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One of the world's foremost experts on public sector reform offers a comprehensive analysis of the charter school movements and presents a theory that will do for American schools what his New York Times" bestseller

"Reinventing Government" did for public governance in 1992.

Twenty-five years ago, charter schools hadn ' t even been dreamed up. Today they are mushrooming across the country. There are 6,500 charter schools operating in 42 states, with more than 600 new ones opening every year. Within a blink there will be 3 million American children attending these

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freshly invented institutions (and 5 million students in them by the end of this decade). It is philanthropy that has made all of this possible. Without generous donors, charter schools could never have rooted and multiplied in this way. And philanthropists have driven relentless annual improvements—better trained school founders, more prepared teachers, sharper curricula, smarter technology—that have allowed charter schools to churn out impressive results. Studies show that student performance in charter schools is accelerating every year, as high-performing models replace weaker ones. Charter schools as a whole already exceed conventional schools in results. The top charters that are

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now growing so fast elevate student outcomes more than any other schools in the U.S.—especially among poor and minority children. Charter schooling may be the most important social innovation of our age, and it is just beginning to boom. Philanthropists anxious to improve America have more opportunities to make a difference through charter schools than in almost any other way. This book provides the facts, examples, cautionaries, inspiration, research, and practical experience that philanthropists will need as charter schooling shifts gears from promising experiment to mainstream movement bringing improved opportunity to millions of students.

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Through powerful narratives of parents of Black and Latinx students with disabilities, this book provides a unique look at the relationship between disability, race, urban space, and market-driven educational policies. Offering significant insights into complex forms of educational exclusion, the text illustrates the actual challenges and paradoxes of school choice faced by today ' s parents. Included are explanations for the kinds of injustices students with disabilities face every day, as well as resources that can be helpful for engaging in collective action aimed at improving educational services for all children. This accessible resource offers recommendations to help policymakers, charter school

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administrators, teachers, and families tackle the challenges of school choice while dealing effectively with the new generation of inclusive schools. Book Features: Presents a first-of-its-kind look at how Black and Latinx parents of students with disabilities experience market-driven approaches to education. Identifies the consequences of push-out practices in charter schools and how families experience and resist these practices. Situates school choice amid historical and compounding forms of exclusion associated with geographical (neighborhood) and social (disability, race, and class) locations. Provides lessons learned and valuable guidance for creating a new generation of inclusive

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charter schools.

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

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performance and reshape the stereotypical image of what it means to be a charter school. Identifies concrete, real-world examples of charter schools flourishing throughout the U.S. Contents: (I) Elements of Effective Charter Schools: Getting a Good Start; Leading with a Mission; Innovating Across the School Program; Promoting a Community of Continuous Learning; Partnering with Parents & the Community; Governing for Accountability; & Implications; & (II) Charter School Profiles: The Arts & Technology Academy Public Charter School; BASIS School, Inc.; Community of Peace Academy; KIPP Academy Houston; Oglethorpe Charter School; Ralph A. Gates Elementary

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School; Roxbury Preparatory Charter School; & the School of Arts & Sciences. Illustrations. A leading conservative intellectual defends charter schools against the teachers' unions, politicians, and liberal educators who threaten to dismantle their success. The black-white educational achievement gap -- so much discussed for so many years -- has already been closed by black students attending New York City's charter schools. This might be expected to be welcome news. But it has been very unwelcome news in traditional public schools whose students are transferring to charter schools. A backlash against charter schools has been led by teachers unions, politicians and others -- not only in New York

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but across the country. If those attacks succeed, the biggest losers will be minority youngsters for whom a quality education is their biggest chance for a better life. The charter school sector in the United States has grown steadily since the first charter school opened in 1992. As of the 2015-2016 school year, more than 6,800 charter schools served nearly 3 million students in forty states and the District of Columbia. Overall, research suggests that the average charter school performs about the same as nearby traditional public schools, but there is great variation in the effects of charter schools. Some charter schools are successful in boosting student achievement and others are not, which raises the question

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of what characteristics distinguish good charter schools from bad. This paper addresses this issue by summarizing the research on factors associated with successful charter schools. The research suggests that urban charter schools and charter schools primarily serving low-achieving and low-income students have the strongest positive impacts on student achievement. The policies most consistently found to be associated with positive charter school impacts include long school days or years, comprehensive behavioral policies with rewards and sanctions, and a mission that prioritizes boosting student achievement. In addition, moderately strong evidence suggests that high-dosage tutoring,

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frequent feedback and coaching for teachers, and policies promoting the use of data to guide teachers' instructional practices are positively associated with charter schools' achievement impacts.

[From Promising to Proven: A Wise Giver's Guide to Expanding on the Success of Charter Schools Searching for Policies and Practices That Make Charter Schools Successful. Working Paper 47](#)

[How to Start and Successfully Operate a Charter School Free to Lead](#)

[Charter Schools in Action](#)

[How Top Charter Schools Are Pushing the Envelope](#)

[School Choice at the Crossroads Driven by Data 2.0](#)

[Reinventing America's Schools](#)

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[Public Education and the Assault
on American Democracy
Lessons in School Reform
The Operationalization of Lezotte's
Seven Correlates of Effective
Schools in an Urban Charter
School
Charter School Leadership](#)

In the wake of the tragedy and destruction that came with Hurricane Katrina in 2005, public schools in New Orleans became part of an almost unthinkable experiment—eliminating the traditional public education system and completely replacing it with charter schools and school choice. Fifteen years later, the results

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have been remarkable, and the complex lessons learned should alter the way we think about American education. New Orleans became the first US city ever to adopt a school system based on the principles of markets and economics. When the state took over all of the city's public schools, it turned them over to non-profit charter school managers accountable under performance-based contracts. Students were no longer obligated to attend a specific school based upon their address,

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allowing families to act like consumers and choose schools in any neighborhood. The teacher union contract, tenure, and certification rules were eliminated, giving schools autonomy and control to hire and fire as they pleased. In Charter School City, Douglas N. Harris provides an inside look at how and why these reform decisions were made and offers many surprising findings from one of the most extensive and rigorous evaluations of a district school reform ever conducted.

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Through close examination of the results, Harris finds that this unprecedented experiment was a noteworthy success on almost every measurable student outcome. But, as Harris shows, New Orleans was uniquely situated for these reforms to work well and that this market-based reform still required some specific and active roles for government. Letting free markets rule on their own without government involvement will not generate the kinds of changes their advocates suggest. Combining the

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evidence from New Orleans with that from other cities, Harris draws out the broader lessons of this unprecedented reform effort. At a time when charter school debates are more based on ideology than data, this book is a powerful, evidence-based, and in-depth look at how we can rethink the roles for governments, markets, and nonprofit organizations in education to ensure that America's schools fulfill their potential for all students.

The purpose of this study

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was to determine whether an effective charter school exhibited Lezotte's Correlates of Effective Schools and, if they were exhibited, how they were operationalized. Focusing on the behaviors found in a Philadelphia, PA charter school, this research study was guided by the following question: How does a successful charter school in Philadelphia, PA, operationalize the seven Correlates of Effective Schools, if any are present? In order to address the research questions, a case study

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was conducted that included evidence gathered through observations, interviews, and teachers completing The More Effective Schools Survey. Through the analysis and triangulation of data collected, it was concluded that each of the seven correlates were present at the study site and that there were specific behaviors related to each of those correlates, including: strong instructional leadership, a clear and focused mission, a safe and orderly environment,

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high expectations for learners, progress monitoring, positive home and school relations, and opportunities to learn. While the researcher found that the correlates were present, supporting previous research, themes emerged from the data that spoke to the successful operationalization of those correlates. Those themes included effective communication, consistency, and the presence of core values. Findings from this study may be of practical consideration for other

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charter schools in the Philadelphia, PA region, as the study site was representative of most charter schools in the area.

Charter schools are among the most debated and least understood phenomena in American education today. At the heart of these matters is a contested question of accountability. To survive, charter schools must make and keep promises about what students will experience and learn under their purview. However, unlike

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public schools, charter schools do not rely exclusively on their relationship with school districts. They must also look to parents, teachers, and donors to cooperatively establish expectations of a particular school and its mission. Aimed toward elected officials, school reform activists, and educators, this book is the result of the first national-scale study of charter school accountability. The authors researched one hundred-fifty schools and

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sixty authorizing agencies in Arizona, California, Colorado, Georgia, Massachusetts, and Michigan. These states contain the majority of charter schools that have been operating for three years or more and represent the major differences in state charter school legislation. The authors include interviews from a range of participants in the field; from state legislators and administrators to principals, teachers, and parents. In assessing the

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structure of accountability as it works internally to bolster external confidence, Hill and Lake suggest the struggle of charter schools actually complements those of standards based reform. Both seek to transform public education to make schools responsible for performance, not compliance.

The design was a multi-site case study. The three schools were from the Northwest. Data were gathered and described using triangulation of

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documents, interviews and observations.

Autonomy is a key component of the charter school concept. By allowing charter schools to have autonomy over decisions concerning finance, personnel, scheduling, curriculum and instruction, states have enabled many of these schools to produce stellar results for their students. This issue brief explores autonomy at five excellent charter schools across the country. When interviewed, all five school leaders identified

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ways autonomy has enhanced their ability, and the ability of their teachers, to achieve high levels of student performance.

*The promise of public education is excellence for all. But that promise has seldom been kept for low-income children of color in America. In *How the Other Half Learns*, teacher and education journalist Robert Pondiscio focuses on Success Academy, the network of controversial charter schools in New York City founded by Eva Moskowitz, who has created*

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something unprecedented in American education: a way for large numbers of engaged and ambitious low-income families of colour to get an education for their children that equals and even exceeds what wealthy families take for granted. Her results are astonishing, her methods unorthodox. Decades of well-intended efforts to improve our schools and close the 'achievement gap' have set equity and excellence at war with each other: If you are wealthy, with the means to pay private school tuition

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or move to an affluent community, you can get your child into an excellent school. But if you are poor and black or brown, you have to settle for 'equity a

The bestselling guide for school leaders—updated in a new edition Data-driven instruction is the philosophy that schools should focus on two simple questions: how do you know if are students learning? And when they are not, what do you do about it? Driven by Data 2.0 is a practical guide that answers these questions to

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empower schools to achieve significant gains in student achievement. Rooted in a proven framework that has been implemented in thousands of schools, the book presents what makes schools successful along with tools to put the framework into place to make data work for your schools: Assess—set the roadmap for learning Analyze—identify why students struggle Act—teach more effectively what students need Build the culture—train and develop your staff so that

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data-driven instruction can thrive If you're a K - 12 leader, coach, or teacher looking to implement data-driven instruction in your school district, Driven by Data 2.0 has the tools to train your staff: PD materials, videos of exemplar practice and all the resources you need to achieve remarkable results.

[Promising Practices and Strategies in Five High Performing Schools](#)
[Improving California Charter Schools](#)
[Research Perspectives](#)

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[The Journey of a Successful Charter School Lessons from Model Charter Schools](#)

[Elements for School Success](#)

[Lessons from the Private Sector](#)

[Free to Learn](#)

[Light Shines in Harlem A Multi-site Case Study of Successful Charter Schools with Varied Educational Programs](#)

[An Introduction to Effective Charter School Governance](#)

[The Urban Challenge in Education](#)

[Urban Students with](#)

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[Disabilities in the Education Marketplace](#)

*This book takes the reader inside the charter school movement, answering such questions as: *What is a charter school? *How are charter schools different from other public schools? *What does it take to create a charter school? *What motivates the people who initiate such schools? *What lessons can be learned from the experiences of those who have founded charter schools? *What does the growth of the charter school movement mean for society at large? Using detailed case studies of seven schools*

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in three states, this book explores the challenges faced by the founders of these schools and develops guidelines for creating a successful school. Seymour Sarason's work on the creation of settings is used as a basis for examining the complex human interactions that contributed to formation of a unique culture at each school, as well as to establish guidelines for setting up a successful school. Introductory and concluding chapters place the charter school movement within a broader social and historical context. Tensions between the American

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tradition of local control of schools and the centralized tradition of schooling imported from Europe in the late 19th century are discussed. The gradual bureaucratization of U.S. public schools during the 20th century is described, along with problems that have been associated with the increasingly hierarchical and impersonal nature of educational institutions. Can successful schools replicate? In a climate of school turnarounds, charter conversions, and new school openings, an important question is whether schools that have demonstrated

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success with in one or several schools can replicate their success with additional schools. The federal government's Investing in Innovation (i3) grant program has been provided over \$650 million to scale up successful programs, with two of the largest grants going to school creation and replication through the KIPP network of charters schools and school turnaround through the whole school reform efforts Success for All. Of course, the idea of replicating successful schools is not a new one, with major (though largely unsuccessful) efforts in the 1990s to scale up

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whole school reform models to large numbers of schools (Berends, et al. 2002). In this paper, the authors use a change in the Massachusetts law that authorizes charter schools to examine whether charters deemed by the state as "proven providers" do indeed have the largest impacts on student outcomes and whether their replication campuses are similarly successful. Using a sample of 16 charter middle schools (4 "proven providers" by the state, 7 replicate campuses, and 3 schools that did not seek to replicate) in Boston (including 7,851 charter middle

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school lottery applicants), the authors seek to answer three questions: (1) do the charter schools that are allowed to replicate under Massachusetts law have larger impacts than other charter schools? In other words, are "proven providers" indeed proven? (2) do the new replication campuses produce similar test score gains to their parent campuses? and (3) how has the demand for charter schools changed over the time period when these new schools were introduced? Two tables are appended. [SREE documents are structured abstracts of SREE conference symposium, panel, and paper

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or poster submissions.]. School Choice at the Crossroads compiles exemplary, policy-relevant research on school choice options—voucher, private, charter, and traditional public schools—as they have been implemented across the nation. Renowned contributors highlight the latest rigorous research findings and implications on school vouchers, tuition tax credits, and charter schools in states and local areas at the forefront of school choice policy. Examining national and state-level perspectives, each chapter discusses the effects

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of choice and vouchers on student outcomes, the processes of choice, supportive conditions of school choice programs, comparative features of school choice, and future research. This timely volume addresses whether school choice works, under what conditions, and for whom—further informing educational research, policy, and practice.

Can charter schools save public education? This radical question has unleashed a flood of opinions from Americans struggling with the contentious challenges of education reform. There has been plenty

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of heat over charter schools and their implications, but, until now, not much light. This important new book supplies plenty of illumination. Charter schools--independently operated public schools of choice--have existed in the United States only since 1992, yet there are already over 1,500 of them. How are they doing? Here prominent education analysts Chester Finn, Bruno Manno, and Gregg Vanourek offer the richest data available on the successes and failures of this exciting but controversial approach to education reform. After studying one hundred schools,

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interviewing hundreds of participants, surveying thousands more, and analyzing the most current data, they have compiled today's most authoritative, comprehensive explanation and appraisal of the charter phenomenon. Fact-filled, clear-eyed, and hard-hitting, this is the book for anyone concerned about public education and interested in the role of charter schools in its renewal. Can charter schools boost student achievement, drive educational innovation, and develop a new model of accountability for public schools? Where did the idea of charter schools come from?

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What would the future hold if this phenomenon spreads? These are some of the questions that this book answers. It addresses pupil performance, enrollment patterns, school start-up problems, charges of inequity, and smoldering political battles. It features close-up looks at five real--and very different--charter schools and two school districts that have been deeply affected by the charter movement, including their setbacks and triumphs. After outlining a new model of education accountability and describing how charter schools often lead to community

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renewal, the authors take the reader on an imaginary tour of a charter-based school system. Charter schools are the most vibrant force in education today. This book suggests that their legacy will consist not only of helping millions of families obtain a better education for their children but also in renewing American public education itself. This book profiles a group of high-performance charter schools that primarily educate minority, low-income students. It is a powerful primer on modern equity concerns and setting (and achieving) high academic standards in city

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charter schools.

"Dr. von Rohr is a force in charter schools in the United States" Joan Lange, National Schools Director, The Challenge Foundation. "Dr. von Rohr's Spartanburg Preparatory School exemplifies the original ideals of the charter school movement. His dedication and leadership have led to the school ranking near the top in statewide academics while the funding is near the bottom." Dr. Wayne Brazell, Superintendent, South Carolina Public Charter School District

Twelve years after the first charter school was launched, the charter school movement

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is now entering its adolescence. Like many pre-teens, it's had its share of growing pains, but I am confident that it is about to hit a growth spurt. That is because charter schools are enormously popular with their primary clients --parents and students-- and because they are starting to show promising results in terms of student achievement. The basic tenets of charter schools--give them room to be innovative, hold them accountable for results, and let parents decide if they meet the needs of their children --are perfectly aligned with the historic No Child Left Behind

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Act (NCLB), which also focuses on accountability for results in return for more flexibility, and with providing more options for parents than ever before. One of the promises of charter schools is that they can serve as laboratories of innovation --they can be public education's "R&D" arm. Because they have greater autonomy than traditional public schools, and since they tend to attract pioneering educators, they can try out new approaches to education that, if proven effective, can be transplanted back into the larger public education system. It is in this spirit that we

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highlight eight of the most successful charter schools in the United States. These schools were chosen after an exhaustive national search. They were primarily selected because they have demonstrated success over time in boosting student achievement. Surely many more charter schools could have been identified, and these should not be considered "the best" charter schools in the nation. Nevertheless, they are among the best, and each has much to teach other charterschools --and traditional public schools-- about teaching and learning, management

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strategies, staff development, and many other topics.

[Leading the Dream](#)

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[Environmental Charter Schools
in Wisconsin
Charter School Board
University](#)

[The Story of Charter School
Successes in Los Angeles
What's the Secret Ingredient?](#)

When Mike Feinberg and Dave Levin signed up for Teach for America right after college and found themselves utter failures in the classroom, they vowed to remake themselves into superior educators. They did that—and more. In their early twenties, by

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sheer force of talent and determination never to take no for an answer, they created a wildly successful fifth-grade experience that would grow into the Knowledge Is Power Program (KIPP), which today includes sixty-six schools in nineteen states and the District of Columbia. KIPP schools incorporate what Feinberg and Levin learned from America's best, most charismatic teachers: lessons need to be lively; school

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days need to be longer (the KIPP day is nine and a half hours); the completion of homework has to be sacrosanct (KIPP teachers are available by telephone day and night). Chants, songs, and slogans such as "Work hard, be nice" energize the program. Illuminating the ups and downs of the KIPP founders and their students, Mathews gives us something quite rare: a hopeful book about education.

Abstract: In the

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2010-2011 school year, we implemented five strategies gleaned from practices in successful charter schools - increased instructional time, a more rigorous approach to building human capital, high-dosage tutoring, frequent use of data to inform instruction, and a culture of high expectations - in nine of the lowest performing schools in Houston, Texas. We show that the average impact of these changes on student

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achievement is 0.277 standard deviations in math and 0.062 standard deviations in reading, which is strikingly similar to reported impacts of attending the Harlem Children's Zone and Knowledge is Power Program schools - two widely lauded charter organizations.

Today some 5,600 charter schools are in operation, with more than two million students. Some critics persist in a fruitless argument that these

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schools have failed, despite a mountain of evidence to the contrary. But regardless of your opinion about them, charter schools are here to stay. Those concerned about public education should quit debating whether we should have charter schools and instead focus on improving their quality. That will require us to do at least two big things. We must replicate the most successful charter models--the subject of a

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**Progressive Policy
Institute paper last
year, "Going
Exponential: Growing the
Charter School Sector's
Best"--and we must close
down the worst charter
schools--the subject of
this report. From the
beginning, the charter
concept was to give
schools more
autonomy--freedom to
hire and fire their
staffs and control their
own budgets and
curriculum--while still
holding them accountable
for performance. No**

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charter would be allowed to fail its students year after year, as traditional public schools are often permitted to do. If their students were not learning, they would close. This promise has not always been fulfilled. Hundreds of school districts have authorized charters then failed to invest in oversight. Even some statewide authorizers report that they have insufficient data to make merit-based renewal

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and revocation decisions. Failing charter schools are at much greater risk of closing than other failing public schools. Still, if we are to harness their true potential, many states need to heighten that risk. In its first 10 years, the charter community focused mostly on "quantity": getting charters open. Over the past ten years, it has focused increasingly on charter school "quality". Today, it is

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time to open a third frontier: "authorizer quality". The key to quality in the charter sector is quality authorizing. In this report the author discusses why it is so important that authorizers close failing charters, reviews the facts about charter and authorizer performance, examines why some authorizers fail to close underperforming charters, and proposes solutions to these

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problems. To answer such questions, the author has reviewed the literature and interviewed fifteen current or former charter authorizers and another ten experts on charter schools. In addition, thanks to the generosity of the National Association of Charter School Authorizers (NACSA), the author has reviewed the data accumulated by its annual surveys of authorizers. (Contains 2 figures and 83

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endnotes.)

Understanding the issues and the challenges faced daily by school leaders takes on a significant role when creating, managing, and sustaining high expectations and performance. With limited resources available on this industry specific topic, Cameron Curry has created a user-friendly guide to help emerging or seasoned school leaders focus on five key elements for school success.

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The promise charter schools hold for public school innovation and reform lies in an unprecedented combination of freedom and accountability. Underwritten with public funds but run independently, charter schools are free from a range of state laws and district policies stipulating what and how they teach, where they can spend their money, and who they can hire and fire. In return, they are held strictly

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accountable for their academic and financial performance. To represent what such flexibility and accountability look like in practice, this guide, the third publication in the "Innovation in Education" series, provides a glimpse into the inner workings of eight American charter schools whose freedom to experiment is raising the level of student learning. Appended are: (1) Research Methodology; and (2)

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**Resources. (Contains 9
notes and 10 figures.)**

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Improvement.]**

**Charter School Board
University was written
so that charter school
board leaders can
increase their capacity
for good governance.**

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pg" Online, Blended and Distance Education in Schools provides students enrolled in Education Technology, Educational Administration and related Masters and PhD programs with expert opinions and insights on the practice and policy in K-12 online, blended and distance education, online and blended programs, including curriculum, instruction, technology and management aspects. It describes the status and

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trends of the field,
provides illustrative
program examples,
explores the issues and
challenges that programs
face and highlights
ongoing research in key
areas related to program
effectiveness. Topics
discussed: * The current
status of K-12 online,
distance and blended
learning in the U.S. *
Policy, funding, and
management issues in
relation to program
implementation *
Research on effective
programs within

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governmental jurisdiction and various program types * Global case studies that represent the variety of ways programs are being successfully implemented * A synthesis of key findings and lessons learned, and local and global visions for the future of K-12 distance and online learning This text is highly appropriate for students enrolled in Educational Technology, Educational Administration and related Masters and PhD

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programs. An online companion resource provides pedagogical features that enhance text use in a classroom setting.

[Inside Urban Charter Schools](#)

[Equality, Excellence, and the Battle Over School Choice](#)

[Smarter Choices, Better Education](#)

[New York's First Charter School and the Movement It Led](#)

[How the Other Half Learns](#)

[Renewing Public](#)

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Education

Autonomy in Highly
Successful Charter
Schools. Issue Brief
Evidence from Boston
Charter Schools
Schoolhouse Burning
A Practical Guide to
Improve Instruction
Charter Schools
On the Rocketship
The Challenge of Closing
Failing Schools

A Light Shines in Harlem tells the fascinating history of New York's first charter school, the Sisulu-Walker Charter School of Harlem, and the early days of the state's charter school

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movement. Told through the experiences of those on the inside—including a hero of the civil rights movement; a Wall Street star; inner-city activists; and real-world educators, parents, and students—this book shows how they all came together to create a groundbreaking school that, in its best years, far outperformed public schools in the neighborhoods in which most of its children lived. It also looks at education reform through a broader public policy lens, discussing recent research and issues facing the charter movement today,

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describing what makes a public charter school—or any school—succeed or fail, and showing how these lessons can be applied to other public and private schools to make all of them better. The end result is not only an exciting narrative of how one school fought to succeed, but also an illuminating glimpse into the future of education in the United States.

The face of American education is evolving—and the roadmap is clear On the Rocketship: How Top Charter Schools are Pushing the Envelope examines the rise

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and expansion of leading charter school network Rocketship, revealing the "secret sauce" that makes a successful program. A strong narrative with a timely message, the book explores how Rocketship started and the difficulties encountered as it expands. Designing schools for children who have been failed by traditional schools is extremely challenging work. Setbacks are inevitable. Later in the book the narrative shifts to the national picture, exploring how high performing charter schools are changing the education landscape in

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cities such as Denver, Memphis, and Houston. The book emerges just as charter schools are running into stiff political opposition in New York City and elsewhere. Even in San Jose, Rocketship's home base, the pushback against charter schools is gaining speed. On the Rocketship becomes a valuable resource for explaining what's at stake in this battle. Lose these schools, in New York, San Jose and other cities, and low-income and minority students lose their best shot at a quality education. Written by a

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veteran journalist who followed Rocketship through a school year, the book explores some of the factors that make Rocketship and other charters successful, including the blended learning that was pioneered at charter schools, especially Rocketship. Many schools around the country are looking to Rocketship as a model for implementing blended learning. The interplay between charter schools and blended learning is setting a change in motion, and the American education system is ready to evolve. On the Rocketship details this

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phenomenon, providing insights for educators across the nation.

This is a story about turning dreams into reality. Told from the perspective of the founding principal, it is the story of how a small group of dedicated educators and parents created a school from nothing but dreams and hard work; a school that would be recognized by the U.S.

Department of Education as one of the top eight charter schools in the nation just five years after its doors opened. This is a story of commitment, passion, and persistence-a

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real labor of love-that continues to enrich the lives of young people, teachers, and parents who have had the good fortune to be a part of it. Charters are by nature different not just from traditional public schools, but from one another. With their freedom and flexibility, some charter schools have opened doors and opportunities for many poor minority children who were previously trapped at failing campuses run by school district bureaucracies. These successful charter schools have perfected alternative models of

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organization, management, and discipline that shatter the status-quo orthodoxy. In *Free to Learn*, successful charter principals and teachers – who often do things contrary to the public education establishment – offer hope and practical advice for the charter movement. After Hurricane Katrina, *Free to Learn* served as an inspiration and handbook for charter school administrators in New Orleans. “A remarkable new book.... Wise and energetic advocates such as Kahlenberg and Potter can take the charter movement in new and useful directions.”

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—The Washington Post 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 teacher union leader Albert Shanker's original vision of giving teachers room to innovate while educating a diverse population of students, to today's charter schools where the majority of teachers are not unionized and student segregation levels are even

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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—teacher voice and socioeconomic integration—that have the potential to improve performance and reshape the stereotypical image of what it means to be a charter school. Important reading for policymakers, educators, researchers, and all citizens interested in the future of America's public schools, *A Smarter Charter* features:

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Profiles of charter schools that are bucking the prevailing trends, including their performance data and the challenges they face. Best practices from successful charter schools, such as methods for attracting a diverse student body and examples of innovative teacher contracts. Reform strategies that can improve student outcomes in a variety of public schools, not just charters. "Kahlenberg and Potter have delivered a thought-provoking, serious contribution. Agree or not with their views on the purpose and

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performance of charter schools, they have important things to say on where charters have been, where they need to go, and how they can get there. Friends and foes of charter schooling, alike, would do well to read this book.” —Frederick M. Hess, resident scholar and director of Education Policy Studies, American Enterprise Institute “Read this book and draw inspiration and ideas from charter schools and educators bucking the trend and reclaiming that original, collaborative, and powerful promise and spirit. I hope

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parents, educators in all sectors, concerned citizens, policymakers, philanthropists—and charter sector leaders—will take its compelling message to heart and act on it.” —Dennis Van Roekel, former president, National Education Association “A tour-de-force, laying out in singular fashion what has gone wrong with the charter school movement, and what must be done to get it back on track.... A Smarter Charter is a must-read for those concerned with the future of charter schools and public education.” —Randi

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Weingarten, president,
American Federation of
Teachers

The Urban Challenge in Education was written to share the lessons learned by seventeen highly successful charter schools in Los Angeles, CA. It provides readers with a list of characteristics that are common among these outstanding charter schools and can be used as a guide for all schools as they attempt to meet the needs of their students.

The full-scale assault on public education threatens not

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just public education but American democracy itself Public education as we know it is in trouble. Derek W. Black, a legal scholar and tenacious advocate, shows how major democratic and constitutional developments are intimately linked to the expansion of public education throughout American history.

Schoolhouse Burning is grounded in pathbreaking, original research into how the nation, in its infancy, built itself around public education and, following the Civil War, enshrined education as a constitutional right that

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forever changed the trajectory of our democracy. Public education, alongside the right to vote, was the cornerstone of the recovery of the war-torn nation. Today's current schooling trends--the declining commitment to properly fund public education and the well-financed political agenda to expand vouchers and charter schools--present a major assault on the democratic norms that public education represents and risk undermining one of the unique accomplishments of American society.

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