Systematic Literature on the Reform Efforts in Education in the United States

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Education reform aims to create equitable learning environments for all students, fostering their contributions to American society. This study explores public concerns and strategies in education reform, utilizing ethnomethodology as its theoretical framework to examine practical reasoning methods. Reform efforts emphasize social collaboration and state directives, rooted in citizens' lived experiences. Key components include high standards and accountability, authentic assessment, active learning, community building, lifelong learning, and character education. The No Child Left Behind (NCLB) and Every Student Succeeds Act (ESSA) are pivotal in American politics, driving educational and social progress. NCLB emphasizes academic growth for disadvantaged students, while ESSA aims for equitable, high-quality education for all, preparing them for higher education and careers. Future research recommendations focus on individual instruction and strategies for active student engagement.

Keywords: Harold Garfinkel, methodology, ethnomethodology, ethnography, six components of state reform, accountability, authentic assessment, active learning, sense of community, lifelong learning, reclaiming character education, No Child Left Behind, Every Student Succeeds Act, lived experiences

INTRODUCTION

School reform highlights the procedure of producing adjustments in education policy and method, frequently regarding students' academic performance and achievement. The phrase school reform is oftentimes substituted with recovery reform development, however, the most standard phrase in reform efforts (Khoury, 2023; National Commission on Excellence in Education, 2023). Most school reforms assume the position of two groupings: (a) instructing and learning or, to put it another way, what develops within the confines of the classroom, or (b) managerial reform, by which in the same framework, administration, or analysis are addressed, either internally or externally out of the confines of the school (Hess, 2023; Zavadsky, 2011, p. 1; National Commission on Excellence in Education, 2023). Additionally, a third developing method integrates both groupings and generally refers to reform "beyond regions and their educational institutions, known as comprehensive school reform, systemic reform, or district-wide reform" (Zavadsky, 2011, p. 1; Khoury, 2023).

School rehabilitation has been a matter of critical interest for years which stays in the vicinity of "policy and practice, regularly brought on by monumental events or significant policies, including the *Civil Rights Act* (1964), reported such as *A Nation at Risk,* and policy operations such as the Comprehensive School Reform Program, Educate America, No Child Left Behind and the Every Student Succeeds Act" (Zavadsky, 2011, p. 1; Khoury, 2023; National Commission on Excellence in Education, 2023, 9; U. S. Department of

Education, 2021). The education reform discussion is significantly broad, concentrating mostly on urgent reform initiatives at the school and regional levels (Hu & Hu, 2022; Zavadsky, 2011, p. 1; National Commission on Excellence in Education, 2023). Therefore, refining schools is the most extensive demand of policymakers and practitioners (Hu & Hu, 2022; Zavadsky, 2011; National Commission on Excellence in Education, 2023). Moreover, the history of societal concerns, socioeconomics, and race is critical when comprehending how to perfect schools (National Commission on Excellence in Education, 2023).

DEVELOPMENT IN REFORM HISTORY

The three imperative affairs in education reform history that cultivated America's present educational system are *Brown v. Board of Education*, *Oberti v. Board of Education of the Borough of Clementon School District,* and Every Student Succeeds Act. These three events significantly impacted desegregation and inclusion in classrooms across America. The historic attribute of *Brown v. Board of Education* acknowledged permissible grounds to strike all structures of juridically authorized racial inequality that refuted countless of American's consent to an equitable education, occupation pursuit, housing, and societal amenities (U. S. Department of Education, 2023). This reform was selected because the resolution was a primary element in activating the civil rights of people of color. Therefore, the United States Constitution now ensures impartiality, reaffirmed in *Brown v. Board of Education* (U. S. Department of Education, 2021). However, the endeavor remains in various aspects, especially funding and maintenance of school buildings in disproportionate communities where students of color remain concerted in deteriorating school buildings without actual "access to a quality education" (Hess, 2023). The positive side is apparent that although some issues are obvious the reform has shaped the educational system by making remarkable headway by allowing students of color the right to attend desegrated schools.

The Third Circuit, in *Oberti v. Board of Education of the Borough of Clementon School District* (1993), confirmed inclusion by increasingly endorsing and establishing appointment concerns (National Commission on Excellence in Education, 2023). This was implemented by establishing and appointing concentrated teachers in educational settings with supportive teacher assistance and resources because it is an essential right for students with disabilities in public education (Guiqing, Chen, Yanping, Jingwen, 2022). This set the precedence for inclusion for students with disabilities. This reform was selected because this placement is intended to include and not exclude outside the confines of the classroom. This reform has shaped the educational system today by guaranteeing the imperativeness the school district must have to ensure students with disabilities are included in an equal number of programs at school with all students (National Commission on Excellence in Education, 2023).

Every Student Succeeds Act (ESSA) is a long-awaited answer as it ushered in tremendous information for America's educative system (U. S. Department of Education, 2021). This cross-party standard reconsented "the half-century Elementary and Secondary Education Act (ESEA), America's federal education regulation and perpetual obligation to civil rights for every child" (U.S. Department of Education, 2015, p.1; Hess, 2023). The reason for choosing the Every Student Succeeds Act (ESSA) is because it demands every state to weigh student performance in literature, mathematics, and science. Likewise, every state decides how students are evaluated (U. S. Department of Education, 2015; Hess, 2023). Every Student Succeeds Act (ESSA) has shaped the United States educational system by ensuring that accountability will implement change and progress in the educational system (U. S. Department of Education, 2023). Additionally, the Every Student Succeeds Act (ESSA) has shaped the educational system by guaranteeing schools are equipped with financial support for reading programs while inspiring transformation in how students are taught (U. S. Department of Education, 2021).

THEORETICAL FRAMEWORK

Theoretical framework exams the operation and decision-making process of data that impacts attained outcomes. Therefore, the framework of ethnomethodology ethnography seeks to construct understanding through knowledge, assignments, educators, and institutional systems in educational reform (Garfinkel,

1967; Liddicoat, 2020). The culmination of ethnomethodology ethnography demonstrates Harold Garfinkel's development of ethnomethodology ethnography's objective of analyzing the structure and establishment of social mechanisms in distinctive phenomena (Liddicoat, 2020). Distinctive phenomena disclose practices of commonsense and practical reasoning (Garfinkel, 1967). Following this framework illustrates that Garfinkel along with his colleagues, employ ethnographically to sufficiently chronicle social phenomena and make their astounding field attributes evident. The focal point for unique characteristics of ethnomethodology ethnography are the significant components that play a significant role in the theoretical framework of this study.

Research methodologies develop insight and strength that can build positive environments among social contexts in which a person can impact or transform the principles, philosophies, conduct, and perspectives of individuals through ethnomethodology. Ethnomethodology ethnography was established by Harold Garfinkel to analyze the structure and institution of social action in a distinct set of circumstances that reveal procedures of commonsense and pragmatic analysis (Liddicoat, 2020). Ethnomethodology ethnography "is the study of how people accomplish everyday life" (Kelly & Green, 2019, p. 25). Through the theoretical framework of ethnomethodology ethnography, the established pursuits of observation, illustrations, and substantiating are a reawakening of crucial phrases that become pertinent within specific content (Kelly & Green, 2019). Therefore, ethnomethodology ethnography is a foundational engagement for this research study.

The ethnomethodology ethnography study of reform efforts in education connects collaborative research methodologies and analytical engagement, that embodies the daily intricacies of learning through lived experiences in various practices. Each framework practice plays an imperative role in reform efforts in education. The objective for employing the approach establishes the intent. The importance of gathering information is utilized for social actions, orderliness, participant behavior within interactions, and rationality of social actions that emphasizes the assessment is research for reform efforts (Liddicoat, 2020). Ethnomethodology ethnography in reform efforts ensures district and state classroom curriculum is implemented to produce growth and development through teaching and the learning process (Great Schools Partnership, 2020). Ethnomethodology ethnography provides feedback within reform efforts on the district and state level to the teacher regarding student comprehension and knowledge. The impact of the framework is utilized in education to express an expansive range of approaches and instruments that teachers implement "to structure, proportion, and document the academic preparation, learning progress, skills, knowledge, or further educational needs of students (Great Schools Partnership, 2020).

Nevertheless, ethnomethodology ethnography's evaluation process exhaustively collects data to confirm objectives that have been accomplished (Liddicoat, 2020). The procedure utilizes methods and measures to examine teacher effectiveness and student comprehension of course material for reasons of reporting and documenting (Great Schools Partnership, 2020). Reform efforts in education evaluate the process that measures the unveiling of how formulas derive through calculations at the state and district levels. This can potentially obtain relevant change from the rationality of social actions gathered to establish developments regarding teachers, state, and district social actions (Thomas, 2021). This framework for teachers, district and state stakeholders can utilize this data to determine the connection between what is projected by the instruction and what is learned. Teachers evaluate the data gathered to resolve the facts through learning and experience regarding what students know and understand (Thomas, 2021). This can bring enlightenment regarding how students have progressed, how they accelerated, and how their scores increased compared to other students.

The function of ethnomethodology focuses on concepts that assess a series of measures used to determine consistent and complex findings of individuals and their social actions (Thomas, 2021). The primary focus is "having social actions and activities that gather information and the use of information for institutional application and personal evaluation (Zalaznick, 2024). This culminates in gathering and interpreting data regarding teachers, school districts, and state level agencies regarding students' comprehension level, achievement and learning goals. In addition, the framework is utilized to also focus on students' academic performance and social actions regarding their weaknesses and strengths for teachers to make available an academic program and support system. Likewise, ethnomethodology ethnography can

transform assessments created by the state department of education, for educators, school districts, universities, private sectors, and an array of institutions to ensure students and teachers achieve academic success.

Moreover, through ethnomethodology and ethnography educational state agencies, school districts and teachers can efficiently acquire great outcomes and achievements to attain confidence and regard for reform efforts, and inadvertently modify their standards, ideologies, demeanor, and mindset, for impression is the most cordial style of adulation (Zalaznick, 2024). Zalaznick (2024) suggests, leaders who attain formidable leadership have the power to impact individuals to obtain the aims and designs of the institution. Additionally, effective leaders' fashion positive environments enacting social actions that can change straightforward guidance to steer teachers and all stakeholders to agree and take on the responsibility of their assignments and collaborate as a team to achieve the institution's aims and objectives to successfully implement reform efforts in the sphere of education (Farsari, 2022).

EDUCATIONAL REFORM

Education reform articulates issues of societal procedures, state laws that are essential in education reform, and instructional propositions (Farsari, 2022). These reforms are customarily on the political agenda of the United States which encompasses all-embracing lifeforms since education is a catalyst of advancement for social reform (Farsari, 2022; Vasquez-Martinez et al., 2013). Additionally, education reform yields deliberate variances in how schools or educational systems operate, from pedagogical methodologies to administrative procedures. All reform embodies an established balance of agreement among those involved, which leads to governmental and regional observation.

Education reform further communicates "two critical truths that steer the educational reform discussion in the United States today: the immense impact of poverty on educational possibilities and academic success of students, and the lack of public schools rectifying educational disadvantages stemming from poverty" (McGuinn, 2019, p. 221; Hu & Hu, 2022). Consequently, the role of educational reform efforts also pivots on redefining what it means to have educational equality. For example, the Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015, which represented great news for the United States school system (U. S. Department of Education, 2015, 2021; U. S. Department of Education, 2015). This bipartisan legislation allowed the 50-year-old Elementary and Secondary Education Act (ESEA), "the nation's national education law and longstanding commitment to equal opportunity for all students" (U. S. Department of Education, 2015, 2021; U. S. Department of Education, 2015, p. 1). Moreover, educational reform efforts pertain to allocating assets moderately and regarding all "students equitably so that they feel safe and secure physically and psychologically" (National Education Association, 2022, p. 1).

Efforts in Reform

Reform efforts originated in the American South. Countless contemporary education reform debuts have their foundation in the American South. Outlying back to the 1940's, Southern governors and legislators consciously thought about improving education in the country by employing data (Robson, O'Neal-Schiess, & Trinidad, 2019). Preceding the 1983 report of A Nation at Risk, Southern states accepted laws which concentrated on solidifying standards and developing accountability (Robson et al., 2019). According to McGuinn (2019) reform serves as two vital beliefs that guide the efforts in America: the massive impact of impoverishment on the educational opportunities and academic achievement of students who suffer disproportionately, and the absence of public schools correcting educational detriments inhibiting from poverty ((McGuinn, 2019). Moreover, in recent years, "governance reform efforts launched in Louisiana have taken hold in states across the nation" (Robson et al., 2019, p. 87).

Every Student Succeeds Act in Texas has provided an exemplary opportunity for the Texas Education Agency (TEA) to outline a course for changing key decisions connected to "accountability, school improvement, teacher quality, and funding back to the state and local level" (Texas Education Agency, 2020, p. 1). For example, at the local level in the Dallas Independent School District Every Student

Succeeds has directly impacted teachers, students, administrators, and stakeholders. According to the Texas Education Agency (2020), the district embraces the possibilities and progress enhanced through the "policy flexibility of Every Student Succeeds Act offers" (Texas Education Agency, 2020, p. 1). Under Commissioner Morath's leadership, the Dallas Independent School District and the Texas Education Agency have been directly impacted by progressive aim to incorporate one vision for the future of all Texas schools at the local and state level. The impact has joined imperative decisions by emerging methods to embrace the Every Student Succeeds Act accomplishment with new pivotal plans that will direct the Dallas Independent School district and Texas schools. Every Student Succeeds Act has ushered new opportunities, which has directly impacted my work site by providing an exclusive concentration on essential "state priority areas leading to greater levels of student achievement locally and throughout our state" (Texas Education Agency, 2020, p. 1).

Education reform has significantly impacted and concerned lawmakers at the district, state, and federal levels for years. Reform efforts have become a term acquainted with strategies and programs that aspire to develop school operations and student outcomes (Labaree, 2010; Doss & Akinniranye, 2020). Therefore, this orchestrated the watershed report of the National Commission on Excellence in Education, A Nation at Risk, which caused policymakers and administrators to critically observe ways to cultivate the condition of American public schools (Doss & Akinniranye, 2020; National Commission on Excellence in Education, 2023; National Commission on Excellence in Education,1983). In recent years, district, state, and federal policies, procedures, and legislation such as "No Child Left Behind and Every Student Succeeds Act have conceptualized incentives and sanctions concentrated on developing student outcomes" (Doss & Akinniranye, 2020, p. 1; National Commission on Excellence in Education, 2023; National Commission on Excellence in Education, 1983, p. 7). Likewise, reform efforts, substantial and compact, have become a perpetual component of the education system.

Horace Mann initiated and implemented pivotal reforms for public education in the United States in the 1800s which assisted in expanding state-sponsored education (National Education Association, 2022; Marshall, 2012). In particular, "the common school movement in the 1800s, in which public schools were financed by local property taxes" (National Education Association 2022; Labaree, 2010, p. 50). The common school movement was established to fund schools in every community which began the onset of the structured public pedagogical discipline in the American education system (National Education Association 2022; Khoury, 2023; Marshall, 2012). The progressive movement in education "obtained efficiency and organization in America during the 19th century as a reply to the limitation of traditional education" (National Education Association 2022; Labaree, 2010, p. 83). Moreover, each reform was implemented to transform the education structure and strengthen educational equality for every student.

REFORM EFFORTS AND CHANGE IN SOCIETY

Education reform efforts have demonstrated significant transformation in American society by implementing state-sponsored education programs, "which include core curriculum and regional property taxes to fund public education" (Khoury, 2023; Labaree, 2010, p. 50). The presence of reform efforts produced an array of citizens in the United States who supported the efforts. The common school and progressive movements were two of the most accepted reforms. Both the common school and progressive movements were reform efforts that significantly changed American society. According to Labaree (2010) stated, the contributing factor of "the common school movement was to incorporate an institution of civically organized and regional based primary schools with a robust political perspective" (p. 101).

The widespread knowledge of the common school movement awakened states throughout America to implement its practice by the late nineteenth century (Doss & Akinniranye, 2020; Labaree, 2010). Before the Civil War, some advancements took place in the right direction, however, the states that were in opposition implemented permissible segregated approaches to public education (Doss & Akinniranye, 2020). The state of Massachusetts in 1855 was the first state to eradicate segregation; it took a century for the United States Supreme Court to continue that method nationwide by affirming the Brown v. Board of Education ruling of 1954 that the policy "separate but equal" was unlawful (Doss & Akinniranye, 2020).

In addition, further court rulings in the twentieth century discontinued religious practices namely Bible reading and prayer in public schools (Doss & Akinniranye, 2020; Labaree, 2010).

The most consequential "change in the educational system in the United States during the progressive era" derived from the collaboration between the social efficiency of reforms of the progressive movement and the community-based challenges of educational followers (Doss & Akinniranye, 2020; Labaree, 2010, p. 101). For example, by rebuilding schools through the model of social efficiency, progressives were endowed with the power to change the theory for learning from the republican mission of the common school era to the financial delegation of the progressive era (Doss & Akinniranye, 2020). This meant restructuring schools to an effectual and systematic financial state (Akinniranya, 2020). The transformation to social efficiency produced enlargement of the communal mission of education (Akinniranya, 2020). Social efficiency was a source of protection that encapsulated an array of goals for public education that were never visible at the onset of the common school structure (Hess, 2023; Labaree, 2010, p. 102). The seven Cardinal Principles of social efficiency point to: (1) health, (2) foundational process, (3) academic communities, (4) profession, (5) national status, (6) a time free from engagement, and (7) moral character (Hess, 2023; Labaree, 2010, p. 102). Each objective was provided in the interior of social efficiency, which observed the comprehensive goal of ensuring students would be purposeful citizens in society (Hess, 2023).

The common school movement thought out an exceptionally aspiring program for the American education system. For example, the agenda formulated a new societal arrangement by emergent citizens, bringing into existence self-directing ethical citizens, and implementing a republican community (Thomas, 2021; Labaree, 2010, 103). Likewise, the progressive movement increased goals to merge individuals within the school environment further than their political ideologies. As a result, it set the precedence to equip new prospects with strategies to problem solve (Thomas, 2021; Kubiszyn & Borich, 2024). Consequently, the extent to which reform efforts reflect a present change in American society concentrate on the significance of the qualified model for education. Furthermore, the progressive development of the comprehensive high school remains an essential component of the United States education system.

STANDARDS IN EDUCATION

While the function of standards in education has evolved intensely, the challenges encompassing standards continue to exist and will persist over time (Kubiszyn & Borich, 2024). Standards are a fundamental element of education taking into consideration they set straightforward and quantifiable objectives (Sulzer, 2014; Oermann, Gaberson, De Gagne & NPD-BC, C. N. E.,2024). Likewise, common core and distinct college, as well as occupational preparation standards, interpret the proficiency and comprehension that students are required to develop before being prepared for college, employment, and life experiences (Kubiszyn & Borich, 2024; Chan, Thomas & Mockler, 2023). Therefore, standards are implemented to direct the objectives that teachers are required to progress towards in connecting a structure that embodies curriculum, directives, and assessments (Kubiszyn & Borich, 2024; Chan, Thomas & Mockler, 2023).

Standards play a significant role in student achievement through setting unambiguous and computable goals, instruction, and Common Core State Standards (CCSS) (Nichols, 2024). Standards impact the setting of clear objectives through measurable goals in student achievement by creating a distinct course of action for each objective (Butler & Yendol-Hoppey, 2024). Standards also play an influential role in instruction in student achievement by aligning mandates with education (Butler & Yendol-Hoppey, 2024; Chan, Thomas & Mockler, 2023; Sulzer, 2014). This is done by incorporating professional development of Common Core State Standards (CCSS) which can produce teacher efficiency connected with the combination method that leads to student achievement (Butler & Yendol-Hoppey, 2024; Bradlow, 2024; Stair, Hock, Warner, Levy & Conrad, 2017).

Further, essential components that standards enact towards student achievement pivot on reading, language arts, writing, mathematics, and listening. Bardlow (2024) argues that learning goals in the areas of reading, mathematics, and language arts are well represented in the standards established in reform. These reforms are portrayed and represented in successful student achievement. Therefore, Common Core

State Standards (CCSS) play a large role in education standards that result in student achievement (Bardlow, 2024; Sulzer, 2014).

Standards and Achievement

Common Core was created for teachers, students, and legislation. According to Sulzer (2014), Common Core State Standards (CCSS) were issued "by the Council of Chief State School Officers and the National Governors Association in 2010 as part of an extensive standards-based component for reform in the United States" (p. 134). Sulzer (2014) suggested, that "the education system has connected Common Core developments alongside curriculum, professional development, and standardized tests" (p. 134). Therefore, standards have significantly transformed teachers and students (Jaeger, 2023). The transformation has developed in the manner students comprehend curriculum because of every moving part of Common Core (Jaeger, 2023; Sulzer, 2014). Therefore, the implementation of Common Core has remarkably changed the dynamics in student achievement by ensuring students move from memorization only and advance in the direction of intellectual level thinking needed for college and their professions (Jaeger, 2023; Tampio, 2018).

Standards' role in student achievement is based on safeguarding students' academic experiences (U. S. Department of Education, 2023). Standards also portray a significant position in guaranteeing that every student without giving attention to their neighborhoods, has equal valuable experiences that produce indistinguishable academic outcomes (Jaeger, 2023). The imperative role of standards is implemented to increase educational levels for all students in the United States (U. S. Department of Education, 2023; U. S. Department of Education, 2004). For example, if every campus within the United States had the exact standards, every student would be likely to achieve the same mastery, regardless of the state where the student resides.

Standards create fundamentals used to strengthen academic proficiency in students. Moreover, No Child Left Behind (NCLB) launched the drive for standards and tests that motivated the legislation system to help students advance proficiently in academics (Shepley & Waddington, 2024; U. S. Department of Education, 2023). Therefore, No Child Left Behind (NCLB) is predicated on "stronger accountability for results, more freedom for states and communities, proven education methods, and more choices for parents" (Shepley & Waddington, 2024; U.S. Department of Education, 2023; U. S. Department of Education, 2004, p. 1). Likewise, each pillar is foundational in student achievement.

The pillar of stronger accountability is established to close the achievement gap and ensure every student, along with those who are disproportionate economically, "achieve academic proficiency" (Shepley & Waddington, 2024; U.S. Department of Education, 2023; U. S. Department of Education, 2004). This pillar administers a plan of action to ensure appropriate curricula are adequately approached annually to guarantee academic achievement for every student (Shepley & Waddington, 2024; U. S. Department of Education, 2023). The pillar for more freedom for states and communities plays a significant role in student achievement by permitting school districts to utilize finances for their specific demands. These specific demands allow districts to "employ new teachers, increase teacher pay, and refine teacher training and professional development" (Jaeger, 2023; U. S. Department of Education, 2004, p. 1).

The pillar of education methods plays a significant role in student achievement by concluding which educational programs and procedures are verified as impactful through meticulous scientific examination (Ezeamuzie & Ezeamuzie, 2024). Additionally, federal finances are focused on aiding these programs and teaching methods that work to determine student achievement (Ezeamuzie & Ezeamuzie, 2024). The last pillar that plays a significant part in student achievement is more choices for parents. This pillar allows parents with children in "low-performing schools" to have alternatives under No Child Left Behind (NCLB) (Shepley & Waddington, 2024; U. S. Department of Education, 2023; U. S. Department of Education, 2004, p. 1). In schools that are not achieving the required standard for "two years consecutively, parents have the option of transferring their children to a better-performing public or charter school within their district" (Ezeamuzie & Ezeamuzie, 2024; U. S. Department of Education, 2023; U. S. Department of Education, 2004, p. 1). In addition, students from low socioeconomic backgrounds in schools that underachieve in

"meeting state standards for three years are qualified to obtain subsidiary educational tutoring" (U. S. Department of Education, 2023, U. S. Department of Education, 2004, p. 1).

IMPLEMENTATION OF EFFORTS

Observing the often-complicated operation of education reform and its implementation can be seen as a conditional matrix combined with qualitative research (George, Worth, Pandey & Pandey, 2024; Kerrigan & Johnson, 2019; Datnow, Mehan, & Hubbard, 1998). The imperative awareness of document analysis through the fundamental components of progressive education reform enables information regarding the pursuits that educators, specialists, administrators, school district, and the community engage in to select, initiate, enhance, and regulate developments (George et al., 2024; Edgecombe, Scott-Cormier, Bickerstaff, & Barragan, 2013). Implementing from data, research establishes how education reform is instituted, emphasizing problems along the way that appear to weaken the potential advantages of reform efforts (Bradlow, 2024; Butler, Edgecombe et al., 2013). According to Bradlow (2024) alternative approaches are utilized in education reform which is an effective structure of reform implementation that can lead to higher achievement for students.

The implementation of education reform efforts is illustrated through preceding analysis revealing that the reform implementation procedure is characterized by various important conceptualizations: long-term efforts are implemented to help students succeed academically; (2) reform efforts are implemented to bring structure into the school system as a vital feature to help fundamentally align cultural countenance of school and the community; (3) the implementation procedure is enacted to consistently communicate and restructure educational principles; (4) actions of long term vision and sustained leadership; and (5) commitment to equity and employing high quality educators (Bradlow, 2024; Edgecombe et al., 2013). Implementing and sustaining educational reform is vital for educators and students. For example, commitment, continued progress, time management, team consistency, and the budget are all essential in implementing educational reform by involving stakeholders and ensuring their availability throughout the reform process to guarantee students have the necessary resources they need to have successful academic achievement (Butler & Yendol-Hoppey, 2024; Lynch, 2016). In addition, the action of implementation is a key element of a well thought out process to enable every aspect of the educational system to thrive.

STAKEHOLDERS IMPACTED

Stakeholders interviewed within the Dallas Independent School District are directly impacted by the education reform efforts. For example, two stakeholders expressed how reform efforts have erected obstacles regarding financial policy outcomes. Particularly, the impact has pivoted in areas of (a) obstacles to reform, (b) the present condition of the school financial structure and policy, (c) the tax structure, (d) prior context of reform efforts specifying finance policy, and concerns that are not as obvious regarding reform (Butler & Yendol-Hoppey, 2024; Edgecombe, 2013). The stakeholders consider comprehending the impact of educational reform in schools has guided an authentic and contingent (Texas Education Agency, 2020). In addition, the stakeholders agree assessments will also allow understanding of the restrictions to, opportunities for, reform efforts in the state of Texas (Texas Education Agency, 2020).

CHALLENGES OF IMPLEMENTING REFORM

Challenges implementing reform efforts "lack focus on implementation processes defining policies at the system level, and lack of recognition" (Jaeger, 2023; Bradlow, 2024; Hu & Hu, 2022; Viennet & Pont, 2017, p. 10).

This change process "requires engaging people at the core and revising implementation frameworks to adapt to new complex governance systems" (Bradlow, 2024; Hu & Hu, 2022; Nicolas, 2024; Viennet & Pont, 2017, p. 10). The challenges require analyzing implementing approaches to observe and consider when reforms are modified. When reforms are revised to "education policy and development of professional

processes it will contribute to the success in the policy process of primary challenges implementing the reform" (Nicolas, 2024; Hu & Hu, 2022; Viennet & Pont, 2017, p. 10).

Other challenges implementing reform include the "lack of an adequate way to measure teacher performance" (Nicolas, 2024; Bradlow, 2024; Rotherham, 2012, p. 1). For example, unused educational policies regarding teacher layoffs have allowed schools to contemplate reasons such as job performance in determining who remains or leaves. The issue with this challenging obstacle is the lack of instruments to determine teacher performance. In addition, the political essence of education challenges the implementation of reform (Nicolas, 2024). According to Butler and Yendol-Hoppey (2024), teachers' unions often peer as the adversary when discussing issues in American education. Challenges in implementing reform usually come in fractured pieces. Moreover, the problem is that an atmosphere has been developed where schools cannot respond to the challenges for enhanced performance of students, or think innovatively regarding productiveness improving reforms (Bradlow, 2024; Kubiszyn & Borich).

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THE OBJECTIVE OF EDUCATIONAL REFORM

The primary intention of educational reform efforts in the United States for nearly 20 years has been highly regarded to make development in reproving elements of the educational system: developmental mastery in teaching and administrative leadership; fundamental values for what students should attain and comprehend; and evaluations used to guide school improvement (U. S. Department of Education, 2021). Brint (2017) suggested the history of educational reform is influenced by "four primary goals of school reform movements" (p. 311).

The reforms "are based on efforts to (1) enhance productivity, (2) increase principles of implementation, (3) strengthen student's comprehensive scope of perceptive and demonstrative ability, and (4) enhance fair-mindedness by developing the schools teaching the least fortunate students" (Jaeger, 2023; Nicolas, 2024; Kubiszyn & Borich, 2024; Brint, 2017, p. 311). The efforts of educational reform transitioned to higher accountability for student performance which emanated into the implementation "of the No Child Left Behind (NCLB) Act of 2001 by a large bipartisan majority" (Jaeger, 2023; Butler & Yendol-Hoppey, 2024; Brint, 2017, p. 318). Educators held No Child Left Behind (NCLB) as an imperative endeavor "in the history of the United States to ensure that every child makes" satisfactory progress in comprehending curriculum modules (Oremann et al., 2024; Brint, 2017, p. 318).

The No Child Left Behind (NCLB) Act was established as an intended "effort to demolish the soft bigotry of low expectations," particularly for low-income and minority students (Oremann et al., 2024). Bradlow (2024) affirms, the most imperative guidance educators glean from the history of No Child Left Behind (NCLB) are impractical goals, insufficient resourcing, and deficiencies that could damage "public school policy with bipartisan support" (Nicolas, 2024; Brint, 2017, p. 318). Over the past 20 years "standardized testing, gentrification, school choice, and economic downturn have widened inequalities creating a disadvantage for students in economically challenging districts and communities (Oermann et al., 2024; Butler & Yendol-Hoppey, 2024; Seeling, 2000). It can be considered the main objective if educational reform is implemented "to improve the academic surrender of students and reduce school negligence" (Bradlow, 2024; Nicolas, 2024; Vasquez-Martinez, Giron, De La Luz-Arellano, & Ayon-Banuelos, 2013). Additionally, the reform aims to enhance the institutional governance of schools.

Furthermore, educational reform aims to reconstruct school systems to enhance the quality of education in the United States (Bradlow, 2024; Nicolas, 2024).

REFORM EFFORTS IDENTIFIED

Reform efforts have been criticized and praised throughout the years. Educational reform has become a covering for initiatives and agendas that aspire to improve and exceed school operations as well as student outcomes. Data from the American Educator Panels (AEP) discloses that teachers are appreciably more willing to recognize educational reform than school administrators and principals (Doss & Akinniranye, 2020). For example, the monumental 1983 report of the National Commission on Excellence in Education, A Nation at Risk, led policymakers and specialists to critically observe methods to advance the quality of the educational system in the United States (Doss & Akinniranye, 2020). In the past 35 years, "state and federal accountability policies such as the No Child Left Behind Act and Every Student Succeeds Act" brought into line initiatives and support geared toward cultivating student outcomes (Doss & Akinniranye, 2020).

Present-day reform efforts include "Common Core Standards (CCS) for student learning, the Local Control Funding Formula (LCFF) for school districts, the ascend of charter schools, and the development of partnerships among schools, communities, and governmental agencies" (EdSource, 2022, p. 1). The Milken decision was an opportune watershed moment in "Detroit's education history, regulating that inter-district desegregation propositions were not obligated by law because there was no evidence of deliberate segregation" (Khoury, 2023; Lenhoff, Lewis, Pogodzinski, & Jones, 2019, p. 4). Consequently, "Detroit is the only major city in the United States that has lost half of its population in the past twenty years" (Khoury, 2023; Lenhoff, Lewis, Pogodzinski, & Jones, 2019, p. 4). From 2015-16, over "52,000, school-age children in Detroit attended charter schools, nearly 7,000 were enrolled in public schools beyond the city through Michigan's inter-district policies, and 6,000 were enrolled in schools in a state-run district named Education Achievement Authority (EAA) (Michigan's Center for Educational Performance and Information, 2016; National Alliance for Public Charter Schools, 2014; Lenhoff, Lewis, Pogodzinski, & Jones, 2019, p. 4-5). According to Lenhoff et al., (2019) the Education Achievement Authority (EAA), Detroit charter schools, and Detroit Public Schools (DPS) were criticized over the years for establishing inadequate "educational opportunities for children" (p. 5).

The Excellent Schools Detroit (ESD) coalition 2010, comprised of community leaders, government agencies, Detroit education, and philanthropic leaders, announced its Taking Ownership report, imploring for mayoral management of the school system (George, Worth, Pandey & Pandey, 2024; Jaeger, 2023; Bradlow, 2024; Excellent Schools Detroit, 2010; The Skillman Foundation, 2010 & Lenhoff et al., 2019). This led to the entrance of 70 high-quality schools within 10 years, school-based autonomy, and exhaustive support (George et al., 2024; Bradlow, 2024). Moreover, educational reform efforts are a consistent component of the United States education system (Hsu & Xu, 2023). Reform efforts start from specifically designed, envisioned programs intended to develop attributes of teaching, and exhaustive programs considered for restructuring and fortifying a school system (George, Worth, Pandey & Pandey, 2024; Doss & Akinniranye, 2020).

Consequently, No Child Left Behind (NCLB) although approached as an incentive to improve student achievement "fell short of its goals" (National Education Association, 2022; Hsu & Xu, 2023; Casselman, 2015, p. 1). Most schools did not achieve 100 percent mastery due to achievement gaps (National Education Association, 2022; Casselman, 2015). Likewise, the Every Student Succeeds Act provides an unbiased opportunity for disadvantaged students (National Education Association, 2022). Every Student Succeeds Act has enabled the achievement of schools through advancing equity for all students including special education (National Education Association, 2022). There are numerous reports of successes and possibilities, however, some states cannot take advantage of the design established into law (National Education Association, 2022).

The Focus of Future K-12

The focus of future K-12 educational reform efforts will impact educators and students. Educators must align with students and understand that transitioning to a flexible and individualized format for several students will mean a technologically concentrated classroom (National Education Association, 2022; Kuo, Ball, Skiba, Marin, Shaw, & Chang, 2018). The future of educational reform will be seen through the eyes of students who will desire the experience in learning to adhere to their well-being. According to the University of Southern California (2022), several elements are impacting how education reform will look in the future. Reform will shift and guide the way students learn. For example, educational reform will challenge educators to be more progressive, cumulative, inventive, and creative (George et al., 2024; Kuo et al., 2018). Students will be more astute technologically, challenging educators to meet high standards, optimistic, and determined as patrons of education (University of Southern California, 2022). Lastly, Technology Informatics Guiding Education Reform (TIGER) initiative will strengthen educational reform's vision by improving education and the instruction of educators (National Education Association, 2022; Kuo et al., 2018).

RECOMMENDATIONS

The gap in research regarding connections that follow from the outcomes will benefit from further research, which includes assessment of the theory established. Methodological practice is pivotal to richly engaging ethnomethodology's effectiveness and results in reform efforts in education (National Education Association, 2022). Further research is also needed to establish approaches that carry out assessment evaluation that produce beneficial research. In addition, it would also be beneficial to attain descriptively the perspectives of analysis to further explore evidence-based decision making to strengthen ethnomethodology and its position in reform efforts in the field of education (Bradlow, 2024, Butler & Yendol-Hoppey, 2024; National Education Association, 2022; NRC, 2012; NRC, 1996).

CONCLUSION

In summary, challenging educational systems, ideologies, and political and dissensions in society brought Horace Mann's attention to the common school movement (Matthew, 2021; Bradlow, 2024; George et al., 2024; Labaree, 2010). The overarching theme of the common school movement was aimed at ensuring that American children of all socioeconomic backgrounds and religions had the right to quality education (Hu & Hu, 2022). Moreover, local taxes funded common schools and governed by elected school board members to ensure children in all districts had a quality education. The progressive movement was corresponding to conventional practices of instruction (Doss & Akinniranye, 2020). The mission of the progressive movement was based on observational learning that focused on the advancement of children's talents (George et al., 2024; Butler & Yendol-Hoppey, 2024; Labaree, 2010).

Common Core State Standards (CCSS) are crucial components of education playing a significant role in student achievement (Jaeger, 2023; Sulzer, 2014). Common Core State Standards (CCSS) and the four pillars of No Child Left Behind (NCLB) will always consistently play an imperative role in education (Jaeger, 2023; Tampio, 2018). When selecting a standardized curriculum, states must contemplate which curriculum will be utilized to ensure students achieve academic success (Jaeger, 2023). Implementation of Common Core State Standards will consistently enable students, teachers, parents, and legislation to advance in the direction of preparing for graduation, preparation for college, the workforce, and daily life experiences (Nicolas, 2024). Moreover, as Common Core State Standards (CCSS) are enacted instruction will move forward and students will be equipped for higher education, and their profession (Jaeger, 2023; Nicolas, 2024). Lastly, opposing educational ideologies have created the matter of what should be conventional regarding common school which is constantly being investigated.

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