**Informative Research Product Organizer**

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| **Research Topic:** The effectiveness of Charter Schools as an alternative method of education within the Public School System. |

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| **Focusing Statement:**  How are charter schools impacting the education of students within the public school system? |

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| **Essential Background Information for Introduction:**  Charter Schools are a tax-supported school established by a charter between a granting body (as a school board) and an outside group (as of teachers and parents) which operates the school without most local and state educational regulations so as to achieve set goals, who took ideas from alternative, magnet, private and public schools and blended them to create a successful reform method to change the mindset of public education. Starting in 1991 in Minnesota, Charter Schools soon spread, and by 2003, 40 states had Charter Schools as a part of their education process. Following the No Child Left Behind Act, these Charter Schools received an increase in funding from the national government as President George W. Bush gave $300 million as a way to encourage Charter School growth and renovation. |

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| **Potential Hook/Grabber (**Story, anecdote, quote about your issue**):**  Barack Obama discussing the success of Mastery Charter School in his speech on education reform. |

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| **Topic 1:**  Charter Schools act as an effective way to turn around schools quickly, leaving the same kids, and bringing in new teachers and administration, exemplified by Mastery Charter Schools. | |
| **Explanation**  Successfulness of Charter Schools. Demonstrated the ability of Charter Schools to rapidly turn around formerly typical public schools to reduce disciplinary incidents and increase academic performance. | **Evidence/Quotes:**  Examples of successful Charter Schools, such as Mastery Charter School Shoemaker Campus. |
| **Explanation**  Although some Charter Schools have not been successful, the model set by Charter School Programs, like Mastery Charter School in Philadelphia, has shown systems that work. | **Evidence/Quotes:**  Statistics on the Obama Administration’s plan to reform education. |
| **Explanation**  Idea that new teachers and new administration should be brought into the school to give an energized, new look at the school and the education of the students. | **Evidence /Quotes:**  Interviews with Arne Duncan, Secretary of Education, Scott Gordon, CEO of Mastery, and students at Mastery Charter School Shoemaker Campus to demonstrate a full view of Charter Schools in the Public School System. |

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| **Topic 2:** Charter Schools within the Public School System have increased in number of schools and number of students over the past 10 years and the demographics of these schools have changed over this time period. | |
| **Explanation**  Growth of Charter Schools within the Public School system, detailing the rapid growth of Charter Schools, in both number of schools and number of students. | **Evidence/Quotes:**  Statistics from the United States Department of Education on the increasing role of Charter Schools in the Public School System from 1999 to 2010. |
| **Explanation**  Increasing diversity that is shown in these charter schools, as more ethnic groups participate in the Charter School program. | **Evidence/Quotes:**  The growing number of students enrolled in such schools across the country over the past 10 years. |

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| **Topic 3:** The United States Department of Education is providing educational grants to encourage the incorporation of successful Charter Schools into the Public School System. | |
| **Explanation**  Examples of successful Charter Schools, such as Mastery Charter School Shoemaker Campus. | **Evidence/Quotes:**  These grants also demonstrate an example of the most successful Charter School models, one of which is Mastery Charter School in Philadelphia. |
| **Explanation**  Information on the grants given by the Department of Education to Charter Schools that have shown success in their education process, in an attempt to reform education. | **Evidence/Quotes:**  The grants provided by the Department of Education described the belief the Obama Administration has in the Charter School System and the impact Charter Schools are having on the success of students and schools throughout the United States. |

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| **Topic 4:** President Barack Obama has shown strong support for Charter Schools, as Charter Schools become more involved in the Public School Education System. | |
| **Explanation**  Strong support for education based on the funding provided to education in the United States budget | **Evidence/Quotes:**  Incentives given to states that implement these schools rather than typical public schools. |
| **Explanation**  Encouraging Charter Schools as a reasonable alternative to typical public schools. | **Evidence /Quotes:**  Funding incentives, specified in the US budget. |
| **Explanation**  The struggle of Charter Schools to retain students from old schools and the lack of regulation on Charter Schools acts as a problem for the Charter School system. | **Evidence /Quotes:**  Schools, specifically Renaissance Charter Schools, have strict entry requirements for students, not turning the old school around, but changing students to increase test scores. |

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| **Topic 5:**  The use of Charter Schools, as a part of the Race to the Top Program, to turn around struggling public schools and provide desired results within the Philadelphia School District and school districts across the country. | |
| **Explanation**  The failures of the No Child Left Behind Program, and the success of Charter Schools as an alternative means to turn around typical public schools that have failed. | **Evidence/Quotes:**  Failures of No Child Left Behind, which left Philadelphia with only 59% of the schools in the district meeting the benchmark |
| **Explanation**  Steps have been taken by the United States Government, through the Obama Administration, and specifically with the Department of Education, to change the success of schools across the nation with their new program Race to the Top. | **Evidence/Quotes:**  109 schools did not reach the required level of proficiency in Philadelphia alone. |