Book Series

Research in Education Fiscal Policy and Practice

Series Editors
Kieran M. Killeen, *University of Vermont*; Thomas Downes, *Tufts University*

Education finance and policy issues in the United States reflect a durable tension between local, state and federal interests in the governance and provision of educational services. At the core of this tension is the desire for local control and provision versus moral and constitutional obligations of the state and federal government to equalize opportunities for students. The resulting policy context creates an ongoing demand for rigorous, timely, and field-relevant research on how the design and implementation of school finance systems can ameliorate the tension and achieve the desired effects. This book series is intended to help meet this demand.

Specifically, the series provides a scholarly forum for interdisciplinary research on the financing of public, private, and higher education in the United States and abroad. The series is committed to disseminating high quality empirical studies, policy analyses, and literature reviews on contemporary issues in fiscal policy and practice. Each themed volume is intended for a diversity of readers, including academic researchers, policy makers, and school practitioners.

Books in this series:

- What Comes After Lunch?
- Recent Advancements in Education Finance and Policy
- American Higher Education
- High Stakes Accountability
- Saving America's School Infrastructure
- Fiscal Policy in Urban Education

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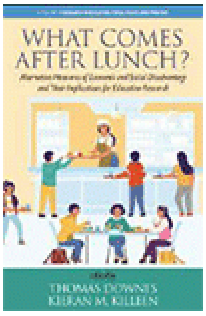


What Comes After Lunch?

Alternative Measures of Economic and Social Disadvantage and Their Implications for Education Research

Thomas Downes, Tufts University; Kieran M. Killeen, University of Vermont

2024. Paperback 979-8-88730-562-2 $52.99. Hardcover 979-8-88730-563-9 $94.99. eBook 979-8-88730-564-6 $85.

Faced with the problem of how to measure the magnitude of economic disadvantage in the populations served by schools or districts, researchers addressing school finance topics have invariably turned to the fraction of students eligible for free- or reduced-lunches (FRPL). But the facile dependence on FRPL may be problematic. A large and growing literature in learning sciences and in the field of education itself has pivoted towards studies that explore the relationship between social/emotional health and the learning of children. The growing body of research on social/emotional health and learning (e.g. Gershoff, Aber, Raver, and Lennon, 2007) suggests that more refined measures of wealth, income and hardship more fully account for the effects of economic disadvantage than does FRPL. Historically, research in school finance has not utilized these refined measures but instead has depended on FRPL.

The Community Eligibility Provision (CEP), a recent change in how student eligibility for free lunch is determined, may have the unintended, and yet fortuitous, consequence that it will force school finance researchers to use more sophisticated measures of student hardship. The CEP makes it possible for schools serving low-income populations to classify all students as eligible for free- or reduced-price lunch. Koedel and Parsons (2021) argue that, while FRPL might have been a workable measure of student disadvantage prior to CEP, post-CEP the extent of a school's or a district's population that is disadvantaged is no longer measured accurately by FRPL. The CEP made accurate FRPL counts less critical for many schools and districts; post-pandemic legislation (Vock, 2023) in a number of states to make school meals free for all students in those states has increased the number of districts for which accurate counts are unimportant. Fazlul, Koedel, and Parsons (2023) go on to argue that, even prior to CEP, FRPL failed to provide an accurate measure of a school or district's poverty. This new policy environment makes it imperative to explore alternatives to FRPL and the implications for school finance.

The book aims to provide a timely collection of new research on a measurement issue that is central to much research on K-12 education finance. The book is meant to serve scholars in education finance and policy who need a refined perspective on the context of schooling. The book is also meant to serve students and faculty from programs in public administration, public policy, community development and applied economics, education administration, educational leadership and policy studies who are studying content related to education policy, the economics of education, state and local public finance, and taxation. Some upper-level undergraduate students may also benefit from this resource.

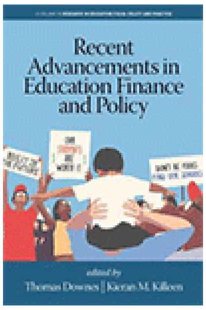
ENDORSEMENTS:

"*Fundamental to understanding the efficacy of many policies and interventions is having a clear picture of student poverty. The increasing uncertainty about the validity of student poverty measures due to changes in the free- and reduced-price lunch program in schools thus creates challenges for researchers and policymakers alike. This book offers insights into how to think about the ongoing utility of existing and new measures of students' economic and social disadvantage, a topic that is both timely and important.*" — Dan Goldhaber, American Institutes for Research and University of Washington

"*Understanding differences across schools in what they provide for students and, particularly the extent to which students living in poverty have access to differential opportunities, is essential for effective policy making. Yet, policy makers and education decision makers have not had accurate measures of their students' economic resources, especially since changes in the subsidized lunch program. This important book offers needed suggestions for a range of new and reliable measures and related directions for research to improve education decision-making.*" — Susanna Loeb, Stanford University

CONTENTS:

Funding With Alternatives to Free and Reduced-Price Lunch Eligibility Data, *Sarah Souders, Michah W. Rothbart, and Amy Ellen Schwartz.* Does the Measure Matter? The Sensitivity of Cost Function Estimates to the Choice of Measure of District Poverty, *Thomas Downes and Kieran M. Killeen.* About the Contributors.



Recent Advancements in Education Finance and Policy

Thomas Downes, Tufts University; Kieran M. Killeen, University of Vermont

2022. Paperback 979-8-88730-066-5 $72.99. Hardcover 979-8-88730-067-2 $104.99. eBook 979-8-88730-068-9 $85.

The past decade has seen a steady flow of important and innovative papers documenting the short- and long-term effects of finance reforms and the heterogeneity of the effects of reforms, exemplified by papers like Jackson, Johnson, & Persico (2016), Lafortune, Rothstein, & Schanzenbach (2018), Hyman (2017), and Candelaria and Shores (2019). Those papers have reinvigorated research on the effects of finance reforms, while raising important questions about how to best design a finance system and generate necessary revenues.

The papers mentioned above, along with other papers too numerous to mention, have taken advantage of better data and better methods to address long-standing questions and generate provocative new answers. Since the landscape has changed quickly, policy makers and prospective researchers require a summary of the current state of the research on the effects of school finance reforms.
Answers are also needed to such questions as:

• To what extent are lessons from the Great Recession applicable to the Covid-19 induced crisis. For example, how will states allocate cuts in grants and will those cuts undo state progress in equalizing educational access? Are there strategies for allocating resources that best preserve student learning?

• How do financing systems need to be modified to accommodate greater use of online education?

• How should school finance systems be designed to provide equal access (or, at a minimum, adequate access) to students with special needs?

• Why is there significant heterogeneity in the results of different finance reforms?

• What have been the effects of recent state efforts to reduce the role of the property tax in financing K-12 education?

• How should finance systems be designed to more effectively close persistent achievement gaps?

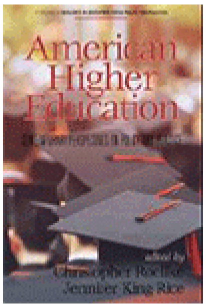
• How, if at all, should states integrate the financing of preschool education with the financing of elementary and secondary education?

To help prepare the next generation of researchers and policy makers in the realm of school finance, this volume includes papers that summarize the current state of research on the questions above, as well as other pressing questions in education finance and policy.

The book aims to bridge a space between comprehensive textbooks and journal articles in the field of education finance and policy. There are two main target audiences. The book is meant to serve professionals like school district administrators and education policy practitioners that desire a contemporary update to their previous study of education finance and policy issues. These audiences often have limited access to peer reviewed journals and knowledge of pertinent government and related policy reports in the field. The book is also meant to serve students and faculty from programs in public administration, public policy, community development and applied economics, education administration, educational leadership and policy studies that are studying content related to education policy, the economics of education, state and local public finance, and taxation. Some upper-level undergraduate students may also benefit from this resource.

CONTENTS:

Cutting Back State Aid to School Districts in the COVID Era: Consequences for Racial Funding Equity in New York State, *Michah W. Rothbart.* COVID-19 and School Finance: Adjusting to Downturns and Accommodating the Costs of Online Education, *Tyrone Bynoe and Thomas Downes.* **SECTION II: DESIGN OF SCHOOL FINANCE SYSTEMS.** Effects of Reducing the Role of the Local Property Tax in Funding K–12 Education, *Daphne Kenyon and Semida Munteanu.* Centralization or Decentralization? The Financing of Public Primary Education in China, *Xiaoyang Ye, Wei Ha, and Dongyang Chen.* Weighted Student Funding and the Incentives of Charter Schools, *Paul Bruno.* **SECTION III: SCHOOL LEVEL RESOURCE ALLOCATION.** Out of Bounds: The Implications of Non-Resident Charter Attendees for North Carolina Educational Policy and Finance, *Kyle Abbott, Eric Houck, and Douglas Lee Lauen.* Funding Academic Disparity: Integrating Education Finance and Discipline Policy, *Taylor Enoch-Stevens and Lawrence O. Picus.* Disproportional Assignment: The Need for Strategic, Equity-Forward Student–Teacher Classroom Rostering, *Matthew G. Springer, Peter Halpin, Jeffrey A. Springer, David A. Stuit, Lora Cohe, Chris Brooks, and Jeff M. Powell.* A Double Draw of Proximity: The Importance of Geography in Teacher Application and Hiring Decisions, *Kieran M. Killeen and Susanna Loeb.* **SECTION IV: THE ICEBERGS OF SCHOOL FINANCE.** Motivational Effects and Public Funding for Special Education, *Tammy Kolbe and Elizabeth Dhuey.* Recent Research on Teacher Pension Funding, Benefits, and Policy Debates, *Robert M. Costrell and Josh B. McGee.* Teacher Pensions and Teacher Quality: Drawing on Existing Evidence to Formulate New Ideas, *Maria D. Fitzpatrick.* About the Contributors.



American Higher Education

Contemporary Perspectives on Policy and Practice

Christopher Roellke, Stetson University; Jennifer King Rice, University of Maryland

2022. Paperback 978-1-64802-644-7 $52.99. Hardcover 978-1-64802-645-4 $94.99. eBook 978-1-64802-646-1 $85.

This series provides a scholarly forum for interdisciplinary research on the financing of public, private, and higher education in the United States and abroad. The series is committed to disseminating high quality empirical studies, policy analyses, and literature reviews on contemporary issues in fiscal policy and practice. Each themed volume is intended for a diversity of readers, including academic researchers, students, policy makers, and school practitioners.

The first volume in the series, Fiscal Policy in Urban Education, addressed the continuing challenge of large, complex urban school systems to operate both equitably and efficiently. Guest edited by Faith Crampton and David Thompson, the second volume in our series, Saving America's School Infrastructure, examined the relationship between the physical environment of schools and student achievement. The third volume, High Stakes Accountability in Education: Implications for Resources and Capacity, compiled a diversity of research studies focused local, state and national efforts to respond to the reauthorization of the federal Elementary and Secondary Education Act, commonly referred to as No Child Left Behind (NCLB).

In this fourth volume, attention is turned to both theoretical and pragmatic concerns in American higher education. During the final stages of the preparation of this manuscript, our schools, colleges, and universities have been confronted with what can be referred to as a “once in a century” set of challenges. As the global COVID 19 pandemic penetrated the United States in early 2020, colleges and universities have scrambled to address this ongoing public health crisis. Emergency task forces were established, campuses were shut down, faculty moved their instruction to virtual formats, and the entire higher education industry braced itself for the financial fallout. In addition to having to invest additional resources in classroom technology, ventilation, and personal protective equipment, colleges and universities continue to respond to revenue shortfalls, including reductions in both tuition and room and board revenue. This financial landscape requires judicious policy-making and research informed practice.

With this in mind, contributing authors were asked to pay specific attention to contemporary challenges and opportunities during a pivotal period in America’s colleges and universities. The contributing authors were asked to think of policymakers and practitioners at local, state, and national levels as the intended audiences for their work. Our contributors responded with a collection of studies examining the impact of federal and state policymaking on higher education finance and on specified educational outcomes and practices. Throughout the volume, particular attention is paid to issues of equity and adequacy in American higher education, including the deployment of incentives and structures that support the access and achievement of traditionally underrepresented students.

CONTENTS: The American Higher Education Landscape, *Christopher Roellke and Jennifer King Rice.* Aligning Questions and Data: Using IPEDS Data to Analyze Higher Education Finance and Costs, *Tammy Kolbe and Robert Kelchen.* Bachelor’s Degree Production and State Higher Education Finance Policy in the Pre- and Post-Recessionary Period, *Marvin*

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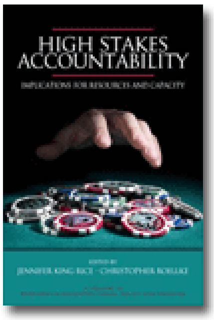

High Stakes Accountability

Implications for Resources and Capacity

Jennifer King Rice, University of Maryland; Christopher Roellke, Stetson University

2009. Paperback 978-1-59311-690-3 $52.99. Hardcover 978-1-59311-691-0 $94.99. eBook 9781607528760 $85.

In this third volume of Research in Education Fiscal Policy and Practice, editors Jennifer King Rice and Christopher Roellke have assembled a diversity of research studies focused on the current policy environment of high stakes accountability and how this context has impacted educators and students at multiple levels of the system. This effort to leverage student performance through high stakes reform has accelerated and intensified considerably since the 2002 reauthorization of the federal Elementary and Secondary Education Act, commonly referred to as No Child Left Behind (NCLB).In order for high stakes accountability reforms to realize their stated aims, targeted schools must have or acquire the resources and capacity to meet prescribed performance standards (Hess, 1999; Malen & Rice, 2005; Mintrop, 2003, 2004; Wong, et al., 1999), yet little systematic research has been assembled to document the implications of high stakes accountability systems on the resources and capacity of schools and school systems. This book aims to fill that gap.

With this in mind, authors were asked to pay specific attention to challenges school systems confront as a result of NCLB and other high stakes reforms. The contributing authors were asked to think of policymakers and practitioners at local, state, and national levels as the intended audiences for their work. Our contributors responded with a collection of studies examining the relationship between high stakes reform and school district staffing, the recruitment and distribution of high quality teachers, curriculum making, and the provision of supplemental educational services to children. Our book is organized into three sections. The first provides a framework for assessing the impact of high stakes accountability policy on school capacity and also addresses implementation challenges at both state and local levels. The second section focuses on the impact of federal and state policymaking on teacher staffing and workplace conditions. The final section includes three chapters that provide a range of critiques on federal policymaking, including legal challenges to NCLB.

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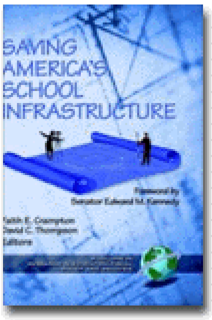

Saving America's School Infrastructure

David C. Thompson, Kansas State University; Faith E. Crampton, University of Wisconsin Milwaukee

2003. Paperback 1-931576-16-5 978-1-931576-16-1 $52.99. Hardcover 1-931576-17-3 978-1-931576-17-8 $94.99. eBook 9781607527824 $85.

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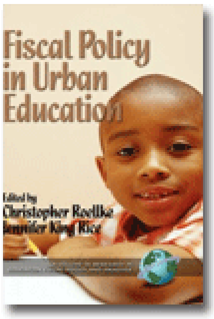

Fiscal Policy in Urban Education

Jennifer King Rice, University of Maryland; Christopher Roellke, Stetson University

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