

Regulatory Flexibility in Schools: What Happens When Schools Are Allowed to Change the Rules?: HEHS-94-102



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U.S. Government
Accountability Office (GAO)

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BiblioGov. Paperback. Book Condition: New. This item is printed on demand. Paperback. 66 pages. Dimensions: 9.7in. x 7.4in. x 0.1in.Pursuant to a congressional request, GAO reviewed three states experience with providing regulatory flexibility to schools to better serve disadvantaged children. GAO found that: (1) the three states regulatory flexibility approaches varied; (2) the states also granted regulatory waivers to schools on a case-by-case basis, but they could not waive federal regulations; (3) schools in all three states attempted to improve how classes were organized and subjects taught by using multi-grade groupings, restructuring the school day, combining subjects into thematic groups, using team teaching, and allowing noncertified persons with special knowledge and skills to teach; (4) in addition to regulatory flexibility, other state efforts have contributed to school improvements; (5) barriers to improving schools through regulatory flexibility include schools satisfaction with their students performance, a belief that government auditors and monitors would focus on procedural compliance rather than results, the temporary status of some flexibility provisions, district officials discouragement, a lack of school leadership, a lack of money and time for improvements, and the cautious, incremental nature of school change; (6) the states could not determine whether children benefitted from school improvements under regulatory flexibility because their programs were too new and they had not fully established accountability systems to measure childrens performance against high standards; and (7) the states permitted less regulatory flexibility for programs for special-needs children because of federal regulations and the difficulty of assessing and reporting on their performance. This item ships from La Vergne,TN. Paperback.

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