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The Rise of Segregated Charter Schools in Minnesota

by
Josiah Jackson

A dissertation submitted to the faculty of Bethel University
in partial fulfillment of the requirements for the degree of
Doctor of Education

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2020

Approved by:

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Abstract

In the last decade, urban charter schools gained prominence in the United States. They specifically made substantial growth in the metro areas in Minnesota. The vitality of these schools and their accomplishments were seen and recognized by parents and community stakeholders.

The purpose of this study was to investigate the successes and challenges of urban charter schools through the lens of principals in metro area schools. The respondents for this study were six elementary principals in metro Minnesota. Interviews were recorded, transcribed, coded, and analyzed for themes. Eight themes emerged from the interviewees' responses specific to the successes and challenges of each research question. Themes that emerged from the achievements of urban charter schools included: student academic achievement, community involvement in the schools, and school environments that affirm race, identity, and language for all. Themes that emerged from challenges of urban charter schools included: external and internal limited resources, hiring and retaining competent teachers, cultural differences among personnel and students, and the lack of parent engagement.

Acknowledgments

All praise belongs to God, the Father, Jesus, and the Holy Spirit. I thank God for blessing and giving me the strength, grace, and opportunity to fulfill this assignment. He allowed me to meet others along the way who helped me reach my goal. A song that I grew up singing in my church was, "Without God, I Can Do Nothing." That song holds for this dissertation journey. Without God, I would not have been able to finish. I believe that determination, motivation, and persistence are ingredients for accomplishing the desired goal.

It took a village of support to complete this dissertation. A special thank you to Dr. Paulson for opening the door to this opportunity. I would like to thank my readers, Dynna Castillo Portugal, and Michael Lindstrom, for their close examination of my writing. And, I thank Tracy Reimer, for her support, guidance, feedback, and extending her expertise on completing my paper. I am grateful to have met and worked with people who were patient and willingly explained areas of the dissertation that were new for me. Thank you for your unwavering support.

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Chapter 1: Introduction

Statement of the Problem

In 1991, the first charter school was enacted in Minnesota (Dorsey, 2013). Charter schools were choice schools designed without the rules and regulations of traditional public schools (American Institute of Research, 2006). These schools offered a new model of education aimed at increasing student achievement. The charter school movement emphasized enlisting parents of low income and underperforming students to enroll their children, offering smaller class size, increasing personal teaching time, and marketing better opportunities for children (Koonce & Harper, 2005)

Charter schools have been identified as a flourishing restructure in education (Frankenberg & Orfield, 2014). Charter schools were unique because they sought to provide unconventional ways of learning for students and an atmosphere where families see an effective change (Renzulli, 2005). Reacting to obstacles in traditional public schools, parents continually sought schools that supported their desire for further advancement in education (DePedro & Smith, 2011). Charter schools offered options for parents seeking better academic results for their children. Scholars confirmed that parents of charter and choice schools were confident that their children would receive a quality education and succeed (CCSA, 2011).

Considerable changes to school reform opened opportunities for advancement for students of color across America (CCSA, 2011). Triumph in the charter school movement paved the way, which ultimately led African Americans to consider charter education as the right choice for their children (Zimmer, 2009). African American students were moving in increased numbers from traditional public schools to charter schools (Zimmer, 2009). The increase of

students of color enrolled in charter schools has established a pattern of re-segregated schools in the Midwest (Bulkley & Fisler, 2003).

The growth in minority student enrollment in charter schools led to a concern regarding the lack of teachers understanding the cultural and racial contexts of the students and their families (Checkoway, 2017). Teachers were not prepared to work with children from diverse racial and cultural backgrounds, thus perpetuating low academic achievement outcomes of minority children in segregated schools (Ladson-Billings, 2005a).

In addition to a growing number of charter schools with large minority student populations, there was racial tension in urban Minnesota between Caucasian police officers and systems that predispose minorities to inequities that perpetuate disparity in schools, communities, and families (Smith et al., 2017). For example, in 2016, an alarming cry came forth from the well-known case of Philando Castile in St. Paul, Minnesota (Smith, et al., 2017). Philando Castile, a young African American male, worked and was loved by many students at an elementary school. He and his family were driving on the street in St. Paul. Castile was pulled over by law enforcement officers. After several altercations between Philando and the officers, “Philando Castile’s death faced off with helmeted law enforcement officers” (Smith, Otarola, & Sawyer, 2017, p. 1). This case brought hostile and seething emotions that led to discussions focused on race (Smith, 2017). The ruling resulted in a continual outcry against the verdict (Smith et al., 2017). This incident led to a greater debate regarding segregated charter schools in our school systems (Dickey, 2016). Outcomes of the trial elicited an awareness of the need for Minnesota school districts to address racial equity (Anderson, 2017). Alongside the rising concern of equity, charter schools recognized the need for student achievement and accelerated growth (Dickey, 2016).

Purpose

Public education in America continued to be a worthy investment. However, equity and excellence in education remained a challenge for many parents, educators, lawmakers, and especially students of color (Brown & Hunter, 2009). Increasing tensions in charter schools alluded to the growth in the population of students of color (Eckes & Rapp, 2007). Over a half-century after the 1954 U.S. Supreme Court decision of *Brown v. Board of Education*, which eliminated legal segregation of public education by race, the country is still a long way from realizing quality education for all its citizens (Brown, 2004a).

Parents of minority students' concerns regarding their children's education were verified. A growing trend in Minnesota was the acceleration of academic achievement disparities among Whites and students of color (Raghavendran & Dupay, 2014). Minnesota had challenges with high school graduation rates based on race, special needs, and socioeconomic factors (Magan, 2017). For example, White students graduated at a rate of 28% higher than that of African American students (Raghavendran & Dupay, 2014). There remained educational disparities among White students and students of color on reading and math tests (Wastvedt, 2016). "While the rate of White students passed the Minnesota Comprehensive Assessment (reading, math, and science) rose to approximately 70%, Black students did not display the same rise in scores (Lonetree et al., 2017)."

The quality of education and ineffective communication with traditional charter schools were areas of distress for African American and other cultural parents (Koonce & Harper, 2005). Based on a study by Koonce and Harper (2005), African American parents became disheartened with traditional public schools due to school climate, school competency, and lack of involvement of ethnically diverse families. When African American parents visited conventional

public schools, they reported that the staff exhibited negative attitudes and inadequate attention to their children. Another concern African American parents expressed was not feeling a sense of awareness in the school, which seemed evident in their White counterparts' traditional school experience (Comer, 2005). Some traditional public schools lacked a strong commitment to equity-centered programming and an emphasis on valuing the cultural backgrounds of all children of color and socioeconomic statuses (Lemons-Smith, 2008). African American parents indicated that they felt welcomed in traditional public schools based on moral values in their family tradition, which contrasted prevailing White middle-class culture, and they experienced organizational policies and procedures which were hostile to their children (Garcia, 2008). African American parents felt that their children deserved the same high-quality instruction typically afforded to their White counterparts (Lemons-Smith, 2008).

Since 2001, the number of students of diverse backgrounds enrolled in charter schools has increased significantly (Aceves & Orosco 2014). Choice schools and programs in diverse neighborhoods offered opportunities for success for families (Garcia, 2008). Previous research examined the reasons for the rise of charter schools with large populations of students of color in urban cities, yet, it did not examine the re-segregation caused by students of one ethnic background enrolling in one charter school (Dorsey, 2013). Metro area schools are now at a juncture where the impact of segregated charter schools is being questioned (Garcia, 2008a).

Nature of the Study

The findings from this study assisted stakeholders in gaining a better understanding of the phenomenon of the increasing number of segregated charter schools. Teachers, administrators, authorizers, and legislators played a critical role in the effectiveness of charter schools. Findings supported, informed decision making, and increased school effectiveness.

Charter schools were founded as institutions where teachers had ownership in the decision making of school policies, managed budgets, and the freedom to develop aligned curriculum to meet the needs of diverse students. Teacher responsibilities had the capability to influence and encourage academic potential while eliminating hindrances to the success of African American students (Aceves & Orosco, 2014). Unfortunately, in most urban cities, there was a dire need for quality teachers, and teachers meeting licensure preparation and credential requirements equipped to teach students of color (Jacob, 2007) effectively. “Schools and teachers treated the language, prior knowledge, and values of African Americans as eccentric and often presumed that the teacher’s job was to rid African American students of any vestiges of their own culture” (Ladson-Billings, 2005b, p. 1). Findings from this charter school study aimed to increase teachers’ cultural awareness, which lead to a better understanding of students' backgrounds and implementing relevant curriculum and culturally responsive practices.

Carpenter and Peak (2013) stated “The quality of the school’s teachers and administrators was one of the most important school characteristics affecting student learning.” (p. 150). The administrator’s role was to implement guidelines supportive to teacher’s success while managing charter schools (Roch & Sai, 2017). Administrators positioned to successfully lead in charter schools recognize the needs of cultural and economic diverse students and understand how to implement programs to close the achievement gap between White and non-White students (Ladson-Billings, 2005a). Leaders who took ownership of incorporating policies in their school saw a meaningful change in student and family support (Baker, et al., 2014). By developing training and support plans for their staff, administrators recognized and contributed to cultural awareness. As administrators laid a foundation and modeled expectations for improvement, fewer prejudices occurred among students, and the achievement gap closed

(Ascher & Wamba, 2003). The findings from this study benefited charter school administrators functioning as the head of an education agency and non-profit organization. Their responsibilities included bringing a combination of instructional knowledge and business aptitude, monitoring budgets, recruiting students, retaining, and working closely with families, hiring, training, and developing good relationships with staff, and leading fundraising efforts. Also, charter school leaders ensured collaboration with the governing board, authorizing agents, and community members, which are vital to the success of the school.

Charter school authorizers served as sponsors and gatekeepers that allowed charter schools to operate for a specified number of years (Ahern & Rhim, 2007). In most states, it was the authorizer's responsibility to institute quality leadership to ensure the success of the charter school performance (Anderson & Finnigan, 2001). Authorizers implemented radical changes that built quality educational leaders and programs (Ahern & Rhim, 2007). The findings from this study aided authorizers in gaining a more authentic understanding of charter schools to better support and guide schools.

Politicians were attracted to unique programs established by charter schools that enrolled diverse students (Vergari, 2007). Charter schools received significant political and financial support from the federal government; however, most of their funds came from state and local governments (Renzulli, 2005). Legislators directly influenced school policies and played an integral role in the continued progress of charter schools by ensuring available funding to educate low-income families (Vergari, 2007). Political attention to cultural awareness and well-developed policies benefited charter school families (Loveless & Jasin, 1998). Legislators who researched and communicated with charter school personnel were better informed to create

educational policies. Unfortunately, legislators who did not realize segregation was happening in charter schools did not address the issue (Orfield, 2006).

Definition of Terms

Authorizer – An authorize endorses contracts given by the government for charter schools (Ballotpedia, 2016).

Beat the Odds – An analysis used for students of high poverty, generally 50% or greater, and high achieving, typically well above the state average (Nelson & Palmer, 2005).

Charter Schools – Charter schools are funded and operated by authorizers with government assistance with the intent to improve education for all children (Ballotpedia, 2016)

Critical Race Theory - Critical race theory (CRT) is a tool used in education to find the power of voice and examine racial ethnicities among children and adults (Chapman, 2005).

Policy – A required document used in the government measuring laws that constituent the merit system for organizations (Rothstein & Santow, 2012).

School Choice – The educational alternatives available to parents who do not send their children to the local district public school in their assigned area (Ballotpedia, 2016).

Segregated Charter Schools - For this study, a segregated charter school is an urban charter school with 87% non-white students. This study reflects a 1.5 standard deviation above the 72% average St. Paul Public Schools and Minneapolis Public Schools non-white students (Minneapolis Public Schools, 2018).

Research questions

Re-segregation via charter schools was a practice perpetuating urban Minnesota communities. The purpose of this study was to explore education in segregated Minnesota charter schools. The research aimed to examine and identify the challenges and successes of segregated charter schools in Minnesota from the lens of a charter school administrator.

Research questions include the following:

1. What were the perceived successes of segregated charter schools from the lens of a charter school administrator?
2. What were the perceived challenges of segregated charter schools from the lens of a charter school administrator?

Organization of the Study

Chapter Two reviews literature relevant to this study, beginning with literature related to the history of segregated education in the United States and charter schools in the United States, and continuing with literature about culturally responsive charter schools and ending with the successes and challenges in charter schools. Chapter Three described the research procedures and methods. Findings were presented in Chapter Four, and Chapter Five discussed the implications of those findings and provided suggestions for additional research.

Chapter 2: Review of Literature

History of Segregated Education in the United States

African American education in the United States has been historically contentious dating to the days of slavery (Clift, 1986). In 1798, conflict arose regarding teaching Black children with White children, which led to African Americans establishing separate schools for Black children (Brown, 2004). During the Civil War, education was available to African American slaves in the South (Clift, 1986). In 1874, Jim Crow Laws were established to separate White and Black Americans in the South, creating “separate but equal” treatment in education and other public facilities (Brown, 2004b). This led to African Americans teaching themselves and opening private schools for their children (Clift, 1986). As time progressed, the controversy over the conditions regarding where African American children were taught became a concern. School employees were concerned about being understaffed and underfinanced (Roch & Sai, 2017). Clear differences in the caliber of the educational experience between White students and African American students existed, yet few people believed segregation was wrong (Kumar & Hamer, 2012).

African American families demanded justice in education through the Supreme Court (Brown & Hunter, 2009). In 1954, the *Brown v. the Board of Education* court decision was passed. The Supreme Court legalized equal academic conditions for African American students in the United States (Orfield et al., 2012). Following the ruling and declaration of “*Brown vs. the Board of Education*,” several states resisted desegregation (Manojlovic, 2017). Despite the 14th Amendment, states such as Louisiana and Alabama were able to keep facilities separate (Brown, 2004). Louisiana was ordered to integrate in 1956 (Manojlovic, 2017). Nine years after *Brown vs. Education*, the Governor of Alabama attempted to block two African American

students from enrolling at the University of Alabama (Manojlovic, 2017). Over the next decade, traditional public schools in the United States complied and made changes due to desegregation orders (Logan et al., 2000).

In 1964, Congress passed the Civil Rights Act. This Act prohibited discrimination in public schools and all federally funded programs (Manojlovic, 2017). The Civil Rights Movement led to positive advances in accessibility for people of color (Reardon et al., 2014). Slowly, schools began to show progress through increased opportunities for African American youth (Baker et al., 2014).

The battle between segregation and integration has been in existence for some time and continued to grow in the 2000s (Kucseral et al., 2015; Manojlovic, 2017). By the 21st century, segregation grew and became the leading controversy for schools (Dorsey, 2013). The prevalence of racially segregated schools differs by geographic location. Segregation in various regions increased in size (Logan et al., 2008). The demand for justice and the struggle for equality are issues that have persistently challenged African Americans (Ladson-Billings, 2005b).

Charter Schools in the United States

The demographics of charter schools from elementary to high school have changed over the years (Carpenter & Peak, 2013). Given the rapid rate of the legislative adoption of charter schools, little work focused on the conditions under which charter schools were formed (Renzulli, 2005). Charter schools were established using governmental funds, authorizers, and community stakeholders, focusing on policies and structures (Vergari, 2007). "They were created when a government-contracted with (or granted a charter to) an independent school operator" (Forman, 2007, p. 843). Some charter schools were established by White authorizers

and successfully affluent families (Petrilli, 2012). They were designed as not-for-profit facilities known as educational management organizations (EMO) (Vergari, 2007). The argument of charter schools led to more EMO established schools. Several school districts across America showed and built charter schools while partnering with corporations to gain finances. In several states, charter schools were considered tuition-free (Carpenter & Peak, 2013) and designed to operate outside the administrative bureaucracy (Manojlovic, 2017). Charter schools were to be innovated with the expectation and focus of educating students (Petrilli & Ravitch, 2013). “Nationally, more than 1.3 million students attended over 4400 charter schools established since the first state charter law was adopted in 1991” (National Center for Education Statistics, 2010, p. 1).

Improving the quality of education is one of the main concerns for charter schools (Institute on Metropolitan Opportunity, 2012). Charter schools intended to offer opportunities for success with the freedom to design a curriculum to fit the needs of students and parents (Manojlovic, 2017). Decker and Plucker (2010) claimed that charter schools were responsible for modeling and developing effective programs for student success. Charter school personnel can be strategic about locations, drawing students from different backgrounds and communities (Petrilli, 2012). Educating children in the United States guaranteed equity for all diverse students (U.S. Department of Education, 2013). Charter schools advocated and focused on children and families with cultural and educational needs (Toson, 2011). Consequently, charter schools had to adhere to the same major laws and regulations of traditional public schools. Nevertheless, they were granted greater freedom in their approach to rigorous academic standards for students (Center for Education Reform, 2008). They allowed students to network

and learn from peers of different ethnicities (Strike, 2010). With knowledge and resources, charter schools improved on reaching students of color. (O'Brien & Dervarics, 2012).

Traditional public schools argue that "Choice" Programs, also called charter schools, create greater academic and social injustices for students (Levine & Levine, 2014). Charter schools were not more or less successful than traditional public schools. However, they provided relief for students of color who experienced isolation from cultural awareness education in the school environment (Toson, 2011).

With the increase of technology, charter schools became a learning environment where digital resources were accessible to families enrolled in school (Lubienski et al., 2015). Over time, technology prompted a movement for innovative programs in the classroom, through marketing, student attendance, and partnerships. With creative ideas, charter schools found a way to attract families by closing the achievement gap between minority and majority students and the rich and poor (Clark et al., 2015).

Charter schools enticed and encouraged families by exhibiting effective programs that benefitted their needs (Toson, 2011). Charter schools were instrumental in improving education that allowed flexibility for families (Clark et al., 2015). "Choice," another name for charter schools, gave parents the courage to leave traditional schools under the notion that charter schools could better address their students' needs. With this choice, parents had more control over their child's future in education. Charter schools became an obvious choice for African American parents in educational placement for their child, which gave parents hope and relief from traditional public schools (Garcia, 2008b). Charter schools were often established and led by parents, community members, teachers, and administrators within their communities. Parents of color (African American, Asian, Hispanic, Alaskan/Pacific Islander, and Native American)

and various nationalities, including immigrants from East Africa, were disheartened regarding traditional schools.

The politics of parental choice opened the concerns of equity and equality in charter schools. Wealthy families were able to afford to live in areas with high-performing charter schools and pay the tuition for private schools of their choice (Vergari, 2007). School selection was reasonable but was not available for all students. For example, charter schools in some states had significant gaps such as achievement data, political structures of the school, educational management operations, and privatization in the education marketplace (Vergari, 2007). However, with increased innovation and creation, charter schools began attracting students of color across the United States (May 2006). In hopes of changing the atmosphere, charter schools realigned, and balanced enrollment of students to show that they served more than disadvantaged students (Ascher & Wamba, 2003). Parents are attracted to charter schools because they offered alternative school programs. These programs included: helping senior high students plan for college as well as using learning approaches such as Core Knowledge, Outward Bound, Direct Instruction, and Daily 5 to engage students in fieldwork, community service, and interactions with experts (Petrilli, 2013). By offering these rigorous curricula and programs, charter schools provided opportunities to become successful by preparing students for college (Boyd & Nathan, 2003).

The increasing number of charter schools in the United States led to a greater focus on addressing autonomy and accountability (Gawlik, 2016). Charter schools shifted from surviving to thriving and focused on being accountable for student performance and achievement (Gawlik, 2016). “These independent charter schools were free from most rules but held responsible for open meetings, assessments, accountability, health, and safety (Finn et al., 2000, p.473).

Successful charter schools developed relationships with families and organizers to function at the center of education (Finnigan, 2007). Accountability included: reporting school finances and complying with state or federal regulations, student achievement, student attendance, instructional practices, school governance, school completion, and student behavior (Finn et al., 2000b). Charter schools faced new challenges and difficulties due to unavailable data from school reports (Finn et al., 2000a). Schools that developed and maintained an organization and managed accountability plans achieved their goals while the state terminated schools that failed.

Segregation and Desegregation of Charter Schools across the United States

The history of segregated education began with traditional public schools. Public charter schools paved the way to a new kind of segregation. Brown and Hunter (2009) claimed that more subtle forms of segregation were emerging in many public schools. In some predominantly White urban and suburban neighborhoods, charter schools served as an outlet for White flight (Institute on Metropolitan Opportunity, 2013). White flight occurred when Caucasian families moved to the suburbs, a choice that was more attractive to these families (Forman, 2007). Most White children attended suburban schools, while an even larger majority of African American, Hispanic, and Asian children attended schools in central cities (Logan & Will, 2016). Students of color compromised the majority, while White students have become the new minority in urban schools. Several ethnic groups saturated traditional schools, while at the same time expanding in record numbers to charter schools (Renzulli, 2005).

Charter schools embodied the potential to promote integration since they enrolled students across district boundaries (Lee & Lubienski, 2011). However, the number of students of color often reflected a radical composition of segregated patterns. Charter schools have been overwhelmingly transparent about creating single-race groups in the inner cities, which

contributed to greater segregation (Orfield & Luce, 2009). Data shows that charter schools have become more segregated than traditional public schools (Institute on Metropolitan Opportunity, 2013, Yongmei, 2007).

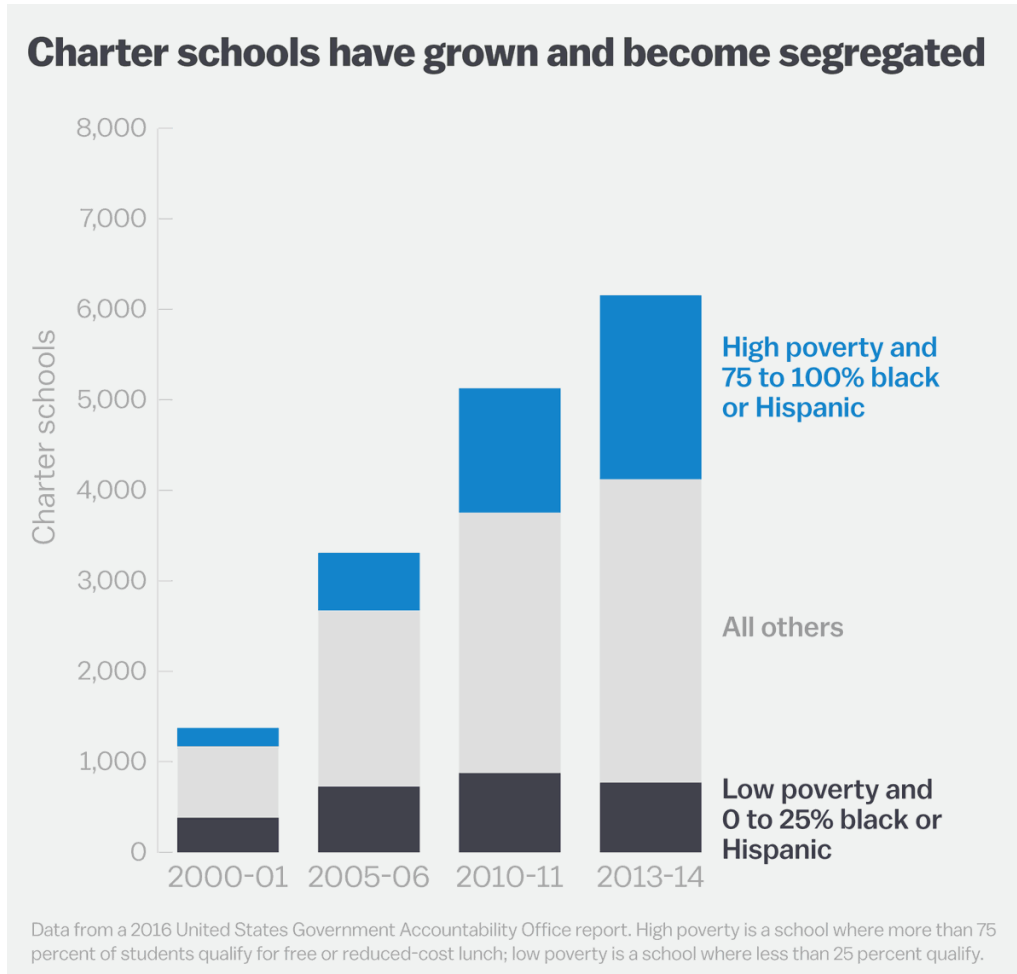


Figure 1: Increase in segregated charter schools

Charter schools seemed to target African Americans mostly, and other ethnic students who were not well served in traditional schools (Gawlik, 2016). For some charter schools, the target market seemed to be in one location. Other charter schools served at-risk students mainly in special education (Gawlik, 2016). Parents approved these schools due to support and location (Lubienski, Rogers, Scott, & Welner, 2015). Charter school enrollment rose as families became

aware of the opportunities for their child(ren) (Bulkley & Fisler, 2003). Schools across the United States, especially in the Midwest, and on the East and West Coasts, experienced segregation and desegregation 10 years after charter schools were established. For example, Connecticut defines 75% of students of color as a segregated school with efforts to increase the percentage to 80% of students of color (Eckes & Trotter, 2007). Other specific areas in the United States that saw an increase in students of color in their schools, which led to the rise of segregated charter schools were San Antonio, Texas; Washington D.C.; Denver, Colorado; Southern California; Massachusetts; and Minnesota (Forman, 2007). "These schools are considered racially isolated non-white schools, or schools that were at least 90% non-white (Frankenberg, 2007, p. 559).

Southern California, a segregated charter school since 2005, has been a successful charter school system and experienced growth (CCSA, 2017). It was founded in one of the world's most diverse communities, with families representing every nation in the world (Kusceral et al., 2014). Charter schools in Southern California were filled with a majority of African American and Hispanic students. Academically, African American students in charter schools are achieving and reaching their goals compared to their counterparts in traditional schools (Bush, 2004).

On the contrary, in Massachusetts, educational leaders and desegregation advocates embraced and praised the federal ruling of the Lynn school district's voluntary integration plan, which ensured that race is included as a decision when establishing charter schools (Heaggans, 2006). The successful charter schools in Lynn School District used a model focused on positive impact, which led to recognition for student test scores. Less successful charter schools in surrounding districts focused on exploration, isolation, exposure, and communal revelations within and among students of various races (Yettick, 2014).

The benefits of desegregation included strategically closing the academic achievement gap, networking with other children of different ethnicities, and preparing for stability in life (Kahlenberg, 2012). Manojlovic (2017) stated that students of color in charter schools benefitted from integration, and White students become empathetic, less prejudiced, and worked harder in integrated classrooms. Overall, children experienced higher levels of community involvement and performed better academically and socially when integration was present (Orfield, 2006).

Segregation in Minnesota Charter Schools

In 1970, allegations regarding deliberate segregation led the Minneapolis School District to bus nearly 11,000 students to schools outside of their neighborhoods (Manojlovic, 2017). Despite the success of Minneapolis public schools, desegregation was still a concern in smaller neighborhoods as the number of segregated schools in the Twin Cities (Minneapolis and Saint Paul) area increased (Orfield, 2006). Neighborhoods populated with families and children were crucial targets for charter schools seeking enrollment. However, these populated areas became more segregated, along with schools (Logan et al., 2000). Throughout the educational system in Minnesota, policies persisted that encouraged, accelerated, and continually perpetuated regional segregation (Manojlovic, 2017). Minneapolis and Saint Paul became known for their aim of high standards of education, yet Minnesota ranks as one of the top states in racial disparities among diverse families (Orfield, 2006). Amid identifying academic and socialization needs within traditional schools, lawsuits from parents and community members disrupted school district improvement and equity plans, which presented a greater and more urgent concern for the Minnesota Department of Education.

As the first state to establish charter schools, Minnesota set the trend for many other states to form charter schools (Green, 2007). Since the opening of its first charter school, the state has faced an increase in new segregated (re-segregated) schools with high percentages of one race. As Minneapolis and St. Paul grew, families of the same ethnic group began living within the same areas causing children of those families to attend schools with others like them (Orfield et al., 2012.). There has been an increase in the number of charter schools with more than 80% -100% of African American, Asian, Hispanic, and East African students.

The desegregation rule of 1999 replaced the segregation concerns of earlier years with Minnesota's need to create schools that focused on achievement (Manojlovic, 2017). The same year, the Minneapolis NAACP filed a suit to require Minnesota to desegregate troubled schools with neighboring suburban districts. A settlement was reached, and the Choice Is Yours Program (CIY) created a solution for low-income Minneapolis children (Orfield et al., 2012.). West Metro Education Program (WMEP) created the CIY program to improve education for families. West Metro Education Program (WMEP) was an educational equity program in collaboration with several suburban districts that were a part of the Choice Is Yours Program (WMEP, 2005). The Choice Is Yours Program was designed to allow African American parents to enroll their children into north and south suburban schools in Minneapolis and St. Paul. Parents felt the CIY was safer and stronger educationally, despite the long bus rides to suburban schools (Manojlovic, 2017). Despite the CIY Program, in 2010, Minneapolis-Saint Paul, charter schools, were compromised by 90% non-White students (Orfield, 2008). Nearly 90% of Black students at charters attended a segregated school, as did about 80% of Hispanic and Asian American students (Green, 2006). White and non-White charter schools in the Twin Cities remained very segregated (Orfield, 2006).

Culturally Responsive Charter Schools

The need for cultural awareness in K-12 schools became a major concern due to schools being asked to serve an increasingly diverse population. The achievement gap has been widely framed regarding African American students. Some educational programs were designed for urban education, yet many programs do not feature Afro-centric literature and programs in traditional schools to close the racial gap in academic achievement (Ladson-Billings, 2005). By reframing the achievement gap and understanding the culture among students of color, educators developed and gained cultural awareness and perspective for academic success (Carruthers, 2012). The emphasis on these schools allowed students to learn more about their heritage (Orfield, 2006).

An example of a charter school that transitioned from traditional to charter is in St. Paul, Minnesota. A noteworthy administrator in the St. Paul school system was Mr. Chase, an Asian. He was the only Hmong member of the "cabinet" that met regularly with the St. Paul superintendent. He told *Education Week* in November of 2017, that if the St. Paul school district did not create a magnet school focused on Hmong language and culture, it would continue to lose students. Charter schools such as Harvest Academy and Academia Cesar Chavez lost students. Chase, the charter school liaison and special-projects coordinator for the school district, left to become the start-up director for the Community School of Excellence. Another Hmong school is Noble Academy. It was established in Minneapolis, and then in 2017, they built a new facility in Brooklyn Center, Minnesota. The emphasis of the school was to serve the growing needs of the Hmong population in the Twin Cities (<https://www.nobleacademy.org>).

Dugsi Elementary School, Hope Academy, Higher Ground High School, and Cedar Riverside Community School are schools in Minneapolis and St. Paul serving Somali children.

These four schools are 90-100% of one race. These schools confirmed a culturally affirmed environment. Cedar Riverside Community School is located east of downtown Minneapolis in the Cedar-Riverside community, which had a high Somali and Ethiopian population. Parents had another school option; however, with a school located in their housing area, it was easier for them to enroll their children in schools within their neighborhood (Hale, 1982). Cedar Riverside Community School focused on cultural awareness and provided parents with resources to help their children.

Harvest Network of Schools served nearly 1,300 predominantly low-income African American students, and it achieved some of Minnesota's highest math and reading proficiency rates for low-income children, English Language Learners, and children of color (Harvest, 2017). It was one of the highest performing schools for African American students in Minnesota, despite serving primarily low-income students (Harvest, 2017). Harvest was identified as a "beating the odds" charter school from 2014-2017 (Colorado Department of Education, 2017). Harvest's success involved continuous improvement planning focused on student achievement, quality teaching, using an academically rigorous and culturally affirming curriculum, and a positive school environment (Dorsey, 2013). A goal for Harvest was to enable and empower students to achieve and excel so that they are ready for college.

Successes of Charter Schools

Charter schools delivered on improving the academic outcomes of their students (Toson, 2011). Six areas of success for charter schools included: an increasing emphasis on parent selection, a multicultural education for students, achieving goals in education, increasing student enrollment, administrators contributing to a high sense of efficacy that permitted teachers to

obtain positive performances on student achievement, and teacher satisfaction (Finno, Manno, & Vanourek, 2000).

Charter schools provided opportunities for parents to develop collaborative relationships with school personnel and to prepare students for educational success (Koonce & Harper, 2005). Charter schools became a popular vehicle and an apparent choice for educational reform among parents (Hofstede, 2011). Effective charter schools created positive and safe environments for families (Roch, 2017).

Parents who choose charter schools believed they were choosing excellent schools (Bulkley & Fisler, 2003). They preferred charter schools because they felt their child will receive an effective education, have smaller classroom sizes, have better staff relationships, and they knew someone who attended the school (Comer, 2005). Some charter schools allowed parents to take charge of student's academic goals in education to ensure the success of their child (Garcia, 2008a).

Parents felt more comfortable enrolling their child(ren) in a school where they embraced diversity (Wilson, 2016). African American parents choose to send their children to charter schools with higher concentrations of students from their ethnic group (Garcia, 2008a). Lemons-Smith (2008), contended that charter schools embraced and added value to an equity-centered curriculum that helps improve student achievement. "Multicultural curriculum became a major baseline for ethnic students; teachers used this model realizing their culture and using innovative techniques that encouraged learning" (Eckes, 2015, p. 66). An equity-centered curriculum was a vital component to the development of students' success (Ascher & Wamba, 2003). Charter Schools moved slowly to make changes towards equality (Abowitz & Karaba, 2010).

The high achievement of some students in charter schools gained public attention (Clark et al., 2015). The effectiveness with which charter schools raised student achievement has been studied at length, and the robust conclusion was that student achievement typically faltered in new charter schools but improved as the charters matured (Carruthers, 2012). Several charter schools became "beating the odds" schools. These were schools identified by high poverty. Generally, 50% or greater, and high achieving, typically well above the state average (Nelson & Palmer, 2005).

Charter school success depended significantly on the expertise of its leaders (Carpenter & Peak, 2013). Administrators provided much of the central vision and leadership within their schools, acting as team leaders who helped motivate these high levels of collegiality among teachers and actively involved them in the schools' decisions (Gawlik, 2008). School staff was based on the idea that they were free from constraining work rules, contracts, and regulations, which provided an opportunity for higher performance and school success. However, the staff at charter schools were paid less, which made it difficult to attract talented administrators and teachers (Aceves & Orosco, 2014). Charter school leaders had greater autonomy when hiring staff and selecting curriculum and instructional methods. They also helped foster collaborative environments within schools (Wohlstetter, 2003).

Gawlik (2008) documented charter school environments in which teachers were satisfied with their jobs. Teachers within these schools were likely to have greater flexibility in molding their mission (Chapman, 2007). Teachers preferred to work at charter schools where they were continually teaching and creating learning experiences that revolved around the charter school's theme or mission (Wohlstetter, 2003).

Challenges in Charter Schools

Even though charter schools exhibited rapid growth, they still are in a crisis (U.S. Department of Education, 2013). Since its inception, charter schools have faced many complex challenges throughout their evolution. Authorizers supported funds for charter schools. Tax dollars were levied and used for charter schools differently than from traditional schools (Biddle & Berliner, 2002). Limited funding resulted in a lack of resources such as books for academic curriculum and high-level courses in math and English (Chapman, 2007; Finn et al., 2000a). Charter schools were founded on the tenet of smaller classroom sizes than traditional public schools. Smaller class sizes intended to provide a tight-knit and more attentive environment (Strike, 2010). Investment in smaller class sizes made it difficult to provide special education programming services for students since some charter schools are not able to afford specialist positions (Bulkley & Fislser, 2003). As the waiting list for successful charter schools increased, it led to bigger classroom sizes that brought additional challenges (Ascher & Wamba, 2003).

Many charters were founded in urban settings, so they often have incredibly high concentrations of students in poverty. Students experiencing poverty brought several challenges with them when it came to topics like communicating with parents, having access to technology, and even access to basic needs available at home (Renzulli, 2005).

Charter schools established learning environments for African American, Latino, and disadvantaged students, yet failed to alter their social and economic status in urban communities (Chapman, 2007). The growth of charter schools was evident in several cities, yet the lack of quality education was not visible for African American students (U.S. Department of Education, 2013). A difficult challenge for African American parents was a lack of communication from school staff as well as the lack of quality education among students of color (Toson, 2011).

Charter school administrators were often unable to effectively manage all the tasks associated with developing a new school. They potentially leave overburdened teachers in a position where they are dissatisfied with their jobs, deluged by too many administrative tasks, and required to take on demanding workloads (Roch & Sai, 2017). A complex social issue that administrators faced was preparing highly qualified teachers to deliver content in the classrooms to African and East African children (Eckes et al., 2010). They struggled to hire highly motivated educators with an emphasis on understanding various cultures. Motivated teachers in positions impact student's achievement see improvements in children (Carruthers, 2003). Cultural students felt devastated and traumatized once integrated into an unfamiliar school culture (Decker & Plucker, 2010). Consequently, teachers in charter schools recognized that they operated in an underpaid environment with higher levels of misbehaviors. Fewer benefits and the lower quality of students led teachers to leave some charter schools (Roch & Sai, 2017).

Conclusion

African Americans came to America as slaves, and formal education was not available to them until after 1865 (Brown & Hunter, 2009). "Separate but equal" laws were enforced for public facilities such as restaurants, parks, and schools (Brown, 2004a). Segregation was an obstacle for children seeking a better education (Orfield & Luce, 2009).

During the 1950s and 1960s, desegregation laws were established. Many states implemented bussing for children to create opportunities for success (Haskins et al., 2010). African American parents were discouraged from traditional public schools and sought alternate options (Haskins et al., 2010). During the early '90s, parents enrolled their children in charter schools (Clark et al., 2015). Charter schools founded on the premise of providing innovative ways to bridge the gap among parents, school personnel, and students (Strike, 2010). Basic

tenants of charter schools were to offer smaller class sizes as well as to address the needs of the students. Students in segregated schools were more exposed to increasing academic outcomes from their peers than in traditional schools (Orfield & Luce, 2009). Therefore, achieving equal educational opportunities for minorities continued to be a demand for American charter public schools and supporters of equity education (Brown, 2009). Sandra Vergari (2007) noted: the politics of charter schools offer a fruitful area of inquiry for analysts interested in privatization, the politics of research, and policymaking for public education. Political and scholarly debates about the academic performance of charter schools were certain to continue (p. 33).

The politics of charter schools suggested that in the future, schools will become more accountable in fulfilling the needs of students (Hess, 2004).

Chapter 3: Methodology

Introduction

In contrast to the current emphasis on quantitative research focused on segregated charter schools, this study sought to understand the increase of segregated charter schools more deeply in urban Midwestern Minnesota. This chapter contained 10 sections: Research Method and Design, Theoretical Framework, Research Questions, Setting, Participant Selection, Instrumentation and Measures, Data Collection, Data Analysis, Limitations and Delimitations, and Ethical Considerations.

Research Method and Design

A qualitative research design was conducted. The aim of qualitative research involved analyzing participants' thinking and understanding the study (Merriam, 2009). The framework of the qualitative research was generated by the problem, specific research questions, and data collected to interpret the findings (Creswell, 2007).

This research employed a multi-site case study. “The process included collecting and analyzing data from several cases that were categorically bound” (Merriam 2009, p. 49). Multi-site is distinguished from a single case study, particularly with several units or subcases (Merriam, 2009). The individual cases comprising the study shared common characteristics and conditions of being an urban charter school in Minnesota with a disproportionately high percentage of students of color. Multiple sites were included in the study, typically the more attention that was drawn, the greater the interpretation (Creswell 2007; Merriam, 2009).

Theoretical Framework

This study utilized the Critical Race Theory (CRT) as the theoretical framework to better understand the successes and challenges of segregated charter schools. Because of CRT's

emphasis on the voice of marginalized populations, participants in the study represented diverse backgrounds, and quotations from multiple participants were included in the findings. At this point, the framework of the United States was continuously used as a tool for analyzing inequality in society (Ladson-Billings, 2000). CRT gave voice to African Americans and identified institutional racism that existed in school districts that led to perpetuated patterns of racism. While focused on the role of "voice," the implicit influences on the legal discourses, specifically connecting cultural relations proving that CRT was informative (Ladson-Billings, 2000). Based on the perspective of ethnic minorities and their communities, CRT identified factors that enhanced academic and behavioral performance and had the potential to eliminate racial discrimination (Ladson-Billings, 2000, Price, 2009). Inevitably the fundamentals of exploring people's stories and experiences with the notion of understanding the dynamics of their racial background was merely enough to raise a concern about identity (Ladson-Billings, 2000). The racial theories challenged mainstream audiences to grasp the knowledge and experiences of people of color (Dorsey, 2013). Chapman (2017) stated, "CRT embraced people of color who were historically marginalized and connected the history of race and racism in U.S. public education to current school reform policies, such as charter schools, that purport to foster equity and excellence in education."

"When used appropriately, Critical Race Theory empowered students of color" (Ledesma & Calderon, 2015, p. 208). Racial theories moved researchers to clarify that the strength of people of color who valued cultural traditions gave presence to their identity (Chapman, 2005). CRT, an operational structure based on racial empowerment, was widely accepted as a tool to enrich racial conversations.

Research Questions

Re-segregation via charter schools was a practice perpetuating urban Minnesota communities. The purpose of this study was to explore education in segregated Minnesota charter schools. The research aimed to examine and identify the challenges and successes of segregated charter schools in Minnesota from the lens of a charter school administrator.

Research questions included the following:

1. What were the perceived successes of segregated charter schools from the lens of a charter school administrator?
2. What were the perceived challenges of segregated charter schools from the lens of a charter school administrator?

Participant's Selection

Charter schools that met the criteria for the study included urban charter schools in Minnesota. A report by the Minnesota Department of Education (MDE) listed charter schools that were 88% non-White students. For this study, the locations of charter schools for students of color as defined by the Minnesota Department of Education (Hispanic or Latino, Asian, Native Hawaiian or other Pacific Islander, American Indian or Alaskan Native, and Black or African American) were in the cities of Minneapolis and St. Paul (Manojlovic, 2017). It included principals of elementary charter schools who worked at these schools for more than one year. The racial minorities aggregately comprised over 70% of the student population in Minneapolis and St. Paul schools and continued to grow (Green, 2007). A segregated charter school was an urban charter school with 88% non-White students (Dorsey, 2013). Segregation reflects a 1.5 standard deviation above the 72% average St. Paul Public Schools and Minneapolis Public Schools Non-White students (Minneapolis Public Schools, 2018). Administrators with

diverse backgrounds from each school were purposely selected to participate in this study. Ten school leaders from ten different schools were selected to participate. A declined invitation from one participant resulted in an alternate participant.

Setting

The setting for this study was elementary charter schools in urban cities in Minnesota. The researcher traveled to the charter schools in Minneapolis and St. Paul. The researcher met separately with each participant in his/her office or a private space free of distractions. If schedules did not allow for a face-to-face interview, a phone interview was conducted.

Instrumentation/Protocols

The study utilized a semi-structured interview, which elicited the voices of participants from various socio-cultural backgrounds. This process required interviewing participants using open ended questions to obtain their viewpoints (Merriam, 2009). Creswell stated that open-ended questions allowed the interviewer to ask questions that evolved and elicited continuous responses (Creswell, 2008). The interview protocol for the study was in Table 1.

Table 1

Interview Questions

Research Question	Interview Question	Literature Review
Introductory	Tell me about your background as a school leader.	
RQ1. What are the perceived successes of segregated charter schools from the lens of a charter school administrator?	1. Have you observed or experienced non-academic advantages in a segregated charter school? If yes, can you tell me about the advantages?	African American parents preferred charter schools because they felt their child would receive a better education and have better staff relationships (Comer, 2005).

RQ1. What are the perceived successes of segregated charter schools from the lens of a charter school administrator?	2. Have you observed or experienced academic advantages in a segregated charter school? If yes, can you tell me about the advantages?	Charter schools have the freedom to design a curriculum to fit the needs of students and parents (Decker, Eckes, & Plucker, 2010).
RQ1. What are the perceived successes of segregated charter schools from the lens of a charter school administrator?	3. At your school, how are families engaged in their child's education?	The responsibility of educating children in charter schools shared among parents, teachers, and the community.
RQ1. What are the perceived successes of segregated charter schools from the lens of a charter school administrator?	4. At your school, how do you engage community members, organizations, and school partners?	Along with caring for and teaching children, parents, teachers, and community leaders share in helping them understand what is essential in life. (Hale, 1982)
RQ2. What are the perceived challenges of segregated charter schools from the lens of a charter school administrator?	5. Have you observed or experienced non-academic disadvantages in a segregated charter school? If yes, can you tell me about the weaknesses?	However, data shows that charter schools separated themselves from traditional public schools (Loveless & Jasin, 1998).
RQ2. What are the perceived challenges of segregated charter schools from the lens of a charter school administrator?	6. Have you observed or experienced academic disadvantages in a segregated charter school? If yes, can you tell me about the weaknesses?	Minnesota identified as having the highest racial disparities among students in schools (Orfield, 2006).
RQ2. What are the perceived challenges of segregated charter schools from the lens of a charter school administrator?	7. Have you observed or experienced cultural challenges at your school? If yes, can you tell me more about the challenges?	As our society increases in diversity, teachers and other school personnel have a corresponding need to advance in their understanding of the integral relationship between culture

		and social behavior and the need to view students' behaviors within a cultural context (Baker, Myers, & Vasquez, 2014).
RQ2. What are the perceived internal and external challenges of segregated charter schools from the lens of a charter school administrator?	8. Have you experienced personnel challenges at your school? If yes, can you tell me more about the challenges?	Administrators are faced with satisfying the requirements of instructing qualified teachers on ways to deliver cultural content in the classrooms (Chapman, 2017).
Open-Ended	9. How do you envision the long-term impact of segregated charter schools as students graduate into an integrated society?	Public education in America continues as an investment, yet two goals, equality, and excellence in teaching remain a challenge for many parents, educators, lawmakers, and especially students of color (Brown & Hunter, 2009).
Open-Ended	10. What impact does your school have on your community?	Tensions of segregation deliberately inflict school-age children and entire metropolitan areas (Orfield, 2006).

Data Collected

Permission to conduct the study was granted from the dissertation committee members and Bethel University Institutional Review Board (IRB). Participants were contacted by phone using the number listed on their school district websites. Participants were informed of the purpose of the study and invited to provide valuable information regarding the research topic (Appendix A). The informed consent form (Appendix B) was e-mailed to all participants and collected before the interview. Once the consent letter was received, an agreed-upon time and location to conduct the face-to-face interview was scheduled. Before the interviews, questions

were e-mailed to the participants to allow time for reflection. At the time of the interview, the participant was assured of confidentiality, ensuring that any personal information would be deleted. The use of a transcription service was communicated. The participants were reminded that the interview would be approximately one hour. The hour-long interviews answered ten questions, allowed for follow-up prompts based on responses, and concluded with any additional comments the participant desired to add.

Data Analyzed

After the interview protocol, the interview was digitally recorded. Digital recordings were transcribed through a confidential transcription service. The researcher read through the transcripts and compared them with the recordings to confirm accuracy. The interview recordings and transcription ensured the data obtained was accurately documented and not impacted by potential researcher bias.

The researcher removed any personally identifiable information from the transcript, including the names of people and places. In conjunction with the protection and privacy of the respondents, the researcher adjusted any specific information about the participant and school where he/she worked. Once transcripts were reviewed for accuracy and protected against the provision of personally identifiable information, all participants received a copy of the transcript to check for accuracy.

After the accuracy of all transcripts was verified, the researcher read the transcripts to establish a coding system. The first two readings were designed to orient the researcher to the data and reaffirm the alignment between the data and the research questions. The researcher read through the transcripts two more times to identify meaning units. The following readings employed open coding. The researcher determined if meaning units were pronounced in

frequency and consistency to generate a code. When open coding, the researcher made notes of any information that seemed to contribute to charter schools' challenges and successes (Merriam, 2009).

Continued reading of transcripts involved analytical coding. Analytical coding was a method that required multiple evaluations of each transcript to narrow the initial lists of codes. The codes were refined to mirror the accurate content of each category and arrived at codes that occurred across multiple transcripts (Merriam, 2009). While open coding was descriptive, analytical coding required more reflection and interpretation. Analytical coding led to the identification of themes reported as findings.

Steps used for the final analysis were based on Merriam (2009) as follows:

- Open coding: Reviewing and getting a sense of the whole interview. Notes were taken from the data that were relevant to the study.
- Analytical coding: Similar codes were grouped to organize categories. Notes were considered for significant categories.
- Sorting evidence: Data was sorted into major categories or themes and aligned with research questions.
- Repeated coding and sorting evidence: This process examined the recoding of existing data.

To assess the intra-rater reliability, two additional persons with background knowledge in qualitative research and school leadership analyzed the data to confirm the themes. Discussions of coding ensued until an 80% or greater consensus was reached.

Limitations and Delimitations of Methodology

There were limitations to this multi-case study. The purpose of the study was to explore education in segregated Minnesota charter schools. This study was limited to findings derived from a small, selected sample of charter school principals. The results of the study were not generalizable to all schools. Charter schools vary by mission and location. The schools in the study were chosen specifically to comply with the context of the study. The selection of principals was based on the demographics of students who attended their schools. The process excluded principals from schools with less than 88% of students of color. The study was limited to charter schools located in urban settings so the findings may not be generalizable to suburban or rural areas. The voice of middle and high school charter school leaders was not included. A detailed description of the participants and charter schools will be provided for readers to decipher if findings could be transferable to similar school settings.

Participants might experience bias towards research focused on race and education. To elicit honest responses, the researcher ensured confidentiality. The researcher ensured participant responses were confidential and explained that personal identification information was removed to avoid concerns of privacy.

Ethical Considerations

The purpose of the study was to examine the successes and challenges of segregated charter schools. While conducting the research, it was important not to misuse the data or take advantage of the participants in the study (Creswell, 2003). Before the research, the researcher completed the Collaborative Institutional Training Initiative (CITI). The CITI explained the process and use of ethical research.

Merriam (2009) described the following ethical considerations during research: the purpose explained, confidentiality, informed consent, data access, anonymity and accuracy of transcription, and participant privacy. These considerations were ethically addressed. Additional ethical dilemmas emerged about data being collected and disseminated (Merriam, 2009). The credibility of the study was obtained by the researcher documenting accurate and detailed notes.

Participants' privacy was a key aspect of ethical qualitative research. Preceding this study, consent forms were given to leaders of charter schools (Appendix C). The participants gave consent for answering questions, digitally recording the interview, and the use of a transcription service. They were also given the opportunity to check the accuracy of the transcription. The researcher ensured data from each participant was kept confidential. Transcriptions were stored on a hard drive, to which only the researcher had access. After transcriptions of the study were complete, audio files were destroyed. Pseudonyms were used to protect the names and identities of respondents and schools.

Researcher positionality, known as personal interest, was acknowledged in this study (Vergasi, 2006). The researcher was an educator with 26 years of experience teaching in traditional public charter schools and working as a family liaison for the Choice Is Yours Program. A bracketing interview was conducted before data analysis to identify any existing bias (Appendix E).

Chapter 4: Results

The purpose of this study was to explore the challenges and successes of segregated charter schools in Minnesota from the lens of a charter school administrator. Participants in interviews included principals serving urban charter schools in the metro areas of Minnesota. This chapter provided a discussion of the sample, interviews, and a description of the data analysis.

Discussion of the Sample

The researcher sent invitations to participate in the research study in the form of an email to 10 principals in urban charter school settings. Principals were given two weeks to respond to the invitation. Five principals accepted the email invitations. Following affirmative responses, the researcher contacted principals to schedule interviews. Though five principals agreed, two principals were non-responsive in planning the meeting, while three principals scheduled an interview. To obtain a larger sample size, the researcher began stage two, sending reminders to the unresponsive principals from phase one and sending invitations to participate in a new round of principals. During stage two, the researcher contacted seven schools. This stage resulted in two schools declining the interview, no responses from three of the schools, and affirmative responses from two schools for a total of five principal participants. The sampling process continued with stage three.

During stage three, the researcher exhausted the list of possible participants and contacted five more schools. The final invitations secured one additional participant for a total of six principals. Some of these principals were teachers at their schools before becoming the principal, and others were new principals in their elementary school. Participants represented males, females, African American, Latino, White, Native American, and Asian.

Research Questions

RQ 1. What were the perceived successes of segregated charter schools from the lens of a charter school administrator?

RQ 2. What were the perceived challenges of segregated charter schools from the lens of a charter school administrator?

Introduction of the Themes

The researcher used a transcription service to transcribe the interviews from audio. Two outside qualitative research methodologists were consulted to ensure a rigorous analysis, discuss codes, and verify the reliability of themes. Using principal's responses as independent themes supported each subject. An inherent value for culture was evidenced amongst charter school stakeholders – those with invested interest in charter schools, thus resulting in interconnections between themes.

Table 2 provided a summary of the themes that emerged specifically to perceived successes of segregated charter schools: student academic achievement, community involvement in the schools, and school environments that affirm race, identity, and language for all.

Table 3 provided a summary of the themes that emerged specifically to perceived challenges of segregated charter schools: external and internal limited resources, hiring and retaining competent teachers, cultural differences among personnel and students, and the lack of parent engagement.

Table 2: Perceived successes of segregated charter schools

Theme	Description	Sample Quote(s)
Increased student academic achievement	Students strategically prepared through planned lessons	“They are reading at grade level in Dakota and Ojibwe language.”

	<p>Students grew and learned from a learning environment that affirmed student success</p> <p>Diverse cultures, races, and languages were assets to student learning</p>	
Community involvement in the schools	<p>Corporations, foundations, and community residents partnered with schools to contribute time, food, clothing, computers, school and housing resources, technology equipment, and internet services to families</p> <p>Corporations and community resource centers purchased equipment and offered services and made resources available to families.</p> <p>Religious groups (East African Descent) in and out of the community were invited to use school sites for cultural festivals</p>	<p>"Our board chair, she is connected to the community and she is a North-sider. So, between our families and their connections we are very intentional."</p> <p>"The mosque down the street, anytime they need to host a larger event like Eid. They could not host it, but we could, so we brought them in and let them use our speaker system."</p>
School environments that affirmed race, identity, and language for all	<p>Prepared students for post-high school</p> <p>School was designed to meet the challenges of highly mobile students in and out of the school community zone</p> <p>Students and staff were highly valued</p> <p>Teachers senseless bureaucracy and the need for belonging without a union</p> <p>Teachers experienced more autonomy as they collaborated and worked with students</p> <p>Positive working relationships with students, staff, and family</p>	<p>"You can be native all the time and you do not get picked on for it."</p> <p>"I mean for us is huge because the Dakota language only has four first speakers in the state, so we are kind of saving a language as well, and Ojibwe too."</p>

	Teaching social emotional strategies and life skills	
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Table 3: Perceived challenges of segregated charter schools

Theme	Description	Sample Quote(s)
External and internal limited resources	<p>Financial barriers created for the success of student’s academic needs, staff professional development, and school building needs</p> <p>Excessive school reporting and preparation for the success of school leaving not enough time to operate and successfully manage the school</p> <p>Budget constraints that force slower processes for gaining resources such as the following: computers, chrome-books, limited laptops, teaching materials, and space for meetings and classrooms, and playground equipment</p> <p>Lack of enrolled students as well as students who left due to various reasons</p>	<p>“The children's ability to continue to grow in particular areas when we cannot afford to have that, you know, to have some of that here.”</p>
Hiring and retaining competent teachers	<p>Schools exhibited a shortage of highly qualified teachers and staff</p> <p>Low retention of teachers over time leaves the school with small teaching staff</p> <p>Teachers either first time or tenured lacked effectiveness and growth for being a successful teacher</p>	<p>“We have teachers that do not stay as long as they would in a traditional public-school district.”</p>

Cultural differences among personnel and students	<p>Staff and students exhibited bias behaviors, difficulties, and differences towards other cultures</p> <p>Deficit versus asset mindset</p> <p>Students losing native language and a lack of communication with their parents at home</p>	<p>“So, a lot of them are losing the Somali language and are not able to communicate with their parents and grandparents to the level that you would assume they would be able to.”</p>
Lack of parent engagement	<p>Inactive parents fulfilled home obligations during school hours</p>	<p>“I think people are trying to make ends meet, so they have to work more, and they are not able to spend as much as time with their kids at home reading and working on academics, which is just reality.”</p>

Perceived Success of Segregated Charter Schools from the Lens of a Charter School

Administrator

Increased student academic achievement. Increased student academic achievement was the result of strategic lesson planning, an environment that affirmed student success, understanding cultural relevant material, and student accountability to demonstrate learning. Teaching experience prior to serving as a principal contributed to the leader’s effectiveness because it demonstrated commitment, showed determination, and added credibility as principals worked with students and families. Before becoming principal at his school, Principal Price was determined to support all students and families and ensure their success. He commented, “We have got at least four different ways across the board that we analyze the academic tests. We view excellence as 80% of our student population being on grade level.” Principal Jones, a principal who worked as a teacher before taking the role of principal, said, “by further

developing their knowledge of their native language, this will just lead to higher academic performance overall." In his remarks, Principal Jones indicated that as students maintained their language, their learning increased overtime.

Three principals who worked as new administrators in their schools shared how student achievement increased in their schools, as evidenced by 80% -100% proficiency on the MCA test for their schools. Principal Fox, aware of the demographics of her students, said, "They were reading at grade level in Dakota and Ojibwe. We were teaching academics through culture."

Compared to traditional schools, exposure to culture enhanced academics and increased standardized test scores. Principal Keller said, "When we looked at charter schools, even at our MCA tests scores, when you compare it to public sectors, the MCA test scores, ours was, I think it was pretty good." Culturally relevant material increased academic performance, the affirmation of culture, and hope for students of color. Creating an environment that included racial and cultural growth for students enabled them to graduate from school with an understanding of who they were in society.

Community involvement in the schools. Community organizations and corporations positively impacted and supported charter schools. Principals expressed their gratitude for the corporations, foundations, and community residents who partnered with their schools to contribute time, food, clothing, computers, school and housing resources, technology equipment, and internet services. Corporations and community resource centers purchased equipment, offered services, and made resources available to families.

Community partners provided cultural supports for urban families that may not be available in traditional school settings. Principal Keller said, "We worked in partnership with

Hmong America Partnership, who was housed in our building. They brought in a wealth of knowledge, ensuring that we integrated lessons that promoted and encouraged financial literacy. They also provided educational training, childcare, and mental health services.” Principal Fox said, “So we have many community partners such as the Academy of Science for the native organizations, the Division of Indian Works, and Gold Eagles. Also, we received much support from the tribe, Indian Women's Resource Centers. Most of our events are open to the public.”

As schools-maintained partnerships with corporations and community leaders, principals acknowledged the success of cultural engagement and effective outreach. Principal Smith said, "Our building was open to the community, which allowed us to partner with the biggest Latino organization. We also partnered with the Chicano and Latina study department at the University of Minnesota. Both groups provided social programs and education to our students and families.” Principal Jones shared that his school connected with the community by inviting religious groups of East African Descent to use their school sites for cultural festivals. The impact corporations and community leaders had on the urban charter schools was significant. They aimed to understand the school's needs, offer support, and maintain relationships that benefitted the schools. Schools reciprocated by supporting the local community. The evidence showed at one school where the school board member lived and worked in the community. Principal Williams said, “We were active in the community. Our board chair who was connected to the community was a North-sider. We were intentional about supporting businesses - the vendors that were in our community. I would look for somebody that was over North first before I go to Kinko's in another area.”

These experiences translated into increased community and parent involvement, whether during the day, night, or on the weekends. Principal Jones said, “We were trying to get a

partnership with a childcare center possibly free up some of our parents so that the younger kids could go to the childcare center that perhaps is in this building.” At his school, by allowing community partners and parents the use of the facility, it increased access for vendors in the community to support them. For example, the catering company they used for lunch was the same Somali restaurant in the community. And, if a significant event like Eid – a Somali celebration – was not able to use the mosque down the street, this school opened its gym doors.

School environments that affirm race, identity, and language for all. A priority for urban charter schools was the need to interact closely with students and claim their culture. These schools were designed to be safe and nurturing and embraced the community’s culture. In creating a safe, positive environment, schools referenced building students’ self-esteem. Principal Fox highlighted, “We are a Dakota and Ojibwe language immersion school. They choose to come here because they wanted to learn about their language and culture. You can be native all the time, and you do not get picked on for it.” Principal Smith noted the cultural and language advantages in his school, which was built by the Latinx community.

Students and staff have a sense of belonging. Principal Keller stated, “Our mission is to provide world-class education through a caring and innovative environment that fosters and embraces the Hmong culture. Our school is focused a lot on the Hmong culture and Hmong language. Culture was praised while students intentionally connect to their native language and culture.” Principal Jones said, “We are a predominantly Somali school. Anytime we have a school event, there is over 90% attendance. Nevertheless, these kids were growing up American. Furthermore, they were speaking predominantly English. By promoting Somali language, we have promoted family ties.” The school’s goal was to prepare high school students to work with a diverse group of people in the world. As Principal Williams, said, “A love for yourself is a

love for the color of your skin, is a love for people who look like you.” She also mentioned that children were impacted by the quality of education they received by those teaching them.

Associated with the charter schools’ focus on culture was the benefit of more autonomy than traditional public schools. Principal Williams said, “The diversity that we were able to bring in because how we were able to hire staff was less prescribed if you will than, in a traditional district. We gave our teachers much autonomy in their classrooms and the freedom to teach children outside of the normed box of education.” Principal Keller shared her experience allowing teachers autonomy, “We have Asian teachers, who enjoy the freedom of teaching their Hmong culture to students.” Principals were comfortable giving teachers the freedom to teach subjects as well as to include culturally relevant material. If a curriculum did not work for a child, the teacher had the privilege to use another strategy.

Principal Williams stated, “We have many conversations about institutional racism, oppression, whiteness, conditioning, entitlement, and privilege.” She honored culture and highlighted the importance of adults and children to see themselves when they walked into the school. Throughout her interview, Principal Williams emphasized her race as an African American school leader. She contended that when teacher candidates embraced her during the interview process, then she knew they would embrace African American and colored children that they encounter as a teacher.

Perceived Challenges of Segregated Charter Schools from the Lens of a Charter School Administrator

External and internal limited resources. Six principals expressed their dissatisfaction with limited resources, both externally and internally. They experienced financial barriers to meeting students’ academic needs, providing staff development, and maintaining the school

building. Budget constraints forced slower processes for gaining resources such as computers, chrome books, laptops, teaching materials, space for meetings and classrooms, and playground equipment. Principal Jones said, “We have kids that had never even seen a computer before.” Principal Keller shared, “Our playground is tiny for elementary students.” Despite some concerns in lack of resources, these schools continued to enroll students, which led to space concerns. Principal Fox stated, “Unfortunately, we have long waiting lists. We were just jam-packed full. Thus, we cannot open for students to come in.”

School leaders expressed concern related to finance and student achievement. Principal Fox shared, “Money was a concern because many of our children came from complicated situations that they need to deal with.” Principal Williams said, “The challenge that we have was really around cashflow, which was a challenge for any charter school. I would also say the other academic disadvantage was how we had to navigate special education and title one funding.” Principal Jones said, “There were some things where it was just the resources of a public school. We have limited afterschool programming that we just do not offer it.” Concerns included excessive school reporting requiring immense time and leaving not enough time to operate and successfully manage the school. Besides, school funding tied to student enrollment, which elicited concerns regarding a lack of enrolled students as well as students who left the school due to various reasons.

Hiring and retaining competent teachers. Principals shared challenges experienced related to hiring and retaining skilled staff, particularly maintaining staff who were culturally proficient. Other challenges included a shortage of highly qualified teachers and staff, inexperienced teachers lacking effectiveness, and low retention of teachers. These challenges

resulted in the school and students not benefitting from teacher growth because of professional development and experience.

Principal Price stated, “One of the challenges we were having was consistently keeping a diverse, high-quality team of teachers and support staff.” He mentioned that teacher turnover hindered student learning opportunities, but that the school continued to hire teachers when others left the school. Principal Smith addressed the need for maintaining staff, “We have teachers that don't stay. We are unable to keep them for a long time. That caused a lot of turmoil and inconvenience.” This school experienced a shortage of teachers, which ultimately led to a breakdown in addressing the academic needs of students. Two schools experienced not having adequate staff to cover specific programs and classes for students. Principal Keller said, “We lacked in our special education department. Moreover, with staffing, they come, and they go.” Principal Williams said, “We have a problem with getting people to ride the storm. People have a tough time with feedback and sticking with it. They would be phenomenal, brilliant with children, but they cannot take the feedback, or they have one bad day and want to quit.”

Cultural differences among personnel and students. Affirmation of individual student and staff member’s culture was a priority in the urban charter schools. At times, students and staff who expressed themselves experienced bias behaviors and difficulties due to differences in cultures. Principals referenced scenarios involving a deficit versus asset mindset in how students and staff perceived each other. Principal Smith experienced cultural challenges, “The lack of diversity in our school was one of the disadvantages. If we are talking about culture, half of our staff here are a staff of color, most of them are Hmong, and the other half of our staff here are White folks or White staff. Furthermore, there are some challenges there when it comes to race.” Three principals shared efforts toward building relationships between diverse students and staff.

Principal Price said, “We anticipated having these cultural challenges within the same cultures and outside of the cultures. One training that we have is within the class training, to where we discover those biases that we are walking in the door with an understanding of the cultural differences that we have.”

An additional challenge involved new cultural identities for students losing their native language and lack of communication with their parents at home. Language barriers were new for both students and principals. When principals encouraged the use of students' first language, the school results were positive. However, there were some consequences that resulted as a challenge, as Principal Jones shared, “Many students were losing the Somali language and were not able to communicate with their parents and grandparents to the level that you would assume they would be able to. Half of our staff is not Somali. I guess that would be a cultural challenge. It was a new school, a new culture. Moreover, it took me some getting used to.”

Lack of parent engagement. Lack of parent engagement generates slow growth in student academics (St. Clair, Jackson, & Zweiback, 2012). The urban charter schools in the study aspired for increased parental support and participation in the education of their child. Often a lack of parental support was due to work schedules or other responsibilities. Principal Smith said, “I think people were trying to make ends meet so they had to work more and they are not able to spend as much as time with their kids at home doing reading and academic type stuff which is just reality.” Similarly, Principal Jones said, “We do have some parent volunteers who come in, but it has not been consistent because many of our parents have younger children at home.” Principals reported that parents were showing up, but more support was needed, especially to host and lead groups. Principal Keller said, “We also have a PTO, Parent Teacher Organization, but their turnout is not as high as we expect it to be. In terms of leadership, we

have not had any parents who have that knowledge to provide an educational profile or plan for their children.” Principal Keller clarified that even though the parents were not fulfilling roles and responsibilities that she would like to occur, she highly respected them.

A few principals expressed satisfaction with parental involvement yet felt more parental support would be feasible. Principal Price said, “At our monthly meetings we have noticed the attendance, we want to see there is a way to engage our families virtually, where they can still attend the meetings without having to drive physically and be there.” Principals desired to increase parent support and engagement as a pathway to improve student learning.

Chapter 5: Discussion, Implications, and Recommendations

Overview of the Study

The purpose of this study was to explore the challenges and successes of segregated charter schools in Minnesota from the lens of a charter school administrator. Participants interviewed included six principals serving urban charter schools in the metro area of Minnesota, with 88% or higher students of color.

Interviews were recorded and transcribed. A reiterative coding process involving discourse with two outside coders resulted in themes specific to the successes of segregated charter schools and themes particular to the challenges of charter schools. This chapter discussed the similarities and differences of the study findings in comparison to previous research in the field. It also included implications for practice, recommendations for future research, and concluding comments.

Research Questions

The research aimed to examine and identify the challenges and successes of segregated charter schools in Minnesota from the lens of a charter school administrator.

RQ 1. What were the perceived successes of segregated charter schools from the lens of a charter school administrator?

RQ 2. What were the perceived challenges of segregated charter schools from the lens of a charter school administrator?

Conclusions

The study resulted in discovering themes specific to charter school leaders' perceived successes and challenges of segregated charter schools. Perceived successes included student academic achievement, community involvement in the schools, and school environments that affirm race, identity, and language for all. Perceived challenges included external and internal

limited resources, hiring, and retaining competent teachers, cultural differences among personnel and students, and the lack of parent engagement—these emerging themes bridge existing research and practice.

Multilingual families viewed as assets to increase engagement and achievement.

Principals emphasized and implemented culturally responsive practices. By using conventional and non-conventional ways to communicate with parents, principals implemented sustainable programs. They sent emails, texts, and called families weekly or monthly to gain increased parental involvement. In doing so, principals received greater engagement. This overarching finding was exemplified when 100% of school parents participated in cultural family events.

Schools held parent-teacher conferences and monthly meetings during the school year. They also offered language classes for parents. The goals for parent classes were to educate them on how to keep themselves whole and healed for their children, how to support their children, and how to navigate their children’s education. Principal Price said, "You have to have the support of the family and the community to nurture the families through communication. We took the time to educate our parents on academic language so they can better support their child."

Cultural differences among staff, students, and families impacted charter schools and pointed the way for academic improvements and greater success in charter schools. Two school principals expressed similar situations with families who enrolled in their school. Ms. Fox said, "The patience they had with their kids and the success rates with families was far superior. Parents show up and participate." Similarly, Principal Keller said, "When it came to conferences, we have an extremely high, almost 100%, turnout. Our families and students loved it and wanted to come here."

Consequently, another school shared that despite students using their native language when communicating with their parents, the parents were still actively involved in the school. Mr. Jones said, "Several of our students have lost the Somali language and are not able to communicate with their parents and grandparents. So, every Friday, there was a group of parents that came in to learn English. Even though this school had parent-teacher conferences with 90% attendance at any given conference, they continued to work on improving parental involvement."

Effective teachers positively impact student learning. Research showed that effective teachers were the most crucial factor contributing to student achievement (Strong & Hindman, 2003), and this was evident in the charter schools studied. Charter school leaders shared that teachers supported students, went above and beyond to meet student needs, and got results. Teachers used a culturally responsive curriculum that created a learning environment that affirmed students, and teachers differentiated lessons to meet the needs of the students effectively. Principal Williams said, "We had teachers who were willing to go above and beyond. They wanted to be here." This level of commitment elevated the teacher's role for students and families. Mr. Price said, "We focused on the educators, high-quality teachers, and exposed them to a great level of content on a systemic basis. We consistently processed and analyzed data to adjust to student performance." These practices led to the school's 80% student retention rate. Principal Smith explained, "The effects of our teachers' lessons worked with students who often came ready for school. Once our teachers were well trained, students in a good teacher's classroom thrived."

Principals continued to dispel the myths surrounding their schools. The demonstration and level of commitment from staff and community partners evidenced support for these schools. Principal Keller said, "I think because our teachers take excellent care of our students and our

families, our parents love them. Therefore, we had 100%, full customer service with satisfaction.” For this reason, this school found that their experienced teachers were promoting high achievers.

The vision of these schools was geared for high standards and high-quality teacher performance, which led to student achievement. Ms. Williams said, “Our teachers are fully engaged with their students and families. We had professional development training sessions to allow teachers to grow.” This school believed that having training in place allowed for continuous teacher learning, which positively impacted student learning.

Effective leaders serve as role models. Research demonstrated the importance of star quality for student outcomes (Branch et al., 2013). Charter school principals invested in developing positive relationships with students, staff, families, and communities and contributed to retaining teachers. The passion and vision that principals had influenced the successes and growth of students at their school. Principals provided professional development for school staff, which increased teaching effectiveness and, consequently, student achievement. Ms. Williams said, “Before I showed up, this school was not doing well.” In one year, I helped make changes and turn the school around.” Mr. Price said, “After I became the principal, I provided our teachers with the tools to support the students in academics to become better and motivated the whole family.” Mr. Jones spent eight years at his school. He was a teacher for five of those years and promoted to the principal for the last three years. Mr. Jones desired to expose students to more diversity and innovative ways to learn. By using websites such as Skype and Facebook, he connected students with their peers from various countries. The appreciation that Mr. Jones, and the other principals interviewed, had for their students’ backgrounds motivated them to seek the most effective practices to educate marginalized populations.

Principals discussed their connections and experiences with teachers and families. Principals shared how various curricular programs and instructional coaches improved student learning. Ms. Keller said, "In each of our divisions (elementary, middle, and high school), we provided training programs geared to each student. We had a new program called, Social Emotional Learning Program that our leaders brought in to help students cope with school life concerns."

Implications for Practice

By using culturally relevant material as a creative pathway for success, the schools in this study saw improvements in student achievement. Where cultural awareness and cultural integration existed, achievement increased. Principals were to be knowledgeable educators, nurturing students, and implementing effective practices that subsequently gained the students' attention and parents' appraisal. They grappled with critical self-awareness of their personal beliefs about teaching and learning and the capacity of all students to master rigorous academic expectations (Rimmer, 2016).

To effectively reach student growth, principals implemented strategies that made learning accessible for students. Schools were encouraged to open their doors and offer classes and workshops for families. Principals and school staff cultivated a successful learning environment by providing learning opportunities for students as well as including parents and listening to their suggestions; thus, allowing schools to identify the needs of the parents and develop strategies to meet those needs and concerns. For example, schools offered language workshops. An English-speaking class provided to parents who did not speak English enabled them to communicate with teachers and their children at home as well as understand school material. Providing parents with structured opportunities develops partnerships between parents and schools.

Recommendations for Future Research

The findings from this study provided guidance for charter school principals serving students and families of color. Further research focused on administrative preparation for leading schools with students of color which was beneficial.

Along with parents, several organizations, including faith-based groups, partnered with schools to measure the success of student achievements. Further research was needed for several areas in how principals' efforts toward building collaborative relationships with students, parents, and community members which provided more exceptional guidance to practicing leaders.

This study's findings related to the positive impact of the integration of culture in schools called for additional studies comparing academics of students of color with colored principals versus white principals. A quantitative study compared the academic performance of students of color who attended and graduated from urban charter schools with 80 – 100% to those attending traditional schools. Also, conducting a study on student success after leaving segregated charter schools would be beneficial.

Concluding Comments

These racially segregated charter schools were established to allow administrators to innovatively lead institutions that recognized the need to close the gap for cultural and economic diverse students. With charter schools, teachers had ownership to develop and use culturally relevant curriculum that met the needs of students and offered family programs. It was essential to learn that some urban charter schools with a student body of more than 80% of students of color academically succeeded and was continuing to see progress.

Principals in this study did not label their schools as segregated. Instead, they emphasized appreciation of and value for the role of culture in education. Significant

accomplishments include the use of teachers culturally relevant material, increased parent involvement in school events, enrolling more students, hiring staff with a mindset to teach culturally diverse students, forming partnerships with corporations and community partners, and helping students excel in academics through the affirmation of their culture. Although principals identified success in their schools, there were challenges and areas for continued improvement.

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APPENDIX A: INVITATION E-MAIL AND CALL LETTER

My name is Josiah Jackson, and I am a doctoral student at Bethel University in St. Paul, Minnesota. You are invited to participate in a study about the rise of segregated charter schools in urban metro Minnesota.

You were selected as a possible participant because you are an administrator working at a charter school with 87% or higher non-White student demographics.

If you agree to participate, we will schedule an interview that will take place at your school. The interview will take one hour or less and digitally recorded for transcription purposes.

I will contact you following the interview to allow you to review the transcription for accuracy. Confidentiality is highly valued in this study. All participant names and identifiers will be deleted from transcripts. Transcripts will be stored on a password-protected computer to which only I have access. No one will be identifiable in any written reports or publications. Your participation in this study is voluntary. If you decide to participate, you may withdraw from the study at any time without affecting your relationship with Bethel University. There are no risks for participating in this study or compensation. If you are willing to participate, please reply to this e-mail with your availability to meet in person for an interview. We will further discuss the study, confidentiality regarding your participation, and the consent process. Thank you for your time and consideration. I look forward to hearing from you.

Sincerely,

Josiah Jackson

APPENDIX B: INFORMED INTERVIEW-CONSENT LETTER

CONSENT FORM FOR RESEARCH WITH PARTICIPANTS

You are invited to participate in a study about segregated charter schools in urban Minnesota. I hope to learn about the successes and challenges of segregated charter schools in Minnesota. You were selected as a possible participant because you are an administrator working at a charter school with 88% or higher non-White student demographics.

This research was conducted by Josiah Jackson, a doctoral student at Bethel University in Minnesota. The research is in partial fulfillment of the requirements for the degree of Doctor of Education. This study is strictly voluntary, and no monetary incentives are given for participation. If you decide to participate, please e-mail me to set up a time for an interview that is expected to last no longer than an hour. I will contact you after the interview to share the interview transcript and check with you to see if the information is correct. All identifiable information will be withheld, and there are no risks expected. Possible benefits to participating may be additional time for reflecting on current practice.

Any information obtained in the study will remain confidential and will be disclosed only with your permission. In any written reports or publications, no one will be identified or identifiable. The interview transcript will be stored on a password-protected computer to which only I have access, and interview transcripts will then be used for data analysis purposes.

Your decision to participate will not affect your future relations with Bethel or myself in any way. If you decide to participate, you are free to discontinue participation at any time without affecting such relationships.

This research project has been reviewed and approved by Bethel's Levels of Review for Research with Participants. If you have any questions about the research and research participants' rights or wish to report a research-related injury, please call Josiah Jackson (651) 783-2687 or my Bethel Faculty Advisor, Dr. Tracy Reimer (651) 635-8502. You will be offered a copy of this form to keep.

Your signature below indicates that you have read the information provided above and have decided to participate. You may withdraw at any time without prejudice after signing this form should you choose to discontinue participation in this study.

Participant Signature _____ Date _____

Investigator Signature _____ Date _____

APPENDIX C: FOLLOW-UP E-MAIL AND CALL LETTER

Thank you for agreeing to participate in this interview. Again, this research is being conducted by Josiah Jackson, a doctoral student at Bethel University in Minnesota. The research is in partial fulfillment of the requirements for the degree of Doctor of Education. From the questionnaire, I am interested in understanding the successes and challenges of segregated charter schools in Minnesota. Before we begin, I need to collect your informed consent form.

Investigator Signature _____ Date _____

APPENDIX D: ADMINISTRATOR CHARTER SCHOOL QUESTIONNAIRE FORM

Please respond to the following questions regarding:

Tell me about your background as a school leader?

1. Have you observed or experienced non-academic advantages in a segregated charter school? If yes, can you tell me about the advantages?
2. Have you observed or experienced academic advantages in a segregated charter school? If yes, can you tell me about the advantages?
3. At your school, how are families engaged in their child's education
4. At your school, how do you engage community members, organizations, and school partners?
5. Have you observed or experienced non-academic disadvantages in a segregated charter school? If yes, can you tell me about the disadvantages?
6. Have you observed or experienced academic disadvantages in a segregated charter school? If yes, can you tell me about the disadvantages?
7. Have you observed or experienced cultural challenges at your school? If yes, can you tell me more about the challenges?
8. Have you experienced personnel challenges at your school? If yes, can you tell me more about the challenges?
9. How do you envision the long-term impact of segregated charter schools as students graduate into an integrated society?
10. What impact does your school have on your community?

APPENDIX E: BRACKETING

Researchers answers to questions before the interview process:

1. Have you observed or experienced non-academic advantages in a segregated charter school? If yes, can you tell me about the advantages?

Some charter segregated charter schools are limited to resources. With little to no resources for non-academic activities, they tend to focus on rigorous curriculums.

2. Have you observed or experienced academic advantages in a segregated charter school? If yes, can you tell me about the advantages?

Smaller classroom sizes, individualized help, and self-centered focus classes are academic advantages in some segregated charter schools.

3. At your school, how are families engaged in their child's education

Families are engaged when they can participate and facilitate in school board and school meetings. Families invested their time by volunteering during the day in school and when promoting the success of the school.

4. At your school, how do you engage community members, organizations, and school partners?

In some areas where segregated charter schools are located, community members attend school board meetings, take part in decision making about the school, help recruit new families, and stay involved in school activities.

5. Have you observed or experienced non-academic disadvantages in a segregated charter school? If yes, can you tell me about the disadvantages?

A disadvantage in segregated charter schools requires parents to pay for clothing, transportation, lunch, and sometimes buying school uniforms for their child.

6. Have you observed or experienced academic disadvantages in a segregated charter school? If yes, can you tell me about the disadvantages?

A disadvantage in segregated charter schools is that not all schools have the personnel to help with behaviors, psychological needs, and aides to help throughout transitions.

7. Have you observed or experienced cultural challenges at your school? If yes, can you tell me more about the challenges?

A cultural challenge in some charter schools is offering parental choice. Parental choice can lead to separating and segregating families in schools.

8. Have you experienced personnel challenges at your school? If yes, can you tell me more about the challenges?

Personal challenges that I have seen include a lack of understanding of various cultures and communicating with families.

9. How do you envision the long-term impact of segregated charter schools as students graduate into an integrated society?

Over time, charter schools will continue to expand in communities with expectations that children will excel above grade level while at the same time, become better schools.

10. What impact does your school have on your community?

The impact that charter schools have in communities is allowing families access to schools closer to them.

