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Chapter 1 : Handbook of Research in Education Finance and Policy : Margaret E. Goertz :

Downes, T & Stiefel, L , Measuring Equity and Adequacy in School Finance. in HF Ladd & M Goertz (eds), Handbook of Research in Education Finance and Policy. 2nd edn, Laurence Erlbaum Associates, New York, pp.

Distinctions Implicit In Analyzing School Finance Equity Above all, the idea of equity involves value judgments about how to determine fairness in the financing of K education. As such, there are many different ways to approach a definition of equity. During the last quarter century, as ideas about equity have evolved, several important distinctions have been made. In some cases, these distinctions have emerged as part of the judicial or advocacy processes that have played such an important role in school finance equity since In order to facilitate the presentation in this chapter, we first identify and define these distinctions. Although not every distinction is important to every concept of equity, different combinations apply to each and we discuss the distinctions in enough detail to be able to use them in the sections on equity concepts. A school finance system is a set of formulas and rules for using publicly collected revenues to pay for K education. Revenues to finance K education come almost equally from state and local sources about 93 percent of the total and only in a small percentage from federal sources about 7 percent of the total. Local revenues are derived mostly from property taxes and, to a lesser extent, from local sales and income taxes. States usually delegate responsibility for provision of K education to local school districts and then design complex formulas to govern how state funds will be distributed to those districts. A general formula often applies to all students, with varying numbers of special formulas for different types of students e. Once the formulas are in place, school districts "respond" to them by deciding Page 10 Share Cite Suggested Citation: Equity and Adequacy in Education Finance: The National Academies Press. Increasingly over the last 30 years, voters in states have placed limits on how much can be spent from local sources and sometimes state sources as well. With this background in mind, we describe distinctions important to analyses of the equity of school finance systems. Thus, school-age children are most often the subject of an equity definition in school finance. Because we are discussing the financing of education with public funds, however, taxpayers are sometimes brought into definitions along with the children. Occasionally, the interests of both groups are served simultaneously in the same definition. When children are the subject of equity definitions, differences among the children, such as whether they speak English as a second language, are mildly or severely handicapped, have learning disabilities, or are poor or minority, become important. Resources made available to different groups of children are often the principal concern of equity discussions, sometimes with the emphasis on fairness of access, but increasingly with an eye toward how differing resources relate to the costs of bringing each group of children to an acceptable or adequate performance level. The school finance and public finance conceptions of taxpayer equity do not always conform to one another. From a school finance perspective, a system would be judged fair to taxpayers if every taxpayer was assured that a given tax rate would translate into the same amount of spending per pupil regardless of where the taxpayer lived. From a public finance perspective, on the other hand, a system would be judged fair to taxpayers on the basis of either the ability to pay or the benefit principle. The ability to pay principle enables one to judge how fairly tax burdens change as ability to pay changes. Thus, while school finance taxpayer equity compares tax rates to spending per child, public finance taxpayer equity compares tax burdens to ability to pay. This idea can only apply when a direct relationship exists between a particular tax and a service e. While some have tried to link local property taxation and K education in this way, it is difficult to do in states that finance large shares of K education through general state taxes. In general, neither the courts nor advocates nor researchers in school finance have focused on the public finance concepts of equity; rather, they have based taxpayer equity on the idea of fairness of tax rates faced by or effort exerted by Page 11 Share Cite Suggested Citation: Some exceptions to this are the occasional discussion of whether commercial or utility property should be made a statewide asset for school finance purposes or whether a major change in the school finance system will result in such large changes in residential property values as to

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undo the intended direction of equity. But aside from these occasional discussions of commercial property or capitalization, the vast majority of school finance work on taxpayer equity has not used public finance ideas. The federal government and analysts have often compared and ranked states according to their school finance equity. Common questions using the state as the unit of analysis are 1 Is state A more equitable than state B? For any given state, the unit in most instances is the district because the financing and provision of public education are carried out largely through local school districts. Within districts, schools have been important in two court cases and, in urban districts with large numbers of schools, researchers and policymakers are increasingly interested in intra-district equity. In addition, the school reform movement that emphasizes school-based decision making, including budgetary decisions, potentially elevates the school to a position of particular interest. The unit of analysis issue is often resolved with at least one eye on data availability and another on the politics of school finance, the latter focusing on where the power to change lies, which is often with the state or district. Political issues involved in equity of school financing are discussed by Carr and Fuhrman Chapter 5 of this volume. Inputs, Processes, Outputs, and Outcomes One way to understand different approaches to school finance equity is to examine the varying emphases on different stages in the "production" of education. Some definitions of equity focus on inputs—labor, equipment, capital—in their dollar or raw unit forms. That is, the ideal is to have these inputs distributed equitably, which is not necessarily equally. Sometimes the discussion ends here with an assertion that it is inputs, measured in dollars, that should be the focus of school finance equity. In other cases the idea of equity goes beyond inputs to something further along in the education production process. More recently, attention is turning to outputs. This output focus is consistent with the attention paid over the past 15 years to the quality of the U. Focusing on output equity invariably leads to questions about what levels and uses of inputs and processes are required to achieve desired distributions or levels of outputs. As we will discuss later in the chapter, these distinctions begin to hint at how the concepts of equity and adequacy interact. Chapter 4 of this volume, by Goertz and Natriello, explores some of these issues by reviewing what is known about the patterns of personnel usage and service provision that result from school finance reforms. Guthrie and Rothstein see Chapter 7 in this volume, Duncombe and Yinger see Chapter 8 in this volume, and Minorini and Sugarman see Chapter 6 in this volume explore ideas of adequacy and its relationship to inputs, outputs, and processes. Alternative Groups of Special Interest The connections between education equity and opportunity have oriented the discourse around those who are most in need of enhanced opportunities. Low-income, minority, and disabled students are often the most targeted groups in this context, and the same general focus has been applied to low-wealth or low-income taxpayers. Many court cases since the s have focused on property-poor school districts. This latter emphasis has proved problematic in some instances because the correlation between poor districts and poor children is not high. Ex Ante Versus Ex Post Concepts Ex ante concepts outline the conditions for equity in the statutory formulas of K financing systems. Ex ante concepts analyze the equity of statutory design elements such as the way a formula provides aid for poor versus rich districts or the way a formula is designed to provide additional funding for at-risk students. Ex post concepts are used to analyze actual outcomes that result from behavioral changes of school districts as they respond to the design elements of a school Page 13 Share Cite Suggested Citation: These observed outcomes may or may not differ from the intended, ex ante ones. For example, legislators might design a school finance formula that matches spending in a property-poor local school district at some multiple of the matching rate of a property-rich local district. Such a formula would have elements of ex ante equity with respect to property-poor and -rich districts. Ex post, however, as property-poor school districts respond to the matching rate, they might or might not spend equally per child compared to property-rich districts. For example, property poor districts might spend less per child for any number of reasons, including that the matching rate was not high enough or that other factors. Ex post concepts in school finance equity are often measured using statistical analyses of actual data. In some cases ambiguity is introduced because the conceptual approach is ex ante while the empirical measurement is ex post. Chapter 3 of this volume, by Evans, Murray, and Schwab, explores ex post results by reviewing studies of the impact of

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reform of school finance systems on aggregate and average spending as well as on spending and input disparities. Equal Opportunity The idea that public policy can be designed to improve or equalize the opportunity for some Americans, coupled with the belief in education as one of the most effective institutions in this regard, makes the concept of equal opportunity the logical place to start a discussion of equity concepts. But while it may be the right starting point and the most widely held value, our review of the history of concepts of school finance equity since suggests that it is perhaps among the more ambiguous concepts of equity. In positive terms, the general idea of equal opportunity is that all students should have an equal chance to succeed, with actual observed success dependent on certain personal characteristics, such as motivation, desire, effort, and to some extent ability. In negative terms, the idea of equal opportunity is that success should not depend on circumstances outside the control of the child, such as the financial position of the family, geographic location, ethnic or racial identity, gender, and disability. Equal opportunity is defined both *ex ante* and *ex post*. The *ex ante* idea is that education should provide access to opportunity or a fair starting line, especially for students who are poor, minority, female, or disabled. An *ex ante* question to be answered in order for equal opportunity to be achieved is: Are the conditions set up to allow the possibility for all to "succeed"? Equal opportunity is harder to define *ex post* than *ex ante* because the *ex ante* Page 14 Share Cite Suggested Citation: There is some evidence that school finance equity concerns regarding equal opportunity are moving farther along the production process continuum, with output analyses appearing with greater frequency. Another explicitly *ex post* equal opportunity equity definition in school finance focuses on the relationship between education available to students and the property wealth or fiscal capacity of their school district. This idea is so prominent in earlier court cases and legislation that it has a name of its ownâ€”wealth or fiscal neutrality. In Chapter 2 of this volume, Minorini and Sugarman summarize equity litigation using the wealth neutrality concept. Part of the ambiguity in the concept of equal opportunity is the intermingling of educational and legal concepts within the courts. Equal educational opportunity is an educational concept, while the similar idea of equal protection is a legal concept that extends to a wide array of public services. School finance equity has stressed one particular formulation of equal opportunityâ€”wealth neutralityâ€”which we explore more fully in the next section of the chapter. Nevertheless, some of the more general thinking about equal opportunity in education has been influential in the school finance area. One court case and three early books have been particularly influential. Although the Supreme Court did not tie its findings in the *Brown* case to financing of schools, the subsequent remedies to the findings involved additional financial resources, which quickly affected school finance. Arthur Wise and more recently Peter Enrich cite the theme of race in the *Brown* decision as one of three particular themes in court cases that are important historically to the evolution of legal ideas about school finance equity. Office of Education to fulfill a legislative mandate of the Civil Rights Act, surveyed principals and teachers about students and schools in an effort to understand variations in school resources as well as their effects on student Page 15 Share Cite Suggested Citation: The continuing lack of consensus among social science researchers about "whether money matters" has influenced the development of concepts of school finance equity. With the controversy over how outputs are influenced by increasing resources for schools, litigators appear to be reluctant to argue too strenuously for output or outcome equity and perhaps, until recently, academics are also reluctant to try harder to measure output equity. Christopher Jencks and co-authors followed Coleman et al. Income redistribution programs including more progressive taxation systems would work better than changing inequality in education services. The last paragraph of *Who Gets Ahead* Jencks et al. This assertion, sad to say, remains as true as ever. Thus, if we want to redistribute income, the most effective strategy is probably still to redistribute income" The latter emphasized that individual characteristics, not school resources, were the primary determinants of one type of schooling success. These works of the s and s that questioned the link between resources and effects in education may have had a very particular influence on the development of school finance equity concepts by convincing those working with school finance equity to stick more closely to inputs and processes, waiting for more definitive, less controversial findings on the link to outputs before

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using output concepts. More recent work is indeed beginning to challenge the findings of the s. For example, Ferguson and Ladd argue that inadequate measures of resources may have influenced earlier findings and their work provides an example of how more meticulous measures of inputs can lead Page 16 Share Cite Suggested Citation: As we will discuss below, several other factors have contributed recently to an evolution of school finance concepts away from an exclusive focus on inputs. The Promise of Equal Educational Opportunity , based on his doctoral dissertation at the University of Chicago, was more directly targeted to equity in the financing of schools than were the works of Coleman et al. His purpose, in his own words, was "to determine whether the absence of equal educational opportunity within a state, as evidenced by unequal per-pupil expenditures, may constitute a denial by the state of the equal protection of its laws"

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Chapter 2 : Handbook of research in education finance and policy in SearchWorks catalog

The Handbook traces the evolution of the field from its initial focus on school inputs (per pupil expenditures) and the revenue sources (property taxes, state aid programs, etc) used to finance these inputs to a focus on educational outcomes (student achievement) and the larger policies used to achieve them.

Ladd and Edward B. Bibliographic record and links to related information available from the Library of Congress catalog. Contents data are machine generated based on pre-publication provided by the publisher. Contents may have variations from the printed book or be incomplete or contain other coding. Fiske Table of Contents Introduction. Guthrie and Michael Kirst 1. Houck and James W. Hentschke and Eric R. Eide with Ally Kuzin and Michelle Nayfack 3. Koski and Jesse Hahnel. Politics, Political Cultures and Government. Guthrie and Kenneth Wong. Richard Rothstein and Rebecca Jacobsen. Heyneman and Chad R. Making Money Matter Section Editors: Toward an Understanding of Productivity in Education. School Accountability and Student Achievement. Figlio and Helen F. School Competition and Student Outcomes. Brian Gill and Kevin Booker. Promoting Equity and Adequacy Section Editor: Conceptions of Equity and Adequacy in School Finance. Baker and Preston C. Measuring Equity and Adequacy in School Finance. Downes and Leanna Stiefel. Measurement of cost differentials. William Duncombe and John Yinger. Intergovernmental Aid Formulas and Case Studies. Picus, Margaret Goertz and Allan Odden. Education Equity in an International Context. Fiske and Helen F. Corcoran and William N. The Local Funding of Schools: The Property Tax and Its Alternatives. McGuire and Leslie E. Downes and David N. Educational Markets and Decentralization Section Editor: Issues in Educational Privatization. Theory, Evidence and Policy. Robert Bifulco and Katrina Bulkley. Surveying the Evidence of Vouchers and Tax Credits. Ron Zimmer and Eric Bettinger. Reardon and Joseph P. Susanna Loeb and Daphna Bassok. What are Promising Policies? Educational Outcomes of Disadvantaged Students: From Desegregation to Accountability. Special Circumstances Section Editor: Harr, Tom Parrish and Jay Chambers. Rumberger and Patricia G? John Sipple and Brian Brent. Killeen and Kai A. Higher Education Section Editors: David Breneman and Mike McPherson Cost and Pricing in Higher Education. Jessica Goldberg and Jeffrey Smith. The Student Aid System: Bridging the High School-College Divide. Guthrie and Michael Kirst As is true of any field of inquiry, education finance and policy can be viewed through a variety of lenses or perspectives. The initial section of the Handbook consists of a series of articles looking at how research in the field has evolved? This chapter describes the evolution of American education finance policy and discusses characteristics that distinguish? It reviews basic education governance structures as well as the revenue generation and resource distribution mechanisms upon which American public education now depends. This discussion sets the stage for an examination of the three public values shaping the direction of contemporary education finance and policy? Eide with Ally Kuzin and Michelle Nayfack This chapter discusses the growing importance of economics in education policy. Economic concepts important for education are reviewed including the relationship between education and the economy, the concept of investment in human capital, the role of markets, and educational production functions. This chapter examines the history of educational finance reform litigation from its origins and short life in federal court to modern adequacy litigations. The authors consider the doctrinal standards courts employ in such litigation as well as the complex remedies that courts and litigants are developing in response to judicial rulings. The chapter closes with a discussion of the possible futures of educational finance litigation, including litigation addressing inter-state and intra-district inequity, remedial schemes that enhance student and parent choice, and the possibility that the judiciary may be reaching its institutional limitations in addressing these complex issues. This chapter describes the nature of politics, political processes and government structures, and it offers theoretical lenses through which to view the interaction of politics and policy. The authors illustrate the manner in which these political forces and structures influence education using the No Child Left Behind Act as a case study. A new accountability

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system is feasible, one that would create incentives for schools to balance their pursuit of these diverse goals. The chapter provides an overview of research questions in education policy and the appropriate methods for answering them. In particular, it reviews the rationale, intuition, and pitfalls of quantitative methods for addressing research questions about the causal relationship between policies and outcomes, including regression analysis, randomized experiments, the regression-discontinuity design, and others. This chapter highlights critical moments in the history of international education finance. It then describes the nature, role, and limitations of such comparisons, as well as the reform movements such as Education for All to which they have given rise. Jennifer King Rice and Amy Ellen Schwartz Given the growing emphasis on the performance of public schools and school systems, policymakers and researchers have intensified their efforts to identify strategies for improving educational results by using resources more productively. Chapters in this section consider the concept of productivity in education and examine theoretical and empirical research on policies to increase the quality of teachers and to provide stronger incentives for school improvement. This chapter examines the theoretical and empirical research on productivity in education. After providing an overview of the concept of productivity in education, the authors describe various research traditions that shed light on the empirical relationships between education inputs and outcomes. Special attention is given to the education production function, a primary analytical construct used by economists. The chapter concludes by discussing the importance of productivity considerations in promoting efficiency and equity in public education. This chapter focuses on teachers as a key resource in education. While research has identified teachers as the most important educational resource provided to students, the author reviews evidence that demonstrates the limits of relying on teacher qualifications as indicators of teacher quality. The chapter describes policy alternatives for improving teacher quality including strategies focused on relaxing requirements for entry into the profession? The use of accountability policies as a mechanism to improve the productivity of schools and school systems has become widespread. The authors of this chapter focus on administrative accountability systems that rely heavily on student testing to promote better performance within traditional public education systems. This chapter describes the rationale for school-based accountability, examines a number of policy design issues that can affect the impact of these policies, discusses reasons why accountability might not increase student achievement, and presents evidence on the effects of accountability on student achievement. Supporters of market-based reforms in education argue that competitive forces will promote higher school productivity. Market-based approaches include charter schools, public funding for private schools, and private management of public schools. This chapter presents findings from research that examines how competitive pressures promoted by market-based reforms affect conventional public schools and the traditional purposes of public education, including student integration and the education of democratic citizens. Leanna Stiefel The concept of equity has been evolving in the courts from a focus on the distribution of spending and inputs across districts to a greater focus on whether local districts are providing an adequate education to all students. This section addresses this evolution, with close attention to methodological considerations, political issues and international comparisons. This chapter provides an overview of conceptions of equity and adequacy applied to school finance policy in the United States with attention to the legal underpinnings of equity and adequacy frameworks. The chapter concludes with a framework for evaluating the level and distribution of financial resources across local public school districts in the U. The authors discuss differences in values among well-established measures of horizontal and vertical equity of school finance systems and show how choices of measures can affect equity rankings. They then describe the pros and cons of four approaches to measuring adequacy? The chapter ends with discussions of the incentives created when aid formulas include adjustments for adequacy and of lingering research questions. Duncombe and John Yinger. Many scholars have recognized that it costs more to reach a given level of educational performance in some school districts than in others for reasons outside the control of school officials.

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Chapter 3 : Handbook of Research in Education Finance and Policy: 2nd Edition (Paperback) - Routledge

Leanna Stiefel, Professor of Economics, teaches courses in multiple regression and economics of education. Her areas of expertise are school finance and education policy, applied economics and applied statistics.

Includes bibliographical references and index. Contents Preface Helen F. Ladd and Margaret E. Goertz and Helen F. Houck, and James W. Hentschke and Eric R. Guthrie and Kenneth K. Wong 5 Educational Goals: Uses and Implications Stephen P. Heyneman and Bommi Lee II. Donaldson and John P. Figlio and Helen F. Baker and Preston C. Fiske and Helen F. Corcoran and William N. Evans 22 Local Funding of Schools: Downes and David N. Cowan and Eugenia F. Robinson-Cimpian and Ericka S. From Desegregation to Accountability Douglas N. Harr-Robins, and Jay G. Sipple and Brian O. Killeen and Kai A. Bailey and Melinda Mechur Karp. 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. Nielsen Book Data Subjects.

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Chapter 4 : Handbook of Research in Education Finance and Policy | Association for Education Finance and Policy

Measuring Equity and Adequacy in School Finance. Thomas A. Downes and Leanna Stiefel Measurement of cost differentials. "The Handbook of Research in Education.

Subjects Description 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. Suitable for both insiders and lay audiences, it locates current issues, such as the heavy reliance on test-based accountability as a policy tool, and emerging issues, such as the growing policy role of large foundations, in historical context. Readers come to understand how an enduring concern with funding education for all gave seed to a range of substantive policy, governance, and instructional approaches which today are at the heart of educational debates. With increasing demand for public services at a time when the growth of public revenues is slowing, the Handbook is an important resource for efforts to maximize return on investment. Chester, Commissioner, Massachusetts Department of Elementary and Secondary Education "This is more than a handbook; it is a comprehensive compendium of education policy from a historical, data-based, and application perspective by leading scholars. It is written in an easy-to-understand style for varied audiences including policymakers, practitioners, and scholars. Kirst, Professor Emeritus, Stanford, and President, California State Board of Education "A critically important and essential addition to academic library reference collections and supplemental studies reading lists. Ladd and Margaret E. Goertz and Helen F. Houck, and James W. Hentschke and Eric R. Guthrie and Kenneth K. Wong 5 Educational Goals: Uses and Implications Stephen P. Heyneman and Bommi Lee II. Donaldson and John P. Figlio and Helen F. Baker and Preston C. Downes and Leanna Stiefel 16 William D. Fiske and Helen F. Corcoran and William N. Evans 22 Local Funding of Schools: Downes and David N. Levin and Ron Zimmer

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Chapter 5 : Measuring Equity and Adequacy in School Finance – NYU Scholars

Edited by Helen F. Ladd & Edward B. Fiske. Sponsored by the Association for Education Finance and Policy (AEFP), 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.

Finance Table of contents Introduction. Ladd and Edward B. Guthrie and Michael Kirst 1. Houck and James W. Hentschke and Eric R. Eide with Ally Kuzin and Michelle Nayfack 3. Koski and Jesse Hahnel 4. Politics, Political Cultures and Government. Guthrie and Kenneth Wong. Richard Rothstein and Rebecca Jacobsen 6. Heyneman and Chad R. Making Money Matter Section Editors: Toward an Understanding of Productivity in Education. School Accountability and Student Achievement. Figlio and Helen F. School Competition and Student Outcomes. Brian Gill and Kevin Booker Section 3: Promoting Equity and Adequacy Section Editor: Conceptions of Equity and Adequacy in School Finance. Baker and Preston C. Measuring Equity and Adequacy in School Finance. Downes and Leanna Stiefel Measurement of cost differentials. William Duncombe and John Yinger Intergovernmental Aid Formulas and Case Studies. Picus, Margaret Goertz and Allan Odden Education Equity in an International Context. Fiske and Helen F. Corcoran and William N. The Local Funding of Schools: The Property Tax and Its Alternatives. McGuire and Leslie E. Downes and David N. Educational Markets and Decentralization Section Editor: Issues in Educational Privatization. Theory, Evidence and Policy. Robert Bifulco and Katrina Bulkley Surveying the Evidence of Vouchers and Tax Credits. Ron Zimmer and Eric Bettinger. Reardon and Joseph P. Susanna Loeb and Daphna Bassok What are Promising Policies? Educational Outcomes of Disadvantaged Students: From Desegregation to Accountability. Special Circumstances Section Editor: Harr, Tom Parrish and Jay Chambers. Rumberger and Patricia Gandara. John Sipple and Brian Brent Killeen and Kai A. Higher Education Section Editors: David Breneman and Michael McPherson Cost and Pricing in Higher Education. Jessica Goldberg and Jeffrey Smith The Student Aid System: Bridging the High School-College Divide. Thomas Bailey show more Review quote "Despite the inclusion of data and empirical research, the authors explain key concepts in a language that nonspecialists can understand and include contributors from a variety of disciplines to attain a full understanding of important contemporary issues in education and how they relate to finance.

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Chapter 6 : Table of contents for Handbook of research on education finance and policy

Section 3: Promoting Equity and Adequacy Section Editor: Leanna Stiefel Conceptions of Equity and Adequacy in School Conceptions of Equity and Adequacy in School Finance.

Fiske Sponsored by the Association for Education Finance and Policy AEFPP , this groundbreaking new handbook assembles in one place the existing researchbased 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. Ladd and Edward B. Guthrie and Michael Kirst 1. Houck and James W. Hentschke and Eric R. Eide with Ally Kuzin and Michelle Nayfack 3. Koski and Jesse Hahnel 4. Politics, Political Cultures and Government. Guthrie and Kenneth Wong. Richard Rothstein and Rebecca Jacobsen 6. Heyneman and Chad R. Making Money Matter Section Editors: Toward an Understanding of Productivity in Education. School Accountability and Student Achievement. Figlio and Helen F. School Competition and Student Outcomes. Brian Gill and Kevin Booker Section 3: Promoting Equity and Adequacy Section Editor: Conceptions of Equity and Adequacy in School Finance. Baker and Preston C. Measuring Equity and Adequacy in School Finance. Downes and Leanna Stiefel Measurement of cost differentials. William Duncombe and John Yinger Intergovernmental Aid Formulas and Case Studies. Picus, Margaret Goertz and Allan Odden Education Equity in an International Context. Fiske and Helen F. Corcoran and William N. The Local Funding of Schools: The Property Tax and Its Alternatives. McGuire and Leslie E. Downes and David N. Educational Markets and Decentralization Section Editor: Issues in Educational Privatization. Theory, Evidence and Policy. Robert Bifulco and Katrina Bulkley Surveying the Evidence of Vouchers and Tax Credits. Ron Zimmer and Eric Bettinger. Reardon and Joseph P. Susanna Loeb and Daphna Bassok What are Promising Policies? Educational Outcomes of Disadvantaged Students: From Desegregation to Accountability. Harr, Tom Parrish and Jay Chambers. John Sipple and Brian Brent Killeen and Kai A. Higher Education Section Editors: David Breneman and Michael McPherson Cost and Pricing in Higher Education. Jessica Goldberg and Jeffrey Smith The Student Aid System: Bridging the High School-College Divide.

Chapter 7 : Project MUSE - On Equity: The Illinois Dilemma Revisited: A Response to a Response

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.