

Implementing School Restructuring in the Inner City

Louis F. Mirón, Edward P. St. John, and
Betty Davidson

The purpose of this research was to examine school reform at a local level. Our analysis centered on the impact that the Accelerated Schools model had on two inner-city elementary schools in New Orleans. Key to our interpretation was addressing prevalent social issues, including poverty, racism, and single-parent families, embedded in everyday life in urban communities. The findings illuminate the need to resolve racial, social, and ideological conflicts for school change to take root in inner-city schools.

Today, there is much discussion of the impact of school reform on teaching and learning, school organization, and parental involvement. Over a decade has passed since the National Commission on Excellence in Education issued its landmark *A Nation at Risk* report wherein it described the nation's system of public schools as "a rising tide of mediocrity" (NCEE, 1983, p. 5). Numerous studies have documented the exhaustive production of reform programs at all levels of the public school system—federal, state, and local. Research groups, such as the Center for Policy Research in Education, have sought to quantify the impact of reform activities on such outcome measures as student achievement and curriculum change (Clune, 1989).

The bulk of reform¹ initiatives has concentrated on the state level. By and large state reforms have either bypassed urban schools and school districts (Levin, 1988), or the special conditions facing these schools (Boyd, 1989; Davis & McCaul, 1991; Kozol, 1991; Mirón, 1990) have made it difficult to implement changes in ways that are meaningful to principals, teachers, students, and parents in inner-city schools on a day-to-day basis. The national educational reform movement has failed to address the underlying social issues

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Research On School Restructuring

Sharon Moser



Research On School Restructuring:

Research on School Restructuring Arthur K. Ellis, Jeffrey T. Fouts, 1994 First published in 1995 Routledge is an imprint of Taylor Francis an informa company *Restructuring Schooling* Joseph Murphy, Philip Hallinger, 1993-03-16 Make good decisions about your own restructuring effort by seeing what has and what hasn't worked in other schools **Improving Low-performing Schools** Caitlin Scott, Center on Education Policy (Washington, D.C.), 2009 Restructuring Intentions Patrick J. W. McGinty, 2005 *Race, Class, and Power in School Restructuring* Pauline Lipman, 1998-01-01 Explores the intersection of two central issues in American education today school reform through restructuring and alienation from school of many children of color A tough look at the impact of teachers and administrators beliefs and practices **School Effectiveness for Whom?** Roger Slee, Sally Tomlinson, Gaby Weiner, 2003-05-20 School effectiveness research together with what is now described as the school improvement movement Barber 1996 has captured both the Conservative and New Labour imaginations as a basis for educational planning and policy making in the UK Internationally school effectiveness enjoys an expanding and enthusiastic audience This book provides a critique of this research genre particularly in the light of the recent calls for teaching to go back to the basics The editors argue that this school effectiveness research is simplistic in its analysis of educational problems Far from getting to the bottom of the problem of failing students and schools they argue these movements are merely scratching at the surface of the problems and coming up with notions for superficial improvements *Getting Ready for the Test* Todd Sloan Cherner, 2012 As debates about how to reauthorize the Elementary and Secondary Education Act ESEA continue educational stakeholders need to consider the impact that No Child Left Behind's NCLB accountability policies put on teachers working in low performing schools Specifically schools that annually struggle to achieve adequate yearly progress based on student test scores are narrowing the curriculum they offer students down to only teaching testable skills Crocco Darling Hammond 2007 Smith Kovacs 2011 Moreover I identified six different ways my participants were impacted by the school's restructuring and created a term for each The terms I developed include turnaround producing results threats student behavior top down decision making and sustained and unsustained reforms efforts I then closed by discussing each term and how it relates back to my participants experiences **School Restructuring** Dawn Marie Barnes Hamel, 1998 Research of School Restructuring in Rural South Carolina Districts Dennis Nielsen, 1996 **Staff Collaboration in the School Restructuring Process** Elsa Vecino Suarez, 1997 *The Practice and Theory of School Improvement* David Hopkins, 2005-10 ANDY HARGREAVES Department of Teacher Education Curriculum and Instruction Lynch School of Education Boston College MA U S A ANN LIEBERMAN Carnegie Foundation for the Advancement of Teaching Stanford CA U S A MICHAEL FULLAN Ontario Institute for Studies in Education University of Toronto Canada DAVID HOPKINS Department for Education and Skills London U K This set of four volumes on Educational Change brings together evidence and insights on educational change issues from leading writers and researchers in the field

from across the world Many of these writers whose chapters have been specially written for these books have been investigating helping initiate and implementing educational change for most or all of their lengthy careers Others are working on the cutting edge of theory and practice in educational change taking the field in new or even more challenging directions And some are more skeptical about the literature of educational change and the assumptions on which it rests They help us to approach projects of understanding or initiating educational change more deeply reflectively and realistically Educational change and reform have rarely had so much prominence within public policy in so many different places Educational change is ubiquitous It figures large in Presidential and Prime Ministerial speeches It is at or near the top of many National policy agendas Everywhere educational change is not only a policy priority but also major public news Yet action to bring about educational change usually exceeds people s understanding of how to do so effectively International Handbook of School Effectiveness and Improvement Tony Townsend,2007-09-21 This book reviews of the development implementation and practice of the disciplines of school effectiveness and school improvement Seven main topics are addressed History of the school effectiveness movement over the last 25 years Changes in accountability and standards Leadership in school effectiveness Changes in teacher education Impact of Diverse Populations Education Funding and its Impact and Best Practice Case Studies The contributors are active in school effectiveness research worldwide

Perceptions of Teachers in Their First Year of School Restructuring Sharon Moser,2010 ABSTRACT The 2007 2008 school year marked the first year Florida s Title I schools that did not made Adequate Yearly Progress AYP for five consecutive years entered into restructuring as mandated by the No Child Left Behind Act of 2001 My study examines the perceptions of teachers entering into their first year of school restructuring due to failure to achieve AYP Four research questions guided my inquiry What are the perceptions of teachers regarding their school s failure to make Adequate Yearly Progress What are the understandings of teachers regarding the restructuring process What are the perceptions of teachers regarding the restructuring process In what ways have their perceptions of the restructuring process changed their reading instruction The purpose of this study is to gain insight into teachers perceptions of AYP and its restructuring consequences I applied grounded theory ethnography as a research tool and critical discourse analysis as a research tool to this organizational case study Twelve teachers from Star Elementary School a rural Title I elementary school served as participants I collected data using field notes semi structured interviews and surveys I collected data for a total of 148 25 hours over a period of 31 days at Star Elementary School My analysis of the data revealed while teachers placed blame on students parents and policy makers they also looked inwardly to their own shortfalls and contributions to AYP failure Teachers understood the specific consequences related to AYP failure and demonstrated an understanding of data analysis of their student state test scores Teachers did not demonstrate an understanding that NCLB 2001 allows for teachers to be part of the decision making process regarding curriculum and instruction at their school Teachers also reported decreased

authority and autonomy due to Star's failure to make AYP. My research supports the Restructuring Inverse Impact Theory consequences of NCLB's 2001 reform mandates intended to enhance student achievement may negatively impact that achievement due to the undermining of teacher efficacy.

Resources in Education, 2001-10 *Schools Making a Difference* Martin Thrupp, 1999-05-16 Does an effective school really come about through the actions of teachers and school leaders or does it also require an advantaged student intake? This question reflects a longstanding research debate about whether or not the social class mix of a school's student intake has much effect on individual achievement. *Schools Making a Difference: Let's Be Realistic* presents new evidence which suggests that school mix is likely to be important because of the way many school processes are deeply influenced by student intake characteristics. Low socioeconomic schools face numerous intake related constraints which make them highly resistant to improvement efforts. By suggesting that failing schools are often overwhelmed rather than ineffective, this book provides a sympathetic reappraisal of the performance of teachers and school leaders in such schools. It also offers a critical response to the often unrealistic claims of the school effectiveness and school improvement movement and a fresh critique of market reforms in education.

School Restructuring and Student Achievement in Washington State, 1999 **Restructuring in the Classroom** Richard F. Elmore, Penelope L. Peterson, Sarah J. McCarthey, 1996-03-15 *Restructuring in the Classroom* goes into the classrooms of three elementary schools to take a detailed look at how teachers responded to changes in structure in their schools. The authors interviewed principals, teachers, parents, support staff, and district personnel to produce in-depth case studies of schools at various stages of restructuring, showing what the school had done to change its structure and how those changes had occurred. Selecting four teachers in each school for closer observation and discussion, the authors reveal how those teachers responded to the changes around them in their day-to-day practice in the classroom. They show, for example, how teaching practice is or is not affected by changes in the way students are grouped for learning, in the way teachers relate to groups of students and to each other, and in the way time is allocated to subject matter.

Restructuring the Research, Evaluation, and Analysis Functions of the Chicago Public Schools National Advisory Panel on Restructuring the Research, Evaluation, and Analysis Functions of the Chicago Public Schools, Consortium on Chicago School Research, 1995

Teachers and Schooling Making A Difference Pam Christie, Bob Lingard, 2020-08-04 *Teachers Schooling Making a Difference* takes seriously the question that teachers ask: What do I do on Monday? and does provide answers. From the foreword by Professor Michael Apple, University of Wisconsin: Education debates are currently dominated by free market ideologists who push privatisation and competition as the answer to every problem, regardless of damage to schools and pupils. *Teachers Schooling Making a Difference* shows that we can think about education in a far more productive way. Professor R. W. Connell, University of Sydney: This book is a lesson in making hope practical. It makes a compelling argument for recognising, supporting, and enabling teachers as central to progressive school reform. Professor Jenny Ozga, University of

Edinburgh What teachers do in the classroom really matters even though schools cannot compensate fully for difficulties children may face at home and in society Good teachers and good schools have been making a difference in children s lives for generations but what exactly is it that works Based on extensive research in 1000 primary and secondary classrooms this book examines the tough questions about teaching methods curriculum assessment and teachers professionalism The authors isolate the key elements that make the difference in the classroom and offer teachers practical approaches to working with all their students Teachers and Schools Making a Difference is essential reading for teachers and school administrators who want to improve their professional skills and offer a genuinely democratic education

Parents' Participation in School Improvement Processes [electronic Resource] : Final Report of the Parent Participation in School Improvement Planning Project Patricia A. Allison, Canadian Education Association, 2004

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