

Chapter 1 : KIPP (organization) - Wikipedia

A potentially encouraging result from the charter school dust-up of is that the policy community may now be better able to reach consensus on what standards are appropriate for judging evidence of educational effectiveness, not only of charter schools but of regular public schools in the nation, in states, and in districts.

Summary of evidence on charter and regular public school achievement Chapter 6. Are bureaucratic regulations and union rules the cause of low student achievement? Floyd Flake Jay P. Alternative presentations of NAEP charter school demographic data Endnotes Acknowledgments Introduction and summary In the summer of , a noisy controversy erupted over whether charter schools are more effective than regular public schools. The data showed that average achievement is higher in regular public schools than in charter schools, both for students overall and for low-income students. The New York Times publicized this finding on its front-page. Immediately, the most zealous advocates of charter schools responded with a storm of criticism, including a full-page advertisement that they placed in the Times itself. These advocates did not deny that average test scores were higher in regular public schools than in charter schools. Rather, they claimed that the AFT report was methodologically flawed because it did not attempt to compare subsets of students who were truly similar in background and prior achievement. In particular, these advocates claimed that students attending charter schools are more disadvantaged than students attending regular public schools, and especially that black students in charter schools are more disadvantaged than black students in other public schools. If this were the case, then charter school students could have been expected to score lower than regular public school students even if charter schools were somewhat more effective. These charter school advocates claimed that charter schools are actually, on average, more effective, not less so, than regular public schools. The controversy revealed an intense level of disagreement about the wisdom of policies to encourage charter schools. That the claims are so contradictory indicates how little consensus there is about: Our aim in this book is to synthesize as comprehensively as possible all available evidence on the average effectiveness of charter schools relative to regular public schools. We conclude in Chapter 5 that, based on 19 studies, conducted in 11 states and the District of Columbia, there is no evidence that, on average, charter schools out-perform regular public schools. In fact, there is evidence that the average impact of charter schools is negative. This evidence of a negative effect comes particularly from those studies that use the strongest methodologies to discover causal effects, although the evidence of a negative effect is somewhat localized to specific states. In pursuing this aim, it was essential that we first set standards for methodological quality. Children are not assigned at random to attend charter schools, so some attempt must be made to identify subsets of children attending charter and regular public schools who are as similar as possible in their prior characteristics, including academic achievement. Fairly clear standards for this kind of work have emerged in social science, and we describe these in Chapter 4. We also ask whether studies adhering more or less well to these standards produce similar or different results. With few exceptions, the general outlines of the story are similar: But do charter schools serve more disadvantaged students than those served by regular public schools? The answer to this question is somewhat complex. In many states, the fraction of charter school students who are black is somewhat higher than the fraction of regular public school students who are black. However, the black students attending charter schools in these states tend to be disproportionately better off socioeconomically than black students attending regular public schools. The best studies of charter school effectiveness simultaneously remove the effects not only of race and socioeconomic factors but also of prior achievement and even a host of other, often unobservable differences such as the educational levels of parents between children attending the two types of schools. In these highest-quality studies in particular, the average effects of attending a charter school are null or negative. In Chapter 4 we compare, in detail, the kinds of students served by charter and regular public schools nationally and in studies done in 12 states and the District of Columbia. Beyond synthesizing current evidence, our inquiry also explores a few of the policy implications of our findings about relative average charter school performance, and this requires us to re-evaluate some of the common rationales for supporting charter schools. One argument is that charter

schools liberate educators from bureaucratic regulations and union contracts that stifle creative educational improvements. We speculate that, while deregulation helps some educators devise good schools, it also enables others to devise bad and even corruptly managed schools. For example, while some charter schools can use freedom from normal certification requirements to hire unusually talented and dedicated teachers, other charter schools use this freedom to hire teachers who may be less qualified than teachers in regular public schools. We conclude that the evidence about average charter school performance is consistent with this wide range in the effects of deregulation. That charter schools are not substantially more effective, on average, than other public schools calls into question the view that bureaucracy and union contracts are major impediments to school improvement. It seems, based on the evidence, that deregulation and deunionization do not yield any bonanzas of learning, on average. If bonanzas are realized in some places, they are apparently offset by catastrophes in others. A second argument is that charter schools are more accountable than regular public schools for their outcomes. This theory takes two forms. Some advocates of charter schools argue that, unlike regular public schools, charter schools will be closed by public authorities if their academic performance is inadequate. We show that evidence about actual charter school accountability processes does not support this assertion. Other advocates of charter schools argue that parental choice the freedom of parents to choose better charter schools and to remove their children from low-performing ones provides strong accountability. We suggest that to the extent charter schools rely on this mechanism of accountability, it should not be surprising that their average academic performance does not surpass that of regular public schools, for two reasons. First, parents may choose charter schools for other than academic reasons. Second, given how complex it is to assess academic performance leading even experts to dispute the effectiveness of charter schools so vigorously, it is not surprising that parents would not always be able to discern a charter school that was more academically effective. A third argument is that charter schools foster experimentation to see if novel educational approaches can produce good results. We do not deny that this is an important rationale for charter schools. But we note that, in any field, a spirit of experimentation is likely to produce many failures before if ever identifying successes. Researchers devise strategies for widespread experimentation to discover effective practices, not to produce average gains in outcomes — those may come later, when the policies identified as effective are implemented on a large scale. Charter schools might be successful in generating innovations that should be imitated, even if average charter school test scores are at or below those of regular public schools. This implies different criteria for evaluating the merits of charter schools than the claim — that average charter school test scores surely must be superior — advanced by those zealous charter school advocates who were most vociferous in attacking the AFT report. Finally, a fourth argument is that competition from charter schools improves outcomes in regular public schools because educators in regular public schools are motivated to be more effective in order to avoid losing students to charter schools. This argument for charter schools, even if valid, would not require average charter school performance to be superior to that of regular public schools. Nonetheless, we find no evidence to support the claim of a positive competition effect of charter schools, although research in this area is not yet extensive. A potentially encouraging result from the charter school dust-up of is that the policy community may now be better able to reach consensus on what standards are appropriate for judging evidence of educational effectiveness, not only of charter schools but of regular public schools in the nation, in states, and in districts. In particular, we note that many charter school advocates criticized the AFT report for failing to or being unable to, given data limitations properly adjust for student background characteristics and prior test scores when evaluating charter schools. We agree with this critique. But we observe that some charter school advocates who were most vigorous in putting forward this critique have themselves been among the most outspoken opponents of making such adjustments when evaluating regular public schools and when comparing the educational effectiveness of states, schools, districts, and teachers. The dramatic change in the methodological standards of this group detailed in Appendix A, revealed in responses to the AFT report, can increase the prospects for a more objective and fair review of public policy issues in education than we have experienced in the past. But this movement toward high methodological standards will succeed only if policy researchers apply them consistently, instead of adopting tough methodological standards only when

convenient to support ideological positions. In particular, we urge that the standards set forth in the New York Times advertisement, placed by zealous charter school advocates in opposition to the AFT report and reproduced in Chapter 1, be applied not only to charter school evaluation but to all school accountability policies at the federal and state levels, including those employed by the No Child Left Behind legislation. In this book, we use two terms whose frequent repetition may be irritating to some readers. We apologize in advance for this irritation, but find it necessary nonetheless to use the terms. First, we often refer to the group of charter school advocates who have been most outspoken in their insistence that, regardless of good data, charter school performance must be superior to that of regular public schools. As one of the principal spokespersons for this group, Chester E. Epperson, Supporters of charter schools may have many reasons for their support, and these reasons do not require an a priori belief that average charter school academic performance must be superior to that of regular public schools. It is not the purpose of this book to evaluate in any depth the merits of these reasons for supporting charter schools or to propose policies regarding charter schools. We do, however, observe that any policy that permits parents to choose schools other than their neighborhood schools can involve costs as well as benefits, and that the difficult trade-offs involved in school choice have been too little discussed. For example, we note that if more academically able children exit their regular public schools in favor of charter schools or, in the regular public sector, in favor of magnet or exam schools, this makes the task of neighborhood public schools more difficult because the students who remain will, on average, be less academically able and will lose the benefit of interaction with their more academically able peers. We also note that some evidence indicates that the existence of charter schools increases racial segregation in public schooling. These are not reasons to reject charter schooling, but policy deliberations must weigh these against the benefits claimed by charter school supporters. There are also zealots who oppose charter schools. In examining the accuracy of the data analysis of NAEP charter school scores presented by the AFT, we do not find a need to examine the interests that may have motivated the AFT to perform this accurate analysis. Without such a term, many readers may still appreciate that when data comparisons of charter and regular public schools are made, only averages are being described — there can be wide variation of achievement within a particular school whether it is a charter or a regular public school, and there can be wide variation in the average achievement of schools that are charter schools and of schools that are regular public schools. But some readers may benefit from a reminder that a conclusion that charter school performance lags behind that of regular public school performance is not inconsistent with an observation that many charter schools may be far superior to typical regular public schools and some may be greatly inferior. Or, typical charter schools may be superior to many regular public schools. Unfortunately, good data on school performance are so limited that we have almost no understanding of the variance of mean charter school academic achievement or of the variance of mean regular public school achievement. And the state studies we examine, although they collect data on school mean performance levels, do not report standard deviations of these school means of performance, a statistic that would be needed to understand the extent to which average performance in charter schools is typical for charter schools generally. The co-authors of this book are not opponents, zealous or otherwise, of charter schools; among ourselves, we have a variety of ways in which we balance the costs and benefits of charter schools. We believe that a more reasoned discussion of education policy can proceed from this recognition. About the authors Martin Carnoy is a research associate of the Economic Policy Institute and professor of education and economics at Stanford University. Rebecca Jacobsen is a research assistant of the Economic Policy Institute, a graduate student in politics and education at Teachers College, Columbia University, and formerly a teacher in New York City and Connecticut public schools. Lawrence Mishel is president of the Economic Policy Institute and director of its education research and policy program. About EPI The Economic Policy Institute was founded in to widen the debate about policies to achieve healthy economic growth, prosperity, and opportunity. In the United States today, inequality in wealth, wages, and income remains historically high. Expanding global competition, changes in the nature of work, and rapid technological advances are altering economic reality. Yet many of our policies, attitudes, and institutions are based on assumptions that no longer reflect real world conditions. With the support of leaders from labor, business, and the foundation world, the Institute has sponsored research and public discussion of a wide

variety of topics: The Institute works with a growing network of innovative economists and other social science researchers in universities and research centers in the U. About Teachers College Press For over a century, Teachers College Press the university press of Teachers College, Columbia University has been committed to addressing the ideas that matter most to educators. Teachers College Press provides authoritative and practical resources for all participants in the education process, including teachers, teacher educators, researchers, academics, administrators, school board members, policymakers, parents, and students. Teachers College Press publishes many cutting-edge, critically acclaimed books, videos, and CD-ROMs in the subject areas of educational leadership and policy, language and literacy, early childhood education, math and science, social studies, teacher education, school reform, multicultural education, urban education, sociology, and much more.

Chapter 2 : The Charter School Dust-Up:: Examining the Evidence on Enrollment and Achievement by Mar

The Charter School Dust-Up has 9 ratings and 0 reviews. In the polarizing debate over charter schools, advocates insist charters are a beneficial alterna.

History[edit] The charter school idea in the United States was originated in by Ray Budde, [11] a professor at the University of Massachusetts Amherst. Albert Shanker , President of the American Federation of Teachers , embraced the concept in , when he called for the reform of the public schools by establishing "charter schools" or "schools of choice. As originally conceived, the ideal model of a charter school was as a legally and financially autonomous public school without tuition, religious affiliation, or selective student admissions that would operate much like a private business—free from many state laws and district regulations, and accountable more for student outcomes rather than for processes or inputs such as Carnegie Units and teacher certification requirements. Minnesota was the first state to pass a charter school law in California was second, in As of [update] , 43 states and the District of Columbia have charter school laws, according to the Center for Education Reform. Between and , the percent of charter schools implementing performance-based compensation increased from 19 percent to 37 percent, while the proportion that is unionized decreased from 12 percent to 7 percent. The most popular educational focus is college preparation 30 percent , while 8 percent focus on Science, Technology, Engineering, and Mathematics. Another 16 percent emphasize Core Knowledge. When compared to traditional public schools, charters serve a more disadvantaged student population, including more low-income and minority students. Sixty-one percent of charter schools serve a student population where over 60 percent qualify for the federal Free or Reduced Lunch Program. Charter schools receive an average 36 percent less revenue per student than traditional public schools, and receive no facilities funds. The number of charters providing a longer school day grew from 23 percent in to 48 percent in The length of time for which charters are granted varies, but most are granted for 3–5 years. Operational autonomy[edit] Charter schools operate as autonomous public schools through waivers from many of the procedural requirements of district public schools. These waivers do not mean a school is exempt from the same educational standards set by the state or district. Charter advocates believe this autonomy can be critically important for creating an environment where operators can focus on a strong academic program. Many schools develop a school culture that maximizes student motivation by emphasizing high expectations, academic rigor, discipline, and relationships with caring adults. Most teachers, by a 68 percent to 21 percent margin, say schools would be better for students if principals and teachers had more control and flexibility about work rules and school duties. While this accountability is one of the key arguments in favor of charters, evidence gathered by the United States Department of Education suggests that charter schools may not, in practice, be held to higher standards of accountability than traditional public schools. Typically, these schools are allowed to remain open, perhaps with new leadership or restructuring, or perhaps with no change at all. Charter school proponents assert that charter schools are not given the opportunities to restructure often and are simply closed down when students perform poorly on these assessments. However, charter schools are still held accountable for test scores, state mandates, and other traditional requirements that often have the effect of turning the charter school into a similar model and design as the public schools. In some states, like Arkansas , the State Board of Education authorizes charters. In other states, like Maryland , only the local school district may issue charters. Some school districts may authorize charter schools as part of a larger program for systemic improvement, such as the Portfolio strategy. States including Arizona and the District of Columbia have created independent charter-authorizing bodies to which applicants may apply for a charter. The laws that permit the most charter development, as seen in Minnesota and Michigan , allow for a combination of such authorizers. Wisconsin , California , Michigan, and Arizona allow for-profit corporations to manage charter schools. Andrew Rotherham, co-founder of Education Sector and opponent of charter school caps, has written, "One might be willing to accept this pent-up demand if charter school caps, or the debate over them, were addressing the greater concern of charter school quality. But this is not the case. Statutory caps as they exist now are too blunt a policy instrument to sufficiently address quality. They fail to differentiate between

good schools and lousy schools and between successful charter school authorizers and those with a poor track record of running charter schools. And, all the while, they limit public schooling options and choices for parents. The report found charters tended to be small fewer than students and represented primarily new schools, though some schools had converted to charter status. Charter schools often tended to exist in urban locations, rather than rural. This study also found enormous variation among states. Charter schools tended to be somewhat more racially diverse, and to enroll slightly fewer students with special needs or limited English proficiency than the average schools in their state. This qualification is a common proxy for determining how many low-income students a given school enrolls. In many states, charter schools are funded by transferring per-pupil state aid from the school district where the charter school student resides. Charters on average receive less money per-pupil than the corresponding public schools in their areas, though the average figure is controversial because some charter schools do not enroll a proportionate number of students that require special education or student support services. Additionally, some charters are not required to provide transportation and nutrition services. In August , the Thomas B. Fordam Institute, a pro-charter group, published a national report of charter school finance. Charters that are funded based on a statewide average may have an advantage if they are located in a low-income district, or be at a disadvantage if located in a high-income district. It found "significantly weaker academic performance" in maths and reading in such schools when they were compared to conventional ones. The study was the result of research carried out in 17 US states which had online charter schools, and was conducted by researchers from the University of Washington , Stanford University and Mathematica Policy Research. It concluded that keeping online pupils focused on their work was the biggest problem faced by online charter schools, and that in mathematics the difference in attainment between online pupils and their conventionally educated peers equated to the cyber pupils missing a whole academic year in school. You can help by adding to it. January See also: Center for Education Reform ranking[edit] Current laws have been characterized as either "strong" or "weak. According to the Center for Education Reform, a pro-charter group, in the District of Columbia , Michigan , Indiana , Minnesota , and Arizona had the "strongest" laws in the nation. In general, urban charter schools may appear to be a good alternative to traditional urban schools for urban minority students in poor neighborhoods, if one looks strictly at test scores, but students in suburban charter schools do no better than those in traditional suburban schools serving a mostly middle-class white population. The report is the first detailed national assessment of charter schools. The reports analyze the impact of charter schools in 26 states and find a steady improvement in charter school quality since The authors state, "On average, students attending charter schools have eight additional days of learning in reading and the same days of learning in math per year compared to their peers in traditional public schools. Black students in charters get an extra 7 days of learning in reading. For example, Arizona charter school students had a day disadvantage in math compared to public school students but charter school students in D. The introduction of charter schools in the state caused an approximate one percent increase in the score, which constitutes about one quarter of the average yearly growth. The gain was roughly two to five times greater than the gain from decreasing the student-faculty ratio by 1. This research could partially explain how other studies have found a small significant difference in comparing educational outcomes between charter and traditional public schools. It may be that in some cases, charter schools actually improve other public schools by raising educational standards in the area. Rod Paige , the U. Secretary of Education from to , issued a statement saying among other things that, "according to the authors of the data the Times cites, differences between charter and regular public schools in achievement test scores vanish when examined by race or ethnicity. It also reported that the longer the charter school had been in operation, the more favorably its students compared. Criticism[edit] The paper was the subject of controversy in when Princeton assistant professor Jesse Rothstein was unable to replicate her results. A few selected examples of this work find that charter schools on average outperform the traditional public schools that supplied students, at least after the charter school had been in operation for a few years. A possible limitation of this type of study is that it does not automatically distinguish between possible benefits of how the school operates e. The study also looks at whether individual charter schools improve their performance with age e. Of these, five of seven studies find that as charter schools mature, they improve. The other two

find no significant differences between older and younger charter schools. A more recent synthesis of findings conducted by Vanderbilt University indicates that solid conclusions cannot be drawn from the existing studies, due to their methodological shortcomings and conflicting results, and proposes standards for future meta-analyses. Final Report released in , the U. Department of Education found that, in the five case study states, charter schools were out-performed by traditional public schools in meeting state performance standards, but noted: The report performed analyses using both statistical controls and using pilot and charter applicant lotteries. For pilot schools, the report found that in the middle school grades pilot school students modestly underperform relative to similar students attending traditional BPS schools. The results using a sub-sample of schools with random lottery results found very large positive effects in both math and ELA scores for charter schools, including 0. The study concludes they believe not every charter will outperform traditional public schools, but that conditions are well suited for growth. RSD Schools are a result of Act 9 of the Louisiana State Legislature passed in to manage under-performing schools throughout the state. Charter schools affiliated with charter management organizations such as KIPP tended to perform better than stand-alone schools. A study contends that although charter schools may seem to be improving the system overall, these metrics do not take into account race, as many of the underperforming charters primarily educate African-American students. Policy and practice[edit] As more states start charter schools, there is increasing speculation about upcoming legislation. In an innovation-diffusion study surveying education policy experts in fifty states, Michael Mintrom and Sandra Vergari found that charter legislation is more likely to be considered in states with poor test scores, Republican legislative control, and proximity to other states with high quality charter schools. Legislative enthusiasm, gubernatorial support, interactions with national authorities, and use of permissive charter-law models increase the chances for adopting what they consider stronger laws. He feels union support and restrictive models lead to adoption of what he considers weaker laws. The threat of vouchers, wavering support for public education, and bipartisan support for charters has led some unions to start charters themselves. Proponents claim that charters offer teachers a measure of empowerment, employee ownership, and governance that might be enhanced by union assistance Nathan. Over two dozen private management companies are scrambling to increase their 10 percent share of a "more hospitable and entrepreneurial market" Stecklow In the late s Boston-based Advantage Schools Inc. In July , Advantage Schools, Inc. Public opinion[edit] Historically, Americans have been evenly split on the idea of Charter schools, with a roughly even mix of support versus opposition between In early , the Friedman Foundation for Educational Choice , a pro-charter organization, conducted two polls in primarily conservative states Idaho and Nevada where they asked parents about their preferences concerning education. Most preferred private schools over other options. The charter approach uses market principles from the private sector, including accountability and consumer choice, to offer new public sector options that remain nonsectarian and non-exclusive. Many people, such as former President Bill Clinton, see charter schools, with their emphasis on autonomy and accountability, as a workable political compromise and an alternative to vouchers. Others, such as former President George W. Despite these endorsements, a recent report by the AFT has shown charter schools not faring as well as public schools on state administered standardized testing, [73] though the report has been heavily criticized by conservatives like William G. Howell of the Brookings Institution. Building a High-Quality School Choice Market", [79] author Erin Dillon argues that market forces alone will not provide the necessary supply and demand for excellent public schools, especially in low-income, urban neighborhoods that often witness low student achievement.

Chapter 3 : dust up | Download eBook PDF/EPUB

Table of contents. Introduction and summary. Chapter 1. The reaction to the AFT's report on charter school scores. Chapter 2. Can the 'dust-up' lead to a new consensus education research and policy?

This new book, co-published by the Economic Policy Institute and Teachers College Press, sheds much-needed light on the effectiveness of charter schools by analyzing current research and data to show how they perform compared to regular public schools. The Charter School Dust-Up looks at national data and studies in 13 states to investigate charter school enrollment and achievement. Debates spurred by federal charter school test data show how all debates about education could be improved: Customer Book Reviews Somewhat informative, but the book feels very one-sided and dated. Augsburger on May 03, I saw this book as a assigned book for a college course and even when this book came out it was already dated. Having to defend charter schools must be predicated upon the questionable notion that they are doing significantly worse than competing public schools. Even then, some of their arguments seem questionable to say the least. It does make a few good criticisms about how few charter schools up to that point had closed for academic reasons for example, but the things that this book does well are far overshadowed by one sided coverage of this controversial topic and by some of mistakes in relying upon the AFT study, which considering the sponsor should have been taken with a grain of salt to anyone even without looking at other studies on the same topic. The authors of this book seem to be writing a book to sell to AFT members who want a validation of their beliefs, not to someone who wants to look at a large mix of evidence and see how the cards fall. Walking an Educational Tightrope By Walt Gardner on Apr 21, When The New York Times printed a front-page story in the summer of about the inferior performance on average of charter schools compared with regular public schools, it unleashed a controversy that has still not died down. The result is the most penetrating study of the charter school movement to date. The authors demonstrate a masterful ability to delve into the heated charges made by both sides of the issue and to maintain their objectivity at all times. Their provocative conclusions will provide fodder for many op-ed pieces on both sides of the subject and will form the starting point for further research. This book is a must read for everyone concerned about the future course of public education in this country. Apologists for public schools get an "F" in research. By David Anderson on Sep 21, It is typical of our marginally educated educators in this country to bungle their research. They make absolute comparisions of student proficiencies after controlling for the some of the demographic and socio-economic effects but in so doing they leave out the most important factor of all: How did the students compare with their regular public school cohorts when they entered charter schools? Perhaps lost to these ed-researchers is the fact that charter schools attract low performers compared to the public school alternatives. On that measure, charter schools are significantly superior to their regular public school counterparts. Recommendations for more relevant standards for measuring and judging the performance of students and schools are put forth as well mostly in appendices. An up-to-date, sound, and with respect to some central education questions, definitive report for educators, administrators, and policy makers. Add a Book Review Book Summary: This particular edition is in a Paperback format. To buy this book at the lowest price, [Click Here](#).

Chapter 4 : Charter schools in the United States - Wikipedia

When federal statistics showed test scores lower in charter than in regular schools, some charter school supporters insisted this must result from charter schools enrolling harder-to-teach minority students.

Nuliis jumped down from the desk and pulled his MPThousand from his pocket. He placed it up to his head where it immediately attached itself to ear hole. After intelligent men and women had left the earth, they turned the planets into engines. Jupiter, being a massive ball of gas, became the first 6th-century machine. Now, Jupiter is a shell of what it once was. As Khong sat thinking about dinner, the masked man came up behind him. Pulling the smallest laser cutter from his tool pocket, he made ready to strike. The smallest laser cutter would cause the most painful death. Not a silent kill, but that was just what the masked man had wanted. Not for the fun of causing pain, but the scream of the General would attract attention. Just what he wanted. I picked up a piece of paper the Nano Robots had nearly finished. I motioned for a translator to come over. He ran over looking down at the paper in my hands. He took it from me holding it up closer to his face. He looked back at me with a horrified expression on his face. Looking back at it he read it to me slowly. Went to pick up the kids, be back before six, love A grim reminder of what happens when power comes before dignity. Read the first few lines The ash slowly falls from the sky. War is always eminent, and the emphases on human life have entirely dissolved as the cities are overcrowded.

Chapter 5 : the charter school dust up | Download eBook PDF/EPUB

A potentially encouraging result from the charter school dust-up of is that the policy community may now be better able to reach consensus on what standards are appropriate for judging evidence of educational effectiveness, not only of charter schools but of regular public schools in the nation, in states, and in districts.

Chapter 6 : The Charter School Dust-up : Martin Carnoy :

The Dust-Up authors also use error-ridden information about a child's food stamp eligibility to argue, unconvincingly, that charter schools tend to serve the better-off segment of the minority community.

Chapter 7 : Richard Rothstein | NAACP Legal Defense and Educational Fund

The Charter School Dust-Up: Examining the Evidence on Enrollment and Achievement by Martin Carnoy, Rebecca Jacobsen, Lawrence Mishel, Richard Rothstein. [Click here for the lowest price!](#)