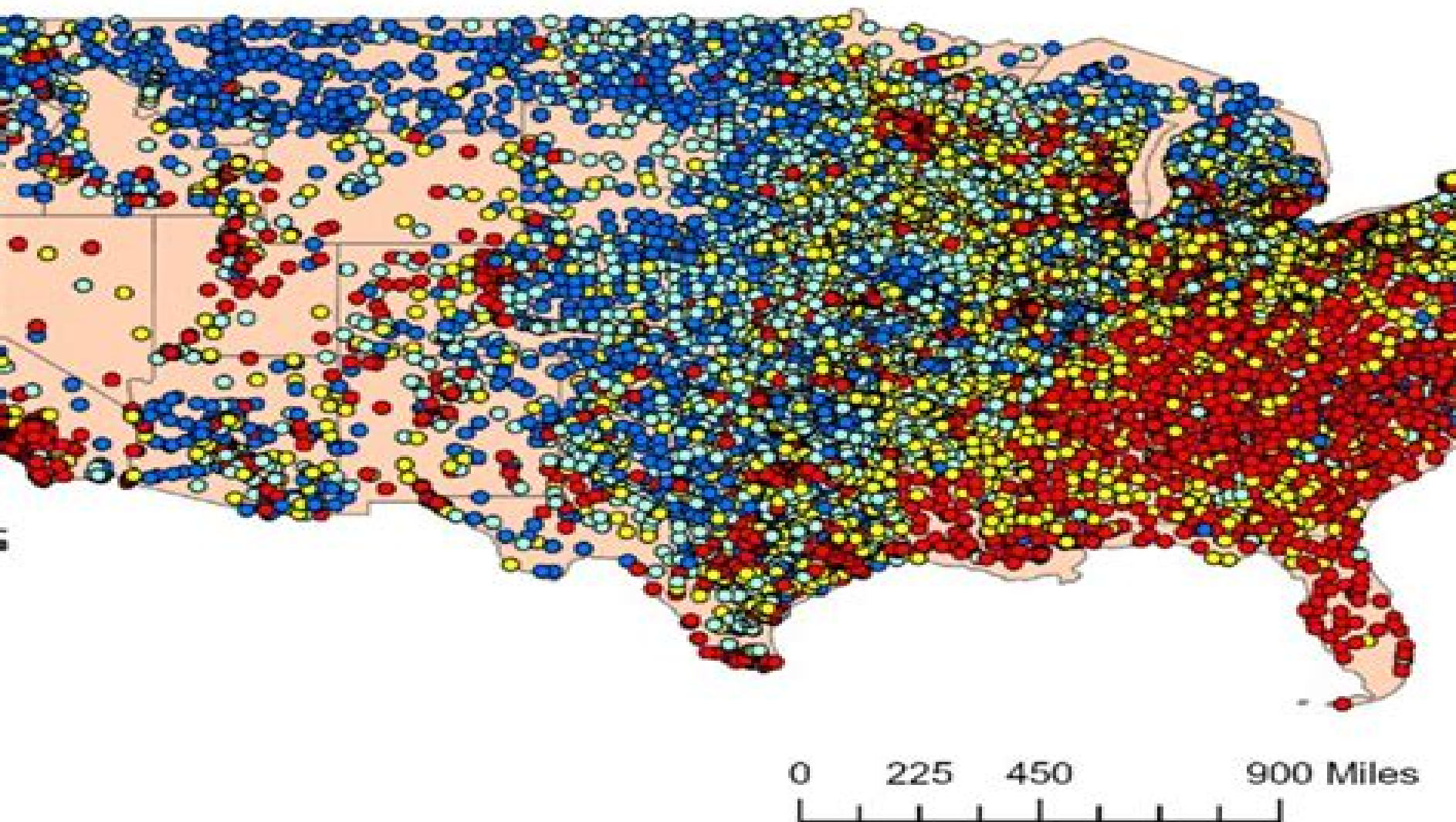


U.S. Public School Districts Student Distribution in 2015-201



Resource Distribution Inside School Districts

Daniel R. Tomal, Craig A. Schilling



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Resource Distribution Inside School Districts Allan Sattel Mandel,1974 *Resources in Education* ,1998 **1982**

Census of Governments: Topical studies. no.1. Employee-retirement systems of state and local governments. no.2. Puerto Rico, Virgin Islands, and Guam. no.3. State payments to local governments. no.4. Historical statistics on governmental finances and employment. no.5. Graphic summary United States. Bureau of the Census,1984

Resource Allocation and Productivity in Education William L. Boyd,William T. Hartman,1998-05-26 Resource allocation decisions made by school boards principals and teachers are critical for they determine the adequacy and equity of resources actually made available for specific schools educational programs and individual students The most important resources are often concealed by aggregate state or district measures such as dollars per student For these decisions the most important resources are elements such as basic and supplemental staffing levels staff time funding amounts for textbooks and supplies selection of new equipment particularly technology and support for new or renovated facilities The authors review current practices at each important decision making level in school districts from the school board to the classroom At each juncture the findings are interpreted to reveal both the causes of the practices and their implications for improving school effectiveness This book provides new research in helping to inform and improve resource allocation practices in schools The general conclusion is that improvement in the resource allocation practices in education requires a shift in focus to results instead of inputs a strong emphasis on student learning as the primary focus of decisions and systematic evaluation of results *Census of Governments* ,1982 Sustainability in China's education development Jian Li,2025-07-21 This book analyzes the concept of comprehensive educational sustainability in China from the perspectives of ideas policies and practices It provides a holistic overview of educational sustainability in China covering topics such as the sustainable life circle model of teacher education policy the quest for sustainable basic education reform the sustainable development of vocational education and higher education and teacher exchange and rotation policy for sustainable education reforms This book serves as a valuable resource for scholars and researchers who are interested in working on research on educational sustainability in China as well as administrators and stakeholders in the Chinese international education system and graduate students who major or minor in the field of sustainable education *Selected Papers in School Finance* ,1997 **Handbook of Education Policy Research** Gary Sykes,Barbara Schneider,David N.

Plank,2012-09-10 Co published by Routledge for the American Educational Research Association AERA Educational policy continues to be of major concern Policy debates about economic growth and national competitiveness for example commonly focus on the importance of human capital and a highly educated workforce Defining the theoretical boundaries and methodological approaches of education policy research are the two primary themes of this comprehensive AERA sponsored Handbook Organized into seven sections the Handbook focuses on 1 disciplinary foundations of educational policy 2

methodological perspectives 3 the policy process 4 resources management and organization 5 teaching and learning policy 6 actors and institutions and 7 education access and differentiation Drawing from multiple disciplines the Handbook s over one hundred authors address three central questions What policy issues and questions have oriented current policy research What research strategies and methods have proven most fruitful And what issues questions and methods will drive future policy research Topics such as early childhood education school choice access to higher education teacher accountability and testing and measurement cut across the 63 chapters in the volume The politics surrounding these and other issues are objectively analyzed by authors and commentators Each of the seven sections concludes with two commentaries by leading scholars in the field The first considers the current state of policy design and the second addresses the current state of policy research This book is appropriate for scholars and graduate students working in the field of education policy and for the growing number of academic government and think tank researchers engaged in policy research For more information on the American Educational Research Association please visit <http://www.aera.net>

Selected Papers in School Finance, 2000-01, 2000 **The Oxford Handbook of U.S. Education Law** Kristi L. Bowman, 2021 The Oxford Handbook of U S Education Law includes more than three dozen chapters by leading education law and policy scholars It presents a comprehensive description of the law that regulates public K 12 education today and suggests legal and policy changes for the next decade Chapters cover a wide variety of topics including virtual schooling civil rights student privacy and safety education federalism school choice and special education The Handbook is an essential guide for anyone interested in the law and policy that shapes K 12 education in the United States **Equity Audits and School Resource Allocation** William A. Owings, Leslie S. Kaplan, 2024-08-30 Equity Audits and School Resource Allocation explores how to apply Critical Resource Theory CReT to conduct school equity audits ultimately preparing educational leaders to find equity disparities engage in more equitable resource allocation in their schools and improve equal educational opportunity for every student With case study scenarios woven throughout the book the authors explore key equity factors including per pupil expenditures poverty teacher and principal quality program equity and achievement equity They also walk through the process of implementing the 5 step CReT equity audit within a school district or school at any level Owings and Kaplan also describe the communication and interpersonal factors that equity advocates will need to leverage to gain community support for equity process considering the data and rethinking their policies and practices In today s education context the problems of equitably funding public schools and allocating learning resources to generate more equal opportunities and higher outcomes for traditionally underserved children are particularly relevant This important book is designed for course use in leadership preparation programs for practicing principals and superintendents and for educational leadership scholars

The Use of Evidence in District Level Decisions for the Distribution of Resources to Elementary Schools Tina M. Davis, 2016 New York State s challenging fiscal instructional and accountability context has challenged school districts to

make intra district resource distribution decisions that foster equal educational opportunities for all students In terms of intra district resource distribution research indicates the field has limited literature from which to draw guidance on the decision making process Due to the limited literature on intra district resource distribution and the increasing expectation to use data practitioners in the field of education are still learning how to use data as part of an evidence based decision making system to distribute resources throughout a school district with varying student need It is critical to understand the processes system leaders use to make intra district evidence based resource distribution decisions in order to provide an equal opportunity for all students to achieve intended standards This study explored how district leaders in school districts that have three or more elementary schools with disparate free and reduced lunch percentages are currently using evidence to distribute resources for elementary programs This study s research questions were developed to discover how resource distribution decisions are made within the contexts in which district leaders are immersed Specifically this research looked at the processes that district level leaders use to distribute resources to schools within their district with a iv subpopulation of students that is not performing at preferred levels the specific evidence utilized and the structures within which resource distribution decisions were made This qualitative study used interviews with school system leaders school board trustees and elementary building principals in seven school districts in the Capital Region of New York State The perspectives of these school leaders provided details on the decision making processes and structures districts use and the types of evidence used to make resource distribution decisions Findings from this study showed there are an imbalance of influences most notably the financial context at the beginning part of the process of resource distribution decision making In addition findings further revealed that each influence on the process caused leaders to operate within different leadership frames Furthermore although there was an imbalance of influences most school district leaders made decisions within the two leadership frames most often associated with effective leadership Data showed that decision makers in this study referenced their vision as an influence to provide more to at risk students establishing a basis for the district s theory of equitable resource distribution Another finding revealed that districts used a variety of data to include demographic and student learning data but using research based evidence in the decision making process was not a tendency of decision makers Finally in complex systems the assistant superintendent has a crucial role in the resource distribution decision making process

Educational Leadership Margaret Preedy,Nigel Bennett,Christine Wise,2011-11-01 Drawing together current thinking and research by leading writers in the field this Reader will help you to understand and critically analyse key strategic aspects of educational leadership including leadership perspectives and values external and internal contexts autonomy and accountability partnership and collaboration leading strategy and change The book explores major challenges for educational leaders in managing the increasingly permeable boundary between educational organisations and their external contexts and reconciling environmental expectations and internal priorities The Reader will encourage you to positively problematize the

field and reflect on current debates and issues This book will be an essential resource for providers and students of postgraduate level courses in educational leadership and management as well as those involved in undertaking professional development programmes It will also serve the reflective practitioner as personal reference when occupying or aspiring towards leadership roles in schools colleges and other educational organisations Dr Maggie Preedy Professor Nigel Bennett and Dr Christine Wise have taught researched and published widely in the field of educational leadership and management Maggie Preedy and Christine Wise are Senior Lecturers in the Faculty of Education and Language Studies at The Open University UK Nigel Bennett is Emeritus Professor of Leadership and Management in Education at The Open University

Handbook of Research in Education Finance and Policy Helen F. Ladd, Margaret E. Goertz, 2014-12-17 Sponsored by the Association for Education Finance and Policy AEFPP the second edition of this groundbreaking handbook assembles in one place the existing research based knowledge in education finance and policy with particular attention to elementary and secondary education Chapters from the first edition have been fully updated and revised to reflect current developments new policies and recent research With new chapters on teacher evaluation alternatives to traditional public schooling and cost benefit analysis this volume provides a readily available current resource for anyone involved in education finance and policy The Handbook of Research in Education Finance and Policy traces the evolution of the field from its initial focus on school inputs and revenue sources used to finance these inputs to a focus on educational outcomes and the larger policies used to achieve them Chapters show how decision making in school finance inevitably interacts with decisions about governance accountability equity privatization and other areas of education policy Because a full understanding of important contemporary issues requires inputs from a variety of perspectives the Handbook draws on contributors from a number of disciplines Although many of the chapters cover complex state of the art empirical research the authors explain key concepts in language that non specialists can understand This comprehensive balanced and accessible resource provides a wealth of factual information data and wisdom to help educators improve the quality of education in the United States **On Equal**

Terms Douglas S. Reed, 2021-03-09 Since Brown v Board of Education and the desegregation battles of the 1960s and 1970s the legal pursuit of educational opportunity in the United States has been framed largely around race But for nearly thirty years now a less noticed but controversial legal campaign has been afoot to equalize or improve the resources of poorly funded schools This book examines both the consequences of efforts to use state constitutional provisions to reduce the resource segregation of American schools and the politics of the opposition to these decisions On Equal Terms compares the relative success of school finance lawsuits to the project of school desegregation and explores how race and class present sharply different obstacles to courts Since a 1973 U S Supreme Court decision that effectively deferred to the states in the matter of educational equity about a third of state judiciaries have mandated reform of state level educational funding systems Douglas Reed analyzes both the rhetoric of reform and the varying effects of these controversial decisions while

critiquing the courts failure to more clearly define educational equity Well written with keen insight throughout the book concludes with an intriguing policy proposal that acknowledges obstacles to such efforts This proposal aims to enhance education by fostering racial and economic integration locally Setting the stage for a more coherent debate on this controversial issue and expanding our understanding of constitutional design On Equal Terms will have far reaching implications for law public policy politics and not least the future of American education **To What Ends and By What Means**

Gloria M. Rodriguez,R. Anthony Rolle,2013-10-31 This unique collection examines the social justice implications of contemporary economic finance and budgeting policies affecting the K 12 education system in the United States The authors included in this volume provide critiques and explorations of several established theories and policy approaches that undergird contemporary thinking in the field of school finance These explorations offer themselves as foundations for building new frameworks to understand how school finance policies might better support broader changes needed to improve the educational conditions faced by those individuals and groups traditionally underrepresented in economic political and social policy arenas **OECD Reviews of School Resources Responsive School Systems Connecting Facilities, Sectors and Programmes for Student Success**

OECD,2018-10-22 This report on Responsive School Systems is the second in a series of thematic comparative reports bringing together findings from the OECD s School Resources Review Evolving educational objectives changing student needs and demographic developments require school systems *Study Plan for the Congressionally Mandated Study of School Finance* United States. Department of Education,1980 **Resource Management for School Administrators**

Daniel R. Tomal,Craig A. Schilling,2013-01-25 Resource Management for School Administrators is the only comprehensive book covering all school resources fiscal facilities and human resources Each chapter has objectives that are aligned with the new ELCC and ISLCC standards on accreditation Many of the federal and various state policies and laws are included Everything you need to know on managing school resources are covered national and state perspectives future challenges to funding public education resource allocation developing a school district budget sources of revenue accounting budgeting and reporting financial statements allocating resource for higher student performance human resource laws and policies compensation facilities and auxiliary services and safety and security Each chapter contains a comprehensive case study and exercises for easy application This practical book will be useful to all school leaders who are trying to improve their school resource management *Determining Resource Allocation Patterns in a School District* Guilbert C. Hentschke,1972

Resource Distribution Inside School Districts Book Review: Unveiling the Magic of Language

In an electronic digital era where connections and knowledge reign supreme, the enchanting power of language has become more apparent than ever. Its capability to stir emotions, provoke thought, and instigate transformation is really remarkable. This extraordinary book, aptly titled "**Resource Distribution Inside School Districts**," published by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound effect on our existence. Throughout this critique, we shall delve into the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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