| Record Nr. | UNINA9910817365403321 |
|-------------------------|--|
| Titolo | No child left behind? : the politics and practice of school accountability // Paul E. Peterson, Martin R. West, editors |
| Pubbl/distr/stampa | Washington, D.C., : Brookings Institution Press, c2003 |
| ISBN | 0-8157-9620-X |
| Edizione | [1st ed.] |
| Descrizione fisica | 1 online resource (350 p.) |
| Altri autori (Persone) | PetersonPaul E WestMartin R |
| Disciplina | 379.1/58/0973 |
| Soggetti | Educational accountability - Law and legislation - United States Education - Standards - United States Federal aid to education - United States Education - United States |
| Lingua di pubblicazione | Inglese |
| Formato | Materiale a stampa |
| Livello bibliografico | Monografia |
| Note generali | Description based upon print version of record. |
| Nota di bibliografia | Includes bibliographical references and index. |
| Nota di contenuto | Contents; Preface; 1 The Politics and Practice of Accountability; PART 1 - The Politics of Accountability; 2 No Child Left Behind: Forging a Congressional Compromise; 3 Refining or Retreating? High- Stakes Accountability in the States; 4 Politics, Control, and the Future of School Accountability; 5 Rethinking Accountability Politics; PART 2 - The Practice of School Accountability; 6 Lessons about the Design of State Accountability Systems; 7 Unintended Consequences of Racial Subgroup Rules; 8 Charter School Achievement and Accountability; 9 The Effects of Accountability in California PART 3 - The Promise of Student Accountability 10 The "First Wave" of Accountability; 11 No Child Left Behind, Chicago- Style; 12 A Closer Look at Achievement Gains under High- Stakes Testing in Chicago; 13 Central Exit Exams and Student Achievement: International Evidence; Contributors; Index |
| Sommario/riassunto | The 2002 No Child Left Behind Act is the most important legislation in American education since the 1960's. The law requires states to put into place a set of standards together with a comprehensive testing plan designed to ensure these standards are met. Students at schools that fail to meet those standards may leave for other schools, and |

| schools not progressing adequately become subject to reorganization. |
|---|
| The significance of the law lies less with federal dollar contributions |
| than with the direction it gives to federal, state, and local school |
| spending. It helps codify the movement toward |
| |