

REVOLUTION

at the Margins

THE IMPACT
OF COMPETITION
ON URBAN
SCHOOL SYSTEMS

Frederick M. Hess

Revolution At The Margins The Impact Of Competition On Urban School Systems

Brian J. Glenn, Steven M. Teles



Revolution At The Margins The Impact Of Competition On Urban School Systems:

Revolution at the Margins Frederick M. Hess, 2004-05-13 For more than a decade school choice has been a flashpoint in debates about our nation's schooling. Perhaps the most commonly advanced argument for school choice is the notion that markets will force public schools to improve, particularly in those urban areas where improvement has proved so elusive. However, the question of how public schools respond to market conditions has received surprisingly little attention. *Revolution at the Margins* examines the impact of school vouchers and charter schooling on three urban school districts, explores the causes of the behavior observed, and explains how the structure of competition is likely to shape the way it affects the future of public education. The book draws on research conducted in three school districts at the center of the school choice debate during the 1990s: Milwaukee, Wisconsin; Cleveland, Ohio; and Edgewood, Texas. Case studies examine each of these three districts from the inception of their local school choice program through the conclusion of the 1999 school year. The three school districts studied did not respond to competition by emphasizing productivity or efficiency. Instead, under pressure to provide some evidence of response, administrators tended to expand public relations efforts and to chip holes in the rules, regulations, and procedures that regulate public sector organizations. Inefficient practices were not rooted out, but some rules and procedures that protect employees and vocal constituencies were relaxed. Public school systems are driven by political logic, according to Hess, and their incentives lead them to respond generally through symbolic and metaphorical gestures. Choice-induced changes in public school systems will be shaped by public governance, the market context in which they operate, and their organizational characteristics. *Revolution at the Margins* encourages scholars and policymakers to think more carefully about the costs and benefits of educational competition. *Revolution at the Margins* Frederick M.

Hess, 2004-05-13 For more than a decade school choice has been a flashpoint in debates about our nation's schooling. Perhaps the most commonly advanced argument for school choice is the notion that markets will force public schools to improve, particularly in those urban areas where improvement has proved so elusive. However, the question of how public schools respond to market conditions has received surprisingly little attention. *Revolution at the Margins* examines the impact of school vouchers and charter schooling on three urban school districts, explores the causes of the behavior observed, and explains how the structure of competition is likely to shape the way it affects the future of public education. The book draws on research conducted in three school districts at the center of the school choice debate during the 1990s: Milwaukee, Wisconsin; Cleveland, Ohio; and Edgewood, Texas. Case studies examine each of these three districts from the inception of their local school choice program through the conclusion of the 1999 school year. The three school districts studied did not respond to competition by emphasizing productivity or efficiency. Instead, under pressure to provide some evidence of response, administrators tended to expand public relations efforts and to chip holes in the rules, regulations, and procedures that regulate public sector organizations. Inefficient practices were not rooted out, but some rules and procedures that protect

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The Urban School System of the Future Andy Smarick,2012-10-12 For more than two generations the traditional urban school system the district has utterly failed to do its job prepare its students for a lifetime of success Millions and millions of boys and girls have suffered the grievous consequences The district is irreparably broken For the sake of today s and tomorrow s inner city kids it must be replaced The Urban School System of the Future argues that vastly better results can be realized through the creation of a new type of organization that properly manages a city s portfolio of schools using the revolutionary principles of chartering It will ensure that new schools are regularly created that great schools are expanded and replicated that persistently failing schools are closed and that families have access to an array of high quality options This new entity will focus exclusively on school performance meaning among other things our cities can thoughtfully integrate their traditional public charter public and private schools into a single high functioning k 12 system For decades the district has produced the most heartbreaking results for already at risk kids The Urban School System of the Future explains how we can finally turn the tide and create dynamic responsive high performing self improving urban school systems that fulfill the promise of public education

Educational Freedom in Urban America David F. Salisbury,Casey Lartigue,2004 This book offers a prescription for reform that includes freedom of choice among public and private schools

Educational Freedom in Urban America David Salisbury,Casey Lartigue Jr.,2004-05-25 In 1954 the U S Supreme Court declared segregated public schools unconstitutional The ruling in Brown v Board of Education set public education on a course toward equality Yet five decades later schools are not equal Minority children living in America s inner cities suffer disproportionately from a failing education system with black and Hispanic students dropping out of public high schools at much higher rates than whites There is however reason for hope The expansion of school choice offers new opportunities for children struggling in failing schools In this collection a dozen leading scholars educators and reformers including Andrew Coulson Floyd Flake Frederick Hess and Paul E Peterson examine the legacy of Brown v Board and its relation to the modern day school choice movement A school administrator and a charter school founder also reveal the challenges and obstacles faced by enterprising teachers in trying to help their students Together these experts expose the modern barriers that deprive inner city children of a good education and call for increased school choice as the most effective way to achieve the goals of Brown v Board Educational Freedom in Urban America is essential reading for anyone concerned with the condition of our inner city schools and the racial and social inequities that still exist in American education

Domestic Policy Discourse in the US and the UK in the 'New World Order' Lori Maguire,2010-08-11 With the end of the

Cold War many commentators expected a renewed emphasis on domestic policy as a result of this major change in foreign policy. Until the attacks of 11 September 2001 this is exactly what happened. The new world order in domestic terms celebrated the triumph of capitalism and free markets. At this time Milton Friedman's economic ideas were all the rage and Keynes completely out of fashion. The economic problems of the 1970s in combination with the manifest failure of communist economies had largely discredited the traditional notion of the Left and party rhetoric reflected this. Both the Democrats and Labour had begun in the 1980s faced with the success of Reagan and Thatcher a process of redefinition people talked of New Democrats and New Labour. During the campaign of 1992 Clinton insisted on the need for a modern mainstream agenda and used key terms often associated with conservatism like expansion of opportunity, choice, responsibility and reinventing government. Labour especially after Tony Blair became leader in 1994 followed the same path. Both the Conservatives and the Republicans had pushed to the right in the late 1970s and continued this trend in the following years. Although their electoral fortunes varied they increasingly found themselves divided between moderate and more rightwing members. In Britain this division focused on Europe while in the US it usually concerned social and ethical questions. By 2010 the Conservatives had attained some cohesion under David Cameron but the Republicans were openly feuding. This book's originality lies in its scope in its comparative aspect and its inclusion of first person accounts as well as scholarly studies. In particular the book includes one of the first major analyses of the health care debate from Clinton's failed attempt to the conclusion of Obama's successful one. Highly up to date and topical it also discusses discourse related to the recent economic crisis, the so called Climategate scandal, the UK elections of 2010, the gay rights debates in the US, Islamophobia and the Arizona immigration law.

Handbook of Research in Education Finance and Policy Helen F. Ladd, Edward B. Fiske, 2012-08-21. Sponsored by the Association for Education Finance and Policy (AEFP) this groundbreaking new handbook assembles in one place the existing research based knowledge in education finance and policy thereby helping to define this evolving field of research and practice. It provides a readily available resource for anyone seriously involved in education finance and policy in the United States and around the world. The Handbook traces the evolution of the field from its initial focus on school inputs and the revenue sources used to finance these inputs to a focus on educational outcomes and the larger policies used to achieve them. It shows how the current decision making context in school finance inevitably interacts with those of governance, accountability, equity, privatization and other areas of education policy. Because a full understanding of the important contemporary issues requires input from a variety of perspectives the Handbook draws on contributors from a variety of disciplines. While many of the chapters cover complex state of the art empirical research the authors explain key concepts in language that non specialists can understand.

Handbook of Education Policy Research Gary Sykes, Barbara Schneider, David N. Plank, 2012-09-10. Co published by Routledge for the American Educational Research Association (AERA). Educational policy continues to be of major concern. Policy debates about economic growth and national competitiveness for

example commonly focus on the importance of human capital and a highly educated workforce Defining the theoretical boundaries and methodological approaches of education policy research are the two primary themes of this comprehensive AERA sponsored Handbook Organized into seven sections the Handbook focuses on 1 disciplinary foundations of educational policy 2 methodological perspectives 3 the policy process 4 resources management and organization 5 teaching and learning policy 6 actors and institutions and 7 education access and differentiation Drawing from multiple disciplines the Handbook's over one hundred authors address three central questions What policy issues and questions have oriented current policy research What research strategies and methods have proven most fruitful And what issues questions and methods will drive future policy research Topics such as early childhood education school choice access to higher education teacher accountability and testing and measurement cut across the 63 chapters in the volume The politics surrounding these and other issues are objectively analyzed by authors and commentators Each of the seven sections concludes with two commentaries by leading scholars in the field The first considers the current state of policy design and the second addresses the current state of policy research This book is appropriate for scholars and graduate students working in the field of education policy and for the growing number of academic government and think tank researchers engaged in policy research For more information on the American Educational Research Association please visit <http://www.aera.net>

America's Voucher Politics Ursula Hackett, 2020-05-07 What explains the explosive growth of school vouchers in the last two decades In America's Voucher Politics Ursula Hackett shows that the voucher movement is rooted in America's foundational struggles over religion race and the role of government versus the private sector Drawing upon original datasets archival materials and more than one hundred interviews Hackett shows that policymakers and political advocates use strategic policy design and rhetoric to hide the role of the state when their policy goals become legally controversial For over sixty years of voucher litigation white supremacists accommodationists and individualists have deployed this strategy of attenuated governance in court By learning from previous mistakes and anticipating downstream effects policymakers can avoid painful defeats gain a secure legal footing and entrench their policy commitments despite the surging power of rivals An ideal case study education policy reflects multiple axes of conflict in American politics and demonstrates how policy learning unfolds over time

Handbook on Statewide Systems of Support Sam Redding, Herbert J. Walberg, 2008-02-01 published in co operation with The Center on Innovation Improvement As subsequent chapters point out the No Child Left Behind Act NCLB requires states to provide assistance to districts in improving the schools within their purview Of course the U S Constitution and federal laws leave the control of education largely to the states and states have long provided support to school districts In return for federal monies however NCLB requires states to provide such help under the statewide systems of support SSOS provision of the Act The purposes of this Handbook are to survey the research related to statewide systems of support to present the experience and insights of educational leaders in how such support can best be conducted and to derive actionable principles

for improving schools It is intended for use not only by the staff of the U S Department of Education sponsored Regional Centers that serve state department staff but also by the staff of school districts and schools Also sponsored by the U S Department of Education the Center on Innovation Improvement CII previously developed the Handbook on Restructuring and Substantial School Improvement Walberg 2007 that became the basis of CII s technical assistance to Regional Centers on this topic CII made available for downloading Power Point presentations and web based seminars webinars based on the previous Handbook CII s intended audiences widely employed the previous Handbook on Restructuring and Substantial School Improvement and auxiliary materials and found them useful in their technical assistance efforts to disseminate and encourage evidence based ideas for restructuring and improving schools With advice from the U S Department of Education scholarly experts and experienced educators in the Regional Centers state departments of education and school districts the CII staff concluded that what it envisioned as the present Handbook would be similarly useful

Conservatism and American Political Development Brian J. Glenn, Steven M. Teles, 2009 Through a sustained historical analysis of three of the most important issues in American politics Social Security environmental regulation and federal education policy Conservatism and American Political Development explores how conservatives have helped shape U S domestic policy and how the growth of the American state has in turn shaped conservatism Featuring leading scholars of American political development the book traces the evolution of each issue over the course of three epochs the New Deal the Great Society era and the Reagan era Throughout it emphasizes the ironic role of conservatism in the expansion of the American state As conservatives increased their presence in the federal apparatus they were frequently co opted into maintaining or even expanding regulatory and public fiscal power At times conservatives also came to accept the existence of the liberal state but attempted to use it to achieve conservative policy ends Despite conservatives power in U S politics and governance over the last quarter century big government remains As Conservatism and American Political Development shows conservatism has not only helped shape the state but has been shaped by it as well

School Choice Policies and Outcomes Walter Feinberg, Christopher Lubienski, 2008-10-16 Perhaps no school reform has generated as much interest and controversy in recent years as the proposal to have parents select their children s schools Opponents of school choice fear that rolling back the government s role will lead to profit driven financial scandals sectarianism and increased class and racial isolation School choice advocates believe that state provision oversight and regulation stifle entrepreneurial creativity The contributors to this volume not only provide a clear assessment of the logic and evidence supporting the different sides of the debate but also unmask the assumptions about the relationship between markets government and educational achievement Their message is that neither markets nor government alone will guarantee freedom equality achievement or community If choice is to improve education and advance equality then educational policy cannot be placed on automatic and left to the free market Rather choice policy must be deliberately directed toward meeting these goals and this book shows how that could be

accomplished Poverty and Schooling in the U.S. Sue Books, 2004-07-19 Poverty is an educational issue because it affects children's physical, emotional, and cognitive development. Especially in current times, taken-for-granted ideas about poverty and poor children must be scrutinized and reconsidered. That is the goal of this book *Poverty and Schooling in the U.S. Contexts and Consequences*, which is in part a plea for educators and future educators to undertake the intellectual and emotional work of learning more about the social causes as well as the sometimes life-altering consequences of poverty. Although such efforts will not eradicate poverty, they can help form more insightful educators, administrators, policymakers, and researchers. The book is also an effort to bring to the table a larger conversation about the educational significance of the social and legal policy contexts of poverty and about typical school experiences of poor children. *Poverty and Schooling in the U.S. Contexts and Consequences* describes what teachers need to know or to understand about the contexts and consequences of poverty, provides information and analysis of the social context of poverty, examines the experience of many children and families living in poverty, documents the demographics of poverty, and offers a critique of the official U.S. poverty metric reports on continuing and significant disparities in school funding, presents historical context through a broad brush review of some of the landmark legal decisions in the struggle for educational opportunity, looks at some typical school experiences of poor children, considers the consequences of the federal No Child Left Behind Act, and offers suggestions about the kind of educational reform that could make a difference in the lives of poor children. This book is fundamental for faculty, researchers, school practitioners, and students across the field of education. It is accessible to all readers. An extensive background in social theory, educational theory, or statistics is not required. *Five Miles Away, A World Apart* James E. Ryan, 2010-08-06 How is it that half a century after *Brown v. Board of Education*, educational opportunities remain so unequal for black and white students, not to mention poor and wealthy ones? In his important new book *Five Miles Away, A World Apart*, James E. Ryan answers this question by tracing the fortunes of two schools in Richmond, Virginia: one in the city and the other in the suburbs. Ryan shows how court rulings in the 1970s limiting the scope of desegregation laid the groundwork for the sharp disparities between urban and suburban public schools that persist to this day. The Supreme Court, in accord with the wishes of the Nixon administration, allowed the suburbs to lock nonresidents out of their school systems. City schools, whose student bodies were becoming increasingly poor and black, simply received more funding, a measure that has proven largely ineffective while the independence and superiority of suburban schools remained sacrosanct. Weaving together court opinions, social science research, and compelling interviews with students, teachers, and principals, Ryan explains why all the major education reforms since the 1970s, including school finance litigation, school choice, and the No Child Left Behind Act, have failed to bridge the gap between urban and suburban schools and have unintentionally entrenched segregation by race and class. As long as that segregation continues, Ryan forcefully argues, so too will educational inequality. Ryan closes by suggesting innovative ways to promote school integration, which would take advantage of unprecedented demographic shifts.

and an embrace of diversity among young adults Exhaustively researched and elegantly written by one of the nation's leading education law scholars *Five Miles Away A World Apart* ties together like no other book a half century's worth of education law and politics into a coherent if disturbing whole It will be of interest to anyone who has ever wondered why our schools are so unequal and whether there is anything to be done about it [Brookings Papers on Education Policy: 2005](#) Diane Ravitch, 2010-12-01 Contents include Test Based Accountability The Promise and the Perils Tom Loveless Brookings Can the Federal Government Improve Education Research Brian Jacob Harvard University and Jens Ludwig Georgetown University Realizing the Promise of Brand Name Schools Steven F Wilson Harvard University School Choice How an Abstract Idea Became a Political Reality Joseph P Viteritti Hunter College CUNY Education Reform and Content The Long View E D Hirsch Jr Core Knowledge Foundation Evidence Based Reading Policy in the United States How Scientific Research Informs Instructional Practices Reid Lyon and Vinita Chhabra National Institutes of Health and Sally E Shaywitz and Bennett A Shaywitz Yale University **Charter School Report Card** Shawgi Tell, 2016-04-01 What is a charter school Where do they come from Who promotes them and why What are they supposed to do Are they the silver bullet to the ills plaguing the American public education system This book provides a comprehensive and accessible overview and analysis of charter schools and their many dimensions It shows that charter schools as a whole lower the quality of education through the privatization and marketization of education The final chapter provides readers with a way toward rethinking and remaking education in a way that is consistent with modern requirements Society and its members need a fully funded high quality public education system open to all and controlled by a public authority **Getting Choice Right** Julian R. Betts, Tom Loveless, 2005-12-09 This second volume from the National Working Commission on Choice in K 12 Education examines the connections between school choice and the goals of equity and efficiency in education The contributors distinguished university professors high school administrators and scholars from research institutions around the country assess the efficiency of the educational system analyzing efforts to boost average achievement Their discussion of equity focuses on the reduction of racial and religious segregation in education as well as measures to ensure that no child is left behind The result is an authoritative and balanced look at how to maximize benefits while minimizing risks in the implementation of school choice The National Working Commission on Choice in K 12 Education was established to explore how choice works and to examine how communities interested in the potential benefits of new school options could obtain them while avoiding choice's potential harms In addition to the editors commissioners include Paul T Hill and Dan Goldhaber University of Washington David Ferrero Bill and Melinda Gates Foundation Brian P Gill and Laura Hamilton Rand Jeffrey R Henig Teachers College Columbia University Frederick M Hess American Enterprise Institute Stephen Macedo Princeton University Lawrence Rosenstock High Tech High San Diego Charles Venegoni Civitas Schools in Chicago Janet Weiss University of Michigan and Patrick J Wolf Georgetown University *Data-Driven School Improvement* Ellen B. Mandinach, Margaret Honey, 2008 The

first comprehensive examination of the field this book brings together stakeholders representing a variety of perspectives to explore how educators actually use data and technology tools to achieve lasting improvement in student performance

Contributors David V Abbott Carrie Amon Jonathan Bertfield Cornelia Brunner Fred Carrigg Jere Confrey Katherine Conoly Valerie M Crawford Chris Dede John Gasko Greg Gunn Juliette Heinze Naomi Hupert Sherry P King Mary Jane Kurabinski Daniel Light Lisa Long Michael Merrill Liane Moody William R Penuel Luz M Rivas Mark S Schlager John Stewart Sam Stringfield Ronald Thorpe Yukie Toyama Jeffrey C Wayman and Viki M Young If you want to understand usable knowledge read Data Driven School Improvement Ellen Condliffe Lagemann Harvard University It is reassuring to know that at least some of the data being generated in our data driven age are being used to make wiser decisions We can all learn from these illustrative accounts David C Berliner Mary Lou Fulton College of Education Arizona State University Replete with examples from real schools and districts this volume provides a multi layered portrait of what it takes to establish a culture of data use Readers will come away with an appreciation of the systemic changes needed to reap the full potential of data driven decision making Barbara Means Center for Technology in Learning SRI International

With the Best of Intentions

Frederick M. Hess, 2005-01-01 Bringing together a mix of researchers and practitioners With the Best of Intentions examines the major goals of recent philanthropic efforts and looks at some of the key lessons for educators philanthropists policymakers and community leaders of philanthropic contributions to schools and school systems From the Gates small school initiative to the Annenberg challenge to the Broad prize for urban education philanthropic giving has played an increasingly prominent role in recent years in education reform efforts across the United States Yet while we recognize that philanthropic organizations influence education in countless ways we know strikingly little about the extent dynamics and results of their efforts This lack of knowledge calls out for urgent attention of total K 12 spending it has a disproportionate impact in shaping reform agendas and promoting cutting edge efforts to improve schools and classrooms With the Best of Intentions aims to fill this gap offering lively perspectives on the role of philanthropy in K 12 education It opens by surveying the current landscape in philanthropic giving to education then examines the major goals of recent philanthropic efforts building new schools supporting troubled districts promoting school choice and advancing educational research and policy The book concludes by looking at some of the major lessons for educators philanthropists policymakers and community leaders of philanthropic contributions to schools and school systems An informative and multifaceted volume With the Best of Intentions is also full of debates and controversies It will be of interest to scholars policymakers and education and community leaders as well as to the philanthropic community itself

The Future of Educational Change Ciaran Sugrue, 2008-02-19 This timely book provides a systematic overview and critique of contemporary approaches to educational change from some of the best known writers and scholars in the field including Andy Hargreaves Larry Cuban Ivor Goodson Jeannie Oakes Milbrey McLaughlin Judyth Sachs and Ann Lieberman Divided into four sections the book addresses the key

themes What has been the impact of educational change How has the impact differed in different circumstances What are the new directions for research on policy and practice How can we link research policy and practice By highlighting critical lessons from the past the book aims to set an agenda for policy related research and the future trajectories of educational reforms while also taking into account the dominant rhetorics of international social movements and the refracted nature of policy agenda at national and local levels This book addresses issues which with many educators around the world are currently grappling It will appeal to academics and researchers in the field as well as providing an introduction to key issues and themes in Educational Change for graduates and practitioners

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