



**COMMUNITY  
ACTION  
FOR SCHOOL  
REFORM**

**Howell S. Baum**

# Community Action For School Reform

**Marion Orr**

## **Community Action For School Reform:**

**Community Action for School Reform** Howell S. Baum, 2012-02-01 Community Action for School Reform tells the story of a partnership between Baltimore community activists and a university as they created an organization to improve neighborhood schools. The book examines the challenges they faced such as persuading community members that they had the necessary knowledge to do something about the schools starting and sustaining an organization conducting and using research engaging the school system and funding their work *Detroit School Reform in Comparative Contexts* Edward St. John, Feven Girmay, 2019-07-08 This book critically examines how the narrative of global economic competition was used to rationalize college preparatory curriculum for all high school students and promote charter schools in Detroit. Using mixed qualitative and quantitative methods the study identifies neighborhood risk factors undermining students academic success along with the positive effects of churches and service centers as mitigating forces. The authors focus on a range of topics and issues including market competition, urban decline, community resources, testing and accountability, smaller schools and engaged learning. The volume illustrates how action studies by engaged scholars working with community activists empowers students to overcome emerging barriers

**The Big Lies of School Reform** Paul C. Gorski, Kristien Zenkov, 2014-03-14 The Big Lies of School Reform provides a critical interruption to the ongoing policy conversations taking place around public education in the United States today. By analyzing the discourse employed by politicians, lobbyists, think tanks and special interest groups the authors uncover the hidden assumptions that often underlie popular statements about school reform and demonstrate how misinformation or half truths have been used to reshape public education in ways that serve the interests of private enterprise. Through a thoughtful series of essays that each identify one lie about popular school reform initiatives the authors of this collection reveal the concrete impacts of these falsehoods from directing funding to shaping curricula to defining student achievement. Luminary contributors including Deborah Meier, Jeannie Oakes, Gloria Ladson Billings and Jim Cummins explain how reform movements affect teachers and administrators and how widely accepted mistruths can hinder genuine efforts to keep public education equitable, effective and above all truly public. Topics covered include common core standards, tracking, alternative paths to licensure and the disempowerment of teachers unions. Beyond critically examining the popular rhetoric the contributors offer visions for improving educational access, opportunity and outcomes for all students and educators and for protecting public education as a common good

Resources in Education, 1991-03 **Power in the City** Marion Orr, Valerie C. Johnson, 2008 A collection of thirteen essays considered classics in the field of urban politics from leading scholar Clarence Stone with new essays by the editors and by Stone himself that contextualize the impact of his previous works and suggest new directions for researchers **City Schools and City Politics** John Portz, Lana Stein, Robin R. Jones, 1999 An explanation of why some US cities are better at educational reform than others. It relates education to politics showing how the whole village can be mobilized to better educate tomorrow's citizens. It is based on an 11 city study

of civic capacity and urban education     **Changing Urban Education** Clarence Nathan Stone,1998 With critical issues like desegregation and funding facing our schools dissatisfaction with public education has reached a new high Teachers decry inadequate resources while critics claim educators are more concerned with job security than effective teaching Though urban education has reached crisis proportions contending players have difficulty agreeing on a common program of action This book tells why Changing Urban Education confronts the prevailing naivete in school reform by examining the factors that shape reinforce or undermine reform efforts Edited by one of the nation s leading urban scholars it examines forces for change and resistance in urban education and proposes that the barrier to reform can only be overcome by understanding how schools fit into the broader political contexts of their cities Much of the problem with our schools lies with the reluctance of educators to recognize the profoundly political character of public education The contributors show how urban political contexts vary widely with factors like racial composition the role of the teachers union and relations between cities and surrounding metropolitan areas Presenting case studies of original field research in Baltimore Chicago Houston and six other urban areas they consider how resistance to desegregation and the concentration of the poor in central urban areas affect education and they suggest how cities can build support for reform through the involvement of business and other community players By demonstrating the complex interrelationship between urban education and politics this book shows schools to be not just places for educating children but also major employers and large spenders of tax dollars It also introduces the concept of civic capacity the ability of educators and non educators to work together on common goals and suggests that this key issue must be addressed before education can be improved Changing Urban Education makes it clear to educators that the outcome of reform efforts depends heavily on their political context as it reminds political scientists that education is a major part of the urban mix While its prognosis is not entirely optimistic it sets forth important guidelines that cannot be ignored if our schools are to successfully prepare children for the future     Resources in Education ,1997

**Intellect** ,1977     **The People Shall Rule** Robert Fisher,2009 With the election of a community organizer as president of the United States the time is right to evaluate the current state of community organizing and the effectiveness of ACORN Association of Community Organizations for Reform Now Since 2002 ACORN has been dramatically expanding and raising its national profile it has also been weathering controversy over its voter registration campaigns and an internal financial scandal The twelve chapters in this volume present the perspectives of insiders like founder Wade Rathke and leading outside practitioners and academics The result is a thorough detailing of ACORN s founding and its changing strategies including vivid accounts and analyses of its campaigns on the living wage voter turnout predatory lending redlining school reform and community redevelopment as well as a critical perspective on ACORN s place in the community organizing landscape     **Community action through surveys**., Shelby Millard Harrison,1916     Planning & Changing ,1989

**Breaking the Cycle of Failed School Reform** John M. Tharp,2008 This book demonstrates how school reforms of the

past 200 years share many common flaws Based on an intensive three year study of school reform in the United States Breaking the Cycle of Failed School Reform analyzes and critiques the following historical reform movements Lancastrian Plan 1806 Age graded Plan 1848 Gary Plan 1906 Trump Plan 1959 School Development Plan 1968 and Coalition of Essential Schools 1984 Emerging from the study was a set of reform rubrics These six rubrics each corresponding to twenty six distinct variables provide today s educators a lens through which their schools can be assessed against the historic plans This process allows educators to easily determine their school s strengths and weaknesses with a strong sense of historical perspective The book concludes with a set of recommendations for practitioners policy developers and researchers for what has to be included if school reform is to be successful in the future

*County of Huron, Ontario; Report on a Rural Survey of the Agricultural, Educational, Social, and Religious Life* Methodist Church (Canada), Methodist Church (Canada). Department of Evangelism and Social Service, Huron Survey Committee, Presbyterian Church in Canada. Board of Social Service and Evangelism, Presbyterian Church in Canada. Board of Sabbath Schools and Young People's Societies, 1914

Board of Education, LeRoy Community Unit School District No. 2 V. Illinois Educational Labor Relations Board, 1990

**Community**

**Action Rooted in History** Rahima C. Wade, 2007 Black Social Capital Marion Orr, 1999 Deindustrialization white flight and inner city poverty have spelled trouble for Baltimore schools Marion Orr now examines why school reform has been difficult to achieve there revealing the struggles of civic leaders and the limitations placed on Baltimore s African American community as each has tried to rescue a failing school system Examining the interplay between government and society Orr presents the first systematic analysis of social capital both within the African American community black social capital and outside it where social capital crosses racial lines Orr shows that while black social capital may have created solidarity against white domination in Baltimore it hampered African American leaders capacity to enlist the cooperation from white corporate elites and suburban residents needed for school reform Orr examines social capital at the neighborhood level in elite level interactions and in intergovernmental relations to argue that black social capital doesn t necessarily translate into the kind of intergroup coalition needed to bring about school reform He also includes an extensive historical survey of the black community showing how distrust engendered by past black experiences has hampered the formation of significant intergroup social capital The book features case studies of school reform activity including the first analysis of the politics surrounding Baltimore s decision to hire a private for profit firm to operate nine of its public schools These cases illuminate the paradoxical aspects of black social capital in citywide school reform while offering critical perspectives on current debates about privatization site based management and other reform alternatives Orr s book challenges those who argue that social capital alone can solve fundamentally political problems by purely social means and questions the efficacy of either privatization or black community power to reform urban schools Black Social Capital offers a cogent conceptual synthesis of social capital theory and urban regime theory that demonstrates the importance of government politics and

leadership in converting social capital into a resource that can be mobilized for effective social change      **School Choice**  
Bruce Fuller,1999      **Outlook** American Association of University Women,1989      [Black Newspapers Index](#) ,2009

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