115TH CONGRESS 1ST SESSION/SENATE DOCUMENT 115–3

NATIONAL DEBATE TOPIC FOR HIGH SCHOOLS, 2017–2018

Resolved: The United States Federal Government Should Substantially Increase Its Funding and/or Regulation of Elementary and/or Secondary Education in the United States

NATIONAL DEBATE TOPIC FOR HIGH SCHOOLS, 2017–2018
Pursuant to 44 U.S.C. Section 1333

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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.

(P.L. 90–620, Oct. 22, 1968, 82 Stat. 1270)

Historical and Revision Notes
Based on 44 U.S. Code, 1964 ed., Supp. III, Sec. 170 [Sec. 276a] (Dec. 30, 1963, Pub. L. 88–246, Secs. 1, 2, 77 Stat. 802)

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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

NATIONAL DEBATE TOPIC FOR HIGH SCHOOLS, 2017-2018

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
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under the direction of project team leader
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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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[1] Sniegoski, Stephen J. *A Bibliography of the Literature on the History of the U.S. Department of Education and Its Forerunners.* Washington, DC: U.S. Dept. of Education, Office of Educational Research and Improvement, Educational Resources Information Center, (ERIC 304 394), 1988.

[2] https://www.cato.org/publications/commentary/elimination-lost-what-happened-abolishing-department-education.

[3] https://www.congress.gov/bill/115th-congress/house-bill/899?q=%7B%22search%22%3A%5B%22hr899%22%5D%7D&r=1.

[4] Fox News Sunday 2015 Coverage of 2016 presidential hopefuls, Oct 18, 2015.

[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

Gross, Betheny and Paul Hill. “The State Role in K-12 Education: From Issuing Mandates to Experimentation.” *Harvard Law & Policy Review*, vol. 10, no. 2 (2016): 299-326.
Available at: http://harvardlpr.com/wp-content/uploads/2016/06/10.2_2_GrossHill.pdf.
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.

Klein, Alyson. “States, Districts Will Share More Power under ESSA.” *Education Week*, Vol. 81, no. 8 (2016): 4-10.
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.

Weiss, Joanne and Patrick McGuinn. "States as Change Agents under ESSA." *Phi Delta Kappan*, vol. 97, no. 8 (May 2016): 28-33.
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
Alexander, Kern, and M. David Alexander. *The Law of Schools, Students, and Teachers in a Nutshell*, 5th ed. St. Paul, MN: West Publishing, 2015.
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).

Hess, Frederick M. and Max Eden, eds. *The Every Student Succeeds Act: What It Means for Schools, Systems, and States.* Cambridge, MA: Harvard Education Press, 2017.
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.

Inside the Every Student Succeeds Act: The New Federal K-12 Law. Bethesda, MD: Education Week Press, 2016.
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.

Mathis, William J. and Tina M. Trujillo, eds. *Learning from the Federal Market-Based Reforms: Lessons for ESSA*. A volume in The National Education Policy Center Series, Charlotte, NC: Information Age Publishing, 2016.
The authors explore the major elements of education reforms, as well as the social, political, and educational contexts in which they take place.

Yell, Mitchell L. *Law and Special Education,* 4th ed. New York: Pearson, 2016
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)
U.S. Congress. House. Committee on Education and the Workforce. *Elementary and Secondary Education Act of 1965*, Report to accompany H.R. 2362. 89th Cong., 1st sess., (H. Rept. 143). Washington, DC: U.S. Government Printing Office, 1965.
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.

U.S. Congress. Senate Committee on Health, Education, Labor, and Pensions. *Every Child Achieves Act of 2015*. Report to accompany S. 1177. 114th Cong., 2nd sess. (S. Rept. 231). Washington, DC: U.S. Government Publishing Office, 2015. (This act was later renamed the *Every Student Succeeds Act*).
Available at: https://www.gpo.gov/fdsys/pkg/CRPT-114srpt231/pdf/CRPT-114srpt231.pdf.
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*
Available at: http://www.ncsl.org/research/education/federal-issues-education.aspx.
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.

Articles

_____. “Minorities Identified for Special Education: Defining ‘Too Many’.” *Education Week*, vol. 35, no. 37 (2016): 14-15.
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.

Archerd, Erin. “Response to Intervention: A Rising Tide or Leaky Boat?” *Ohio State Journal on Dispute Resolution*, vol. 30, no. 2 (2015): 233-273.
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.

Czapanski, Karen Syma. “Kids and Rules: Challenging Individualization in Special Education.” *Journal of Law & Education*, vol. 45, no. 1 (Winter 2016): 1-38.
Available at: https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2728001.
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.

Dhuey, Elizabeth. “Individuals with Disabilities Education Act.” In *Encyclopedia of Education Economics & Finance*, vol. 1, edited by Dominic J. Brewer and Lawrence O. Picus, 399-403. Thousand Oaks, CA: Sage Publications, 2014.
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.

Pasachoff, Eloise. “Advocates, Federal Agencies, and the Education of Children with Disabilities.” *Ohio State Journal of Dispute Resolution*, vol. 29, no. 3 (2014): 461-494.
Available at: http://scholarship.law.georgetown.edu/cgi/viewcontent.cgi?article=2402&context=facpub.
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.

Walker, Brenda. “Sixty Years after ‘Brown v. Board of Education’: Legal and Policy Fictions in School Desegregation, the Individuals with Disabilities Education Act, and No Child Left Behind.” *Multiple Voices for Ethnically Diverse Exceptional Learners*, vol. 14, no. 2 (2014): 41-51.
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

Alexander, Kern, and M. David Alexander. *The Law of Schools, Students, and Teachers in a Nutshell,* 5th ed. St. Paul, MN: West Publishing, 2015.
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).

Claypool, Mark K. and John M. McLaughlin. *How Autism is Reshaping Special Education: The Unbundling of IDEA.* Lanham, MD: Rowman & Littlefield, 2017.
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.

Colker, Ruth. *Disable Education: A Critical Analysis of the Individuals with Disabilities Education Act.* New York: New York University Press, 2013.
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.

Yell, Mitchell L. *Law and Special Education,* 4th ed. New York: Pearson, 2016.
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)

U.S. Congress. House. Committee on Education and the Workforce. *Improving Education Results for Children with Disabilities Act of 2003,* Report to accompany H.R. 1350. 108th Cong., 1st sess., (H. Rept. 77). Washington, DC: U.S. Government Printing Office, 2003.
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.

U.S. Congress. House. Committee on Education and the Workforce. Subcommittee on Education Reform. *IDEA: Focusing on Improving Results for Children with Disabilities*, Hearing before the Subcommittee on Education Reform of the House Committee on Education and the Workforce, House of Representatives. 109th Cong., 1st sess., March 13, 2013, Serial No. 108-9. Washington, DC: U.S. Government Printing Office, 2013.
Available at: https://www.gpo.gov/fdsys/pkg/CHRG-108hhrg86871/pdf/CHRG-108hhrg86871.pdf.
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

Boyes, Rod. "Opportunities and Challenges for CTE." *Techniques: Connecting Education & Careers*, vol. 91, no. 7 (October 2016): 60-61.
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.

Fitzgerald, Katie and Heather Singmaster. "Learning from the World: Best Practices in CTE and Lessons for the United States." *Techniques: Connecting Education & Careers*, vol. 92, no. 3 (March 2017): 30-35.
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)

U.S. Congress. Senate. Committee on Health Education, Labor, and Pensions. *Carl D. Perkins Career and Technical Education Improvement Act of 2005*, Report to accompany S. 250. 109th Cong., 1st sess. (S. Rept. 109-65.) Washington, DC: U.S. Government Printing Office, 2005.
Available at: https://www.gpo.gov/fdsys/pkg/CRPT-109srpt65/pdf/CRPT-109srpt65.pdf.

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.

U.S. Congress. House. Committee on Education and the Workforce. *Preparing Today's Students for Tomorrow's Jobs: Improving the Carl D. Perkins Career and Technical Education Act*, Hearing before the Committee on Education and the Workforce. 113th Cong., 1st sess., November 19, 2013, Serial No.111-134. Washington, DC: U.S. Publishing Office, 2015.
Available at: https://www.gpo.gov/fdsys/pkg/CHRG-113hhrg85479/pdf/CHRG-113hhrg85479.pdf.
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.

U.S. Congress. House. Committee on Education and the Workforce. *Helping Students Succeed by Strengthening the Carl D. Perkins Career and Technical Education Act*, Hearing before the Committee on Education and the Workforce. 114th Cong., 2nd sess., May 17, 2016, Serial No.114-48. Washington, DC: U.S. Publishing Office, 2017.
Available at: https://www.gpo.gov/fdsys/pkg/CHRG-114hhrg20060/pdf/CHRG-114hhrg20060.pdf.
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
Bowman, Kristi L. "The Failure of Education Federalism." *University of Michigan Journal of Law Reform*, forthcoming. (Posted 30 Nov 2016. Last revised 27 Apr 2017. Site visited 23 May 2017.)
Available at: https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2876889.
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.

Cross, Christopher. "The Shaping of Federal Education Policy Over Time." *The Progress of Education Reform*, vol. 16, no. 2 (May 2015).
Available at: 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.

Gross, Betheny and Paul T. Hill. "The State Role in K-12 Education: From Issuing Mandates to Experimentation." *Harvard Law & Policy Review*, vol. 10, no. 2, June 2016: 28.
Available at: http://harvardlpr.com/wp-content/uploads/2016/06/10.2_2_GrossHill.pdf.
Addresses the Every Student Succeeds Act giving states more autonomy over public education.

Haney, Patrick. "Coercion by the Numbers: Conditional Spending Doctrine and the Future of Federal Education Spending." *Case Western Law Review*, vol. 64, no. 2(2013): 577-617.
Available at: 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.

Haubenreich, John. "Education and the Constitution." *Peabody Journal of Education*, vol. 87, no. 4 (2012): 436-454.
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.

Lawson, Aaron. "Educational Federalism: A New Case for Reduced Federal Involvement in K-12 Education." *Brigham Young University Education and Law Journal*, vol. 2013, no. 2 (Summer 2013): 281-318.
Available at 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).

Peterson, Paul E. "The End of the Bush-Obama Regulatory Approach to School Reform." *Education Next*, vol.16, no. 3 (Summer 2016).
Available at: http://educationnext.org/end-of-bush-obama-regulatory-approach-school-reform-choice-competition.
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.

Robinson, Kimberly Jenkins. "Disrupting Education Federalism." *Washington University Law Review*, vol. 92, no. 4 (2015): 959-1018.
Available at: http://openscholarship.wustl.edu/law_lawreview/vol92/iss4/7.

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

Jennings, Jack. *Presidents, Congress, and the Public Schools.* Cambridge, MA: Harvard Education Press, 2015.
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.

Manna, Paul and Patrick McGuinn. *Education Governance for the Twenty-First Century: Overcoming Structural Barriers to School Reform*. Washington, DC: Brookings Institution Press, 2013.
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)

Evers, Williamson M. *Federal Overreach and Common Core. White Paper no. 133,* Pioneer Institute for Public Policy Research, July 2015.
Available at: https://truthinamericaneducation.com/wp-content/uploads/2015/07/Federal-Overreach-and-Common-Core.pdf.
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.

Hanna, Robert. *Seeing Beyond Silos: How State Education Agencies Spend Federal Education Dollars and Why.* Center for American Progress, June 2014.
Available at: 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.

Harris, Douglas N., et al. *A Principled Federal Role in PreK-12 Education.* Washington: Brookings Institution Press, 2016.
Available at: 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.

U.S. Congress. House. Committee on Education and the Workforce. Subcommittee on Early Childhood, Elementary, and Secondary Education. *Supplanting the Law and Local Education Authority Through Regulatory Fiat*, Hearing before the Subcommittee on Early Childhood, Elementary, and Secondary Education of the House Committee on Education and the Workforce. 114th Cong., 2nd sess., Sept. 21, 2016, Serial No. 114-53. Washington, DC: U.S. Government Publishing Office, 2017.

Available at: https://www.gpo.gov/fdsys/pkg/CHRG-114hhrg21538/pdf/CHRG-114hhrg21538.pdf.
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

Camera, Lauren. "Federal Education Funding: Where Does the Money Go?: Here's a look at what your tax dollars have gone toward in the education sphere." *US News and World Report*, Jan. 14, 2016.
Available at: https://www.usnews.com/news/blogs/data-mine/2016/01/14/federal-education-funding-where-does-the-money-go.
Article provides an overview of federal education funding.

Houck, Eric A. and Elizabeth Debray. "The Shift from Adequacy to Equity in Federal Education Policymaking: A Proposal for How ESEA Could Reshape the State Role in Education Finance." *RSF: The Russell Sage Foundation Journal of the Social Sciences*, vol. 1, no. 3 (2015): 148-167.
Available at: https://muse.jhu.edu/article/605405.
Article addresses a new formula for ESEA's supplemental funding for students and teachers.

Kornhaber, Mindy L., Nikolaus J. Barkauskas, and Kelly M. Griffith. "Smart Money? Philanthropic and Federal Funding for the Common Core." *Education Policy Analysis Archives*, vol. 24, no. 93 (September 12, 2016).
Article examines federal and philanthropic funding for the Common Core State Standards Initiative reform by states by their revenue finance resource.

McGuinn, Patrick. "Schooling the State: ESEA and the Evolution of the U.S. Department of Education." *RSF: The Russell Sage Foundation Journal of the Social Sciences*, vol. 1, no. 3 (2015): 77-94.
Available at: https://muse.jhu.edu/article/605401.
Article addresses the federal grant-in-aid system in public education.

Nelson, Adam R. and Nicholas M. Strohl. “From Helping the Poor to Helping the Middle Class: The Convergence of Federal K-12 and Higher Education Funding Policy Since 1965.” In *The Convergence of K–12 and Higher Education: Policies and Programs in a Changing Era*, edited by Christopher P. Loss and Patrick J. McGuinn, 43-66. Cambridge, MA: Harvard Education Press, 2016.
Leading scholars of education policy bring together a distinguished and varied array of contributors to systematically examine the growing convergence between the K-12 and higher education sectors in the United States. The national focus on outcomes and accountability, originating in the K-12 sector, is exerting growing pressure on higher education, while trends toward privatization and diversification--long characteristic of the postsecondary sector--are influencing public schools.

Books

Brewer, Dominic J. and Lawrence O. Picus, eds. *Encyclopedia of Education Economics & Finance,* vols. 1 and 2. Thousand Oaks, CA: Sage Publications, 2014.
A two-volume encyclopedia that contains over 300 entries by economics experts to assist state level decision makers and national researchers analyze how school spending and teacher compensation impacts student outcomes and how to raise and distribute funds for public schools in an equitable manner for both schools and taxpayers. Other public education economic debates are also addressed.

Hattis, Shana Hertz, ed. *The Almanac of American Education 2017*, Ninth Edition, Lanham, MD: Bernan Press, 2017.
Organized into three sections: Part A - National Education Statistics; Part B - Region and State Education Statistics; and Part C - County Education Statistics. Includes per-student expenditures.

State and Local Funding

Articles

Baker, Bruce and Mark Weber. “Beyond the Echo-Chamber: State Investments and Student Outcomes in U.S. Elementary and Secondary Education.” *Journal of Education Finance*, vol. 42, no. 1 (2016): 1-27.
Addresses state investments in elementary and secondary education from 1993 to 2013, evaluating both the level of funding over time and the extent to which funding is targeted to districts serving high-poverty populations.

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.

Collins, Johnathan. “Buying schools with social capital: how local response to state reform fosters education revenue inequality.” *Local Government Studies*, vol. 43, iss.1 (2017): 22-43.
Article addresses inequality in public school revenue relative to social capital network status using a comparative analysis of the counties and school districts in California.

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.

Baker, Bruce D. *Does Money Matter in Education?* Second Edition. Albert Shanker Institute 2016.
Available at: http://files.eric.ed.gov/fulltext/ED563793.pdf.
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*).

Jackson, C. Kirabo , Rucker C. Johnson, and Claudia Persico. "The Effects of School Spending on Educational and Economic Outcomes: Evidence from School Finance Reforms," *The Quarterly Journal of Economics*, vol. 131, no. 1, 2016: 157-218.
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.

Leachman, M. N., et al. “Most States Have Cut School Funding, Some Continue Cutting.” D.C.: Center on Budget and Policy Priorities. January 25, 2016.
Available at: http://www.cbpp.org/research/state-budget-and-tax/most-states-have-cut-school-funding-and-some-continue-cutting.
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.

National Association of School Budget Officers (NASBO). *State Expenditure Report* (Fiscal 2014-2016 Data), *Chapter 1: Elementary and Secondary Education.*
Available at http://www.nasbo.org/reports-data/state-expenditure-report.
An annual report that provides state and local spending on K-12 and higher education.

National Conference of State Legislatures (NCSL). *School Finance*.
Available at: http://www.ncsl.org/research/education/school-finance.aspx.

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.

National Education Association (NEA). *Rankings & Estimates: Rankings of the States 2016 and Estimates of School Statistics 2017*. May 2017:147.
Available at: http://www.nea.org/home/44479.htm and http://www.nea.org/assets/docs/2017_Rankings_and_Estimates_Report-FINAL-SECURED.pdf.
NEA's annual report consists of two parts. Rankings compares states on a variety of education and funding measures, including general financial resources and revenue and expenditures for the most recent school year. Estimates shows how education funding in each state has changed over time.

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. Bureau of the Census, Governments Division. *Public Education Finances Report: 2014.*
Available at https://www.census.gov/library/publications/2016/econ/g14-aspef.html.
An annual survey of school system finances. Provides education finance data, including revenues, expenditures, debt, and assets [cash and security holdings] of elementary and secondary public school systems. Statistics cover school systems in all states and including the District of Columbia. Data are available in viewable tables and downloadable files. The most current survey was last updated June 2016 and provides fiscal year 2014 data.

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 Contro*l, 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.

U.S. Department of Education (ED), Institute of Education Sciences (IES), National Center for Education (NCES). Education Finance Statistics Center (EDFIN).
Available at: https://nces.ed.gov/edfin/index.asp.
Provides finance information on public elementary and secondary education.

U.S. Department of Education (ED), Institute of Education Sciences (IES), National Center for Education (NCES). *Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2013-14 (Fiscal Year 2014)*, NCES 2016-301, October 2016.
Available at: https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2016301 and https://nces.ed.gov/pubs2016/2016301.pdf.
This is a "First Look" that contains national and state totals of revenues and expenditures for public K-12 education for school year 2013-14. Includes revenues by source and expenditures by function and object, including current expenditures and instructional expenditures per pupil. This report presents data submitted annually to NCES by state education agencies in the 50 states and the District of Columbia. Earlier reports are available at: https://nces.ed.gov/ccd/pub_rev_exp.asp. The preceding report and earlier reports are developed from data contained in the Department of Education's primary database on public elementary and secondary education in the United States, the Common Core of Data (CCD), a comprehensive, annual, national statistical database of all public elementary and secondary schools and school districts, which contains data that are designed to be comparable across all states.

U.S. Department of Education (ED), Institute of Education Sciences (IES), National Center for Education (NCES). *Revenues and Expenditures for Public Elementary and Secondary School Districts: School Year 2013-14 (Fiscal Year 2014)*, NCES 2016-303, February 2017.
Available at: https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2016303 and https://nces.ed.gov/pubs2016/2016303.pdf.
This is a "First Look" report that presents data on public K-12 education revenues and expenditures at the local education agency (LEA) or school district level for fiscal year (FY) 2014. Specifically, this report includes findings from the following types of school finance data: revenue and expenditure totals by state and the 100 largest LEAs; expenditures by function and object totals by state; current expenditures per pupil by state; interest on debt; and capital outlay. Earlier reports are available at: https://nces.ed.gov/ccd/pub_pubdistricts.asp.
These reports are developed from data contained in the Department of Education's primary database on public elementary and secondary education in the United States, the Common Core of Data (CCD), a comprehensive, annual, national statistical database of all public elementary and secondary schools and school districts, which contains data that are designed to be comparable across all states.

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

Baker, Bruce D. and Mark Weber. “State School Finance Inequities and the Limits of Pursuing Teacher Equity through Departmental Regulation.” *Education Policy Analysis Archives*, vol. 24, no. 47 (April 2016).
Available at: http://files.eric.ed.gov/fulltext/EJ1100175.pdf.
Evaluates connections between district and school level spending measures and teacher equity measures.

Browne-Ferrigno, Tricia. “Special Issue: Developing and Empowering Teacher Leaders for Collective Leadership.” *Journal of Research on Leadership Education*, vol. 11, no. 2 (August 2016).
Journal special issue presents articles on transitioning teachers to leadership through development.

Garrett, Rachel and Matthew P. Steinberg. “Examining Teacher Effectiveness Using Classroom Observation Scores: Evidence From the Randomization of Teachers to Students.” *Educational Evaluation and Policy Analysis*, vol. 37, no. 2: (June 1, 2015): 224-242.
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.

Jacobs, Sandi. “Improve tenure with better measures of teacher effectiveness.” *Phi Delta Kappan*, vol. 97, no. 6 (February 23, 2016): 33-37.
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.

Kennedy, Mary M. “How Does Professional Development Improve Teaching?” *Review of Educational Research*, vol. 86, no. 4 (December 1, 2016): 945-980.
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.

Martínez, José Felipe, Jonathan Schweig, and Pete Goldschmidt. “Approaches for Combining Multiple Measures of Teacher Performance: Reliability, Validity, and Implications for Evaluation Policy.” *Educational Evaluation and Policy Analysis*, vol. 38, no. 4 (December 1, 2016): 738–756.
Addresses teacher evaluation systems and how to combine multiple measures of complex constructs into composite indicators of performance.

Moran, Renee M. R. “The Impact of a High Stakes Teacher Evaluation **System**: Educator Perspectives on **Accountability**.” *Educational Studies*, vol. 53 no. 2 (Mar/Apr. 2017): 178-193.
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.

Preston, Courtney. “University-Based Teacher Preparation and Middle Grades Teacher Effectiveness.” J*ournal of Teacher Education*, vol. 68 (August 12, 2016): 102-116.
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

Akiba, Motoko and Gerald LeTendre, eds. *International Handbook of Teacher Quality and Policy*. New York: Routledge, 2018.
Examines how global, national, and local policy actors conceptualize, negotiate, and contest teacher quality, and develop and implement teacher policies.

Au, Wayne and Christopher Lubienski. *World Yearbook of Education 2016: The Global Education Industry*. NY: Routledge, 2016.
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.

Brady, Michelle and Randy K. Lippert. *Governing Practices: Neoliberalism and the Ethnographic Imaginary*. Toronto, Ontario, Canada: University of Toronto Press, 2016.
See Chapter 10, p. 288. Mitchell, Katharyne and Chris Lizotte. "Governing through Failure: Philanthropy, Neoliberalism, and Education Reform in Seattle."
Chapter 10 addresses philanthropic involvement in education reform.

Carter, Julie and Hilary Lochte, eds. *Teacher Performance Assessment and Accountability Reforms: The Impacts of edTPA on Teaching and Schools*. New York: Palgrave Macmillan, 2017.
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.

Frontier, Tony and Paul Mielke. *Making Teachers Better, Not Bitter: Balancing Evaluation, Supervision, and Reflection for Professional Growth*. Alexandria, VA: ASCD, August 2016.
Asserts that the evaluation of teachers ensures competence as well as encouraging and supporting expertise. Provides step-by-step protocols for working with teachers.

Gitomer, Drew H. and Courtney A. Bell, eds. *Handbook of Research on Teaching, Fifth Edition*. Washington, DC: American Educational Research Association, May 2016.
Book covers a variety of topics ranging from the history of teaching to technological and literacy issues.

Grissom, Jason A. and Peter Youngs, eds. *Improving Teacher Evaluation Systems: Making the Most of Multiple Measures*. New York: Teachers College Press, November 22, 2015.
This book has compiled and addresses the impacts and challenges of data-intensive teacher evaluation systems.

McKnight, Katherine S., ed. *Addressing the Needs of All Learners in the Era of Changing Standards: Helping Our Most Vulnerable Students Succeed Through Teaching Flexibility, Innovation, and Creativity*. Lanham, MD: Rowman & Littlefield, 2016.
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.

Murphy, Joseph F. *Professional Standards for Educational Leaders: The Empirical, Moral, and Experiential Foundations*. Thousand Oaks, CA: Corwin (January 2017).
Authoritative guide to understanding and applying the "Professional Standards for Educational Leaders (PSEL)."

Quintero, Esther, ed. *Teaching in Context: The Social Side of Education Reform*. Cambridge, MA: Harvard Education Press, April 2017.
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.

Baird, Matthew, et al. *Improving Teaching Effectiveness: Access to Effective Teaching: The Intensive Partnerships for Effective Teaching Through 2013-2014*. Santa Monica, CA: RAND Corporation, 2016.
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.
More detailed ECS *Teaching Quality* resources are available: *State Legislation: Teaching Quality*. Available at: http://www.ecs.org/?s=&fwp_issues=teaching-quality&fwp_doctype=state-legislation&fwp_per_page=100.
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.*
Available at: http://www.ncsl.org/research/education/teachers.aspx.
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."

National Council on Teacher Quality (NCTQ). *State of the States 2015: Evaluating Teaching, Leading and Learning* (November 2015).
Available at: http://www.nctq.org/dmsStage/StateofStates2015.
Report addresses current policy trends on how states are evaluating teachers.

National Council on Teacher Quality (NCTQ). *2015 State Teacher Policy Yearbook* (December 2015)
Available at:
http://www.nctq.org/dmsStage/2015_State_Teacher_Policy_Yearbook_National_Summary_NCTQ_Report.
Ninth annual *Yearbook* report. The Yearbook contains a national summary and state-specific reports for all 50 states and the District of Columbia, on the state laws, rules, and regulations impacting the teaching profession.

Pomerance, Laura, Julie Greenberg, and Kate Walsh. *Learning About Learning: What Every New Teacher Needs to Know*. National Council on Teacher Quality (NCTQ), January 2016.
Available at: http://www.nctq.org/dmsStage/Learning_About_Learning_Report and
http://www.nctq.org/dmsView/Learning_About_Learning_Report.
NCTQ evaluation of thousands of pages of teacher education textbooks for discussion of research-based strategies that every teacher candidate should learn in order to promote student learning and retention.

U.S. Congress. House Committee on Education and the Workforce. Subcommittee on Early Childhood, Elementary, and Secondary Education. Subcommittee on Higher Education and Workforce Training. *Exploring Efforts to Strengthen the Teaching Profession*, House of Representatives. 113th Congress, 2nd Sess., February 27, 2014, Serial No. 113–47. Washington, DC: GPO, 2014.
Available at: https://www.gpo.gov/fdsys/pkg/CHRG-113hhrg86746/pdf/CHRG-113hhrg86746.pdf.
Effective teachers can motivate students to explore the unknown, think critically, and challenge expectations. This hearing addresses the need and methods to strengthen the education of our teachers.

U.S. Congress. Senate Committee on Health, Education, Labor, and Pensions. *Fixing No Child Left Behind: Supporting Teachers and School Leaders*, Senate. 114th Congress, 1st Session, January 27, 2015, Serial No. 98-078 PDF. Washington, DC: GPO, 2017.
Available at: https://www.gpo.gov/fdsys/pkg/CHRG-114shrg93078/pdf/CHRG-114shrg93078.pdf.
This hearing investigates potential problems with No Child Left Behind. Some argue that it set unrealistic goals for schools across the country, then failed to give them the resources they needed to succeed.

U.S. Congress. Senate Committee on Health, Education, Labor, and Pensions. *Teacher Preparation: Ensuring a Quality Teacher in Every Classroom*, Senate. 113th Congress, 2nd sess., March 25, 2014, Serial No. 22-606 PDF. Washington, DC: GPO, 2016.
Available at: https://www.gpo.gov/fdsys/pkg/CHRG-113shrg22606/pdf/CHRG-113shrg22606.pdf.
This hearing addresses the need for quality teacher education to boost student achievement and ensure that low-income students get high quality education.

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.
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 (ED), Institute of Education Sciences (IES), National Center for Education Evaluation and Regional Assistance (NCEERA.) *Does Content-Focused Teacher Professional Development Work? Findings from Three Institute of Education Sciences Studies*. Evaluation Brief, November 2016.
Available at: https://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=NCEE20174010 and https://ies.ed.gov/ncee/pubs/20174010/pdf/20174010.pdf.
This brief synthesizes three large-scale recent random assignment studies from the Institute of Education Sciences evaluated teacher professional development (PD) programs in different grades in reading and mathematics.

U.S. Department of Education. National Center for Educational Evaluation and Regional Assistance. Mathematica Policy Research. DC.: *The Content, Predictive Power, and Potential Bias in Five Widely Used Teacher Observation Instruments*. November 2016.
Available at: https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=REL2017191 and http://files.eric.ed.gov/fulltext/ED569941.pdf.
This study examined data from the Bill & Melinda Gates Foundation's Measures of Effective Teaching project to address three research questions that might inform district and state decisions about selecting and implementing five widely used teacher observation instruments: the Classroom Assessment Scoring System, the Framework for Teaching, the Protocol for Language Arts Teaching Observations, the Mathematical Quality of Instruction, and the UTeach Observational Protocol.

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, B. L. “Race to the bottom: Corporate school reform and the future of public education.” *School Administrator*, vol. 73, no. 2 (2016): 42-43.
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.

Fuller, Edward J., Liz Hollingworth, and Andrew Pendola. “The Every Student Succeeds Act, State Efforts to Improve Access to Effective Educators, and the Importance of School Leadership.” *Educational Administration Quarterly*, May 26, 2017.
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.

Galloway, Mollie K. and Ann M. Ishimaru. “Equitable Leadership on the Ground: Converging on High-Leverage Practices.” *Education Policy Analysis Archives*, vol. 25, no. 4, January 2017.
Available at: http://files.eric.ed.gov/fulltext/EJ1126861.pdf.
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.

Galloway, Mollie K. and Ann M. Ishimaru. “Radical Recentering: Equity in Educational Leadership Standards.” *Educational Administration Quarterly*, vol. 51, no. 3 (June 8, 2015): 372-408.
This article establishes a new set of standards designed to guide the preparation and professional development of educational leaders with equity at the core.

Williams, Sheneka M. “The Future of Principal Preparation and Principal Evaluation: Reflections of the Current Policy Context for School Leaders.” *Journal of Research on Leadership Education*, vol. 10, no. 3 (Dec. 2015): 222-225.
Journal issue presents articles on how state policy adoption responds to federal policies involving principal preparation and evaluation.

Books

Manna, Paul and Patrick McGuinn, eds. *Education Governance for the Twenty-First Century: Overcoming the Structural Barriers to School Reform*. Jackson, TN: Brookings Institution Press, January 18, 2013.
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.

Murphy, Joseph F. *Professional Standards for Educational Leaders: The Empirical, Moral, and Experiential Foundations*. Thousand Oaks, CA: Corwin, January 2017.
Authoritative guide to understanding and applying the Professional Standards for Educational Leaders (PSEL) standards.

Reports (Government, Organization, or Think Tank)

American Association of School Administrators (AASA). *ESSA Resource Library*.
Available at: http://www.aasa.org/ and http://www.aasa.org/AASAESSA.aspx.
AASA is an advocacy organization for school administrators.

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.

Finnan, Leslie A. and Robert S. McCord. *2016 AASA Superintendents Salary and Benefits Study: Non-Member Version*. American Association of School Administrators (AASA), February 2017.
Available at:
http://aasa.org/uploadedFiles/Policy_and_Advocacy/files/2016%20Superintendent%20Salary%20and%20Benefits%20Study%20Non-Member%20Edition.pdf and http://www.aasa.org/research.aspx.
Fifth edition of the annual survey study tracking the demographics, salary, benefits, and other elements of the employment contracts of school superintendents throughout the country.

Herman, Rebecca, et al. *School Leadership Interventions Under the Every Student Succeeds Act: Evidence Review Updated and Expanded.* Santa Monica, CA: RAND Corporation, January 2017.
Available at: http://www.rand.org/pubs/research_reports/RR1550-2.html.
This report describes the opportunities for supporting school leadership under Every Student Succeeds Act (ESSA), discusses the standards of evidence under ESSA, and synthesizes the research base with respect to those standards.

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.

Ryland, Anne and Lindsey Burke. “Backgrounder: School Rules: Lessons from the ESSA Regulatory Process.” Heritage Foundation, No. 3189. (February 1, 2017).
Available at: http://www.heritage.org/education/report/school-rules-lessons-the-essa-regulatory-process and http://www.heritage.org/sites/default/files/2017-02/BG3189.pdf.
Addresses ESEA and ESSA regulations and the extent of education decision-making authority provided to states, localities, and parents.

Websites

National Association of Secondary School Principals (NASSP). *ESSA Toolkit for Principals*.
Available at: https://www.nassp.org/advocacy/essa-toolkit.
The ESSA Toolkit provides fact sheets, model legislation to assist creating a new state policy, and an interactive map of websites of state departments of education.

National Association of Secondary School Principals (NASSP).
Available at: https://www.nassp.org/.
NASSP is an advocacy organization of and for school principals, assistant principals, and school leaders from across the U.S. and in over 35 countries around the world.

National Association of School Superintendents (NASS).
Available at: http://nass.us/.
An advocacy organization for school superintendents.

National School Boards Association (NSBA).
Available at: https://www.nsba.org/.
An organization advocating equity and excellence in public education through school board leadership.

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

Bali, Valentina A. "Evolving Trends in Public Opinion on the Quality of Local Schools." *Educational Policy*, vol. 30, no.5 (July 2016): 688-720.
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.

Jabbar, Huriya, and M. Li Dongmei. "Multiple Choice: How Public School Leaders in New Orleans' Saturated Market View Private School Competitors." *Education Policy Analysis Archives*, vol. 24, no. 94 (September 19, 2016).
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

Berends, Mark, Marisa Cannata, and Ellen B. Goldring. *School Choice and School Improvement.* Cambridge, MA: Harvard Education Press, 2011.
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.

Hanushek, Eric A., Paul E. Peterson, and Ludger Woessmann. *Endangering Prosperity: A Global View of the American School*. Washington, DC: Brookings Institution Press, 2013.

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.

Peterson, Paul E., Michael Henderson, and Martin R. West. *Teachers versus the Public: What Americans Think about Schools and How to Fix Them.* Washington, DC: Brookings Institution Press, 2014.
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
Gawlik, Marytza A. "The U.S. Charter School Landscape: Extant Literature, Gaps in Research, and Implications for the U.S. Educational System," *Global Education Review*, vol. 3, no. 2 (2016): 50-83.
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.

Green, Preston C. III, Bruce D. Baker, and Joseph Oluwole. "Having It Both Ways: How Charter Schools Try to Obtain Funding of Public Schools and the Autonomy of Private Schools," *Emory Law Journal*, Vol. 63 (2013): 303-337.
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.

Kahlenberg, Richard D. and Halley Potter. "Restoring Shanker's Vision for Charter Schools," *American Educator*, vol. 38, no. 4 (Winter 2014-2015): 4-13.
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.

Kelly, Andrew P., and Tom Loveless. "Comparing New School Effects in Charter and Traditional Public Schools." *American Journal of Education*, vol. 118, no. 4 (August 2012): 427-453.

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.

Slade, Rachel. "The Great Charter Schools Debate," *Boston Magazine* (September 2016). Available at: http://www.bostonmagazine.com/news/article/2016/08/28/charter-schools-debate/.
Charter schools are not just about educating children, Slade argues. They are about the role of government, organized labor, faith in data in the classroom, and how much money teachers should earn.

Smith, Nelson. "Who Watches the Watchers? How States Evaluate Charter School Authorizers." *State Education Standard*, vol. 17 no. 1 (Jan. 2017): 31-36.
Smith presents an examination of the state entities charged with approving and monitoring charter schools.

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

Bounds, Mary C. *A Light Shines in Harlem: New York's First Charter School and the Movement It Led*. Chicago: Chicago Review Press, 2014.
The book tells the history of New York's first charter school and the early days of the state's charter-school movement. It gives an assessment of what makes the school a success or failure.

Finn, Chester E. Jr., Bruno Manno, and Brandon L. Wright. *Charter Schools at the Crossroads: Predicaments, Paradoxes, Possibilities.* Cambridge, MA: Harvard Education Press, 2016.
Analyzes the successes and shortcomings of the charter movement, and outlines possible directions for the future.

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.

Peterson, Paul E., Michael Henderson, and Martin R. West. *Teachers Versus the Public: What Americans Think about Schools and How to Fix Them.* Washington, DC: Brookings Institution Press, 2014.

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.

Schneider, Mercedes K. *School Choice: The End of Public Education?* New York: Teachers College Press, 2016.
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.

Wohlstetter, Priscilla, Joanna Smith, and Caitlan C. Farrell. *Choices and Challenges: Charter School Performance in Perspective.* Cambridge, MA: Harvard Education Press, 2013.
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)
Jett, Noa. "Not a Fair Fight: An Evaluation of the Impact of Charter Schools," Public Policy Initiative, Penn Wharton, University of Pennsylvania, (April 24, 2017).
Available at: https://publicpolicy.wharton.upenn.edu/live/news/1823-not-a-fair-fight-an-evaluation-of-the-impact-of.
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.

Rausch, M. Karega, Sean Conlan, and Sherry Tracewski. "Authorizer Practices: What's Working and What's Not, A Qualitative Analysis of Authorizer Evaluations." *National Association of Charter School Authorizers* (March 2017).
Available at: http://www.qualitycharters.org/wp-content/uploads/2017/03/Authorizer-Practices-Whats-Working-and-Whats-Not-March-2017.pdf.
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
Kitmitto, Sami, et al. "What Happens When Schools Become Magnet Schools? A Longitudinal Study of Diversity and Achievement." *Society for Research on Educational Effectiveness, (2016).*
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.

Judson, Eugene. “Effects of Transferring to STEM-Focused Charter and Magnet Schools on Student Achievement.” *The Journal of Education Research*, no. 107 (2014): 255-266.
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.

Smrekar, Claire and Honey Ngaire. “The Desegregation Aims and Demographic Contexts of Magnet Schools: How Parents Choose and Why Siting Policies Matter.” *Peabody Journal of Education*, vol. 90, no. 1 (January 28, 2015): 128-155.
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.

Wang, Jia, Jonathan D. Schweig, and Joan L. Herman. “Is There a Magnet-School Effect? A Multisite Study of MSAP-Funded Magnet Schools.” *Journal of Education for Students Placed at Risk*, vol. 22, no. 2 (2017): 77-99.
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

Orfield, Gary, and Erica Frankenberg. *Educational Delusions? Why Choice Can Deepen Inequality and How to Make Schools Fair*. Oakland, CA: University of California Press, 2013.
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.

Zott, Lynn M. (Editor), *School Funding*, Greenhaven Press, 2012.
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

Egalite, Anna J. and Patrick J. Wolfe. “A Review of the Empirical Research on Private School Choice.” *Peabody Journal of Education*, vol. 91, no. 4 (Sept.-Oct. 2016): 441-454.
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.

Scanlan, Martin and Karen Tichy. “How Do Private Sector Schools Serve the Public Good by Fostering Inclusive Service Delivery Models?” *Theory into Practice*, vol. 53, no. 2 (April 2014): 149-157.
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

Mulvey, Janet D., Bruce S. Cooper, and Arthur Maloney. *Blurring the Lines: Charter, Public, Private and Religious Schools Coming Together*. Charlotte, NC: Information Age Publishing, 2010.
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.

Ravitch, Diane. *Reign of Error: The Hoax of the Privatization Movement and the Danger to America's Public Schools*. New York: Vintage, a division of Penguin Random House, 2014 reprint edition.
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)

Belcher, Ellen. “Pluck & Tenacity: How Five Private Schools in Ohio Have Adapted to Vouchers.” Columbus, OH: Thomas B. Fordham Institute (January 2014).
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.

Catt, Andrew D. *Public Rules on Private Schools: Measuring the Regulatory Impact of State Statutes and School Choice Programs*. The Friedman Foundation for Educational Choice (May 2014).

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.

U.S. Government Accountability Office. *School Choice: Private School Choice Programs Are Growing and Can Complicate Providing Certain Federally Funded Services to Eligible Students*, GAO-16-712, August 11, 2016.
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/.
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/.
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
Chakrabarti, Rajashri. "Vouchers, Public School Response, and the Role of Incentives: Evidence from Florida." *Economic Inquiry*, vol. 51, no. 1 (January 1, 2013): 500-526.
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.

Eckes, Suzanne E., et al. "Dollars to Discriminate: The (Un)intended Consequences of School Vouchers." *Peabody Journal of Education*, vol. 91, no. 4 (Sept.-Oct. 2016): 537-558.
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.**

Fleming, David J., et al. “Similar Students, Different Choices: Who Uses a School Voucher in an Otherwise Similar Population of Students?” *Education and Urban Society*, vol. 47, no. 7 (November, 2015): 785-812.
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.

Gooden, Mark A., Huriya Jabbar, and Mario S. Torres Jr. “Race and School Vouchers: Legal, Historical, and Political Contexts,” *Peabody Journal of Education*, vol. 91, no. 4 (2016); 522-536.
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.

Hart, Cassandra M.D. “Contexts Matter: Selection in Means-Tested School Voucher Programs.” *Educational Evaluation and Policy Analysis*, vol. 36, no. 2 (June 2014): 186-206.
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.

Heise, Michael. “Education Rights and Wrongs: Publicly Funded Vouchers, State Constitutions, and Education Death Spirals.” *Fordham Urban Law Journal*, vol.42, no. 3 (March, 2015): 745-762.
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.

MacGuidwin, Scott and Ajjit Narayanan. “School Vouchers: Pros and Cons.” Public Policy Initiative, Penn Wharton University of Pennsylvania (November 25, 2015).
Available at: https://publicpolicy.wharton.upenn.edu/live/news/1076-school-vouchers-pros-and-cons.
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.

Oluwole, Joseph and Preston C. Green III. “School Vouchers and Tax Benefits in Federal and State Judicial Constitutional Analysis.” *American University Law Review*, vol. 65, no. 6 (2016): 1335-1435.
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.

Toole, James. “The Role of Government in Education Revisited: The Theory and Practice of Vouchers, with Pointers to Another Solution for American Education.” *Social Philosophy and Policy*, Oxford (Fall 2014): 204-228.
Focuses on school choice initiatives as a route to educational improvement.

Books
Carl, Jim. *Freedom of Choice: Vouchers in American Education.* Santa Barbara, CA: Praeger Series on American Political Culture, 2011.
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?

Schneider, Mercedes K. *School Choice: The End of Public Education?* New York: *Teachers College Press, 2016.*
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.

Zott, Lynn M., ed. *School Funding.* Farmington Hills, MI: Greenhaven Press, 2012.
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?”

Anrig, Greg. “School Vouchers Fail to Improve Education.”
Anrig argues that a student’s family income and the collective social and economic background of his classmates are by far the important influences on his academic future. Not only do lower-income students tend to score relatively poorly, children of any background who attend high-poverty schools are far more likely to produce worse test results than they would in schools made up of primarily middle-class students. The author believes America’s urban school systems remain dysfunctional primarily because the country is as segregated by race and income as at any time since the civil rights revolution.

Winters, Marcus A. “School Vouchers Save Money and Improve Education.”
The author examined the success of Florida’s school voucher program and found that vouchers are one of the few policies that not only save money, but improve learning outcomes. He argues competition from the voucher program actually produced improvements in public schools.

Reports (Government, Organization, or Think Tank)
Samwick, Andrew. *Donating the Voucher: An Alternative Tax Treatment of Private School Enrollment*. Washington, DC: Cato Institute Research Briefs in Economic Policy, no. 1 (May 2014).
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

Wolf, Patrick J. and Michael McShane. “Is the Juice Worth the Squeeze? A Benefit/Cost Analysis of the District of Columbia Opportunity Scholarship Program.” *Education Finance and Policy*, vol. 8, no. 1 (Winter 2013): 74-99.
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.

Wolf, Patrick J., et al. “School Vouchers and Student Outcomes: Experimental Evidence from Washington, DC.” *Journal of Policy Analysis and Management*, vol. 32, no. 2 (Spring 2013): 246-270.
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

Stewart, Thomas and Patrick J. Wolf. *The School Choice Journey: School Vouchers and the Empowerment of Urban Families*. UK: Palgrave Macmillan U.S., 2014.
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)

Dynarski, Mark, Julian Bets, and Jill Feldman. *Applying to the DC Opportunity Scholarship Program: How Do Parents Rate Their Children's Current Schools at Time of Application and What Do They Want in New Schools? NCEE Evaluation Brief*. Washington, DC: *National Center for Education Evaluation and Regional Assistance (August 2016).*
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

Bush, Jeb, Heather Hough, and Michael Kirst. “How Should States Design Their Accountability Systems?” *Education Next*, vol. 17, no. 1 (Winter 2017): 54-62.
Two very different views on reshaping school accountability systems are discussed.

Della Sala, Matthew R. and Robert C. Knoeppel. “Measuring the Alignment Between States' Finance and **Accountability** Policies: The Opportunity Gap.” *Education Policy Analysis Archives*, vol. 23, no. 60/61 (June 29, 2015): 1-22.
Attempts to conceptualize, measure, and evaluate the degree to which states have aligned their finance **systems** with their respective **accountability** policies.

Ford, M. R. and D.M. Ihrke. “School Board Member Definitions of Accountability.” *Journal of Educational Administration,* vol. 55 no. 3 (2017): 280-296.
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, Alyson. "Tricky Balance in Making Shift from Blueprint to K-12 Reality." *Education Week*, vol. 36, no. 16 (January 4, 2017): 2-5.
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, Nathern and Bruce Barnett. "Sustaining School Improvement in a High-Need School." *Journal of Educational Administration*, vol. 55, no. 3, 297-315, 2017.
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.

Walker, T. Anthony. “Recasting the Vision for Achieving Equity: A Historical Analysis of Testing and Impediments to Process-Based Accountability.” *Education and Urban Society*, vol. 49, no. 3 (April 26, 2016): 297-313.
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

Braun, Henry, ed. *Meeting the Challenges to Measurement in an Era of Accountability*. New York: Routledge, 2016.
A compilation of essays on ways to reform education assessment and accountability.

Chenoweth, Karin. *Schools that Succeed: How Educators Marshal the Power of Systems for Improvement.* Cambridge, MA: Harvard Education Press, 2017.
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.

Duke, Daniel Linden. *The Children Left Behind: America's Struggle to Improve Its Lowest Performing Schools*. Lanham, MD: Rowman & Littlefield, 2016.
The book draws on dozens of actual examples to illustrate the wide range of measures adopted over the last 15 years to improve schools.

Duke, Daniel Linden. *Leadership for Low-Performing Schools: A Step-by-Step Guide to the School Turnaround Process.* Lanham, MD: Rowman & Littlefield, 2015.
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.

Hirsch, E. D. *Why Knowledge Matters: Rescuing Our Children from Failed Educational Theories.* Cambridge, MA: Harvard Education Press, 2016.
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, Stuart S. *Solving the Achievement Gap: Overcoming the Structure of School Inequality*. New York: Palgrave Macmillan, 2017.
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)

Deeds, Carinne and Zachary Malter. “Accountability for Alternative Education: Lessons Learned from States and Districts.” American Institutes for Research. College and Career Readiness and Success Center. D.C. August 2016.
Available at: http://www.ccrscenter.org/products-resources/ccrs-center-webinars-events/accountability-alternative-education-lessons-learned.
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.

Commonwealth of Virginia. Virginia Department of Education. “Accountability and Virginia Public Schools, 2016-2017 School Year.” Richmond, VA: 2017.
Available at: http://files.eric.ed.gov/fulltext/ED573019.pdf.
This document offers a brief guide to understanding Virginia's system for holding schools accountable for raising student achievement.

Le Floch, Kerstin, N. Alicia Garcia, and Catherine Barbour. “Want to Improve Low-Performing Schools? Focus on the Adults.” Education Policy Center at American Institutes for Research. D.C : March 2016.
Available at: http://files.eric.ed.gov/fulltext/ED571848.pdf.
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, Mike. *reVISION*,.“School Accountability Systems and the Every Student Succeeds Act.” Hunt Institute. Durham, N.C. August 2016, pp.1-15.
Available at: http://files.eric.ed.gov/fulltext/ED569952.pdf.
Martin presents a framework for school accountability systems that achieve college and career readiness for all students.

National Center for the Improvement of Educational Assessment. Dover, NH.
Marion, Scott F. “Considerations for State Leaders in the Design of School Accountability Systems Under the Every Student Succeeds Act.” February 19, 2016.
Available at: http://files.eric.ed.gov/fulltext/ED570461.pdf.
Marion provides recommendations and guidance for states seeking to navigate the narrow timeline provided for adjusting their accountability systems.

Osborne, David. “Creating Measurement and Accountability Systems for 21st Century Schools: A Guide for State Policymakers.” *Progressive Policy Institute*, October 2016.
Examines the need for states to rethink their assumptions before revising their measurement and accountability systems under ESSA.

Websites
California. Department of Education. “Accountability: Program Information Pertaining to School Performance,” Sacramento, CA: California Department of Education, February 10, 2017. Available at: http://www.cde.ca.gov/ta/ac/.
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.

U. S. Department of Education. “Standards, Access and Accountability.”, D.C: U. S. Dept. of Education, Jan. 26, 2017. Available at: https://www2.ed.gov/admins/lead/account/saa.html.
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

Arabadjis, Heather. "The Common Core Conundrum." *USA Today*, vol. 145, no. 2864 (May 2017): 54-55.
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.

Bindewald, Benjamin J., Rory P. Tannebaum, and Patrick Womac. "The Common Core and Democratic Education: Examining Potential Costs and Benefits to Public and Private Autonomy." *Democracy & Education*, vol. 24, no. 2 (Nov. 2016): 1-10.
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.

Ferguson, Maria. "In Standards Battle, States Should Stay the Course." *Education Week*, vol. 36, no. 23 (Mar. 1, 2017): 20-21.
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.

Jochim, Ashley and Patrick McGuinn. "The Politics of the Common Core Assessments." *Education Next*, vol. 16, no. 4 (Fall 2016): 44-52.
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.

Massell, Diane and Paul Perrault. "Alignment: Its Role in Standards-Based Reform and Prospects for the Common Core." *Theory Into Practice*, vol. 53, no. 3 (May 2014): 196-203.
The authors write that the new Common Core State Standards depart significantly from existing practice, especially in their high level of cognitive demand, topical range, and curricular sequencing.

Matlock, Ki L., et al. "Teachers' Views of the Common Core State Standards and Its Implementation." *Educational Review*, vol. 68, no. 3 (Aug. 4, 2015): 291-305.
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.

Peterson, Paul E., et al. "Common Core Brand Taints Opinion on Standards." *Education Next*, vol. 17, no. 1 (Winter 2017): 8-17.
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.

Prothero, Arianna. “District Chiefs Back Common Assessments.” *Education Week*, vol. 34, no. 6: (Oct. 1, 2014): 8.
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.

Troia, Gary and Steve Graham. “Common Core Writing and Language Standards and Aligned State Assessments: A National Survey of Teacher Beliefs and Attitudes.” *Reading and Writing*, vol. 29, no. 9 (Nov. 2016): 1719-1743.
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, Jared T. *The Common Core Standards*. New York: Alpha, Inc., 2015.
Bigham attempts to offer a clear look at what the Common Core State Standards really are and how they affect a child.

Campbell-Whatley, Gloria D. *A School Leader's Guide to Implementing the Common Core: Inclusive Practices for All Students*. New York: Routledge, 2016.
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.

Dueck, Jim. *Common Sense About Common Core: Overcoming Education's Politics*. Lanham, MD: Rowman & Littlefield, 2016.
The author gives a breakdown of Common Core State Standards and argues that they are necessary for achieving America's Race to the Top.

Jiao, Hong and Robert W. Lissitz, eds. *The Next Generation of Testing: Common Core Standards, Smarter-Balanced, PARCC and the Nationwide Testing Movement*. Charlotte, NC: Information Age Publishing, Inc., 2016.
An overview by education experts of the intent, history, and current status of the nationwide testing movement.

Pullmann, Joy. *The Education Invasion: How Common Core Fights Parents for Control of America's Kids*. New York: Encounter Books, 2017.
A discussion of how and why Common Core State Standards were implemented into the American educational system and who benefits from the program.

Shober, Arnold F. *In Common No More: The Politics of the Common Core State Standards*. Santa Barbara CA: Praeger, 2016.
This book examines the rise and fall of our national education standards from their inception to the present day.

Zarra, Ernest J. *Common Sense Education: From Common Core to ESSA and Beyond*. Lanham, MD: Rowman & Littlefield, 2016.

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, Samantha and Scott Sargrad. *Better Tests, Fewer Barriers: Advances in Accessibility through PARCC and Smarter Balanced*. Washington, DC: Center for American Progress, February 2016. Available at: http://files.eric.ed.gov/fulltext/ED568077.pdf.
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

Common Core State Standards Initiative. "Common Core State Standards Initiative: Preparing America's Students for Success, 2017." Washington, DC: National Governors Association. Available at: http://www.corestandards.org/.
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
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

What Is Common Core? The Controversial Standards Explained.
Education Week. Editorial Projects in Education Research Center. (September 28, 2015).
Available at: http://www.edweek.org/ew/issues/common-core-state-standards/.
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

Graue, M. Elizabeth, Bethany Wilinski, and Amato Nocera. “Local Control in the Era of Accountability: A Case Study of Wisconsin Pre-K.” *Education Policy Analysis Archives*, vol. 24 no. 60/61 (May 2016): 1-26.
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, Bryan C. “Charter Schools: The Landscape and the Horizon.” *State Education Standard*, vol. 17, no. 1 (Jan. 2017): 6-14.
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.

Jackson, Jacob and Michal Kurlaender. "K-12 Postsecondary Alignment and School Accountability: Investigating High School Responses to California's Early Assessment Program." *American Journal of Education*, *vol.* 122, no. 4 (Aug. 2016): 477-503.
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.

Jacob, Brian. "The Changing Federal Role in School Accountability." *Journal of Policy Analysis & Management*, vol. 36, no. 2 (Spring 2017): 469-477.
The article focuses on the expansion of educational policy of the United States federal government.

Lauren, Douglas Lee and S. Michael Gaddis. "Accountability Pressure, Academic Standards, and Educational Triage." *Educational Evaluation & Policy Analysis*, vol. 38, no. 1 (Mar. 2016): 127-147.
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.

Nicholas Tampio. "Democracy and National Education Standards," *The Journal of Politics*, vol. 79, no.1 (Jan. 2017): 33-44.
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

Daly, Alan J. and Kara S. Finnigan, eds. *Thinking and Acting Systemically: Improving School Districts Under Pressure*. Washington, DC: American Educational Research Association, 2015.
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.

Harris, Sandra, Julia Ballenger and Jason Mixon. *Standards-Based Leadership: A Case Study Book for the Superintendency*. Lanham, MD: Rowman & Littlefield Education, 2016.
This book is written specifically for superintendents and is framed within the most recent standards: Professional Standards for Educational Leaders 2015.

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.

Gewertz, Catherine. "What Tests Does Each State Require? An Interactive Breakdown of States' 2016-2017 Testing Plans." *Education Week*, Feb. 15, 2017. Available at:
http://www.edweek.org/ew/section/multimedia/what-tests-does-each-state-require.html.
The website shows how states assessment plans break down in the 2016-2017 school year.

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.

Levin-Epstein, Michael. "Standardized Testing in Flux." *Principal Leadership*, vol. 16, no. 3 (Nov. 2015): 34-38.
Levin-Epstein asks whether standardized testing is essential to improving education in the United States or an impediment to it.

McCutchen, Krystal L., et al. "Mindset and Standardized Testing Over Time." *Learning & Individual Differences*, vol. 45 (Jan. 2016): 208-213.
Reports the results of a longitudinal study conducted over three semesters within 28 classrooms, in seven schools, with a total of 419 participants, to examine the relationship between students' mindset and their standardized test performance.

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.

Shepard, Lorrie A., William R. Penuel, and Kristen L. Davidson. "Design Principles for New Systems of Assessment." *Phi Delta Kappan*, Vol. 98, no. 6 (March 2017): 47-52.
The authors argue that state and local leaders should take the lead in designing new assessments guided by two core principles.

Books

Gordon, Edmund W. and Kavitha Rajagopalan. *The Testing and Learning Revolution: The Future of Assessment in Education*. New York: Palgrave Macmillan, 2016.
The authors attempt to show how assessment can be used to support teaching and develop students' competencies.

Heller, Rafael, Rebecca E. Wolfe, and Adria Steinberg. *Rethinking Readiness: Deeper Learning for College, Work, and Life*. Cambridge, MA: Harvard Education Press, 2017.
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.

Meier, Deborah and Matthew Knoester. *Beyond Testing: Seven Assessments of Students and Schools More Effective Than Standardized Tests*. New York: Teachers College Press, 2017.
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, W. James. *The ABCs of Educational Testing: Demystifying the Tools that Shape our Schools*. Thousand Oaks, CA: Corwin, 2017.
Popham covers concepts about educational testing such as test reliability and validity, test-building, fairness, formative assessment, and the assessment of students' affect.

Wages, Michele. *No One Left Standing: Will the Rewrite of NCLB Be Enough?* Lanham, MD: Rowman & Littlefield, 2016.
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 measureable in most instances.

State Assessments

Articles

Doorey, Nancy. "A New Generation of State Assessments." *Perspectives on Language and Literacy*, vol. 41 no. 2 (Spring 2015): 9-17.
A review is conducted of new state tests that show more emphasis on higher order skills than prior state assessments.

Fisher, Julia. "Will Eliminating the 'F' Eliminate Bad School Design?" *Education Digest*, vol. 82 no. 4 (Dec. 2016): 47-49.
The article focuses on the trend of K-12 school systems eliminating failing grades.

Gewertz, Catherine. "With Common Core, More States Sharing Test Questions." *Education Week*, vol. 34 no. 17 (Jan. 14, 2015): 6-7.
Now that most states have adopted common standards, more of them are looking to pick up assessment items others have already developed.

Rothman, Robert and Scott F. Marion. "The Next Generation of State Assessment and Accountability." *Phi Delta Kappan*, vol. 97, no. 8 (May 2016): 34-37.
A pilot program in New Hampshire models innovative ways of creating and applying state assessments and educator accountability.

Schmidt, William H. and Nathan A. Burroughs. “Influencing Public School Policy in the United States: The Role of Large-Scale Assessments.” *Research Papers in Education*, vol. 31 no. 5 (Oct. 26, 2016): 567-577.
The authors review the influence of state, national and international large-scale assessments on education policy and research.

Books

McDonald, Joseph P. *American School Reform: What Works, What Fails, and Why*. Chicago, IL: The University of Chicago Press, 2014.
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.

Murphy, Brett Gardiner, ed. *Inside Our Schools: Teachers on the Failure and Future of Education Reform*. Cambridge, MA: Harvard Education Press, 2017.
Teachers from across the country assess how recent education policies have played out in their schools and classrooms.

Reports (Government, Organization, or Think Tank)

Brodersen, R. Marc, et al. “Overview of Selected State Policies and Supports Related to K-12 Competency-Based Education. REL 2017-249.” Washington, DC: Regional Educational Laboratory Central, Feb. 2017. Available at: http://files.eric.ed.gov/fulltext/ED572994.pdf.
This report categorizes and summarizes state laws and regulations relevant to competency based-education.

Parsi, Ace and Linda Darling-Hammond. “Performance Assessments: How State Policy Can Advance Assessments for 21st Century Learning.” Alexandria, VA: *National Association of State Boards of Education, Jan. 2015.*
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

State of Michigan. “2016-2017 Guide to State Assessments” Lansing, MI: Michigan Dept. of Education Office of Standards and Assessment, Sept. 2016. Available at: http://www.michigan.gov/documents/mde/Spring_2017_Guide_to_State_Assessments_jl_536062_7.pdf. The guide provides an overview of Michigan’s assessment system, which seeks to provide national standards for quality and vigor while measuring student success.

Louisiana. Department of Education. “Louisiana Believes.” Baton Rouge, LA: Louisiana Department of Education, 2017. Available at: https://www.louisianabelieves.com/resources/library/assessment.
Louisiana Believes is a website that provides assessment schedules and achievement levels for students in Louisiana public schools.

National Assessments

Articles

Barth, Patte. "National Report Card Woes." *American School Board Journal*, vol. 203, no. 1 (February 2016): 54-55.
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.

Kenworthy, Josh. “The Good News Behind America’s Bad Test Scores.” *Christian Science Monitor* (Apr. 28, 2016).
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.

Resmovits, Joy. “BACK STORY; An Academic Slowdown; Nationwide, Test Scores Have Stalled. What Can be Done About It?” *Los Angeles Times*, (May 01, 2016): A-2.
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.

Stuart, Elizabeth A., et al. “Characteristics of School Districts that Participate in Rigorous National Educational Evaluations.” *Journal of Research on Educational Effectiveness*, vol. 10, no.1 (June 30, 2016): 168-206.
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

Kloosterman, Peter, Doris Mohr and Crystal Walcott, eds. *What Mathematics Do Students Know and How is That Knowledge Changing? : Evidence from the National Assessment of Educational Progress*. Charlotte, NC: Information Age Publishing, Inc., 2016.
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)

Blagg, Kristin. *Making the Grade in America's Cities: Assessing Student Achievement in Urban Districts*. Washington, DC: Urban Institute, June 2016. Available at: http://files.eric.ed.gov/fulltext/ED570458.pdf.
The National Assessment of Educational Progress's Trial Urban District Assessment program provides data on student achievement in large, urban school districts.

Boser, Ulrich and Catherine Brown. *Lessons from State Performance on NAEP: Why Some High-Poverty Students Score Better than Others*. Washington, DC: *Center for American Progress, Jan. 2016. Available at:* http://files.eric.ed.gov/fulltext/ED567859.pdf. 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.

National Assessment Governing Board. *A First Look: 2013 Mathematics and Reading Trial Urban District A*ssessment. D.C: National Assessment Governing Board. U.S. Department of Education, 2014.
The results from the 2013 assessments in mathematics and reading at grades 4 and 8 are highlighted.

National Assessment Governing Board. *Science Framework for the 2015 National Assessment of Educational Progress*. D.C: National Assessment Governing Board. U.S. Department of Education, 2014.
The purpose of the 2017 NAEP Science Framework is to describe how the new NAEP Writing Assessment is designed to measure students' writing at grades 4, 8, and 12.

National Assessment Governing Board. *Writing Framework for the 2017 National Assessment of Educational Progress*. Washington, DC: National Assessment Governing Board. U.S. Department of Education, 2016.
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