面からみた場合、とくに60％以上の学区負担がある学区において、不満意識が強いことがわかる（表25）。学区負担の現状以上の拡大に対する懸念の現われといえよう。それ以外の要因からはとくにきわだった特徴をここでは見いだせない（表26-28）。

改革を必要とするという課題認識ではかなりの程度の共通理解がみられる。図 1-4からもうかがえるように、学習課題についても組織課題についても、既存のものの効率化よりも刷新を、さらには穏やかな変化よりも抜本的な改革を求める声が強い傾向を示していることはその現れである。また、法定化（legalization）や基準化（standardization)、あるいは一律的命令（mandate)といった改革の進め方についての問いに対しても、いずれも強い抵抗感は読み取れない。法定化については否定的な見方よりはむしろ肯定的な見方のほうが傾向としては強い。

したがって、総じて考えてみると、学区にとって強く問題視されるような事態とは次のような二点に集約されよう。すなわち、第一に、学区のイニシアチブが配慮されていないような事態であり、そして第二に、州の支援が十分に伴わないまま実行だけを迫られるような事態である。

表22　州の主導権

		全体	I	II	III	IV	V	VI	VII	VIII	IX
1	rapid	122	6	14	32	20	8	8	21	5	8
2	gradual	141	3	19	27	41	5	7	14	10	15
3	no change	14	0	0	2	6	3	0	0	0	3
4	no exist	1	0	0	0	0	0	0	0	1	0
5	eliminate	28	4	1	8	6	0	4	1	1	3
0	NA	4	0	0	2	0	0	1	0	0	1

表23　state initiative vs. local initiative
（前者を１、後者を５の両端にとるスケールのうえでの強調の度合い）

		全体	I	II	III	IV	V	VI	VII	VIII	IX
1		35	0	5	7	3	3	3	11	1	2
2		33	2	1	9	7	2	2	4	2	4
3		66	1	5	18	17	5	5	6	5	4
4		56	5	4	9	17	2	3	5	4	7
5		55	2	9	13	12	3	3	2	2	9
6	(1-5)	28	1	5	6	6	1	1	4	1	3
7	(2-4)	4	0	0	1	3	0	0	0	0	0
8	(2-5)	4	1	1	0	1	0	0	1	0	0
9	(1-4)	1	0	0	0	1	0	0	0	0	0
NA		28	1	4	8	6	0	3	3	2	1

表24　州の支援

		全体	I	II	III	IV	V	VI	VII	VIII	IX
1	much	15	1	1	2	1	1	2	5	1	1
2	fair	94.5	4	6	22	23	5.5	8	15	6	5
3	not much	178.5	6	23	38	49	9.5	8	14	10	21
4	no exist	16	2	2	7	0	0	0	2	0	3
0	NA	6	0	2	2	0	0	2	0	0	0

表25　学区財政負担率区分／州の支援

		local fund share		
		40% <	40%-60%	60% >=
1	much	3	3	5
2	fair	32	31.5	18
3	not much	53	38.5	54
4	no exist	4	4	6
0	NA	0	0	1

表26　児童生徒数区分／州の支援

		student enrollment		
		0-1,000	1,000 -5,000	5,000-
1	much	4	7	3
2	fair	37	35	19.5
3	not much	57	78	40.5
4	no exist	5	6	5
0	NA	1	3	1

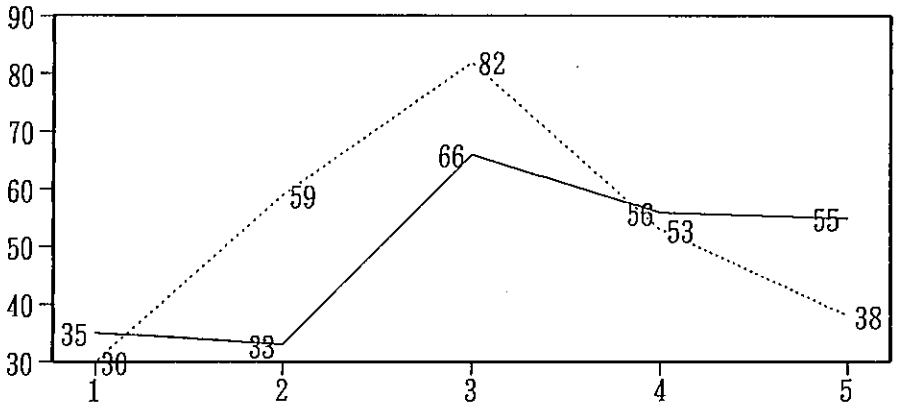
表27　教育長在籍期間区分／州の支援

		superintendency period			
		1-2	3-5	6-10	11>=
1	much	5	4	4	2
2	fair	32	30	18	12.5
3	not much	60	51	40	19.5
4	no exist	6	5	1	4
0	NA	1	3	1	0

表28　教育改革着手時期区分／州の支援

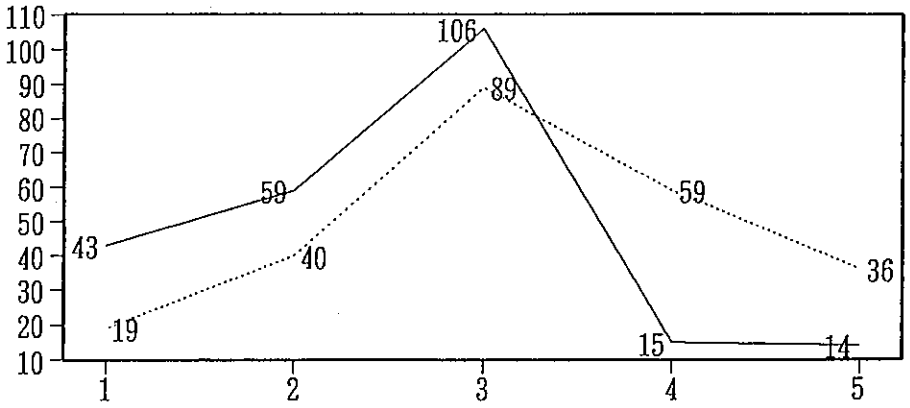
		major reform started				
		-1983	1984-1987	1987-1990	1991-	not yet
1	much	4	5	4	2	0
2	fair	24.5	28	34	5	1
3	not much	41.5	57	60	13	5
4	no exist	4	4	6	2	0
0	NA	1	2	3	0	0

図１　教育改革に際しての強調点
(a-state initiative vs. local initiative)
(b-teachers initiative vs. non-teacher initiative
（前者を１、後者を５の両端にとるスケールのうえでの強調の度合い）



— a　····· b

図２　教育改革に際しての強調点
(c-legalization vs. non-legalization)
(d-standardization vs. diversity)



— c　····· d

図３　教育改革に際しての強調点
(e-academic innovation vs. efficiency of current program)
(f-organizational innovation vs. oraganizational efficiency)

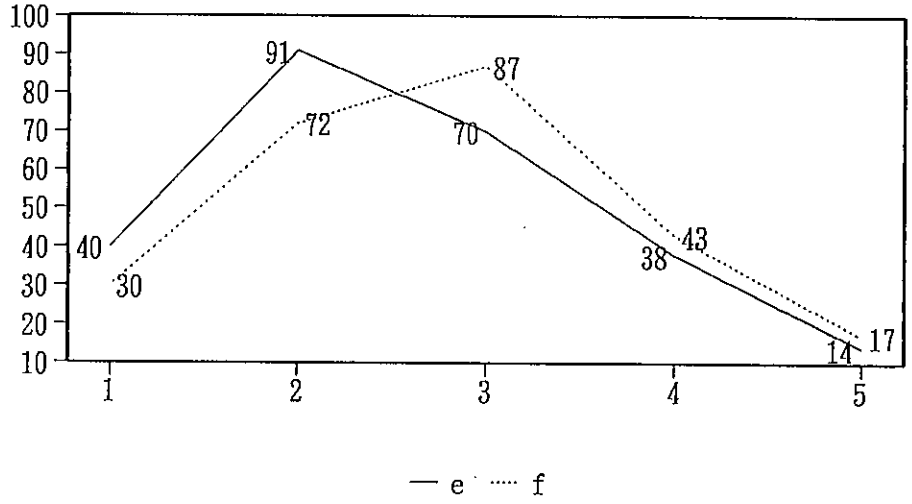
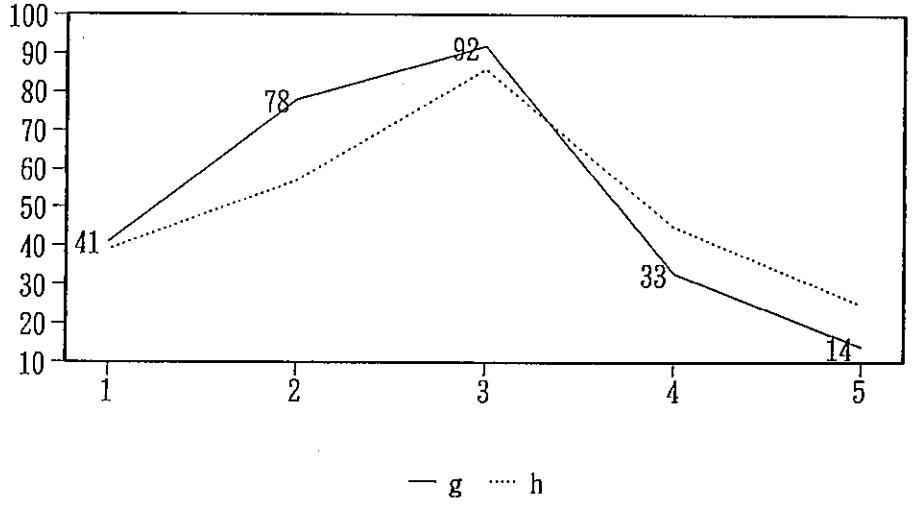


図４　教育改革に際しての強調点
(g-major changes vs. modest changes)
(h-mandate for changes vs. incentive for changes)



（9）学区における教育改革の達成見通し

教育改革の具体的な項目内容については、すでに触れたところであり、ここでは、全般的な改革課題の達成見通しについてどのような認識傾向にあるのか、回答結果を通して考えてみたい。

（a）連邦教育目標の学区における達成見通し

まず、連邦政府の指標とした教育目標に対する反応をてがかりにして、どういう状況認識があるのか、みてみよう。表29がこの点でのてがかりを示す。ここからは四つのパターンが指摘できよう。第一には、容易に達成可能とする目標課題であり、「ハイスクールの修了者を90%以上にする」という第二課題、そして「主要かつ不可欠な学習内容を順次、段階的に習得していく」という第三課題がそれである。とくに前者についての達成には自信をもつ学区が顕著である。

第二には、達成可能性の見込みが強いものの、なかなか容易ではないとする見方も少なからず存在する課題である。「就学前の学習機会を十分なものとする」という第一課題であり、州によっては義務教育年限の延長という形での対応を本格的に検討しているところもある。

第三は、第二とは逆に、達成が容易ではないが、可能性があると指摘する見方も少なからずある課題である。「国際的に筆頭に立つ学力を、とくに数学と理科の分野で獲得する」という第四課題、そして「識字能力をすべての人が有し、国際社会・経済において有為の力を発揮する」という第五課題がここに含まれる。

第四には、可能性の有無が相半ばする課題である。第六課題の「学校から麻薬や暴力を排除し、学習環境を確保する」がそれである。ほぼここでの回答をみるかぎりでは、見通しが二分されている。

ここで指摘したような全体的なパターンは、表30に示すように地域区分ごとにまとめてみても、ほぼ似た傾向にある。なかにあって、第一課題についての Southeast(2)(VI) ならびに Far West(IX) 地域で達成がやや難しいとする傾向、さらには Middle Atlantic(II) 地域にあっていずれの課題についても達成可能性が高いとする自信ぶりがやや特徴的といえる。前者については、移民が多く複雑な学区構成に起因する傾向とみられる。

（b）学区における教育改革の進捗状況と課題達成見通し

それでは、実際に学区をながめわたしてみて教育改革の進捗状況はどう把握できるのであろうか。ここでは、まず全般的な進捗状況、次いで領域ごとの達成見通しについての回答結果をみていくことにしよう。

（i）全般的な進捗状況について

表31にみるように、多くの学区が「穏やかに進んでいる」（192.5 学区）としており、つづいて「急速に進んでいる」（61学区）、「進み方が遅い」（48.5学区）という順である。地域的にみた場合、Mountain(VIII)では他のどこよりも「進み方が遅い」という指摘が多い。その他の地域では全体の傾向をおおむね反映しているものの、Middle Atlantic(II) では「急速に進んでいる」という回答がやや目立ち、　逆に Plains(IV),Southeast(

2)（VI）では「進み方が遅い」とする回答がやや目立つ。

改革着手の時期との関連からこの進捗状況についての評価をみた場合（表32）、もっとも早く（1983年以前）から取り組んできた学区、ならびにもっとも遅く（1991年以降）から取り組んできた学区において「急速に進んでいる」とする回答が多い。1980年代中葉・後葉からの学区では、順調に進行している見方が強いが、後者においてやや「進み方が遅い」とする回答もやや目立つ。

次いで、学区規模との関連では、学区規模が大きくなるにつれて「急速に進んでいる」とする見方が増えており、また学区財政負担率との関連では、学区財政負担率の高い学区で「急速に進んでいる」との評価が他よりはやや増している。さらに教育長の在籍期間との関連からは、着任期間が長くなるにつれて「急速に進んでいる」と見る傾向が強まっていることがわかる（表33-35)。

これらの観点を総合すると、教育改革が急速に進んでいると見られる学区は、学区規模が比較的大きく、学区財政の学区負担率が高く、また教育長の在籍期間の比較的長い、しかも改革への着手を早い時点から、あるいは逆に初めて間もない、といった傾向を相対的に持っていることがうかがえる。

とはいえ、教育改革にほとんどの学区が取り組んでおり、おおむね順調に進行しているとみられるなかでの相対的な進捗状況の評価である。要は、改革課題の達成見通しに対する評価がどういうものであるのか、この点についての見方が重要である。次に、この点についての学区の評価をみていくことにしよう。

(ii)改革課題領域の達成見通し

ここでは、教育の目的、教育行政・経営、学校組織、教育財政、教師、教育内容といった六つの領域に関する、それぞれの達成見通しについてどのような特徴があるのか、まず、概略みてみよう。図５－７が各領域の傾向を示す。

六つの領域のなかで課題達成の可能性にもっとも自信のある領域には、教育行政・経営、ならびに教育内容についての改革が、逆に、達成の困難さが支配的な領域に、教育財政についての改革がそれぞれ指摘できる。その他の領域については、教師（教職）についての改革にやや難点の傾向がうかがえるが、おおむね見通しの暗さを指摘する声は少ない。教育財政改革を唯一の例外にして、それ以外のいずれの領域に関しても順調に課題の達成に向かっているとする見方の強いことがわかる。

つづいて、これら六つの領域のうち、課題達成について有望視する見方の強い教育内容領域と、逆に困難視する見方の強い教育財政領域を取り上げて、学区特性などの指標との関連をみていくこととする。

まず、教育内容領域について（表36）。もっとも達成見通しに明るい展望をもつ地域には、New England(I), Middle Atlantic(II) が、逆に、順調に達成できるとはいいながらも、やや自信の度合いに欠ける地域には、Plains(IV), Southeast(1)(2):(V)(VI) があげられる。

学区規模との関連でみた場合、小規模の学区において、やや達成見通しの度合いが他に比べて相対的に弱い（表37）。また同様に、学区財政を学区外に多く依存する学区ほど、見通しが弱く、さらに教育長の在籍期間との関連では、着任後 3-5年にややその傾向があ

表29　連邦教育目標の達成見通し

	a	b	c	d	e	f
1	59	142	74	27	35	59
2	108	83.5	162.5	92	96.5	88.5
3	89	47.5	43.5	111	110.5	103.5
4	35	19	15	52	44	44
5	19	18	15	28	24	15

表30　地域区分／連邦教育目標の達成見通し

[I]	a	b	c	d	e	f
1	2	6	3	0	0	3
2	5	4	8	5	5	4
3	2	1	1	4	5	4
4	3	1	0	3	1	1
5	1	1	1	1	2	1

[II]	a	b	c	d	e	f
1	13	18	13	10	9	11
2	10	9	14	10	6	8
3	2	1	1	5	9	6
4	4	1	1	5	3	4
5	5	5	5	4	7	5

[III]	a	b	c	d	e	f
1	12	31	14	7	10	8
2	21	19.5	38.5	16.5	21.5	22.5
3	24	9.5	9.5	29.5	21.5	23.5
4	9	7	6	12	13	14
5	5	4	3	6	5	3

[IV]	a	b	c	d	e	f
1	16	44	22	3	8	15
2	27	16	33	19.5	27	16
3	23	10	14	31.5	26	31
4	3	2	2	13	8	9
5	4	1	2	6	4	2

[V]	a	b	c	d	e	f
1	1	5	1	1	1	3
2	9	8	11	7	7	5
3	5	2	3	5	6	5
4	1	1	1	3	2	3
5	0	0	0	0	0	0

[VI]	a	b	c	d	e	f
1	3	3	3	2	1	1
2	3	6	9	5	4	5
3	8	7	4	6	9	8
4	4	2	2	5	4	4
5	2	2	2	2	2	2

[VII]	a	b	c	d	e	f
1	6	15	9	3	4	10
2	12	10	20	13	7	9
3	13	8	5	10	17	12
4	4	3	1	6	7	5
5	1	0	1	4	1	0

[VIII]	a	b	c	d	e	f
1	2	12	6	1	2	4
2	12	1	10	8	7	8
3	1	3	0	6	6	3
4	2	1	1	1	2	2
5	0	0	0	1	0	0

[IX]	a	b	c	d	e	f
1	4	8	3	0	0	4
2	9	10	19	8	12	11
3	11	6	6	14	11	11
4	5	1	1	4	4	2
5	1	5	1	4	3	2

a　第一課題　就学前の学習機会を十分なものとする
b　第二課題　ハイスクールの修了者を90％以上にする
c　第三課題　主要かつ不可欠な学習内容を順次、段階的に習得していく
d　第四課題　国際的に筆頭に立つ学力を、とくに数学と理科の分野で獲得する
e　第五課題　識字能力をすべての人が有し、国際社会・経済において有為の力を発揮する
f　第六課題　学校から麻薬や暴力を排除し、学習環境を確保する

表31　教育改革の進捗状況

	全体	I	II	III	IV	V	VI	VII	VIII	IX
1 rapid	61	1	13.5	11	8	5	4	9	2	7.5
2 moderate	192.5	11	16.5	47	48.5	9	10	26	6	18.5
3 slow	48.5	1	4	11	12.5	2	5	1	9	3
4 other	4	0	0	2	1	0	1	0	0	0
0 NA	4	0	0	0	3	0	0	0	0	1

表32　教育改革着手の時期区分／教育改革の進捗状況

	major reform started				
	-1983	1984-1987	1987-1990	1991-	not yet
1 rapid	20.5	16.5	15	8	1
2 moderate	45.5	68.5	68.5	9	0
3 slow	6	10	19.5	5	5
4 other	3	1	0	0	0
0 NA	0	0	4	0	0

表33　児童生徒数区分／教育改革の進捗状況

	student enrollment		
	0-1,000	1,000 -5,000	5,000-
1 rapid	14	24.5	20.5
2 moderate	68	84.5	37
3 slow	18	18	9.5
4 other	2	0	2
0 NA	2	2	0

表34　学区財政負担率区分／教育改革の進捗状況

	local fund share		
	40% <	40%-60%	60% >=
1 rapid	11.5	11	24
2 moderate	67.5	53	46
3 slow	11	12	12
4 other	2	0	1
0 NA	0	1	1

表35　教育長在籍期間区分／教育改革の進捗状況

	superintendency period			
	1-2	3-5	6-10	11>=
1 rapid	16.5	16	17.5	9
2 moderate	61.5	61.5	40.5	22
3 slow	22	15.5	4	5
4 other	2	0	2	0
0 NA	2	0	0	2

図５　改革課題の達成見通し
a　aims of education
b　administration and leadership

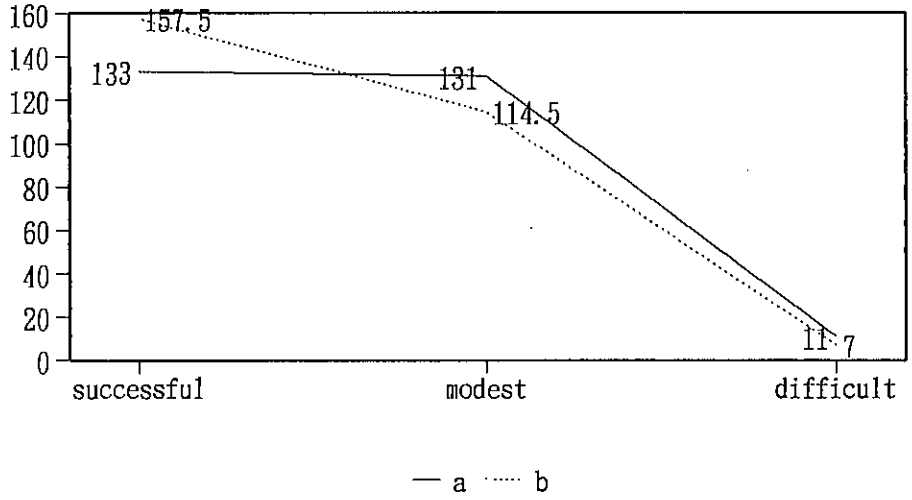


図６　改革課題の達成見通し
c　school structure and organization
d　funding

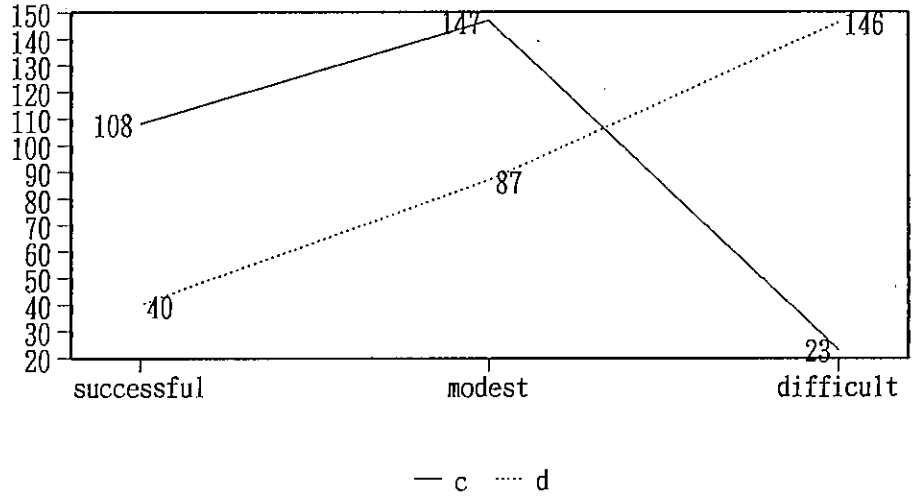


図７　改革課題の達成見通し
e　teaching profession
f　curriculum and academic standards

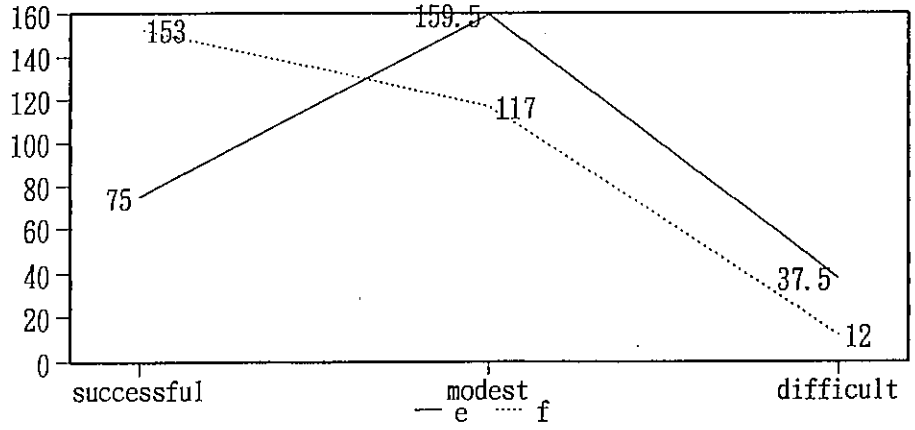


表36　教育内容領域における改革達成見通し

		全体	I	II	III	IV	V	VI	VII	VIII	IX
1	successful	153	9	25	36	29	6	4	19	10	15
2	modest	117	2	6	27	36	9	10	15	6	6
3	difficult	12	1	0	2	3	1	2	0	1	2
0	DK/NA	28	1	3	6	5	0	4	2	0	7

表37　児童生徒数区分／教育内容改革の達成見通し

		student enrollment		
		0-1,000	1,000 -5,000	5,000-
1	successful	45	65	41
2	modest	47	48	20
3	difficult	6	3	2
4	DK/NA	6	13	6

表38　学区財政負担率区分／教育内容改革の達成見通し

		local fund share		
		40% <	40%-60%	60% >=
1	successful	36	39	50
2	modest	42	35	22
3	difficult	4	2	2
4	DK/NA	10	1	10

表39　教育長在籍期間区分／教育内容改革の達成見通し

		superintendency period			
		1-2	3-5	6-10	11>=
1	successful	52	38	34	22
2	modest	35	44	24	11
3	difficult	7	3	0	2
4	DK/NA	10	8	6	3

表40　教育改革着手時期区分／教育内容改革の達成見通し

		major reform started				
		-1983	1984-1987	1987-1990	1991-	not yet
1	successful	37	52	49	10	3
2	modest	26	32	49	8	1
3	difficult	4	0	3	3	1
4	DK/NA	8	12	6	1	1

表41　教育財政領域における改革達成見通し

		全体	I	II	III	IV	V	VI	VII	VIII	IX
1	successful	40	0	7	6	7	4	3	6	2	5
2	modest	87	6	9	19	18	4	6	14	3	8
3	difficult	146	6	12	37	41	8	8	12	11	11
0	DK/NA	37	1	6	9	7	0	3	4	1	6

表42　児童生徒数区分／教育財政改革の達成見通し

		student enrollment		
		0-1,000	1,000 -5,000	5,000-
1	successful	8	17	13
2	modest	30	40	16
3	difficult	56	57	31
4	DK/NA	10	15	9

表43　学区財政負担率区分／教育財政改革の達成見通し

		local fund share		
		40% <	40%-60%	60% >=
1	successful	10	11	11
2	modest	23	23	24
3	difficult	45	39	39
4	DK/NA	14	4	10

表44　教育長在籍期間区分／教育財政改革の達成見通し

		superintendency period			
		1-2	3-5	6-10	11>=
1	successful	18	7	11	3
2	modest	21	27	23	12
3	difficult	55	45	24	18
4	DK/NA	10	14	6	5

表45　教育改革着手時期区分／教育財政改革の達成見通し

		major reform started				
		-1983	1984-1987	1987-1990	1991-	not yet
1	successful	10	12	12	5	1
2	modest	24	22	33	4	3
3	difficult	30	49	50	12	2
4	DK/NA	11	13	12	1	0

るといえよう（表38, 39）。教育改革への着手時期からはきわだった傾向はなさそうである（表40）。

次に、教育財政領域について（表41）。困難視する見方とそれ以外の二区分との合算との比較でみた場合、圧倒的に困難視する見方の強い地域としては、Great Lakes(III), Plains(IV), Mountain(VIII)があり、なかには、「成功する」とみる回答のまったくないNew England(I)のような地域もある。逆に、まったく悲観的ではないようにみられる地域には、Southwest(VII)があげられる。

学区規模からみると、学区規模が大きくなるにつれて、やや展望の明るさを抱いていく傾向があり、学区財政の学区外依存度の低い学区で同様の傾向をもつ（表42、43）。また、教育長の在籍期間との関連では、長く携わっているほど、やや明るい見通しをもつ傾向があり、とくに6-10年という教育長においてその傾向が高い（表44）。教育改革の着手時期という面では、もっとも以前から取り組んでいる学区において明るさをもつ。まだ着手していない学区もここに含まれるかもしれない（表45）。

いずれの領域についても、相対的な傾向であり、度合いの強弱というにすぎないと、ここでは言いとどめざるをえないが、学区における教育改革動向とこれまで述べてきたような学区特性などの指標との関連が、あるときには積極面について（なぜ積極的に改革が実施されているのか）、またあるときには消極面について（なぜ動きが鈍いのか）ある程度まで効果的に指摘できるように思われる。この点をてがかりにした、より確度の高い検証は、今後の課題としたい。

5．総合的考察

現在進行中のアメリカにおける教育改革は、学区、州、連邦と、いずれの段階においてもそれぞれの所掌範囲において積極的に取り組まれてきており、それぞれの学区や州の相互の間にあっても、ときには、さまざまな改革課題に対する比重の置き方や取組み方に相剋をはらみながらも意欲的に展開されていると、おおむねにおいてはいいうるであろう。これまでの行論においては、学区の側にあっては改革課題をどうとらえ、州との関係をどう評価しているのか、などといった点を対象として、地域区分や学区特性などの観点に留意しつつ、その特徴を把握してみようとした。教育改革の課題や内容とこれらの面との関連については、それぞれの箇所において指摘してきた通りであり、ここでは、これまでとはやや異なる観点からアメリカ教育改革の特徴について述べることによって、まとめにかえたい。すなわち、多様な展開の潮流と、他方での共通的な展開の潮流といった対称的な二つの傾向についてである。

（1）教育改革の多様な展開

現在の教育改革は具体的にはそれぞれの学区の特性と絡んで多様な展開をとることはいうまでもないところであるが、これまで繰り返し指摘してきたように教育改革を促した誘因には州からの積極的な働きかけが強まってきたことを、まず挙げなければならない。多

くの州で顕著になってきた州教育改革法の制定がその現われである。この意味では、学区教育改革の現状や特徴をより正確に把握するためには、それぞれの州を単位にさらに詳細に検討していく必要があり、この点について本研究のなかでは地域単位での括り方しかなしえなかった。ここで地域単位に括ったなかでも、州はそれぞれに特有の展開を示しているのである（たとえば、教育改革をめぐる州と学区の関係に焦点をあててみると、Great Lakes(III)地域に含んだ、オハイオ州では地方統制（local control)が失われつつあるとする見方が回答の中で強く主張されているし、イリノイ州やミシガン州ではこうした点での見方は評価を二分している。また、近在地域（IV）のミズーリ州では増税案の否決によって失われつつあった地方統制へ回帰しつつあるとするなど、州内の固有の動向と絡んだ展開があることは改めて指摘するまでもないが、回答の分析をこうした面からさらに掘り下げていくことは今後の課題である）。ここでは、こうした点を補う意味も含めて、州が積極的に教育改革に取り組んでいるという、そのなかにあっても多様な展開の様相があることを、教育改革への着手の時期を手がかりにして、明らかにしておきたい。

表６でも示したように、冒頭で述べた1983年の連邦報告書の発表を起点に「すべての州は初めて教育改革に着手した」のではないことは改めていうまでもない。州全体での教育改革ならびに教育政策形成に、それ以前から積極的に取り組んできた州が少なからず存在する。とはいえ、全般にながめわたしてみた場合、現在に至る連続的に進行中の州レベルにおける教育改革への盛り上がりは1980年代中葉以降のことである。そのなかにもいくつかのタイプがある。着手時期の点から、州レベルでの教育改革について四つのタイプに分類し、その具体的な展開についてみていくこととする。ここで示す連邦と州との連関構図は、今後、州と学区との関係を考察する前提にもなしえよう。

［タイプＩ］連邦報告書を契機にした、州段階での改革への着手

(1)「1983年 4月に発表された『危機に立つ国家』は、1950年代のスプートニク時代以来このかた、初めての全国規模での公立学校に関する総合的な評価（assessment）へと展開していく出発点となった。今日、教育に対して注目が向けられてきたことは、合衆国の学校ならびにアラバマ州内の学校にとって試練（challenge)であるだけでなく好機（opportunity)でもある。」（State Superintendent of Education and The State Department of Education, A Plan for Excellence: Alabama´s Public School,1984)

アラバマ州教育局の『卓越性へのプラン』と銘打った報告書の冒頭の部分である。ここで言及されているように、この報告書は明らかに連邦報告書を追い風に教育改革の必要性を提起しており、さらに興味深いことに、この州教育局作成の報告書の提出宛先を州教育委員会だけでなく、州知事、さらには州議会（州民）として列挙し明示している。教育改革への広範な理解と支持を求めて、とくに銘記したものと考えられる。この報告書をベースにして、アラバマ州では広範囲に及ぶ改革項目が確定され実施に移されていく。巻末に添付した資料４はその詳細な改革項目リストである。

(2) アーカンソー州での状況もこれによく似ている。ここでは州知事が教育改革の方向づけに大きな役割を果たした。当時の州知事は現在の合衆国大統領クリントンである。

「1983年、クリントン知事は州議会の特別会期を招集し、その後のアーカンソー州の歴史上において画期的な教育改革の展開を基礎づけていくことになる教育基準（a package of measures)を検討するように要請した。教育改革への歩みは数か月前の通常議会の会期中にすでに始まっていた」（A Vision of Excellence: A Look at Education in Arkansas, 1989)。この通常議会でその後の州教育改革の起点となる州法ＡＣＴ 445（Quality Education Act）が成立し、そのなかで知事の任命する15人のメンバーによって構成される教育基準委員会（Education Standards Committee)の設置が予定されていた。委員会は州教育制度の現状を検討し、改革課題を勧告することを目的としており、ここで委員長に指名され委員会において采配をふるったのがヒラリー知事夫人であった。「時同じくして、連邦教育省の発表した『危機に立つ国家』において国内の学校は将来や21世紀の経済需要に備えた教育を子どもたちに提供しているといえるのかどうか疑問であるという指摘をうけて、国内全体が呆然としていた。」（ibid、1989. ）州内に目を移してみると、 371ある学区のうち、たとえば高校で履修すべきであると連邦報告書の指摘する科目を義務づけていた学区はどこにもなかった。教育基準委員会は、1983年の夏の数か月の間に州内の75ある郡ごとに公聴会を開き、精力的に活動することによって改革の必要性を喚起し、 9月 6日に草案を、そして12月12日には最終報告書をまとめた。連邦報告書の勧告を枠組みとして、州教育改革課題の勧告へと結び付けていったのである。勧告を具体化していく改革は、ただちに法案化され、Educational Planning Act, Effective School Project Act, Competency-Based Education Act（ いずれも1983年制定）といった制定法へと結実した。以後の連続的な改革は多くの改革項目から成り、クリントン・プログラム「21世紀へ向かうアーカンソー州」（Moving Arkansas Forward into the 21st Century)と総称されている。

もっとも、アーカンソー州でそれまで改革を促す動きがまったくなかったわけでは必ずしもない。上記した改革動向に先立つ1980年には、教師の専門職能団体である州教育協会（Arkansas Education Assosiation）を中心とした45,000人の署名に基づく法案１号「アーカンソー教育機会均等法」（Initiated Act #1,"Arkansas Equal Educational Opportunity Act"）が州民投票にかけられている。法案は「すべての学区について厳格な最低限の教育基準を設定しようとするものであったが、投票の結果は賛成45%、反対55%で可決に至らなかった。しかしながら、この法案の多くの条項が、教育基準委員会の勧告に反映されている」と、その影響関係が認められている（AEA Task Force on Educational Excellence, 1989）。教育関係者による努力の積み重ねに加えて、州知事を始めとする教育志向の政策形成関係者（education minded policy makers）の胎動、そして連邦の報告書のインパクトなどが相乗して、教育改革の大きな流れが形成されている。

［タイプII］連邦報告書以前からの、州段階での連続的改革

「1984年制定の Education Improvement Act（ＥＩＡ）は州がこれまで取り組んできた公教育制度改革なかでも重要なもののひとつである。それは1977年制定の Eduacation Finance Act （ＥＦＡ）が基礎となった。」（South Carolina Department of Education、What is the Penny Buying for South Carolina?, 1989)

サウスカロライナ州の1984年教育改革法（ＥＩＡ）に基づく年次報告書の一文である。

サウスカロライナ州では教育改革法の、いわば前史にあたる複数の教育改革関連法が存在していた。ここで触れられているように、まず1977年教育財政法が制定されている。これは「州内すべての公立学校の子どもに州基準に沿った教育機会を保証すること」を目的に制定され、地方学区間の財政力格差による教育格差を可能な限り是正できるような州教育財政制度を構築しようとするものであった。次いで、1978年にハイスクール終了認定にも連動する学力診断テストを規定した Basic Skills Assessment of Program Act （ＢＳＡＰ）が制定されている。さらには、教師教育、教員の資格、雇用、評価について規定した1979年制定の Educator Improvement Act （Act 187)があり、これらの個別的な法制定が前提となって、さらに1984年教育改革法へと展開していくことになった。

［タイプIII ］州段階での改革に比較的新しく着手

多くの州が教育改革に着手し始め、多面的に改革課題を実施しつづけてきたなかにあって、これらの動きを意識しつつも、州として改革に動き出すことが比較的最近に至るまでなかったのがノースダコタ州である。ノースダコタ州では1988年に一つの試みが始められている。「州教育促進検討部会（Education Advencement Task Force）が州民 5,000人の抽出調査を実施し、州の教育制度に関する意識調査を実施した。そこで州全体にわたる問題、論点、関心を集約して、1988年に報告書をまとめている。けれども、この報告書では調査をふまえたうえで、つぎに何をすべきなのか十分に考察されているわけではない。指摘されている改革の勧告について、その合意をどのように形成し、どのようにして実施に移していくのか十分に言及されていない」（Dale Anderson, The Education Agenda: A Consensus for Action, Draft Paper, 1990）。ノースダコタ州は広大な農業州であり、そのうえ、たとえばハイスクール修了者の割合が全国平均では71.1%であるのに対して、88.3%（1990年連邦教育省統計）と、ミネソタ州の90.9%に次ぐ上位にあり、比較的教育状況が安定していることから、州単位での教育改革の必要性をあまり意識しなくても大過なかったといえる。多くの州がさまざまな摩擦を伴いながら取り組んできた学力テストや教師の能力テストなど、いずれについてみても、州レベルで制度的要件を定めていない数少ない州のうちの一つである（Richard J. Coley and Margaret E. Goertz, Educational Standards in the 50 States: 1990 , 1990）。

とはいえ、ここでも教育改革の機運は徐々に芽生え始めている。先の1988年調査によると、たとえばカリキュラムについて、調査回答者のほぼ全員が、子どもにとって事実を習得するばかりでなく、情報を発見したり利用したりする方法を習得することが重要であると答えており、４分の３が技術職に必要な実践的知識や能力を養うにはカリキュラムの見直しが必要になると回答している。また、半数近くの者が親はもっとカリキュラムに関心を持つべきであると考えている（The Education Advancement Task Force, Education: North Dakota's Key to Recovery、undated)。

州知事は調査を土台にして、州教育サミット（North Dakota Summit on Excellence in Education）を招集し、つづいて教育行動委員会（Education Action Commission)を設置した。委員会は 5人の州議会議員、主要教育関係四団体代表 4人、 7人の州民代表から構成されており、教育改革課題の合意形成と行動計画の策定を目的としている。

現時点では教育行動委員会の報告書ならびにその後の具体的な展開について十分把握することはできなかったが、ノースダコタ州から寄せられた回答をみると、州は“Outcome Based Education and Site Based Management”の実施を命じる（mandate)という展開になったようであり（159. 161----調査整理番号、以下同じ）、さらに教育基準の改革へと歩み始めたようである（158.160)。このため、地方学区の政策担当者からの実感としては地方のコントロールの喪失（159)あるいは州関与の増大（161)へと傾きつつあると受け止められている。「自分（教育長）は改革による前進を評価したいが、教師、親、教育委員会はいずれも反対の立場に立つと思われる」（158)とも、ある教育長は述べている。

［タイプIV］州固有の改革を強調

連邦報告書に象徴されるような州の外部で作成された改革課題や改革モデルを明快に排除し、州固有の改革モデル作りを志向する一貫した姿勢を保っているのがミネソタ州である（Tim L. Mazzoni, “The Changing Politics of State Education Policy Making:A 20-Year Minnesota Perspective,” 1993, p.366)。組織的な州際政策ネットワークによるモデル形成とその受容は州間の相互連携を深める一方で、ともすればそれぞれの州ごとの特徴的な政策形成をないがしろにし、際立った特徴のない一律の政策展開へと繋がっていく懸念がある。ミネソタ州の独自な政策形成の堅持は Open Enrollment Plan など、その成果が評価され、むしろ州外へと波及していった試みを生み出している点には注目してよい。

ミネソタ州では特徴をもった教育改革計画がさまざまに展開されてきた。その一つに、ミネソタ教育効果プログラム（Minnesota Educational Effectiveness Program: MEEP)があげられる。「ＭＥＥＰは合衆国の同種のプログラムのなかでも最も総合的な州支援のプログラムである」と州知事は自賛している（Minnesota Department of Education, Minnesota Educational Effectiveness Program, 1989）。これは学校単位での学校改善研究の促進であり、州全体での支援体制が1983年の制定法によって確固としたものとなった。

また、計画・評価・報告に関する法（Planning, Evaluating, and Reporting: PER）もカリキュラム改革や親・地域住民の教育協力を促すことを焦点とする総合的な教育施策である。これは1976年制定法を起点にして、1980年代に数次にわたる改正を重ねてきている。

さらに、学習者の成果（Learner Outcomes）を中心課題とする一連の改革（1987-1991年）も興味深いものである。1990年の改正法では、「州の歴史上始めて、地方学区のカリキュラム開発のための骨子を規定する規則を制定した」ものと評されており、この研究・開発担当には1989年法で州教育局に新設された教育リーダーシップ部局が取り組むことになっている（Minnesota Department of Education, Annual Report 1989-1990, 1990）。

（２）教育改革のなかでの共通する展開

具体的には多様な展開をとりながらも、教育改革は、いうならば同時的に進行しており、ある面での共通課題意識の共有が背景にあり、それゆえ形式の上でも共通する課題対処の仕方の共有や流布が色濃い面もある。そもそも連邦報告書の果たした大きな影響や、州教育改革の同時的な進行そのものが広い意味では教育改革の共通する展開でもある。

ここでは州規模での教育改革支援組織、ならびに全国的な研究・情報ネットワークの形成状況について実例を示し、それを確認することで共通化の傾向を示唆するにとどめ、さらなる検討は今後の課題としたい。前者は、主として、州内の政治的社会的観点としての色彩をもち、他方、後者は、主として、学問的な研究をベースにしたものであり、それぞれ共通化の背景にあるとはいえ、双方の趣きは多分に異なることを付言しておきたい。

（a）州内教育改革支援組織のネットワーク化

ここでは、コロラド州とケンタッキー州の例を取り上げてみる。前者はコロラド州学校再構築ネットワーク（Colorado school Restructuring Networks）と総称されるボランタリーな州教育改革支援組織であり、後者はケンタッキー州の1990年教育改革法に基づき設置を義務づけられた公式の改革支援組織である。

［コロラド州教育改革支援組織］（Colorado school Restructuring Networks）

1. Governor´s Educational Creativity Schools Initiative
2. Strategic Options Initiative
3. Re:Learning Colorado
4. Public Education Coalition
5. Colorado Partnership for Educational Renewal
6. Colorado Alliance of Business Restructuring Initiative
7. CEA/CASE Joint Training Program in Site-Based Decision Making
8. Paidaia Work Group
9. Outcome Based Education Informal Network

［ケンタッキー州教育改革支援組織］（Advisory Bodies mandated by the Kentucky Education Reform Act of 1990）

1. Council on School Performance Standards
2. State Advisory Committee for Educational Improvement
3. School Councils
4. Early Childhood Advisory Council
5. Interagency Task Force on Family Resource and Youth Services Centers
6. Council for Education Technology
7. State Board for Elementary and Secondary Education
8. Education Management Selection Commission
9. State Board for Adult, Vocational Education, and Vocational Rehabilitation
10. Education Professional Standards Board
11. Local Superintendent Screening Committee
12. Local Tenure Tribunal
13. Office of Educational Accountability

ここでは従前からの教育行政当局や教育関係専門団体の枠組みをこえた広範な組織的連携が確認でき、教育改革の多様な課題に焦点をあてた組織的展開の様相がうかがえよう。

後者の支援組織に着目してみると、13のうち 9組織のメンバーは州知事の任命により選出される。多分に州知事の政治的なスタンスとの関係を深めた組織としての側面を現してもいる。合衆国大統領と全州の州知事が教育改革を議題にして一同に会するという、画期的な教育サミットの開催（1989年）は、その後、幾つかの州知事が州教育改革のすすめ方の一つのスタイルとしてみずからの州でも実践している（カリフォルニア州、ノース・ダコタ州など）。さらに州知事を中心とする改革支援組織のネットワーク化の背景には全国規模での有力な後援組織の存在も指摘される。たとえば、ヘリテッジ財団（Heritage Foundation）や全米議会情報交換協議会（American Legislative Exchange Council)などがそれである。

（b）研究・情報ネットワーク形成

教育改革は単に、政治的スタンスの現われとしてのみ、実現されるわけではない。一方で基礎的な研究動向を背景にもつ。前者を political-base の教育改革であるとすれば、後者は research-baseの教育改革といいうる。この後者の面についての動向を示したものが、表46である。特定の州や地域に限定されることのない研究モデルの全国的な展開の様相がうかがえよう。また、巻末資料７においても具体的に示しているように、他の州の実践例を注目し参考にする動向や、研究者ないしは研究機関の開発した研究モデルを導入し活用する動向が、同様に幅広く展開されており、教育改革の実施に際しての全国的な広がりをもつ研究・情報ネットワークの形成状況をうかがいしることができる。

相当数の学区において教育改革が、「2000年の学区教育構想」あるいは「戦略的な教育計画」（Strategic Plan）などと呼称して計画推進されている様相をみれば、少なくともその形式面では驚くほど相似的な枠組みをもった推進体制や改革目標がかいまみえる。たとえば、表47はフロリダ州の一学区での教育改革目標設定にみられる州、さらには連邦設定の教育目標との具体的な対応関係を示したものである。州や連邦の教育改革の取組みとの有機的な連携意識を示す具体的な例である。

教育改革の共通する展開の様相について、これらの点をふまえてみれば容易に確認することができよう。

表46　学区教育改革の研究モデル

Major Research/Models on District Reform.

1.effective schools

ME 1	NE 173	ID 278
	NE 179	
CT 13		
	KS 182	NV 281
	KS 183	
NY 15	KS 184	WA 285
NY 19	KS 185	WA 289
NY 20	KS 186	WA 290
NY 26	KS 191	
		CA 308
PA 39		
PA 41	VA 196	AK 310
PA 42		
PA 43	WV 199	
PA 45		
	KY 202	
OH 57	AR 205	
OH 62	AR 206	
OH 63		
	SC 209	
IN 64		
IN 70	AL 217	
IL 74	FL 220	
IL 76		
IL 81	MS 225	
IL 84		
IL 86	LA 227	
IL 88		
IL 89		
	TX 234	
MI 95	TX 236	
MI 97	TX 237	
MI 98	TX 242	
MI 99	TX 243	
MI 103	TX 244	
MI 105	TX 247	
	TX 248	
WI 106		
WI 110	OK 249	
	OK 255	
MN 123	NM 259	
IA 132	AZ 261	
IA 135	AZ 263	
IA 138		
IA 144		
	MT 264	
MO 155	MT 265	
SD 162	CO 271	
SD 166	CO 273	

2.outcome based education

NY 17	KS 182
NY 21	KS 185
NY 27	KS 186
NY 28	KS 187
	KS 190
MD 46	
	AR 205
IL 76	
IL 77	
	TX 233
MI 91	
MI 92	OK 252
MI 95	OK 253
MI 96	OK 257
MI 103	
WI 107	MT 267
WI 109	
WI 110	CO 272
WI 116	CO 276
WI 117	
	ID 278
MN 123	UT 280
MN 125	
MN 128	
MN 130	NV 281
IA 138	WA 282
IA 142	WA 289
	WA 290
MO 150	
MO 156	OR 297
MO 157	
	AK 309
SD 166	
NE 173	

3.strategic planning

NY 21	GA 215
IL 83	TX 240
	TX 247
MI 95	
	OR 292
WI 110	

4.site based decision making

IL 76 NM 259

MI 95 WA 258

TX 242
TX 243

5.shared decision making

PA 44 IA 141

OH 60 MO 152
OH 63
TX 247
IN 66
CO 272
MI 104

6.school based management

ME 2 MI 104

VT 5 WI 117
WI 118
CT 11
TX 240
NJ 33 TX 247

PA 44 OK 252
TX 243
OH 54 OR 293

IL 80
IL 82

7.quality management

NY 26 VA 193
VA 196
IL 86
AR 205
MI 102
MI 105 SC 208
SC 209
WI 110
WI 113 TX 242
WI 114
CO 276
MO 152

8.quality schools

MI 95 TX 244

KS 183 CA 301

9.coalition of essential school

NH 3 MO 153

OH 61 FL 221

MN 130 CO 275

10.authentic assessment

NY 18

OH 61

IA 134

11.mastery learning

MI 91 KS 184

MN 127 OK 258

MO 154 WA 290

SD 166

12.accelerated learning

IL 76 TX 234
IL 89 TX 243

13.cooperative learning

ME 1 IN 64 VA 192
ME 2 VA 194
IL 76
MA 9 IL 77 OK 252
IL 79
NY 16 IL 80 WA 289
NY 18 IL 82
NY 29 CA 299
WI 109 CA 301
NJ 37 CA 306
IA 132
PA 39 IA 142 AK 309
PA 45 AK 310

14.critical thinking

MA 9	WI 117
NY 16	VA 192
PA 43	

15.whole language

MA 9	VA 192
	VA 195
NY 29	
	MS 226
PA 45	
	OK 258
OH 54	
	CA 302
IL 75	CA 306
IL 79	CA 308
IL 80	
	AK 310
WI 113	
WI 117	

16.National Council of Teachers of Mathematics

VT 6	PA 39
	PA 45
NY 29	
	OH 49
NJ 34	OH 50
NJ 37	
	MS 226

17.national goals

MA 7	TX 237
IA 143	WA 283
ND 160	OR 292
GA 214	

survey Q8 （巻末資料８）より作成。
記号は州の略称。番号は回答学区の整理番号。

表47　学区教育改革の目標設定事例

Polk County Public Schools and School Boards of Polk County, Florida
Blueprint 2000/ School Improvement and Accountability Plan

[NATIONAL EDUCATION GOALS]

Goal 1: Readiness for School

Goal 2: High School Completion

Goal 3: Student Achievement and Citizenship

Goal 4: Science and Mathematics

Goal 5: Adult Literacy and Lifelong Learning

Goal 6: Safe, Disciplined, and Drug-Free Schools

[FLORIDA EDUCATION GOALS]

Goal 1: Readiness to Start School

Goal 2: Graduation Rate and Readiness for Postsecondary Education and Employment

Goal 3: Student Performance

Goal 4: Learning Environment

Goal 5: School Safety and Environment

Goal 6: Teachers and Staff

Goal 7: Adult Literacy

[1991-92 SUPERINTENDENT'S PRIORITY GOALS]

Goal 1: Restructuring for School Improvement

STRATEGIES:
1. Implement effective school practicies
2. Develop understanding of the district's model for site-based decision making and determine formal/informal participation

Goal 2: School Improvement Incentives program

STRATEGIES:
1. State-madated norm-referenced achievement tests
2. Student attendance
3. Instructional personnel attendance
4. Participation in reading
5. School dropout rates (secondary schools)
6. Parent attitudes
7. Teacher and student attitudes
8. Golden school awards for volunteers
9. School inservice training project

Goal 3: Safe and Orderly School Climate

Goal 4: Dropout Prevention and Retrieval of Early School Leavers

Goal 5: New and Emerging Technology

Goal 6: Restructuring Through K-5, 6-8, 9-12 Grade Configuration

Goal 7: Recruitment and Training of Instructional/Administrative Personnel

Goal 8: School/Business Partnerships and Marketing

Goal 9: Parent Involvement and Education

6．おわりに

教育改革は何を目指すのか。少なくともこの点では連邦報告書「危機に立つ国家」（1983年）の指し示した方向、すなわち「優秀性をめざす」という全般的方向に対する共感が多くの関係者を教育改革の必要性へと駆り立て、いまもその気運は継承されている。こうしたねらい自体はきわめてまっとうな事柄かもしれない。もっとも、すでに述べたように、この指摘の背景には政治的なデモンストレーションの要素や、多分に議論のための議論、あるいは実状についての踏み込んだ指摘に欠けるといった要素を併せもたないとは断言できないであろう。ともあれ、改革気運が全国的に広まっていくことになっていったことは疑いない。

しかし、問題となるのはなにを課題ととらえ、それをどのようにすすめていくのかという次なるステップである。行論のなかでは、この点についてのさまざまな対応や反応、評価について、教育改革の実施に際して基礎的な実施主体となる学区に焦点をあてながら、その現状や特徴を描きだそうとしてきた。連邦レベルとの関係をとりあげてみれば、ブッシュ前政権下での「全国共通教育目標」（National Education Goals）の設定（1989年）、さらにはクリントン現政権下での「2000年の目標－－－アメリカ教育法」（Goals 2000: Educate America)の法案提出（1993年）に象徴されるような顕著な取組みがあるが、学区の当事者による反応をみるかぎりでは、まだ学区へのインパクトという点では容易には架橋し難い潜在的な距離感がうかがえた。他方で、州レベルとの関係では、期待や葛藤の入り交じった状況があり、刻々と事態は変化しつつもある。今後もこの変化と成果を探求し続けていく必要があろう。

学区の実情や状況認識を把握するねらいで実施した調査は、いくつかの反省点を含みつつ多くの有益な示唆を与えてくれた。反省点については今後の研究過程に反映し生かしていくこととしたいが、一点だけここで取り上げ指摘しておきたい。それは、「改革」という用語の吟味という点である。多くの研究が改革について語っているが、そこで「改革」という用語がどのような意味内容を含んで用いられているのであろうか。ある種の同時代感覚的な気運で語られ、多くの人が改革を口にする。それが手伝って、十分な概念的な吟味を欠きながらも納得している面がないであろうか。改革とは、いうまでもなく、何かを変えることであり、何かが変わることである。しかし、改善あるいは移行などの同種の用語と異なり、第一に、その変化の幅や深さ、いうならばその射程に相当の意味をもち、また第二に、自然の成り行きの結果というよりも、変化を促し導く人為的かつ意図的な行動の結果によるものといえる。こうした点をふまえながら、さまざまな形をとって措定される改革課題が既存の仕組みと同次元の転換なのか、基本的に次元の異なる転換なのか、相互に照らし合わせた上での吟味を要するであろう。

学区の調査に対する協力にはきわめて好意的な印象を持った。本研究のねらいを理解したうえで、丁寧に、適切なコメントを寄せてくれたことはなによりであった。また、本調査そのものを評価する多くのコメントには大いに励まされた。足らない点、不備な点についても参考に値する率直な指摘をうけた。調査項目に対する反応の一部は巻末資料として掲載しているが、全体からすればごくわずかにすぎない（もちろん、すでに基礎的な整理

だけは終えているが、その全体量は膨大なものである）。回答と同時に寄せられた数多くの改革資料と合わせて、今後の機会に活用したい。

他方で、いうならば調査アレルギーとでもいえるような感触もうかがえた。数多くの州や連邦の行政機関、あるいは研究機関などが、教育統計調査や意識調査を繰り返しているという。このため、通常の業務の合間に時間をとってこれらすべてに対して回答することはなかなかむずかしいという（たとえば、Wisconsin(118)からはその嘆きとともに調査に際しての配慮の仕方について示唆を得た）。この点は、今回の回答率の結果からもうなずける。改めて今後の調査を実施する際に、こうした状況への配慮や先の指摘は生かすことができる。

学区からの回答は 300を越え、実数としては数多いものであった。調査項目も数多く、このため回答の整理や分析には思いの外、時間を要した。整理に際しては、金沢大学教育学研究室の積年にわたる学生や妻の協力を得た。おそらく彼らの協力がなければ、まだ倍する日時を費やさざるを得なかったであろう。最後に記して、感謝したい。（1994.2.20）

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資 料 目 次

資料１　州別回答学区数一覧…… 50

資料２　回答学区名一覧…… 51

資料３　テキサス州教育関係制定法（1991年度）…… 56

資料４　アラバマ州教育改革項目一覧（1990年時点）…… 59

資料５　教育改革の比較意識に関する回答一覧（survey　Q5）…… 71

資料６　教育改革の誘因に関する回答一覧（survey　Q7）…… 77

資料７　教育改革研究モデルに関する回答一覧（survey　Q8）…… 80

資料８　学区における教育改革の最重要課題に関する回答一覧（survey　Q9）…… 88

資料９　学区ならびに州における教育改革の論争課題に関する回答一覧
（survey　Q10）…… 97

資料10　学区における教育改革の意義に関する回答一覧（survey　Q21）……105

資料11　教育改革に際しての州／連邦関与に関する回答一覧（survey　Q22）……113

資料12　学区教育改革のキーワードに関する回答一覧（survey　Q24）……121

資料13　アンケート調査票……127

資料１　州別回答学区数一覧

region	state		総数	調査数	回収数
I. New England					
	Maine	ME	127	16	2
	New Hampshire	NH	59	7	1
	Vermont	VT	56	8	3
	Massachusetts	MA	272	33	4
	Connecticut	CT	127	16	3
	Rhode Island	RI	33	4	0
II. Middle Atlantic					
	New York	NY	700	85	17
	New Jersey	NJ	382	47	7
	Pennsylvania	PA	497	61	8
	Maryland	MD	24	3	2
	Delaware	DE	19	2	0
III. Great Lakes					
	Ohio	OH	659	83	16
	Indiana	IN	295	37	7
	Illinois	IL	758	95	19
	Michigan	MI	524	66	16
	Wisconsin	WI	392	50	13
IV. Plains					
	Minnesota	MN	401	51	13
	Iowa	IA	419	52	13
	Missouri	MO	453	59	13
	North Dakota	ND	221	27	4
	South Dakota	SD	172	22	7
	Nebraska	NE	304	39	13
	Kansas	KS	304	38	10
V. Southeast(1):Upper South					
	Virginia	VA	132	16	6
	West Virginia	WV	55	6	2
	North Carolina	NC	136	18	1
	Kentucky	KY	175	21	4
	Arkansas	AR	327	41	3
	Tennessee	TN	127	15	0
VI. Southeast(2):Deep South					
	South Carolina	SC	98	12	2
	Georgia	GA	178	22	6
	Alabama	AL	130	16	3
	Florida	FL	67	9	4
	Mississippi	MS	155	20	4
	Louisiana	LA	66	9	1
VII. Southwest					
	Texas	TX	975	122	21
	Oklahoma	OK	454	57	10
	New Mexico	NM	88	12	1
	Arizona	AZ	133	17	4
VIII. Mountain					
	Montana	MT	173	22	5
	Wyoming	WY	47	5	1
	Colorado	CO	174	22	7
	Idaho	ID	106	13	3
	Utah	UT	40	4	1
IX. Far West					
	Nevada	NV	16	2	1
	Washington	WA	255	32	10
	Oregon	OR	195	24	7
	California	CA	611	76	10
	Alaska	AK	54	7	2
	Hawaii	HI	7	1	0

資料２　回答学区名一覧

Region		State	District
I. New England			
	1	Maine	School Administrative District #49
	2	Maine	School Administrative District #74
	3	New Hampshire	Moultonborough School District
	4	Vermont	Barre City Supervisory Union
	5	Vermont	Lamoille South Supervisory Union
	6	Vermont	Montpelier Supervisory School District
	7	Massachucetts	Amherst-Pelham School District
	8	Massachusetts	Sandwich School District
	9	Massachusetts	Dedham School District
	10	Massachusetts	Tewksbury School District
	11	Connecticut	West Hartford School District
	12	Connecticut	Greenwich School District
	13	Connecticut	Plainville School District
II. Middle Atlantic			
	14	New York	Dalton-Nunda Central School District
	15	New York	Fort Plain Central School District
	16	New York	Oyster Bay-East Norwich Central School District
	17	New York	Lockport City School District
	18	New York	Irving Union Free District
	19	New York	Depew Union Free School District
	20	New York	Cheektowaga Central School District
	21	New York	Catskill Central School District
	22	New York	East Aurora Union Free School District
	23	New York	Portville Central School District
	24	New York	Lyons Central School District
	25	New York	Greenburgh Central School District #7
	26	New York	Poughkeepsie City School District
	27	New York	Sharon Springs Central School District
	28	New York	Scio Central School District
	29	New York	Community School District #8
	30	New York	Cold Spring Harbor Central School District
	31	New Jersey	West Essex Regional School District
	32	New Jersey	Barrington School District
	33	New Jersey	Camden School District
	34	New Jersey	Rutherford School District
	35	New Jersey	North Halendon School District
	36	New Jersey	Flemington-Raritan Regional School District
	37	New Jersey	Glen Rock School District
	38	Pennsylvania	Cambria Heights School District
	39	Pennsylvania	Grove City Area School District
	40	Pennsylvania	Cocalico School District
	41	Pennsylvania	Shaler Area School District
	42	Pennsylvania	Pittsburgh City School District
	43	Pennsylvania	Richland School District
	44	Pennsylvania	School District of Philadelphia
	45	Pennsylvania	Pottstown School District
	46	Maryland	Howard County School District
	47	Maryland	Baltimore County School District
III. Great Lakes			
	48	Ohio	Rittman Exempted Village School District
	49	Ohio	East Palestine City School District
	50	Ohio	Leetonia Exempted Village School District
	51	Ohio	Columbus Grove Local School District
	52	Ohio	Kalida Local School District
	53	Ohio	Bryan City School District
	54	Ohio	Ashland City School District
	55	Ohio	Southern Local School District
	56	Ohio	Coshocton City School District
	57	Ohio	Waverly City School District
	58	Ohio	Stow City School District
	59	Ohio	Bloom Field/Mespo Local School District
	60	Ohio	Dublin City School District
	61	Ohio	Mentor Exempted Village District
	62	Ohio	Upper Sandusky Exempted Village District
	63	Ohio	Chagrin Falls Exempted Village School District

64	Indiana	Elkhart Community School District
65	Indiana	South Montgomery Community School District
66	Indiana	Fayette County School Corporation
67	Indiana	Union School Corporation
68	Indiana	Vigo County School Corporation
69	Indiana	Merrillville Community School Corporation
70	Indiana	Indianapolis School District
71	Illinois	Maercker School District #60
72	Illinois	Roseville Community Unit School District #200
73	Illinois	Brimfield Community Unit School District #309
74	Illinois	Wethersfield Community Unit District #230
75	Illinois	Carmi-White County Community Unit District #5
76	Illinois	Springfield School District 186
77	Illinois	Harlem Unit School District 122
78	Illinois	Chicago Ridge Public School District #127 1/2
79	Illinois	Riverside School District 96
80	Illinois	Peru Elementary School District #124
81	Illinois	Columbia Community Unit School District #4
82	Illinois	Waukegan Community Unit School District 60
83	Illinois	Freeport School District #145
84	Illinois	Joliet School District 86
85	Illinois	Massac County Unit School District #1
86	Illinois	Gurnee School District #56
87	Illinois	Cass School District #63
88	Illinois	Villa Park Elementary District #45
89	Illinois	Cahokia Community Unit School District #187
90	Michigan	Riverview Community School District
91	Michigan	Owosso School District
92	Michigan	Hesperia Community School District
93	Michigan	L'Ance Creuse School District
94	Michigan	Rogers City Area School District
95	Michigan	Lakeshore School District
96	Michigan	Oxford Area School District
97	Michigan	Mackinac Island School District
98	Michigan	Saranac Community School District
99	Michigan	Buena Vista School District
100	Michigan	Woodhaven School District
101	Michigan	Muskegon Heights School District
102	Michigan	Lakeview School District
103	Michigan	Lake Orion Community School District
104	Michigan	Detroit School District
105	Michigan	Van Buren School District
106	Wisconsin	School District of Spooner
107	Wisconsin	Winneconne Community School District
108	Wisconsin	School District of Greenwood
109	Wisconcin	Wrightstown Community School District
110	Wisconsin	Columbus School District
111	Wisconsin	School District of Siren
112	Wisconsin	Stanley-Boyd Area Schools
113	Wisconsin	Plymouth Joint School District
114	Wisconsin	School District of Horicon
115	Wisconsin	Barron Area School District
116	Wisconsin	Dodgeville School District
117	Wisconsin	Burlington Area School District
118	Wisconsin	Randolph School District

IV. Plains

119	Minnesota	Independent School District No. 47
120	Minnesota	Bagley Independent School District 162
121	Minnesota	Wayzata School District
122	Minnesota	Willmar Public School District #347
123	Minnesota	St. Louis Park School District
124	Minnesota	Independent School District #31
125	Minnesota	Independent School District #36
126	Minnesota	Morris School District
127	Minnesota	Richfield School District
128	Minnesota	Independent School District #894
129	Minnesota	Ellsworth School District
130	Minnesota	Independent School District #710-ST
131	Minnesota	Minnetonka School District

132	Iowa	Woodbine Community School District
133	Iowa	Schleswig Community School District
134	Iowa	Melcher-Dallas Community School District
135	Iowa	Charles City Community School District
136	Iowa	Ames Community School District
137	Iowa	Okoboji Community School District
138	Iowa	Clay Central/Everly Community School District
139	Iowa	Tri-Center Community School District
140	Iowa	Twin Cedars Community School District
141	Iowa	Belmond Community School District
142	Iowa	West Branch Community School District
143	Iowa	Sumner Community School District
144	Iowa	Forest City Community School District
145	Missouri	West Plains R-7 School District
146	Missouri	Fox C-6 School District
147	Missouri	Maries County R-2 School District
148	Missouri	Paris R-II Public School
149	Missouri	Sheldon R-8 School
150	Missouri	Lawson R-14 School District
151	Missouri	De Soto School District #73
152	Missouri	Rockwood School District
153	Missouri	Parkway Consolidated School District 2
154	Missouri	Scott City School District R-1
155	Missouri	Southern Reynolds County School District #R-II
156	Missouri	Butler School District R-5
157	Missouri	Clinton Public Schools
158	North Dakota	Driscoll School District #36
159	North Dakota	Hatton School District 7
160	North Dakota	Mandaree School District 36
161	North Dakota	Glenburn School District #26
162	South Dakota	white Lake School District 1-3
163	South Dakota	Faulkton School District #24-2
164	South Dakota	Smee School District #15-3
165	South Dakota	Harrold School District 32-1
166	South Dakota	Deuel School District #19-4
167	South Dakota	Rapid City Area School District 51-4
168	South Dakota	Brandon Valley School District #49-2
169	Nebraska	Chester-Hubbell-Byron School District
170	Nebraska	Falls City School District
171	Nebraska	Waverly School District
172	Nebraska	Bridgeport School District
173	Nebraska	School District of Crete
174	Nebraska	Chadron School District
175	Nebraska	Papillon-La Vista School District
176	Nebraska	Scottsbluff School District
177	Nebraska	Stanton Community School District
178	Nebraska	Pawnee City School District
179	Nebraska	Benedict School District
180	Nebraska	School District of Grand Island
181	Nebraska	Allen School District #70
182	Kansas	Meade Unified School District #226
183	Kansas	Axtell Unified School District
184	Kansas	Montezuma Unified School District
185	Kansas	Perry Unified School District #343
186	Kansas	Halstead Unified School District #440
187	Kansas	Neodesha Unified School District 461
188	Kansas	Stafford Unified School District #349
189	Kansas	Central Unified School District #462
190	Kansas	Cheylin Unified School District #103
191	Kansas	Lyons Unified School District #405

V. Southeast(1): Upper South

192	Virginia	Spotsylvania County School District
193	Virginia	Brunswick County School District
194	Virginia	Dinwiddie County School District
195	Virginia	Lynchburg City School District
196	Virginia	Hanover County School District
197	Virginia	Floyd County School District
198	West Virginia	McDowell County School District
199	West Virginia	Greenbrier County School District

200	North Carolina	Forsyth County School District
201	Kentucky	Owsley County School District
202	Kentucky	Simpson County School District
203	Kentucky	Taylor County School District
204	Kentucky	Fayette County School District
205	Arkansas	Blytheville School District
206	Arkansas	Williford School District #39
207	Arkansas	Batesville School District #1

VI. Southeast(2):Deep South

208	South Carolina	Hampton School District #2
209	South Carolina	Aiken County School District
210	Georgia	Banks County School District
211	Georgia	Appling County School District
212	Georgia	Harris County School District
213	Georgia	Barrow County School District
214	Georgia	Dougherty County School District
215	Georgia	Chickmauga Independent School District
216	Alabama	Thomasville City School District
217	Alabama	Carbon Hill City School District
218	Alabama	Montogomery County School District
219	Florida	Gulf School District 23
220	Florida	Polk School District 53
221	Florida	Lake School District 35
222	Florida	Dade County School District 13
223	Mississippi	Amory School District
224	Mississippi	Pontotoc County School District
225	Mississippi	Oktibbeha County Schools
226	Mississippi	Pass Christian Separate School District
227	Louisiana	Evangeline Parish School District

VII. Southwest

228	Texas	Walnut Springs Independent School District
229	Texas	Florence Independent School District
230	Texas	Arp Independent School District
231	Texas	Barbers Hill Independent School District
232	Texas	Buena Vista Independent School District
233	Texas	Yorktown Independent School District
234	Texas	Ector County Independent School District
235	Texas	Colmesneil Independent School District'
236	Texas	Yoakum Independent School District
237	Texas	Prairiland Independent School District
238	Texas	Commerce Independent School District
239	Texas	Quanah Public Schools
240	Texas	Lago Vista Independent School District
241	Texas	Jarrell Independent School District
242	Texas	Pilot Point Independent School District
243	Texas	Hurst-Euless-Bedford Independent School District
244	Texas	Buna Independent School District
245	Texas	Abilene Independent School District
246	Texas	Port Aransas Independent School District
247	Texas	Alief Independent School District
248	Texas	Shelbyville Independent School District
249	Oklahoma	Little Axe Independent School District
250	Oklahoma	Covington-Douglas Independent School District
251	Oklahoma	Binger Independent School District
252	Oklahoma	Hobart Independent School District
253	Oklahoma	Geary Independent School District
254	Oklahoma	Butner Independent School District
255	Oklahoma	Millwood Independent School District
256	Oklahoma	Carney School District I-105
257	Oklahoma	Seiling Independent School District
258	Oklahoma	Claremore City Independent School District
259	New Mexico	Las Cruces School District
260	Arizona	Bullhead City School District
261	Arizona	Morenci School District #18
262	Arizona	Somerton School District #11
263	Arizona	Creighton Elementary School District 14

VIII. Mountain

264	Montana	Florence-Carlton School District
265	Montana	Billings School District #2
266	Montana	Willow Creek School District
267	Montana	Lambert School District
268	Montana	Great Falls School District
269	Wyoming	Big Horn County School District #2
270	Colorado	Hi-Plains School District R-23
271	Cololado	Keenburg School District
272	Colorado	Mesa County Valley School District #51
273	Colorado	Denver County School District 1
274	Colorado	Littleton School District 6
275	Colorado	Eaton School District RE-2
276	Colorado	Poudre School District R-1
277	Idaho	West Jefferson School District #253
278	Idaho	Butte County Joint School District
279	Idaho	Marsing School District #363
280	Utah	Grand County School District

IX. Far West

281	Nevada	Lyon County School District
282	Washington	Kent School District
283	Washington	Asotin-Anatone School District #420
284	Washington	Bellevue School District 405
285	Washington	Colville School District #115
286	Washington	Odessa Consolidated School District
287	Washington	Endicott-St. John Cooperative School District
288	Washington	Montesano School District #66
289	Washington	Eatonville School District #404
290	Washington	Ocean Beach School District #101
291	Washington	Selkirk School District
292	Oregon	Roseburg Public Schools
293	Oregon	Chenowith School District
294	Oregon	Canby Elementary School District 86
295	Oregon	Molalla Elementary School District #35
296	Oregon	Prospect School District 59
297	Oregon	Forest Grove School District 15
298	Oregon	Central School District 13J
299	California	Placerville Union Elementary School District
300	California	Delhi Elementary School District
301	California	San Mateo City School District
302	California	New Haven Unified School District
303	California	Vacaville Unifed Schools District
304	California	Laguna Beach Unified School District
305	California	Cutler-Orosi Unified School District
306	California	Reed Union Elementary School District
307	California	Moreno Valley Unified School District
308	California	Hanford Elementary School District
309	Alaska	Unalaska City School District
310	Alaska	Petersburg City School District

資料３　テキサス州教育関係制定法（1991年度）

The Bills in State of Texas which passed during 1991 by the 72nd Texas Legislature affecting public schools.

(abbr.; HB-House Bill/ SB-Senate Bill/ SJR-Senate Joint Resolution)

I.Curriculum

1.HB 493 Bonds Required for State Textbooks
2.HB 1777 Counselors and Counseling Programs
3.HB 2144 Summer Bilingual Education Programs
4.HB 2175 Laboratory Instruction
5.HB 2395 Student Voter Education
6.HB 2885 (1)Compensatory Education Funds (2)Goals for Public Education and Essential Skills and Knowledge (3)Master Plan for Vocational Education (4)Technology (5)Texas Successful Schools Program
7.SB 42 Peer Assistance Programs
8.SB 351 Prekindergarten
9.SB 608 Standards for Prekingergarten Programs
10.SB 614 Communities in Schools Programs
11.SB 757 Driver and Traffic Safety Education Act
12.SB 1273 Regional Vocational Education Planning Committees
13.SB 1274 Quality of Vocational Education as Accreditation Criteria

II.Elections

1.HB 879 Voter Rigistration Application Requirements
2.HB 1143 Filling Board Vacancies
3.HB 2552 Dates for Conducting Elections
4.SB 1 Omnibus Ethics Reform Bill
5.SB 625 Contents of Voter Registration Application Forms
6.SB 643 Processing Election Results in an Electronic Voting System
7.SB 1165 Furnishing of Lists of Registered Voters
8.SB 1186 Absentee Voting Terminology
9.SB 1234 Absentee Voting Processes and Procedures
10.SJR 8 Constitutional Authorization of the Ethics Commission

III.Finance

1.SB 351 1991 School Finance Act
2.SB 552 Investment of the Permanent School Fund
3.SB 2885 School Finance Technical Clean-Up Bill and Education Reform Act

IV.Junior Colleges

1.HB 272 Single-Member Districts for Community College Boards of Trustees
2.HB 1061 Payroll Deductions for Junior College Coaches
3.HB 1816 Commission of Peace Officers
4.HB 1973 Income and Expenditures of Public Institutions of Higher Education
5.HB 2362 Transfer of Students between Institutions of Higher Education
6.SB 103 Private Activity Bonds
7.SB 239 Junior College Branch Maintenance Tax
8.SB 1237 Annexation of Territory by Junior College Districts
9.SJR 39 Constitutional Amendment to Exempt from Property Taxes Property in Enterprise Zone

V.Personnel

1.HB 628 School Attendance Officers
2.HB 776 Citizenship Status for Certification
3.HB 1345 Determination of Relationships by Consanguinity or Affinity for Nepotism Purposes
4.HB 1679 Written Examinations for Hearing-Impaired Education Professionals
5.HB 2885 (1)Centers for Professional Development (2)Health Benefits for School Employees (3)Sick Leave Extended to All Employees (4)Site-Based Decision Making

6.SB 142 High School Deputy Registrars
7.SB 190 Salary Deductions for Professional Organization Dues
8.SB 218 Student Teaching Requirements
9.SB 351 and HB 2885
School Year and Staff Development
10.SB 364 Liability for Reporting Child Abuse
11.SB 532 Criminal History Record Information
12.SB 1034 School District Volunteer Immunity

VI.Risk Management
1.HB 2 Omnibus Insurance Reform Bill
2.HB 650 Definition of Benefit Year under the Texas Unemployment Compensation Act
3.HB 813 Findings by the Texas Employment Commission
4.HB 894 Eligibility for Unemployment Compensation Benefits
5.HB 1204 Exemption from Disqualification for Unemployment Compensation Benefits
6.HB 1392 Definition of Base Period under the Texas Unemployment Compensation Act
7.SB 1342 Authority of a Risk Pool to Obtain Reinsurance

VII.School District Operations
1.HB 79 Removal of Resilient Floor Covering Material
2.HB 435 Donation of Public Funds
3.HB 853 Sunset Bill for the Texas Structural Pest Control Board
4.HB 1436 Microfilming of Local Government Records
5.HB 2795 Investment of Public Funds in Money Market Mutual Funds
6.HB 2885 (1)Certificate and Registration Fees (2)Intervention Teams for Low-Performing Schools
7.SB 211 Financing of Personal Property by Governmental Entities
8.SB 460 Use of School Crossing Guards
9.SB 663 Conveyance of Land for Development of Low-Income Housing
10.SB 932 Detachment and Annexation of School District Territory
11.SB 1004 Report to the State Auditor
12.SB 1119 Open Hearings for Complaints or Charges between Two District Employees
13.SB 1341 Regulation of Persons Engaged in Asbestos Removal
14.SB 1360 Use of Bond Proceeds
15.SB 1369 State Cooperation in Local State Purchasing Programs
16.SJR 11 Issuance of Patents for Certain Public Free School Land

VIII.Students
1.HB 103 Admission of Homeless Children
2.HB 1314 Grade Level Retention
3.HB 2885 High School Equivalency Exam Program (2)Residential Placement for Handicapped Students (3)Tuition Fee for Transfer Students
4.SB 345 Informed Consent for the Immunization of a Minor
5.SB 479 Media Task Force on Dropout Prevention
6.SB 481 Information to Parents about Parent Involvement Programs
7.SB 1037 Jurisdiction over a Child Who Engages in Conduct Indicating a Need for Supervision
8.SB 1517 Immunization Requirements

IX.Taxation
1.HB 30 Tax Exemptions for Veteran's Organizations
2.HB 201 Appraisal Review Board Hearings
3.HB 507 Ad Valorem Tax Appraisal Rolls
4.HB 864 Composition of Appraisal District Boards of Directors
5.HB 1298 Agricultural Use Exemption Expanded

6.HB 1629 Exemption from Penalties and Interest on Property Taxes for Military Personnal in the Persian Gulf
7.HB 1859 Definition of Freeport Goods
8.HB 2197 Tax Masters in Property Tax Suits
9.SB 293 Date for Adoption of a Tax Rate
10.SB 325 and SJR 15
Exemption for Wastewater Service Providers
11.SB 351 (1)Rollbacks (2)Tax Notices
12.SB 514 Changes in a Property Tax Appraisal Roll
13.SB 670 Exemption from Ad Valorem Taxation of Property of Public Interest Television Stations
14.SB 772 Ad Valorem Property Taxation Appraisal Bill
15.SB 773 Regulation of Property Tax Consultants
16.SB 783 Binding Arbitration in Property Tax Appraisal Disputes
17.SB 984 Transfer of the SPTB Value Study to the Comptroller of Public Accounts
18.SB 1041 Correction of the Ad Valorem Tax Roll
19.SB 1426 Foreclosure of Tax Liens
20.SJR 42 Authorization of CED Homestead Exemption and Taxation of Personal Property

X.Teacher Retirement System
1.HB 907 Teacher Retirement System Revisions
2.HB 2482 Exemptions from Teacher Retirement System Assessments
3.SB 191 Custodians for Public Retirement Systems Funds
4.SB 529 Reinbursement of Contributions to the Group Insurance Program for Retired Public School Employees
5.SJR 6 Constitutional Amendment for Investments by Statewide Public Retirement Systems

XI.Miscellaneous
1.HB 1128 Criminal Background Checks for Child Watch Programs
2.HB 1879 The Texas-Mexico Initiative
3.HB 2136 Creation of the Texas Partnership for Economic Development
4.HB 2885 (1)Commissioner of Education Participation in the Retirement Program (2)Exemption from Taxes
5.SB 111 Review of State Spending and Budgetary Procedures
6.SB 351 Commissioner Authority
7.SB 470 Cigarette Advertising within 500 Feet of a School
8.SB 679 Investments of the Permanent School Fund
9.SB 700 Conveyance of State-Owned Land
10.SB 798 Authority to Administer a Public Retirement System

Vetoed Bill
1.Chief School Business Administrator Certification
2.Competitive Bidding Requirements
3.Expulsion for Carrying Knife
4.Appointment of the Commissioner of Education

資料４　アラバマ州教育改革項目一覧（1990年時点）

State of Alabama---A Plan for Excellence Recommendations (as of 1990 status)

Recommendation	Status
1.The 175-day instructional year should be enforced.	Fully implemented.
2.A full six hours of instruction should be provided each school day.	Implemented and monitored by Accreditation Section--- annual reports and on-site accreditation visits.
3.Students should be required to remain in school for a full day of instruction.	Fully implemented.
4.The State Board of Education should adopt stronger guidelines on summer school instruction.	Fully implemented.
5.Time-on-task requirements should be established for each course.	Implemented through course of study process.
6.Instructional time should not be sacrificed for personal or professional development or other activities.	Implemented and monitored during on-site accreditation visits.
7.Study habits should be introduced early in a student's education.	Recommendations on study habits are included in each course of study.
8.Homework should be required in each subject area.	Implemented through course of study process.
9.Each school system's overall instructional plan should establish guidelines for homework.	Implemented through course of study process.
10.The state should also establish homework requirements.	Implemanted through course of study process.
11.A systematic approach should be developed at each level which fosters the individual instruction and assessment of each student.	Implemented and monitored during on-site accreditation visits. Curriculum guides being developed for each course of study.
12.Parent-teacher conferences should be required.	Monitoring and technical assistance in progress.
13.The progress of each student must be evaluated within the objectives of the individual program of studies.	Fully implemented.
14.A through program of remediation should be provided.	Implemented and monitored during on-site accreditation visits. Curriculum guides are being developed for each course of study.
15.The Alabama State Board of Education should establish basics for the instructional programs of the state's public schools.	Fully implemented.

Recommendation	Status
16. The basics for instruction in grades K-8 should be defined as reading, language arts, mathmatics, science, social studies, computer literacy, art, music, and physical education, all of which should be taught by properly certified personnel.	Implemented and monitored in annual reports and confirmed by on-site visits for accreditation.
17. Each local school system should be required to establish instructional programs which teach these newly defined basics.	Curriculum guides being developed for each course of study. Further implementation contingent on increased funding.
18. Beginning with the kindergarten program, we must build our instructional system throughout each grade level.	Implemented through the course of study process.
19. Assessment programs should be in place to assist in determining the effectiveness of each local instructional plan.	Implemented in needy systems through program assessment process.
20. Thorough assessment programs should be put into place to assure that students learn identified skills.	
---The Basic Competency Tests should be continued in grades 3, 6, and 9.	Fully implemented.
---The state's student achievement testing program should be expanded to all students in grades 1, 2, 4, 5 7, 8, and 10.	Fully implemented.
---General instructional plans should be developed to assist students in acquiring identified skills tested through these programs.	Fully implemented.
---Aptitude testing should be strengthened.	Implemented 1987-1988 by addition of OVIS/DAT.
---The State Department of Education should provide the technical assistance necessary for local school systems and schools to carry out their student assessment programs.	Fully implemented.
21. Guidance services to students should be increased.	Implemented and monitored by annual reports and on-site visits by Accreditation Section. Effective for 1990-1991 school year, counselors are required in all schools.
22. Remediation programs should be provided to all students needing them.	Fully implemented.

Recommendation	Status
23. The State Board of Education should require each local board of education to establish specific learning goals for each grade and each subject.	Implemented through course of study and curriculum guide process.
24. No student should be promoted to the next grade level or course until that student has successfully completed existing course work and acquired the skillsand competencies determined to be necessary.	Fully implemented. Boards are required to develop promotion/retention policies.
25. The general high school diploma now being issued should be continued.	Implemented and monitored by on-site visit by Accreditation Section.
26. Additionally, all students receiving a diploma in Alabama should continue to be required to pass the Alabama High School Graduation Examination (AHSGE).	Fully implemented.
27. Schools should award a special honors diploma to students who have completed the designated honors program and who have passed the AHSGE.	Implemented and monitored by on-site visit by Accreditation Section. Being implemented through Advanced Diploma process.
28. Those students not acquiring the specific Carnegie Units in a defined program and/or who fail the AHSGE should be awarded a special certificate to be determined by the local school system.	The State Board of Education authorized graduation certificate effective 1989-90 school year.
29. The number of Carnegie Units required for graduation from high school should be increased from the current 20 units to 22.	Fully implemented.
30. Planned classes in physical education should be offered in grades K-8.	Implemented and monitored by on-site visit by Accreditation Section. Being implemented where funds have allowed local education agency to hire elementary physical education teachers.
31. The one-half unit in computer literacy should involve the use of various types of computers and information systems.	Being implemented through course of study process.
32. A special course in home and personal management or life skills should be required of each high school graduate.	State Board of Education rescinded this requirement. The course is offered as an elective.
33. The existing requirement of two units of mathematics should be continued for the general student.	Fully implemented.
34. Science requirements should be doubled for all students.	Fully implemented.

Recommendation	Status
35. Appropriate course work in studying our free enterprise system should be developed and mandated as part of the social studies units.	Fully implemented.
36. Our public schools must structure efforts to help teach students to understand and accept responsibility.	Being implemented through course of study and curriculum guide process.
37. The establishment of curriculum requirements should be the responsibility of the Alabama State Board of Education.	Being implemented through course of study process.
38. Program for Exceptional Children and Youth.	State Plan approved by State Board of Education
39. Particular attention should be given to offering higher skills programs, such as foreign language, drama, and creative writing to elementary students.	Being implemented through course of study and curriculum guides. Further implementation contingent on increased funding.
40. Higher-order intellectual skills should be promoted in instructional program such as creative writing, foreign language, advanced mathematics, science, art, music and drama.	Being implemented through course of study, curriculum guides and advanced placement programs.
41. Requirements of students receiving an honors diploma should be increased.	Implemented by increased graduation requirements effective with the graduating class of 1989.
42. The courses required in the honors program should be available to every high school student.	Implementation contingent on increased funding.
43. Local school systems should require that all school activities be carefully planned and coordinated.	Fully implemented.
44. Instruction time should not be sacrificed for extracurricular activities.	Fully implemented.
45. Limits should be set for extracurricular activities on school nights.	Fully implemented.
46. An organization or agency should be empowered to govern all school-related extracurricular activities.	Not implemented at this time.
47. Athletic programs in Alabama's schools should be evaluated in terms of quality and effectiveness, with the well-being of the student the primary concern.	Fully implemented.
48. Non-school-related organizations should be mindful of the need to limit school-night activities.	State Department of Education encouraged local education agencies to encourage non-school related organizations to restrict night activities.

Recommendation	Status
49. Adequate funding must be allocated for instructional materials and equipment.	One-time appropriations allocated in 1985-86. Legislative appropriation for materials and equipment has doubled.
50. Adequate funding should be provided for textbooks.	
---Action should be taken in cases of textbook abuse.	State Dept. of Education will monitor compliance.
---The existing textbook cycle law should be followed.	Ongoing.
---Utilization of textbooks on hand should be improved.	Surplus list is maintained to assist local education agencies on an ongoing basis.
51. Funds should be provided at a significantly increased rate for the purchase of needed classroom materials, including books, audiovisual instructional materials and the new technology.	Contingent on funding.
52. Copies of the course of study should be available to each teacher.	Fully implemented.
53. As early as the junior and senior years of high school, prospective teachers should be identified, especially among the higher-achieving students.	No formal action taken. Not fully implemented. AEA is working on this and the State Department of Education is supporting them.
54. Standards for admission to teacher education programs should be raised gradually.	State Bd. of Education passed a package of resolutions on 10/13/88 raising criteria for admission into teacher education. Part of the package was designed to improve the preparation of teachers and the quality of education in the public schools.
55. The State Department of Education should monitor admission to teacher education.	Fully implemented. Conducted on-site visits to all instructions to monitor admissions. When checking applications for certification, also check to see that admissions criteria are met.
56. The program requirements leading to professional certification adopted by the State Board of Education as a quality-control measure should be implemented.	Fully implemented.
57. A core team of leaders who are highly trained in the content of the standards and who would provide continuous advisement and monitoring services to institutions should be used to evaluate teacher education programs.	Partially implemented. Full implementation contingent on funding to contract for services.
58. Teacher certification procedures should be strengthened by an annual review team format.	Fully implemented.

Recommendation	Status
59. The programs presently in place for training elementary teachers need to be evaluated and revised to assure that their content is appropriate, giving specific attention to requirements in mathemetics and science courses.	Fully implemented.
60. Teacher preparation programs which do not provide high-quality training for the state's teachers should be eliminated.	Several programs have been dropped at institutions since the plan was written because review teams determined that standards were not being met.
61. A study should be made of the extent to which programs are duplicated (density) in a given geographic area, making sure that all programs are accessible in the area.	Fully implemented.
62. A superintendent's ad hoc advisory committee should be appointed to work for and with the State Superintendent of Education on special matters concerning certification of teachers.	Implemeted through the State Advisory Committee on Teacher Education and Certification (SACTEC).
63. Standards and a process for the temporary certification of persons with non-teacher education degrees to fill critical teaching areas where certificated teachers are not available should be established.	Fully implemented.
64. To relieve the immediate shortage, the state should consider modifying certification requirements for special teachers of mathematics and science matter but lack certain education credits.	Fully implemented.
65. Teachers teaching out-of-field should be identified with all due speed.	Fully implemented.
66. Special program needs should be addressed by new and specialized certificates.	Implemented as need for special programs arises.
67. Employment of part-time teachers should be considerd in order to meet special course needs.	Local option. State Dept. of Education encourages local education agencies to give this option consideration.
68. An effective teacher evaluation program should be developed and implemented in every school system.	The professional education personnel evaluation system is being developed based on recommendations of a task force which developed research-based criteria. Training workshops for personnel are being conducted. Each local board must develop its own system or use system developed by State Dept. of Education. There are separate evaluations for teachers and administrators.

Recommendation	Status
69. Funds should be appropriated for establishing a task force to study the feasibility of implementing a statewide teacher internship (or being teacher) program.	Task Force for Developing a Beginning Teacher Assistance Program was appointed in 1988. A training curriculum and manual have been developed.
---The internship program should extend from one to three years depending upon the individual teacher's needs.	Currently local option. State standards under development.
---Internship years should count toward completion of the tenure requirement	Not implemented. BTAP under development.
---The resources of local school systems, the State Dept. of Education and institutions of higher education should be used effectively in designing and implementing such a program.	Done.
70. The State Superintentdent of Education should appoint a task force to review all aspects of the teacher tenure laws.	Task force was appointed and introduced legislation to revise laws, none have been enacted.
71. An individual professional development growth plan for each teacher should be structured, this with the cooperation of the teacher at all phases of the development.	Full implementation contingent on funding. Approximately one-third of school systems are submitting plans.
72. Teachers of selected students identified as mildly handicapped should receive appropriate broad generic certification.	Fully implemented.
73. The math-science scholarship program funded by the Alabama Legislature should be expanded and supplemented by contributions from business and industry	Still funded by the legislature. Has not been expanded or supplemented by contributions from business and industry.
74. The present scholarship program should be expanded to include any teaching field which is determined, according to criteria to be established, to be a critical need area.	Fully implemented.
75. A maximum per-academic year, full-time student a allocation of $4,000 should be established.	Fully implemented.
76. A scholarship pay-back requirement should be established and should be enforced if a recipient refuses to accept a teaching assignment.	Fully implemented.
77. The task force should decide which teacher characteristics and behaviors are to be the prerequisites for earning an increase in salary.	Fully implemented.

Recommendation	Status
78. The task force should decide what standards are to be used in identifying good teacher performance.	Fully implemented.
79. The task force should determine a definite number of career stages through which a teacher would move.	Fully implemented.
80. State allocations for teachers at the baccalaureate, master's and sixth-year levels should be increased. Teachers should be (a) compensated either at the national average for teachers at those levels, or (b) at the competitive equivalents of salaries in other professions which require similar preparation. The higher pay level should be established.	Fully implemented. Legistative action needed. Have state allocations for these levels. Legislative action needed to increase allocations to national or competitive levels.
81. Local boards of education should establish a 40-hour base work week for professionals.	Withdrawn.
82. Within a school or within a school system, a special initiative fund should be established, enabling teachers to design and carry out professional projects through a competitive grant program.	Implemented in some school systems, but not statewide.
83. Teachers should be reimbursed upon retirement for accumulated service and sick leave days.	Fully implemented.
84. Teachers must be able to devote the full time they have with their students to teaching their subject matter. They should not have to attend to fund-raising activities during class time, which should be devoted exclusively to instructional activities. Every effort should be made to eliminate interruptions for public affairs announcements during class time, to begin work immediately when the class period begins and to free teachers and students of other tasks often thrust upon them.	Fully implemented.
85. Substitute teachers, teacher aides or paraprofessionals, and parent or community volunteers should assume non-instructional duties to the extent possible.	Contingent on funding.
86. Teachers should be limited in their monitoring of halls, lunchrooms and recreation areas.	Not fully implemented. Legislation passed providing money for some teacher aides to provide teachers with 30-minute duty-free lunch period.

Recommendation	Status
87. The work-day for teachers should include an allotted time for class preparation.	Contingent on funding.
88. Cooperative efforts between industory and education should be undertaken in such technical areas as automotive, electronics, machine technology and building construction in order to take care of the need to upgrade teachers in technical areas on a timely basis.	Task force on Vocational Teacher Certification completed work and recommendations made to State Superintendent April 1990.
89. Certification in the day trade area should be revised.	Same as above.
90. Day trade teachers should submit passing scores on the state English Proficiency Test prior to employment by local boards of education.	Same as above.
91. Full-time nonprofessional certificated teachers should submit satisfactory scores on a recognized Occupational Competency Test prior to being tenured by local boards of education.	Same as above.
92. The State Bd. of Education must develop statewide policies and plans which are essential to school improvement.	Fully implemented.
93. The State Supt. of Education should provide an orientation program for local school board members.	Fully implemented.
94. The State Bd. of Education should require that local board policies are kept up-to-date and that they meet certain standards, assuring total governance of school programs.	Fully implemented.
95. Local boards of education should develop policies and plans leading to school improvement.	Fully implemented.
96. The State Dept. of Education should provide technical assistance to local school boards and administrators in developing policies under which schools are operated.	Fully implemented.
97. A plan for improvement (or achieving excellence) should be developed at each level--state, local school system and individual school.	Plans for improvement (PFE) have been developed and adopted at state level. Most systems, as well as many local schools, have similar plans in effect.
98. Plans for improvement must become operational and be updated periodically.	Will be required by PBA system.

Recommendation	Status
99. The State Dept. of Education should assist local school systems in developing, monitoring, and evaluating their plans for improvement.	Fully implemented.
100. Add five days to the school year and designate that they be used for professional development.	Legislation pending in current session, but does not include funding.
101. Planning for the five days of professional development would be consistent with the State Bd. of Education's Plan for Professional Development/In-service Education and compatible with local school systems' long-range plans for improvement.	Contingent on legislative authorization and additional funding.
102. Fund separately the support personnel defined by the State Bd. of Education as providing essential services to students	Not fully implemented. Full implementation contigent on funding. Will be partially funded through the Smith Bill.
103. Once support services are funded separately, a true pupul-teacher ratio of 25:1 should be funded under the Minimum Program.	Pupil-teacher ratio is being reduced through the Smith Bill. In 1988-89, kindergarten was fully funded at ratio of 17:1.
104. The roles of guidance counselors, librarians, and instructional supervisors should be defined so that the support service provided students in all Alabama schools will be of a similar quality.	Will be required by PBA system.
105. Require that all students have access to support services defined as being essential to high quality education.	Will be required by PBA system.
106. A Task Force should be appointed by the State Supt. of Education to study the method for distribution of appropriations.	Department has studied both potential revisions in current minimum program and program cost methods for distributing state funds.
107. The State Dept. of Education should conduct statewide assessment of basic facility needs, and capital outlay funding should be provided to correct these deficiencies.	One of the State Bd. of Education accountability resolutions requires comprehensive needs assessments to be conducted by local education agencies every three years.
108. A school should be considered substandard if it cannot provide adequate course offerings to all students, including those seeking an honors diploma.	Will be required by PBA system.
109. Each school system identified and qualifying for additional support, should be required to participate in the State Dept. of Education Program Assessment process.	Fully implemented.

Recommendation	Status
110. The law should be changed to require that all local superintendents of education be appointed.	Withdrawn.
111. Local school systems should be required to evaluate principals prior to their section and to designate experience as a prerequisite for employment within the grade groupings to which the principal is to be assigned.	Evaluation system currently being implemented will include component for evaluating principals; also, components of the Administrator Effectiveness program, contingent upon appropriate funding.
112. State and local boards of education must give special priority to increasing the quality and specificity of professional development activities provided school administrators.	Leadership and Management program will be implemented in 1990-91. LEAD project (federally funded) also helps improve administrator training.
113. State and local boards of education should develop codes of student conduct and establish discipline standards appropriate for their respective jurisdiction.	Fully implemented.
114. Achieving state accreditation should be a goal for all public schools in Alabama.	Accreditation will be required by PBA system.
115. A special plan for State Dept. of Education operations and funding should be developed, presented to the Alabama Legislature, and studied seriously and conscientiously by Alabama's state-elected officials.	Fully implemented.
116. Education information programs should be developed.	State Dept. of Education has developed a data base to provide all interested parties with information; it produces annual status reports on the condition of education in each local education agency and is developing community relations workshops to be conducted for local education agencies; many systems publish newsletters.
117. Community involvement programs should be developed.	464 schools have community education programs, 760 schools have been adopted in Adopt-A-School program, 83 schools had business/industry partnerships. Through Community Education, there were 5,596 volunteers in schools, 36 school system had active parent involvement programs serving more than 10,000 parents, and 1,354 people served on Community Education advisory councils.
118. Parental involvement programs should be implemented.	Task force developed parent involvement plan. 36 school systems had active parent involvement programs serving more than 10,000 parents.

Recommendation	Status
119. Business and industry should speak out and tell our schools where changes are needed.	Active state advisory committees in each vocational program area.
120. The Governor should appoint a task force, with membership from key financial, legislative, educational and business and industry leaders in the state.	Alabama Education Study Commission has been revived.
121. Local support for education in Alabama should be increased.	Legislation has been introduced but not enacted.
122. Federal assistance to education in Alabama should be strengthened.	Have been working with federal officials; have received substantial increases in Chapter 1 in recent years: FY 88--$ 69,979,432 FY 89--$ 77,113,052 FY 90--$ 86,147,398 FY 91--$103,648,970
123. The critical capital outlay needs of our public schools must be met.	Partially implemented. Needs have been documented through needs assessments. Contingent on funding.
124. Fund raising should not be allowed during the school day.	All local education agencies encouraged to limit as much as possible. Contingent on level of local support.
125. School personnel and students should not be used as agents in fund-raising efforts.	Same as above.
126. The bid process should be followed.	Fully implemented.

資料５　教育改革の比較意識に関する回答一覧（survey　Q5）

Q5. comparing with another districts in the state.

ME　1.We are doing more in our areas of greatest needs than some districts, less than some others.
ME　2.Full administrative support. Frequent committee meetings. Workshops and seminars.

VT　5.We have been involved in a reform effort for more years than many other districts. Our efforts began before state mandates.

MA　7.Reform comes in "Waves" every 5-6 years.
MA　9.All school districts in the state of Massachusetts are going through a number of reforms.

CT　11.Extensive curriculum revision.
CT　13.Most of the school districts in Connecticut are involved in reform initiatives.

NY　14.Building community base.
NY　16.Effective teaching strategies.
NY　19.Following state mandates and some local decisions.
NY　21.All districts in New York State are expected (required) to implement the reform elements <u>but</u> there is flexibility at the district level in <u>how</u> to make reform happen.
NY　23.It is very difficult for our district to compare our progress with others. Each school has its own character.
NY　26.We are doing more than many. We have not done as much as some.
NY　28.I believe all districts are working on some type of reform. We are more advanced than same and behind others.
NY　29.Local superintendency and local school boards have instituted policies in curriculum, instruction, administration, and supervision.

NJ　32.We are a small district and do not have a lot of resources.
NJ　33.We are doing more than others because of our student's needs.
NJ　34.We are always up dating and revising, within the limits of personnel and budget.
NJ　36.Devoted to our own growth and development--- not in comparison to other schools.
NJ　37.The superintendent was hired eight years ago to bring change.

PA　41.It appears that Project RIGOR, which will modify the secondary program may be a model for the State of Pennsylvania.
PA　43.Districts are not in competitor with each other.
PA　45.We serve a more difficult population than our neighboring districts.

MD　46.State mandate.

OH　48.More than some districts--- less than other districts.
OH　49.Many districts have <u>little</u> money for reform action.
OH　51.We are involved in all state mandates. We have initiated some sooner than others.
OH　54.As needs meet methods and resources.
OH　56.Mandated by state legislature and State Department of Education.

OH 59. State wide directives.
OH 60. All schools have the same statewide (and national) mandates.
OH 61. Progressive district with strong community support. Ingrained belief in the value of innovation.
OH 62. We are interesting in reform but must balance that with decreasing revenue.
OH 63. We are most interested with a quality program for changes.

IN 69. Reform efforts began before state of many other districts in many different areas.
IN 70. Vision development and strategic planning.

IL 78. We are following all mandates.
IL 80. All school districts must comply with 1985 Illinois School Reform legislation.
IL 84. The state has mandate reform. All schools should be involved in school reform in some forms or another.
IL 85. Each school in the state lets a report card on academics to finance.
IL 86. We compare ourselves with neighboring schools and others in the state.
IL 89. Utilize results locally (with neighboring districts) and at state level.

MI 90. Are doing more than most but finance problems limit what we can do.
MI 92. Public Act 25 has involved all public schools in State of Michigan.
MI 93. All districts must comply with the Public Act 25.
MI 94. We are working on one set of curriculum at a time. Not concerned with other districts.
MI 95. We are seeking to be the best at we do and to guarantee student success.
MI 96. Involved with school improvement teams.
MI 99. Public Act 25 gives us a measurable instrument for comparison. The annual review may be used to compare areas of similarity.
MI 101. Early childhood programs, bright star tutorial, gifted and talent programs, GMI new way math endeavors, foreign language offerings, reading awareness programs.
MI 103. We are very serious about restructuring our educational instructional program and curriculum. This is our third year.

WI 108. We were involved in improving quality education before any major mandated reforms were made by the legislature.
WI 110. We are more interested in student performance according to our standards.
WI 111. All schools compare themselves to state and national achievement but are most concerned with local situations, social conditions and standards.
WI 112. We are working along state guide lines and directives.
WI 114. We are a small district of 1,050 students. Therefore, we use others as models.
WI 115. We are trying to increase accountability <u>and</u> offer individualized programs to each child.
WI 116. All school districts in the State of Wisconsin must comply with the 20 Wisconsin state standards.
WI 118. This district with its small size and community support followed the standards and implementation with dedication to comply.

MN 119. We are more progressive in outcome based education than most schools.
MN 125. We are a small school, sometimes leading and sometimes following the changes in education.
MN 127. We are involved in a system wide, collaborative restructuring process in cooperation with the national center for outcome based education.
MN 128. Our entire teaching staff has either been or is in the process of being trained in outcome based education.
MN 130. District-wide commitment to total restructuring.
MN 131. Each district has much autonomy. Districts have different initiatives they work on. State provides some leadership but districts work on their own.

IA 134. We are presenting on our work in authentic assessment and renewed service delivery system.
IA 135. We are involved in school transformation.
IA 136. We are investing local dollars in staff development efforts.
IA 138. In 1989, the Iowa Department of Education initiated a new era by developing a new set of Iowa standards for schools. The state standards were passed by the Iowa State Legislature.
IA 140. We are complying with the state- mandated time lines.
IA 141. Iowa Department of Education stresses transformation.

MO 147. Some items in the reform are optional. We have chose to do most but not all.Example career ladder.
MO 153. Specific high school working on a project.
MO 155. Improvements have been made in technology (use of computers, videos, etc). Curriculum reforms have been made in adding upper level science and math courses, teacher evaluation.

ND 158. This is a very small and conservative school and community. They will not make any change unless they are forced to make a change.
ND 160. Along with the school improvement program we are involved with the effective school program.

SD 163. We are meeting the requirements of the state law.
SD 164. All schools must meet same basic standards.
SD 165. Revised English curriculum.
SD 166. Reform is expensive. Our district can't afford a whole lot of money to begin research and reform.
SD 168. Current trends/research are reflected upon to drive decision making in staff development and curricula.

NE 169. We are a small rural district but home high academic standards and accomplishments.
NE 170. We are in the process of evaluating the district and the students needs.
NE 172. Most every district is trying to upgrade their schools.
NE 175. Money and time limit our progress.
NE 176. Strategic planning, curriculum revisions, development of high performance learning model.

KS 183. Particularly in area of communications, computer technology.
KS 185. We are not interested in doing what to other districts are necessarily doing, but rather doing what we think is right.
KS 186. Our outcome based education program is the driving force of our district.

KS 187.We started outcome based education before the state Quality Performance Accreditation plan.
KS 188.Most districts do not an outcome based education program.
KS 189.Reform varies from our district to others. Example: we still offer vocational agriculture and woods (furniture repair).
KS 190.To keep accreditation all districts are required to update and meet certain levels of criteria to allow that district to continue to exist in the State of Kansas.
KS 191.We were selected as one of 50 pilot programs to develop a reform plan. Our district chose to use local flexibility and options.

VA 196.We have an implementation plan.
VA 197.Most school districts follow state trail.

WV 199.Involved in restructuring and innovation.

NC 200.Have a superintendent whose very interested in helping at risk students and empowering teachers.

KY 203.State mandated.

AR 205.Our district tries to provide a quality education to all students. It offers the teachers many staff development opportunities, enters into many partnerships, and accepts change in order to achieve this.
AR 206.If this district is to survive, then we must change.
AR 207.This district is devoted to keeping up with or setting the standard for education reform as much or more than districts.

SC 209.Several district have made greater investments in educational reform.

GA 213.We do not like to compare schools or districts but we are force to.
GA 214.All school systems in Georgia adhere to QBE.

AL 216.We generally respond to only state-mandated reforms.
AL 217.Funds are very limited to by technology and teacher training needed.
AL 218.We have applied for a federal grant to innovate on elementary school.

FL 219.The legislative mandate is met and if time, personnel, and fiscal resources are available much more can be implemented.
FL 220.Prior to this year, we were paying more attention to reform than other districts as indicated. The state legislation was passed in 1991.
FL 221.This point was just verified through the Florida Department of Education. We have done many innovate things such as restructuring teacher evaluation in our district, as teacher/ administrator joint partners.

MS 225.We are developing the Education Reform Act of 1982 and minimum accreditation standards.
MS 226.We are committed to improving education for our students regardless of others. We take action to fulfill our commitment.

TX 228. All schools required to implement reform. Reforms adapted to local schools to insure accountability.
TX 230. We want to be No.1 in state.
TX 231. Most districts are mandated by law to improve in key areas through the state.
TX 233. We are constantly seeking ways to improve our product.
TX 234. This district is more committed to site based decision making and technology than most Texas school district.
TX 235. We are having in-service training for our teachers.
TX 237. Laws, good or bad, drive the reform movement. Our district, as all others, are law abiding and try to comply.
TX 238. We always implement the law.
TX 240. It is part of the reforms mandated by the state.
TX 242. The reforms were required by state mandate rather than being self-initiated. Top-down reforms.
TX 243. This district is committed to improving education and providing quality instruction for all students.
TX 244. We have started the process and are yet to see the result.
TX 245. Our superintendent has been a leader in the movement to grant more authority to the individual campuses.
TX 246. We are progressive and start new programs immidiately rather than waiting for deadlines.
TX 247. Our district has a tradition of monitoring and adjusting its program. In the last eight years a change in our student population and community housing patterns has promoted reforms.

OK 250. This district is not basing its program of reform or improvement on another district. It is based on best serving our students educational needs.
OK 251. Each school is required by the state to implement education reform as outlined by the law in H. B. 1017.
OK 253. Reform and improving effectiveness has been a combining goal for the Board of Education.
OK 256. Most changes are mandated by State Department of Education.
OK 257. Somewhere or the axis of like others to more than others. We try hard to be progressive and to be risk-takers, but conservative.

AZ 261. Adding math and science requirements.
AZ 263. The vision and mission of the district focuses on developing the workforce for 21st century. As an inner-city school district, we <u>must</u> have <u>all</u> students succeed.

MT 264. Cooperative test data.
MT 265. The state tinkers with curriculum design, course offerings and staffing patterns. Our district is concerned with student outcomes, site-based improvement, alternative learning programs, etc.
MT 266. Our district have goal of implementing reform. We are not in a race, however, with anyone. We are struggling to make our funds go as far as possible.
MT 267. All schools in the state are mandated by law to meet the accreditation standards established. Project Excellence, begun in 1985 has as its thrust to update all the curriculum areas by the year 2000. By that date all schools must meet the minimum accreditation standards.
MT 268. We are paying attention to international and national trends, and our intrinsic needs.

WY 269.Our district is comparable to other districts in the state regarding educational reform.

CO 270.Our district is exceeding most of the national and state goals in education.
CO 271.Very willing to restructure education within the district.
CO 272.We are very attentive to reform issues in some areas. We are leaders; business/education partnership. Others we are working toward.
CO 273.All districts in this state are involved in educational reform due to state and national initiatives and increased accountability.
CO 276.We work carefully with other districts, sharing information, comparing activities, examining research.

ID 278.A number of others are at various stages.
ID 279.Issue report cards on school progress.

NV 281.We are very committed to improvement.

WA 283.I am a new superintendent and we are just beginning process.
WA 285.We are considered a state leader in the school reform effort. We are winners of state and national awards for school reform.
WA 286.We are a small district and people work well together.
WA 288.Working with state and local agencies.
WA 289.Others are further along, however, I believe that our resources and energy are about the same as most other districts in the region.
WA 290.Community involvement has declared our progress.
WA 291.(a)Working ahead of other similar size districts./ (b)Entire district committed to educational reform./ (c)Academic reform moving slowly.

OR 292.Seven Oregon districts are networking information and attempting reform.
OR 294.Statewide effort.
OR 296.We work with all districts in our county to implement change and provide inservice for staff.
OR 298.State mandates must be implemented.

CA 300.The superintendent and trustees are committed to educational reform.
CA 301.Significant efforts being make in curriculum alignment, school restructuring, special education, site based management, developmentally appropriate curriculums.
CA 303.Efforts noted above (Q1), curriculum revision, staff development.
CA 306.All neighboring districts are involved in reform. Many reforms are statewide.

AK 309.We are moving toward a project centered curriculum.

資料6　教育改革の誘因に関する回答一覧（survey　Q7）

Q7. reasons of education reform.

ME　2.(1)changing needs of students/ (2)changing role of students.

VT　6.want to improve instructional effectiveness; use more technology.

CT　13.A recognition that every organization will either continue to improve or it will fade away.

NY　16.demands and expectations set by parents and teachers.
NY　23.We feel that to improve it is necessary for us to compete with other schools and to prepare our students for the future.
NY　26.information about the needs of future populations.
NY　30.(1)desire for long-range plans/ (2)New York State requirements.

NJ　34.professional updating.
NJ　35.Because in changing multicultural society education review and revision must be ongoing.
NJ　36.We determined that based on our beliefs of how children learn, we needed to develop new language arts programs.
NJ　37.A concern to become one of the best schools in the state.

PA　38.need to improve the system.
PA　39.To equip our students for their futures.
PA　40.stay current.

MD　46.state mandate.
MD　47.(1)desire to meet a "Challenge of Excellence"/ (2)precept; all students are urged "to be the best they can be."

OH　51.We have had above average scores on all tests. We are using the state mandates improve even more.
OH　55.interest on the part of the public in a new primary, middle, and high school design.
OH　57.Nation at Risk.
OH　63.to provide each student with the opportunity to develop to his/her fullest potential.

IN　64.research data.
IN　67.finding new ways to make our programs better.

IL　71.effect of state reform.
IL　79.effect of state reforms and desire to improve achievement.

MI　94.simply a desire to serve our students better.

WI 107.need for continued improvement.
WI 108.teacher input to decision making.
WI 110.changing needs of our students.
WI 114.As professionals we constantly seek improvement.
WI 118.community values that support improved education.

MN 127. We are a district which has historically been excellent and which is committed to becoming better.
MN 128. desire on the part of school district administration and staff plus community support.

IA 141. The statewide commitment to quality education. This is part of our history and our future.

MO 152. parents, community believing that they want to be the best school district in the world.
MO 153. interested in what our product (student) knows and is able to do when they graduate.

ND 158. Teachers in this school will not make any changes, poor attitude toward change, superintendent has to force any change.

SD 168. school report card (in support of America 2000); state level.

KS 183. provide best preparation possible for students to compete in a global society.
KS 187. retraining staff to mastery delivery.

VA 192. rethinking priorities; new instructional needs.
VA 196. (1) Nation at Risk/ (2) as a result of our desire to enact a method of continuous improvement.

AR 207. desire to improve.

GA 210. (1) to enhance the education opportunities of students/ (2) to meet state mandates.
GA 211. required by state.

TX 243. State leaders conducted hearing through the state to determine need for some of the reforms implemented. The legislature initiated reform as a result of public and personal perceptions.
TX 244. (1) too closely tied to the past instead of the future/ (2) lack of student academic success and job success after leaving our schools/ (3) rapid change in technology.
TX 246. concern for overall welfare of students.
TX 247. a decrease in student academic achievement; achievement is not poor but is below that of former students.

OK 250. preparation of students for college requirements; foreign language, increased fine arts, counseling.
OK 257. need to continue to stay up with the new advancements of education.
OK 258. (1) technology; example, computers, word processors/ (2) We want to do more than minimum requirements in meet the needs of our students.

MT 260. Administrative leadership sets a vision of a highly effect education system which prepares graduates for successful competition in a global society, and which supports a healthy economy and the American political system.

WY 264. desire to provide a better educational opportunity.

CO 270.It is the right thing to do morally for our students and community.

WA 287.(1)make efficient leadership organization/ (2)aligned curriculum.
WA 289.recurrent research on learning and governance.

OR 297.desire to provide ongoing, quality education based on current best research, best practice worldwide.

CA 301.district and school leadership.
CA 304.leadership at central level.
CA 306.(1)high parent expectations/ (2)teacher initiatives.

資料７　教育改革研究モデルに関する回答一覧（survey　Q8）

Q8. research or models based on district education reform.

ME　1.(1)effective schools/ (2)cooperative learning/ (3)integration of handicapped students.
ME　2.(1)cooperative learning/ (2)conservative integration/ (3)site-based management/ (4)multi-age classes/ (5)collaborative administration.

NH　3.(1)coalition of essential school/ (2)multiple intelligences/ (3)America's Choice "High Skills or Low Wages"

VT　5.(1)site based management/ (2)participatory management/ (3)integration model (for special education and at risk students)
VT　6.(1)uses of computers, telecommunications, inter active T.V.,etc./ (2)middle school research/ (3)research from the National Council of Mathematics Teachers.

MA　7.Latest reform (1992) is based on current ideas advanced by President Bush and other educational "conservatives." It is <u>not</u> research-based.
MA　8.(1)middle school research/ (2)correlation between self esteem and achievement.
MA　9.student centered education (e.g., cooperative learning)/ (2)whole language approach to language arts/ (3)critical and creative thinking models.

CT　11.(1)site based management/ (2)employee involvement philosophy.
CT　12.developing own.
CT　13.(1)effective schools research; organizational research/ (2)outcome driven; human development.

NY　14.renewal model.
NY　15.(1)effective schools/ (2)TESA/ (3)grouping.
NY　16.(1)teaching model/ (2)critical thinking/ (3)cooperative learning/ (4)special education.
NY　17.outcome-based education in general.
NY　18.(1)cooperative learning/ (2)collaborative decision-making/ (3)authentic assessment.
NY　19.effective schools.
NY　20.effective schools.
NY　21.(1)strategic planning/ (2)outcomes based education.
NY　24.based on negative reports about U.S. competitiveness in world market as issued by National Center for the Economy.
NY　26.(1)work of Cetron, Kentucky Education Department, experiences of Excellence and Accountability districts/ (2)quality circle industrial models/ (3)effective schools research.
NY　27.outcomes education.
NY　28.outcomes based education.
NY　29.(1)whole language/ (2)National Council of Teachers of Mathematics (NCTM) standards/ (3)state regulations/ (4)multi-culturism/ (5)cooperative learning/ (6)compact for learning.
NY　30.multiple intelligence.

NJ　31.instructional skills.
NJ　33.(1)K-8 family school model/ (2)school based management model/ (3)comer model/ (4)professional development men school.

NJ 34.National Council of Teachers of Mathematics standards.
NJ 35.all well researched informative on how students learn.
NJ 36.the New Zealand model and research, i.e., Mourie Cloy.
NJ 37.(1)essential schools/ (2)National Council of Teachers of Mathematics standards/ (3)cooperative learning/ (4)alternative assessment.

PA 38.(1)IMPACT/ (2)FAST/ (3)distant learning.
PA 39.(1)effective schools/ (2)New Zealand model/ (3)National Council of Teachers of Mathematics standards/ (4)alternative assessment/ (5)cooperative learning/ (6)comprehensive reading program II.
PA 40.integration of many.
PA 41.The transition from junior high to middle school is based on the school effective research that middle schools provide.
PA 42.effective schools.
PA 43.(1)effective schools research/ (2)tactics for thinking.
PA 44.shared decision making at all levels of the district with particular emphasis on the school sites. We are moving to school based management.
PA 45.(1)effective schools/ (2)cooperative learning/ (3)National Councils of English, Math, Social Studies, and Science/ (4)whole language/ (5)thinking skills/ (6)NAEXCE.

MD 46.outcomes based education.
MD 47.self study; application of modern learning theories.

OH 48.T. Bells model.
OH 49.(1)math model; National Councils of Teachers of Mathematics standards/ (2)writing to read; IBM.
OH 50.(1)the new math model; based on National Councils of Teachers of Mathematics standards/ (2)the new language arts model.
OH 54.(1)whole language/ (2)block scheduling/ (3)modified site-based management/ (4)pre-school.
OH 55.(1)middle school movement/ (2)developmentally- appropriate primary education.
OH 57.(1)effective schools research/ (2)State model course of study; math and language arts.
OH 60.(1)effective schools model/ (2)decentralized (shared) decision making model.
OH 61.(1)project zero/ (2)coalition of essential school/ (3)authentic assessment.
OH 62.Not as much research and models as diminished showing in area of accountability. However, "effective schools" is a part of our goal structure.
OH 63.(1)effective schools/ (2)empowerment/ (3)shared vision.

IN 64.(1)cooperative learning/ (2)brain research/ (3)learning styles/ (4)effective schools/ (5)TESA.
IN 66.(1)instruction for development of educational activities; IDEA/ (2)shared-decision making model/ (3)cooperative edge program.
IN 68.a large number of studies and reports. No specific report.
IN 69.pre-school education--- based on parent education programs of state of Missouri.
IN 70.effective schools research.

IL 71.evaluation model by NSSE; National Study of School Evaluation.

IL 73.locally developed criterion reframed testing.
IL 74.effective school research.
IL 75.(1)whole language/ (2)math their way; multipulative math.
IL 76.(1)school-based decision making/ (2)cooperative learning/ (3)accelerated schools/ (4)essential schools/ (5)outcome based learning/ (6)effective schools/ (7)project learning/ (8)parenting programs.
IL 77.(1)cooperative learning/ (2)outcome based education/ (3)TESA/ (4)peer coaching.
IL 79.(1)cooperative learning/ (2)whole language/ (3)state writing model.
IL 80.Research models are provided by Illinois State Board of Education. District has reviewed research relating to (1)cooperative learning/ (2)learning styles/ (3)whole language/ (4)school based management.
IL 81.effective schools research.
IL 82.(1)middle schools/ (2)choice/ (3)teaming/ (4)cooperative learning/ (5)peer coaching/ (6)site based management.
IL 83.strategic planning; Our strategic plans <u>will be</u> developed using a well established model.
IL 84.effective schools research.
IL 86.(1)effective schools research/ (2)Deming models; quality management.
IL 88.(1)effective schools research/ (2)research on change.
IL 89.(1)effective schools research/ (2)school improvement program/ (3)accelerated schools.

MI 91.(1)outcomes driven developmental model/ (2)mastery learning/ (3)reality therapy/ (4)consensus decision making.
MI 92.outcome based education.
MI 95.(1)effective schools/ (2)strategic site-based planning/ (3)quality schools/ (4)outcome-based education.
MI 96.outcome based education.
MI 97.(1)school improvement planning models/ (2)effective schools research.
MI 98.effective schools.
MI 99.effective schools.
MI 100.Model put forth in State Aid bill. Core curriculum upgrades standards and stress is on local schools to develop school improvement plans.
MI 101.MEAP test and reading standards.
MI 102.total quality management.
MI 103.(1)effective schools model/ (2)outcomes based education/ (3)accreditation models; NCA and MAP.
MI 104.(1)shared decision making/ (2)school-based management/ (3)schools of choice/ (4)chartered schools.
MI 105.(1)effective schools/ (2)quality management; 14 points.

WI 106.effective schools research.
WI 107.outcome based education.
WI 108.Wisconsin School Evaluation Consortium.
WI 109.(1)cooperative learning/ (2)learning styles/ (3)strategies in the classroom/ (4)outcome based education.
WI 110.(1)quality management/ (2)strategic planning/ (3)outcome based education/(4)effective schools research.
WI 111.(1)Oklahoma research models/ (2)Kumon math/ (3)Wisconsin desemination.

WI 113.(1)total quality management/ (2)whole language instruction.
WI 114.quality management.
WI 115.many; one outstanding one is a plan designed by district to teach all students, make use of technology and emphasize global views.
WI 116.outcome based education.
WI 117.(1)site-based management/ (2)outcome based education/ (3)whole language instruction/ (4)thinking skills model.
WI 118.outcome based management goals for meeting improved learning delivery.

MN 120.We hope to become a research-based school; therefore all of our activities are to be based upon sound research of educational practices.
MN 123.(1)outcome based education/ (2)effective schools research.
MN 125.outcome-based education; over the last few years other states and Minnesota has pilot schools to help implement this new philosophy of education.
MN 126.(1)cross grade grouping/ (2)integrated curriculum/ (3)whole group instruction/ (4)school choice.
MN 127.(1)research on organizational change/ (2)mastery learning/ (3)reality therapy/ (4)control theory.
MN 128.outcome based education; our district is in time to the need to restructive and some form of outcome based education is our vehicle.
MN 130.(1)outcome based education models; Johonson City, New York/ (2)coalition for essential schools model.

IA 132.(1)cooperative education/ (2)effective schools/ (3)effective elements of instruction.
IA 134.authentic assessment.
IA 135.effective schools research.
IA 136.models of teaching.
IA 138.(1)effective schools research/ (2)outcome based education.
IA 141.(1)shared decision making/ (2)regional consortium model for technical preparation.
IA 142.(1)cooperative learning/ (2)integrated curriculum/ (3)early childhood education/ (4)outcome based education.
IA 143.National information on U.S. students are losing ground in critical areas. Students have not being taught what they need to know to compete.
IA 144.(1)effective schools research/ (2)local and AEA efforts.

MO 150.outcome based education.
MO 152.(1)shared decision making/ (2)research from Peter Senge/ (3)quality management.
MO 153.coalition of essential schools.
MO 154.mastery teaching.
MO 155.effective schools research.
MO 156.outcome based education.
MO 157.(1)outcome based education/ (2)high risk models.

ND 158.The only educational reform that has been accomplished in this district is the adoption of a new reading program and new textbooks in some of the classes.
ND 160.(1)President Bush national goals/ (2)Indian education research.
ND 161.Being a small, rural school we recognize the need to advance

in technology, math, and science opportunities for our students.

SD 162.effective schools research.
SD 164.several; (1)studies by the National Science Foundation/ (2)Michigan School Curriculum/ (3)California Assessment.
SD 166.(1)effective schools research/ (2)mastery learning/ (3)learner outcomes research.
SD 168.equal distribution of state funds.

NE 170.selection research.
NE 171.We develop our own local planning strategies for assessing needs and implementing new programs.
NE 172.We try to examine all and take the best for our district from each.
NE 173.(1)outcomes based education/ (2)effective schools research.
NE 177.Mid-continent Regional Laboratory(McREL); Denver, Colorado.
NE 179.(1)effective schools/ (2)McREL

KS 182.(1)Quality Performance Accreditation/ (2)outcome based education/ (3)effective schools research.
KS 183.(1)quality schools/ (2)effective schools.
KS 184.(1)effective schools model/ (2)mastery learning.
KS 185.(1)effective schools research/ (2)outcome based education.
KS 186.(1)outcome based education/ (2)effective schools research.
KS 187.outcome based education.
KS 190.Quality Performance Accreditation; outcomes based education and developed criteria.
KS 191.(1)McREL/ (2)school improvement/ (3)effective school.

VA 192.(1)cooperative learning/ (2)whole language/ (3)math manipulatives/ (4)thinking skills.
VA 193.quality management.
VA 194.cooperative learning.
VA 195.(1)early childhood education research/ (2)integration of math, science, technology/ (3)whole language instruction.
VA 196.(1)Southern Association of Colleges and Schools Aternative Accreditation plan/ (2)quality management/ (3)school renewal/ (4)effective schools research/ (5)in search of excellence.

WV 199.effective schools research.

KY 201.TEEM model; Tucson Early Education Model (Arizona).
KY 202.effective schools.
KY 203.(1)primary education/ (2)performance based assessment.

AR 205.(1)effective schools research/ (2)outcome based research/ (3)quality management.
AR 206.(1)schools within a school/ (2)for gifted and talented students/ (3)correlates for effective schools/ (4)Bloom's Taxonomy/ (5)PET; "Practices of Effective Teaching"- a teaching methodology.

SC 208.total quality education.
SC 209.(1)effective schools/ (2)total quality education/ (3)tech-prep.
GA 214.(1)A Nation at Risk/ (2)America 2000.
GA 215.This local system has begun minor changes as a result of strategic planning and a change in leadership.

AL 217.effective schools.
AL 218.research conducted by Auburn University. We are working closely with them.

FL 219.(1)school improvement teams/ (2)school/industory partnerships.
FL 220.(1)education reform legislation; Blueprint 2000 (1991)/ (2)effective school characteristics (since 1983).
FL 221.(1)Montessori philosophy/ (2)the German comprehensive school/ (3)key school in Indianapolis (IN)/ (4)coalition of essential schools/ (5)paradigm shifts/ (6)our Effective Teaching Center for teacher training; serving as a national staff development model.
FL 222.We provide the research base for other districts

MS 225.effective schools research.
MS 226.(1)whole language/ (2)integration across the curriculum/ (3)National Council of Teachers of Mathematics standards.

LA 227.(1)effective schools/ (2)developed locally alternative programs for potential dropouts.

TX 230.We always do what Florida and California do.
TX 233.outcome based learning.
TX 234.(1)effective schools/ (2)accelerated learning.
TX 236.effective schools research.
TX 237.(1)power of effective teaching/ (2)A Nation at Risk.
TX 240.(1)site-based management/ (2)strategic planning.
TX 241.self-paced whole student instruction.
TX 242.(1)effective schools correlates/ (2)site based decision making/ (3)total quality management.
TX 243.(1)effective school research/ (2)site based decision making/ (3)technology research/ (4)New Jersey writing project/ (5)accelerated schools.
TX 244.(1)quality schools/ (2)effective schools.
TX 245.We generally react to mandates from the state government.
TX 247.(1)effective schools research/ (2)shared decision-making/ site-based management/ (3)strategic planning/ (4)New Jersey writing project.
TX 248.effective schools research.

OK 249.effective schools model.
OK 250.CAI; computer assisted instruction articles which indicate that students are more actively involved in learning with hands on participation.
OK 251.study done by state appointed committee.
OK 252.(1)outcome based education/ (2)cooperative learning/ (3)site based management.
OK 253.outcome based education; effectiveness.
OK 254.standard test scores.
OK 255.effective school model.
OK 257.(1)restructuring research/ (2)outcome based education/ (3)technology; ITU, ITSS, ILS, CAI, others.
OK 258.(1)whole language learning/ (2)learning styles learning/ (3)mastery learning.

NM 259.(1)effective schools model/ (2)re:learning/ (3)site based decision making.

AZ 260.many.
AZ 261.effective schools research; a research synthesis; Northwest Regional Education Laboratory, Portland, Oregon.
AZ 263.effective schools research.

MT 264.(1)ITEP/ (2)effective school/ (3)TESA.
MT 265.many and varied; the entire body of "effective schools" research is the major basis.
MT 267.Outcome based education is the model that our current development is centered around. While this is not necessarily new it is a movement that many schools are gravitating towards.
MT 268.We have a full time research direction. We rely on a ample and too numerous to list.

CO 271.effective school research.
CO 272.(1)shared decision making; decentralization/ (2)math, science, and language arts instruction/ (3)outcomes based education.
CO 273.(1)effective schools/ (2)school improvement models/ (3)restructuring for decentralization/ (4)individually guided education/ (5)onward to excellence/ (6)instruction for development of educational activities (IDEA).
CO 274.(1)brain based learning/ (2)performance assessment.
CO 275.coalition of essential schools.
CO 276.(1)total quality management/ (2)matrix management/ (3)quality circles/ (4)outcomes based education.

ID 277.(1)IBM-TLC program K-6/ (2)Alpine School District (Utah) trace program/ (3)tech-prep program.
ID 278.(1)outcome based education/ (2)effective schools research.

UT 280.outcomes driven developmental model.

NV 281.(1)effective school movement/ (2)outcome based education.

WA 282.outcome-based instruction.
WA 283.(1)America 2000; President national goals/ (2)State of Washington round table.
WA 284.(1)research on curriculum/ (2)active learning/ (3)parental involvement/ (4)multigraded grouping/ (5)mainstreaming special education students.
WA 285.(1)Bill Daggetts curriculum initiatives/ (2)site based education; decentralization/ (3)participative leadership at the building level/ (4)effective schools research/ (5)school climate research.
WA 286.professional meetings and articles.
WA 287.ideas from working with organizational models.
WA 288.combined classes at the 1-3 level.
WA 289.(1)effective schools research/ (2)cooperative learning/ (3)outcome based education/ (4)alternative assessments.
WA 290.(1)outcome based education/ (2)teaching to mastery/ (3)effective school research.

OR 292.(1)America 2000; we intend to use America 2000 designation as a "rallying point" for community involvement./ (2)strategic planning; we are worring with the Northwest Educational Research Laboratory to develop a strategic planning process as a vehicle for change. We have 20 active citizen advisory committees.
OR 293.(1)site based management/ (2)parent involvement.
OR 294.Quality Work Force Council recommendations.
OR 295."America's Choice; high skills or low wages."
OR 297.(1)outcome based education/ (2)outcome driven developmental model/ (3)control theory

CA 299.(1)cooperative learning/ (2)brain-compatible instruction/ (3)theory of multiple intelligences.
CA 300.(1)models of teaching/ (2)staff development models founded on TESSA/ (3)"Caught in the Middle" (California State Department of Education)/ (4)clinical instruction.
CA 301.(1)high scope/ (2)research on pullout programs/ (3)change/ (4)decision making/ (5)cooperative learning/ (6)quality schools.
CA 302.(1)whole language/ (2)performance-based assessment.
CA 303.(1)restructuring literature/ (2)"Caught in the Middle"/ (3)vocational education reform/ (4)state frameworks.
CA 304.priorities for education (Los Angels Unified School District).
CA 306.(1)writing process/ (2)writing across curriculum/ (3)whole language/ (4)cooperative learning/ (5)strands of mathematics.
CA 308.(1)whole language/ (2)effective schools.

AK 309.(1)cooperative learning/ (2)clitical teaching/ (3)outcome based education.
AK 310.(1)effective schools research/ (2)cooperative learning/ (3)primary restructuring/ (4)whole language learning.

資料８　学区における教育改革の最重要課題に関する回答一覧（survey　Q9）

Q9 the most important reform items in the district.

ME 1.(1)adult education for former dropouts/ (2)local control of teacher certification.
ME 2.(1)increase in graduation requirements/ (2)inservice activities/ (3)collaborative administration.

NH 3.(1)providing better technical/vocational opportunities/ (2)providing better school to work transitions.

VT 5.school based and teacher involved management undergirds efforts to reform our curriculum and to reach all students.
VT 6.middle school organization rather than a junior high school sturucture and movement away from homogeneous grouping.

MA 7.curriculum reform.
MA 8.discipline problems virtually eliminated.
MA 9.All teachers in our school system (K-12) are directed to develop student centered approaches to classroom instruction.
MA 10.strategic planning.

CT 11.(1)early childhood reform/ (2)middle school development.

NY 14.provided training for staff based on strategic plan.
NY 15.increase academic expectation.
NY 16.(1)new courses/ (2)school building goals.
NY 18.establishing a vision for the district.
NY 20.(1)educator accountability/ (2)student accountability.
NY 21.the meaningful inclusion of input from parents, teachers, students, and community members in the decision-making process.
NY 22.moving decision-making to the building level, and getting more staff and parents involved in decision-making.
NY 23.staff development; cooperative learning.
NY 24.in process of setting high school exit outcomes in specific language.
NY 25.(1)staff development/ (2)fewer financial resources.
NY 26.(1)establishing academic outcome expectations for students/ (2)reorganizing operations to accomplish better outcomes/ (3)defining machanism for shared decision making.
NY 27.All are significant.
NY 28.(1)staff development; faculty is being trained with latest method of teaching based on effectiveness of research/ (2)student accountability; exploring method to change attitudes emphasis of education of students make education more meaningful.
NY 29.whole language.

NJ 31.curricula reform.
NJ 32.finance; local taxes have been historically very high.
NJ 33.(1)K-8 family schools/ (2)extended day/ (3)school management/ (4)comer(more community input)/ (5)professional development school.
NJ 34.student accountability; more statewide testing of achievement.
NJ 36.new special education law entitled Plan-to-Revise Mandate inclusive education whereby special education students (many, not all) be excluded in regular classroom institution.

PA 39.We are focusing on the big picture and revising the system as

a whole and working with other systems such as welfare system, children and youth service systems, preschool systems, etc.

PA 40.(1)curriculum changes/ (2)staff development/ (3)student outcomes.

PA 41.Project RIGOR.

PA 43.(1)curriculum development/ (2)staff development.

PA 45.All are important but finance reform is at the root of many problems.

MD 46.school level outcomes.

MD 47.curriculum analysis.

OH 48.(1)bringing technology into classroom/ (2)measuring success by student achievement.

OH 49.staff development expanded.

OH 50.(1)educator accountability/ (2)student accountability/ (3)school data collection.

OH 51.Educator and student accountability seem to move to the front on any new methods we are using.

OH 54.reorganization at grades K-8 into K-5 (K-3, 4-5) and 6-8.

OH 55.(1)curriculum design/ (2)school restructuring (primary/ middle/ secondary)/ (3)school finance reform.

OH 56.(1)early childhood education (preschool)/ (2)curriculum changes.

OH 57.district reorganization; grade levels are now located in only one building to enhance learning opportunities and allow for consolidation of age appropriate materials.

OH 60.Most of the above (Q9) are concerned; as the present, our biggest concern is coping with rapid growth.

OH 61.(1)curriculum changes; interdisciplinary/ (2)staff development; teacher leaders/ (3)reading, writing, reasoning.

OH 62.curriculum revision.

OH 63.(1)strategic planning/ (2)board goals/ (3)staff development.

IN 67.Our curriculum tries to reflect the most current and relevant trends in American educational programs.

IN 69.(1)variety of adult education programs/ (2)graduation and minimum competency requirements in math, language, reference skills.

IL 71.curriculum review; a <u>periodic</u> look at each curricular area.

IL 72.(1)reading improvement/ (2)teacher certification/ (3)student accountability.

IL 73.locally developed criterion referenced testing K-8 (math and language arts).

IL 74.effective school research.

IL 75.Our improved teacher evaluation process has helped teachers to do better jobs.

IL 77.wide range of staff development activities conducted in district.

IL 78.(1)testing at grades 3, 6, 8/ (2)reporting of test scores to public.

IL 79.accountability for student achievement.

IL 80.Illinois requires distribution of a school report card which provides school and district demographic data, as well as, test scores for grades 3, 3, 8 on state tests and national tests.

IL 81.big improvements in vocational education, especially computers.

IL 83.This year we have begun 2 important initiative; (1)staff development which is directed at the research in how people learn/ and (2)curriculum development which is focused upon subject areas in the district reform search in each area.
IL 84.(1)sharing decision making at the building level/ (2)accountability for students and staff.
IL 85.(1)high school summer school for failures/ (2)grades K-6 reading improvement grant (improve reading skills).
IL 86.The sole purpose of reform is to keep the quality of education within the district in a constant state improvement, adjusting for the latest research.
IL 87.improves class offerings in gifts, talents, and technology.
IL 88.(1)effective schools based staff development; involves school leadership teams facilitating building planning, change, and staff development around school improvement objectives/ (2)more opportunities for site-based decision making/ (3)rotational curriculum review process, which has provided a systematic approach to reviewing each curriculum area has led to an updating of curriculum in accordance with current research and practice.
IL 89.(1)early childhood intervention for "at risk" children/ (2)acceleration of curriculum for "at risk" children.

MI 90.(1)time on task/ (2)learning how to learn/ (3)business partnerships.
MI 91.consensus.
MI 92.Teachers are thinking about outcomes and students learning skills of a basic core curriculum. Students must demonstrate skills.
MI 93.(1)staff development/ (2)school based management.
MI 96.staff training in team work.
MI 97.Through curriculum development and staff development we hope to promote a disire for life-long learning.
MI 98.The effective school research is central to the reform that is ongoing in this district and state based management is a key component to this model.
MI 99.The change to site-based management has had a great impact on our schools. Placing decision making at the building level has had its positive as well as negative effects.
MI 101.All of the above checked are important and demand our constant attention.
MI 102.student centered learning.
MI 103.(1)accreditations for all building/ (2)outcome based core curriculum.
MI 105.curriculum predicated on outcome based education.

WI 106.(1)computer use in schools/ (2)gifted/talented program development.
WI 107.curriculum development leading to outcome based education format.
WI 108.We have put together a team of teachers, parents, administrators. a doctor, and a member of the clergy, and a student representative to decide on curriculum priorities.
WI 109.outcome based education; standards identified on each level of child development, portfolio being adopted K-3 goal; students must attain standards before passing to higher level.

WI 111.curriculum changes; (a)more relevant to world of work/ (b)structured to challenge student and prepare student to critically think.
WI 112.try to involve parents and look to addressing problems at an earlier age.
WI 114.input by as many people as possible; strategic planning.
WI 115.These are very long and complex but we consistently address individuals, technology, and accountability.
WI 116.curriculum changes; we have added a director of curriculum in fall 1991.
WI 117.(1)introduction of whole language reading instruction, grade K-6/ (2)outcome based education, high school/ (3)districtwide strategic plan.
WI 118.competency testing which is based on locally set standards, providing remediation to students not meeting minimal standards.

MN 119.We have initiated outcome based education.
MN 120.effective school research; staff development.
MN 124.(1)more advanced classes/ (2)more technology in buildings/ (3)more programs early childhood education.
MN 125.(1)cummunity involvement; parents having input into the education program/ (2)staff development; assisting with workshops,and preparing teachers.
MN 127.All of the above are being addressed. Ours is a total systems approach to reform.
MN 130.RESTRUCTURING; school year, length of day, alternative scheduling, site-based decision making, instructional strategies.
MN 131.Latest initiatives are improving student writing skills and upgrading math skills.

IA 132.(1)curriculum revision/ (2)computer education.
IA 133.cumputer technology; we are a rural district and through efforts of a lot of people have trained all employees and now have a computer lab and computers networked into classrooms.
IA 134.combination of authentic task and assessment and increased technology.
IA 135.(1)effective school research/ (2)at-risk students.
IA 137.school district reorganization to provide better curriculum for students.
IA 138.All standards had to be implemented.
IA 139.Headstart and all day everyday kindergarten probably have the greatest impact.
IA 140.The standards address curriculum development. Other state directives have been the impetus to adjust in-place activities and allotment of resources.
IA 141.All of our various efforts center around the empowerment of the major educational stake holders.
IA 143.(1)change in teaching methods/ (2)review of curriculum needs.
IA 144.(1)interdisciplinary/ (2)standard of quality/ (3)outcomes/ (4)eliminating old paradigms.

MO 146.(1)Teachers no longer obtain life certification./ (2)Special education required at pre-school level.
MO 147.early childhood education for normal and handicapped student.
MO 148.(1)instructional management system to upgrade curriculum K-12/ (2)teacher professional development during their total career.
MO 150.(1)curriculum changes/ (2)student/teacher accountability.

MO 151.financial management; reductions in services and expenditure.
MO 152.a new system for curriculum planning.
MO 153.outcomes based proficiencies.
MO 155.tutoring programs for students who have been identified as potential drop-outs.
MO 157.(1)at-risk programs; specifically utilizing social workers to work with dysfunctional families and their students/ (2)LATCHKEY program/ (3)curriculum and staff development program.

ND 158.(1)textbook adoption/ (2)student handbook 7-12/ (3)full time administrator.
ND 159.(1)addition of vocational education (counseling and industrial technology), Spanish classes, advanced writing literature, and composition classes/ (2)cooperation for consolidation with other school districts.
ND 161.(1)shared decision making with staff/ (2)more intensive math program.

SD 166.A definite need is seen to get our curriculum into and ready for the 21st century.
SD 167.teacher instructional model.
SD 168.(1)Equity in state funding (plus an increase) is needed to reach district and national goals./ (2)pre-kindergarten screening, parent orientation, and parenting classes.

NE 169.(1)local districts accountability requirements/ (2)choice for parents to send student in or out of district/ (2)State aid dollars have increased.
NE 170.updating school board policies.
NE 172.(1)accountability/ (2)technology.
NE 173.(1)staff development/ (2)curriculum development.
NE 175.(1)technologys both computer and vocational education/ (2)state finance reform.
NE 177.effective school research; will do the most to improve student performance.

KS 184.curriculum changes; outcome based education.
KS 186.All students are expected to learn with outcome-based education.
KS 187.retraining staff on delivery and curriculum objectives.
KS 189.District consolidation is our biggest problem; we have one elementary school with forty students and three teachers.
KS 190.study, review, development, and implementation.
KS 191.staff development; requiring all staff members to write Individual Development Plans (IDPs) for professional improvement.

VA 193.technology; Six-Year Plan.
VA 196.school based management.
VA 197.remedial education and adult literacy.

WV 199.Effective schools research has provided an excellent model for reform.

NC 200.site based management; assigning responsibility for decision-making to principals and leaders in individual local schools while making central office staff facilitator.

KY 201.school based decision making has been an important area of reform.
KY 202.preschool-primary grade instruction.
KY 204.(1)school based decision making/ (2)primary ungraded program K-3/ (3)family resources and youth service centers.

AR 205.Students receive remedial help in extended day programs, three days each week. Four year olds receive training through the HIPPY program. Test data are analyzed and shared with groups of teachers. Graduates must maintain a minimum grade point average.
AR 206.Our school must turn out students prepared to compete in a global economy. We are not doing that now.

SC 208.(1)Technology has gone from 1 computer per 300 students to 1 computer per 20 students/ (2)Curriculum reform has upgraded vocational training.
SC 209.(1)new approaches to middle schools/ (2)cooperative learning/ (3)whole language and effective schools training.

GA 210.change in the curriculum to meet the changing society.
GA 213.Emphasis is on teachers' instructional style and on student achievement.
GA 214.(1)at risk awareness training for all teachers(1264)/ (2)salary for home visitation.

AL 216.greater emphasis on academic progress.
AL 217.first year for computer lab; need greater amounts of technology; requiring 6 full hours instruction for all.
AL 218.We are most concerned about becoming current in computer technology.

FL 219.emphasis placed on recognizing academic achievement.
FL 220.(1)effective school research/ (2)early childhood education (preschool)/ (3)site-based decision making.
FL 221.school-based management, shared decision-making, and restructuring of the traditional staff development,(training) model (ETC) to teachers training teachers.
FL 222.As a major urban district which is very much involved in "professionalizing" the delivery of education for the overall improvement of the instructional program and its effects on student learning, reform in the area of school-based management, shared decision-making is very important.

MS 224.(1)kindergarten/ (2)teacher assistants in K-3.
MS 225.equity funding state-wide.

LA 227.(1)effective school program/ (2)America 2000.

TX 228.increased awareness by teachers, students and parents of the need for accountability in student achievement.
TX 230.site based management.
TX 231.making an effect to coordinate a business/education coalition to improve after-graduation employment possibilities.
TX 233.in the process of holding each campus more accountable for student results. They are being trained in shared decision making.

TX 234.(1)site based decision making/ (2)infusion of technology/ (3)increased accountability.
TX 235.bringing our students up to academic excellence.
TX 237.I think that our most important reform has been two-fold; improved discipline and improved curriculum.
TX 238.student accountability; performance, attendance, discipline.
TX 239.detailed curriculum.
TX 240.(1)for students, it would be "no pass, no play" and attendance laws./ (2)for teachers, curriculum reform and teacher salary issues.
TX 241.attitudes and accountability of students and parents.
TX 242.site based management; more control at campus/ (2)effective school correlates.
TX 243.Innovative curriculum reform and the use of technology have increased student achievement.
TX 244.(1)curriculum/ (2)decentralized decision making/ (3)technology/ (4)student centered decisions/ (5)school finance.
TX 245.As already explained, site-based management with local control has been a major movement in our district. Restructuring grade level grouping to K-5, 6-8, and 9-12, has been a major item in the past.
TX 246.district reorganization because of huge loss of funds; 30% loss.
TX 247.school-based management; council created by election at each school to make decisions regarding goals and objectives of the school. Members include teachers, parents,community members, and administrators.
TX 248.(1)school data; PEIMS; Public Education Information System; method for collecting data on attendance, achievement, finances, etc/ (2)school based management; site based management; empowering teachers.

OK 250.curriculum changes and increased technology.
OK 251.(1)more class offerings such as math, science,and foreign language/ (2)school consolidation which has closed numerous small schools/ (3)school finance which has raised salaries and provided operating funds.
OK 252.(1)early childhood; expanded programs/ (2)smaller class size and more individualized instruction/ (3)greater parent involvement.
OK 253.(1)educator accountability; compelling evaluation of results and basing decision on these results/ (2)effective school research.
OK 254.All are important.
OK 255.to improve student test performance as measured by the state test. This test is given to all students in the state of Oklahoma in April. We want our students' scores in the upper 25%.
OK 256.being able to provide library and counseling services to our students.
OK 257.(1)effective school research/ (2)technology.
OK 258.(1)classroom teaching whole language learning/ (2)learning style methods/ (3)mastery learning/ (4)concurrent enrollment which allows high school students to attend the local junior college.

AZ 261.increased graduation requirements.
AZ 262.(1)student achievement/ (2)parental education/ (3)teacher accoountability.

MT 266. Montana schools as a whole do not reflect the problems of the U.S. We deal with relatively small numbers and a whole lot more overall attention is paid to 90% of the above.
MT 267. The most important reform items to date have been development and potential implementation of curriculum guides.
MT 268. (1)curriculum changes/ (2)staff development/ (3)computer technology/ (4)effective school research/ (5)school data collection.

WY 269. special emphasis; (1)documentation of curricula/ (2)objectives providing adequate facilities/ (3)hiring to best possible teachers and paying them a satisfactory salary.

CO 272. Outcome based education will have the most impact on changing how time is organized and how instruction is delivered.
CO 273. (1)decentralization; requires massive procedural changes and policy reviews/ (2)accountability; requires increased documentation.
CO 274. performance assessment, graduation based on authentic assessment measures.
CO 275. (1)curriculum articulation K-12 and integration of disciplines/ (2)retraining staff/ (3)consensus decision making/ (4)strategic planning.
CO 276. (1)outcome based education; accountability for what is learned/ (2)strategic planning to focus the district and community/ (3)early childhood efforts for the whole community.

ID 277. The professional development committee identification of student needs in the school district then addressing the staff development toward these identified needs.
ID 279. (1)early childhood education/ (2)high tech equipment.

NV 281. state development for effective instruction.

WA 282. (1)reorganization; instructional delivery/ (2)curriculum refinement.
WA 283. Our district needed structure and implementation of new policies as they pertained to classified and certificated employee.
WA 285. upgrading high school curriculum to reflect changes in the international workforce.
WA 286. Chice came in because our government wants to be known as the "Education Governor."
WA 288. Learning quality for students set in early age.
WA 289. (1)Technology is connecting classrooms internationally./ (2)School-based management is being developed.
WA 290. (1)world competition/ (2)accountability (student, teacher, administrator).

OR 293. developed a caring school climate in all schools.
OR 294. (1)longer school year/ (2)nongraded primary/ (3)certificate of initial and advanced mastery.
OR 295. (1)non-graded K-3/ (2)21st century site councils.
OR 296. Finance is the most important and our state has not fully addressed that yet.
OR 298. school or site-based management.

CA 300. staff development and accountability as they impact curriculum changes.

CA 301. significant efforts being made in curriculum alighments, school restructuring, special education, site based management, developmentally appropriate curriculum.

CA 302. (1)attempt to eliminate remedial classes; give all students access to same curriculum/ (2)attempt to improve assessment procedures/ (3)attempt to move management decisions to school level/ (4)improve curriculum.

CA 304. (1)defined curriculum K-12/ (2)fully equipped classroom/ (3)student advocacy/ (4)collaboration planning.

CA 305. local school autonomy.

CA 307. We are making more district schools magnet schools in areas of math, science, computers, foreign language, fine arts, and multicultural.

CA 308. (1)written curriculum/ (2)written discipline policies/ (3)management rights strengthened/ (4)school level management doubled/ (5)staff requirements for tenure.

AK 309. Currently, we teach a values sterile curriculum. I feel that reestablishing values and ethics through programs such as cooperative learning is essential.

資料９　学区ならびに州における教育改革の論争課題に関する回答一覧（survey　Q10）

Q10. the most controversial reform issue in the district and state.

ME　1.funding-reduction in money from state. State pays 78% of this district.
ME　2.resistance of some teachers.

VT　4.year round school.
VT　5.no major controversies at the moment.
VT　6.change from traditional industorial arts instruction to technology education.

MA　7.instructional grouping.(often called "trucking")
MA　8.lack of middle school athletics.
MA　9.school choice program supported by legislative action.
MA　10.funding.

CT　11.school based management.
CT　13.health program issues; AIDS, human sexiality.

NY　14.union involvement in the compact.
NY　15.heterogenious grouping.
NY　16.AIDS education.
NY　17.(1)shared decision making/ (2)parental involvement.
NY　18.finance.
NY　19.(1)state minimum competency testing/ (2)state control of local decision making.
NY　20.effective school research.
NY　21.choice/voucher system funding of choice.
NY　22.parent and student ability to choose a school outside of their home school district.
NY　23.effective school research.
NY　24.Restructuring the way schools do business at same time support from state is reduced.
NY　25.nation's economy --- lack of financial support.
NY　26.changing traditional decision making structures and giving up traditional power.
NY　27.sex education.
NY　28.curriculum changes
NY　29.alternative assessment.
NY　30.high taxes.

NJ　31.funding for school districts.
NJ　32.school based management.
NJ　33.school based management.
NJ　34.quality education act of New Jersey --- funding aspects.
NJ　35.In our district there are annual improvement plans with no controvercy.
NJ　36.Invented spelling emphasis pleased on writing in early years, spelling not taught until editing (revision stages).

PA　40.finance reform.
PA　41.providing a change in secodary education program that will demand more effort on the part of students, parents, and teachers.
PA　42.wellness center.
PA　43.financing public education.

MD 46.the cost of the reform in time and money.
MD 47.more adequate financing which will require increased taxes.

OH 48.(1)choice/ (2)data collection system.
OH 49.curriculum changes.
OH 50.open enrollment and lack of adequate school funding.
OH 51.school data collection --- deals with information many people is private.
OH 52.choice plans.
OH 53.grade level realighment.
OH 54.reorganization at grades K-8 into K-5 (K-3,4-5) and 6-8.
OH 55.school finance.
OH 56.differentiated diplomas based on test scores.
OH 57.funding system.
OH 58.tierd diploms that relate to proficiency levels.
OH 59.Testing of students results reported statewide and compared. Schools are then categorized effective, or below acceptabe manages.
OH 60.coping with rapid growth.
OH 61.choice/voucher.
OH 62.school data collection.

IN 64.school based management.
IN 65.workforce legislation.
IN 66.choice.
IN 69.state finance.
IN 70.select school (choice).

IL 71.equity in school finance.
IL 72.choice plans.
IL 73.school reorganization.
IL 74.finance reform.
IL 75.The way in which service is to be provided to special education students.
IL 76.No one is <u>most</u> controvercial.
IL 77.choice.
IL 78.comparison of test scores from district to district.
IL 79.consolidation.
IL 80.Inequitable funding has not been addressed.
IL 81.vocational education.
IL 82.district consolidation/reorganization and finance reform.
IL 83.lack of adequate funding to provide existing programs; let alone financing changes/reforms.
IL 84.school data collection; test score data that is used for program assessment and accountability; the use of test for plans for improvement.
IL 85.Special education cost takes large sum of money from the regular program.
IL 86.lack of financial resources and funding.
IL 87.student testing and reporting of success.
IL 88.the need for school finance reform; not yet dealt with by the legislature.
IL 89.student testing programs and teacher inservice.

MI 90.teacher union and teacher pay.
MI 91.district outcomes.
MI 92.school of choice.
MI 93.financial equity in the state financing of schools.

MI 94.equal funding for each child.
MI 95.Our district is rearranging three K-5 elementary school into one K-1,one 2-3, and one 4-5.
MI 96.school of choice.
MI 97.district--truancy/ state--finance reform.
MI 98.student outcomes.
MI 99.schools of choice.
MI 101.accountability from staff, instructions and pupils in addressing educational district goals.
MI 102.use of and reallocation of time.
MI 104.empowerment.
MI 105.schools of choice.

WI 106.sex/health education.
WI 107.financing education.
WI 108.a testing program for all of the state's public school students to compare achievement scores among schools. It will have a final outcome test at the 10th grade to help determine the student's future; college, technical school, etc.
WI 109.new methods of student evaluation.
WI 110.state--finance reform/ district--consolidation.
WI 111.school dropouts.
WI 112.parental involvement.
WI 113.choice and longer calendar.
WI 114.attempting to build consensus and avoid controversy.
WI 115.finance.
WI 116.choice.
WI 117.giving new facilities, junior high reorganizations ,character education.
WI 118.health education,including human growth and development, discussing AIDS, abortion, and birth control information.

MN 119.choice.
MN 120.outcome based education.
MN 122.outcome based management.
MN 123.cooperative integration.
MN 124.(1)longer school year/ (2)outcome based education for graduation.
MN 125.(1)forced consolidation of the smaller high schools (like bigger is better?)/ (2)state legislator's forcing the lose of superintendent's tenure.
MN 126.district--school within a school/ state--charter schools.
MN 127.some parents do not recognize any need to change or become more effective.
MN 128.reorganizations of districts, choice plans, district consolidation.
MN 130.outcome based education.
MN 131.outcome based education.

IA 132.AIDS education with birth control.
IA 133.increase class size to save money.
IA 134.size of schools; effort to close K-12 districts of less than 1,000 students.
IA 135.school trasportation.
IA 136.school based management for some staff development efforts.
IA 137.site or school based management.

IA 138.open enrollment; parents can choose which school their children attend.
IA 139.the amount of reform in a short period of time required by the state of Iowa.
IA 140.human growth and development; particularly those items dealing with sexuality.
IA 141.consolidation of smaller, rural districts.
IA 142.finance reform and vocational education.
IA 143.restructuring.
IA 144.changing the concept of time to allow more flexibility for the learner.

MO 146.revision of state finance formula.
MO 147.finance reform.
MO 148.the way state money is distributed to local school districts.
MO 149.school finance-foundation program.
MO 150.curriculum emphasis.
MO 151.discipline policies.
MO 152.health education.
MO 154.state--school choice/ district--finance reform.
MO 155.tax restructuring.
MO 156.school finances.
MO 157.finance and appropriate funding.

ND 158.(1)reorganization or consulation of several small districts into one/ (2)accreditation standards/ (3)self-study and visitation teams.
ND 159.outcome based education.
ND 160.foreign language; will it be mandatory and can Indian school substitute their native language.
ND 161.cooperation/consolidation of small rural schools.

SD 162.modernization.
SD 163.school funds from state government; our state aid program does not provide equal educational opportunity.
SD 164.school finance.
SD 165.whether or not our high school (25 students) is too small to keep operating.
SD 166.state--student accountability/ district--curriculum.
SD 167.state report card mandate.
SD 168.equity in state funding; lack of state funding.

NE 169.(1)ongoing finance reform and taxation issues/ (2)pressures to consolidate districts.
NE 170.need for more financing.
NE 171.HIV/AIDS education and abortion rights notification, i.e., social health issues.
NE 172.discipline policies.
NE 173.providing facilities and technology needed for excellence.
NE 175.tax issues.
NE 176.(1)school district reorganization and consolidation/ (2)school finance.
NE 177.testing for comparison of school districts.
NE 178.site based management.
NE 179.(1)pressure to close small schools/ (2)pressure to change curricula.

KS 182.school finance; equalization formula.
KS 183.(1)Kansas proposals for restructures of finance formula/ (2)Kansas proposals for consolidation of school districts.
KS 184.district consolidation.
KS 185.outcome based education.
KS 186.attendance centers and student discipline.
KS 187.the change from traditional instruction and delivery to the outcome based decision making model.
KS 188.finance; statewide tax system.
KS 189.school finance; equal money to be spent per child.
KS 190.Quality Performance Accreditation, outcome based curriculum.
KS 191.educator accountability.

VA 193.(1)schools of choice/ (2)educational disparity.
VA 195.choice.
VA 196.All schools in the district won't be alike.
VA 197.school finance.

WV 198.school consolidation.
WV 199.site based education.

NC 200.governance - whether the state superintendent should be elected or appointed and the relationship between the state board and the state superintendent.

KY 201.primary school.
KY 202.primary grades - family service centers.
KY 203.primary program.
KY 204.state funding.

AR 205.The legislature wants to add additional days to the school year but has no way to fund them.
AR 206.consolidation.

SC 208.(1)equity in finance/ (2)school choice.
SC 209.higher order thinking skills.

GA 210.At the state level, financial cut backs in funds placed more of a tax burden on the local school districts.
GA 212.The new direction will soon be school based management.
GA 213.state funding for education.
GA 214.In the sate,sex education curriculum. In the district, none.
GA 215.(1)AIDS and sex education/ (2)down sizing state department of education and local system central support staff.

AL 216.what to do about the large number of students failing graduation exams.
AL 217.lay reform and mandates in plan for reform.
AL 218.school finance.

FL 219.attendance policy (district)/ finance (state).
FL 220.accountability in education.
FL 221.full service schools.
FL 222.school improvement and education accountability through cooperative planning and program implementation.

MS 224.finances.
MS 225.reorganization/consolidation
MS 226.school financing.

LA 227.teacher assessment LATIP/LATEP (state funding).

TX 228.finance reform --- the attempt to provide all students equal access to education monies (Robin Hood Plan).
TX 230.CED.
TX 231.financing of an efficient, equalizing cost per student level across the state.
TX 232.no pass-no play.
TX 233.moving toward outcome based education.
TX 234.financial reform --- current system has been ruled unconstitutional.
TX 235.funding the school district.
TX 236.teacher appraisal- career ladder.
TX 237.state--finance controversy / district--dropout prevention; we try to educate children who have no desire to stay in school causing others to suffer loss of needed resources.
TX 238.(1)no pass-no play/ (2)financial formula.
TX 239.finance reform.
TX 240.school finance.
TX 241.school based management.
TX 242.school finance.
TX 243.state finance reform to provide equal education for all students. Money from this district is being redistributed to poorer districts.
TX 244.school finance.
TX 245.reform or redistribution of tax revenue from the state to equalize school finance.
TX 246.district reorganization because of huge loss of funds---30% loss.
TX 247.year-round education.
TX 248.site based management.

OK 249.vouchers/choice.
OK 250.state--choice/ district--teacher and support personnel salaries.
OK 251.the mandated course requirements and school consolidation.
OK 252.(1)revenue/ (2)consolidation/ (3)standardized achivement testing.
OK 253.choice; i.e., attending any school as you choose.
OK 254.student testing before graduation.
OK 255.House Bill 1017.
OK 256.consolidation.
OK 257.(1)choice/ (2)promotion/graduation policies.

NM 259.collective bargaining and the effect it will have on shared leadership.

AZ 261.choice/open enrollment.
AZ 262.choice/open enrollment.
AZ 263.choice; free enterprise system to support both private and public schools.

MT 265.state finance reform.
MT 266.Our biggest job is the process of getting our standards ready to enter the world of work.
MT 267.Some personnel are resistant to change of any sort.
MT 268.little controversy; we enjoy good public support; teachers are concerned about compensation of course.

WY 269.The most controversial item other than adequate funding is agreement on reform items and priorities.

CO 270.state--(1)educational funding/ (2)schools of choice/vouchers/ (3)student achievement. district--school funding.
CO 271.the amount of reform in a short period of time required by the state of Iowa.
CO 272.choice/private vouchers; that allow tax dollars to go to private schools.
CO 273.decentralization.
CO 274.non-graded classes; non-graded report cards.
CO 275.finances and political will to help schools carry out reform efforts.
CO 276.curriculum changes in math and language arts.

ID 277.finance reform.
ID 278.change.
ID 279.school based management.

NV 281.drug surveys on student and home usage.

WA 282.(1)length of school day/year/ (2)reduction of bureaucracy/ (3)state regulations.
WA 283.financing.
WA 285.proceeding statement.
WA 286.district level reorganization.
WA 287.governance and funding.
WA 288.AIDS education.
WA 289.finance.
WA 290.condom use; should they be handed out at school?
WA 291.school based management and district management teams provide for most (95%) financed.

OR 292.funding; do we have the will to pay the cost.
OR 293.ungraded primary.
OR 294.(1)longer school year/ (2)nongraded primary/ (3)certificate of initial and advanced mastery.
OR 295.certificate of initial mastery.
OR 296.school finance.
OR 297.site visitations to exemplar districts, e.g., Johnson City Schools in New York.
OR 298.meeting the needs of the non-university or collge bound.

CA 299.ways to provide funding to implement reform plans.
CA 300.the conversion to year round education and provide self-contained instruction in the middle school.
CA 301.Channel I; news program with commercials.
CA 302.choice.
CA 303.restructuring definition.
CA 304.teacher staff development while on the job.
CA 305.revise mandatory school attendance laws.

CA 306.(1)how to finance public education/ (2)choice/voucher systems/
(3)site based management
CA 307.year round education.
CA 308.tenured teacher accountability.

AK 309.elimination of teacher tenure.
AK 310.(1)a tightened attendance policy/ (2)choice.

資料10　学区における教育改革の意義に関する回答一覧（survey　Q21）

Q21. reform implications in the distrct.

ME　1.Any reform is in question--- financial crisis threatens to destroy most.
ME　2.Challenging, stimulating, hopeful.

NH　3.The reform movement will result in great change.

VT　4.Moving slowly.
VT　5.Exciting opportunity to make our schools more effective for children.
VT　6.Very effective over the next 5 to 6 years.

MA　7.Will become more important--- our district lacks sufficient accountability--- I expect reform will lead to increased accountability.
MA　9.We are working to improve our school district in an efficient and effective manner. We are greatly hindered by monetary issues.
MA　10.Increased accountability.

CT　11.Positive but difficult.
CT　12.Gives a positive outlook in tough economic times.
CT　13.Important in that they tend to focus us as an organization.

NY　14.Positive.
NY　15.Very positive.
NY　16.Successful.
NY　18.Progressing on schedule.
NY　19.They are adjusted as leadership and mandates change.
NY　20.Creating a whole person, capable of existing in a complex society.
NY　21.The reform effort is aimed primarily at raising standards for all ability students.
NY　22.Many in our district do not believe that the need for change applies to us.
NY　23.Very positive.
NY　24.Exciting and challenging--- support of all stakeholders critical.
NY　25.Beginning to show results--- more people involved.
NY　26.To change roles, rules and responsibilities to bring decision--- making closer to the school level and to focus on the attainment of outcomes rather than processes.
NY　27.Need for financing.
NY　28.Because the change would effect everyone and because all people are not ready to change it is a difficult task but a most worthwhile one.
NY　29.Increased student achievement.
NY　30.Good community and faculty support.

NJ　31.Moving ahead.
NJ　32.Modest, little will change at the end of reform.
NJ　33.They would do a great deal to help student achievement.
NJ　34.We want meaningful reform, not reform for its own sake.
NJ　35.Ongoing; mostly local effort; community satisfied.
NJ　36.The results we are obsessing in teachers students using the "whole language" approach have been suprisingly goods; students

achievement in reading/writing has increased rapidly.

NJ 37. The district now is excited about teaching methodologies and is examining different educational structures to help students.

PA 38. Curriculum areas are being changed.

PA 39. Education will never be the same. We win continually search for what works and then adjust our teaching strategies. Reform will never end.

PA 40. Moving forward.

PA 41. Parents and staff members are somewhat skeptical of the implications of both the middle school and Project RIGOR reforms. There is some resistance to making changes rapidly. However, there is a continual outcry from the public to reduce costs of education.

PA 42. Significant.

PA 43. Going well.

PA 44. We will be more responsive to the needs of our students in preparing them for the 21st century.

PA 45. We are committed to change.

MD 46. Positive; the emphasis on student outcomes and school accountability is needed across the state.

MD 47. Progress is hampered by lack of money.

OH 48. Will help us improve our district by focusing attention on what we are trying to do.

OH 49. Starting to be evident.

OH 50. We are doing as much as we can given our financial picture.

OH 51. Most items are costly and we are concerned that the cost will hinder our already increasing performance.

OH 54. Unfunded mandates result in "leveling down" to general mediocrity.

OH 55. They have great potential for influencing student achievement positively.

OH 56. It moves us from our conservative position.

OH 57. Becoming more centralized (state level), less localized.

OH 59. No money.

OH 60. Should lead to improved achievement in some areas.

OH 61. Definitely a curriculum focus with some site based decision making.

OH 62. Greating heightened awareness of needs.

OH 63. Our district continues to improve and provide higher quality educational programs to all students.

IN 64. They will help make us work harder.

IN 66. Slow, due to reluctance of staff and funding limitation.

IN 67. We are progressing in a positive direction.

IN 69. Federal and state reform efforts would not cause our district to do much differently from what we are now doing.

IN 70. Rapid change curve.

IL 72. Successful.

IL 73. No major impact.

IL 74. Mandated reform without mandated support.

IL 75. Teaching has improved.

IL 76. Good schools are made at the school level. Our district is committed to improvement. The reform movement <u>does not</u> motivate our efforts.

IL 77. We are moving forward slowly.

IL 78.Has had little effect on improving the educational program.
IL 79.Frustrated by lack of funds.
IL 80.Successful to the extent that we are doing a better of reporting information about our schools to the public.
IL 82.Significant change was stimulated.
IL 83.To date, almost none. The future may be better.
IL 84.Implementation was successful. Sustaining the process is difficult. Systemic changes are difficult. Change process must be long ranged.
IL 85.A lot of additional paper work.
IL 86.They are making great changes in the district.
IL 87.More accountability, more concern for global education.
IL 88.(1)Teachers more competent, knowledgeable/ (2)Parents more involved/ (3)More up-to-date curriculum, technology/ (4)More site based decision making/ (5)Higher level student learning.
IL 89.Very slow, very repetitious, dropping expectation in actually.

MI 90.We know what to do but need the money to be able to do it.
MI 91.Change is difficult at best.
MI 92.We are doing as much as we can give our financial picture.
MI 93.An ongoing professional process that always seeks a better education for all students.
MI 94.We are methodically improving our schools.
MI 95.Strong tradition of success- no rest, progressive- new school.
MI 96.Just starting; difficult to access; will not give up.
MI 97.Our district is small and needs to address some issues which may not be particularly cost effective. This may cause difficulty.
MI 98.Implications call for quite radical reform in the way we provide education including difficult school day/hours, teaching strategy, use of technology, and teacher retraining.
MI 99.Education reform in our district has readily accepted by administrators. Change is inevitable and we must be prepared for change. Therefore, the schools must respond to the needs of the children.
MI 100.Trying to create positive change without financial resources.
MI 101.Very positive.
MI 102.In the beginning stages.
MI 103.We are moving forward at a moderate space and have involved staff and little opposition as developed.
MI 104.We are making substantial changes.
MI 105.Far reaching.

WI 106.In progress; more could be done in curriculum area.
WI 107.Good.
WI 108.Our idea of reform is that it should be ongoing, allowing our schools to adapt to changing needs.
WI 109.Successful graduates.
WI 110.Substantial due to local initiative not state or national.
WI 111.We are teaching students to be accountable and to have high ability but this will not be reflected because we must continue to serve and count incompetent students.
WI 113.Increased the rate of change and improvement.
WI 114.Will help us improve.
WI 115.Slow, steady, sure.
WI 116.A high awareness level.
WI 117.We must succeed or public education is doomed.

WI 118.Confidence and mutual respect of our staff and community to support shared goals remain critical.

MN 119.Reform has stimulated a new energy.
MN 121.We are interested in making progress but recognize the complexing of the process.
MN 122.We will move ahead; go slowly; not force it on staff; but promote and provide the opportunities for change.
MN 124.Movement has been slow; perception of doing excellent job.
MN 125.Some of the reforms are gradually being implemented; takes time and money.
MN 126.We want each and every child to be successful; not just a few.
MN 127.We have an excellent chance to change in such a way as to improve our quality.
MN 128.A positive feeling prevails in our district as this time.
MN 129.Community is losing.
MN 130.True educational reform will demand substantial revision of teacher training first and foremost.
MN 131.Can accomplish goals over a period of time.

IA 132.Go slow to go fast; concentrate on specific areas; no shot gun approach.
IA 133.We are moving well into financial crisis.
IA 134.We are moving on task.
IA 135.Slow but progressing.
IA 136.Has potential for will be stymical unless the equity funding issue is resolved.
IA 137.Helpful in providing more opportunities to students.
IA 138.Successful and ongoing.
IA 139.Recognition of the status of American worker and student as low; try to change directions.
IA 140.Lack of funding will limit our response to reform.
IA 141.Very helpful.
IA 142.Unknown at this time.
IA 143.It takes time but slow gains are being made. At this time reform is causing some frustration.
IA 144.We are three to four years into the process.

MO 146.Not a great agent for change.
MO 147.Not to much change.
MO 148.Minimum standards are and will be met.
MO 149.Ongoing continuous process.
MO 150.Modest success.
MO 151.Necessary to meet the varried needs of the population.
MO 152.Exiciting opportunity for student who go to school here.
MO 154.Continuously changing.
MO 155.Students leaving our school district are more able to compete for higher education and jobs.
MO 157.Ongoing and continual search for new initiative.

ND 158.It is very difficult to implement any changes or reform. Teachers, students, and parents do not want any reform. (also school board.)
ND 159.Move emphasis is being put on academic learning students are becoming more goal oriented.
ND 160.More effective school.
ND 161.Our students are sought because of work ethic, advanced skills, etc.

SD 164.Moving and improving at a modest rate.
SD 165.Not important.
SD 166.It will take time but we have some very dedicated teachers who teach very effectively.
SD 167.Good.
SD 168.State and federal budgets hardly reflect a commitment to the six national goals.

NE 169.It is squeezing us financially.
NE 170.Very slow to change.
NE 171.Our district has always been a leader in innovation and program development.
NE 172.We will keep working, maybe at too slow of pace.
NE 175.Slow.
NE 176.Reform movements will make a difference in outcomes for students graduating from high school. They will be better prepared for the transition from school to work.
NE 177.It won't happen unless the local district makes it happen, i.e., teachers.
NE 178.They have little effect on our district because of our small size. We already do very will when compared nationally.
NE 179.Ongoing.
NE 180.Continuous improvement.

KS 182.Average.
KS 183.Small rural districts are at the mercy of the large districts.
KS 184.Difficult,but obtainable.
KS 185.The educational reforms in our district will improve the teaching and learning that goes on in our district. That is our primary mission.
KS 186.Good.
KS 187.Change is difficult and will take time.
KS 188.Ongoing process.
KS 189.Average.
KS 190.Presently teachers and administrators are being given inservice to learn the needed skills. Some time is being allocated to carry out the goals.
KS 191.Administration and staff is committed to a successful change pattern. It will succeed by moderate but influential procedures.

VA 193.An increasing interest in local education.
VA 195.Positive impact.
VA 196.School improvements are most likely to occur when persons at the individual school level are actively involved in the decision making plans.

WV 198.Reform without financial support.
WV 199.Being implemented at a reasonable pace.

NC 200.Must succeed or current leadership will be replaced. Need to concentrate in keeping student learn to think and reason.

KY 201.Progressing nicely.
KY 202.Too much, too fast.
KY 203.Complete restructuring of education.
KY 204.Much greater needed for professional development for school based staff.

AR 205. In an attempt to reach the goals for 2000, each of our schools has adopted a mission statement pledging to teach all students excellently. Each school is trying to develop more parental participation.
AR 206. If we do not change; the state will consolidate us with larger schools.
AR 207. Productive but challenging.

SC 208. Moving rapidly but will be stymical unless the equity funding issue is resolved.
SC 209. Needs grass roots commitment.

GA 210. We are continually striving to improve educational opportunities for our students.
GA 212. Too much change, too fast, with too little input from the grass roots.
GA 213. Little effect.
GA 214. We are implementing a five year strategic plan; items which parallel America 2000 and Georgia 2000 goals.
GA 215. Purposeful and attainable.

AL 216. We have a long way to go.
AL 217. Dialogue; political rhetoric but no funding; money comes from state.
AL 218. We are trying to make changes.

FL 219. Effort produces results.
FL 220. Improved student outcomes measured by/against other student in our world.
FL 221. It is an "infant" stage and as schools restructure their decision making process and instructional dilivery, whereby learning is changed to impact on the school children, local school improvement will increase academic performance and desirable personal growth.
FL 222. The cooperative involvement of administrators, teachers, parents, citizens, and business in efforts to identify and resolve priority concerns is now standing practice.

MS 224. Difficult to find financial resources.
MS 225. Education reform has brought about better educational opportunities for students.
MS 226. Educational reform has helped improve education for students.

LA 227. It will be a gradual process and much will depend on funding technology, etc.

TX 228. Education reform has caused all segments of the educational process to feel responsibility.
TX 230. Average.
TX 231. We are receptive to the changes and needs. A change in attitude toward teaching is essential statewide as well as districtwide before great reform will occur.
TX 232. Progressing.
TX 233. I hope they are successful. We have a pretty good system that can do better.
TX 235. We are trying to do all the state goals, but we are lacking in funds.

TX 237.Positive.
TX 239.Effort being made.
TX 240.If mandated reform would stop long enough for implementation of change, greater success would be realized.
TX 241.We are one of the most progressive in improving education for our students.
TX 242.A constant struggle against status quo.
TX 243.Standards and expectations have been raised.
TX 244.Not yet measurable, but evidence of success is beginning to show.
TX 245.We have a successful high scoring, middle class school district even without reforms. Reforms have, however, enabled us to do an even better job.
TX 246.Reluctance by locals.
TX 247.The district believes ongoing educational reforms are needed to deliver effective instruction to students.
TX 248.The implications are endless.

OK 250.As long as the funds are provided we can increase our students productivity and achievement.
OK 252.Challenging; financial burden; making progress.
OK 253.Education reform creates much concern and effort.
OK 254.Excellent.
OK 255.Educational reform has been the foundation in our district to improve curriculum offerings, purchase new equipment, and add new staff.
OK 256.Mandates of reform may make impossible for the small school to survive.
OK 258.Too much emphasis on teachers salaries. This is a statewide problem. This is NOT what reform is about.

NM 259.Individual schools have provided increasingly creative and innovative programs to meet individual students' needs.

AZ 262.Teacher will need to work harder,with less support.
AZ 263.Educational reform in this district has proved to be very effective with regard to changing the roles, rules, and relationships among those involved in restructuring the educational programs in the district.

MT 264.beginning.
MT 265.They are critical to our future.
MT 266.Due to the very low student population reform is difficult.
MT 267.It has the potential to improve the curriculum and possibly the instructional side of the question. However, many local traditions will continue to pose a significant problem for complete success.
MT 268.Challenging; individualized to needs of our district; exciting.

WY 269.Progressive.

CO 270.Educational reform for our district is mostly shuffling more paper to make state leaders feel more important. Hopefully we can keep the paper shuffling from interfering with real progress.
CO 271.Moving forward.

CO 272.Much energy and commitment both in the community and within the school staff.
CO 273.Require careful re-examination, procedural changes and changes in thinking. Careful planning and improved reporting.
CO 274.Tremendous impact on time; redifining reles, roles, and relationships.
CO 275.Exciting and challenging.

ID 277.The process in started and we look for success.
ID 278.Needed, necessary; slow to realize.
ID 279.Good effort; not enough citizen support.

UT 280.Positive.

NV 281.Slow,but moving ahead.

WA 282.Reorganization of instructional delivery curriculum refinement.
WA 283.Slow at present with the faculty and staff buy in a big part of it.
WA 285.Dynamic/ ongoing/ essential.
WA 286.Moving slow but well thought out.
WA 287.We are making significant progress.
WA 288.We are making strides and step at a time.
WA 289.Very important to the future success of our students.
WA 290.Plenty of time and effort spent on a worthwhile goal.
WA 291.Major impact in financial decision/ minor impact academically.

OR 292.The need for reform is gaining acceptance.
OR 293.Positive.
OR 295.Modest with growing interest. Reform will be blocked into adequate funding.
OR 296.Most reforms are going to take money. Our state has not been willing to take that responsibility especially for small districts.
OR 297.Significant change/ enthusiasm/ renewal.
OR 298.Improving academic knowledge of all students.

CA 299.Provising/ long lasting/ far reaching.
CA 300.The reforms undertaken by this district have been very effective in several areas but require staffing changes (improvement) to continue the process.
CA 301.Very significant; we are a school district out in front or many issues.
CA 304.Significant import.
CA 305.Moving slowly.
CA 306.Much easier to improve program than structure. Very difficult to get staff to look at outcomes and assessment. Biggest problem is not being able to remove senior but weak teachers.
CA 307.Public education will be better.
CA 308.Lots of commitment by district; community and legislature confused and uncommitted.

AK 309.They provide broad areas of concern but lack enough specificity upon which to act. School districts will try to achieve these goals without clear direction from either state or federal government.
AK 310.We are busy implementing; assessment is important.

資料11　教育改革に際しての州／連邦関与に関する回答一覧（survey　Q22）

Q22.the effect of state/federal reform initiatives.

ME　1.State--much improved facilities,student assessment, programs brought to rural students/ federal--very little, a lot of talk, little practical use.
ME　2.Effectiveness has been decreased because some reforms were initiated by non-educators provide focus for the added reform.

NH　3.Modest.

VT　4.Helpful.
VT　5.They promote and support local efforts.
VT　6.Effective.

MA　7.In the past, the effect was modest. New reforms could be more dramatic.
MA　8.Not appropriate for every community. They resolve city problems.

MA　9.The effect will increase as time goes on. A powerful coalition for change is coming into existence.
MA　10.Minimal to date; more funding would be helpful.

CT　11.Positive but unfocussed.
CT　12.Slight.
CT　13.Limited.

NY　15.Unsuccessful.
NY　16.Modest.
NY　18.Little impact.
NY　19.Districts will do what is mandated in order to receive funds and accreditation.
NY　20.Positive and causing change.
NY　21.They are providing additional impetus for change.
NY　22.Important over the long run.
NY　23.In the right direction.
NY　25.No real impact.
NY　26.State reform initiatives are consistent with the local approach. Federal reform has a slightly different agenda.
NY　27.No dollars for program implementation.
NY　28.Certainly the state and federal push to reform will effect the thinking at the local level positively.
NY　29.Increased student achievement.
NY　30.Generally uneven/ short term/ change direction often.

NJ　31.Good.
NJ　32.Not a lot of effect.
NJ　33.They will help us, especially financially.
NJ　34.State has control over local districts.
NJ　35.As good as local leadership.
NJ　37.Very modest.

PA　38.Poor.
PA　39.I see state/federal reforms as minimums. Our district will go far beyond these.
PA　40.Mostly good.
PA　41.At this time, it is too early to describe any noticiable effects of state and federal reform initiatives.

PA 42.Minimal.
PA 43.Bureaucrat.
PA 44.Both have been both catalytic and supportive of our efforts to some degree.
PA 45.They would have more impact of funded.

MD 46.State reform is mandated. Standards and outcomes have been set. Not enough time has been available to determine if the reform will succeed.
MD 47.State--moderate success, moderate financing/ federal--insignificant, little financial support.

OH 48.Not very productive because so far they are mostly talk or window dressing.
OH 49.Very little effect presently.
OH 50.I don't like the undercurrent of privatization of public education.
OH 51.Frustrating without proper funding.
OH 54.Rhetoric without resources.
OH 55.State/federal initiatives lack cohesiveness and have no effect if funding is nonexistent.
OH 56.State--strong effect/ federal--modest effect.
OH 57.More demands; less financing.
OH 58.Student achivement, prepared for workplace.
OH 59.No money.
OH 60.Too many to mention in this space.
OH 61.Heavy focus on accountability and testing.
OH 62.Moderate.
OH 63.It is difficult to legislate quality.

IN 64.Moderate success.
IN 66.Threatening.
IN 67.I feel that productive change will only come from within each individual school district.
IN 68.Very modest changes.
IN 69.Political posturing for the most part.
IN 70.Too soon to determine.

IL 71.Little impact on local schools.
IL 72.In some school districts very effective while in others nothing has changed.
IL 73.Political issue.
IL 74.Self defeating, not realistic.
IL 75.Successful to a point for state. Ineffective at the federal level.
IL 76.Much talk, little action.
IL 77.Minimal.
IL 78.Has had little effect on imporoving the educational program.
IL 79.State--having an impact/ federal--well intended,but not effective.
IL 80.The concepts are all very positive.
IL 81.Many required changes but little funding.
IL 82.Ineffective.
IL 83.Ineffective.
IL 84.Too many mandates that are not relevant to teaching and learning get in the way of producing academic excellence.
IL 85.Very little.

IL 86.Moderately effective; could be more effective if money to implement were available.
IL 87.State reform has had impact in positive way, however, not accompanied by funding. Federal reform has had little impact. Illinois is a local control state.
IL 88.More mandates/ more record-keeping/ changes in curriculum to conform to what is tested.
IL 89.Look good on paper but don't translate well to action.

MI 90.Since top down not as effective.
MI 92.State is more effective than federal.
MI 93.An ongoing professional process that always seeks a better education for all students.
MI 95.Much slower.
MI 96.Have provided necessary impetus.
MI 97.Without monetary support they will be less effective than expected.
MI 98.National reform initiatives have had limited impact. State initiatives have had more because they are law and funding is attached to the requirements.
MI 99.Federal and state incentives have had some effect on reform, but the assessed needs of our students has been the major catalyst for change.
MI 101.Moderate to fair, but constant movement towards reform and change.
MI 102.Lacking in bringing about commitment.
MI 103.It is support for local efforts and provides encouragement to make changes.
MI 104.Unclear.
MI 105.Need adequate funding to ensure success.

WI 106.Have been used to help drive for money needed to initiate program.
WI 107.More paperwork than substance.
WI 108.They have provoked change where schools had become stale.
WI 109.Student outcomes.
WI 110.Unproductive without additional resources.
WI 111.Through reports, testing, and placement.
WI 112.They will be hampered by politics and legislative bickering.
WI 113.Little impact.
WI 114.Will help; Wisconsin will do well when teacher know what is expected of them.
WI 115.Short term.
WI 116.Modest impact.
WI 117.Too little, too late, and misguided.
WI 118.The state of Wisconsin has a long and credible tradition of superior education.

MN 119.Modest.
MN 120.A challenge to improve.
MN 121.Modest.
MN 122.Has an effect.
MN 124.Minimal.
MN 125.Unrealistic (100%).
MN 126.Academic testing and self esteem ratings.
MN 127.They are unlikely to be of much direct effect.
MN 128.A more skeptic feelings exist for state/federal initiatives.

MN 129.Poor.
MN 130.The impact of state and federal reform is quite dramatic in that these bodies have a great deal of control over money.
MN 131.Much talk but don't give the funding in order to carry out the reforms of initiatives.

IA 132.Moderate.
IA 133.More effective than originally thought.
IA 134.Disorganized.
IA 136.Weak, ineffective.
IA 137.Makes schools adopt reforms.
IA 138.Successful and ongoing. Iowa places the education of all its children as a priority.
IA 139.Good talk, little concrete assistance.
IA 140.Without funding there will be little or no effect.
IA 141.In the beginning stage for students.
IA 142.No impact.
IA 143.Giving just a little push. No solutions.
IA 144.State support is average. Federal shows poor support.

MO 145.Unsuccessful (no fund available).
MO 147.Not too much change.
MO 148.Non-existent.
MO 149.Moderate to very effective.
MO 150.Poor.
MO 151.Somewhat effective.
MO 152.Not much effect.
MO 154.Under funded.
MO 156.A school district will have to compare what initiatives are implemeted due to state/federal mandates and develops criteria to measure their success or level of improvement.
MO 157.Important in terms of setting dialogue and providing funding.

ND 158.The president initiatives were read to the school board had no or very little effect mostly negative comments. Teachers have negative attitude to state accreditation and these initiative.
ND 159.State--significant/ federal--very little.
ND 160.Change is good and needed.
ND 161.Have little effect; effective reform comes from within.

SD 164.Data collected, test scores, graduation rate of a state report card system.
SD 165.Not effective, too idealistic.
SD 166.We need more dollars to reach us. We are a very rural community and school.
SD 167.Poor.
SD 168.Governor's report card does not serve to help us meet national goals.

NE 169.It makes us spend our dollars for thing that others may want more than we do.
NE 170.They talk a great deal but do very little.
NE 171.They have a providing effect.
NE 172.Gives everyone a vision.
NE 175.Slow.
NE 176.Has everyone's attention but no specific direction of how to reach reform desired.
NE 177.Ineffective.
NE 178.They have been mainly aimed at stricter requirements that

individual districts must implement.
NE 180.Lack of direction or definition.

KS 182.Average.
KS 183.Usually developed for large urban districts with little or no consideration for smaller, rural districts which do a better job and provide a better learning environment.
KS 184.Give direction.
KS 185.These initiatives do have an effect.
KS 186.Not much.
KS 187.Headed the right direction; making progress but change is slow.
KS 188.Not in touch with our district.
KS 189.Average improving.
KS 190.They have mandated these reforms, but lack funding.
KS 191.Rhetoric exercises, provides generalized goals to strive toward but not exclusive to local improvement plans.

VA 193.There has been an increasing amount of mandates in school reform since 1972.
VA 195.Positive impact in some areas.
VA 196.The federal and state reform initiatives have given direction to local districts.

WV 198.Poor.
WV 199.Reasonable successful.

NC 200.Poor anlace action takes place a local school site.

KY 202.All expect too much, too fast.
KY 203.Positive.

AR 205.Attempts at reform have been positive, but have not been able to solve all problems.
AR 206.Change has been forced.
AR 207.Frustrating because of inadequate funding.

SC 208.Good but needs clarity and truth.
SC 209.Not very effective.

GA 210.Some are needed, some are not.
GA 212.Slight improvements were made. However, family and court system reform are necessary for real change.
GA 213.Good ideas but they are not funded.
GA 214.The possibilities for improvement are significant and doable, but in Georgia we need a shared vision with local versions of operation.
GA 215.Political rhetoric.

AL 216.Very slow to put into operation.
AL 217.Will be beneficial when funded.
AL 218.Nearly without effect.

FL 219.Effort produces results.
FL 220.Improved student outcomes.
FL 221.Helpful in implementing local school control for student academic gain and desirable personal growth; with deemphasis on unhealthy competition between schools/individuals.

FL 222. Through the establishment of national and state goals, and their relationship to performance standards and assessment/ measurement procedures, there is a growing recognition of the impact of accountability in public education.

MS 225. As a result of accreditation standards implemented in the state of Mississippi, our district has improved the quality of education for all our students.
MS 226. Will help improve education when local districts are committed.

LA 227. All agree and are ready to accept and implement, but funding must accompany if we are to succeed.

TX 228. State reform provided a beginning for district reform. Federal input is often counter-productive.
TX 230. Very stressful.
TX 231. Improvement in graduation rates, academic performance, and dropout decreases.
TX 232. Slow.
TX 234. Little effect from federal reforms as minimums. Our district will go far beyond these.
TX 236. Important.
TX 237. Costly.
TX 239. Intent good.
TX 240. There has been so much, it is not seen as positive. It is almost never funded.
TX 241. A help but local reform most important.
TX 242. Ill-advised in procedure; necessary.
TX 243. Students scores on TAAS- the state test in math, reading, and language arts.
TX 244. State--high/ federal--somewhat ineffective.
TX 245. We seem to be impacted only slightly by federal initiative. We are impacted directly by state initiatives.
TX 246. Poorly planned.
TX 247. As we comply with mandated reforms and initiate others, our district will improve and our students will benefit.
TX 248. Endless and overwhelming.

OK 250. These are no doubt in my mind that America and this district will have improved greatly as a result of these reform initiatives.
OK 252. State--massive/ federal--no effect.
OK 253. The effect is to creat a national awareness.
OK 254. Proper.
OK 255. The effects of state and federal reforms in our district has been very positive.
OK 258. Lots of talk, little result. Too much politics in educational reform. Particularly at the federal level.

NM 259. Federal reforms provide global perspective; more programatic efforts have been the challenge for the district.

AZ 260. Lack of funding.
AZ 262. Devasting.
AZ 263. There has been minimal effect of state and federal reform initiatives into the individual classrooms, primarily because there is a strong resistance to "top down" decisions.

MT 264.Poorly planned, lacks funding.
MT 265.No effect to date, but they are also critical.
MT 266.Fine for the larger school, wishing in the smaller schools.
MT 267.State reforms have some potential, but national reform have had little if any impact on rural Montana and we are dicidedly a rural area. Our total school population K-12 is 123 students.
MT 268.Disjointed.

WY 269.Slow and systematic.

CO 270.Educational reform for our district is mostly shuffling more paper to make state leaders feel more important. Hopefully we can keep the paper shuffling from interfering with real progress.
CO 271.Many are resisting initiatives. Our district is supportive.
CO 272.They are having a constructive impact.
CO 273.Supportive and challenging.
CO 274.Not having direct impact.
CO 275.Moving in the right direction.

ID 277.Helpful to emphasize the direction we are going.
ID 278.Not being enthusiastically supported or promoted.
ID 279.Minimal; not enough local initiative allowed.

UT 280.Supportive.

NV 281.Little impact if any.

WA 282.Minor; publicity impacts.
WA 283.Slow at best; money is concern.
WA 284.Little or no effect.
WA 285.Targets for local initiatives.
WA 286.Minimal to acceptable.
WA 287.Still in discussion stage.
WA 288.Need funding.
WA 289.Local evaluation.
WA 290.Watered down, NOT realistic.
WA 291.As this point not a major factor.

OR 292.Lots of talk, too little action.
OR 293.Positive.
OR 295.Major change without dollars.
OR 296.All talk and no action.
OR 297.Very minimal at this point.
OR 298.Mostly "hot air"; without one iota of reality to them; largely political positions.

CA 299.Encouraging, but lacking funding.
CA 300.Provides encouragement.
CA 301.Curriculum reform at state level somewhat effective.
CA 302.Generally support district goals, directions.
CA 304.High to moderate impact state and federal.
CA 305.Weak emphasis could be effective with major change required.
CA 306.Made much progress through 1980's. Recent funding cuts have seriously threatened reform.
CA 308.Modest; no fire in the belly.

AK 309.They have opened a Pandora's Box" of concern, some of which is justifiable. I would be surprised if support mechanism are created. I am sure punitive mechanism will be created.

AK 310.They have turned attention to educational needs.

資料12　学区教育改革のキーワードに関する回答一覧（survey　Q24）

Q24. key words of the reform effort in the district.

ME　1.responsive to the public/ improve curriculum/ improve skills of faculty.
ME　2.challenging/ stimulating/ hopeful.

NH　3.locally driven reform.

VT　4.slow/ positive/ competitive with others.
VT　5.accountability/ student achievement (increased)/ team management/leadership.
VT　6.outcome-based/ all students/ technology.

MA　7.curriculum change/ diversity/ slow.
MA　8.realistic/ philosophic/ patient.
MA　9.increasing in impact.
MA　10.uncertain/ uncommitted funding.

CT　11.ongoing/ active/ bold.
CT　12.collaborative/ focusing/ inexpensive.
CT　13.long range/ complex/ expensive.

NY　14.positive/ slow/ impacting.
NY　15.change/ innovation/ improvement.
NY　16.student-centered/ goals/ high students.
NY　17.cooperation/ collaboration/ trust.
NY　18.achievement/ world-class/ potential.
NY　19.slow/ gradual/ meets mandates.
NY　20.accepting.
NY　21.standards/ reconceptualization/ involvement.
NY　22.partnerships.
NY　23.cooperation/ paradigm/ inservise.
NY　24.exciting/ frustrating/ apprehension.
NY　25.shared decision-making.
NY　27.slow/ tedious/ challenging.
NY　28.cooperation/ determination/ child oriented.
NY　29.shared decision-making.
NY　30.money/ leadership/ teacher education.

NJ　31.ongoing/ dynamic.
NJ　32.gradual/ research oriented/ successful.
NJ　33.autonomy/ achievement/ funds.
NJ　34.measured.
NJ　35.leadership/ local pride/ professional cooperation.
NJ　36.high student involvement and achievement/ teachers becoming motivated learners/ hard work for everyone to enjoy.
NJ　37.excellence/ high expectations/ self-concept.

PA　39.systems approach/ continuous search for better ways/ whole child.
PA　40.moving forward rapidly.
PA　41.excitement/ anxiety/ resistance.
PA　42.dynamic/ interactive/ top down- bottom up.
PA　43.We are growing.
PA　44.focused/ broad-based/ visionary.

MD　46.appropriate/ needed/ positive.

MD 47.visionary/ student-oriented/ hampered (because of fiscal restraint).

OH 48.each child/ technology/ achievement.
OH 49.slow/ painful/ difficult.
OH 50.ongoing/ self-improvement/ difficult.
OH 51.costly/ not needed.
OH 54.internally guided/ motivated.
OH 55.child centered.
OH 56.acception/ required/ good.
OH 57.state control/ finacial concerns/ accountability.
OH 58.ligislative/ options/ competition.
OH 59.We are for reform but we are not getting the money to implement.
OH 60.mission/ outcomes/ shared.
OH 61.interdisciplinary/ innovation/ involvement.
OH 62.needed/ moderate/ finances.
OH 63.innovative/ team oriented/ shared vision.

IN 64.tiring/ challenging/ slow.
IN 66.challenging/ exciting/ frustration.
IN 67.progressive/ student-centered/ on-task.
IN 68.proceeding with effort.
IN 69.attention to individual students/ keep decision making at lowest possible level/ involve staff in decision making.

IL 72.following state mandates.
IL 73.goal oriented/ measurable/ positive.
IL 74.too little dollars.
IL 75.accountability/ consolidation/ evaluation.
IL 76.ongoing/ creative/ sucessful.
IL 77.moderate/ effective/ unfunded.
IL 78.intense/ frustrating.
IL 80.paperwork/ misunderstanding/ good-ideas.
IL 81.teaching/ technology/ money.
IL 83.ineffective/ unvisionary/ underfunded.
IL 84.long range/ based on research/ based of student achievement.
IL 85.very little difference.
IL 86.ongoing/ effective/ underfunded.
IL 88.<u>effective</u> schools focused/ staff <u>empowered</u> to make, manage changes/ <u>commitment</u> to help all students learn.
IL 89.little/ late/ lax.

MI 90.ongoing/ necessary/ under funded.
MI 91.frustrating/ challenging/ rewarding.
MI 92.technology/ outcome-based/ planning.
MI 93.frustrated by timing.
MI 94.flowing K-12 curriculum/ outcome based curriculum/ teacher and parent involvement.
MI 95.determined/ human/ risk.
MI 96.exciting/ frustrating.
MI 97.cooperation/ dedication/ patience.
MI 98.broad based/ hurry.
MI 99.curriculum reform/ site-based management/ effective schools.
MI 101.progress/ commitment/ participation.
MI 102.learning/ outcomes/ community.
MI 103.effective/ confusing/ exciting.
MI 104.empowerment/ diversity/ choice.

MI 105.innovative/ top down/ needed.

WI 106.preschool/ early interrelation/ more global.
WI 107.good.
WI 108.concern/ community/ cooperation.
WI 109.change/ student/ outcomes.
WI 110.empowerment/ child centered/ active.
WI 111.more time on task/ student accountability/ ready to learn.
WI 112.lack of fund.
WI 113.vision/ student centered.
WI 114.more staff involvement.
WI 115.slow/ steady/ sure.
WI 116.strategic/ mission/ focus.
WI 117.ambitious/ frustrating/ time-consuming.
WI 118.continuity

MN 119.renewed interest in learning.
MN 120.decentralization/ accountability/ research-based.
MN 121.concern/ interest/ skepticism.
MN 124.slow/ challenge/ performance.
MN 125.involvement of parents.
MN 126.teacher ideas/ child driven/ potential,
MN 127.system wide/ collaborative/ research based.
MN 128.discussion/planning/ programs.
MN 129.sharing program with other districts.
MN 130.site-based restructuring.
MN 131.moving forward slowly.

IA 132.curriculum/ refocus/ effort.
IA 133.change/ staff development/ initiative.
IA 134.character/ competence/ confidence.
IA 135.moving slowly ahead.
IA 136.leadership/ staff development/ computer technology.
IA 137.improved student curriculum.
IA 138.needed/ ongoing/ successful.
IA 139.slow/ union/ money.
IA 141.empowerment/ planning/ work.
IA 142.curriculum/ moderate/ early childhood.
IA 143.awareness/ slow/ some resistance.
IA 144.consensus/ cooperation/ creative.

MO 146.mandated/ sporadic/ moderately effective.
MO 147.improved curriculum, salaries.
MO 148.difficult to achieve.
MO 149.cautious/ gradual/ positive.
MO 151.minimal/ lack of finances/ problems.
MO 152.empowering/ effective/ unfunded.
MO 153.slow, slow. slow.
MO 154.challenging due to underfunding.
MO 155.ongoing/ successful/ effective.
MO 156.measured/ systematic/ needed.
MO 157.transition/ restructuring.

ND 159.academic/ self esteem/ discipline.
ND 160.accountability/ update/ revise.
ND 161.We involve people.

SD 163.very low priority.
SD 164.moving/ improving/ modestly.
SD 165.idealistic/ unimportant/ unlikely.
SD 166.need more dollars for real reform/ slow in arriving/ not fully supported.
SD 167.apathy/ turf protection/ slow.
SD 168.lack of state funding.

NE 169.uncertainty/ financial squeeze.
NE 170.slow/ money/ attitude.
NE 171.We're already reforming.
NE 172.continuous/ steady/ wanted.
NE 173.excellence for students.
NE 174.difined/ careful/ planned.
NE 175.technology/ outcomes/ change.
NE 176.curriculum revision/ outcomes/ instruction.
NE 177.commitment/ direction/ community.
NE 178.because of our small size, immidiate/ effective/ teacher-requested.
NE 179.ongoing/ involvement/ research.
NE 180.continuous improvement.

KS 182.exciting/ long term/ students.
KS 183.accomplishment/ individual.
KS 184.gradual/ research oriented/ successful.
KS 185.all children learn.
KS 186.change/ work/ trust.
KS 188.local/ group effort/ student centered.
KS 189.curriculum/ finance/ people attitude.
KS 191.unity, teamwork/ commitment/ achievement.

VA 192.technology/ thinking skills/ global economy.
VA 193.modest/ gradual improvements.
VA 195.integration (of subject matter)/ intervention/ early.
VA 196.teamwork/ vision-building/ participatory decision-making.

WV 199.site-based/ restructuring/ partcipatory reform.

NC 200.site-based management/ teacher empowerment/ accountability.

KY 202.rushed/ exciting/ uncertain.
KY 203.positive educational revolution.
KY 204.comprehensive/ collaborate/ challenging.

AR 205.excellence/ equity/ efficiency.
AR 206.forced/ disorganized/ centralized control.

SC 208.technology/ vocational emphasis/ empowered.
SC 209.slow/ interesting/ active.

GA 210.changing/ progressive/ successful.
GA 212.too much paperwork.
GA 214.vision.
GA 215.data/ planning/ excellent.

AL 217.planned/ unfunded/ dreams.
AL 218.can do/ will do/ gradual.

FL 219.accountability/ involvement/ planning.
FL 220.improved student outcomes.
FL 221.innovation/ creativity/ change.
FL 222.improvement/ accountability/ cooperation.

MS 224.not enough money.
MS 225.accountability/ leadership/ evaluation.
MS 226.improved curriculum with grade level standards required for promotion/ improved teaching and strategies for learning/ financial commitment.

LA 227.alternative education program/ American 2000- Evangeline 2000.

TX 228.confusing/ moderate/ needed.
TX 229.finances/ local support.
TX 230.every child can learn.
TX 231.attitude/ accountability/ responsibility.
TX 232.saving money/ consolidation.
TX 233.concern/ hope/ chaos.
TX 234.decentralization/ local autonomy/ greater accountability.
TX 235.students/ straight ahead/ excell.
TX 237.time consuming/ costly/ overall helpful.
TX 238.site-based management.
TX 239.effort/ intent.
TX 240.plans/ site-based/ accountability.
TX 241.accountability of students, parents, teachers.
TX 242.slow/ mandated/ under funded.
TX 243.collaborative planning/ collaborative efforts/ increased student achievement.
TX 244.difficult/ controversial/ expensive.
TX 245.gradual/ expensive/ needed.
TX 246.haste/ good ideas/ poor planning.
TX 247.continuous/ costly/ time-consuming.
TX 248.slow/ frustrating/ expensive.

OK 249.effective/ involvement.
OK 252.committee work (site based committee)/ massive changes/ stressful.
OK 253.concern/ dedication/ anticipation.
OK 254.the right direction.
OK 255.involvement (parents, teachers, administrators)/ plan (written plan of reform)/ implement (put the plan into action).
OK 256.money, money, money.
OK 258.Local effort is best.

NM 259.collaboration/ innovation/ achievement.

AZ 260.We are trying.
AZ 262.central office lead/ achievement based/ supported by issues.
AZ 263.increased student achievement/ decentralization/ accountability.

MT 264.slow.
MT 265.student/ outcomes/ focused.
MT 267.mandated/ supported locally/ effective.
MT 268.challenge/ individualized (to district needs)/ exciting.

WY 269.cooperation/ quality/ commitment.

CO 271.difficult/ necessary/ expensive.
CO 273.challenging/ supportive/ exciting.
CO 274.exciting/ chaotic.
CO 275.competence, confidence, compassion/ empowering all to grow.
CO 276.ongoing/ slow/ unevenly received.

ID 277.energetic/ support/ involvement.
ID 278.needed/ necessary/ slow.
ID 279.slow/ underfunded.

UT 280.empowerment/ accountability/ openness.

NV 281.moving slowly/ varing degree of commitment.

WA 282.school based/ collaborative/ outcome-based/ equity.
WA 283.individual/ relevant/ applicable.
WA 284.rapid change.
WA 285.planned/ slow paced/ need time and dollors.
WA 286.slow but sure.
WA 287.administrative restructuring.
WA 288.meeting vision goals.
WA 289.careful/ planning/ needed.
WA 290.vision/ commitment/ needed funding.
WA 291.shared decisions/ efficiency/ ownership.

OR 292.commitment/ initiative/ implementation.
OR 293.positive/ difficult/ collaborative.
OR 294.excitement/ overwhelming/ uncertainty.
OR 295.change/ concern/ uncertainty.
OR 296.lack of money.
OR 298.increasing higher expectations.

CA 299.promising/ on-target/ effective.
CA 300.difficult/ long term/ incomplete.
CA 301.planning/ vision/ willingness to take risks.
CA 304.excellence/ accountability/ change.
CA 305.slow/ inadequate/ financial (limited).
CA 306.well intentioned/ curriculum success/ requires prudence.
CA 307.exciting/ challenging/ painful.
CA 308.vision/ order and organization/ courage.

AK 309.curriculum alignment/ clinical teaching/ cooperative learning.

資料13　アンケート調査票

American School District Education Reform Survey: 1980-1991

1. This state has been involved in education reform during 1980-1991 in the following ways (check applicable items):
_(1)State legislation (please provide name and brief description)

_(2)Administrative orders/regulations (brief description please)

_(3)Local District initiatives (please describe)

_(4)No reform legislation or initiatives

2. This district has been involved in education reform during 1980-1991 (check one):
_(1)yes　_(2)planning　_(3)nothing

3. District reform plan and program has made by (please describe):

4. Education reform was started in the district and state (check applicable items below):
_(a)before 1983　_(b)during 1984-1987　_(c)during 1987-1990
_(d)during 1991　_(e)not yet
If possible, indicate the exact year when school reform started 19____ in this state.
If possible, indicate the exact year when school reform started 19____ in this district.

5. Is this district devoted to implement education reform, comparing with another district in this state?
_(1)yes. We are paying more attention to do it than others.
_(2)yes. Just as same as others.
_(3)not so much devoted. Just a little.
_(4)other(Please explain)
Please provide a brief explanation for the item you check.

6. The progress of education reform in this district is:
_(1)quite rapid　_(2)just moderate　_(3)very slow
_(4)other(Please explain)

7. The reasons that have stimulated education reform in this district and state are (check applicable items below, signed with d[district] or s[state]):
_Poor student achievement　_High dropout rate
_Teacher shortage　_Need for more accountability
_Inadequate school finance　_District overcentralization
_Public dissatisfaction　_Need for more leadership at the state level
_Ineffective equal opportunity　_Concern for international competitiveness
_Effect of national reform initiatives
_Need for more parent involvement in school affairs
_Others (Please explain)

8. Is education reform in this district based on any recent new research or models? If your answer is yes, what are they?
_(1)yes _(2)nothing _(3)others(Please explain)
Please indicate the new research or models you refer to.

9. Reform has addressed (check applicable items):

_Adult literacy
_Community control
_Student truancy
_Remedial education
_Discipline policies
_Preservice training
_District consolidation
_Teacher certification
_Administrator certification
_Curriculum changes
_Finance reform
_School dropouts
_Academic bankruptcy
_Textbook adoption
_Vocational education
_District reorganization
_Teacher salary structure
_Choice plans
_Staff development
_Computer technology
_Home instruction
_School day/year time
_Extracurricular policies
_Life-long learning
_School board training
_Postsecondary education
_Educator accountability
_Student accountability
_Effective school research
_School data collection
_Others (please indicate)
_Early childhood education
_Improving equal educational opportunity
_School-based management
_Compulsory attendance age
_Changes in promotion/graduation policies

Please provide brief explanations for the most important reform items in your district.

10. The most controversial reform issue in your district and state at the present time is (Please indicate):

11. The persons taking leadership in education reform in this district and state is(are) (check applicable items below):
_(a)state governor _(b)state legislator _(c)citizen
_(d)state superintendent _(e)state board of education
_(f)local governor and legislator _(g)mass media
_(h)district board of education _(i)district superintendent
_(j)business community _(k)education professional groups
_(l)others (please explain)
Please provide a brief explanation/description for items checked.

12. The strongest supporters and opposition are(chose applicable items into the proper part):

	supporters	opposition
District		
State		

(a)state governor (b)state legislator
(c)citizen (d)state superintendent
(e)state board of education
(f)local governor (g)mass media
(h)district board of education
(i)district superintendent
(j)business community
(k)education professional groups
(l)others

13. Your emphasis for implementing education reform in your district is (circle one. If you recognize each side is important as well, check both sides):

			even			
State initiative	1	2	3	4	5	Local initiative
Teachers initiative	1	2	3	4	5	Non-teacher initiative
Legalization	1	2	3	4	5	Non-legalization
Standardization	1	2	3	4	5	Diversity
Academic innovation	1	2	3	4	5	Efficiency of current program
Organizational innovation	1	2	3	4	5	Organizational efficiency
Major changes	1	2	3	4	5	Modest changes
Mandate for changes	1	2	3	4	5	Incentive for changes

14. Citizen's involvement to improve your district is (check one):
_(1)very effective _(2)fairly effective _(3)not too effective
_(4)other(please indicate)
Please provide brief explanations for item checked.

15. State initiatives in the process of reform is (check one):
_(1)rapidly increasing _(2)gradually increasing _(3)no changes
_(4)no existence _(5)being watered down or eliminated
Please provide brief explanations for item checked.

16. State support to improve your district is (check one):
_(1)very effective _(2)fairly effective _(3)not too effective
_(4)no existence
Please provide brief explanations for item checked.

17. For your district, federal impact such as "Nation at risk" and President's "National Goals for Education" in the process of undertaking education reform is (check one):
_(1)very important _(2)fairly important _(3)not too important
_(4)not at all important
Please provide brief explanations for item checked.

18. Your priority assighed each goal of federal plan is (circle one):

Goal	very high	high	low	very low
(a)	1	2	3	4
(b)	1	2	3	4
(c)	1	2	3	4
(d)	1	2	3	4
(e)	1	2	3	4
(f)	1	2	3	4

(a)All children in America will start ready to learn.
(b)The high school graduation rate will increace to at least 90%.

(c)American students will leave grades 4, 8, and 12 having demonstrated competency in challenging subject matter. In addition, every school in America will insure that all students learn to use their minds, in order to prepare them for responsible citizenship, further learning, and productive employment in a modern economy.

(d)American students will be first in the world in mathematics and science achievement.

(e)Every adult American will be literate and will possess the skills necessary to compete in a global economy and to exercise the rights and responsibilities of citizenship.

(f)Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

19. Reaching that goal by the year 2000 in your district is (circle one):

Goal	very likely	likely	unlikely	very unlikely	don't know
(a)	1	2	3	4	5
(b)	1	2	3	4	5
(c)	1	2	3	4	5
(d)	1	2	3	4	5
(e)	1	2	3	4	5
(f)	1	2	3	4	5

Please provide your comment.

20. Ongoing reform in your district would be (circle one):

	successful	modest	difficult	don't know
(1)Aims of education	1	2	3	4
(2)Administration and leadership	1	2	3	4
(3)School structure and organization	1	2	3	4
(4)Funding	1	2	3	4
(5)Teaching profession	1	2	3	4
(6)Curriculum and academic standards	1	2	3	4

21. How would you summarize the implications of education reform in your district?

22. How would you identify the effect of state/federal reform initiatives?

23. In the process of reform, administrating formula such as district autonomy is(check one):

_(1)dramatically changing toward_____

_(2)gradually changing toward _____

_(3)not at all changing.

Please explain your reaction concerning this issue.

24. Three key words which is summarized the reform effort in your district are:

SCHOOL DISTRICT

25. How many graded schools in your school district? Please check the governing numbers by each school level as of January in 1992.

school level	
grade range	
numbers	

26. How many student enrollments at the K through 12 as a whole in your district?

_(1)under 500 _(2)501-1,000 _(3)1,001-2,500 _(4)2,501-5,000
_(5)5,001-10,000 _(6)10,001-25,000 _(7)25,001-100,000 _(8)over 100,000

27. Was your district zone changed during the last decade? If consolidated or divided, what year and reason?

28. About school finance, could you check the budget sharing percentage in your district by each year below?

	1980	1985	1989	1990	1991
district					
state					
federal					

29. How do you evaluate the educational attainment of your district among this state?

_(1)very well _(2)fairly well _(3)average _(4)not too well
_(5)not at all well

30. How do you characterize your district area? (check applicable items)

_(1)business _(2)industory _(3)agriculture _(4)urban _(5)suburb
_(6)other

31. Members of education board in your district are (check one):

_(1)selected by election _(2)chosen by_____ _(3)other

32. How many members of education board in your district?

33. What are their occupation of each members?

SUPERINTENDENT (YOURSELF)

34. How many years have you been in this post? And how many years at the superintendent post totally?

35. What was your former occupation or career, except the superintendent?

36. The position of superintendent is (check applicable items):

_(1)attractive _(2)challenging _(3)tough _(4)exhausting _(5)easy
_(6)other (Please explain)

37. Do you have any kind of degree? What is it or are these if you have?

_(1)yes _(2)no

38.Your gender is (please check one):

_(1)male _(2)female

39. Your age is (please check one):

_(1)31-40 _(2)41-50 _(3)51-60 _(4)61-70 _(5)other