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| Titolo                  | The education mayor : improving America's schools / / Kenneth K. Wong ... [et al.]   |
| Pubbl/distr/stampa      | Washington, D.C., : Georgetown University Press, 2007  |
| ISBN                    | 9781589014367<br>1589014367<br>9781435627550<br>1435627555   |
| Edizione                | [1st ed.]  |
| Descrizione fisica      | 1 online resource (271 p.)   |
| Collana                 | American governance and public policy  |
| Altri autori (Persone)  | WongKenneth K. <1955->   |
| Disciplina              | 379.1/530973   |
| Soggetti                | School management and organization - United States<br>School improvement programs - United States<br>Educational change - United States<br>Education, Urban - United States<br>Mayors - 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       | The historical and political context of integrated governance -- The new style education mayors -- Evaluating the effects of mayoral control -- Integrated governance as a strategy to improve school performance -- Considering the gap between high and low performing schools -- Accountability and urban high schools : the challenge of improving instructional practices -- Toward strategic deployment of resources -- The political dynamics in building public support for education -- Mayoral governance of schools as laboratories of democracy. |
| Sommario/riassunto      | In 2002 the No Child Left Behind Act rocked America's schools with new initiatives for results-based accountability. But years before NCLB was signed, a new movement was already under way by mayors to take control of city schools from school boards and integrate the management of public education with the overall governing of the city. The Education Mayor is a critical look at mayoral control of urban school districts, beginning with Boston's schools in 1992 and examining more than 100 school districts in 40 states. The authors seek   |

to answer four central questions: What does school governanc

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