

Hedges et al. therefore applied a statistical technique called "meta-analysis" to the same studies that Hanushek examined. Meta-analysis is designed to combine statistical significance values from different studies that test the same hypothesis, thus testing the combined statistical significance of the relationship between school inputs and educational outcomes across studies (rather than counting each study separately). Hedges et al. concluded from their summary that the relationship between resources and student achievement is significant and generally large.

The debate among the synthesizers over what the literature says about whether money and schools matter has not yet been won by either side. Ongoing exchanges continue between Hanushek and the Hedges team; see, for example, Hanushek (1994) and Hedges et al. (1994b). Serious shortcomings in many studies of school productivity give both sides ammunition to question the conclusions drawn by the other about the meaning and significance of the results.<sup>1</sup> A recent Brookings Institution effort to answer the question "Does money matter?" (Burtless, 1996) reflected the range of scientific disagreement on the influence of school spending without resolving the differences that have emerged from over 30 years of research on the subject.

Meanwhile, scholars continue to undertake new studies using improved datasets and statistical approaches designed to overcome methodological criticisms of prior input-output research. Many of these studies are reporting positive findings about the relationship between school resources and student academic performance. Our sense is that the deep skepticism of the first 25 years after the Coleman report has given way in the academic community to a more cautious optimism that some regularities in the relationship may be identifiable through input-output research. Nevertheless, caution remains the operative word, since positive findings that schools make a difference (assuming that they hold up in repeated studies) may not easily translate into specific policies for improving the connection between resource use and results.

This dilemma can be seen in considering the implications of recent research suggesting that factors relating to teachers (especially teacher quality and class size) are significant in explaining differences in student academic achievement.

A much-cited study by Ferguson (1991) dealt with one major criticism of

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<sup>1</sup>Ferguson and Ladd (1996:265) point out that neither the Hanushek nor the Hedges et al. literature surveys attempted to distinguish between methodologically sound versus weak studies. Studies using the production function approach to studying educational productivity have frequently been criticized on one or more methodological grounds. Misspecification of production function models (i.e., omitting important variables, using inadequate proxies for variables that cannot be directly measured, or using cross-sectional data when longitudinal analysis might be more relevant) and the use of aggregated data (i.e., data on school districts) rather than disaggregated data (i.e., data on schools or students) are some of the reasons why the findings of input-output studies have been questioned.

# **Making Money Matter Financing Americas Schools**

**Bruce Fuller,Emily Hannum,Melissa K.  
Henne**

## **Making Money Matter Financing Americas Schools:**

**Making Money Matter** National Research Council, Division of Behavioral and Social Sciences and Education, Board on Behavioral, Cognitive, and Sensory Sciences, Committee on Education Finance, 1999-11-30 The United States annually spends over 300 billion on public elementary and secondary education As the nation enters the 21st century it faces a major challenge how best to tie this financial investment to the goal of high levels of achievement for all students In addition policymakers want assurance that education dollars are being raised and used in the most efficient and effective possible ways The book covers such topics as Legal and legislative efforts to reduce spending and achievement gaps The shift from equity to adequacy as a new standard for determining fairness in education spending The debate and the evidence over the productivity of American schools Strategies for using school finance in support of broader reforms aimed at raising student achievement This book contains a comprehensive review of the theory and practice of financing public schools by federal state and local governments in the United States It distills the best available knowledge about the fairness and productivity of expenditures on education and assesses options for changing the finance system *MAKING MONEY MATTER:*

*FINANCING AMERICA'S SCHOOLS... ED451578... U.S. DEPARTMENT OF EDUCATION.* United States. Office of Educational Research and Improvement, 2002\* *Making Money Matter* National Research Council, Division of Behavioral and Social Sciences and Education, Board on Behavioral, Cognitive, and Sensory Sciences, Committee on Education Finance, 1999-12-30 The United States annually spends over 300 billion on public elementary and secondary education As the nation enters the 21st century it faces a major challenge how best to tie this financial investment to the goal of high levels of achievement for all students In addition policymakers want assurance that education dollars are being raised and used in the most efficient and effective possible ways The book covers such topics as Legal and legislative efforts to reduce spending and achievement gaps The shift from equity to adequacy as a new standard for determining fairness in education spending The debate and the evidence over the productivity of American schools Strategies for using school finance in support of broader reforms aimed at raising student achievement This book contains a comprehensive review of the theory and practice of financing public schools by federal state and local governments in the United States It distills the best available knowledge about the fairness and productivity of expenditures on education and assesses options for changing the finance system *Handbook of Research in Education Finance and Policy* Helen F. Ladd, Edward B. Fiske, 2012-08-21 Sponsored by the Association for Education Finance and Policy AEFPP this groundbreaking new handbook assembles in one place the existing research based knowledge in education finance and policy thereby helping to define this evolving field of research and practice It provides a readily available resource for anyone seriously involved in education finance and policy in the United States and around the world The Handbook traces the evolution of the field from its initial focus on school inputs and the revenue sources used to finance these inputs to a focus on educational outcomes and the larger policies used to achieve them It shows how the

current decision making context in school finance inevitably interacts with those of governance accountability equity privatization and other areas of education policy Because a full understanding of the important contemporary issues requires input from a variety of perspectives the Handbook draws on contributors from a variety of disciplines While many of the chapters cover complex state of the art empirical research the authors explain key concepts in language that non specialists can understand **Adequacy, Accountability, and the Future of Public Education Funding** Dennis Patrick

Leyden,2006-06-02 This book is about public education reform and the future of public education funding Given the many articles books and conferences that have focused on the issue of public education reform it is reasonable to ask whether the world needs still another volume on this subject In my defense I would argue that although there is a large literature on public education reform there is precious little that tries to sketch the big picture Too often both in research and in practice it is easy to lose sight of the forest for all the focus on the individual trees While such detailed analysis is of critical value that value derives both from its specificity and from its ability to fit into a larger coherent whole Unfortunately our understanding of the public education process is still incomplete and disconnected particularly with regard to the connections between research policy and practice This book is an attempt to step back for a moment to get one's bearings before jumping headlong back into the forest It is my hope that this book will be of value to a wide variety of reader researchers in departments of economics and schools of education policy makers at all levels and of course the practitioners slogging away in the trenches

**It's the Classroom, Stupid** Kalman R. Hettelman,2010-01-16 This book presents a bold unconventional plan to rescue our nation's schoolchildren from a failing public education system The plan reflects the author's rare fusion of on the ground experience as school board member public administrator and political activist and exhaustive policy research The causes of failure Hettelman shows lie in obsolete ideas and false certainties that are ingrained in a trinity of dominant misbeliefs First that educators can be entrusted on their own to do what it takes to reform our schools Second that we need to retreat from the landmark federal No Child Left Behind Act and restore more local control And third that politics must be kept out of public education **Money, Politics, and Law** Karen DeMoss,Kenneth K. Wong,2013-09-13 This yearbook

offers research and insights to stimulate thought inform debates and explore future research directions *Social Inequality* Kathryn Neckerman,2004-06-18 Inequality in income earnings and wealth has risen dramatically in the United States over the past three decades Most research into this issue has focused on the causes global trade new technology and economic policy rather than the consequences of inequality In *Social Inequality* a group of the nation's leading social scientists opens a wide ranging inquiry into the social implications of rising economic inequality Beginning with a critical evaluation of the existing research they assess whether the recent run up in economic inequality has been accompanied by rising inequality in social domains such as the quality of family and neighborhood life equal access to education and health care job satisfaction and political participation Marcia Meyers and colleagues find that many low income mothers cannot afford market based

child care which contributes to inequality both at the present time by reducing maternal employment and family income and through the long term consequences of informal or low quality care on children's educational achievement. At the other end of the educational spectrum Thomas Kane links the growing inequality in college attendance to rising tuition and cuts in financial aid. Neil Fligstein and Taek Jin Shin show how both job security and job satisfaction have decreased for low wage workers compared with their higher paid counterparts. Those who fall behind economically may also suffer diminished access to essential social resources like health care. John Mullahy, Stephanie Robert and Barbara Wolfe discuss why higher inequality may lead to poorer health. Wider inequality might mean increased stress related ailments for the poor and it might also be associated with public health care policies that favor the privileged. On the political front Richard Freeman concludes that political participation has become more stratified as incomes have become more unequal. Workers at the bottom of the income scale may simply be too hard pressed or too demoralized to care about political participation. Social Inequality concludes with a comprehensive section on the methodological problems involved in disentangling the effects of inequality from other economic factors which will be of great benefit to future investigators. While today's widening inequality may be a temporary episode the danger is that the current economic divisions may set in motion a self perpetuating cycle of social disadvantage. The most comprehensive review of this quandary to date Social Inequality maps out a new agenda for research on inequality in America with important implications for public policy.

**It's Time for a Change** Matthew Lynch, 2012

China, Japan and South Korea understand that well educated workers are crucial for survival in the competitive global economy. Thus they are placing enormous emphasis on education ensuring that their students receive instruction not only foundational reading and math but are also taught to think creatively and solve problems. Their youth are poised to take on and conquer the world. The U.S. on the other hand is losing the battle. School systems are using more money but have less to show for it. Test results especially among the lower socioeconomic classes are dismal. America has extraordinary natural resources, a solid functioning democracy and excellent infrastructure but unless we can reform our educational system to produce students who are able to take advantage of new technologies and compete in the global economy we will cede our position as world leader. Its Time for Change School Reform provides a no nonsense blueprint for reforming The U.S.

In Brown's Wake Martha Minow, 2010-08-17

What is the legacy of Brown vs Board of Education? While it is well known for establishing racial equality as a central commitment of American schools the case also inspired social movements for equality in education across all lines of difference including language, gender, disability, immigration status, socio economic status, religion and sexual orientation. Yet more than a half century after Brown American schools are more racially separated than before and educators, parents and policy makers still debate whether the ruling requires all inclusive classrooms in terms of race, gender, disability and other differences. In Brown's Wake examines the reverberations of Brown in American schools including efforts to promote equal opportunities for all kinds of students. School choice once a strategy for avoiding Brown

has emerged as a tool to promote integration and opportunities even as charter schools and private school voucher programs enable new forms of self separation by language gender disability and ethnicity Martha Minow Dean of Harvard Law School argues that the criteria placed on such initiatives carry serious consequences for both the character of American education and civil society itself Although the original promise of Brown remains more symbolic than effective Minow demonstrates the power of its vision in the struggles for equal education regardless of students social identity not only in the United States but also in many countries around the world Further she urges renewed commitment to the project of social integration even while acknowledging the complex obstacles that must be overcome An elegant and concise overview of Brown and its aftermath In Brown's Wake explores the broad ranging and often surprising impact of one of the century's most important Supreme Court decisions

America's Teenagers--Myths and Realities Sharon L. Nichols, Thomas L. Good, 2004-07-19 The media's presentation suggests that American teenage culture today is the most violent sexual and amoral youth culture in history In this book Nichols and Good deconstruct the negative images held by large numbers of adults Recognizing that many teenagers are left by adults to socialize themselves and the consequences of this careless indifference the authors goal is to influence a more positive view leading to stronger social policies and better services resources and programs to meet the needs of America's youth Unique features of America's Teenagers Myths and Realities Media Images Schooling and the Social Costs of Careless Indifference include powerful analytic lenses used to revisit typical depictions of youth a wealth of information brought to bear on understanding teenagers behavior and consideration of a broad range of adolescent behaviors across critical socializing settings The book begins with a discussion of the continuing myth of adolescence how and why youth are devalued and an overview of current beliefs about youth drawn from two 1990s Public Agenda Polls This is followed by chapters on youth and the media and the pressures that youth face in various dimensions of their lives Topics include youth violence the sex lives of teenagers tobacco alcohol drugs and teens healthy living and decision making working teens and youth and education The concluding chapter pulls together themes generated throughout the book and provides examples of policies that would underscore the value of viewing youth as a social investment General guidelines are provided for teachers parents policymakers and citizens to facilitate responding to youth in meaningful proactive ways that improve the quality of life for teenagers and the broader society

**International Encyclopedia of Education**, 2009-04-17 The field of education has experienced extraordinary technological societal and institutional change in recent years making it one of the most fascinating yet complex fields of study in social science Unequaled in its combination of authoritative scholarship and comprehensive coverage International Encyclopedia of Education Third Edition succeeds two highly successful previous editions 1985 1994 in aiming to encapsulate research in this vibrant field for the twenty first century reader Under development for five years this work encompasses over 1 000 articles across 24 individual areas of coverage and is expected to become the dominant resource in the field Education is a multidisciplinary and international field drawing on a wide range

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*In Pursuit of Equity in Education* W. Hutmacher,D. Cochrane,N. Bottani,2007-05-08 Equity in education is a major policy concern everywhere But there are significant differences among nations with respect to definitions and issues of equality and equity While international comparison could help countries learn from each other reliable tools for comparison are scarce In this book an interdisciplinary and international group of scholars makes a compelling case for better international equity indicators in education A conceptual framework for a system of comparable indicators is proposed and a spectrum of findings and perspectives presented This opens a dialogue on the definition value and use of equity indicators across nations and over time Topics include the sociology of equality and equity in education the application of theories of justice to educational equity the trade off between effectiveness and equity heterogeneous versus homogeneous classrooms the influence of parental education and the economics and demographics of metropolitan communities

*Economics of Education* Dominic J. Brewer,Patrick J. McEwan,2010-01-26 A collection of short stand alone chapters divided into five sections including overview of the field private and social returns to human capital investments production costs and financing of education teachers and teacher labor markets and education markets choice and incentives The collection provides international perspectives that describe the origins of these subjects their major issues and proponents their landmark studies and opportunities for future research The 70 contributors are each well regarded economists whose research has advanced the topic on which they write and this book fulfills an undersupplied niche for a text in the economics of education The chapters come from the acclaimed International Encyclopedia of Education 3e 2010 edited by Eva Baker Barry McGaw and Penelope Peterson The Encyclopedia contains over 1 350 articles in 24 sections that stretch from educational philosophies and technologies to measurement leadership and national systems of education This single volume textbook presents a cohesive view of this increasingly important area of economics Superb contributions from well regarded economist convey unique and useful perspectives Chapters contain an extensive bibliography and further readings to enable interested researchers to extend their knowledge into each specific topic

*Strong States, Weak Schools* Bruce Fuller,Emily

Hannum, Melissa K. Henne, 2008-06-30 Why are governments pushing to centrally regulate teaching and learning at this historical moment Do these accountability mechanisms succeed in boosting student achievement How are teachers responding to top down rules incentives and the recasting of what knowledge counts inside school This book answers these questions

*State and Local Public Finance* Ronald C. Fisher, 2022-11-21 *State and Local Public Finance* provides a comprehensive and sophisticated analysis of state and local government public finance practices and issues using the basic tools of economics This fifth edition maintains its focus on key local services such as education health care and transportation and brings in new coverage of land use and housing applications from behavioral economics and more international comparisons This textbook provides an examination and analysis of public finance practices and problems in a federal fiscal system focusing on the fiscal behavior and policies of state and local governments Modern economic theory is applied to examine the way key institutions are used to produce and finance services and to provide evaluation of alternative policies This stalwart text will continue to be invaluable reading for those who study public finance local government finance urban economics public policy and public administration

Resources in Education , 1998

*Why is it So Hard to Get Good Schools?* Larry Cuban, 2003-01-11 Providing a strong counter voice to today s standards based reform this book features powerful ideas on teacher education curriculum and school administration in an accessible lecture style by Larry Cuban an experienced teacher administrator and acclaimed author Based on Cuban s Julius and Rosa Sachs Lectures for 2001 2002 this volume is a must read for everyone interested in improving our schools

**School Money Trials** Martin R. West, Paul E. Peterson, 2007-08-29 Adequacy lawsuits have emerged as an alternative strategy in pursuit of improved public education in America Plaintiffs allege insufficient resources to provide students with the quality of education promised in their state s constitution hoping the courts will step in and order the state to increase its level of aid Since 1980 45 of the 50 states have faced such suits How pervasive and effective is this trend What are its ramifications at the school district level and on a broader scope This important new book addresses these questions The contributors consider the legal theory behind adequacy lawsuits examining how the education clauses in state constitutions have been reinterpreted According to James Guthrie and Matthew Springer this trend has more fully politicized the process of cost modeling in school finance Frederick Hess looks at the politics of adequacy implementation Research by Christopher Berry of Harvard finds that the most significant result of the movement has not resulted in broad ranging changes in school funding How the No Child Left Behind Act and adequacy lawsuits impact one another is an especially interesting question as addressed by Andrew Rudalevige and Michael Heise This is the most comprehensive analysis to date of the adequacy lawsuit strategy a topic of increasing importance in a controversial area of public policy that touches virtually all Americans It will be of interest to readers engaged in education policy discussions and those concerned about the power of the courts to make policy rather than simply to enforce it

*Encyclopedia of Educational Reform and Dissent* Thomas C. Hunt, 2010-01-20 The history of American



education is replete with educational reform and to a lesser extent educational dissent Consider the present you have various forms of privatization school choice the No Child Left Behind act home schooling value added accountability alternative teacher preparation programs on line instruction etc This range of activity is not exceptional For instance consider the past progressive education open education the junior high school the middle school Life Adjustment education career education vocational education the comprehensive high school school to work year round schooling behavioral objectives proficiency exams high stakes testing whole language learning packages and self paced instruction modular scheduling site based management all presented as the way to reform American schools at least in part Then you have the reformers themselves such as John Dewey George Counts Herbert Kohl John Holt Charles Silberman Admiral Hyman Rickover James Bryant Conant all the way back to Horace Mann himself Dissenters and dissenting movements while not as numerous and certainly not as well known in educational circles count the various faith based schools and individuals such as Archbishop Hughes of New York Clearly this is an area rich in ideas rife with controversy and vital in its outcome for individuals and the nation as a whole And yet strangely enough there exists no major encyclopedia bringing the varied strands together in one place as a ready reference for scholars teachers school administrators and students studying to enter the educational profession This two volume work is intended to be that authoritative resource Key themes and topics include biographies of reformers and dissenters theoretical and ideological perspectives key programs and legislation judicial verdicts impacting educational change in America the politics and processes of educational reform and policy making dissent and resistance to reform technology s impact on educational reform A Reader s Guide in the front matter groups entries around such themes to help readers find related entries more easily

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