Resolved: The United States Federal Government Should Substantially Increase Its Funding and/or Regulation of Elementary and/or Secondary Education in the United States
CHAPTER 13—PARTICULAR REPORTS AND DOCUMENTS

Sec. 1333. National high school and college debate topics
(a) The Librarian of Congress shall prepare compilations of pertinent excerpts, bibliographical references, and other appropriate materials relating to:
   (1) the subject selected annually by the National University Extension Association as the national high school debate topic and
   (2) the subject selected annually by the American Speech Association as the national college debate topic.

In preparing the compilations the Librarian shall include materials which in his judgment are representative of, and give equal emphasis to, the opposing points of view on the respective topics.

(b) The compilations on the high school debate topics shall be printed as Senate documents and the compilations on the college debate topics shall be printed as House of Representative documents, the cost of which shall be charged to the congressional allotment for printing and binding. Additional copies may be printed in the quantities and distributed in the manner the Joint Committee on Printing directs.


Historical and Revision Notes
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Foreword

The 2017–2018 high school debate topic is: “Resolved: The United States Federal Government Should Substantially Increase Its Funding and/or Regulation of Elementary and/or Secondary Education in the United States.”

The Congressional Research Service (CRS) of the Library of Congress prepared this bibliography to assist high school debaters in researching the topic. This bibliography is intended to assist debaters in the identification of further references and resources on the subject. In selecting items for inclusion in this bibliography, CRS has sampled a wide spectrum of opinions reflected in the current literature on this topic. No preference for any policy is indicated by the selection or positioning of articles, books, or websites cited, nor is CRS disapproval of any policy, position, or article to be inferred from its omission.

The bibliography was prepared by Audrey Crane-Hirsch, Darren Jones, LaVonne Mangan, and Laura Monagle, Reference Librarians, and Technical Information Specialists in the Knowledge Services Group of CRS and in the Jefferson Reading Room of the Library of Congress.

The project team leader was Jerry W. Mansfield, Lead Information Services Coordinator, Knowledge Services Group.

We wish the best to each debater as they research, prepare, and present arguments on this year’s topic.

Mary B. Mazanec, Director Congressional Research Service
RESOLVED: THE UNITED STATES GOVERNMENT SHOULD SUBSTANTIALLY INCREASE ITS FUNDING AND/OR REGULATION OF ELEMENTARY AND/OR SECONDARY EDUCATION IN THE UNITED STATES

AN ANNOTATED BIBLIOGRAPHY ON THE 2017-2018 HIGH SCHOOL DEBATE TOPIC

Compiled by
Audrey Crane-Hirsch, Darren Jones, LaVonne Mangan, and Laura Monagle, Reference Librarians, and Technical Information Specialists in the Knowledge Services Group of CRS and in the Jefferson Reading Room of the Library of Congress under the direction of project team leader Jerry W. Mansfield, Lead Information Services Coordinator, Knowledge Services Group
August 2017
Introduction

The 2017-2018 high school debate topic is: “Resolved: The United States Federal Government Should Substantially Increase Its Funding and/or Regulation of Elementary and/or Secondary Education in the United States.” The topic is selected annually by ballot of the delegates from the National Catholic Forensic League, the National Debate Coaches Association, and the National Speech and Debate Association, all organized under the umbrella organization, the National Federation of State High School Associations.

This selective bibliography, with brief annotations, is intended to assist debaters in identifying resources and references on the national debate topic. It lists citations to journal articles, books, congressional publications, legal cases, organizations, and websites. The bibliography is divided into ten broad sections: Background and History, Federal Education Laws, Education Regulations, Education Expenditures, Teacher Quality, School Leadership, Public School Alternatives, Accountability Systems, Educational Accountability, and Assessments.

Summary

The purpose of the bibliography is to provide students with a brief overview of information related to the 2017-2018 high school debate topic.

This compilation is not intended to provide complete coverage of the topic. Further research on the topic may be accomplished at high school, public, and research libraries.

In addition to the resources included in this bibliography, there are many more international organizations, U.S. Government agencies, private think tanks, and non-governmental organizations (NGOs) that provide information on the debate topic and sub-topics on their websites. Debaters are encouraged to consult library resources as well as the Internet for their research.
Background and History

The United States Constitution does not address the subject of education, yet George Washington and Thomas Jefferson among others believed that the Federal government should promote schooling. Except for a few weak steps to foster education in the states, there was no federal agency specifically focused on this issue until after the Civil War. In 1867, during the era of Reconstruction in the south, Congress created a small, autonomous Department of Education headed by a Commissioner of Education. Henry Barnard, the most celebrated educator of the day and a long-time proponent of a federal education agency, was selected as the first U.S. Commissioner of Education. The agency’s primary focus was to collect information on schools and teaching that would help the States establish effective school systems. Although it was given the name “Department,” the agency did not have cabinet-level status. Numerous problems within the fledgling entity sparked congressional dissatisfaction and led to a subsequent loss of autonomy. By 1869, the Department of Education was reconstituted as an agency within the Department of the Interior and was renamed the Office of Education. The federal education agency remained in the Department of the Interior for 70 years, although under different names. In 1870, it became the Bureau of Education; in 1929, it was named the Office of Education again.

In 1939, the Office of Education was removed from the Department of the Interior and was moved to the newly created Federal Security Agency. This agency was later upgraded to the Department of Health, Education and Welfare (HEW) in 1953, with the Office of Education being one of its major components. Until the 1950s, the federal education agency remained a small entity devoted primarily to the collection and dissemination of information. There was one major exception, however. From 1884 to 1931, it administered an Alaska program which not only operated schools in Alaska, but maintained programs to aid the overall well-being of the Alaska native peoples.

Beginning in the 1950s, the Office of Education grew rapidly. Congress enacted numerous programs to aid education in the states and assigned the administrative duties for those programs to the agency. While the office employed 286 people in 1947, by 1960 that number had swelled to nearly 1,100 and by 1996 it exceeded 3,100. This growth led to dramatic changes in the structure of the federal education agency.

Between 1966 and 1970, the HEW hierarchy included an Assistant Secretary for Education who advised the Secretary of HEW on education matters but who had no authority over programs in the Office of Education. In 1972, Congress created a new educational research agency, the National Institute of Education (NIE), which was separate from the Office of Education. These two units formed equal parts of a new Education Division of HEW that was headed by an Assistant Secretary for Education. In theory, the Assistant Secretary for Education became the nation’s highest federal education official, with the Commissioner of Education continuing to head the Office of Education.
In October 1979, with the support of President Jimmy Carter and endorsement by the National Education Association, the Department of Education was created. Comprised of HEW’s former Education Division, the new agency was headed by a Secretary of Education and became part of the President’s cabinet. Its door officially opened on May 4, 1980.

During the 1980 election, the dissolution of the Department was a campaign promise of the Republicans. However, the Reagan Administration only made mild efforts to achieve this goal during its early years and, ultimately, it came to accept the Department’s existence. In fact, President Reagan’s second Secretary of Education, William J. Bennett, gained national prominence for himself and the Department with his promotion of academic excellence.1

In 1994 the Republicans had taken control of both Houses of Congress and federal control of and spending on education soared. That trend continued unabated despite the fact that the Republican Party made abolition of the Department a cornerstone of its 1996 platform and made campaign promises calling it an inappropriate federal intrusion into local, state, and family affairs. The GOP platform read: “The Federal government has no constitutional authority to be involved in school curricula or to control jobs in the market place. This is why we will abolish the Department of Education, end federal meddling in our schools, and promote family choice at all levels of learning.”2 During his 1996 presidential campaign, Senator Bob Dole promised to eliminate the Department of Education.

In 2000, there was yet another resolution passed, this time by the Republican Liberty Caucus, to abolish the Department of Education; however, President George W. Bush did not pursue the abolition of the department. There were also campaign promises in 2008 and 2012 by presidential candidate Ron Paul to abolish the department.

The future of the Department of Education remains uncertain, for on February 7, 2017, Representative Thomas Massie (R-KY) introduced H.R. 899, a bill to abolish the department. Congressman Massie's bill, which is one sentence long, states, “The Department of Education shall terminate on December 31, 2018.”3

During the 2016 presidential campaign, candidate Donald Trump stated, “I may cut Department of Education—Common Core is a very bad thing. I think that it should be local education.”4 As a possible first step, President Trump’s 2018 budget proposal cuts $9.2 billion, or 13.5%, from the Department’s budget.5

Today, the Department of Education operates programs that touch on every area and level of education. The Department’s elementary and secondary programs annually serve nearly 18,200 school districts and

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3 https://www.congress.gov/bill/115th-congress/house-bill/899?q=%7B%22search%22%3A%5B%22hr899%22%5D%7D&r=1.
5 https://www.washingtonpost.com/local/education/trump-seeks-to-slash-education-department-but-make-big-push-for-school-choice/2017/03/15/63b8b6f8-09a1-11e7-b77c-0047d15a24e0_story.html?utm_term=.56a93e6d2425.
over 50 million students attending roughly 98,000 public schools and 32,000 private schools. Department programs also provide grant, loan, and work-study assistance to more than 12 million postsecondary students.

**Federal Education Laws**

This section focuses on the Elementary and Secondary Education Act (ESEA), replaced by the Every Students Succeeds Act (ESSA); the Individuals with Disabilities Education Act (IDEA); and the Carl D. Perkins Career and Technical Education Act (Perkins). The programs authorized under these three acts are administered by the U.S. Department of Education (ED). Collectively they account for the majority of the federal funds administered by ED for elementary and secondary education purposes.

The Elementary and Secondary Education Act (ESEA) was first signed into law in 1965 by President Lyndon B. Johnson. Nearly 40 years later, in 2002, President George W. Bush signed into law the No Child Left Behind Act (NCLB), which reauthorized the original ESEA. In December 2015, the U.S. Congress passed the Every Student Succeeds Act (ESSA), a new law to replace NCLB. President Obama subsequently signed ESSA into law on Dec. 10, 2015. The Individuals with Disabilities Education Improvement Act (IDEA) was originally passed in 2004 (PL 108-446 12/3/2004). IDEA was amended by the Every Student Succeeds Act (Public Law 114-95 12/10/2015). The Carl D. Perkins Career and Technical Education Act was passed as Public Law 109-270 on 8/12/2006.

**Elementary and Secondary Education Act (ESEA)**

U.S. Department of Education Law and Guidance
Available at: https://www2.ed.gov/policy/landing.jhtml?src=pn
(Replaced by Every Student Succeeds Act)
This webpage provides links to legislation, federal regulations, guidance and other policy documents.

**Every Student Succeeds Act (ESSA)**

U.S. Department of Education Law and Guidance
Available at: https://www.ed.gov/essa?src=rn
ESSA was signed into law on December 10, 2015. It reauthorized and amended the ESEA.

**Articles**

This paper examines the challenges states face as the Every Student Succeeds Act (ESSA) shifts authority to them. It explores the roles states are accustomed to playing and the capacities they will need to develop to move forward. It looks at the potential risks of deregulation.

Available at: http://www.edweek.org/ew/articles/2016/01/06/under-essa-states-districts-to-share-more.html.
The author provides a two-page, nutshell summary of the key elements of the Every Student Succeeds Act (ESSA). She discusses how ESSA scales back the federal role in K-12 education and the challenges that come along with implementing it.


As federal education mandates decrease under the Every Student Succeeds Act (ESSA), state education agencies (SEAs) will face great change and great opportunity. The authors discuss the roles that state agencies must take on, those they might take on, and those they should avoid.

Books

This compact study guide provides a non-technical overview of laws that govern the operation of U.S. public schools. Chapter 10 discusses the Individuals with Disabilities Education Act (IDEA).


This book brings together a cross-section of journalists, researchers and policy analysts to examine key aspects of the Every Student Succeeds Act (ESSA), which reauthorized and replaced the Elementary and Secondary Education Act (ESEA). It includes opposing viewpoints and critiques of the move from ESEA to ESSA.


In this book, Education Week explains what the law will mean for accountability and testing, teacher quality, early childhood education, special education, academic standards including the Common Core, English language learners, and teacher evaluation.


The authors explore the major elements of education reforms, as well as the social, political, and educational contexts in which they take place.


This textbook, written for non-lawyers, presents an overview of the history and development of federal laws that mandate special education to students with disabilities. Chapter 7 addresses the Elementary and Secondary Education Act.

Reports (Government, Organization, or Think Tank)

This 1965 House report discusses the need for the initial legislation that became the Elementary and
Secondary Education Act of 1965, which provides federal aid to PreK-12 schools and sets federal education policy. It includes minority views of opposition to the legislation.


This Senate report discusses the purpose and need to reauthorize and amend the Elementary and Secondary Education Act of 1965 to revise federal education programs and requirements related to state academic standards.

Websites
American Federation of Teachers (AFT), ESSA materials
Available at: https://www.aft.org/search/site/essa
AFT is an affiliate of the AFL-CIO and teacher/educator’s professional employee advocacy organization. The site provides information for teachers and schools on evolving education issues for teachers and schools. It includes statements on ESSA during the law’s development and since passage.

National Conference of State Legislatures (NCSL). Federal Issues| Education
This overview provides NCSL’s resources on the Every Student Succeeds Act (ESSA) such as a full summary of the bill and letters to federal officials, and NCSL’s comments on federal regulations that impact state education policy.

National Education Association (NEA), ESSA Implementation Begins
Available at: http://www.nea.org/home/65276.htm
NEA’s ESSA Implementation Begins website is one of NEA’s issue and action pages on the new federal education law and regulations. The “Related Links” section provides NEA’s statements on ESSA during the law’s development and after passage. NEA is a teacher/educator’s professional employee advocacy organization.

National PTA
Available at www.pta.org.
PTA’s mission is to make every child’s potential a reality by engaging and empowering families and communities to advocate for all children.

Individuals with Disabilities Education Act (IDEA)
U.S. Department of Education Law and Guidance
Available at: https://sites.ed.gov/idea/
The Individuals with Disabilities Education Act (IDEA) seeks to ensure that all children with disabilities have access to a free, appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.
This short article gives direct quotes from educators, researchers, and advocates (including their institutions and titles) on both sides of the question about whether minority students are overrepresented in special-education programs and screening.

The author explains that Response to Intervention (RTI), adopted in 2004 as both an educational measure and a screening measure by the Individuals with Disabilities Act (IDEA), also offers benefits for many students—such as English Language Learners (sometimes known as English as a Second Language [ESL] students)—who do not have learning disabilities, but who would nonetheless benefit from additional appropriately targeted educational services. The author argues that RTI can and should be adopted at the local level, without a need for change in federal law or regulation.

The Individuals with Disabilities Education Act (IDEA) requires school districts, with parental input, to develop an individualized educational plan (IEP) for each special education student. The author argues that the individualization of IEPs, combined with privacy laws, prevents schools from openly using preplanned educational plans that would benefit many students, and therefore contends that the law should be changed to allow rule-based plans where appropriate, not just individualized plans.

The encyclopedia entry on the Individuals with Disabilities Education Act provides background information and traces the historical development of the Act. It identifies the key provisions in prior acts on which IDEA builds, beginning with the Elementary and Secondary Education Act of 1965, which the author contends acknowledged the reality that educating children with disabilities was more expensive than educating children without disabilities.

This essay discusses the role that relevant federal agencies can play in implementing and enforcing federal laws that protect children with disabilities. It provides a guide to agency structure and jurisdiction that can help advocates for these children better understand each office.

The author describes numerous legal and policy fictions inherent in Brown, the Individuals with
Disabilities Education Act, and the No Child Left Behind Act. She identifies strategies to eradicate these fictions in school reform for African American students.

Books
This compact study guide provides a non-technical overview of laws that govern the operation of U.S. public schools. Chapter 10 discusses the Individuals with Disabilities Education Act (IDEA).

The authors explore four major events that have transpired since the last reauthorization of IDEA that will have a significant impact on the next iteration of the law. They examine how the effects of these events on the special education process have been burdened by regulation.

The author describes the shortcomings in the IDEA Act that minimize its effectiveness for poor and minority children. She offers suggestions on how resources might be allocated more equitably along class lines.

This textbook, written for non-lawyers, presents an overview of the history and development of federal laws that mandate special education to students with disabilities. Chapter 4 addresses the Individuals with Disabilities Act.

Reports (Government, Organization, or Think Tank)
Available at: https://www.gpo.gov/fdsys/pkg/CRPT-108hrpt77/pdf/CRPT-108hrpt77.pdf.
This 2003 House report, from the most recent reauthorization of the Individuals with Disabilities Education Act, discusses the need to reauthorize and amend the Act. It includes minority views of opposition to the legislation.

In advance of the last IDEA reauthorization, this hearing sought to evaluate and critique IDEA programs. Topics raised included the need for more reliable methods of identifying children with disabilities, early intervention, teacher training, and the administrative burdens of the Act.
Websites
Center for Parent Information & Resources
Available at: http://www.parentcenterhub.org.
This is a central hub of information and products for the network of Parent Centers serving families of children with disabilities. CPIR employs user-centered process to gather perspectives to create products and services that increase Parent Centers’ knowledge and capacity in specific domains.

National Education Association (NEA), IDEA/Special Education
Available at: http://www.nea.org/home/16348.htm.
NEA is a teacher/educator’s professional employee advocacy organization. NEA’s ESSA IDEA/Special Education Website is one of NEA’s issue and action pages. The section provides NEA’s positions and actions, research and tools for schools, and articles on statements on IDEA Special Education issues.

U.S. Department of Education Law and Guidance
Available at: https://sites.ed.gov/idea/.
This webpage provides the links to text of the law, federal regulations, memos, Dear Colleague letters, and FAQs.

Carl D. Perkins Career and Technical Education Act
Available at: https://www2.ed.gov/policy/sectech/leg/perkins/index.html.
The Act provides an increased focus on the academic achievement of career and technical education students, strengthens the connections between secondary and postsecondary education, and improves state and local accountability.

Articles
The author examines the opportunities and challenges for career and technical education (CTE) in the United States. He discusses how CTE programs contribute to economic progress and better quality of life.

This article describes how other countries are promoting career and technical training and working to overcome the stigma sometimes associated with CTE. It discusses federal CTE investment in the United States, as derived primarily through the Perkins Career and Technical Education Act, and looks at state-funded CTE programs.

Reports (Government, Organization, or Think Tank)
This Senate report discusses the background and need for the Carl D. Perkins Career and Technical Education Improvement Act of 2005 and provides a section-by-section analysis.


A hearing to examine the importance of career and technical education programs as well as the current deficiencies in these programs. Recommendations to strengthen these programs include increased coordination with the business community and improved accreditation and certification processes.


A hearing to examine the benefits of career and technical education programs supported by the Carl D. Perkins Career and Technical Education Act and to examine reforming the legislation to provide more control to states and local school districts.

Websites
Perkins Collaborative Resource Network
Available at: http://cte.ed.gov.

U.S. Department of Education website that includes information on legislation, grant programs, accountability, national initiatives, and resources. The section on resources includes links to Perkins Reports to Congress, national assessments, audit reports, articles and other publications.

U.S. Department of Education Law and Guidance
Available at: https://www2.ed.gov/policy/sectech/leg/perkins/index.html.

This webpage provides links to the text of the law, information on congressional activity, program and policy memos and Federal Register notices.

Education Regulations

Articles

The author contends that the quality of public schools has sharply declined due to state-level legislative inaction, executive-branch acquiescence, and judicial abdication. She argues for an enhanced federal role in K-12 public education across all three branches of the federal government, including funding conditions Congress could impose; enforcement actions the Department of Education could bring; and ways that federal courts could interpret constitutional claims in educational litigation.
Available at: [http://www.ecs.org/clearinghouse/01/19/16/11916.pdf](http://www.ecs.org/clearinghouse/01/19/16/11916.pdf).

This report, produced by the Education Commission of the States, provides an overview of major events in the history of K-12 federal education regulatory policy.


Addresses the Every Student Succeeds Act giving states more autonomy over public education.

Available at: [http://scholarlycommons.law.case.edu/caselrev/vol64/iss2/13](http://scholarlycommons.law.case.edu/caselrev/vol64/iss2/13).

The author argues that there is a strong case that the conditions that have accompanied recent federal educational funding are unconstitutionally coercive. The author proposes two legislative approaches to reduce federal coercion: competitive funding programs and attaching tiered conditions to funding.


The author examines the increased tension between the federal government and the states over control of education. He looks to primary sources from the U.S. colonial and precolonial periods to uncover the thoughts of early leaders and thinkers as they were working to build the country.

Available at [http://digitalcommons.law.byu.edu/cgi/viewcontent.cgi?article=1333&context=elj](http://digitalcommons.law.byu.edu/cgi/viewcontent.cgi?article=1333&context=elj).

The author argues that widespread federal involvement in education policy prevents state courts from fully protecting local children’s educational needs and opportunities. Reducing the extent of federal involvement in education would remove barriers to state courts’ ability to evaluate and, when appropriate, to declare state educational-funding schemes unconstitutional (either under equal protection provisions, or under state constitution provisions that guarantee an “adequate” education).


The author suggests that recent presidents have used a regulatory approach to school reforms that neither closed racial gaps nor lifted student achievement to desired levels, but that the Every Student Succeeds Act (ESSA) ends the era of education reform through regulation. He argues that choice and competition, namely in the form of charter schools, are the best hope of reform.

The author proposes restructuring and strengthening the federal role in education as the best way to create a foundation for a system that provides equal access to an excellent education. She argues that both the executive branch and Congress can expand their authority under the Spending Clause.

**Books**


This book includes sections on the origins of ESEA; standards, testing, and accountability; other federal education policies; and the federal role in education. The author proposes that current federal programs and directives be replaced with a policy in which the federal government works with the states to improve classroom teaching and learning.


A number of leading education scholars assess the strengths and weaknesses of existing education regulations. They also address how traditional forms of regulation are changing to ensure better educational outcomes for children.

**Reports (Government, Organization, or Think Tank)**


This report provides background and analysis on the controversies surrounding the Common Core and its related tests. The author proposes an alternative approach to school improvement.


Available at: [https://www.americanprogress.org/search/?query=Seeing%20Beyond%20Silos](https://www.americanprogress.org/search/?query=Seeing%20Beyond%20Silos)

This study looks at how states use federal education dollars and how federal regulations might lead states to use funds in less productive ways. It provides recommendations for improving the regulatory environment.


Available at: [https://www.brookings.edu/wp-content/uploads/2016/12/gs_20161206_principled_federal_role_browncenter1.pdf](https://www.brookings.edu/wp-content/uploads/2016/12/gs_20161206_principled_federal_role_browncenter1.pdf)

This essay attempts to define an appropriate, vital role for the federal government in Pre-K-12 education. It looks at the evolution of the federal role in education and the inherent tensions and synergies between federal, state, and local governments.

Hearing includes critiques of the Department of Education’s proposed “supplement not supplant” regulation, contending that the Department was acting without authority and would harm public schools and their students. A witness from the Center for American Progress argued in favor of the regulation as supporting equity for children in high-poverty schools.

U.S. Department of Education.

Education Department Releases Final Regulations to Promote a High-Quality, Well-Rounded Education and Support All Students.

Available at: https://ed.gov/policy/elsec/leg/essa/essaaccountstplans1129.pdf.

These regulations, effective January 30, 2017, amend the regulations implementing programs under Title I of the Elementary and Secondary Education Act of 1965 (ESEA) to implement changes to the ESEA by the Every Student Succeeds Act (ESSA) enacted on December 10, 2015. The Secretary also updates the current ESEA general regulations to include requirements for the submission of state plans under ESEA programs, including optional consolidated state plans. Changes address 34 CFR Parts 200 and 299.

Education Expenditures

Federal Funding

Articles


Article provides an overview of federal education funding.


Article addresses a new formula for ESEA’s supplemental funding for students and teachers.


Article examines federal and philanthropic funding for the Common Core State Standards Initiative reform by states by their revenue finance resource.


Article addresses the federal grant-in-aid system in public education.

Books


State and Local Funding
Articles

Bourdeaux, Carolyn, and Nicholas Warner. “School Districts' Expenditure Responses to Federal Stimulus Funds.” Journal of Education Finance, vol. 41, no. 1 (2015): 30-47. Reviews data of Georgia's 180 school districts that received 2009-2011 federal stimulus funds to evaluate the different funding mechanisms to school districts when the federal funding was withdrawn.


Davis, Matthew, Andrea Vedder, and Joe Stone. "Local Tax Limits, Student Achievement, and School-Finance Equalization." Journal of Education Finance, vol. 41, no. 3 (2016): 289-301. U.S. states have enacted, for public K-12 schools, tax/expenditure limits (TELs), constraining funding for local governments and school districts, school-finance equalization (SFE) systems that reduce the
variation in funding across school districts, or both. Using Oregon as an example of a state that has enacted both TEL and SFE limitations to state funding on education, the article examines the effect of these constraints on student achievement.

Reports (Government, Organization, or Think Tank)
The Association for Education Finance and Policy (AEFP).
Available at: http://aefpweb.org/.
AEFP (formerly the American Education Finance Association) provides a forum for education finance researchers and produce or sponsor papers and reports on current education finance issues.

Report addresses relationship between funding and school quality.

Education Commission of the State (ECS). Finance
ECS gathers information on state laws and the policies of State Education Associations (SEAs) and Local Education Associations (LEAs) on a variety of educational issues. ECS provides this information through a variety of formats, including reports on education issues and a continually updated State Legislation database that contains state legislation and regulations for the various issues. Available at: http://www.ecs.org/?s=&fwp_issues=finance (ECS Finance) and http://www.ecs.org/state-legislation-reports-on-finance/ (State Legislation Finance).

Study reviewed the impact of court-ordered school finance reforms on long-term adult outcomes. Researchers found that increased per-pupil spending, induced by school finance reforms, narrowed adult socioeconomic attainment differences between those raised in low-income and high-income families.

The authors’ survey of state budget documents finds that most states provide less support per student for elementary and secondary schools than before the Great Recession. These cuts, the authors argue, weaken schools’ capacity to develop the intelligence and creativity of the next generation of workers and entrepreneurs.

An annual report that provides state and local spending on K-12 and higher education.

This overview provides NCSL's tracking of education finance legislation, state role in funding education, education finance litigation, and trends in education funding.

National Education Association (NEA), Education Funding. Available at: http://www.nea.org/home/1019.htm. The ESSA Education Funding website is one of NEA’s issue and action pages. The section provides NEA’s statements to Congress, education funding, and related charts. NEA is a teacher/educator’s professional employee advocacy organization.


School Funding Fairness. Available at: http://www.schoolfundingfairness.org/home. A project created by the researchers at Rutgers Graduate School of Education and Education Law Center. The project creates the report, “Is School Funding Fair? A National Report Card” and related materials, such as interactive reports, press releases, and media mentions; related publications on school finance equity; and open access to compiled data sets and code for further analysis.


U.S. Congress. House Committee on Education and the Workforce. Subcommittee on Early Childhood, Elementary, and Secondary Education. Next Steps for K-12 Education: Implementing the Promise to Restore State and Local Control, House of Representatives. 114th Cong, 2nd sess., February 20, 2016, Serial No. 114-38. Washington, DC: GPO, 2014. Available at: https://www.gpo.gov/fdsys/pkg/CHRG-114hhrg98524/pdf/CHRG-114hhrg98524.pdf. The passage of the Every Student Succeeds Act puts states and school districts in charge of education and includes provisions to keep the Department of Education in check. For example, the law protects the right of state and local leaders to determine what standards, assessments, and curriculum are best for their students and ensures state and local leaders are responsible for accountability in school improvement.
Teacher Quality

Among the many qualities of a classroom teacher expected by the National Education Association, parent-teacher organizations, accreditation bodies, and students, those at the top of the list include: teachers who are committed to their students, their craft and to learning; trained teachers who possess deep subject matter knowledge and who continue their own education to stay abreast of advances in their subjects; and teachers who can effectively manage their classrooms and monitor student achievement. The following resources address these areas of teacher quality.
Articles

Evaluates connections between district and school level spending measures and teacher equity measures.

Journal special issue presents articles on transitioning teachers to leadership through development.

This article leverages the random assignment of teachers to classrooms from the Measures of Effective Teaching (MET) study to identify teacher effectiveness using scores from the Framework for Teaching (FFT) instrument.

Argues that states should ensure that districts make good tenure decisions for teachers who are proven effective, while providing support and appropriate due process rights to ineffective teachers.

This review sorts professional development programs according to their underlying theories of action to illuminate the programs’ purpose or premises about teaching and teacher learning.

Addresses teacher evaluation systems and how to combine multiple measures of complex constructs into composite indicators of performance.

This article focuses on teacher perceptions of the use of student achievement data to evaluate individual teacher effectiveness. The results indicate that teachers have a desire for accountability.

Assesses the relationship of the features of teacher preparation programs to teacher effectiveness, to provide guidance for program improvement. Using four years of data from 15 middle grades teacher preparation programs, this study estimates the relationship of their required elements of coursework and fieldwork to student achievement gains in math and English/language arts.
Books
Examines how global, national, and local policy actors conceptualize, negotiate, and contest teacher quality, and develop and implement teacher policies.

See Chapter 2, pp. 27-43. Verger, Antoni, Christopher Lubienski, and Gita Steiner-Khamsi “The role of the Gates Foundation and the philanthropic sector in shaping the emerging education market.” Addresses changes in public education policy development and education reform by organizations funded by capital through business enterprises.


The editors present multiple perspectives on the dual struggle that teacher educators face as they make sense of the Teacher Performance Assessment while preparing their pre-service teachers for the high-stakes teacher exam.

Asserts that the evaluation of teachers ensures competence as well as encouraging and supporting expertise. Provides step-by-step protocols for working with teachers.

Book covers a variety of topics ranging from the history of teaching to technological and literacy issues.

This book has compiled and addresses the impacts and challenges of data-intensive teacher evaluation systems.

Educators discuss standards as a way to provide more rigorous instruction and illustrate how teachers are uniquely qualified to determine the most effective methods for developing students' skills and close the achievement gap.

Authoritative guide to understanding and applying the "Professional Standards for Educational Leaders (PSEL)."


The studies featured here suggest an alternative approach to enhancing teacher quality: creating conditions and school structures that facilitate the transmission and sharing of knowledge among teachers, allowing teachers to work together effectively, and capitalizing on what we know about how educators learn and improve.

**Reports (Government, Organization, or Think Tank)**

**American Educational Research Association (AERA)**

Available at: http://www.aera.net/.

AERA is a national research association on education.


Available at: http://www.rand.org/pubs/research_reports/RR1295z4.html.

Addresses the distribution of effective teachers within and across schools in Intensive Partnership sites.

**Education Commission of the State (ECS).** *Teaching Quality*.

Available at: http://www.ecs.org/?s=&fwp_issues=teaching-quality.


ECS gathers information on state laws and the policies of State Education Associations (SEAs) and Local Education Associations (LEAs) on a variety of educational issues. ECS provides this information through a variety of formats, including, for example, its and other entities’ reports on education issues and a continually updated database that contains state legislation and regulations for the various issues.

**National Conference of State Legislatures (NCSL).** *Teachers*.


This overview provides NCSL’s tracking of current policies and practices and state policy options to prepare and license effective teachers; to recruit, retain and support effective teachers; and to evaluate teachers.

**National Council on Teacher Quality (NCTQ).**

Available at: http://www.nctq.org/siteHome.do.

NCTQ is funded by foundations and private donors and accepts no government funding. NCTQ’s Board of Directors and Advisory Board are composed of Democrats, Republicans and Independents. NCTQ’s vision is that "every child deserves effective teachers and every teacher deserves the opportunity to become effective."


U.S. Department of Education. *Preparing and Credentialing the Nation's Teachers: The Secretary's Tenth Report on Teacher Quality* (Report on Teacher Quality 2016). August 2016. Available at: [https://title2.ed.gov/Public/TitleIIReport16.pdf](https://title2.ed.gov/Public/TitleIIReport16.pdf). This report is intended to provide Congress, aspiring teachers, the education community, researchers and
policymakers, and the general public with information that Congress has identified as important to a basic understanding of teacher preparation in America.


U.S. Department of Education. National Center for Educational Evaluation and Regional Assistance. Mathematica Policy Research. DC.: Teacher and Principal Preparation and Support and Teacher and Principal Effectiveness Websites. Available at: https://www.mathematica-mpr.com/our-focus-areas/education/teacher-and-principal-preparation-and-support. Mathematica is a nonpartisan research organization that conducts policy research, data collection, and data analytics on a variety of social policy issues, including education. The U.S. Department of Education’s Institute of Education Sciences (IES) has contracted with Mathematica for reports on teacher preparation and effectiveness that are released under the Department.

**School Leadership**

Among school-related factors, school leadership may be second only to teaching in its impact on student learning and achievement. School leaders are capable of transforming a school environment so that its students and teachers can flourish. While principals create conditions that encourage great teaching, superintendents can create conditions that allow principals to become even better leaders. The following sources look at the issue of school leadership.
Articles
Benzel chronicles the major events leading to the federal reauthorization of ESEA and the subsequent consequences that generated the still-continuing debate about the purpose, processes, and measures for educational achievement.

Examines the degree to which state equity plans identify the distribution of principals and principal turnover as factors influencing three leadership mechanisms that affect student access to effective teachers—namely, hiring of teachers, building instructional capacity of teachers, and managing teacher turnover.

Engaging a group of 40 researchers, practitioners, and community leaders recognized as having expertise on equity in education, researchers inquired how the experts would define leadership standards to address this question.

This article establishes a new set of standards designed to guide the preparation and professional development of educational leaders with equity at the core.

Journal issue presents articles on how state policy adoption responds to federal policies involving principal preparation and evaluation.

Books
A compilation of essays by education scholars, analysts, and practitioners on the impact of specific policy changes in areas such as standards and teachers, among other categories.

Authoritative guide to understanding and applying the Professional Standards for Educational Leaders (PSEL) standards.
Reports (Government, Organization, or Think Tank)


Council of Chief State School Officers (CCSSO). Available at: http://ccsso.org/Who_We_Are.html. CCSSO is a national nonpartisan and nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions.


Lerum, Eric. School Leadership Policy Toolkit. Center on Reinventing Public Education, April 2016. Available at: http://www.crpe.org/publications/school-leadership-policy-toolkit. An online resource designed to help policymakers and advocates focus on what makes a great principal—and how to get more of them into the schools that need them the most. The toolkit is a collaboration between CRPE, the Thomas B. Fordham Institute, and education reform analyst and advocate Eric Lerum. It includes ideas for states to develop strategies to strengthen leadership and model legislation drafted by experts in the field.


Websites

Public School Alternatives

In many parts of the country, parents and students have options when it comes to where to send their children to school. Whether it be a charter, magnet, or private school where vouchers may be used for tuition, public school alternatives exist. The following sources address these options.

Articles
Ratings given by citizens to local public schools in the United States have been rising in the last decades. Using national public opinion surveys, this study seeks to understand public evaluations of local schools over time. The evidence suggests that citizens in general have moved away from more negative assessments of their local public schools, possibly as a result of perceived and real educational advances.

School choice policies, such as charter schools and vouchers, are in part designed to induce competition between schools. This study examines the extent to which public school leaders in New Orleans, which already has a robust public school choice system, perceived competition with private schools, and the characteristics that predicted competition between the two types of schools.

Books
The authors examine how communities, districts, and states use choice as a strategy for improving schools and student learning. Their research on private schools, vouchers, charter schools, traditional public schools, and intra-district transfer programs provides empirical data to answer central policy questions.

In *Endangering Prosperity*, a trio of individuals on international education policy compare the performance of American schools against that of other nations. The authors’ objective is not to explain the deep causes of past failures but to document how dramatically the U.S. school system has failed its students and its citizens.


The gap between what teachers and the public think about school reform grows even wider when both teachers and the public are given more information about current school performance, current expenditure levels, and current teacher pay. This book provides the first experimental study of public and teacher opinion.

**Reports (Government, Organization, or Think Tank)**

*A New Majority: Low Income Students Now a Majority in the Nation’s Public Schools*. Atlanta, GA: Southern Education Foundation (January 2015).

The latest data collected from the states by the National Center for Education Statistics (NCES), indicates that 51 percent of the students across the nation's public schools were low income in 2013. Half or more of public schoolchildren in 21 states were eligible to receive free or reduced-price lunches, a benefit available only to families living in poverty or near-poverty.

**Charter Schools**

**Articles**


The author describes the history and current state of the charter school movement, presents a conceptual model of the charter school system, and reviews research on charter school outcomes.


Charter schools are characterized as public schools that receive autonomy from a variety of rules and regulations that traditional public schools must follow. In exchange for this increased independence, charter schools are accountable to the requirements established in their charter.


In 1988, American Federation of Teachers president Albert Shanker proposed a new kind of public school, a charter school, which would allow teachers to experiment with innovative approaches to educating students. Publicly funded but independently managed, these schools would be given a charter to try their fresh approaches for a set period of time and be renewed only if they succeeded. This article discusses Shanker's original idea for charter schools and what can be done to put charter schools back on track to meet that vision.

This study investigates whether student achievement varies during the institutional life span of charter schools by comparing them to new public schools. The results show that there is little evidence that new public schools struggle with initial start-up issues to the same extent as new charter schools. Even after controlling for school characteristics, the authors conclude that new public schools generally perform about as well as one would predict given their demographic and socioeconomic profile.


Wilson, Terri. “Contesting the Public School: Reconsidering Charter Schools as Counterpublics.” American Educational Research Journal, vol. 53, no. 4 (August 2016): 919-952. Charter schools often emphasize distinctive missions that appeal to particular groups of students and families. It is argued these missions, especially ones focusing on ethnic, linguistic, and cultural differences, also contribute to segregation between schools. Such schools raise normative questions about the aims of education.

Books


Lubienski, Christopher A. and Sarah Theule Lubienski. The Public School Advantage: Why Public Schools Outperform Private Schools. Chicago: University of Chicago Press, 2013. Much of the data used in research showing that students at private schools perform better than students at public schools is nearly a half century old. The authors, after an analysis of data from different kinds of schools, provide information to undercut this belief. It concludes that: (1) Traditional public schools are not failing to keep pace with charter and private schools and (2) Private schools have higher scores not because they are better institutions but because their students largely come from more privileged backgrounds that offer greater educational support.

This book offers the first comparison of the education policy views of both teachers and the public as a whole and reveals a deep, broad divide between the opinions held by citizens and those who teach in the public schools.


Tracing the origins of vouchers and charters in the United States, this book examines the push to “globally compete” with education systems in countries such as China and Finland. It documents issues important to the school choice debate, including the impoverishment of public schools to support privatized schools, the abandonment of long-held principles of public education, questionable disciplinary practices, and community disruption.


The authors examine the track record of the charter sector in light of the wide range of goals set for these schools in state authorizing legislation (the classroom level, the level of the school community, and system-wide). They show how the evolution of the charter movement has shaped research questions and findings.

**Reports (Government, Organization, or Think Tank)**


Are charter schools a stable alternative or are they weakening the foundation of public schools? A student group evaluates the two sides of the fight for charter schools.


Improvement in authorizing could be among the most significant catalysts in creating high-quality schools and closing persistently failing schools that that do not prepare students for future learning, civic participation, and workforce demands.

**Magnet Schools**

**Articles**


Magnet schools are one of the many options to meet children's educational needs and interests. This study examined 21 Magnet Schools Assistance Program (MSAP)-supported elementary schools from around the nation to see how their student body composition and academic achievement changed over time.

Schools that focused on aspects of science, technology, engineering, and mathematics (STEM) have an appreciable effect on students’ achievement in the areas of mathematics, reading, and language arts.


This report specifies a set of new opportunities for educators, school administrators, and scholars to realize the practical aims and strategic advantages envisioned for magnet schools. The authors examined the extensive research literature on parents’ choice patterns and school preferences in magnet schools and other school-choice programs; compared the reasons parents choose particular schools with the criteria school districts use to select magnet school locations and themes; and used geographic information system (GIS) tools to add both clarity and complexity to the convergence of parent choice patterns and sociodemographic diversity in the four selected school districts.


Recent court decisions and policy contexts have motivated a reconsideration of the purpose of magnet schools. The focus has shifted from school desegregation to a broader mission. The Department of Education defines the purpose of magnet schools as promoting integration, eliminating minority-group isolation, addressing achievement gaps by providing high-quality instruction for all students, and developing innovative educational methods.

**Books**


The authors bring civil rights back into the center of the debate and try to move from doctrine to empirical research in exploring the many forms of choice and their very different consequences for equity in U.S. schools. These leading researchers conclude that although helping minority children remains a central justification for choice proponents, ignoring the essential civil rights dimensions of choice plans risks compounding rather than remedying racial inequality.


This book is part of the *Opposing Viewpoints* series which includes two essays (pro and con) on magnet schools in Chapter 3: “How Successful Have Recent Funding Initiatives Been?”

Eaton, Susan, “Diverse Magnet Schools Improve Access to Education.”

A study in the peer-reviewed journal *Educational Evaluation and Policy Analysis* compared academic results between students who had applied to Connecticut’s magnet schools and were not selected through the blind lottery and students who were selected and got to attend a magnet school. The magnet school students who lived in urban zip codes made greater gains in math and reading than did their fellow students who stayed in the urban (segregated) schools.
Harbison, Victor. “Magnet Schools Are Deeply Flawed.”
When educational leaders decided to create magnet schools, they got it backwards, Harbison argues. They pulled out the best and brightest from their communities and sent them away. Many of these students felt alienated from their neighborhoods by the time they graduated high school. Instead, it argued that educational leaders could have greatly expanded the alternative school model for the bottom ten percent of students and these struggling students could have been sent to a school designed to meet their education.

Private Schools

Articles
Argues that there is evidence that private school choice delivers some benefits to participating students (particularly in the area of educational attainment) and tends to help, to a limited degree, the achievement of students who remain in public schools.

The authors focus on how the system of Catholic schools in the Archdiocese of St. Louis has been purposefully striving for two decades to build the capacity of its schools to meet students’ special needs.

Books
This book targets policy-makers, analysts in public and private sectors, and legal scholars and practitioners. It treats the complex issues of church-state and public-private education, two changing crossroads in U.S. education.

The author, a professor at New York University and a former U.S. Assistant Secretary of Education, puts forth a plan for what can be done to preserve and improve our public schools.

Reports (Government, Organization, or Think Tank)
Available at: https://edex.s3-us-west-2.amazonaws.com/publication/pdfs/PluckAndTenacity_March2014_0.pdf.
Vouchers enable students of limited means, or without access to a good public school, to attend a private school. Roughly 30,000 children in Ohio take advantage of a publicly funded voucher. As students leave public schools for private ones, how does life change for the private schools that accept vouchers? This report delivers a candid view of life in private schools that take voucher students.

This report provides a framework for understanding the impact of state government statutes regulating private schools, regulations distinct to a given school choice program, and any regulatory growth over a program’s lifespan.


This report examines (1) participation in private school choice programs and the characteristics of students, (2) program requirements for participating private schools, and (3) how the Department of Education supports districts’ efforts to deliver these federally funded services in the context of school choice programs. GAO reviewed relevant federal laws and regulations, surveyed all voucher and ESA programs as of fall 2015, and interviewed Department of Education officials and other stakeholders.

**Websites**

National Association of Independent Schools (NAIS). Available at: [https://www.nais.org/](https://www.nais.org/).

A nonprofit membership association that provides services to more than 1,500 independent private K-12 schools in the United States. NAIS publishes the subscription magazines *Independent School* and *Independent Teacher* and provides directories of its schools and public statistical tables (*Facts at a Glance* and *National Tables*).

National Catholic Educational Association (NCEA). Available at: [https://www.ncea.org/](https://www.ncea.org/).

NCEA conducts Catholic education research as well as providing private education resources for its members. It conducts an annual survey of Catholic elementary and secondary schools, including enrollment patterns, regional geographic trends, types and locations of schools, student and staffing demographic characteristics, and student participation in selected education programs.

**Vouchers**

**Articles**


Much of the literature studying the effect of voucher programs on public schools has looked at the effect on average student and school scores. This paper tries to investigate some of the ways in which schools facing the Florida accountability-tied voucher program responded to it.


Examines state voucher statutes and discusses the potential for voucher programs to discriminate against marginalized groups. The authors argue that each state has an obligation to ensure that any benefit it creates must be available to all students on a nondiscriminatory basis—including the benefit of a publicly funded voucher for attendance at a private school.

The authors examine which factors predict why some parents enroll their children in voucher schools while other parents with similar types of children, and from similar neighborhoods, do not. They investigate how aware parents are of their educational options, where they get their information, and what school characteristics they deem the most important.


This authors investigate legal and political issues as they relate to school vouchers serving students of color. Specifically, they draw on empirical, historical, and legal research to examine whether school vouchers will create a more equitable system of education for poor students of color.


This study examines public school characteristics and public and private school market characteristics, associated with participation among elementary-aged students in a means-tested school voucher program in Florida. When these factors are considered together, the mean achievement and disciplinary incident rate of students' own public schools, as well as public and private school market variables, independently predict voucher use.


The author argues the popularity of vouchers illustrates not only the ever-shifting politics surrounding education policy, but also the public’s growing frustration with the inability of many public schools to generate and deliver adequate education services.


Studies of the federally funded DC voucher program found that there was no conclusive evidence that vouchers affected student achievement. Children who were given vouchers performed no better in math and reading than the children who weren’t. The authors argue that taking money out of public school systems to allow a few to attend private schools is harmful in the long run for the public school system, taking away much-needed public funds, often from already failing schools.


Examines judicial precedents on the efficacy of challenges to government aid programs under state constitutional provisions governing educational efficiency, uniformity, state control, local control, new debt, anti-gift, no aid, and public purpose. Also discusses the implications of the federal and state government aid jurisprudence for tax benefit and voucher legislation.

Focuses on school choice initiatives as a route to educational improvement.

Books

The origins of school vouchers are seated in identity politics, religious schooling, and educational entrepreneurship. As the most radical form of "school choice," vouchers remain controversial in education today. Are vouchers about academic achievement or political and social agendas?


The author claims there is increasing evidence of charter mismanagement—with public funding all too often being squandered while public schools are being closed or consolidated. Tracing the origins of vouchers and charters in the United States, she documents potential issues important to the school choice debate, including the impoverishment of public schools to support privatized schools, the abandonment of long-held principles of public education, questionable disciplinary practices, and community disruption.


This book is part of the Opposing Viewpoints series which includes two essays (pro and con) on school vouchers in Chapter 3: “How Successful Have Recent Funding Initiatives Been?”

Reports (Government, Organization, or Think Tank)

In the United States, about 10 percent of elementary and secondary school-age children are sent to private schools, which through their accreditation meet the requirement that students receive an adequate education. By paying out of pocket for their children's private education, Samwick argues, these families relieve a financial burden on local, state, and federal taxpayers, who would otherwise have to fund the
public education of these children. The author's research examines the option to allow a federal (and possibly state) tax deduction for parents who send their children to private schools, in the amount of the per-pupil expenditure in their local public schools.

**DC Opportunity Scholarship Program (DC OSP Program)**

This is the Nation’s only federally funded school voucher initiative created by Congress in 2004.

**Articles**


School voucher programs have become a prominent aspect of the education policy landscape in the United States. The DC Opportunity Scholarship Program is the only federally funded voucher program in the country. This article estimates the benefit/cost ratio of the DC Opportunity Scholarship Program, primarily by considering the increased graduation rate that it induced and the estimated positive economic returns to increased educational attainment.


School vouchers provide government funds that parents can use to send their children to private schools of their choice. This article examines the empirical question of whether or not a school voucher program in Washington, DC affected achievement or the rate of high school graduation for participating students. Analysis revealed evidence that the DC voucher program had a positive impact on high school graduation rates and reading achievement, while there was no evidence that it affected math achievement.

**Books**


The authors follow 110 families in Washington, DC's Opportunity Scholarship Program. This book provides a realistic look at how urban families experience the process of using school choice vouchers and offers policy lessons from the DC voucher program.

**Reports (Government, Organization, or Think Tank)**


The District of Columbia Opportunity Scholarship Program was created by Congress in 2004 to provide tuition vouchers to low-income parents. This brief provides a snapshot of traditional public schools, charter schools, and those private schools that participate in the Opportunity Scholarship Program (OSP), in Washington, DC. It first looks at the number of each type of school and enrollment changes in the last decade. Responses from a survey of principals conducted in 2014 is used to describe schools on dimensions such as their academic climate, goals for teachers, instructional programs, school safety, and parent involvement.
Accountability Systems

Mandated by the Every Student Succeeds Act (ESSA), accountability systems are the set of policies and practices that a state uses to measure how schools are performing for students, reward those that are serving all of their students well, and prompt improvement in those that are not.

Articles

Two very different views on reshaping school accountability systems are discussed.

Attempts to conceptualize, measure, and evaluate the degree to which states have aligned their finance systems with their respective accountability policies.

Discusses the different ways in which nonprofit charter and traditional public school board members define the concept of accountability in the school or schools they oversee.

Klein reflects on the Every Student Succeeds Act (ESSA) in the year since it was passed in 2016. She also examines concerns over greater flexibility given to states and districts regarding issues such as standardized tests, school choice, and marginalized students.

Okilwa and Barnett’s report examines how Robbins Elementary School has sustained high academic performance over almost 20 years despite several changes in principals. It analyzed longitudinal data based on state-level academic and demographic data, two earlier studies of the school, and recent interviews with teachers, the principal, and parent leaders.

The author explores past and current education testing frameworks as a pretext for constructing a policy platform with the efficacy to transform systems and structures that hinder opportunities and resist equitable practices.
Books
A compilation of essays on ways to reform education assessment and accountability.

The author argues that turning around low performing schools is difficult, but the knowledge and expertise needed to do it successfully already exists in various schools.

The book draws on dozens of actual examples to illustrate the wide range of measures adopted over the last 15 years to improve schools.

The author believes that overcoming the challenge of low-performing schools requires talented and dedicated school leaders whose knowledge and skills extend beyond what is covered in conventional principal preparation programs.

The author addresses issues in contemporary education reform and suggests that cherished truisms about education and child development have led to unintended and negative consequences.

Yeh examines the causes of the student achievement gap, suggesting that the prevailing emphasis on socioeconomic factors, sociocultural influences, and teacher quality are misplaced.

Reports (Government, Organization, or Think Tank)
In this brief you will find an overview of the accountability measures used by states and districts to assess the college and career readiness of students who are educated in alternative programs and schools.

This document offers a brief guide to understanding Virginia's system for holding schools accountable for raising student achievement.
The authors suggest that policymakers focus school policy on the development and support of human capital to improve low-performing schools. They argue that policies must aim to get the right people in schools.

Martin presents a framework for school accountability systems that achieve college and career readiness for all students.

Marion provides recommendations and guidance for states seeking to navigate the narrow timeline provided for adjusting their accountability systems.


Websites
The website provides information about how California agencies and schools are meeting the needs of a diverse student population based on a concise set of measures.

The site presents academic standards for all students and for measuring student achievement to hold schools accountable for educational progress.

Educational Accountability
Educational Accountability—the idea of holding schools, districts, educators, and students responsible for results—is one of the watch words in education today. In states and districts, policymakers are moving to reward achievement and punish failure in schools, in an effort to ensure that children are getting a good education and that tax dollars aren't being wasted.
Common Core Standards

Articles
The author of this article, a teacher in New York State, argues that parents need to prepare their children to take demanding and challenging tests to provide them for the standards of the future.

The paper assesses prevalent critiques of the Common Core State Standards (CCSS) and analyzes content from the CCSS in language arts and literacy to determine whether the standards are likely to support or undermine key democratic aims of education.

The author examines education standards across the United States and says that policymakers, education leaders, and the media should not lose sight of the amount of time and resources that have been devoted to implementing the new Common Core State Standards.

Reports on why states are quitting the Partnership for Assessment of Readiness for College and Careers (PARCC) and Smarter Balanced Assessment Consortium (SBAC) to curb opposition to the Common Core Assessments.

This article reports on a survey that addressed teachers’ views on and support of the Common Core State Standards and its implementation. Teachers were asked how its operation has affected their teaching, the standards’ anticipated effects, and their thoughts about leaving the profession prematurely.

The results of a poll pertaining to education policies highlight the public's view of the quality of education in the United States and of the effectiveness of the Common Core Education Standards in enhancing U.S. educational standards.
In a survey by the Gallup group and Education Week, a majority of the district superintendents surveyed said that states should stick with their common-core testing consortia.

A random sample of 482 teachers of grades 3 through 8 from across the United States were surveyed about their perceptions of various aspects of the new Common Core standards.

Books
Bigham attempts to offer a clear look at what the Common Core State Standards really are and how they affect a child.

Addresses the problems, challenges, and issues that general and special education leaders face on a day-to-day basis in implementing the Common Core standards in their schools.

The author gives a breakdown of Common Core State Standards and argues that they are necessary for achieving America's Race to the Top.

An overview by education experts of the intent, history, and current status of the nationwide testing movement.

A discussion of how and why Common Core State Standards were implemented into the American educational system and who benefits from the program.

This book examines the rise and fall of our national education standards from their inception to the present day.

Zarra’s book analyzes the new direction today's schools must pursue for student learning and their success beyond high school.

**Reports (Government, Organization, or Think Tank)**


Batel and Sargrad provide a summary of the PARCC and Smarter Balanced exams and argue that they represent a movement toward better assessments and advances in universal design and accessibility.

**Websites**


This website is the official home of the Common Core State Standards. It is hosted and maintained by the Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center). It provides parents, educators, policymakers, journalists, and others access to the actual standards, as well as supporting information and resources.

Council of Chief State School Officers (CCSSO). *CCSS Forward: State Resources and Success Stories to Implement the Common Core*.

Available at: [http://www.ccsso.org/CCReady_Discover_State_Created_Tools_Resources_and_Standards_Implementation_Success_Stories.html](http://www.ccsso.org/CCReady_Discover_State_Created_Tools_Resources_and_Standards_Implementation_Success_Stories.html)

This website, assembled in 2014 from contributions by over 40 states convened through CCSSO’s Implementing the Common Core Standards (ICCS) group and State Collaboratives on Assessment and Student Standards (SCASS), provides tools for educators and researchers to implement the Common Core State Standards (CCSS). CCSSO, a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions, provides leadership, advocacy, and technical assistance on major educational issues, including Common Core.

**Video**


*Education Week*. Editorial Projects in Education Research Center. (September 28, 2015).


The video examines the developments and debates around the Common Core Standards, along with some of the misconceptions that have accompanied its rollout. It demonstrates what students should know and when they should know it.
State Standards

Articles


Through interviews with state policymakers and district-level administrators, this paper describes how the contradictory principles of local control and increased state and national standards are shaping the policy and practice of Wisconsin's pre-K system.


Hassel reviews the growing charter school sector and how State Boards of Education (SBEs) and State Education Agencies (SEAs) have some degree of responsibility for this growing set of schools.


This is a study of California's introduction of the Early Assessment Program to bridge the gap between K-12 educational standards and postsecondary education requirements, similar to the Common Core State Standards movement.


The article focuses on the expansion of educational policy of the United States federal government.


Data from students in North Carolina is used to show that an increase in rigorous education standards has had a mixed effect on low-income students.


Tampio argues that the Common Core State Standards Initiative has been a top-down policy that aims to prepare children for the economy rather than democracy.

Books


The focus of this book is to discuss ways to bring about school system-wide improvements, rather than school-by-school improvement, to dramatically raise education outcomes.

Urbanski, Cynthia D. Untangling Urban Middle School Reform: Clashing Agendas for Literacy Standards and Student Success. New York: Teachers College, 2016. The author tells the story of how students in a middle school in a crime-ridden neighborhood are told to “do as they are told” so they can succeed while students in an affluent neighborhood are told to think creatively.

Reports (Government, Organization, or Think Tank)
Phillips, Gary W. National Benchmarks for State Achievement Standards. Washington, DC: American Institutes for Research, Feb. 22, 2016. Available at: http://www.air.org/sites/default/files/downloads/report/National-Benchmarks-State-Achievement-Standards-February-2016_rev.pdf. This report uses national benchmarking as a common metric to examine state achievement standards and compare how high these standards are compared to the National Assessment of Educational Progress (NAEP) achievement levels; comparing NAEP to the Smarter Balanced Assessment Consortium, the Partnership for Assessment of Readiness for College and Career (PARCC), and the ACT Aspire exam.

Websites
Commonwealth of Virginia. “Standards of Learning (SOL) & Testing.” Richmond, VA: Virginia Dept. of Education, 2017. Available at: http://www.doe.virginia.gov/testing/. This is a presentation of the Standards of Learning (SOL) for Virginia Public Schools which establish minimum expectations for what students should know and be able to do at the end of each grade or course.


Standards, Assessment & Accountability and State Collaboratives on Assessment and Student Standards (SCASS)
Available at: http://ccsso.org/Resources/Programs/State_Collaboratives_on_Assessment_and_Student_Standards_(SCASS).html. SCASS strives to develop and implement high standards and valid assessment systems that maximize educational achievement for all children. The organization also brings State Education Agency (SEA) career service professionals together to solve complex problems impacting the states.
Assessments

Standardized Testing

Articles

Barth, Patte. "Testing the Tests." *American School Board Journal*, vol.203, no. 5 (October 2016): 64-65. Focuses on policies for standardized tests for assessing student performance in school districts of the United States. Topics discussed include Every Student Succeeds Act (ESSA) requirements, Center for American Progress (CAP) analysis of district and state testing policies, and the partnership between the National School Boards Association and the educational company Achieve Inc.


Petrilli, Michael J. "Common Confusion: Most Kids in America Aren't on Track for Success. Why Don't They and Their Parents Know It?" *Education Next*, vol. 17, no. 1 (Winter 2017): 84-85. Petrilli argues that parents receive constant feedback about the academic performance of their children, almost all of it from teachers. If the message from most of these data points is “your kid is doing fine!” then it may be difficult for a single “score report” from a distant state test administered months earlier to convince them otherwise. The Partnership for the Assessment of Readiness for College and Careers (PARCC), worked with communications professionals to develop its score report. Straightforward language, intuitive symbols, and pleasing colors invite parents to take in key information about their child’s performance. A companion web site, http://UnderstandTheScore.org, allows them to dig deeper.


Books

The writers offer a new set of competencies to replace what they see as the narrow learning goals of the No Child Left Behind Act and explore their implications for schools.

The authors argue that the assessment of a child’s knowledge cannot be reduced to a simple test score. They describe seven forms of assessment that they argue are more effective than standardized tests.

Popham covers concepts about educational testing such as test reliability and validity, test-building, fairness, formative assessment, and the assessment of students’ affect.

Wages says that testing in U.S. public schools is out of control. The stress and pressures for all involved have effects that are not even measurable in most instances.

**State Assessments**

**Articles**

A review is conducted of new state tests that show more emphasis on higher order skills than prior state assessments.

The article focuses on the trend of K-12 school systems eliminating failing grades.

Now that most states have adopted common standards, more of them are looking to pick up assessment items others have already developed.

A pilot program in New Hampshire models innovative ways of creating and applying state assessments and educator accountability.

The authors review the influence of state, national and international large-scale assessments on education policy and research.

Books

Offers assessments of school reform as it has played out in recent history, including large-scale reform efforts in New York, Chicago, Philadelphia, and the San Francisco Bay Area.


Teachers from across the country assess how recent education policies have played out in their schools and classrooms.

Reports (Government, Organization, or Think Tank)

This report categorizes and summarizes state laws and regulations relevant to competency-based education.


This report was written to familiarize state boards of education with performance assessments and help them and other policymakers address some of the issues surrounding assessment.

Websites


Louisiana Believes is a website that provides assessment schedules and achievement levels for students in Louisiana public schools.
National Assessments

Articles
A report on the decline in scores on the National Assessment of Education Progress (NAEP) in 2015. It also mentions the possible explanations on the fall of NAEP scores.

The author points out that the gap between the strongest and weakest performing 12th-graders in math widened in the past two years on the National Assessment of Educational Progress (NAEP). However, those students who took challenging math classes performed better than those who did not.

The author believes that scores on national tests like the National Assessment of Educational Progress won’t improve because there are no stakes for test takers and teachers.

The findings in this article raise questions about whether, as currently implemented, the results from rigorous impact studies in education are likely to generalize to the larger set of school districts.

Books
Provides comprehensive information on what students at grades 4, 8, and 12 (the grades assessed by NAEP) can and cannot do in mathematics.

Reports (Government, Organization, or Think Tank)
The National Assessment of Educational Progress's Trial Urban District Assessment program provides data on student achievement in large, urban school districts.

According to the National Assessment of Educational Progress, there is a massive gap between the states with the highest-performing low-income
students and the states with the lowest. An analysis found that many states that have not fully embraced standards-based reform have fallen behind.


SUBJECT BIBLIOGRAPHY

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These resources are available for purchase at the GPO bookstore at https://bookstore.gpo.gov and are also available through https://www.govinfo.gov and the Catalog of U. S. Government Publications

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