



No Child Left Behind and the Public Schools

Scott Abernathy

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This far-reaching new study looks at the successes and failures of one of the most ambitious and controversial educational initiatives since desegregation—the No Child Left Behind Act of 2001.

NCLB’s opponents criticize it as underfunded and unworkable, while supporters see it as a radical but necessary educational reform that evens the score between advantaged and disadvantaged students. Yet the most basic and important question remains unasked: “Can we ever really know if a child’s education is good?”

Ultimately, Scott Franklin Abernathy argues, policymakers must begin from this question, rather than assuming that any test can accurately measure the elusive thing we call “good” education.

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