

# Introduction

This edition of the *Charter School Movement: History, Politics, Policies, Economics and Effectiveness* is the first published by Grey House Publishing. The first edition (*Charter Schools: A Reference Handbook*) was published by ABC-CLIO in 2000. This significantly revised work has a substantial amount of new material and features, with a new name that better reflects its expanded content.

Triple the size of the first edition, *Charter School Movement* has been completely revised and includes new chapters on the economics of charter schools, a new compilation of Primary Documents, and new and expanded Appendices. Its comprehensiveness and currency is unparalleled, with detailed discussions of opposing viewpoints, results of several recent charter school studies published by Stanford University, and the latest on the controversial decision by the Los Angeles Department of Education to charterize 250 of its public schools.

Also completely updated are the last two chapters of the work. They provide a comprehensive directory of resources on the charter school movement—with 69 organizations and agencies, 87 print resources, and 85 nonprint resources.

The brand new section of **Primary Documents** comprises nearly 100 pages of original documents that offer detailed background on the charter school movement: about Ray Budde, considered the founder of charter schools; actual charter applications and parent contracts; interviews with charter school teachers; recent articles that address the views of the Obama administration’s Secretary of Education Arne Duncan and those of the “Instigator” in Los Angeles Steve Barr, and results of recent charter school studies.

These 15 enlightening documents, combined with the author’s thorough coverage, give the reader the most current information on a subject that continues to pick up controversy.

The five **Appendices** are all about comparisons. Here you will see, in clear, tabular format, how states compare with each other on numbers (of charter

schools, charter school students, and charter school teachers) and achievement (test scores, and graduation rates). You will also be able to compare charter schools with traditional public schools regarding teacher qualifications.

This edition of the *Charter School Movement: History, Politics, Policies, Economics and Effectiveness* ends with a detailed **Index**. The work is available in both print and ebook formats.

## *Chapter Two*

# Chronology of U.S. Educational Reform

### SEVENTEENTH CENTURY

**1635**—Boston Latin School, the first Latin Grammar School, was established in Massachusetts. Latin Grammar Schools were designed for the sons of the upper classes who were expected to occupy leadership positions in the church, state, or in the courts. It is the oldest public school in America with a continuous existence and is still in operation today. The curriculum of the school was and is centered in the humanities, its founders sharing with the ancient Greeks the belief that the only good things are the goods of the soul. From its inception, Boston Latin School has taught its scholars dissent with responsibility and has persistently encouraged such dissent. This philosophy was consistent with the period in history known as the Enlightenment, which spurred the founding of the United States.

—The first public “free school” in Virginia is opened.

**1647**—The Massachusetts Law of 1647, also known as the Old Deluder Satan Act, is passed. The law decreed that every town of at least 50 families must hire a schoolmaster who would teach the town’s children to read, write, and learn scripture and that all towns of at least 100 families would have a Latin grammar schoolmaster who would prepare students to attend Harvard College. The funding was to be provided by the masters of children, their parents, or the community in general.

## EIGHTEENTH CENTURY

**1734**—Christian von Wolff describes the human mind as consisting of powers or faculties. The theory guiding the philosophy is that the mind is a separate entity from the body. According to this model, the mind was considered somewhat analogous to a muscle and the role of education was thus to exercise and strengthen the intellect to the point where it could control the will and emotions. Referred to as “Faculty Psychology,” the doctrine holds that the mind can best be developed through “mental discipline” or tedious drills and repetition of basic skills and then much later the eventual study of abstract subjects such as classical philosophy, literature, and languages. This viewpoint greatly influences American education throughout the nineteenth century and beyond and can still be argued to be the theoretical cornerstone of national policy towards standards, assessment and education in the nation’s schools.

**1779**—Thomas Jefferson submits to Congress an amendment to the Constitution to legalize federal support in support of education. Jefferson thought of public education in essentially political terms—as an auxiliary of free government, a necessity for an informed citizenship. For Jefferson, only an enlightened people could assure democracy and this enlightenment was a product of education. In associating freedom with education, Jefferson was in the forefront of his time. It was his belief in universal suffrage, democracy, and freedom that inspired his belief in universal education (Archiving Early America).

**1791**—The Bill of Rights is passed by the first Congress of the new republic of the United States. The Tenth Amendment to the Constitution states that powers not delegated to the federal government “are reserved to the States, respectively, or to the people.” Thus, the passage of the Bill of Rights serves to assure that education falls within the jurisdiction of the state rather than that of the federal government.

## NINETEENTH CENTURY

**1800**—After failing to move the legislature to extend public education to black children, a citizen, Prince Hall, invites black families to start a private school in his home. In 1808 the school moves to the African Meeting House on Beacon Hill in Boston.

**1821**—The first public high school, Boston English High School, opens its doors. It is the oldest high school in the United States and serves a diverse population of over 1,200 students from more than 40 countries (English High School Association).

**1827**—The state of Massachusetts passes a law requiring any towns of more than 500 families to have a public high school that is open to all students who apply.

**1829**—Horace Mann originally brings forth the issue of humane treatment and accommodations for the insane; he is then appointed chairman of a committee to investigate the practicability and expediency of erecting or procuring, at the expense of the Commonwealth, an asylum for the safekeeping of lunatics and persons furiously mad (Hospitals of Massachusetts). The importance of this would be felt in succeeding years and finds its modern understanding within special education programs.

**1836**—The first of William Holmes McGuffey's readers is published; this is one of America's first primers or textbooks. The secular tone of the "reader" sets them apart from the more Puritan texts of the day. The McGuffey Readers, as they came to be known, are among the most influential textbooks of the nineteenth century and after the Civil War they became standard schoolbooks in thirty-seven states (Havighurst 1984).

**1837**—Horace Mann becomes Secretary of the newly formed Massachusetts State Board of Education. As an educational reformer and believer in universal free education, Mann worked throughout his tenure for increased funding of public schools and better teacher training. As the editor of the *Common School Journal*, his belief in the importance of free, universal public education awakens the interest of the nation and continues the educational and democratic traditions of Jeffersonian democracy.

—Eighty students arrive at Mount Holyoke Female Seminary, the first college for women in the United States. The founder and president of the college is Mary Lyon who believed that women should have the same higher educational opportunities as men (Lyon).

**1839**—The first state-funded school designed specifically for teacher education (known then as "normal" schools) opens in Lexington, Massachusetts. The motivation behind the schools is simple: to provide a public school education for all children and this belief was fueled by both the desire to indoctrinate students with religious teachings to assure the continued existence of a devote and moral populace (and regular church attendance) as well as the belief in the need to educate for social, economic, democratic, and national reasons (The Normal School).

**1848**—Hervey Wilbur helps establish the Massachusetts School for Idiotic and Feebleminded Youth, the first school of its kind in the United States (Hospitals of Massachusetts).

**1852**—Massachusetts enacts the first mandatory school attendance law in the United States. By 1885, 16 states have compulsory-attendance laws, but most of

those laws are sporadically enforced if at all; by 1918 all states have them. The law included mandatory attendance for children between the ages of eight and fourteen for at least three months out of each year—of these twelve weeks at least six had to be consecutive. The penalty for not sending your child to school was a fine not greater than \$20 and the violators were to be prosecuted by the city. The local school committee did not have the authority to enforce the law and although the law was ineffective, it did keep the importance of school before the public and helped to form public opinion in favor of education (Compulsory Education).

**1856**—The first kindergarten in the United States is started in Watertown, Wisconsin. The school is founded by Margarethe Schurz. Four years later, Elizabeth Palmer Peabody opens the first “formal” kindergarten in Boston, Massachusetts. The system was quickly adopted throughout the United States (Wisconsin Department of Justice).

**1857**—The National Education Association (NEA) is founded by forty-three educators in Philadelphia. Its strength as a teacher’s union has consistently grown over time.

**1862**—The First Morrill Act, also known as the “Land Grant Act” becomes law. The law donates public lands to states, the sale of which will be used for the: endowment, support, and maintenance of at least one college where the leading object shall be, without excluding other scientific and classical studies and including military tactics, to teach such branches of learning as are related to agriculture and the mechanical arts, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life (About the Land-Grant System).

Passage of the First Morrill Act (1862) reflects a growing demand for agricultural and technical education in the United States. While a number of institutions had begun to expand upon the traditional classical curriculum, higher education was still widely unavailable to many agricultural and industrial workers. The Morrill Act was intended to provide a broad segment of the population with a practical education that had direct relevance to their daily lives.

**1881**—Booker T. Washington becomes the first principal of the newly-opened “normal” school in Tuskegee, Alabama, now known as Tuskegee University (Booker T. Washington National Monument).

**1890**—The Second Morrill Act is enacted. The Act provides for the more complete endowment and support of the colleges through the sale of public lands creation of 16 historically black land-grant colleges (Historically Black Colleges and Universities).

Although the First Morrill Act provided for land grant colleges, few were open, nor inviting to African Americans. The second Morrill Act specified that states using federal land-grant funds must either make their schools open to both blacks and whites or allocate money for segregated black colleges to serve as an alternative to white schools. Part of this funding leads to, through the sale of public lands, creation of 16 historically black land-grant colleges (Historically Black Colleges and Universities, *Ibid.*).

**1892**—An important example of judicial preference for private interests came in 1892 with the case of Homer Plessy. While traveling on the East Louisiana Railroad, Plessy, a black man, sat in a car designated for whites only. He was subsequently arrested and put in jail. He took his case all the way to the Supreme Court and in *Homer Adolph Plessy v. The State of Louisiana*, Plessy's lawyer argued that the 1890 Louisiana Separate Car Act violated the 13th and 14th Amendments to the Constitution. The trial ended with a judgment against Plessy. In 1896 the U.S. Supreme Court in *Plessy v. Ferguson* found Plessy guilty. This case would serve to legally justify racial segregation for the next half century.

## TWENTIETH CENTURY

**1916**—Louis M. Terman and his team of Stanford University graduate students complete an American version of the Binet-Simon Scale. The Stanford Revision of the Binet-Simon Scale becomes a widely used individual intelligence test, and along with it, the concept of the intelligence quotient (or IQ) is born.

—John Dewey's *Democracy and Education: An Introduction to the Philosophy of Education* is first published. Dewey's views helped advance the ideas of the progressive educational movement. Progressive education seeks to make schools more effective agents of democracy and citizenship education. The term "progressive education" has been used to describe ideas and practices that aim to make schools more effective agencies of a democratic society. Although there are numerous differences of style and emphasis among progressive educators, they share the conviction that democracy means active participation by all citizens in social, political and economic decisions that will affect their lives. The education of engaged citizens, according to this perspective, involves two essential elements: (1) *respect for diversity*, meaning that each individual should be recognized for his or her own abilities, interests, ideas, needs, and cultural identity, and (2) the development of *critical, socially engaged intelligence*, which enables individuals to understand and participate effectively in the affairs of their community in a collaborative effort to achieve a common good (John Dewey Project on Progressive Education).

## *Chapter Eight*

# **Organizations, Associations, and Government Agencies**

The following are organizations, associations, and governmental agencies that provide information on charter schools and the charter school controversies.

### **The American Enterprise Institute for Public Policy**

1150 Seventeenth Street, NW  
Washington, DC 20036  
202-862-5800; fax: 202-862-7177  
e-mail: VRodman@aei.org

This well-known conservative think tank states that its purposes are to defend the principles and improve the institutions of American freedom and democratic capitalism—limited government, private enterprise, individual liberty and responsibility, vigilant and effective defense and foreign policies, political accountability, and open debate. Its work is addressed to government officials and legislators, teachers and students, business executives, professionals, journalists, and all citizens interested in a serious understanding of government policy, the economy, and important social and political developments.

### **American Federation of Teachers**

555 New Jersey Avenue, NW  
Washington, DC 20001  
202-393-8642  
[www.aft.org](http://www.aft.org)

One of the largest teachers' unions in the United States, the American Federation of Teachers (AFT) is a good source for information about union positions regarding charter schools and activities in specific areas of the United States. AFT's former president, Albert Shanker, was a major figure in the ideological development of charter schools.

**American Institutes for Research**

3333 K Street, NW  
Washington, DC 20007-3541  
202-342-5000  
[www.air.org](http://www.air.org)

The American Institutes for Research (AIR) is an independent, nonprofit organization that provides government and the private sector with services that promote high quality by applying and advancing the knowledge, theories, methods, and standards of the behavioral and social sciences to solve significant societal problems. Institutes are located throughout the United States, and AIR is responsible for research regarding charter schools.

**Annenberg Institute for School Reform**

Brown University  
Box 1985  
Providence, RI 02912  
401-863-7990  
[www.annenberginstitute.org](http://www.annenberginstitute.org)

The mission of the Annenberg Institute for School Reform is to develop, share, and act on knowledge that improves the conditions and outcomes of schooling in the United States, especially in urban communities and in schools serving underserved children. The institute currently focuses its programs in six initiative areas. It carries out its work through research and analysis, collaborations with partner organizations, support for local action, publications, and conferences. To help develop and refine its programming, the institute periodically convenes a program advisory group to review current activities and make recommendations for the future focus of the institute's work. The Coalition of Essential Schools has profited from a large Annenberg grant.

**Arizona Charter Schools Association**

7500 N. Dreamy Draw Drive, Suite 220  
Phoenix, AZ 85020  
602-944-0644  
<http://www.azcharters.org/>

# Mater Academy Charter Middle-High School Parent Contract

Enrollment in Mater Academy signifies acceptance of our school's parent contract and other policies; copies of which follow:

- **I understand and will assure compliance** of the Mater Academy Student Code of Excellence, which has been given to me at the time of registration. Any infraction will result in a referral/SCAM form, which will be placed in my child's permanent record.
- **I understand that attendance is mandatory.** After an absence, the parent must send a handwritten note explaining the reason for their child's absence. Be aware that more than 5 or more unexcused absences within a semester course or 10 or more within an annual course will result in the withholding of a student's grade.
- **Arrival time is from 7:00 a.m. to 7:25 a.m.** The doors open at 7:15 a.m. Students must be in their seat by 7:30 a.m. Any student arriving after 7:35 a.m. will be issued a late pass in the cafetorium. Excessive tardiness will result in detentions and referrals.
- **Dismissal Time is 2:30 p.m.**

**NOTE: THESE TIMES WILL BE STRICTLY ENFORCED FOR INSURANCE REASONS. WE ARE NOT RESPONSIBLE FOR STUDENTS ARRIVING AT SCHOOL BEFORE 7:00 am OR DEPARTING AFTER 2:30 p.m. (AS OUR INSURANCE COVERAGE ENDS AT THIS TIME). THE SCHOOL RESERVES THE RIGHT TO APPLY SANCTIONS TO STUDENTS WHO ARE ON CAMPUS AFTER 2:30 p.m. AND WHO DO NOT PARTICIPATE IN THE AFTER SCHOOL CARE PROGRAM, CLASSES, OR ARE PARTICIPATING IN A SCHOOL SPONSORED CLUB OR SPORT ACTIVITY.**

- Parents who wish to pick up their child early (on a regular school day) need to provide proof of medical/dental appointment. **After 2:00 p.m., parents will not be permitted to pick up their children for early dismissal.**
- **Students are not allowed to bring any games, toys, or electronic devices from home into the classroom.** The teacher will confiscate any unauthorized items that my child may bring into the school. The teacher or administration may keep such items until the end of the school year. While the school will take every effort to protect such confiscated items, we cannot be responsible for lost or damaged items, we strongly recommend that parents ensure students do not bring such items to school.

- **Uniforms must be worn everyday as stated in the uniform policy.**  
**Please Note:** Students who are not wearing the correct uniform will be suspended indoors until they are in compliance with the policy. Repeat offenders may be suspended outdoors.
- **Satisfactory Academic Progress:** Students need to have a minimum Grade Point Average (GPA) of 2.0 to graduate from high school in the State of Florida. Also, this is the minimum requirement for participation in sports and activities. Mater Academy as part of our Code of Excellence will enforce stricter rules. Any student failing to achieve this minimum requirement at the end of any nine week period will be placed on a Progress Monitoring Plan (PMP). If there is no improvement at the end of the semester, the AIP will be reviewed. Parents are responsible for the implementation of all aspects of the plan.
- Each family is required to complete 30 volunteer hours or the equivalent prior to the last day of school. Failure to complete the 30 hours by the designated date will result in the non-registration of the student for the following school year.