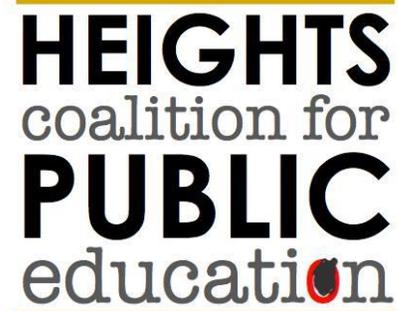


## What do we value about public education?

- Public schools are free.
- Public schools guarantee access for all and are required to serve the needs of all kind of students.
- Public schools are publicly funded.
- Public schools are owned and governed democratically.
- Public schools are required by law---through public oversight through the democratic process---to protect the rights of all students.
- Public schools serve not only students' individual needs but also the community's interest in an educated electorate.



## How do privatized charter schools undermine these principles?

### The Position of the NAACP in a 2016 National Resolution

At the end of the *Charters and Consequences* booklet from the Network for Public Education, (p. 41), is a four point summary of the NAACP's 2016 Resolution demanding a moratorium on the authorization of new charter schools until:

- “Charters are held to the same transparency and accountability as public schools;
- “Public funds are no longer diverted to charters at the expense of public school systems;
- “Charters cease expelling students that public schools have a duty to educate; and
- “Charters cease to perpetuate racial segregation.”

### The Position of the Network for Public Education in a 2017 Statement of Policy

In the *Charters and Consequences* booklet from the Network for Public Education (pp. 48-49), NPE publishes its own statement on charter schools, writing:

“The Network for Public Education regards charter schools as a failed experiment that our organization cannot support.... We support all legislation and regulation that will make charters better learning environments for students and more accountable to the taxpayers who fund them. Such legislation would include the following:

- An immediate moratorium on the creation of new charter schools, including no replication or expansion of existing charter schools;
- The transformation of for-profit charters to non-profit charters;
- The transformation of for-profit management organizations to non-profit management organizations;
- All due process rights for charter students that are afforded public school students, in all matters of discipline;
- Required certification of all school teaching and administrative staff...”
- And a list of eleven further conditions.

## Two Quotes to Consider about Eva Moskowitz's Success Academy Charter Schools

The first is from Shael Polakow-Suransky, president of the Bank Street College of Education, commenting on the kind of education students experience at Success Academies Charter Schools:

“They have a philosophy that, to create a context for learning, it’s necessary to build a total institutional culture that is very strong, enveloping, and quite authoritarian. This produces a level of compliance from children that allows for pretty much any approach to instruction, and eliminates many of the typical challenges of classroom management. There is a reason why there is a continuing pull in human organizations toward authoritarian approaches. You can get a lot done. But what kind of citizens are you producing? ... Can you educate children in an authoritarian context and also empower them to be active agents in their own lives, who think critically and question injustice in the world around them?”

The second is from a *NY Times* review of Eva Moskowitz’s recently published memoir. Lisa Miller, the *NY Times* book reviewer, writes:

“Moskowitz has famously made a virtue—one might even say a brand—of her defiance. New York City’s public-school system has been her proving ground, and she has devoted herself to reforming what she sees as its bureaucratic idiocies and its codified inefficiencies...” But at Success Academy charters, “Children, called ‘scholars,’ are expected to understand that ‘following the rules is a condition of being in school.’ Every teacher is required to follow Success’s pedagogical formula and ‘not create chaos by marching to the beat of her own drum.’ And yet this double standard—in which Moskowitz celebrates her own feisty disobedience while attributing the success of the students in her schools to their dutiful compliance—is never explored, leaving a reader to puzzle over whether Moskowitz has noticed it at all. The question of who in this tinderbox of a society is valued for their anti-authoritarian moxie and who for their obeisance is difficult, and charged, but it is one that the founder of a chain of 46 schools, which educate mostly poor children of color, might be expected to consider.”