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Shawgi Tell



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Charter School Report Card Shawgi Tell, 2016-04-01 What is a charter school Where do they come from Who promotes them and why What are they supposed to do Are they the silver bullet to the ills plaguing the American public education system This book provides a comprehensive and accessible overview and analysis of charter schools and their many dimensions It shows that charter schools as a whole lower the quality of education through the privatization and marketization of education The final chapter provides readers with a way toward rethinking and remaking education in a way that is consistent with modern requirements Society and its members need a fully funded high quality public education system open to all and controlled by a public authority Maximizing Social Science Research Through Publicly Accessible Data Sets Perry, S. Marshall, 2017-10-31 Making research in all fields of study readily available is imperative in order to circulate new information and upcoming trends This is possible through the efficient utilization of collections of information Maximizing Social Science Research Through Publicly Accessible Data Sets is an essential reference source for the latest academic perspectives on a wide range of methodologies and large data sets with the purpose of enhancing research in the areas of human society and social relationships Featuring coverage on a broad range of topics such as student achievement teacher efficacy and instructional leadership this book is ideally designed for academicians researchers and practitioners seeking material on the availability and distribution methods of research content **Report Cards** Wade H. Morris, 2023-09-26 The definitive history of the report card Report cards represent more than just an account of academic standing and attendance The report card also serves as a tool of control and as a microcosm for the shifting power dynamics among teachers parents school administrators and students In *Report Cards A Cultural History* Wade H Morris tells the story of American education by examining the history of this unique element of student life In the nearly two hundred year evolution of the report card this relic of academic bookkeeping reflected broader trends in the United States the republican zealotry and religious fervor of the antebellum period the failed promises of postwar Reconstruction for the formerly enslaved the changing gender roles in newly urbanized cities the overreach of the Progressive child saving movement in the early twentieth century and by the 1930s the increasing faith in an academic meritocracy The use of report cards expanded with the growth of school bureaucracies becoming a tool through which administrators could surveil both student activity and teachers And by the late twentieth century even the most radical critics of numerical reporting of children have had to compromise their ideals Morris traces the evolution of how teachers students parents and administrators have historically responded to report cards From a western New York classroom teacher in the 1830s and a Georgia student in the 1870s who was born enslaved to a Colorado student incarcerated in the early 1900s and the son of Russian Jewish immigrants applying to college in the 1930s *Report Cards* describes how generations of people have struggled to maintain dignity within a system that reduces children to numbers on slips of paper **A Smarter Charter** Richard D. Kahlenberg, Halley Potter, 2014-09-19

Moving beyond the debate over whether or not charter schools should exist A Smarter Charter wrestles with the question of what kind of charter schools we should encourage The authors begin by tracing the evolution of charter schools from Albert Shanker s original vision of giving teachers room to innovate while educating a diverse population of students to today s charter schools where student segregation levels are even higher than in traditional public schools In the second half of the book the authors examine two key reforms currently seen in a small but growing number of charter schools socioeconomic integration and teacher voice that have the potential to improve performance and reshape the stereotypical image of what it means to be a charter school

Organizational Report Cards William T. Gormley Jr.,David L. Weimer,1999-03 In recent years consumers professional organizations government officials and third party payers have become increasingly concerned about how to assess the quality of the services provided by organizations in both the private and the public sectors One new approach is the organizational report card which compares the performance of organizations such as public schools colleges hospitals and HMOs This book offers the first comprehensive study of such instruments It discusses the circumstances under which they are desirable alternatives to other policy instruments such as regulation how they should be designed who is likely to use them and for what purpose and what role if any government should have in their creation Informed by cases drawn from education health and other policy areas this book develops a conceptual framework for analyzing these issues It explores the tradeoffs in measuring performance the methods of communicating results effectively to mass and elite audiences and the ways in which organizations respond to the data gathered

How School Principals Sustain Success over Time Leif Moos,Olof Johansson,Christopher Day,2011-05-26 This work represents a publishing event in education research Genuinely groundbreaking it is the result of longitudinal research from five nations over five years The authors set themselves an unprecedented task to analyze how it is that successful school principals sustain positive outcomes over a significant period of time To find out they initiated the International Successful School Principal Project ISSPP assembling 30 multinational case histories and numerous comparative analyses In doing so they recorded fresh perspectives on the influence school principals can have on their schools the quality of teaching in their classrooms and student outcomes Revisiting the subject schools in 2007 they found many principals still in place having steered their organizations through various minefields of political governance and educational reform As the most penetrating longitudinal investigation of the subject this research has unearthed fascinating new insights into school leadership that add real substance to the sum of our knowledge It incorporates data from educational systems in Australia Denmark Norway Sweden England and the USA One key finding is that while all principals delegate a range of leadership tasks successful ones distribute responsibility on a case by case basis founded on personal assessments of their staff as well as on organizational and policy contexts The research also demonstrates that successful principals maintain close communication with their staff and the wider school environment and that they are adaptive maximizing the opportunities presented by new political contexts and expectations yet without

losing sight of their school's core moral and ethical principles The volume's international thematic analysis has allowed comparative conclusions to be drawn on what the principals do to sustain and foster pedagogical and institutional success

Controls and Choices Carl L. Bankston III, Stephen J. Caldas, 2015-07-08 Many activists and writers have ascribed continuing racial segregation in American schools to a failure of will In this view forced transfers of students and other aggressive judicially mandated policies would lead to greater equality in education if only legislators and judges had the will to continue trying to make school districts conform to plans for redesigning schools and even American society Controls and Choices The Educational Marketplace and the Failure of School Desegregation provides a detailed examination of the nature of the educational marketplace supported by historical evidence to argue that school desegregation failed because it involved monopolistic efforts at redistributing opportunities These efforts were fundamentally at odds with the self interest of the families who had the greatest ability to make choices in the educational marketplace The authors use the concept of the educational marketplace to explain how market based attempts at school reform notably vouchers and charter schools have grown out of the failure of desegregation and remain hampered by lack of recognition of how the schools really function as markets Some additional key features of this book include Gives a clear understanding of how schools function as markets Illustrates the argument with histories of specific school districts Links the history of school desegregation to school vouchers and charter schools Includes easy to read and interpret graphs and figures Includes most up to date school population and census information 2005 New York State Statistical Yearbook Michael Cooper, 2006 *Charting Reform, Achieving Equity in a Diverse Nation* Gail L. Sunderman, 2013-05-01 This book examines what equity means in a nation where the schools are becoming more diverse The authors consider how well our educational reform policies often framed in the language of equity and opportunity measure up to the challenges of achieving equity in a diverse nation While there is growing awareness of the increasing racial ethnic and socioeconomic diversity of the nation there is little recognition of how these trends affect the schools particularly in formerly homogeneous communities At the same time inequalities in student achievement between different racial ethnic and socioeconomic groups persist even as educational policy has intensified the focus on the achievement gap These two challenges make definitions of equity and opportunity as urban problems obsolete and call for a critical examination of educational policy and reform from an equity perspective Central themes include the critical examination of how equity is conceived under the law and in policy the experiences of minority students in suburban schools and the impact of current reform policies and strategies for achieving greater educational opportunities for all students This book is designed for graduate and undergraduate courses in educational policy and policy analysis for policymakers interested in a critical examination of current reform policies and options and educational leaders and administrators struggling with the implementation of reform mandates From a policy perspective it includes a survey of the evolution of educational policies and reforms since the 1960s and traces the mix of legal and legislative legacies that have

informed educational policy and equity It describes how trends in suburban diversification affect the schools something that has largely escaped the attention of educational reformers It provides school based and non school based remedies for achieving equity in diversifying suburban communities and articulates alternatives to the current accountability for performance approach It offers new and innovative analyses of current approaches to school reform including an analysis of how accountability tests can create the illusion of reducing the achievement gap and an examination of the paradoxes of federally funded compensatory policies that incorporate market based strategies Novel approaches such as social emotional learning and placed based college access strategies are examined through an equity lens Reimagining School Integration
Jennifer B. Ayscue, 2024-08-01 Since the peak of school desegregation in the late 1980s schools across the nation have been resegregating such that schools are now as segregated as they were during the late 1960s Segregation is systematically linked to unequal educational opportunities and outcomes while integration when well structured is associated with numerous short term and long term academic and social benefits for individuals and society In a time when public education is under attack and our nation is deeply divided along the lines of race class and politics the potential of integration to create more equitable educational opportunities and outcomes for individual students as well as greater social cohesion for our democratic pluralistic society is more important than ever Seventy years after the Supreme Court's landmark Brown v Board of Education decision ruled that segregated schools are inherently unequal this book reimagines what integration is and could be in our nation's current context of racial and political polarization the expansion of unregulated choice in public education and an increasingly diverse multiracial public school enrollment Through an exploration of research and policy this book develops a new conceptualization of integration by describing the contemporary drivers of segregation and recommending strategies to create a more equitable meaningful equal status form of educational integration for the future This book is a valuable resource for policymakers scholars educators and concerned citizens who are invested in learning about one way to help create a more equitable and just education system

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