

# Controlling Public Education



localism versus equity

Kathryn A. McDermott

# Controlling Public Education Localism Versus Equity

**Frederick M. Hess**



## **Controlling Public Education Localism Versus Equity:**

**Controlling Public Education** Kathryn A. McDermott, 1999 Most Americans believe that local school districts are the only means by which citizens may exercise control over public education Kathryn McDermott argues to the contrary that existing local institutions are no longer sufficient for achieving either equity or democratic governance Not only is local control inequitable it also fails to live up to its reputation for guaranteeing public participation and citizen influence Drawing upon democratic theory and the results of field research in New Haven Connecticut and three suburbs McDermott contends that our educational system can be made more democratic by centralizing control over funding while decentralizing most authority over schools to the level of schools themselves while enacting public school choice controlled for racial balance To many people in Connecticut and elsewhere the tension between equal opportunity for all students and local control of public education seems impossible to resolve In 1996 the Connecticut Supreme Court ruled in *Sheff v O'Neill* that local control produces unconstitutional segregation of public schools Nearly all of the state's 169 towns operate their own public schools and like the towns they serve the schools are generally homogeneous with respect to race and socioeconomic class In the *Sheff* ruling the court declared that making school districts coterminous with town lines is the single most important factor contributing to the present concentration of racial and ethnic minorities in the Hartford public school system At the same time the court also acknowledged that the town based school system presently furthers the legitimate nonracial interests of permitting considerable local control and accountability in educational matters In Connecticut and elsewhere it has often seemed necessary to choose between local control and equity in public education and local control has almost always won McDermott argues that rather than seeing local control and equity as conflicting goals policymakers should regard them as equally important components of democracy in public education In her view a truly democratic system of education should both encourage citizen participation in school governance and contribute to the formation and maintenance of a social order in which equality of opportunity prevails over hierarchies of privilege Centralizing distribution of resources and using controlled choice to end racial isolation would provide greater equality of opportunity while decentralizing management of schools would expand citizen participation McDermott's conclusions break new ground in our understanding of local school governance itself and call into question the conventional wisdom about local participation These findings should interest those who study school governance and reform especially in an urban setting as well as policy makers administrators teachers students and citizens eager to improve their schools

**Balancing Local Control and State Responsibility for K-12 Education** Neil D. Theobald, Betty Malen, 2013-10-18 This book examines the impact of state activism on local school autonomy in terms of both financial resources and policy initiatives *Money, Mandates, and Local Control in American Public Education* Bryan Shelly, 2011-07-08 Pointing to the disparities between wealthy and impoverished school districts in areas where revenue depends primarily upon local taxes reformers repeatedly call for the centralization of school funding

Their proposals meet resistance from citizens elected officials and school administrators who fear the loss of local autonomy Bryan Shelly finds however that local autonomy has already been compromised by federal and state governments which exercise a tremendous amount of control over public education despite their small contribution to a school system's funding This disproportionate relationship between funding and control allows state and federal officials to pass education policy yet excuses them from supplying adequate funding for new programs The resulting unfunded and underfunded mandates and regulations Shelly insists are the true cause of the loss of community control over public education Shelly outlines the effects of the most infamous of underfunded federal mandates the No Child Left Behind Act of 2001 NCLB and explores why schools implemented it despite its unpopularity and out of pocket costs Shelly's findings hold significant implications for school finance reform NCLB and the future of intergovernmental relations **Resources in Education**, 1998 To Educate a Nation Carl F. Kaestle, Alyssa E. Lodewick, 2007 Eleven stimulating essays using case studies of major cities and their schools suggest what might be done to better foster equity and diversity in educating American public schoolchildren highlighting the complications inherent in today's education system and providing a framework for grappling with these problems

**Encyclopedia of Education and Human Development** Stephen J. Farenga, Daniel Ness, 2015-07-17 This comprehensive and exhaustive reference work on the subject of education from the primary grades through higher education combines educational theory with practice making it a unique contribution to the educational reference market Issues related to human development and learning are examined by individuals whose specializations are in diverse areas including education psychology sociology philosophy law and medicine The book focuses on important themes in education and human development Authors consider each entry from the perspective of its social and political conditions as well as historical underpinnings The book also explores the people whose contributions have played a seminal role in the shaping of educational ideas institutions and organizations and includes entries on these institutions and organizations This work integrates numerous theoretical frameworks with field based applications from many areas in educational research

*School Reform, Corporate Style* Dorothy Shipps, 2006 Like other big city school systems Chicago's has been repeatedly reformed over the last century Yet its schools have fallen far short of citizens expectations and left a gap between the performances of white and minority students Many blame the educational establishment for resisting change Other critics argue that reform occurs too often still others claim it comes not often enough Dorothy Shipps reappraises the tumultuous history of educational progress in Chicago revealing that the persistent lack of improvement is due not to the extent but rather the type of reform Throughout the twentieth century managerial reorganizations initiated by the business community repeatedly altered the governance structure of schools as well as the relationships of teachers to children and parents but brought little improvement while other more promising reform models were either resisted or crowded out Shipps chronicles how Chicago's corporate actors led abetted or restrained nearly every attempt to transform the city's school system then

asks whether schools might be better reformed by others To show why city schools have failed urban children so badly she traces Chicago's reform history over four political eras revealing how corporate power was instrumental in designing and revamping the system Her narrative encompasses the formative era of 1880-1930 when teachers unions moderated business plans previously unexplored business activism from 1930 to 1980 when civil rights dominated school reform and the decentralization of the 1980s She also covers the uneasy cooperation among business associations in the 1990s to install the mayor as head of the school system a governing regime now challenged by privatization advocates Business people may be too wedded to a stunted view of educators to forge a productive partnership for change Unionized teachers bridle at the second class status accorded them by managers If reform is to reach deeply into classrooms Shipps concludes it might well require a new coalition of teachers unions and parents to create a fresh agenda that supersedes corporate interests This study clearly shows that in Chicago as elsewhere urban schooling is intertwined with politics and power By reviewing more than a century of corporate efforts to make education work Shipps makes a strong case that it's high time to look elsewhere perhaps to educators themselves for new leadership

**The Oxford Handbook of U.S. Education Law** Kristi L. Bowman, 2021 The Oxford Handbook of U.S. Education Law includes more than three dozen chapters by leading education law and policy scholars It presents a comprehensive description of the law that regulates public K-12 education today and suggests legal and policy changes for the next decade Chapters cover a wide variety of topics including virtual schooling civil rights student privacy and safety education federalism school choice and special education The Handbook is an essential guide for anyone interested in the law and policy that shapes K-12 education in the United States

**The New Localism in American Education** Robert L. Crowson, Jr., Ellen B. Goldring, 2009-12-08 This yearbook defines and discusses the new spirit of localism in education Papers explore and describe the new spirit of localism in education Advocates a refocus on relationships between schools and local communities in the context of educational objectives Published on behalf of the National Society for the Study of Education

**Deliberation and the Equity Task Force in the Madison Metropolitan School District** Deborah E. Gurke, 2008

*A Guide to Charter Schools* Myron S. Kayes, Robert Maranto, 2006-05-12 Here is a short edited volume that brings together in one place the best scholarly articles in charter schooling by national experts and leaders written in a user friendly fashion It is the ideal introduction for those interested in the charter school movement with numerous insights for and by charter operators administrators and teachers as well as the academic community The volume starts with essays explaining the history of education reforms past in particular why their failures make charters a necessity Additional essays examine such research questions as whether class size matters how to end the teacher shortage routes to alternative certification why urban school reform fails and how to make merit pay work The second section includes essays outlining the key research on charter schools Chapters examine such questions as how charter schools compare to district schools how non profit charters compare to for profit charters what determines teacher quality and how the small

size of charters makes for complex questions of accountability The final section includes personal reflections tips and horror stories from charter operators In particular essays examine why most charters have a tough first year the difficulties of converting a private school to a charter how to manage facilities how to obtain grant money and how to do good charter marketing America, History and Life, 2002 Provides historical coverage of the United States and Canada from prehistory to the present Includes information abstracted from over 2 000 journals published worldwide *Political Science Quarterly*, 2000 Offers timely analysis of both domestic and foreign policy issues as well as of political institutions and processes

**Locating Schools** Nancy Erbstein, 2004 **When Research Matters** Frederick M. Hess, 2008 When Research Matters considers the complex and crucially important relationship between education research and policy In examining how and under what conditions research affects education policy the book focuses on a number of critical issues the history of the federal role in education policy the evolving nature of educational policy research the role of research in debates about reading NCLB and out of field teaching how research affects policy by shaping public opinion judicial rulings and the decisions of district and school leaders and the incentives that help explain the behavior of researchers and policymakers Renewed interest in the uses of social science evidence for public policy has prompted a vigorous debate about the quality and utility of education research The essays in this volume contribute important insights into a range of complex and contested issues Researchers policymakers and consumers of education scholarship need to have this book Michael J Feuer Executive Director of the Division of Behavioral and Social Sciences and Education in the National Research Council of the National Academies The current devotion to scientifically based research indicates great faith in the ability of research to influence policy Yet the policy research nexus has not been examined in recent years Ironically the messy complexities of the research policy connection don't lend themselves to the research designs currently in most favor Therefore this book fills an important void Under what circumstances and in what ways is research influential today Can we create better incentives and support for the conduct and use of research that is both rigorous and relevant to policy These and other questions make for fascinating reading Susan Fuhrman President Teachers College Columbia University When Research Matters asks the questions that are rarely asked about the difficult road from research to policy For the classroom educator the unevenness of the road from research to policy makes the next leg of the journey from policy to practice that much more difficult This volume gives us all a deeper understanding of the reasons research is often poorly translated into practice Pascal D Forgione Jr Superintendent of Schools Austin Texas Frederick M Hess is resident scholar and director of Education Policy Studies at the American Enterprise Institute He is also executive editor of Education Next Politics in the American States Virginia Gray, Russell L. Hanson, 2004 Continues a tradition of combining top notch research with innovative pedagogy bringing students unsurpassed content accessible writing and comprehensive comparative analysis of the 50 states Twenty authors actively engaged in the study of state politics and government provide thorough coverage of the key topics including

foundational chapters on intergovernmental relations and the legislative process as well as new chapters on the initiative process and specific policy areas such as education and taxes      **Access and Participation** Jackie Ann Filla,2009

**Boletin Internacional de Bibliografia Sobre Educacion** ,2001      Placing Conflict and Collaboration in Community Forestry Jonathan K. London,2001      **Choice** ,1999

## Adopting the Tune of Phrase: An Psychological Symphony within **Controlling Public Education Localism Versus Equity**

In a world taken by monitors and the ceaseless chatter of instantaneous connection, the melodic beauty and psychological symphony created by the written term often fade into the back ground, eclipsed by the constant noise and disruptions that permeate our lives. Nevertheless, located within the pages of **Controlling Public Education Localism Versus Equity** a stunning fictional value brimming with raw emotions, lies an immersive symphony waiting to be embraced. Crafted by a masterful composer of language, this fascinating masterpiece conducts readers on a mental journey, well unraveling the hidden songs and profound impact resonating within each cautiously constructed phrase. Within the depths of this emotional examination, we will discover the book is central harmonies, analyze their enthralling writing design, and surrender ourselves to the profound resonance that echoes in the depths of readers souls.

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