

Your School Your Choice School Admissions And School Appeals Explained

Can parents send their children to private schools and still live up to their ideals? Can you be a good citizen and a good parent? These difficult questions, and many more, are raised and answered in this insightful and thought-provoking book.

An accessible guide to the major issues and arguments surrounding school choice. The issues and arguments surrounding school choice are sometimes hijacked to make political points about government control, democratic ideals, the public good, and privatization. In this volume in the MIT Press Essential Knowledge series, David Garcia avoids partisan arguments to offer an accessible, objective, and comprehensive guide to school choice. He first outlines the different types of school choice, including home schooling, private schools, freedom-of-choice plans, magnet schools, charter schools, vouchers, and education savings accounts. Two themes emerge as particularly resonant in the American school choice debate: the long history of school desegregation, and debates over the roles and responsibilities of government. Is education a public good, for the collective benefit of society, or a private good, to benefit the individual? Garcia describes and evaluates the major arguments supporting school choice policies: the elimination of government bureaucracies, the introduction of competition into education through market forces, the promotion of parental choice, and the casting of school choice as a civil right. He examines the research on the effects of school choice and summarizes general trends. Finally, he considers how school choice policies are likely to evolve. He notes that the Trump administration’s Secretary of Education, Betsy DeVos, is an advocate for school choice, and that the administration’s budget allocations signal a deliberate shift from long-standing federal policies that provide supplemental funding for low-income schools. Instead, new policies provide incentives for low-income families to leave public schools altogether through choice. This book will be an essential resource for participating in the debates that are sure to follow.

School ChoiceMIT Press

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 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.

In the Interest of Families and Schools

Emerging Perspectives on Community Schools and the Engaged University

School's Choice

Child Development and School Choice

Finding a Good School for Your Child

Public Montessori in the Era of School Choice

School Choice in China explores the major characteristics of schooling options in China, highlighting how largely middle-class parents exploit their cultural, economic and social capital for their children’s admission into choice schools. It highlights how payments such as choice fees, donations, prize-winning certificates and awards, as well as the use of guanxi, result in Chinese school choice as a parent-driven, bottom-up movement. The author also explores how schools and local governments cash in on the school choice fever in order to obtain significant economic returns, leading to policies that accommodate the needs of mostly middle-class families. He argues that although this system seems to create winners among the parties involved, it exacerbates the educational inequality that already exists in Chinese society. Chapters include: Positional competition for cultural capital Exploitation of social capital Economics of school choice Class reproduction through parental choice This book is not simply a detailed analysis of Chinese school choice practices, but also a study of the competitive middle class search for advantage for their children. As such it will be beneficial to undergraduates, postgraduates, education professionals, policy makers, and anyone with an interest in education, sociology, social policy, and the rise and future of China. Analyses and studies of public-private partnerships in education and the varied forms they take in different parts of the world. Public-private partnerships in education exist in various forms around the world, in both developed and developing countries. Despite this, and despite the importance of human capital for economic growth, systematic analysis has been limited and scattered, with most scholarly attention going to initiatives in the United States. This volume helps to fill the gap, bringing together recent studies on public-private partnerships in different parts of the world, including Asia, North and South America, and Europe. These initiatives vary significantly in form and structure, and School Choice International offers not only comprehensive overviews (including a cross-country analysis of student achievement) but also detailed studies of specific initiatives in particular countries. Two chapters compare public and private schools in India and the relative efficacy of these two sectors in providing education. Other chapters examine the use of publicly funded vouchers in Chile and Colombia, reporting promising results in Colombia but ambiguous findings in Chile; and student outcomes in publicly funded, privately managed schools (similar to American charter schools) in two countries: Colombia’s “concession schools” and the United Kingdom’s City Academies Programme. Taken together, these studies offer important insights for scholars, practitioners, and policymakers into the purposes, directions, and effects of different public-private educational initiatives. Contributors Felipe Barrera, Cristian Bellei, Eric P. Bettinger, Rajashri Chakrabarti, Geeta G. Kingdon, Michael Kremer, Norman LaRocque, Stephen Machin, Karthik Muralidhara, Thomas Nechyba, Harry A. Patrinos, Paul E. Peterson, Ludger Woessmann

“The book is, in part, the product of the May 2004 Cato Institute conference, “Looking Worldwide : What America Can Learn from School Choice in Other Countries””—Introld.

Discusses how school choice, misapplied standards of accountability, the No Child Left Behind mandate, and the use of a corporate model have all led to a decline in public education and presents arguments for a return to strong neighborhood schools and quality teaching.

How to Engage in Education Policy

School Choice Myths

School, Family, and Community Partnerships

Handbook of Research on School Choice

The Supply Side of School Choice

Making Up Our Mind

Exploring Public-private Partnerships

If school choice policy is to improve the American education landscape, careful thought must be put in to understand how it can expand existing high quality schools and create new high quality schools to serve more children. New and Better Schools attacks this problem from the perspective of both researchers and practitioners, documenting the hurdles entrepreneurial school leaders face and offering a way forward.

An inside look at America’s most controversial charter schools, and the moral and political questions around public education and school choice. 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 something unprecedented in American education: a way for large numbers of engaged and ambitious low-income families of color 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 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” and a lecture—about fairness. About the need to be patient. And about how school choice changes public schools for everyone else. Thousands of parents have chosen Success Academy, and thousands more sit on waiting lists to get in. But Moskowitz herself admits Success Academy “is not for everyone,” and this raises uncomfortable questions we’d rather not ask, let alone answer: What if the price of giving a first-rate education to children least likely to receive it means acknowledging that you can’t do it for everyone? What if some problems are just too hard for schools alone to solve?

“With a focus on Chicago Public High Schools, A Contest without Winners argues that competitive choice policy intensifies and exacerbates socioeconomic inequalities. Philippo examines how urban infrastructure, income inequality, and racial segregation all shape policy enactment and interpretation as policymakers and educators ask students to compete for access to public resources. Her study amplifies the voices of students regarding how policies shape their lives, revealing how the individuals most impacted by school choice policy experience it academically, developmentally and civically”--

“This book takes a comprehensive look at the ways in which charters control enrollment and retention in their schools, often limiting equitable access for all students. It critiques the manner in which charters “counsel out” students--frequently English learners, students with special needs, and non-White students--for even minor infractions or poor academic performance, and urges state and federal policy makers to design a more inclusive and equitable charter sector”--

Searching for Community in the Era of Choice

How Testing and Choice are Undermining Education

A different tale?

Your Child, Your Choice

School Choice and the Betrayal of Democracy

School Choice at the Crossroads

Culture, Institutions, and the Unequal Effects of School Choice

This handbook for parents provides information and guidelines for selecting a good school for your child. Different children may need different schools or even different schools at different times in their lives. How do you go about choosing the right, best school whether your child is just starting school or is farther along in some higher grade? What is the best fit for your child? How do I evaluate my child’s current school? What kinds of things do I look for if I want to help my child change schools? These kinds of questions and more are anticipated in this book and there is a questionnaire provided at the back to help parents determine how your child’s school measures up to your expectations. What about your own education did you value or wish had been different? Given so many changes in technology and the new economy, what skills do you think will be most necessary to be successful after a good education?

In Diverse Families, Desirable Schools, Mira Debs offers a richly detailed study of public Montessori schools, which make up the largest group of progressive schools in the public sector. As public Montessori schools expand rapidly as alternatives to traditional public schools, the story of these schools, Debs points out, is a microcosm of the broader conflicts around public school choice. Drawing on historical research, interviews with public Montessori educators, and ethnographic case studies, Debs explores the forces that pull intentionally diverse, progressive schools toward elitism. At the heart of Debs’ book is a thoughtful analysis of the notion of “fit” between parents and schools—an idea that is central to school choice, which is often marketed as an opportunity for parents to find the perfect fit for their kids. By exploring parents’ varied motivations in choosing these schools and observing how families experience—or fail to experience—a “good fit” after having chosen a particular school, Debs makes an original contribution to the literature on school choice and sheds light on the dilemmas entailed in maintaining diversity in progressive charter and magnet schools.

Lance D. Fusarelli examines the relationship between the charter school and voucher issues: To what degree does political support for charter schools – from a coalition of teacher associations, school board groups, superintendents, and voucher advocates – slow or even stop the forces for vouchers? Or, do these coalitions, which successfully pushed charter school legislation through the legislature, actually fuel the fires of privatization? Charter schools legislation has enjoyed bipartisan support precisely because the threat of vouchers is so great. And, contrary to the strategy of voucher opponents, the spread of charter school increases, rather than alleviates, the push for vouchers.

The school choice reform movement believes parents should have a choice of where they send their children to school. In this book the author, an educational sociologist, discusses the practice and politics of school choice objectively and comprehensively.

How Not to be a Hypocrite

Learning from School Choice

A Case Study of the Milwaukee Parental Choice Program

The End of Public Education?

Learning from the Inside-Out

The Political Dynamics of School Choice

School Choice

Winner of the 2020 Silver Nautilus Book Award On a cold winter night in February of 1967, a large rock shattered a bedroom window in Virginia Walden Ford’s home in Little Rock, Arkansas, landing in her baby sister’s crib. Outside, members of the Ku Klux Klan burned a cross on her family’s lawn. Faceless bigots were terrorizing Virginia, her parents, and her sisters – all because her father, Harry Fowler, dared to take a job as the assistant superintendent of personnel for the Little Rock School District. He was more than qualified, but he was black. In her searing new memoir, legendary school choice advocate Virginia Walden Ford recounts the lessons she learned as a child in the segregated south. She drew on those experiences—and the legacies handed to her by her parents and ancestors—thirty years later, when she built an army of parents to fight for school choice in our nation’s capital. School Choice: A Legacy to Keep, tells the dramatic true story of how poor D.C. parents, with the support of unlikely allies, faced off against some of America’s most prominent politicians—and won a better future for children.

In the wake of the U.S. Supreme Court’s decision upholding the constitutionality of public funding for private religious schools, the debate over private school vouchers has intensified. At the same time, the federal No Child Left Behind Act has put new emphasis on choice within the public school system. The debate no longer centers around whether we should have more choice in education, but whether choice should occur within public schools or extend to private schools. What are the advantages and disadvantages of each approach? This volume is a compilation of articles, papers, and discussions on public school choice and private school vouchers. Contributors include Christopher Edley of Harvard Law School; former New York Times education editor Edward B. Fiske; Richard Just of the American Prospect; Helen F. Ladd of Duke University; Gordon MacInnes of the New Jersey Department of Education; Eliot Mincberg of People for the American Way; Sean Reardon of Pennsylvania State University; Brent Staples of the New York Times; Adam Urbanski of the American Federation of Teachers; Amy Stuart Wells of Columbia; John Yun of Harvard; and, from The Century Foundation, Thad Hall, Richard D.

Kahlenberg, Richard C. Leone, Ruy Teixeira, and Bernard Wasow.

This book examines ways in which school structures can change to increase parental involvement.

Chapter 18 Lessons the United States Can Learn From Sweden’s Experience with Independent Schools

School Choice for the Morally Perplexed

New and Better Schools

Choice, Vouchers, and Charters

School Choice in China

Trust in Schools

Equality, Excellence, and the Battle Over School Choice

The Struggle for the Soul of American Education

If free market advocates had total control over education policy, would the shared public system of education collapse? Would school choice revitalize schooling with its innovative force? With proliferating charters and voucher schemes, would the United States finally make a dramatic break with its past and expand parental choice? Those are not only the wrong questions--they’re the wrong premises, argue philosopher Sigal R. Ben-Porath and historian Michael C. Johanek in Making a Choice. Generations parents have chosen to educate their children through an evolving mix of publicly supported, private, charitable, and entrepreneurial enterprises. The question is not whether to have school choice. It is how we will regulate who has which choices in our mixed market for schooling--and what we, as a nation, hope to accomplish with that mix of choices. Looking beyond the simplistic divide between those who oppose government intervention and those who support public education, Making a Choice protects the interests of children and of society, while also identifying key shared values on which a broadly acceptable policy could rest.

Updated to reflect the latest developments and increasing scope of school-based options, the second edition of the Handbook of Research on School Choice makes readily available the most rigorous and policy-relevant research on K-12 school choice. This comprehensive research handbook begins with scholarly overviews that explore historical, political, economic, legal, methodological, and international perspectives on school choice. In the following sections, experts examine the research on school choice and magnet schools. The concluding section brings together perspectives on other key topics such as accountability, tax credit scholarships, parent decision-making, and marginalized students. With empirical perspectives on all aspects of this evolving sphere of education, this is a critical resource for researchers, faculty, and students interested in education policy, the politics of education, and educational leadership.

Proponents of market-driven education reform view vouchers and charters as superior to local-board-run, community-based public schools. However, the author of this timely volume argues that there is no clear research supporting this view. In fact, she claims there is increasing evidence of charter mismanagement—with public funding all-too-often being squandered while public schools are being closed or consolidated. Tracing the origins of vouchers and charters in the United States as China and Finland. It documents issues important to the school choice debate, including the impoverishment of public schools to support privatized schools, the abandonment of long-held principles of public education, questionable disciplinary practices, and community disruption. School Choice: The End of Public Education? Is essential reading for anyone seeking a deeper understanding of the past and future of public education in America. Book Features: Provides a comprehensive overview of the history of school choice and the current state of the debate. Examines the historical experiences. Examines the defunding of neighborhood public schools in favor of often unregulated charters. Reveals charter school “churn” that often follows the closing of a mismanaged charter. Provides a cogent counternarrative to the claim that charters are necessary for America to compete globally. “How fortunate that we have another soon-to-be classic from Mercedes Schneider that informs and empowers us all for the fight back!” —Joyce E. King, Georgia State University

This book examines reform in American education over the past fifty years and against this backdrop presents a compelling analysis of why contemporary voucher plans and charter schools have yet to fulfill the expectations of their advocates. It is the only book to date to attempt a comprehensive synthesis and analysis of the emerging research base on vouchers and charter schools. Suitable for courses in school policy, school reform, school leadership, or educational issues, it is a book movement. Key features of this timely new book include the following: * A Historical Perspective--The early chapters look at American educational reform over the past fifty years and analyze why these efforts have fallen short of their goals. * Student Achievement--Chapter 3 provides an insightful assessment of American students’ school achievement from 1970 to the present and, in the process, counters the widely held myth that, overall, student achievement has risen over the past few decades. * Policy Recommendations--The book concludes with explicit policy suggestions that attempt to balance the educational needs of children and youth against the rights of schools to experiment. Suggestions for developing broader coalitions to support public education, particularly in the inner cities, are also offered.

The Choice We Face

A Core Resource for Improvement

Public School Lessons and the Imperative of School Choice

How Market-Based Education Reform Fails Our Communities

A Contest Without Winners

Vouchers and Public School Performance

Your Handbook for Action

“Across the country, many parents today have more choices for their children’s education than ever before. If you are starting the process of finding your child’s first school-or if you want to choose a new learning environment-The School Choice Roadmap is for you. This first-of-its-kind book offers a practical, jargon-free overview of school choice policies, from public school open enrollment to private school scholarships and more. It breaks down the similarities and differences between traditional public schools, public charter schools, public magnet schools, online public schools, private schools, and homeschooling. Most importantly, The School Choice Roadmap offers a seven-step process that will help you harness the power of your own intuition-and your own expertise about your child’s uniqueness-to help you find a school that reflects your family’s goals, values, and priorities. The School Choice Roadmap is an optimistic, empowering book that cuts through the confusion in K-12 education-so that you can give your children every opportunity to succeed in school and in life”--

Evidence shows that the increasing privatization of K–12 education siphons resources away from public schools, resulting in poorer learning conditions, underpaid teachers, and greater inequality. But, as Robert Asen reveals here, the damage that market-based education reform inflicts on society runs much deeper. At their core, these efforts are antidemocratic. Arguing that democratic communities and public education need one another, Asen examines the theory driving privatization, popularized in the neoliberalism of Milton and Rose Friedman, as well as the case for school choice promoted by former secretary of education Betsy DeVos and the controversial voucher program of former Wisconsin governor Scott Walker. What Asen finds is that a market-based approach holds not just a different view of distributing education but a different vision of society. When the values of the market—choice, competition, and self-interest—shape national education, that policy produces individuals. Asen contends, with no connections to community and no obligations to one another. The result is a society at odds with democracy. Probing and thought-provoking, School Choice and the Betrayal of Democracy features interviews with local, on-the-ground advocates for public education and offers a countervailing vision of democratic education—one oriented toward civic relationships, community, and equality. This book is essential reading for policymakers, advocates of public education, citizens, and researchers.

How academics and researchers can influence education policy: putting research in a policy context, finding unexpected allies, interacting with politicians, and more. Scholarly books and journal articles routinely close with policy recommendations. Yet these recommendations rarely reach politicians. How can academics engage more effectively in the policy process? In Teach Truth to Power, David Garcia offers a how-to guide for scholars and researchers who want to influence education policy, explaining strategies for putting research in a policy context, getting “in the room” where policy happens, finding unexpected allies, interacting with politicians, and more. Countering conventional wisdom about research utilization (also referred to as knowledge mobilization), Garcia explains that engaging in education policy is not a science, it is a craft—a combination of acquired knowledge and intuition that must be learned through practice. Engaging in policy is an interpersonal process; academics who hope to influence policy have to get face-to-face with the politicians who create policy. Garcia’s experience as trusted insider, researcher, and political candidate make him uniquely qualified to offer a roadmap that connects research to policy. He explains that academics can leverage their content expertise to build relationships with politicians (even before they are politicians); demonstrates the effectiveness of the research one-pager; and shows how academics can teach politicians to be champions of research.

In “School Choice and School Improvement,” editors have consolidated trending research and thought experiments relating to school choice to answer these vital questions: Is school choice healthy? Does it foster competition? Does it encourage segregation?

The Wiley Handbook of School Choice

School Choice and School Improvement

How the Other Half Learns

The School Choice Roadmap

How Charter Schools Control Access and Shape Their Enrollment

How Segregation, Race, and Power Have Shaped America’s Most Controversial Educat ion Reform Movement

Teach Truth to Power

While educators, parents and policymakers are still debating the pros and cons of school choice, it is now possible to learn from choice experiments in public, private, and charter schools across the country. This book examines the evidence from these early school choice programs and looks at the larger implications of choice and competition in education. Paul Peterson makes a strong case for school choice in central cities, and coeditor Bryan Hassel offers the case for charter schools. John E. Brandt offers his vision of school governance in the next century. The book’s other contributors--economists, political scientists, and education specialists--provide case studies of the experience with voucher programs in Indianapolis, San Antonio, Cleveland, and Milwaukee; survey charter schools; analyze public school choice; discuss constitutional issues; and study the effects of private education on democratic values. Contributors include David J. Armor, George Mason University; Chester E. Finn Jr. and Bruno V. Manno, Hudson Institute; Caroline M. Hoxby, Harvard University; Brett M. Peiser, Partnerships in Learning; and Joseph P. Viteritti, New York University.

This edition covers every secondary school in greater Sydney, Newcastle and Wollongong, plus all NSW and ACT boarding schools, as well as some boarding schools in Victoria and Queensland. Articles are also included, offering advice on how to choose the ‘right’ school for your child, as well as explanations of the School Certificate, Higher School Certificate, and International Baccalaureate and options available, from government schools to home education. Other subjects covered include dealing with learning difficulties, the cost of education, extracurricular development opportunities, preparatory schooling, and school canteens.

A comprehensive history of school choice in the US, from its birth in the 1950s as the most effective weapon to oppose integration to its lasting impact in reshaping the public education system today. Most Americans today see school choice as their inalienable right. In The Choice We Face, scholar Jon Hale reveals what most fail to see: school choice is grounded in a complex history of race, exclusion, and inequality. Through evaluating historic and contemporary education policies, Hale demonstrates how reframing the way we see school choice represents an opportunity to evolve from complexity to action. The idea of school choice, which emerged in the 1950s during the civil rights movement, was disguised by American rhetoric as a symbol of freedom and individualism. Shaped by the ideas of conservative economist Milton Friedman, the school choice movement was a weapon used to oppose integration and maintain racist and classist inequalities. Still supported by Democrats and Republicans alike, this policy continues to shape American education in nuanced ways. Hale shows—from the expansion of for-profit charter schools and civil rights-based reform efforts to the appointment of Betsy DeVos. Exposing the origins of a movement that continues to privilege middle- to upper-class whites while depleting the resources for students left behind. The Choice We Face is a bold, definitive new history that promises to challenge long-held assumptions on education and redefines our moment as an opportunity to save it—a choice we will not have for much longer.

For the first time, an American city is experimenting with school choice—a deeply controversial idea that is dramatically reshaping public education. Will the wider array of school options help parents and educators identify better strategies for helping all children learn? Or will the high stakes of the marketplace end up privatizing this most public of institutions? Education activist Sam Chaltain believes that before we can answer these questions, we must put a human face on the modern landscape of teaching and learning. Our School documents a year in the life of two schools in the nation’s capital—one a new charter school just opening its doors, the other a neighborhood school that first opened in 1924. Chaltain weaves together the observations and emotions of the people whose lives intersect there, and the triumphs and the challenges they experience. The result is an unflinching, complex portrayal of American public education. Our School is important reading for educational policymakers, administrators, parents, the media, and anyone who aspires to be a teacher. Book Features: Specific recommendations for creating a healthy, high-functioning school. A detailed account of what school choice actually looks and feels like to the people who experience it. A vivid description of the modern classroom and what it’s really like to teach in public school. An important focus on the humanity of teachers (their personal histories, their reasons for entering the profession, their day-to-day challenges). An intimate look at the inner lives of children (their biggest fears and needs, their moments of triumph and understanding). Sam Chaltain is a national educator and organizational change consultant based in Washington, DC. He was the National Director of the Forum for Education and Democracy and the founding director of the Five Freedoms Project. Visit his blog at samchaltain.com. “What Our School shows with passion and precision is that education is about real people leading real lives in real places. If school doesn’t engage them, it doesn’t work, no matter what the accountants and policymakers may say. That’s what this book is really about and why it’s so important for anyone who genuinely cares about schools, communities, and their children.”—From the Foreword by Sir Ken Robinson, world-renowned author and educator “This is an important book. Our School is vibrant and alive. Sam Chaltain’s keen insights and warm, readable prose invite readers to experience the complex, challenging, often frustrating, and occasionally triumphant lives of four caring teachers and their students. I urge you to accept the invitation.”—John Merrow, education correspondent, PBS NewsHour, and president and executive producer, Learning Matters , Inc. “Sam Chaltain is one of the most important voices in public education today, and he writes wonderfully well. In Our School, Sam puts a human face on urban education, showing us what it’s like to be a teacher, student, or parent in the Brave New World of school choice. Parents, educators, and policymakers should read this book. The result will be a more informed and creative conversation about what public education ought to be, and how to make it that way.”—Parker J. Palmer, author of Healing the Heart of Democracy, The Courage to Teach, and Let Your Life Speak

Public School Choice Vs. Private School Vouchers

Setting the Record Straight on Education Freedom

The School Choice Wars

A Legacy to Keep

Breaking Free

Research Perspectives

Negotiating Contested Terrain

Learning from the Inside-Out: Child Development and School Choice is the first book of its kind to marry child development, educational psychology, neuroscience, and pedagogy. This book goes beyond the now banal conversation of differentiating students based upon gender, race, and class. This book is about the cognitive and social needs of students throughout the developmental span and how to identify schools that meet those needs. In essence, this book rejects the one-size-fits-all discourse of education reform in favor of a focus on individualized educational decision-making. Learning from the Inside-Out acknowledges that contrary to the popular saying, good teaching is not good teaching. What one student needs in a teacher, classroom environment or curricula is not necessarily what another student might need despite demographic similarities. After reading this book, parents and teachers will be empowered and informed when making decisions about how best to educate children.

The first book to transform school choice from an abstract policy issue into a question of basic personal freedom--and indeed, for minority children at the bottom of the social ladder, into a question of survival.

What does the term 'school choice' mean to you? Opponents of parental choice have muddied its definition, misleading parents and educators and drawing public debate away from the core issues. In a book geared for anyone who wants to better understand this hotly contested topic, Merrifield clarifies the proposals in existence today, defining the key concepts related to choice. Arguing for a competitive education industry, he discusses policy and political strategy mistakes while suggesting corrections. This informative book covers government regulation issues, typical fallacies, diversity issues, private voucher initiatives, and experiments and empirical evidence about competition.

Strengthen family and community engagement to promote equity and increase student success! When schools, families, and communities collaborate and share responsibility for students' education, more students succeed in school. Based on 30 years of research and fieldwork, this fourth edition of a bestseller provides tools and guidelines to use to develop more effective and equitable programs of family and community engagement. Written by a team of well-known experts, this foundational text demonstrates a proven approach to implement and sustain inclusive, goal-oriented programs. Readers will find: Many examples and vignettes Rubrics and checklists for implementation of plans CD-ROM complete with slides and notes for workshop presentations

Who Chooses? who Loses?

Impact of School Choice and Community, The

What School Choice Is Really About

School Choice International

The Death and Life of the Great American School System

New South Wales 2008

How Students Experience Competitive School Choice

Are there legitimate arguments to prevent families from choosing the education that works best for their children? Opponents of school choice have certainly offered many objections, but for decades they have mainly repeated myths either because they did not know any better or perhaps to protect the government schooling monopoly. In these pages, 14 of the top scholars in education policy debunk a dozen of the most pernicious myths, including "school choice siphons money from public schools," "choice harms children left behind in public schools," "school choice has racist origins," and "choice only helps the rich get richer." As the contributors demonstrate, even arguments against school choice that seem to make powerful intuitive sense fall apart under scrutiny. There are, frankly, no compelling arguments against funding students directly instead of public school systems. School Choice Myths shatters the mythology standing in the way of education freedom.

Most Americans agree on the necessity of education reform, but there is little consensus about how this goal might be achieved. The rhetoric of standards and vouchers has occupied center stage, polarizing public opinion and affording little room for reflection on the intangible conditions that make for good schools. Trust in Schools engages this debate with a compelling examination of the importance of social relationships in the successful implementation of school reform. Over the course of three years, Bryk and Schneider, together with a diverse team of other researchers and school practitioners, studied reform in twelve Chicago elementary schools. Each school was undergoing extensive reorganization in response to the Chicago School Reform Act of 1988, which called for greater involvement of parents and local community leaders in their neighborhood schools. Drawing on years longitudinal survey and achievement data, as well as in-depth interviews with principals, teachers, parents, and local community leaders, the authors develop a thorough account of how effective social relationships—which they term relational trust—can serve as a prime resource for school improvement. Using case studies of the network of relationships that make up the school community, Bryk and Schneider examine how the myriad social exchanges that make up daily life in a school community generate, or fail to generate, a successful educational environment. The personal dynamics among teachers, students, and their parents, for example, influence whether students regularly attend school and sustain their efforts in the difficult task of learning. In schools characterized by high relational trust, educators were more likely to experiment with new practices and work together with parents to advance improvements. As a result, these schools were also more likely to demonstrate marked gains in student learning. In contrast, schools with weak trust relations saw virtually no improvement in their reading or mathematics scores. Trust in Schools demonstrates convincingly that the quality of social relationships operating in and around schools is central to their functioning, and strongly predicts positive student outcomes. This book offer insights into how trust can be built and sustained in school communities, and identifies some features of public school systems that can impede such development. Bryk and Schneider show how a broad base of trust across a school community can provide a critical resource as education professional and parents embark on major school reforms. A Volume in the American Sociological Association's Rose Series in Sociology

Controversial claims are being debated about school choice and the application of market dynamics to education. But the polemics have far out-paced hard evidence regarding who participates in school choice experiments and what effects are felt by parents, children and schools. This work reports the latest empirical results on choice programmes nationwide. Who benefits and who loses under these programmes? Do innovative forms of schooling flourish? Does student achievement improve? These are the questions addressed by contributors to this book.

University involvement within their communities and the promotion of engaged scholarship is essential for the success of the learning institution as well as for providing students with opportunities to interact with various leadership roles and hands-on interactions with the communities themselves. Community schools employ strategic partnerships to expand the boundaries of school improvements and to increase the direct benefits gained by the community. Emerging Perspectives on Community Schools and the Engaged University is an essential research publication that explores the importance of civic engagement in various school settings, but especially in higher education settings. Featuring a wide range of topics such as service learning, charter schools, and democracy, this book is ideal for community organizers, superintendents, directors, provosts, chancellors, education practitioners, academicians, administrators, researchers, and education policymakers.

The Great School Debate

What America Can Learn from School Choice in Other Countries

7 Steps to Finding the Right School for Your Child

Diverse Families, Desirable Schools

Choosing a School for Your Child

Our School