

Level: Macro level

Data: the TGUP policy documentation

Stakeholders: Policy makers, the Ministry of Education, and Higher Education administrators

Level: Meso level

Data: the TGUP universities' proposals publicly available on the Ministry of Education's webpage

Stakeholders: University, university leaders

Level: Micro level

Data: Semi-structured interview

Stakeholders: Students and teachers

The current study

Policy implementation

at the two levels: Meso and
Micro

Microlevel School Finance Issues And Implications For Policy

Jerald E. Paquette



Microlevel School Finance Issues And Implications For Policy:

Micro-level School Finance David H. Monk, Julie Underwood, 1988 **American Public School Finance** William A. Owings, Leslie S. Kaplan, 2025-09-29 Designed for aspiring school leaders this fully updated fourth edition presents the realities of school finance policy and issues as well as the tools for formulating and managing school budgets In an era of dwindling fiscal support for public schools increasing federal mandates and additional local budget requirements educational leaders must be able to articulate sound finance theory and application The authors move beyond coverage found in other texts by providing critical analysis and unique chapters on misconceptions about school finance fiscal capacity fiscal effort adequacy and efficiency demographic issues districts strategic plans role in budgeting and spending and student achievement Examining local state and federal education spending this text gives readers the foundation to understand school finance and knowledgeably educate colleagues parents and other stakeholders about its big picture issues facts and trends The fourth edition of American Public School Finance helps educational leaders at all stages of their careers become informed advocates for education finance practice and reform New in this edition Updated discussion of school choice the pandemic s impact on student enrollment funding and learning challenges to the structure of school finance and equity implications of school funding Refreshed case studies focus questions and chapter assignments Updated online supplemental resources including PowerPoint slides and other additional chapter resources accessible at www.routledge.com/cw/owings

Inequalities in Public School District Revenues Thomas Parrish, 1998 **K-12 Education Finance** Anthony Rolle, 2024-02-02 Education finance researchers tend to organize their thoughts on important issues by considering one of the four foundational perspectives equity efficiency liberty and adequacy The six essays presented in this special edition of the Peabody Journal of Education base their work within the context of the four pillars and present new directions for future research While some of the articles isolate a concept for closer scrutiny others draw attention to more interactive aspects of the pillars in question Each article leaves the reader with important information and insightful questions about both the usage and efficacy of education finance policies Social Purpose and Schooling Jerald E. Paquette, 1991 Critically analyzes claims made about alternative arrangements for education in the light of the major popularly understood social and political agendas and of the much less understood and articulated assumptions and issues that underlie those agendas Paper edition unseen 21 Annotation copyrighted by Book News Inc Portland OR Racism in Contemporary America Meyer Weinberg, 1996-05-23 Racism in Contemporary America is the largest and most up to date bibliography available on current research on the topic It has been compiled by award winning researcher Meyer Weinberg who has spent many years writing and researching contemporary and historical aspects of racism Almost 15 000 entries to books articles dissertations and other materials are organized under 87 subject headings In addition there are author and ethnic racial indexes Several aids help the researcher access the materials included In addition to the subject organization of the bibliography entries are

annotated whenever the title is not self explanatory An author index is followed by an ethnic racial index which makes it convenient to follow a single group through any or all the subject headings This is a source book for the serious study of America s most enduring problem as such it will be of value to students and researchers at all levels and in most disciplines

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

Transforming Schools Peter W. Jr. Cookson, Barbara Schneider, 2014-04-23 Government policies at the state local and federal levels have always shaped the daily lives of U S schools Issues of equity and access dominate and the newer issue of global competition is also important This volume of essays by noted theorists and practitioners considers current educational policy issues Topics and contributors include Achievement and Mobility Aaron Pallas Tracking Maureen Hallinan Dropouts Gary Natriello Governing the Big City School System Kenneth Wong International and Comparative Analysis Rolland Paulston Politics of a National Curriculum Michael Apple School Leadership James Cibulka Parental and Community Involvement Mary Driscoll Advocacy Judith Cohen Reform and Policy Kathy Borman et al An index is provided

Disparities in Public School District Spending, 1989-90 Thomas Parrish, Christine S. Matsumoto, William J. Fowler, 1995

Schools, Classrooms, and Pupils Stephen W. Raudenbush, J. Douglas Willms, 2014-05-10 Schools Classrooms and Pupils International Studies of Schooling from a Multilevel Perspective examines multilevel or hierarchical linear models of research on schooling and the statistical and computational issues that arise in applying them Some of the likely benefits of using multilevel methods to study schools and classrooms are also discussed including the increased credibility of the statistical findings Comprised of 15 chapters this book begins by considering how the explicit modeling of the organizational structure of schooling creates new opportunities for research After presenting a basic guide to the techniques of multilevel modeling the effect of school class and individual variables on science achievement in Israeli elementary schools is analyzed using a two level hierarchical model with emphasis on reform in the

science curriculum which began in the early 1970s Subsequent chapters focus on the use of multilevel models to link educational progress with curriculum coverage trends in attainment in Scottish secondary schools the technical and vocational education initiative in Britain and sex discrimination in teachers salary This monograph should be of considerable interest to students teachers school administrators researchers and educational policymakers

Understanding School System Administration Kenneth A. Leithwood, Donald F. Musella, 1991 Examines the work of Chief Education Officers what they do why they do it and some of the consequences of their work The research is based on Canadian schools but it is hoped that some of the material may be extrapolated and applied to schools in other countries

Coordination Among Schools, Families, and Communities James G. Cibulka, William J. Kritek, 1996-04-19 Improving the connection among schools families and communities has emerged as a recent focus of the education reform movement posing many challenges for educators social service professionals community activists and parents This book provides information on the diverse goals of the coordinated services movement and the problems of reconciling competing goals within the movement The political environment surrounding coordinated services reforms is discussed including efforts to scale back the scope of the welfare state Different models of coordination are presented such as Kentucky's Family Resource Centers the Nation of Tomorrow project in Chicago a community school coalition in Philadelphia community youth organizations and programs for the homeless as well as organizational and management issues surrounding coordination drawn from programs throughout the United States and Canada

Education Policy Implementation Allan Odden, 1991-09-03 This supplemental text for educational policy administration and program evaluation courses provides a framework for examining the following crucial questions To what extent have state and federal initiated policies actually been implemented during the past 25 years and To what degree does implementation lead to effectiveness At a time when critical understanding of the issues is essential for good decision making this volume provides a valuable tool for teachers students and makers of educational policy

Public Management Laurence J. O'Toole, Jr, Kenneth J. Meier, 2011-04-14 How effective are public managers as they seek to influence how public organizations deliver policy results How and how much is management related to the performance of public programs What aspects of management can be distinguished Can their separable contributions to performance be estimated The fate of public policies in today's world lies in the hands of public organizations which in turn are often intertwined with others in latticed patterns of governance Collectively these organizations are expected to generate performance in terms of policy outputs and outcomes In this book two award winning researchers investigate the effectiveness of management in the public sector Firstly they develop a systematic theory on how effective public managers are in shaping policy results The rest of the book then tests this theory against a wide range of evidence including a data set of 1 000 public organizations

The New Handbook of Teacher Evaluation Jason Millman, Linda Darling-Hammond, 1990 The 25 chapters in this handbook examine evaluation purposes processes and methods and discuss how they shape the

implementation and outcomes of evaluation Following an introduction in chapter 1 the nine chapters in Part I consider the purposes of evaluation Chapters 3 4 and 5 are concerned with the evaluation processes that determine selection into teaching preservice evaluation licensure and certification Chapters 6 7 and 8 focus on how evaluation may support the development of greater teaching competencies for beginning and veteran teachers Chapters 9 and 10 consider school accountability and school improvement Part II examines the various methods used to evaluate teachers along with their strengths and limitations as applied to the many purposes of evaluation Chapters 11 and 12 deal with two methods for evaluating inservice teachers classroom observations and ratings of classroom performance while chapter 13 deals with teacher self assessment Chapters 14 and 15 deal with less widely used methods the use of student test scores and the use of teacher portfolios Chapters 16 through 18 address the use of formal tests to evaluate teachers for licensure or certification and chapter 19 discusses combining evaluation data from multiple sources for decision making In Part III some of the system wide concerns that developers and users of evaluation plans must confront are discussed Chapters explore legal ethical administrative and economic aspects of teacher evaluation and ways to improve and support teacher evaluation The use of personnel standards to improve teacher evaluation is also discussed Each chapter contains references Contains six figures and four tables SLD

Handbook of the Sociology of Education Maureen T. Hallinan, 2006-11-24 The aim of the Handbook of Sociology of Education is to present the most theoretically grounded and empirically rigorous sociological analyses of schools to date The authors are distinguished researchers in the field Their contributions to the Handbook offer major theoretical perspectives on the schooling process and describe significant empirical studies of schools and their effects on individuals and society The research presented in the Handbook is built on three fundamental tenets of sociology First the authors adopt the perspective that schools are a central institution in society An understanding of the function of schooling in social life is enhanced by viewing schools as interrelated with other societal institutions The study of how the context of schooling influences education processes is critical to an understanding of school outcomes Rather than being determined solely by ascribed and achieved characteristics an individual's cognitive and social development are influenced heavily by the structures and networks in which the individual is embedded Communities families schools and social groups are critical elements in the educative process By viewing the school as a societal institution and highlighting the interaction between context and individual behavior the Handbook chapters provide a broader and deeper understanding of the determinants of learning in contemporary society The second sociological insight that guides the research in the Handbook is that the school is a social system

International Encyclopedia of the Sociology of Education Lawrence J. Saha, 1997 This book provides a state of the art resource for an international audience of the cumulative results of research and to identify the substantive developments which will take the sociological study of education into the next century This encyclopedia presents the full range of paradigms theoretical points of view together with many research methodologies Cover **The**

Money Myth W. Norton Grubb, 2009-01-15 Can money buy high quality education Studies find only a weak relationship between public school funding and educational outcomes In *The Money Myth* W Norton Grubb proposes a powerful paradigm shift in the way we think about why some schools thrive and others fail The greatest inequalities in America's schools lie in factors other than fiscal support Fundamental differences in resources other than money for example in leadership instruction and tracking policies explain the deepening divide in the success of our nation's schoolchildren The *Money Myth* establishes several principles for a bold new approach to education reform Drawing on a national longitudinal dataset collected over twelve years Grubb makes a crucial distinction between simple resources and those compound complex and abstract resources that cannot be readily bought Money can buy simple resources such as higher teacher salaries and smaller class sizes but these resources are actually some of the weakest predictors of educational outcomes On the other hand complex resources pertaining to school practices are astonishingly strong predictors of success Grubb finds that tracking policies have the most profound and consistent impact on student outcomes over time Schools often relegate low performing students particularly minorities to vocational remedial and special education tracks So even in well funded schools resources may never reach the students who need them most Grubb also finds that innovation in the classroom has a critical impact on student success Here too America's schools are stratified Teachers in underperforming schools tend to devote significant amounts of time to administration and discipline while instructors in highly ranked schools dedicate the bulk of their time to engaged learning using varied pedagogical approaches Effective schools distribute leadership among many instructors and administrators and they foster a sense of both trust and accountability These schools have a clear mission and coherent agenda for reaching goals Underperforming schools by contrast implement a variety of fragmented reforms and practices without developing a unified plan This phenomenon is perhaps most powerfully visible in the negative repercussions of No Child Left Behind In a frantic attempt to meet federal standards and raise test scores quickly more and more schools are turning to scripted off the shelf curricula These practices discourage student engagement suppress teacher creativity and hold little promise of improving learning beyond the most basic skills Grubb shows that infusions of money alone won't eradicate inequality in America's schools We need to address the vast differences in the way school communities operate By looking beyond school finance *The Money Myth* gets to the core reasons why education in America is so unequal and provides clear recommendations for addressing this chronic national problem

Social Purpose and Schooling Jerry Paquette, 2017-05-08 First published in 1991 this work critically analyses the competing claims about alternative arrangements for schooling It does so in light of major popularly understood agendas for social and political purpose and of the troubled and much less clearly understood assumptions and issues behind them The book examines closely four generic types of arrangements for schooling in light of a comprehensive framework for understanding the publicness or privateness of schools and the relationships between social and educational purpose The book poses key questions about the meaning

and purpose of schooling in the rapidly evolving social demographic and technological realities of the time It also probes fundamental assumptions values and beliefs behind educational and public policy making In doing so it offers a way to make sense of unorthodox arrangements for the provision and funding of schools **The Study Of Educational Politics** Jay D. Scribner, Donald H. Layton, 2003-08-29 This text is intended to be of use as a guide for students scholars and researchers of the politics of education and of educational policy studies The comprehensive work surveys major trends between 1969 and 1994 with chapters synthesising political and policy developments at local national and state levels in the US as well as in the international arena The text contains in depth examinations of the emerging micropolitics of the field of education as well as policy analysis and cultural and feminist studies and bibliographies are provided at the end of each chapter Designed as both a text and a reference volume this special yearbook was planned in conjunction with the 25th anniversary of the Politics of Education Association in 1994

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