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# CHARTER SCHOOLS: STRENGTHENING ACCOUNTABILITY IN PUBLIC EDUCATION

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# The Democratic Potential Of Charter Schools

**Wayne K. Hoy, Cecil G. Miskel**



## **The Democratic Potential Of Charter Schools:**

**The Democratic Potential of Charter Schools** Stacy Smith, 2001 Annotation Since the inception of charter school reform in the U S in the early 1990s its proponents and opponents have emphasized its privatizing and market oriented approach Smith education Bates College Lewiston Maine argues that charter schools also provide democratic opportunities for public education such as equalized and expanded choice inclusive decision making and localized accountability A case study of the Winthrop Academy charter high school in Massachusetts investigates how the ideals of deliberative democracy are carried out in the practice of civic education For policy makers and readers with an interest in education reform Annotation c Book News Inc Portland OR booknews com

**Pluralist Publics in Market Driven Education** Ruth Boyask, 2020-06-11 Pluralist Publics in Market Driven Education opens a conversation on the nature of the public in education systems weary from market driven educational reform Ruth Boyask observes the characteristic of publicness within contemporary education settings a characteristic defined by tools from public sphere and democratic education theory Boyask s investigations of publicness in educational sites are founded in conceptualising public education as pluralist unbounded and conditional These concepts of the public are important for ongoing and future debate on public education The settings Boyask examines are different in structure function and location yet each demonstrates the push and pull between market relations including competition efficiency and productivity and the desire for social equality and democracy in education Examples of educational settings are drawn broadly from an Anglo American imaginary that has taken hold in educational systems transnationally with detailed observation from three research studies of education policy enactment in England The research studies including research on curriculum reform in a private democratic school privatisation of regional educational services and governance in English private schools provide contexts for examining public accountability public service and the public good as they relate to a reconceptualised public education Boyask s argument is that by opening a conversation about the nature of the public within these sites we bring them into the spheres of a pluralist public education They become open to public scrutiny and through their debate arise new ideas for challenging market driven restrictions to contemporary public education

*Contemporary Issues in Educational Policy and School Outcomes* Wayne K. Hoy, Cecil G. Miskel, 2006-03-01 This fifth book in a research series advances understanding of schools through empirical study and theoretical analysis It features contributions from both new and established scholars with 14 authors providing 9 related analyses The series encourages young scholars to publish original work offering a mix of perspectives

[Charter Schools and the Law](#) Preston Cary Green (III), Julie F. Mead, 2004

*Handbook of Urban Education* H. Richard Milner IV, Kofi Lomotey, 2021-04-14 This second edition of the Handbook of Urban Education offers a fresh fluid and diverse range of perspectives from which the authors describe analyze and offer recommendations for urban education in the US Each of the seven sections includes an introduction providing an overview and contextualization of the contents In addition there are

discussion questions at the conclusion of many of the 31 chapters The seven sections in this edition of the Handbook include 1 Multidisciplinary Perspectives e g economics health sciences sociology and human development 2 Policy and Leadership 3 Teacher Education and Teaching 4 Curriculum Language and Literacy 5 STEM 6 Parents Families and Communities and 7 School Closures Gentrification and Youth Voice and Innovations Chapters are written by leaders in the field of urban education and there are 27 new authors in this edition of the Handbook The book covers a wide and deep range of the landscape of urban education It is a powerful and accessible introduction to the field of urban education for researchers theorists policymakers and practitioners as well as a critical call for the future of the field for those more seasoned in the field

**Charter Schools** Thomas Zachariah Murphy, 2002 Education is a perennially vexing issue in American life What exactly is the best system for teaching Proponents of charter schools believe that competition is the key public schools will improve if they have to compete for students Charters themselves are public schools but ones run by any group accepting the challenge of improving student performance in return for fewer regulations and tight budget restrictions In short charter schools have defined focus and clear accountability Those opposing the charter movement though claim that charter schools are divisive and distract attention from public school needs Some politicians have shown approval of charter schools as evidenced by President George W Bush s bill for funding charter programs This book aims to clear up some of the questions around charter schools and can help answer the questions surrounding the future of the American education system

**(Im)Possibilities for Democracy in an All-charter School District** Amanda Lu, 2023 This dissertation examines sociopolitical phenomenon in the New Orleans all charter school system to make broader claims about how decentralization the dispersal of state power into smaller entities and privatization the involvement of private actors in providing public services alter the state that structures the society in which we live Every public school in New Orleans is a charter school Charter schools receive a mix of public and private funding are privately managed and governed and have operational autonomy As an extreme of decentralization and privatization New Orleans school system allows us to assess the social and political consequences of pursuing these types of reforms in how we provide public services to citizens in a democratic society While other research may interrogate charter schools in the contexts of markets opportunities for innovations or equity oriented policy interventions I instead focus on the ways that charter schools reconfigure the American state apparatus vis vis the destabilization of long standing public institutions the involvement of private contractors decentralized governance and the introduction of market based logics The New Orleans system was built on actions from the state that disproportionately harmed Black people and institutions destabilized Black communities and limited Black political power Previous research on the New Orleans system and market based school reforms allows me to conceptualize the school system as an event of mass disenfranchisement Dispossession Historically Black schools were disproportionately closed in the state takeover process dispossessing Black people of important social cultural and political institutions Buras 2011 Buras 2015

Ewing 2018 Dixson et al 2015 Duncan Shippey 2019 Exclusion Black people were systematically excluded from the founding and management of new charter schools opening in the post Katrina system Dixson Henry 2019 Henry 2021 Lay Lay 2022 Replacement Black teachers were fired en masse and replaced by a less experienced Whiter teacher labor force Choice policies and school closures have potentially facilitated the gentrification of Black neighborhoods Lincove et al 2017 Pearman Pearman Tompkins 2015 Restructuring Black political power has been diminished as the powers of the elected school board have been delegated to charter school boards with non elected board members that are not demographically representative of New Orleans Kipman 2011 DeBray et al 2014 Harris 2020 Bulkley et al 2021 Scott 2015 As one of my informants Pastor Brenda Square described to me I think in New Orleans we re back in 1900 when the early activists had to fight to get schools Everything we ve built has been taken from us and now here we are in 2022 Just as the Supreme Court decision is taking away the rights of women we have experienced our rights being taken away in terms of public education and government My research question in this dissertation is a result of thinking through the existing literature Pastor Square s reflections and an acknowledgement of people s agency to resist I ask the broader question What democratic possibilities exist in highly decentralized and privatized state arrangements In my first paper I examine political mobilization around school renamings in New Orleans I make a theoretical contribution to field theory by examining what motivates certain actors to mobilize around school names Strategic action fields Fligstein McAdam 2012 model arenas of sociopolitical action They are dynamic in nature but can also shift I conceptualize the transition to an all charter school system as a field shift Currently field theory lacks concepts linking successive fields and knowledge about how permanent structures of inequality such as race gender and class persist through fields I contribute the idea of a field remnant to help link successive fields and provide a mechanism in which racial inequality between fields is maintained In my second paper I interrogate the extremes of institutional power that charter autonomy can afford certain organizations through the case of Lusher Charter School After becoming a charter school in 2006 Lusher has developed exclusive admission and financial practices that have allowed it to provide a highly resourced educational experience for a White and wealthy subset of the New Orleans public school population The school s leadership and governing board also suppress uses of voice by the Lusher community when these practices or the authority of school leaders are questioned I find that charter autonomy allows Exit Loyalty and Voice Hirschman 1970 to be manipulated within the institution My findings on charter autonomy contribute to an ongoing and prescient policy conversation about the status of charter schools as publicly accountable institution In my final paper I take a systems level view of democratic participation in the many spaces of education governance that exist in New Orleans decentralized school system Decentralization has been conceived as a potential avenue for localizing decision making and reinvigorating democratic spaces that a growing public bureaucracy has complicated However decentralization is often pursued in tandem with privatization I use the concept of Deweyan publics as a way to identify groups with similar policy

interests I find that generally publics are absent in decision making around issues of public education in New Orleans especially in charter board meetings Though I observe publics can still be consequential they have new constraints and challenges Additionally the reform community in New Orleans can act as a powerful public committed to preserving aspects of the all charter system that limit the potential for democratic voice I urge for a conceptualization of localism that accounts for the democratic consequences of privatization Through this dissertation I contribute work that urges us to consider the democratic consequences of reforms that reconstruct the American state without preserving democratic institutions The progress of past generations is at stake and we can no longer think through narrow policy lenses that do not prioritize our society's democratic values and commitments It will always be generational work to strive for a better world but we can ensure that our future generations are given educational systems to improve and not to rebuild

**Black Educational Choice** Diana T. Slaughter-Kotzin, Howard C. Stevenson, Edith G. Arrington, Deborah J. Johnson, 2011-11-08 This important book provides African American parents with the knowledge to diversify K 12 school choices beyond traditional neighborhood public schools in order to optimize the educational chances of their own children and it will help educators and policymakers to close the black white academic achievement gap throughout America Closing the K 12 achievement gap is critical to the future welfare of African American individuals families and communities and to the future of our nation as a whole The black white academic achievement gap the significant statistical difference in academic performance between African American students and their white peers is the single greatest impediment to achieving racial equality and social justice in America Black Educational Choice provides parents citizens educators and policymakers the critical knowledge they need to leverage the national trend toward increasing and diversifying K 12 school choice beyond traditional neighborhood public schools Parents can use this information to optimize the success of their own African American children while policymakers and educators can apply these insights to help close the black white academic achievement gap throughout America The book collects the interdisciplinary multi racial and multi ethnic perspectives of education experts to address the questions of millions of anxious African American families Would sending our children to a private school or a charter school significantly better their chances of closing the achievement gap and becoming successful individuals And if so what kinds of challenges would they likely experience in these alternative educational settings

**Parents Founding Charter Schools** Patty Yancey, 2000 Parents Founding Charter Schools investigates the founding development and early operations of two start up parent run charter schools in neighboring urban areas in California Both schools were among the first 105 charters approved in the state and provide an up close and personal view of the early years of charter organizing The ethnographic case study method allows us to witness the impact of external and internal barriers to decentralization on the lives and relationships of charter parents teachers and administrators Also rendered visible are the connections between internal chaos after the schools are operational and decisions or compromises made by sponsors and charter founders during the early

developmental stages of the organizations      Philosophy of Education Philosophy of Education Society (U.S.),2006

*Education and the Mobility Turn* Kalervo N Gulson, Colin Symes,2018-12-18 The mobile turn in human geography sociology and cultural studies has resulted in a hitherto unparalleled focus on the critical role that mobility plays in conserving and regenerating society and culture In this instance mobility refers not just to the physical movement of goods and peoples ideas and symbols it can also be analytically applied to the technologies used to facilitate their movement One such technology is education which has yet to fall the under the purview of the mobility lens something that this collection endeavours to redress Its contributing authors drawn from Canada Australia the United States and the United Kingdom explore salient issues relating to education and mobility These include studies of the career implications for academics of moving across borders the impact of university study on prison populations policy mobility and the charter school movement affect theory and policy development in Canada educational advertising on Sydney trains and stations and the employment mobile approaches to track policy development and implementation One notable feature of the mobility turn is the willingness of its adoptees to explore innovative research methods Various demonstrating the efficacy and cogency of autoethnography affect theory textual ethnography and human geography for a mobility empowered education analytics this collection is no exception This book was originally published as a special issue of *Critical Studies in Education*      *The American Dream and the Public Schools* Jennifer L. Hochschild, Nathan Scovronick, Nathan B. Scovronick,2004-10-21 Examines desegregation school funding testing vouchers bilingual education multicultural education and ability grouping These seem to be separate problems but much of the contention over them comes down to the same thing an apparent conflict between policies designed to promote each student s ability to pursue success and those designed to insure the good of all students or the nation as a whole The authors show how policies to promote individual success too often benefit only those already privileged by race or class The book also examines issues such as creationism and afrocentrism      School Choice and the Future of American Democracy Scott Franklin Abernathy,2009-11-12 In *School Choice and the Future of American Democracy* Scott Franklin Abernathy shows what is lost in the school choice debate Abernathy looks at parents as citizens who exert power over the educational system through everything from their votes on school budgets to their membership on school boards Challenging the assumption that public schools will improve when confronted with market based reforms Abernathy examines the possibility that public schools will become more disconnected and isolated as civic life is privatized Scott Abernathy takes up big questions and provides answers grounded in the complex reality of policy and politics *School Choice and the Future of American Democracy* is a book written for those who understand that the world does not fit the simple explanations too often put forward Clarence Stone Professor Emeritus University of Maryland and Research Professor George Washington University Will school choice revive or eviscerate democratic processes and institutions Will it narrow or exacerbate the range of educational inequities This book takes several differently angled slices into these

questions and draws intriguing answers Jeffrey R Henig Teachers College Columbia University and author of Rethinking School Choice Limits of the Market Metaphor Through extensive research and refreshingly impartial analysis Scott Abernathy probes how the use of market principles to reform public schools affects democratic citizenship Treating citizens first and foremost as customers he finds threatens civic engagement and the well being of schools especially in the nation s neediest communities This thoughtful and balanced appraisal is must reading for those concerned about the future of American education and democracy Suzanne Mettler Alumni Associate Professor Syracuse University and author of Soldiers to Citizens The G I Bill and the Making of the Greatest Generation Scott Franklin Abernathy is Assistant Professor of Political Science University of Minnesota

**Schooling in the Public Sphere** Ann Marie Allen,2005 Rediscovering the Democratic Purposes of Education Lorraine McDonnell,P. Michael Timpane,Roger W. Benjamin,2000 Why do America s public schools seem unable to meet today s social challenges As competing interest groups vie over issues like funding and curricula we seem to have lost sight of the democratic purposes originally intended for public education Public schools were envisioned by the Founders as democratically run institutions for instilling civic values but today s education system seems more concerned with producing good employees than good citizens Meanwhile our country s diversity has eroded consensus about citizenship and the professionalization of educators has diminished public involvement in schools This volume seeks to demonstrate that the democratic purposes of education are not outmoded ideas but can continue to be driving forces in public education Nine original articles by some of today s leading education theorists cut a broad swath across the political spectrum to examine how those democratic purposes might be redefined and revived It both establishes the intellectual foundation for revitalizing American schools and offers concrete ideas for how the educational process can be made more democratic The authors make a case for better empirical research about the politics of education in order to both reconnect schools to their communities and help educators instill citizenship An initial series of articles reexamines the original premise of American education as articulated by important thinkers like Jefferson and Dewey A second group identifies flaws in how schools are currently governed and offers models for change A final section analyzes the value conflicts posed by the twin strands of democratic socialization and governance and their implications for education policy Spanning philosophy history sociology and political science this book brings together the best current thinking about the specifics of education policy vouchers charter schools national testing and about the role of deliberation in a democracy It offers a cogent alternative to the exchange paradigm and shows how much more needs to be understood about an issue so vital to America s future

*The Education of Eva Moskowitz* Eva Moskowitz,2017-09-12 From Eva Moskowitz the outspoken founder and CEO of the charter school Success Academy comes a frank feisty memoir about the rough and tumble battles to reform America s education system Eva Moskowitz is a fighter with a reputation for having sharp elbows if that s a synonym for getting the job done she ll take it A born and bred New Yorker former City Councilmember and charter czarina Moskowitz has taken on

powerful unions and politicians to establish and grow her astonishingly effective and popular charter school program in four of the city's five boroughs. In this unabashedly candid memoir Moskowitz tells of how she became a forward-thinking education entrepreneur and her fight to establish nearly three dozen schools, activism that has made her into one of the most polarizing figures in New York City and beyond. Now having established a remarkable even unprecedented track record for guiding the city's most disadvantaged children to high academic performance, Moskowitz addresses the battles she has won and lost, writing candidly about the people who seek to undermine her work, most notably New York City Mayor Bill de Blasio and celebrating the powerful allies who have aided her cause, including former Mayor Michael Bloomberg and Governor Andrew Cuomo. Moskowitz's insightful memoir is a deeply felt personal story and an impassioned call to action that bluntly identifies failing policies and the alarmingly powerful forces arrayed against improving an education system that is both deeply dysfunctional and prejudiced. *The Education of Eva Moskowitz* is sure to galvanize supporters, enrage her opponents, generate headlines, and urgently impact the national conversation on education.

**Teachers' Work at Charter Schools** Kimberly M. Bancroft, 2003

**The Seduction of Common Sense** Kevin K. Kumashiro, 2008-04-12 Examines how the political left and right have framed the debate on education in the United States. Shows a new way to look at this hotly contested terrain. Offers implications for policy and practice that can draw together a broader coalition on the left to achieve social justice in education. Exposes the insidious nature of current educational reforms and offers directions for anti-oppressive change. From publisher description

**American Book Publishing Record** R.R. Bowker Company, 1978

Dictionary of American History Stanley I. Kutler, 2003 The third edition, first published in 1940 and last revised in 1976, has been updated completely; the editors have revised 448 articles, replaced 1,360 articles, and added 841 new entries. Gender, race, and social history perspectives have been added to many entries. In another departure from the earlier editions, the editors have added maps and illustrations throughout the text. American Libraries May 2003

## Decoding **The Democratic Potential Of Charter Schools**: Revealing the Captivating Potential of Verbal Expression

In a time characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its ability to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**The Democratic Potential Of Charter Schools**," a mesmerizing literary creation penned with a celebrated wordsmith, readers set about an enlightening odyssey, unraveling the intricate significance of language and its enduring impact on our lives. In this appraisal, we shall explore the book's central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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