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## LEADERSHIP AND SUPERVISION IN THE UNITED STATES

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## Profile

Dr. David Samore has been a teacher and administrator of K-12 schools for 35 years in the United States (Iowa, Florida, South Carolina), Spain and Colombia, and has also served as the *Director of Global Leadership and Innovation* in Palm Beach County, Florida. In 2015 the NASSP named Dr. Samore the *Florida Principal of the Year* thus highlighting his effort to create opportunities for all students. As a principal, his dual language immersion school was recognized twice as the *School of the Year* for North America by the Embassy of Spain. Dr. Samore was recently honored by King Felipe VI of Spain and conferred the *Officer's Cross of the Order of Isabella the Catholic*.

Dr. Samore is currently a guest lecturer at University of Cardenal Cisneros in Madrid, Spain and is CEO of David Samore & Associates, LLC, a private consulting company which helps organizations fulfill their highest potential through sense and talent discovery.

## Abstract

In this first of three-article series, the current state of K-12 public education in the United States (U.S.) is examined in an overview which explores the multiple causes of pressure in the educative field. Exploration of the 14.000 school districts in the U.S. and the challenges facing their school boards is considered as well as the evolution of the nuclear family and its relation to the schools that seek to serve them. The immense diversity of races, cultures, mindsets, and socioeconomics

make the challenge of providing equal opportunity and equity through education a daunting task for school administration, teachers, and communities.

### **Keywords**

*School board (Consejo escolar), Title I, wraparound.*

## FIRST ARTICLE:

### ***AN EXPLORATION OF SCHOOL LEADERSHIP IN THE UNITED STATES***

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## INTRODUCTION

There is no way we can say that the current scope in our schools remains the same. Outside of the obvious tectonic shifts that have occurred as a result of the coronavirus, the rapidity of resounding changes across the board have exposed our weaknesses and strengths. We have lived almost two years without being able to anticipate what tomorrow will bring, and that very change is perhaps the only reliable entity. The essence of how a family is defined, the bombardment of stimuli and the relentless pressures from all sides leave us more unfocused and clueless every day. The only certain element is uncertainty.

Our life today is a journey forward — there is no turning back because it is a one-way journey — on a road of sharp curves, precipitous hills, and sudden valleys. It is an unprecedented maiden voyage with an outdated map. Is it possible to know what will be left to us on the other side before we arrive? We must ask ourselves: We educators, are we positioned and trained enough today to be able to create systems and structures in schools from a *proactive* or *reactive* point of view? Are we simply playing the victim to exogenous forces that put us in the position of always reacting as best we can? Or would it be better to be prepared to be able to anticipate what lies ahead on the other side of the curve?

To the extent possible, it is always preferable to be prepared, especially in the field of compulsory education. Unlike factories and companies —where the main purpose is to sell services or tangible products—, compulsory education is a kind of company where the “product” is the advancement and betterment of human beings; the advancement and improvement turns out to be an internal one, invisible change. As much as private companies, education is interested in using legitimate measures to learn about the performance of their work. To determine whether efforts and funds have resulted in success or failure, compulsory education keeps a unique metric. Apart from exams and tests, how do you really know if a school is doing well in the eyes of the community, state, or country? The data being produced in the field of education is impressive in the extreme and it is the data that starts the engine of to initiate change in the American school.

Although there are public, charter and private schools, in this contribution I will focus only on the public ones. It should be noted that the importance and strength of private and charter schools is undeniable when considering education in general in the United States (U.S.). For political reasons, over the last three decades, right-wing state governments have tended to distribute public funds to private and charter schools. It is evident that the decrease in funds to public schools has affected them at the fundamental level: the appearance of more demanding laws creates additional pressure with less funds available.

## **1. National Agenda: Variable Evolution, Constant Political Push**

### *1.1. Control of the Federal Government*

The U.S. Constitution has given the responsibility for education to the states. As a consequence, there are 50 states with different requirements and expectations. Due to the mobility of the population where movement is quite extensive, even though there are many cultural and regional differences, there is also a lot of similarity between states in terms of educational laws, regulations, and customs.

As in most of the world, the national conversation about education is very active and always carries political weight. Essentially, there are two political parties in the U.S., the Republicans, and the Democrats; consequently, the issues vary from government to government. Among many other data, throughout a long history, one prefers to be involved less in education while the other involves more.

Still, the federal government heavily influences the educational conversation in the U.S. There are scores of federal laws and decisions that directly impact the operations of schools in all 50 states. In addition, the strength of the federal government is seen in the distribution of national funds and on which the states depend. For example, the federal laws that mandate the who, how, and what of the education of students with disabilities are extensive and numerous. If a state or school district does not adhere to the rules and expectations, the withdrawal of federal funds is a serious threat.

### *1.2. Recent Politicization of Education*

There exists true politicization in the U.S. today. This politicization is seen everywhere, and education has not been isolated or protected from it. Over the last two decades, there has been a tendency to create division instead of uniting the country, primarily in the political arena. Despite the so-called "United States", the

U.S. has been a country of divisions since its inception. Unlike in the past, the widespread hostility between the two political parties has transferred to the communities and their neighbors. Because of its ability to spread news, lies, and misinformation, social media has served to escalate these hostilities until they are now seen everywhere. Schools have not been protected from the fray; these tensions have reached school boards where the addition of immediacy and the impetus for doubt is experienced in every state.

### *1.3. Public, Charter, and Private*

Although there is an impressive presence of charter and private schools in the U.S., this article focuses only on the public ones. In the U.S., public schools represent 84.8% of all students between kindergarten and 12th grade (K-12), while private and charter schools represent less (9.5% and 5.5%, respectively). <sup>2</sup>

## **2. Power Sharing**

### *2.1. Liberty and Responsibility of States*

Even with the relative freedom to command and control the educational destinies of their respective populations, states must also recognize the other side of the coin of freedom: responsibility. Relations between states is a mixture of competition and brotherhood. As in any family, the states determine the essence of the relationship with one state, or another based largely on politics. That is to say, it depends on whether they have legislatures controlled by Republicans or Democrats. If they are controlled by the same political party, more interstate

cooperation occurs. If they are from different political parties, cooperation falls apart until and unless there are emergencies or other catastrophic events.

In a sense, state governors replicate the dynamic seen at the national level (with the president), but the state executive (the governor) has many more options to impact the citizens of their own state.

Decisions and structures related to education also enter into interstate competition. Since there are national exams where each state presents a representative selection of students in these exams<sup>3</sup>, the results indicate clear distinctions among the states. The results can carry impressive power and are used frequently. The federal government's Department of Education regularly publishes a national ranking that compares all 50 states. There are certain states that share their political ideals and cultural aspects, such as Florida and Texas. At the same time, there is resistance to innovations that originate from outside the state because they are considered foreign and contrary to local interests, as in Alaska and Hawaii. Each state has a governmental structure that is replicated from state to state. An U.S. state is essentially divided into three distinct levels: the municipalities or cities/towns, the counties, and the entire state. At each level there are representatives elected by the population residing in that region. All representatives have official positions on various issues; that of education is one of the most fundamental. For example, during political campaigns (which may begin years from the official start) a candidate can be assured that there will be questions and interest about education from kindergarten through the last grade of high school (K-12). It is natural because the issue of compulsory education touches most voters at their core.

There are about 14,000 school districts in the U.S. Each district has a school board that heads it. Although many do not receive any compensation, other school



districts pay their school board members. As part of the regular elections, those who serve on the boards are elected. In some cases, those on the board must declare themselves linked to a political party, but most do not indicate any political affiliation.

How school councils are organized depends on the state. For example, in the state of Iowa the population is 3.1M citizens with 333 school districts, while the state of Florida, with 21.3M citizens, consists of only 74 school districts. However, the process of establishing school councils is effectively the same.

School boards have the responsibility to establish the collection and direction of sufficient funds to be able to maintain the schools in all respects. For example, staff, buildings, transportation, and materials needed. The funds come mostly from taxes based on citizens' residences and from retail sales. The list of responsibilities is truly impressive; usually the school board is the largest employer in the community it serves.

Today, the pressure on the trajectory of American education is inordinate. Political forces exist in constant tension alongside the recommendations of professional educators. The structures of the different governments within the states all carry an undeniable weight whether it be the municipality, county, or state itself. Typically, the political leadership rules despite the contrary recommendations of what are considered experts in the field of education.

For example, in the state of Florida, the party that controls the state legislature recently passed a law that prohibits the teaching of Critical Race Theory (CRT) even though it is not taught in any K-12 school. For political-cultural reasons, the CRT has become a controversial spark for those on the right in reaction to cultural changes. The greatest impetus is entirely political since the law tries to mitigate a problem that does not exist. The impulse to create this law is to foster an element of

intimidation to teachers, causing fear even of teaching historical facts that may offend students. Despite opposition from education leaders, the law has been implemented.

### *2.2. Regional Pressures: Urban, Suburban, and Rural*

As found in other parts of the world, the U.S. can be thought of in terms of urban, suburban, and rural communities. Among the three kinds of communities, the suburban has more consistency in terms of financial status. That is, the incomes of urban and rural communities vary considerably. A great variety of personal income of the inhabitants is seen both among the inhabitants of the cities and those of the countryside. In the cities, incredible family riches are found a short distance from bitter poverty. That description is repeated in the countryside where giant companies control most of the country's farms next to humble homes. The phenomenon of the unemployment of the towns in the countryside motivating movement to the cities occurs all over the world, including in the United States.

This observation has an impact on the education available to families in these communities. For financial reasons, many schools in small towns have closed their doors; they have combined their students, becoming fewer but larger schools, where students from various towns attend. The connection between the center and the family remains more distant than ever.

Each student counted in a U.S. school carries a specific monetary value, depending on the official classification of said student. Each state establishes an exact figure for the "regular" student and that number is called "Full Time Equivalent" ("Full Time Equivalency" or FTE). Although it depends on each state, all of them calculate the exact value of the FTE in their school budgets. In order to offer educational services to students who deserve more attention, for example, students

with disabilities (identified by approved protocols), they include an additional amount. For example, a student rated "regular" is worth X while a student rated "special" will be worth X plus a predetermined percentage. The reasoning for the difference in this example is the cost of including the additional services for the "special" student.

Across the 50 states, the FTE varies greatly. Essentially, states that tax citizens more have higher FTEs. Today, the state with the largest FTE is New York at \$20,645USD (€18,320) per student while the state that educates its students at the lowest cost, Utah, spends less than half at \$7,954USD (€7,056) per student. The average is \$13,679USD.<sup>5</sup>

### *2.3 Local Influence: Demands from Businesses, Community Organizations, and Taxes*

Since its inception more than 200 years ago, the American public school has been viewed through the lens of local democracy. As stated, the primary responsibility for creating, maintaining, and supervising compulsory education rests with the individual state. Although there are significant contributions from the federal government to the state, the management and direction of the schools emanates from the state government. However, within the scope of this state control, the execution of state laws, policies, and rules passes through the statutory councils of the school district: the school board.

Although there is great variety, the 14,000 school districts in the U.S. are governed by their respective 14,000 school boards. In state constitutions (each state has its own constitution that spells out how school districts are run) states give a great deal of power to school boards. Typically, the school board consists of an odd

number of members (5, 7, or 9), elected by the population living within the geographic area of the district.

Since most of the 14,000 school districts have fewer than 5,000 students, there simply aren't adequate funds to pay them; with a smaller student population there are fewer complications. In larger districts, modest salaries are seen, although many members would not consider the compensation for their work enough to be considered full-time. Whether paid or not, school board members in the U.S. spend countless hours running the school district.

American culture allows citizens to demand a great accountability from their elected representatives and even declare, "Well, I pay your salary!" The connection between the man in the street and the one who represents him in local elections is very direct.

Therefore, there is the imposition of external influences to control the agenda of the school district: the community and its many components. In addition to the common perception that the individual voter has a worthwhile opinion, each community expresses its collective voice as well. That expression is revealed by various means, notably by civil organizations. These organizations are many, but the ones that wield the most influence and power are those that represent business interests. Community organizations include chambers of commerce, business councils, and community clubs (such as the Rotary Club and Kiwanis). Their interest focuses on two issues in particular: (1) the training of future employees, and (2) the creation or continuation of financial policies that conform to financial customs with the private sector.

It must be recognized that voters and community organizations strongly influence the educational agenda. School boards meet in the public forum (e.g., once or twice a month) where the doors are open for anyone to attend. These meetings include an agenda item for the public to comment on whatever they wish. In actuality, these "comments" have been extremely difficult, often full of insults, yelling and intensely rude behavior. Such is the current state of American democracy, even in the school environment.

#### *2.4. The School Board: Power and Weaknesses*

As noted above, there are over 14,000 school districts in the U.S. and each district is governed by a school board. Since they are mostly volunteers from the same community they lead, members are extremely sensitive to relationships with their neighbors. As an official body that swears allegiance to state laws and regulations, however, the school board recognizes the need to nurture relations with its neighbors. Where they encounter community pressures, members walk a street where dedication to their official duties is on one side and pleasing their voters is on the other. In smaller communities (most of the 14,000 school districts), this conflict is very real and understandable. This challenge is one of the most compelling reasons not to run in the elections that determine who will serve on the school board.

### **3. Accreditation and Inspection of Schools**

#### *3.1. System in General Terms*

States grant the legal right to operate a school district and all of them must avail themselves of inspection and accreditation at regular intervals. Since the states themselves do not approve or inspect the schools, they accept the results of inspections from various regional agencies. In the U.S., the organizations form the *Council of Regional Accrediting Commissions* and are divided geographically. For example, for schools located in the Northwest of the United States, it is the *Northwest Accreditation Commission*, while in the Southeast, the *Southern Association of Colleges and Schools* is the evaluating agency.<sup>6</sup> Accreditation allows school districts to certify their students.

Inspections occur at an interval of every five years, but the one that occurs in the tenth year is a more demanding and detailed inspection. In the U.S., inspections focus on state test scores, the quality of teaching, and student performance by race, socio-economic status, and culture, with keen attention paid to immigrant and disabled students. The inspections are a mix of classroom visits and conversations with a selection of teachers, administrators, students, and parents. The selection of personnel must fairly represent all the different stakeholders that make up the school.

The accrediting agency sends a team of representatives to the district to carry out the inspection, normally in the last quarter of the school year. Although the agency has its own employees, it contracts with many consultants for their expertise in running K-12 schools. The accrediting team establishes a list of receiving schools, a collection of representative schools based on school demographics; it is seeking a balanced representation of the district. For example, in order to understand and evaluate with greater precision, the team is very interested in knowing all the populations that are part of the district. For schools that are not selected by an evaluation team visit, the inspection has little impact until they complete the visits

and submit their recommendations to the state. Depending on the recommendations, the next five years may change substantially.

The district inspection lasts no more than five days. At the conclusion of the inspection the results are presented to the superintendent before being released to the state Department of Education. When the conversations and visits end, there is a key meeting with the superintendent where the accrediting agency team highlights the commendations and recommendations. In this final step, the superintendent may offer a gala dinner for the agency so that they end up with an optimistic outlook and in a good mood. It is important to recognize that the agency includes commendations in addition to recommendations because it is not only interested in what a district is lacking, but what is working well. Their hope is that the district follows through with the recommended strategies and moves to correct the perceived shortcomings before the next inspection. In any event, district leadership takes the accrediting agency's views seriously because it carries unique weight with the state Department of Education.

## **4. The Modern American Family**

### *4.1. Structure*

In the field of public education in the U.S. there is enormous diversity among the student population. Documentation of cultural, racial, and economic differences (among others) in that population has been of primary importance in all conversations related to public education. In school statistics, one always sees those divisions. The reasoning is obvious: in order to ensure that the quality of education is the same for all. How do you build an educational system that accepts the unchangeable characteristics of the student body and passionately tries to

overcome them through education? All levels of government (federal, state, local) are interested in how they can provide an education that balances *equality* (treating everyone equally regardless of differences) with *equity* (providing what is needed to succeed). This article does not delve into the difference between these two terms; however, it is necessary to understand that this debate continues to be part of the evolution of current education in the United States.

It is clear that the American school district has both a tremendous responsibility and a terrible challenge to provide a high-quality education to its student body despite the undeniable factors that override its intentions. In the U.S., research has indicated with crystal clarity that the two most influential factors in academic success are (1) the family's financial situation; (2) the circumstances in which the family lives; (3) the quality of instruction, and (4) the quality of educational leadership. The two most impactful factors (1) and (2) are indeed outside the control of the school.<sup>7</sup>

With the incredible diversity of families, how is the vision of educating every student in a school district with the same quality of teaching realized? All American school districts have much in common when it comes to curriculum, values, and staff organization. In addition, it is customary to see a *mission* and *vision* statement for each district, typically on the first view of the district's website. These statements are intended simultaneously to lead and inspire all who are part of the district. A brief review of a selection of districts will reveal a striking resemblance; almost all of the statements refer to "training to be productive citizens," "world class," and "preparing to be successful in the future."

For the first time in the history of American public education, the white population has become the minority in schools; it had previously been most of the



student population since the beginning of public education more than 200 years ago.<sup>8</sup>

That demographic shift has coincided with other tectonic shifts. The increase in family poverty has created the need to find multiple jobs. Furthermore, over the past 30 years, the fundamental structure of the American family has changed. Today there are fewer connections between families due to the mobility of the general population. Moving families has resulted in a lack of support to care for children. Divorce is up while the phenomenon of having two adults in the house is down. As a consequence, there are thousands of students who come home to an empty house and live long hours without any supervision; cultural and family scaffolding are disappearing.<sup>9</sup>

The evolution of the modern American family has resulted in an undeniable and fundamental unfolding of repercussions. One of the consequences has had a gigantic impact: the lack of being able to depend on the family to play the role of partner with the educational center. In the past, the school could have counted on the support of the family. In the mutual interest of teaching the student, the school and the family coordinated through regular and thoughtful communication; it was an open relationship where both parties shared values and expectations. Family support was necessary for the student to do homework, go to the school when necessary and emphasize the importance of education in general. In short, the student understood that his family and his center were members of the same team.

Today the school has difficulty in communicating with parents. For example, if the school administration contacts the parent by phone or email, there is no guarantee: the response may arrive late or never at the address. Within the realm of education, the decline in parental presence has been accompanied by a decline in student advocacy. The dilemma presents itself: without an active partner in a

student's education, who will assume the greatest responsibility for teaching the student?

#### *4.2. Community Pressures*

The family's participation in the child's education has a direct impact on academic results. The more involved the family, the higher the academic results. In addition to the academic impact, the quality of parental involvement in collaboration with the educational center (remember "partners") is linked to student behavior: more collaboration, better behavior.<sup>9</sup> That is, the involvement of parents in the education of their children produces a more successful performance. On the contrary, with less involvement, performance is less successful; the success of the student has a lot to do with the availability of the parents.

In financial terms, U.S. schools vary widely in costs per student. How much is spent per student depends on the state and varies widely. The availability of family income also has a direct impact on the preparation of the student before he sets foot in a school for the first time.<sup>11</sup>

Due to multiple social changes, the American K12 student has had less support from two parents at home. In 2020 almost a third (32%) of students under 18 years of age live with only one parent at home. The vast majority of them (81%) live with their single mother, for black and Hispanic families the situation is even more critical. Of single mothers raising their children, 31% live in conditions considered by the U.S. government to be "in a state of poverty"<sup>11</sup>. Students who have both parents at home have also decreased: in 1968, 85% of K12 students lived in a single-family home while in 2020 that figure had dropped to 65%.<sup>13</sup>

The pressure of making a living has created an increase in Americans holding more than one job. In 2018, 7.8% balance two jobs compared to 6.8% in 1996.<sup>14</sup>

Regarding the availability of parents for their own children, the growth of those who consider multiple jobs necessary also has concrete implications. While parents are away from home, access to their children — and vice versa — is limited to a few minutes a day. In short, many students are raised by themselves or other young people.

#### *4.3. The Role of Stress*

Long before the coronavirus, the effects of increased stress on everyday life in the U.S. have been remarkable. The factors that cause stress are multiple: the political environment, the endless pandemic, and the incessant connections to technology.<sup>15</sup> Stress is seen more dramatically in the so-called “Generation Z” (age 18-23) who see little future with optimism, while the older generations consider the current stress factors as transitory with the probability of getting better.<sup>16</sup> Compared to other countries, a survey from before the start of the pandemic found that Americans suffer from stress more than other nationalities.<sup>17</sup>

Stress not only affects those over 18 but also minors. Data about the effects on children ages 5-17 — the ages of elementary through high school—, indicate alarming trends. Exposure to abuse, violence, and addicted parents have resulted in traumatic experiences.<sup>18</sup> The combination of increases in stress and decreases in family support has produced crucial conditions for schools. What other system exists to cement such a fractured organism? Without exaggeration, public education in the U.S. today has a double mission: to offer the highest quality instruction and to serve as an essential cultural glue.

### **5. Closing the Gap**

### 5.1. *On the Shoulders of the Schools*

Due to the challenges presented in many sectors of the U.S., the public school has acquired many responsibilities that they did not have to handle two or three generations ago. The assumption that American communities would be capable of supporting families is no longer grounded in current reality. For millions, the image that the student arrives at school ready to learn is more illusion than reality: current education has already recognized and accepted the need to fill the gap between what families can provide and what a public education must provide them. Ultimately, the result was the expansion of the responsibilities of schools. Many interpret this expansion as a decrease in demands on families and communities and an increase in demands on educational districts and their schools.

The most impactful initiative to fill the gap is a program called Title I. This is the U.S. federal program to ensure that students whose families earn less than \$26,000USD (€23,000) qualify for some form of support to ensure equity, equality and eliminate the harms of poverty. For example, some 25 million students, more than half, qualify for some form of federal Title I support. Schools must report the number of students eligible for Title I classification to the district; From the district level, data delivery continues through the state to the federal level. It is possible that even an entire district can be identified as Title I.

The U.S. federal government gives them funds for feed students (including free daily breakfast and lunch) and additional programming. For example, many elementary and intermediate schools schedule activities after school to supervise children whose parents don't pick them up until later. Previously, parents had to supervise their own children and now the school supervises them hours before and after the normal school day. The number of American families who do not earn

enough to feed their children has continued to grow. In the world's richest country, millions of children are experiencing a lack of food and crowds arrive at the gates of their center on Monday without having eaten enough since last Friday.<sup>19</sup>

This evolution of supporting traditional parental responsibilities began largely in the 1980s when a strategy called "wraparound" emerged in American education. The concept of "wraparound" has grown to the point that nearly every school in the U.S. offers "wraparound" services. The essence of these services is that schools attempt to accommodate the family rather than the family conforming to the services available. In other words, wraparound services are a kind of tailored family support.<sup>20</sup>

## 5.2. *Well-being of the Current Student*

The combination of family inconsistency, ongoing stress, and a lack of essential services has created recognition of the importance of the student's mental and emotional state. Recognizing that reality, the need to find an option that addresses the problem has reached public schools. Historically, American educational centers are perceived as the axis of the community; doors open for neighborhood meetings, community activities and seats for official elections. In short, the public school is one of the few community presences of stability. Not surprisingly, including concrete strategies to improve and maintain student well-being has become integral to the mission of the public school.

The reality of today's world in the U.S. has prompted the creation of several initiatives to address the mental and emotional state of the student. Educators (administration and faculty) spend hours being trained about the importance of social emotional learning (SEL). In addition, the danger of the possibility that an armed person can enter the school shooting live bullets has entirely changed the

school environment: schools rehearse strategies to minimize destruction as they rehearse what to do if there is a fire or violent storm. There is no competition in the category of murders in educational centers: the U.S. is unfortunately the leader.<sup>21</sup> The American school must be prepared for any conceivable event. All possibilities affect the student's SEL, and the faculty as well.

Today's school offers the student much more than an academic education. In short, the school is concerned with the mental, emotional, and academic state of the student. Here is a short list:

- *A police officer who works at the school (or is trained to work with students ages 3-19).*
- *Professional counselors at school.*
- *Meals served from 7:00 a.m. to 5:00 p.m.*
- *SEL training and SEL facilitation in classrooms.*
- *The expectation of the teaching staff to be able to recognize the signs of stress in the student.*
- *The expectation of the management that they know the current conditions of the families of their center.*

In the next article I will discuss in more detail the complicated nuances of the education of the American student.

## CONCLUSIONS

Education in the U.S. today has evolved a great deal over the last 30 years.

In a certain sense, the U.S. has always been a country with 50 different public education systems where each state has the right and responsibility to maintain the

structures that comprise the schools for its citizens. While the federal government does carry weight through its control of funds to the states, the governors and their state governments behave with considerable indifference. However, expectations from state to state are fairly consistent, although regional differences continue to exist.

In recent years there has been a clear politicization of education due to tensions between the two major political parties. One party in particular has used access to public meetings in all 14,000 school districts to advance its political agenda of controlling (or at least impacting) free debate in school classrooms. Also, the nuclear family has been transformed to the point of diminishing family support for the educational system. This decrease in support is reflected in the school that today must fill the gap between the classroom and the home. School districts are perceived as solving the cultural challenges of poverty, lack of access to opportunities and maintaining the mental and physical health of those they serve.

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