8-2024

A Mixed Methods Comparative Analysis of Missouri Public Charter Schools' Performance Vs Traditional Public Schools of Similar Demographics and the Correlation between their Performance and Funding

Dearon M. McKinney

A Mixed Methods Comparative Analysis of Missouri Public Charter Schools' Performance Vs Traditional Public Schools of Similar Demographics and the Correlation between their Performance and Funding

by

Dearon M. McKinney

A Dissertation submitted to the Education Faculty of Lindenwood University

In partial fulfillment of the requirements for the

Degree of

Doctor of Education

School of Education

Acknowledgments

First and foremost, I would like to thank God for providing me with the strength, guidance, and perseverance needed to complete this dissertation.

I am deeply grateful to my mentors, whose support and wisdom have been invaluable throughout this journey. Mrs. Annette Chamberlain, thank you for your detached concern and unwavering support. Dr. Ronald Ferrell, I appreciate your insights into the business of education. Ms. Elnora Robinson, your words of encouragement have been a constant source of motivation. Dr. Virginia Altrogge and Dr. Mary Bevel, thank you for inspiring me to be courageous and pursue my goals with determination.

I would also like to express my sincere gratitude to my dissertation committee: Dr. Sherrie Wisdom, Dr. Tammy Moore, and Dr. Roger Nasser Jr. Your words of wisdom, expertise, and willingness to help have been instrumental in shaping this work. Thank you for your guidance, feedback, and encouragement throughout the dissertation process.

Lastly, I would like to extend my appreciation to my family, friends, and colleagues who have supported me in countless ways. Your understanding, patience, and encouragement have made this accomplishment possible. Thank you all for being a part of this journey.

Abstract

This dissertation presents a comprehensive investigation into the performance of public charter schools in Missouri compared to traditional public schools with similar demographic profiles. The study employs a mixed-methods research design, incorporating both quantitative and qualitative approaches to gather and analyze data. The primary objectives include assessing academic outcomes, examining demographic characteristics, and exploring the relationship between school performance and funding allocation.

The quantitative phase involves a large-scale statistical analysis of academic achievement data, such as standardized test scores and other relevant metrics obtained from both charter and traditional public schools. A careful matching process ensures that demographic factors such as socioeconomic status, ethnicity, and English language proficiency are considered for valid performance comparisons.

The qualitative component employs parent and educator surveys to provide a nuanced understanding of the contextual factors influencing school performance. Principals, teachers, and parents contribute valuable insights into the school culture, teaching methods, and community engagement initiatives.

Furthermore, the dissertation explores the correlation between school performance and funding by scrutinizing budgetary allocations, resource distribution, and financial management practices. This investigation aims to uncover any patterns or disparities that may exist in the financial support received by charter and traditional public schools.

The findings of this study contribute to the ongoing discourse on education reform and policy-making by offering evidence-based insights into the performance of traditional public schools and public charter schools in Missouri. The results may inform decision-makers, educators, and stakeholders about the strengths and challenges associated with different school models, ultimately guiding efforts to enhance educational outcomes for students across diverse communities.

Table of Contents

List of Tables

List of Figures

Chapter One: Introduction

History

Since the times of Horace Mann, Father of American Public Education, the American Public Education System has been turbulent. This lack of stability seems to have stemmed from classism: prejudice against or in favor of people belonging to a particular social class (Principles of Education 201). In efforts to remedy the nation's educational dilemma of the late 1800s, Mann ushered in the first educational reform, which incorporated state-sponsored public education with a statewide curriculum and a local taxation on property to fund public schools. "By the year 1870, all states had free elementary schools and the U.S. population boasted one of the highest literacy rates at the time." (Principles of Education 201)

Now, one hundred years into the future, there is yet a great list of controversial issues surrounding the field of education; the charter school debate is found at the pinnacle of this slope. Ray Budde, a New England educator, presented the notion of charter schools in the 1970s (History, n.d.). This innovative concept was to provide teachers with the autonomy to develop and implement new teaching and learning strategies. Derived from the belief that academic success is in direct correlation with teacher autonomy, groups of educators entered into contracts, also known as charters, with their local school board (History).

Over the past few decades, educational reform efforts have attempted to conquer learning deficits among inner-city and economically deprived students: No Child Left Behind, supported by President Bush; Race to the Top, supported by President Obama;

No Common Core State Standard, Bill Gates; and School Choice, President Trump. Inadvertently or not, they all seemingly promote the charter school movement.

In the 1980s, Albert Shanker, former president of the American Federation for Teachers was attributed for building the charter school movement's momentum by developing and testing a "school within a school" model in Pennsylvania. (Kahlenberg & Potter, 2014/2015) This type of charter school program grew throughout the region. Within the next 20 years, charter school programs were sprouting up across the United States. In fact, "Charter schools became one of the fastest growing educational reform policies in the country's history"(Khan, 2013).

Currently, there are more than 5,700 Charter schools in the United States; these schools educate at least 2,000,000 students. (History of Charter Schools)

Rationale of the Study

Since conceptualization, charter schools have been scrutinized and depicted as being a detriment to the public educational system. Many believe the charter school management company's goal is purely to make money, not educate students. Funding for Public Charter Schools comes from money allocated by the state for individual students' education. Thus, students who elect to attend a charter school take funding from their traditional public school to finance the charter. If charter schools are not providing promised academics, they are weakening the traditional public school for no reason. Several researchers have written on this topic; however, none have determined the credibility of claims (Winters, 2020; Schneider, 2019; Harris & Chen 2022).

Purpose of Study

The purpose of this proposed project is to determine the validity of claims that charter schools are better than traditional public schools (Stanford, 2023). Many individuals feel that charter schools are the demise of the American educational system with seemingly impossible promises to provide students with an exemplary education and increasing student success (Adams, 2023; Schneider, 2019). For this study, the researcher examined Missouri charter schools' performance data, Missouri traditional schools' performance data, and DESE school policies regarding accountability.

Questions and Hypotheses

In Missouri, are public charter schools genuinely a better option than traditional public schools? Missouri has 37 charter school districts, according to DESE (2022). A large number of them are created especially for underprivileged and impoverished students in the past. Within the same demographic, charter schools are thought to perform better than traditional public schools (CREDO, 2023). In order to ascertain which kind of institution is most successful, the research will choose 20 public schools in Missouri with comparable demographics (10 public charter schools and 10 traditional public schools). The information will be used to answer the research questions within this study.

Research Question 1: How do the academic performance outcomes (e.g., standardized test scores) of Missouri public charter schools compare to those of traditional public schools with similar demographics?

Research Question 2: What are the perceptions of school leaders and teachers regarding factors such as autonomy, accountability, resources, and community engagement in Missouri public charter schools versus traditional public schools?

Research Question 3: How does funding allocation differ between Missouri public charter schools and traditional public schools, and what impact does funding level have on various aspects of school performance (e.g., academic achievement, student support services)?

Research Question 4: What are the unique characteristics of successful Missouri public charter schools and traditional public schools with high academic performance, and how do these characteristics contribute to their success?

Hypothesis 1: Missouri public charter schools will demonstrate similar academic performance outcomes to traditional public schools with similar demographics, as measured by state MAP test scores.

- H1a: There will be no statistically significant difference in standardized test scores between Missouri public charter schools and traditional public schools after controlling for demographic variables such as student socioeconomic status.

Hypothesis 2: School leaders and teachers in Missouri public charter schools will report higher levels of perceived autonomy and flexibility compared to their counterparts in traditional public schools, as measured by an educator survey.

Hypothesis 3: Missouri public charter schools will exhibit different funding allocation patterns compared to traditional public schools, with charter schools relying more on private funding sources, as measured by financial data generated by the Missouri Department of Elementary and Secondary Education.

Hypothesis 4: There will be a positive correlation between school funding levels and academic performance outcomes in Missouri public charter schools and traditional

public schools, as measured by financial data generated by the Missouri Department of Elementary and Secondary Education.

Dependent Variables:

Academic Performance Outcomes:

- Standardized test scores in subjects, such as math and ELA (English Language Arts).

Perceptions from School Leaders and Teachers:

- Level of perceived autonomy.
- Satisfaction with resources and support.
- Perception of school climate and culture.

School Funding Allocation:

- Proportion of funding allocated to instructional materials.
- Percentage of budget allocated to personnel costs (e.g., teacher salaries, benefits).

Independent Variables:

School Type:

- Charter school (independent variable, representing the type of school being analyzed).
- Traditional public school (comparison group).

Demographic Variables:

- Student socioeconomic status (e.g., free and reduced-price lunch eligibility, parental education level).
- Ethnicity and race composition of the student body.

- English language learner status.
- Special education status.

Funding Level:

- Per-pupil funding amount.
- Sources of funding (e.g., state funding, local funding, private donations).

School Characteristics:

- School size (enrollment).
- Urban, suburban, or rural location.
- School governance structure.

By identifying these variables, researchers can conduct statistical analyses along with qualitative investigations to explore relationships, differences, and correlations between Missouri public charter schools and traditional public schools, their performance outcomes, perceptions of stakeholders, and funding dynamics. The mixed methods approach allows for a comprehensive understanding of the complex interplay between these variables and their impact on educational outcomes.

Study Limitations

Seeking to provide insights into the effectiveness and efficiency of different types of schools in Missouri, this mixed methods research approach is presented with several limitations to consider. Firstly, the scope of data was limited to 20 public schools in Missouri, including 10 public charter schools and 10 traditional public schools, which may not be representative of all schools in the state or in other regions. Additionally, there is variance between the number of public charter schools and traditional public

schools in Missouri; however, this study focused specifically on schools in St. Louis City and Kansas City.

Sampling bias is a concern as the selection of schools for comparison might not be entirely representative of the entire population of schools in Missouri, leading to potential skewed results. The availability and reliability of data could vary between charter and traditional public schools, and incomplete or inaccurate data could compromise the validity of the analysis and limit the generalizability of the findings. While efforts may be made to match schools based on demographics, it can be challenging to find traditional public schools that are truly similar to charter schools in terms of student characteristics, socioeconomic status, and other relevant factors, which could affect the validity of the comparison.

The cross-sectional nature of the data limits the ability to draw causal inferences about the relationship between school characteristics and student performance, as correlation does not imply causation and there may be confounding variables influencing both school type and outcomes (Check & Schutt, 2012). Furthermore, charter and traditional public schools are not monolithic entities; there can be significant variation in governance, curriculum, teaching methods, and other factors within each category (Oberfield, 2016). Failing to account for this heterogeneity could lead to oversimplified conclusions.

Temporal factors are also important to consider, as educational outcomes and funding levels can change over time due to policy changes, economic conditions, and demographic shifts. A snapshot comparison may not capture these dynamics adequately. The qualitative component of the mixed methods approach relies on subjective

interpretation of interviews, observations, or other qualitative data, and the researcher's biases and preconceptions could influence the analysis and conclusions drawn from qualitative data.

Resource constraints, including time, funding, and expertise, could limit the scope and rigor of the analysis. The findings of the study may not be generalizable beyond the context of Missouri, as factors unique to the state's educational system, governance structure, and funding mechanisms could limit the applicability of the results to other settings. Lastly, while the study may provide valuable insights into the performance and funding of charter and traditional public schools in Missouri, translating these findings into actionable policy recommendations requires careful consideration of broader societal values, political dynamics, and stakeholder interests (Alazmi & Alazmi, 2023).

In addition, the assessment data used to determine student performance has a gap due to COVID-19, as the 2019/2020 school year was compromised by the pandemic. These limitations underscore the complexity of educational research and the need for cautious interpretation and application of the study's findings.

Location

Selected City: St. Louis, MO and Kansas City, MO

Grade level: 6th grade

Subject: ELA, Math, and school funding

Definition of Terms

- ***Academic Performance:*** the measurement of student achievement across various academic subjects. Teachers and education officials typically measure

achievement using classroom performance, graduation rates and results from standardized tests. (Academic performance, 2022)

- ***Accountability Plan:*** the mechanism through which the school indicates the outcomes (goals) and performance levels (annual measurable outcomes) to which it is accountable. (Anne Arundel County Public Schools, 2024)
- ***Allocation Units:*** Eligible pupil (EP) count. This count is an average daily attendance (ADA) for the regular school term and two times the ADA calculated for summer school. The foundation formula includes funding of approximately $655 for each free and reduced price lunch eligible student. (Ogle, 2021)
- ***Analysis of Variance (ANOVA):*** a statistical test used to analyze the difference between the means of more than two groups. A one-way ANOVA uses one independent variable, while a two-way ANOVA uses two independent variables. (Bevans, Scribbr, 2020)
- ***Average Daily Attendance****:* the quotient or the sum of the quotients obtained by dividing the total number of hours attended in a term by resident pupils between the ages of five and twenty-one by the actual number of hours school was in session in that term. (Law Insider, 2021)
- ***Charter School:*** A charter school is a publicly funded school that, in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations. It is typically governed by a group or organization under a contract with the state. (National Charter School Resource Center, 2021)
- ***DESE:*** Missouri Department of Elementary and Secondary Education

- ***Equitable Funding:*** Equitable refers to just, impartial and unbiased position. In education it is used to determine how funding is allocated equally to all students regardless of income (National University, 2024).
- ***Fiscal Year:*** The fiscal year is the accounting period for the government. For the federal government, this begins on October 1 and ends on September 30. The fiscal year is designated by the calendar year in which it ends; for example, fiscal year 2006 begins on October 1, 2005, and ends on September 30, 2006. (Xero, 2021)
- ***Local Fiscal Capacity:*** The tax on locally assessed property, the intangible tax on financial institutions, and an average of school district tax rates within a county applied to the assessed valuation of railroads and utilities, set by the State Tax Commission, equals local fiscal capacity. (Ogle, 2021)
- ***Low Income:*** Students whose family income was below 125 percent of the federally established poverty level for their family size. Low income is often used to determine Title 1 and other types of funding (Choy, 2000).
- ***Missouri Assessment Program (MAP):*** designed to measure how well students acquire the skills and knowledge described in the Missouri Learning Standards (MLS). Summary and detailed results from MAP Exams, End of Course test, and MAP-A. (DESE, 2021)
- ***Per-Pupil Spending***: The amount of money that is spent on each student via public funding; it is also the amount of money used to compare spending from one state to the next or one district to the next (DESE, 2021).

- ***Public Charter School:*** A charter school is a free, independent public school that operates outside of a school district. Charter schools are granted greater flexibility in return for greater accountability. Missouri charter schools are governed by independent boards and are non-profit organizations. (MCPSC, 2021)
- ***Revenues:*** Revenue is the income of a government from taxation, excise duties, customs, or other sources, appropriated to the payment of the public expenses. (Revenue, 2021)
- ***School Report Card:*** A document created by DESE to highlight the strength as well as any challenges to be addressed in order to make sure. (DESE, 2021)
- ***Staff Ratio:*** The September enrollment divided by the number of teachers or administrators. (DESE, 2021)
- ***Weighted Average:*** a calculation that takes into account the varying degrees of importance of the numbers in a data set. In calculating a weighted average, each number in the data set is multiplied by a predetermined weight before the final calculation is made. A weighted average can be more accurate than a simple average in which all numbers in a data set are assigned an identical weight. (Boyle M. , 2023)

Summary

Chapter One of this dissertation provides an introduction to the research topic and outlines the rationale, objectives, and significance of the study. The chapter begins with an overview of the educational landscape in Missouri, highlighting the presence of both public charter schools and traditional public schools. It underscores the importance

of investigating the comparative performance of these institutions, particularly concerning academic outcomes and funding disparities.

The introduction articulates the research problem, namely the need to understand the academic performance of Missouri public charter schools relative to traditional public schools with similar demographic characteristics. It emphasizes the significance of addressing this issue, considering its implications for educational equity and effectiveness in the state.

Furthermore, Chapter One provides a brief review of the relevant literature, summarizing existing research on public charter schools, traditional public schools, and the relationship between school performance and funding levels. This literature review contextualizes the current study within the broader discourse on educational reform and equity, highlighting the gaps and debates that motivate the research.

The chapter concludes by outlining the methodology employed in the study, emphasizing the mixed methods approach that combines quantitative analyses of standardized test scores with qualitative inquiries through interviews and surveys. It underscores the importance of triangulating multiple sources of data to provide a comprehensive understanding of the factors influencing school performance in Missouri.

Overall, Chapter One sets the stage for the subsequent chapters, laying out the research questions, objectives, and methodological framework that guide the study. It establishes the significance of the research topic and outlines the structure of the dissertation, providing a roadmap for the reader to navigate the forthcoming analyses and findings.

Chapter Two: Review of Literature

History of Education

A review of literature research published between 1990 and 2018 has yielded mixed or inconclusive findings regarding charter schools. Studies that present the most positive or negative comparisons between charters and public schools often reflect the researchers' affiliations. Previous research tended to be authored by those in favor of or opposed to charter schools, resulting in differing conclusions from similar studies. Additionally, very few studies have analyzed the specific aggregated growth data of individual students in charter schools, as most research has focused on school-level rather than student-level analysis. (Arsen et al. 1999; Frankenberg et al. 2011; Godwin 2002; Lubienski et al. 2009; Snell 2005; Zhang & Cowen 2009).

These studies are typically based on single schools or annual reports with descriptive data listed for schools. Few of these studies contain evaluative judgments on charter school performance as either being better or worse for students after they transfer when compared to non-charter schools. In other words, these studies only look at each year to year comparison data, and typically do not follow the student after they transfer. Most studies have not been designed to analyze specific cohorts of students as they progress through grades. Studies of achievement data have utilized annual data with a different group of students for each cohort. This study will attempt to address this problem by controlling for mobility—a matter that has not been addressed in previous charter school studies.

In 2013, Stanford University published its National Charter School Study, a comprehensive analysis of charter schools in the United States that focused on 25 states

and the District of Columbia. This study included 95% of charter school students nationwide. Using a matching mechanism, Edward Cremata and his co-authors address the issue of selection bias in their Stanford study (Cremata, et al., 2013).

They paired charter school kids with TPS students to create "virtual twins" for each participant. These "twins" were assigned based on grade level, gender, race/ethnicity, eligibility for free/reduced-price lunches, English language learner status, special education status, and past state achievement test scores. After identifying the virtual twins, the authors evaluated academic improvement in mathematics and reading achievement while adjusting for student differences in a regression analysis. Academic advancement was utilized as a measure of educational effectiveness.

Individually, the survey indicated that charter school students in 27 states/districts made greater reading gains than TPS kids. Meanwhile, the math advances of charter and TPS children were comparable. Charter schools have had moderate gains over time, with a consistent increasing trend. 25% of charter schools exceed traditional public schools in reading, and 29% surpass traditional public schools in mathematics. In contrast, 19% of charter schools did worse than their TPS counterparts in reading and 31% performed worse in mathematics in 2013 — the latter showing a significant improvement from 2009, when 37% of charter schools underperformed in mathematics. (Cremata, et al., 2013)

Cremata et al. (2013) argue that this gain in charter school performance is not the consequence of any one charter school improving its learning outcomes, but rather the conditionality by which underperforming charter schools can be closed and replaced by

schools with superior performance. The authors underline that charter school closure is a crucial success factor.

On a smaller, but still national scale, Christina Clark Tuttle evaluated KIPP charter schools in 13 states and the District of Columbia in 2013 and discovered comparable achievement gains. She assessed the effect of KIPP schools on students' performance in math, reading, science, and social studies by employing propensity score matching and a lottery design. Tuttle and her co-authors discovered, in a sample of 43 KIPP middle schools, that KIPP charters have a favorable influence on attainment in all four areas, with particularly large effects in mathematics. (Clark Tuttle, et al., 2015)

Although there exists an abundance of literature about charter schools, most writings provide only historical accounts of the movement's beginnings and policy analysis. (Henig J. , 2008) Empirical data measuring their effectiveness, academic and otherwise, remain limited (CREDO, 2009). The notion of school reform is such an expansive topic; there are so many types of reforms that have occurred, and continue to occur. These influential movements, for the most part, occurred after the 1950s and were outlined by Hassel (1999) including choice, competition, school based management, deregulation, and accountability for results.

In addition to these five movements, which created the foundation of the national charter school reform movement, it was necessary to examine the characteristics that make Missouri’s two urban school districts, Kansas City and St. Louis, unique. These characteristics include student demographics and the history behind Missouri's court ordered desegregation remedies, both of which greatly influenced charter school legislation in Missouri. Missouri’s magnet schools, when placed in their proper historical

context, are relevant to understanding Missouri charter school law from which Thomas et al. (2001) considered a by-product: “With the end of the state and locally funded desegregation program in sight, urban education issues became a high priority in the state legislature and led to the passage of the charter school legislation” (p. 5). Finally, current political perceptions and pressures surrounding charter schools and their role in NCLB (No Child Left Behind) were examined.

If Missouri charter schools are going to stand the test of time, supporters should examine the shortcomings of past reform efforts. In particular, charter school supporters should review the magnet school movement, which was predicated largely on the notions of school choice and competition, and question what methods and differences set the charter school movement apart from the magnet school efforts. In addition to choice and competition, charter schools work outside of the authority of district school boards and the normal leadership hierarchy. The self-governance feature is what largely sets charter schools apart from other reforms and is fundamental to the movement itself. If charter schools, or their sponsors, lose the independence to reform education on their terms it is unlikely the movement can be sustained. This is a major concern for many charter school supporters as regulations have threatened the autonomy of charter schools in some states, though there is little evidence this has occurred in Missouri at this time (Hassel, 1999; Henig, 2008).

Within each of these main themes, sub-themes were explored including the Missouri political and social climate that created a desire for change, the differences between traditional public schools and charter schools, and the different pressures charter schools confront. As a function of individual state governments, each state with charter

school legislation has created its own highly individualized and unique laws to regulate charter schools. It should be recognized that the historical analysis provided within this chapter is unique to Missouri's situation and other states may have different motivations and circumstances which led to charter school creation within their state. The analysis that follows is by no means intended to be exhaustive; however, it should establish the historical and political context through which charter schools were created and continue to thrive in Missouri. National Charter School History Before Missouri's charter school history can be thoroughly examined, the national charter school movement, including relevant historical facts, should be known. Once the basic history is understood, then the five individual educational movements that combined to form the conceptual framework of this study become clear. This information will allow researchers to further understand the charter movement in its entirety. The idea of charter schools is generally credited to former Massachusetts‟ school teacher, Ray Budde. During the early 1970s, Budde developed the idea of creating a charter, or contract, between an authorizing entity and charter school founders made up of teachers and parents (Bracey, 2003).

Budde based his idea for schools on the charter concept between Henry Hudson and the East India Company during the early colonial American period. After the publication of A Nation at Risk, in 1983, national interest in school reform, including the charter school idea, began to grow. Budde developed his idea in the 1970s but did not formalize the charter school concept until 1988 when he published the paper, Education by Charter: Restructuring School Districts (Bracey, 2003). Budde's timing was fortuitous and capitalized on the nation's educational pessimism following the publication of the Nation At-Risk report and the media attention it garnered. Budde sent his paper for

review, even sending a copy to then President H. W. Bush (Kolderie, 2005). The ideas expressed in Budde's paper gained popularity and 19 momentum when Albert Shanker, President of the AFT (American Federation of Teachers), delivered a speech on the topic of charter schools during a conference on school improvement in Minneapolis in which he cited Budde's work (Bracey, 2003). Two years later, in 1991, Minnesota became the first state to enact a charter school law; a law that was supported by both Democrats and Republicans in Minnesota's house and senate (Kolderie, 2001).

Since 1991, all but 10 states have passed some form of charter legislation leading to a sustained increase in the total number of charter schools and students served by them (U.S. Charter School, 2010b). It is difficult to grasp exactly why Minnesota was the first state to embrace the charter school idea and pass the initial legislation, but the literature provided some clues. According to Weil (2000), Minnesota was a state with a reputation of experimenting with school choice legislation. In the late eighties, the state passed an open enrollment law allowing students to attend a different school outside their district boundaries as long as the school had room for the student and it did not increase racial segregation. The same law allowed students to attend private non-sectarian schools provided the district contracted with that school (Weil, 2000). The charter school concept quickly expanded to several additional states and gained national attention when, in 1994, the federal government, with President Clinton's urging, passed the Charter School Grant Program, creating a pipeline for federal funding of charter schools which led to the proliferation of charter schools (Kolderie, 2005).

The purpose of this legislation was to fund start-up costs for new charter schools and help pay for student achievement measures (Leal, 1999). Passage of this legislation

and the guarantee of additional monies 20 to existing and potential charter schools undoubtedly expanded the movement and increased the chances of survival for existing charter schools. Twenty years after the passage of the first charter school law in 1991, new charter schools continued to open, nationally and in Missouri, making the charter school movement unique among other educational movements. Few educational experiments have lasted as long with such a positive overall perception (Henig, 2008).

Educational reforms that change the curriculum, or the methods through which curriculum is delivered, continue to be tried each year, yet these methods are frequently abandoned for newer, fresher ways and means to educate students in what has become a never-ending debate over educational best practices (Ravitch, 2000). While it is likely instructional strategies are tried with varied success within charter schools too, this is not what distinguishes them from traditional public schools. Charter schools are a whole new paradigm within the public education system offering an alternative choice to students and parents, while creating competition with neighboring schools for both students and funding. Rarely has another educational movement been this effective at attracting supporters while remaining politically low-key.

The last educational reform in Missouri of this magnitude was court ordered, tremendously costly, and controversial. Yet, according to a recent CREDO (2009) study, almost three decades into the national charter school experiment, the movement is as strong as ever: In some ways, however, charter schools are just beginning to come into their own. Charter schools have become a rallying cry for educational reform across the 21 countries, with every expectation that they will continue to figure prominently in national educational strategy in the months and years to come (p. 6). Only time will tell

whether the charter school movement is ultimately considered an academic success or not, but the continued growth of the movement is an undeniable accomplishment for charter school proponents. Nationally, charter schools are found predominantly in large urban cities which often serve large percentages of minority and economically disadvantaged students (CREDO, 2009; Hansel, 2007).

Missouri's first charter public schools debuted in the fall of 1999. The concept underlying this new paradigm for independent, self-governing public schools was greater flexibility in exchange for increased responsibility (Académie Lafayette, 2021). In these new schools, critical resource choices (curriculum, staffing, funding, and how time is spent during the school day) would be made at the school level, closer to the students. Fewer bureaucratic layers between decision makers and children would make these schools more nimble and responsive to the needs of students, teachers, and the community. It would also allow them to be more innovative, allowing them to experiment with fresh and novel methods of educating children (Haessig, 2021).

In exchange for autonomy or the capacity to govern themselves, charter schools would be held accountable for their performance by their own non-profit governance board, their charter school sponsor, and ultimately the Missouri State Board of Education. If they failed to achieve the performance requirements outlined in their charter contract, they would cease operations. This new method of K-12 public education was soon in high demand. Upon conception in 1999, 4,315 children enrolled in 15 charter schools in Kansas City, accounting for 12 percent of all K-12 public enrollment within Kansas City Public Schools (KCPS) limits. The next year, 1,330 K-12 kids registered in three public charter schools in St. Louis, representing 3% of all public K-12 enrollment. Two decades

later, charter public schools currently teach fifty percent of all K-12 public school students inside the confines of KCPS and approximately forty percent of kids in St. Louis. A rising number of families are enrolling their children in charter schools (Haessig, 2021).

In 2020-21, there were an estimated 11,730 K-12 kids enrolled in STL Charter Public Schools out of a total of 29,968 K-12 students in St. Louis. In 2020-21, 13,180 K-12 students were enrolled in KC Charter Public Schools out of a total of 26,529 K-12 students in Kansas City. Charter schools did not launch in St. Louis until the fall of 2000 due to a court dispute by St. Louis Public Schools (SLPS). In 2000-2001, there were 41,988 pupils enrolled in SLPS and St. Louis charter public schools (Haessig, 2021).

Missouri state law limits charter schools to the two largest school districts in the state, both of which serve a diverse, though predominantly Black and poor, student population. The specifics of these demographics are examined in greater detail later in the chapter. It is no coincidence that charter schools are found in the largest, poorest districts in the nation. The mobility of the upper and middle class populations over the past several decades often coincides with the slow demise of large urban school districts (Dunn, 2008). Examining the historical roots of charter schools in each state is beyond the scope of this study; however, Missouri charter school history is manageable and fundamental to this study.

Prekindergarten through grade 12 of the Missouri public education system are administered by locally elected school boards and superintendents. In 2022, 884,507 students were enrolled in 2,261 schools throughout 518 school districts in Missouri. Compared to the national average of 1:16, there was around one teacher for every 13

students in the public school system. Missouri spent an average of $11,239 per student in 2020. During the 2018-2019 academic year, the state's graduation percentage was 90 (Ballotpedia, 2021).

Saint Louis, MO has 278 public schools serving 105,235 pupils for the 2022-23 school year. In Saint Louis, MO, 76% of all K-12 students are educated in public schools, compared to the Missouri state average of 89%. Saint Louis has one of Missouri's greatest concentrations of top-ranked public schools. Mallinckrodt A.b.i. Elementary School, Kennard/classical Junior Academy, and Mark Twain Elementary School are the top ranked public schools in Saint Louis, MO. The overall testing rank is determined by the combined math and reading proficiency test score ranking of a school. The average math proficiency score in Saint Louis, MO public schools is 35% (compared to the Missouri public school average of 42%), while the reading proficiency score is 41% (compared to the 49% statewide average). Saint Louis schools have an average rating of 3/10, placing them in the bottom 50% of Missouri public schools. Minority enrollment is 61% (mainly Black), which is higher than the Missouri public school average of 30%. (Ballotpedia, 2023)

For the 2022-23 school year, there are 181 public schools serving 76,798 students in Kansas City, MO (there are 67 private schools, serving 15,126 private students). 84% of all K-12 students in Kansas City, MO are educated in public schools compared to the MO state average of 89%. Kansas City has one of the highest concentrations of top ranked public schools in Missouri. The top ranked public schools in Kansas City, MO are Academie Lafayette - Armour, Lincoln College Academy Middle School and Bell Prairie Elementary School. Overall testing rank is based on a school's combined math and

reading proficiency test score ranking. Kansas City, MO public schools have an average math proficiency score of 36% (versus the Missouri public school average of 42%), and reading proficiency score of 41% (versus the 49% statewide average). Schools in Kansas City have an average ranking of 3/10, which is in the bottom 50% of Missouri public schools. Minority enrollment is 66% of the student body (majority Black), which is more than the Missouri public school average of 30% (majority Black). (Ballotpedia, 2023)

School Finance

Prior to the American Revolution, there was no formal system to support the financing of education in the United States. Thus, citizens utilized various methods to ensure the youth, essentially white males, obtained enough knowledge to become productive members of society: “church-supported schools, local schools organized by towns or groups of parents, tuition schools set up by traveling schoolmasters, charity schools for poor children run by churches or benevolent societies, boarding schools for children of the well-to-do, “Dame schools” run by women in their homes, private tutoring or home schooling, and work apprenticeships with some rudimentary instruction in reading, writing, and arithmetic.” (Kober & Stark-Rentner, 2020)

Much like the current condition of the United States educational system, there was great disparity between cities and towns. While some North Eastern communities banded together and granted free public schools for their children; many southern and rural communities had no schools at all. Once the war concluded, the country's forefathers sought to establish an educational system that would unite citizens. In the late 1770s, the More General Diffusion of Knowledge Bill was proposed by Thomas Jefferson in the Virginia legislature. This bill included a detailed plan for teaching

children who lived in Virginia. “The bill also proposed periodic checks of students’ progress and a proposition to publicly fund the education careers of successful students. A notable feature of the bill was that academic excellence was given importance over social standing or wealth.” (Lynch, 2024) After being rejected multiple times, Congress passed an edited version of the bill known as the Act to Establish Public Schools, in the late 1700s. However, there was great resistance; thus, the bill did not invoke change. (Carpenter, 2021)

Around the year 1837, newly elected Secretary of Education Horace Mann enacted a major school reform known as the "Common School Movement." Funded by local taxes, this movement ensured a free public education in Massachusetts. With great success, it soon spread throughout the nation (PBS, 2021). As the nation entered into the Civil War, the Common School movement had reached nearly all of the northern and mid-western states (Wagoner & Haarlow, 2018).

In the United States, there have been several legal disputes and heated public discussions on whether public education funding is adequate and whether it is distributed fairly to all school districts and all children. It is still very difficult to figure out how much each state spends on public education, how much goes to each kid, and which programs get funding at the expense of others. The funding of programs is decided using complicated algorithms and formulas. Political, economic, and social issues have a significant impact on funding, which further muddles the issue. In an ideal world, the figures and statistical studies would be sufficient to identify the right amount of money (Walker, NEA Today, 2015).

Currently, United States public schools receive the bulk of their funding from taxpayer dollars: federal, state, and local sources, each entity contributes a percentage. The federal government contributes eight percent; states contribute 47 percent; and local governments contribute 45 percent, on average. In the 2018/2019 school year, Missouri education revenue was 32 percent. (NCES , 2024) Representing nearly half of education funding through local property taxes, this economic based system creates a disparity between wealthy and poor communities.

With an annual funding rate of $8,801 per student, New Jersey had the highest average level of public school funding in 1998 (adjusted for variations in cost of living), while Utah had the lowest average level with an annual rate of $3,804 per student. This indicates that the typical New Jersey public school student received more than twice the financial resources allotted to his or her Utah counterpart (Berliner & Biddle, 2002).

As a result of this funding system, thriving communities have the ability to hire, retain, and train highly qualified educators, build and maintain state of the art facilities. While underserved community school districts have to settle for substandard resources, oftentimes. In correlation, students who are associated with low economic status tend to have developmental delays in comparison to those belonging to communities with a higher economic base. An all too common plague that attacks impoverished communities, low economic status, festers many public schools across the nation. It negatively impacts cognitive development and socioemotional processing. Thus, academic achievement is often below the state and national average. Incidentally, schools in low economic communities experience increased dropout rates and inadequate educational programming (NCES , 2024). Court and political driven efforts to equalize

funding remain futile, roughly fifty percent of states in the U.S. allocate relatively less local and state funding to students in poverty (Lueken & Shuls, 2019)

At surface level, this dilemma appears to be an easy fix; however, the funding of free public education has proven to be a quite complex matter. Many believe that increasing per-pupil spending will enhance academic success; however, historical increases have not yielded the nation with desired results. In comparison to neighboring nations, academic achievement in the United States is low and seemingly stagnant. The world has continued to evolve and incorporate innovative ideas; yet there has been little to no change in America's educational system (Berliner & Biddle, 2002).

In Missouri, the school finance section has several duties: Classroom Trust Fund, Proposition C, calculating and distributing Basic Formula, Transportation and Small Schools Grant payments to local school districts and charter schools throughout the state. In addition, this section creates and publishes the state's financial accounting manual and accounting codes for revenues and expenditures. It also helps school districts finalize their Annual Secretary of the Board Report (ASBR) and MOSIS/Core Data Cycles (DESE, 2022).

Established at the state treasury in the early 2000s, the Classroom Trust Fund is made up of capital received under Section 160.534. The revenues that sustain this fund derive from unclaimed lottery prize money and gambling boats. Allotments for this fund consists of school construction, teacher recruitment and professional development, technology enhancements, and school safety. Like other school funding sources, the Classroom Trust Fund distributes aid to school districts on a per-eligible-pupil basis, monthly (Law Server, 2022).

Known as Proposition C, the Missouri School and Highway Tax Proposition was passed by 53.18 percent of the vote in November 1982. This proposition imposed a $.01 sales tax for education in correlation with a property tax reduction for school districts statewide. Based on the weighted average daily attendance of the prior school year, Proposition C revenue is collected at the local level and transferred to the state for distribution (Confluence Charter Schools, 2022).

St. Louis Public Schools has 74 schools in its district and educates nearly 20,000 students. The district's annual revenue is $394,304,000 and spends $7,182.4 million on instruction, $7,183.2 million on support services and $760.4 million on other expenses (U.S. News Education, 2024). With similar demographics, Kansas City Public Schools have 35 schools and roughly 14,000 students. The district receives an annual revenue of $247,298,000; it spends $16,275 per student each year. In addition, the district spends $7,115.5 million on instruction, $7,120.8 million on support services, and $732.4 million on other expenses (U.S. News Education, 2024). Nearly 90 percent of charter schools across the nation are authorized by local school districts; however, charter schools in Missouri are sponsored by local school districts, universities, and statutorily created commissions (Ballotpedia, 2022).

Similar to traditional public schools in Missouri, charter schools receive funding based on student enrollment and learning needs. Yet, the per pupil funding for charter schools is moderately less than that of their counterparts, and they are prohibited from charging tuition. But charter schools are entitled to federal funding to cover start-up costs and categorical funding: Title I and special education (MCPSA, 2022). In 2014, a national study of charter school funding performed by the University of Arkansas

revealed that charter schools in Missouri receive 33.3 percent less per pupil funding than traditional public schools. This disparity included all funding sources and suggested inequities in operational and capital funding (PR Newswire, 2020).

In the United States, there have been several legal disputes and heated public discussions on whether public education funding is enough and whether it is distributed fairly to all school districts and all children. It is still very difficult to figure out how much each state spends on public education, how much goes to each kid, and which programs get funding at the expense of others. The financing of programs is decided using complicated algorithms and formulas. Political, economic, and social issues have a significant impact on funding, which further muddles the issue. In an ideal world, the figures and statistical studies would be sufficient to identify the right amount of money. Even when the data does not support the assertion, it is fairly unusual for one region or program to obtain funding because a politically driven administrator has determined that it is "in-need." When one department is overfunded at the expense of another, even when that area actually needs more money, the school as a whole and its pupils suffer (Hoffman, 2007).

Accountability

Recognized as being one of the key components of educational improvement systems, accountability refers to the goals used to determine how well all students are performing academically and where resources need to be used. It is the conduit by which administrators, teachers, and students report their progress. Such data is analyzed by various stakeholders: state and district policymakers, taxpayers, and parents. Accountability systems are crucial in making informed decisions regarding performance

measures and strategic planning: rewards, incentives, sanctions, etc. (Elmore & Rothman, 1999).

The notion of school accountability materialized in the 1960s, shortly after the notable Brown vs Board of Education case. Having such an injustice in the educational system exposed, shed light on other inequalities such as the disparity in academic achievement amongst economically diverse communities. The government's efforts to narrow achievement gaps produced the Elementary and Secondary School Act (ESEA) (McKenzie et al., 2015). Signed into law by President Lyndon B. Johnson in 1965, ESEA was a civil rights law that provided school districts in low-income communities access to funding for special education and books. This law also provided federal grants for K-12 school improvement and college scholarships to low-income students (U.S. Department of Education, 2023). Provisions for this enactment had a five fiscal year term and the government has continued to reauthorize it. In the duration of time, multiple revisions and amendments have been implemented. These changes are identified as titles: Title I, Title II, and etc. The evolution of ESEA had an initial purpose of closing gaps in academic achievement. Title I accounts for 83% of the total fund; thus, it has received the most scrutiny from lawmakers.

For both public and private schools, Title II provided funding for preschool programs as well as school libraries and textbook purchases. The Adult Education Act of 1966's Title III mandated that funding would be provided to supplementary educational centers and services for additional support services to increase student attendance. Title III also enforced educational programming during non-school hours and offered special education and related services in remote or rural regions. The Bilingual Education Statute

and the Education of the Handicapped Act were both founded on an addition to the act that was made in 1968. To support educational research and training, Title IV granted $100 million over a five-year period. Title V augmented contributions made to state departments under Public Law 874. Finally, Title VI gave legal definitions and restrictions. The Vocational Education Act of 1963 was strengthened by Title VII, while Title VI focused on the education of people with disabilities. Title VIII established the Teacher Corps and specified a description of "gifted and talented" (Paul, 2016). The No Child Left Behind Act (NCLB) was the name of President George W. Bush's 2001 ESEA renewal. Enhanced teacher and student accountability was mandated under this reauthorization in schools. The Act is a comprehensive strategy to raise academic achievement levels for all students enrolled in public schools. It gives standardized test results more weight when assessing the development of students and schools. In order to avoid penalties, schools must make "sufficient yearly progress" in improving student success (Primont & Domazlicky, 2006).

Annual standardized examinations evaluated how well schools had achieved the standards required by Title I. The annual report cards that included demographic information and data on student success were also the responsibility of the schools. Since states were no longer required to establish an evaluation system that had been authorized by Title I, schools were now held responsible not just by the punitive steps that would be taken if they failed to make Adequate Yearly Progress (AYP), but also by remedial activities. Schools that failed to meet AYP for three years after being recognized for improvement under NCLB (No Child Left Behind) were also obliged to plan for restructuring. Under NCLB, remedial action was taken by more schools than under IASA

(Improving America's Schools Act). As part of NCLB, teachers employed with Title I money have to possess a high level of qualification. NCLB was crucial in preserving the civil rights of the nation's vulnerable pupils by fostering accountability for every student's academic success (NEA, 2020). Additionally, the 2001 version of NCLB gave military recruiters, upon request, access to the names, addresses, and phone numbers of 11th and 12th grade pupils (Wright & Wright, 2023).

While NCLB helped in closing achievement gaps and mandating transparency, it also had several problematic results. The law created incentives for states to lower their standards, emphasized punishing failure over rewarding success, focused on scores instead of growth and progress, and prescribed a pass-fail, one-size-fits-all series of interventions for schools that miss their state-established goals. NCLB failed to provide the resources necessary to guarantee that every student has the chance to learn and succeed because of its unwavering focus on assessing results using test scores. Goals for achievement were never met as a result, and instructors, students, and schools came under fire from everyone seeking for a scapegoat (NARA, 2023). A new education law can improve things by encouraging more open communication with parents and communities about the types of learning assistance that pupils actually require and by holding states responsible for supplying those supports. For this reason, states should be required to submit "opportunity dashboard" data when requesting ESEA funds. This covers extracurricular activities available to students, AP classes, early education, school counselors and nurses, as well as other metrics that can be used to combat inequality and the influence of zip codes on educational quality (Walker, NEA, 2015).

After 13 years and a heated debate, The No Child Left Behind Act (NCLB) was repealed. Under President Barack Obama, ESEA was renewed on December 10, 2015, as Every Student Succeeds Act (ESSA). And, the legislation gave states considerable leeway from some of its most onerous requirements. States had to prove they had adopted college and career-ready standards and assessments, implemented school accountability systems that concentrated on the lowest-performing schools and those with the widest achievement gaps, and made sure that districts were putting teacher and principal evaluation and support systems into place in order to be eligible for this flexibility (Klien, 2015).

Compared to NCLB, ESSA gives states a lot more flexibility in how they use the findings of yearly tests. As a result of ESSA, states are now free to reduce the importance of annual test scores in determining school, district, and teacher performance. In other words, ESSA substantially exempts states and districts from the federal penalties associated with insufficient yearly student academic advancement. ESSA replaces it with potential federal penalties and only calls for state intervention in a narrow range of schools: the worst 5% of a state's schools and high schools with graduation rates below 67%. One of NCLB's defining features was the integration of standards-setting and accountability procedures under federal control. ESSA, in contrast, grants states more autonomy, both in terms of discretion over the establishment of substantive standards and the repercussions for states that do not meet their own set of achievement targets (Korte, 2015).

The Every Student Succeeds Act addresses some of the most important NCLB criticisms. One is that NCLB placed an excessive emphasis on standardized tests.

Another was that when all of a school's children weren't on track to pass state exams, the school would suffer severe consequences. However, some elements of No Child Left Behind are still in the new law. For instance, states are still required to report on how traditionally underserved children are progressing (Lee, 2015). The new law contains more than 1,000 pages. However, the following are some of the most crucial details to understand:

- State Authority: As a result of the new law, it is now primarily the responsibility of the states to hold the federal government accountable for schools. But there is still a big framework provided by the federal government. Each state needs to define objectives for its educational system and assess its performance. States must also develop a plan for enhancing struggling or schools with a particular population of underperforming pupils.
- Annual Testing: In grades 3 through 8, as well as once in high school, states are still required to administer reading and math exams to pupils. There will still be accommodations for students with and on those exams. Additionally, "alternative" assessments can only be administered to 1% of all students.
- Accountability: States are now allowed to look at more than simply student test results when evaluating schools, thanks to the new law. In fact, they must devise at least one more measure. The availability of advanced curriculum and school safety are possible further approaches.

However, the legislation still considers student performance to be the most significant factor.

- Reporting: States must continue to make test results and other evaluations of student performance and academic accomplishment by "subgroups" of pupils available to the public. This comprises minority pupils, special education students, poor students, and English language learners.
- Proficiency Targets: As of right now, states must establish their own proficiency targets. They will also develop a system of sanctions for failing to comply with them. Nevertheless, the federal government will no longer mandate that all students pass state exams at the proficient level. States won't additionally be obligated to achieve federal standards for increasing test results. As a result of these modifications, NCLB's severe federal fines for schools will no longer apply.
- Comprehensive Literacy Center: The new law mandates the establishment of a federal facility that specializes in reading difficulties for children with disabilities. This covers dyslexia. For teachers and parents, the center will serve as a central repository of information.
- Grants for Literacy Education: Under the statute, states and schools may receive up to $160 million in literacy grants from Congress. Key reading skills, like phonological awareness and, will be taught thanks to the funds.
- Opt-Out: Opting out refers to a parent's decision to forego requiring their child to take a standardized test. Parents do not have a federal opt-out option under the new law. However, it also doesn't exclude states from

> passing their own opt-out legislation if parents decide they don't want their kids to take state exams.

The new law will give governments more authority to keep schools responsible. The Parent Training and Information Center in your state can provide you with information about its regulations and laws (Lee, 2015).

By design, just a fraction of Missouri's approach for school improvement is described in the state's ESSA plan. ESSA is a part of the Missouri School Performance Plan (MSIP), which is the state's accountability tool for tracking school improvement (DESE, 2023). Established in 1990 and is currently in its fifth revision, this plan was created to distinguish district performance in legitimate, accurate, and meaningful ways. The purpose of the system is to encourage ongoing development in the state's public education districts. Missouri bears dual duty for the educational quality of its citizenry. First, it must verify that all school districts and charter schools adhere to a set of minimal requirements. Second, it must ensure that Local Education Agencies (LEAs) continue to strive for excellence in educating children for a world that is becoming increasingly competitive. MSIP has been the cornerstone of school improvement in Missouri for almost two decades. With each successive cycle, stakeholders from across the state have worked to create and improve metrics that assess school quality and student learning and reflect Missouri's values. School districts and charter schools get Annual Performance Reports (APRs) based on student data in five categories: academic success, subgroup academic achievement, attendance, college/career preparedness, and graduation rate. High school readiness replaces graduation rate and college-and-career preparation for Missouri's 88 K-8 LEAs. Status, growth, and advancement are the academic achievement

metrics for both the entire population and the subgroup. Ninety percent of students must be in class ninety percent of the time for attendance to be considered satisfactory. The college-and-career preparation criteria provide students with many chances to demonstrate they are prepared for postsecondary achievement, such as obtaining qualifying marks in AP or IB courses, dual credit, or industry-recognized credentials. Additionally, each LEA provides 180-day follow-up information on its graduates (DESE, 2023).

Because Missouri's legislation is largely cap-free, public charter schools there enjoy a high degree of autonomy and accountability. Public charter schools trade accountability for autonomy. Public charter schools assume the obligation to fulfill the terms of their performance contract. The sponsor is responsible for holding charters accountable to their contract. Non-renewal or revocation is a possibility for schools with poor academic performance, financial challenges, or that violate state and federal laws (MCPSC, 2022). However, it provides unequal funding for charter schools and provides a choice of authorizing options in some locations but not in others. A few areas for improvement include equitable operating financing, multiple authorizing options across all districts, and equal access to capital funding and infrastructure (Ballotpedia, 2023). Charter schools are required to negotiate individual contracts outlining their rights and obligations with relation to school autonomy, desired results, criteria for judging success or failure, performance repercussions, and other important aspects. The application or contract must outline both the charter schools and the authorizer's obligations in accordance with the law. The application or contract must include a description of the academic program performance standards and student performance requirements for the

charter school. A full range of indicators, measures, metrics, and targets for the success of the academic program, including specific goals for graduation rates, performance on standardized tests, and academic advancement, must be included in the charter school program in order for every student to be able to meet these requirements.

Charter Agreements shall be for a term not to exceed five years in Missouri. Charter schools are required to create specific agreements describing their rights and responsibilities with regard to school autonomy, desired outcomes, standards for determining success or failure, performance consequences, and other crucial factors. The charter schools and the authorizer's obligations must be outlined in the application or contract, per the law (Ballotpedia, 2023).

The concept of school-level accountability is one of the most significant contributions of chartering to public education. Under the charter public school model, no school has the "right" to exist indefinitely; rather, a school must "earn" the right to remain open by demonstrating, through regular reviews, that it is meeting the performance requirements established in its charter, or contract (MCPSC, 2023). The State Legislature, the State Board of Education, charter sponsors, and charter school governance boards each play distinct responsibilities in Missouri's charter school accountability system. State legislation, particularly those pertaining to charter public schools, are created by the State Legislature. 1998 charter legislation established the roles of the State Board, sponsors, and charter school governing boards in fostering charter school accountability. The State Board of Education (SBOE) is the creator of Missouri's charter accountability system, having developed the regulations that govern the monitoring and evaluation of charter sponsors and school operators. The State Board is

also the sector's principal accountability agent, issuing annual performance reports for individual charter schools and regularly evaluating the performance of charter sponsors (DESE, 2023).

Discussions about leadership hardly ever involve school governance, despite the fact that leadership in public education is frequently researched as a crucial determinant of school performance. A well-functioning, high-performing system, however, must have good governance by a regular school district or charter school board as its cornerstone. Different board forms exist in Missouri's school districts and charter schools, which may affect how members are chosen and how they approach their governance responsibilities. Boards of charter schools are given different rights and obligations than charter school sponsors. The charter school board is in charge of the school's finances, determines policy, and appoints the principal. A charter school sponsor oversees adherence to local, state, and federal laws, keeps tabs on the operation of the charter school, and holds it responsible for meeting the requirements of its charter. The sponsor has the power to revoke a charter, despite the charter school board's recommendation that it be done so in order to terminate a school (Presis & Shelton, 2023).

The charter sponsor contracts with the charter school governing boards, who are then held liable for the operation of the charter school. This entails creating school policy, managing finances, and exercising operational oversight. Each charter school has its own governing board because they are self-governing schools (WUSTL, 2023).

Academic Performance

Academic performance is complicated from the moment it is conceptualized. Although it is often referred to as school performance, academic accomplishment, and

preparation for school, the differences between these terms are typically simply a matter of semantics because they are used as synonyms. It is accepted practice to utilize school performance in populations receiving traditional and alternative basic education, and academic achievement in groups attending universities. Due to the wide range of definitions, we will just mention a handful (Lumas, 2015). The question of what factors affect all children's academic progress has been debated by educators for many years. According to Aikens & Barbarin (2008), when groups of students with comparable backgrounds are compared, those with higher socioeconomic status (SES) outperform those with lower SES in terms of academic achievement. Higher social expectations and stronger social support are associated with higher SES, as are fewer district-wide disciplinary issues. Parental education, parent employment, big families, and the absence of one parent are the most prevalent factors in low income school districts (Masud et al., 2019).

Student development is the difference in academic attainment for a particular student between two or more points in time (as determined by the grade-level Missouri Assessment Program assessments in English language arts and mathematics). The Missouri Growth Model computes the amount by which pupils "grew" in comparison to forecasts. These forecasts are based on the student's mobility and the results of preceding exams. Additionally, utilized are average prior-year test scores and average student mobility rates (DESE, 2023).

The Missouri Growth Model employs scale scores to assess growth rather than relying on progression from one achievement level to a higher achievement level, such as from "Basic" to "Proficient." This implies that mobility both within and across

performance levels is significant. Growth for all children assessed in a particular local education agency during the previous three years is measured for accountability reasons under the fifth cycle of the Missouri School Improvement Program. This data is then averaged and put through statistical analysis to provide MSIP measurements that can yield points for Standard 1 and 2. (DESE, 2023)

In order to revamp the accreditation and approval of teacher education programs, the Missouri State Board of Education and the Missouri Department of Elementary and Secondary Education (MDESE) started a multi-phase project in 2012. The Missouri Criteria for the Preparation of Educators (MoSPE), a collection of six standards that described the fundamental knowledge and abilities that applicants to educator preparation programs should possess, marked the start of the first phase. The second phase concentrated on improving the set of tests for teacher certification. The Missouri State Board of Education sought to add a performance evaluation of student teachers to the battery of teacher licensure exams in addition to the "general knowledge" and "content area" multiple choice exams to "ensure that new teachers are ready and able to make a positive impact on student learning beginning their very first day." Missouri contracted with Educational Testing Services (ETS) in late 2012 to create the Missouri Teacher Candidate Assessment, which was subsequently renamed the Missouri Pre-Service Teacher Assessment. The performance evaluation was created throughout the course of the next year by a group of Missouri teachers, teacher educators, and ETS facilitators. Three summative tasks and one formative task made up the MoPTA. Students had to give written comments and supporting documentation from their student teaching experience for each activity in addition to responding to inquiries about evaluation, planning, or

instruction. All teacher candidates who submitted applications for licensure in the fall of 2015 had to pass the MoPTA. MoPTA was no longer necessary for initial licensing by the fall of 2018 (Cuenca & Nichols, 2022).

The defined requirements for excellence and quality in education are known as learning standards, often known as academic standards. The government entity in charge of education normally sets the standards for grades K–12, however occasionally schools will set them themselves. The themes, abilities, and degree of rigor for each grade level are age-appropriate thanks to the learning standards, which outline expectations for the precise knowledge and abilities kids at each grade level should acquire. Learning standards serve as objectives. They differ from the teacher's curriculum, which is a thorough schedule for instruction with specifics on subjects, exercises, and tests and is intended to satisfy the objectives established by the learning standards for the relevant subject and grade level (Beaty, 2018).

The information and abilities that students need at each grade level and course to succeed in college, other post-secondary programs, and careers are laid forth in the Missouri Learning Standards. These goals are in line with the Show-Me Standards, which outline the knowledge and skills that every Missouri high school graduate should possess. The Show-Me Requirements were enacted by Missouri in January 1996. They are a stringent set of content and procedural standards that have proven to be a great benchmark for Missouri student achievement. Then, grade-level expectations (GLEs) were created to give teachers grade-by-grade targets for instruction. These standards were frequently updated in light of feedback from teachers and fresh research. Course-level

expectations (CLEs), which give teachers course-specific goals, were developed as End-of-Course (EOC) examinations at the high school level (DESE, 2023).

The Missouri Learning Standards are the most recent version of expectations that are in line with the Show-Me Standards. The Missouri Learning Standards aid in ensuring that students acquire fundamental and higher-order abilities, such as critical thinking and problem solving. The standards are accurate representations of the information and abilities pupils need to succeed in the actual world. When instructors, parents, and students collaborate to achieve common objectives, learning results improve. The Missouri Learning Standards provide a roadmap for the learning goals in each grade and course for school officials, instructors, parents, and students (DESE, 2023).

According to Critchlow, The Missouri Learning Standards are a collection of statements that describe what students should know and be able to do at each grade level, as well as in each course and academic area. Missouri has elected to use the Common Core State Standards for English Language Arts (ELA) and Mathematics. The Common Core State Standards establish the expectations for what students should know and be able to do by the time they leave high school in order to be better prepared for college and careers.

Prior to the Common Core each state had its own academic requirements. As a result, pupils in different states had extremely diverse learning expectations. In one state, a pupil might be rated proficient (or quite good) in reading. In another state, the same student might not have even met basic reading levels. Many people were dissatisfied with the lack of consistency among state standards. Concerns grew as American pupils performed poorly or only averagely on overseas assessments. There was also a

widespread view that some states' standards did not sufficiently challenge kids (Greer, 2018).

The National Governors Association (NGA) and the Council of Chief State School Officers created these standards. States might choose to embrace the standards or stick with the ones they already had in place. In general, the Common Core State Standards (CCSS) are clearer, fewer in number, and more demanding than Missouri's current standards. They were first accepted by Missouri in 2010 and are now supported by 45 states and the District of Columbia. Missouri's English Language Arts and Math standards are currently based on state-developed Grade-Level Expectations and Course-Level Expectations. Missouri Learning Standards (MLS), which contain the Common Core State Standards, will replace Missouri's Grade and Course-Level Expectations in ELA and Math beginning in 2014-15 (Phelps, 2018).

The Common Core State Standards only cover English language arts/literacy and mathematics, even though Missouri uses learning standards to direct instruction in nine subject areas, including social studies, world languages, career and technical education, guidance and counseling, fine arts, and physical/health education (Tatum, 2015).

In efforts to monitor and assess academic performance as it correlates to learning standards, Missouri implemented MAP (Missouri Assessment Program). It is intended to assess how successfully students learn the skills and information outlined in Missouri's Learning Standards. The tests provide information on academic success at the student, class, school, district, and state levels. This data is utilized to identify individual student strengths and weaknesses in connection to MLS instruction, as well as to assess the general quality of education in Missouri. The MAP was inspired by the Excellent Schools

Act of 1993. This statute mandated Missouri to develop a statewide assessment system that tested rigorous academic criteria. This act resulted in the development of grade-level exams that tested Missouri's Show-Me standards ("Guide to The Missouri Assessment Program").

Impact of Policy

There is little federal involvement in education. Most decisions about education policy are made at the state and local levels as a result of the Tenth Amendment (ED.gov, 2022). However, Republican leaders, including President Trump, agreed that educational systems were overspending per student. On September 8, 2016, Trump stated in Cleveland:

> That works out to an average of nearly $12,296 for each student enrolled in our elementary and secondary public schools. In the K–12 sector, the federal government covers 10% of the costs. The other $560 billion or more spent on K–12 education is paid for by the individual states. Compared to practically every other large nation, we spend more per student. And our A-list performance is pretty poor (Pflaum, 2016).

In a January 11, 2016, interview with The Wall Street Journal, President Trump stated that controls on education policy should be at the local level and Common Core should be no more. (Ballotpedia, 2016)

Summary

This chapter delves into existing research, theories, and conceptual frameworks relevant to the investigation of public charter schools, traditional public schools, and the relationship between performance and funding.

The literature review begins by providing an overview of the historical development of charter schools in Missouri and the broader context of education reform. It explores the key characteristics, goals, and challenges associated with charter schools, drawing on academic literature, policy documents, and empirical studies. The chapter also reviews the literature on traditional public schools, emphasizing the importance of understanding the unique features and dynamics of both educational models.

Theoretical frameworks that inform the study are discussed in this chapter, outlining the conceptual lenses through which the research questions are approached. The chapter explores theories related to school performance, such as the school effectiveness framework and the resource-based view of schools. Additionally, theories on educational funding and resource allocation are examined to provide a foundation for understanding how financial factors may influence school outcomes.

Throughout the literature review, attention is given to studies that have previously compared the performance of charter schools and traditional public schools, with a focus on methodological approaches and key findings. The synthesis of existing literature serves to identify gaps in knowledge, justify the research questions, and guide the development of the study's mixed-methods approach.

In summary, Chapter Two establishes the theoretical and conceptual framework for the dissertation, offering a comprehensive review of relevant literature on public charter schools, traditional public schools, and the interplay between performance and funding. This foundation informs the research design and methodology, providing a basis for the subsequent empirical investigation in later chapters.

Chapter Three: Research Method and Design

Introduction

The goal of this mixed methods study was to compare the academic success of traditional public schools versus public charter schools in Missouri utilizing performance data, funding reports, and surveys. In this study, secondary data from public reporting databases for traditional public schools and public charter schools in Missouri were utilized. At the time of this writing, in the United States, public charter schools were being established at an increasing high rate; however, their worth had not been made evident. This chapter's major components include the research strategy and motivation for the study, the methodology and use of archived data, and risks to the study's validity. This chapter concludes with a summary of the information covered thus far.

A mixed methods design is often considered best for a comparative analysis; it allows researchers to gather a broader range of data and insights, leading to a more comprehensive understanding of the research questions at hand. Using both quantitative and qualitative methods enables researchers to gain a more comprehensive understanding of the research problem. In this case, comparing the performance of charter schools and traditional public schools involves complex factors that cannot be fully captured by numbers alone. Qualitative methods can help uncover the nuances and contextual factors that influence school performance (Plano Clark & Ivankova, 2016).

By employing both quantitative and qualitative approaches, researchers can triangulate their findings, corroborating results from one method with those from another. This enhances the validity and reliability of the study's conclusions (Verhoef & Casebeer, 1997). In addition, mixed methods allow researchers to capture the perspectives of

various stakeholders involved, such as students, teachers, administrators, and parents. This is crucial for understanding the impact of school funding on performance and how different school types may cater to the needs of diverse demographics.

Relatively, mixed methods designs offer flexibility in research design, allowing researchers to adapt their approach based on emerging insights or unexpected findings (Dawadi, 2021). This suppleness can lead to a more responsive and adaptive research process. And, comparative analyses often involve addressing complex research questions that may not be fully captured by either quantitative or qualitative methods alone. By combining both approaches, researchers can address these gaps more effectively.

A mixed methods design is best suited for this comparative analysis; it allows for a more holistic investigation, incorporating both quantitative and qualitative data to provide a comprehensive understanding of the performance of Missouri public charter schools versus traditional public schools and the correlation between their performance and funding.

This descriptive, quantitative, secondary data analysis research examines the association between student performance data reports in English/Language Arts and Math for sixth grade students taking the MAP test for the 2015-2018 school years. The independent factors in this study were the various schools, and the dependent variables were the MAP exam scores for each school type. When reporting on student academic achievement to state and federal stakeholders, the quantitative study approach was compatible with current school performance indicators.

In experimental studies, the independent variable is the variable that is manipulated or varied to examine its effects. It is referred to as "independent" since it is

not affected by any other research factors. Independent variables are also referred to as: Explanatory variables, Predictor variables, or Variables on the right side (Scribbr, 2023).

In statistics, these phrases are used to evaluate the amount to which a change in an independent variable may explain or predict a change in the dependent variable. Independent variables are typically classified into two primary kinds based on their characteristics and how they are manipulated or observed in a study. These two primary kinds of independent variables are: Categorical Independent Variables and Continuous Independent Variables (Laerd, 2023). Categorical Independent Variables also known as qualitative or nominal variables, represent distinct categories or groups. These variables do not have inherent numerical values, and their categories are typically non-numeric labels. Examples of categorical independent variables include:

- Gender (e.g., male, female)
- Ethnicity (e.g., Caucasian, African American, Hispanic)
- Marital status (e.g., single, married, divorced)
- Education level (e.g., high school diploma, bachelor's degree, master's degree)

Categorical independent variables are often used in studies where researchers want to compare differences between groups or examine relationships between categorical variables and other variables of interest.

Continuous independent variables, also known as quantitative variables, represent measurable quantities that can take on a wide range of numerical values. These variables have an infinite number of possible values within a given range and can be expressed as real numbers. Examples of continuous independent variables include:

- Age (e.g., 25 years, 37.5 years)

- Weight (e.g., 65 kilograms, 150 pounds)
- Income (e.g., $40,000, $75,000)
- Test scores (e.g., 80 out of 100, 3.5 out of 5)

According to Creswell (2009, p. 59), continuous independent variables are often used in studies where researchers want to measure the magnitude or degree of an effect, examine relationships between variables using correlation or regression analysis, or analyze trends over time.

These two primary kinds of independent variables, categorical and continuous, provide researchers with different types of information and allow for various types of analyses depending on the research questions and objectives of the study. Understanding the characteristics of each type of independent variable is essential for designing research studies, selecting appropriate statistical analyses, and interpreting study results accurately (Creswell, 2009, p. 59).

Dependent variables are the outcome or response variables in a research study. They are what researchers are trying to understand, explain, or predict based on the independent variables. The choice of dependent variable depends on the research question and objectives of the study (Creswell, 2009, p. 60).

In addition to raw data, surveys are often considered beneficial for mixed-method research due to several reasons. They allow researchers to collect data from a large number of participants efficiently and reach a diverse sample quickly, making surveys suitable for gathering quantitative data that can be analyzed statistically. Surveys primarily yield quantitative data, providing numerical measures of attitudes, behaviors, opinions, and other variables. These data can be analyzed using statistical techniques to

identify correlations, associations, and trends within the data. Combining surveys with qualitative methods enables researchers to triangulate findings, corroborating results from different data sources and enhancing the validity of the research findings. This triangulation strengthens the overall credibility and trustworthiness of the study (Shaughnessy et al., 2011, p. 140).

Time and resource constraints were limited to my analysis of secondary data from Washington, D.C. educational offices, traditional public schools, and public charter schools in elementary English/Language Arts instruction, with test taking students who sat for the PARCC examination. School academic performance was based on individual student performance data. Also, attaining performance information from each school type reflected the school year 2017-2018, not the current one. Additionally, any analysis done on student performance would therefore be in school years 2017-2018 and not the most immediate year posted. Resource constraints affected this availability.

Traditional public schools and public charter schools posted yearly academic performance, outside of the most recent year, differently, or not at all. Quantitative research uses statistical methods to investigate observable phenomena and therefore was consistent with evaluating public charter school student academic scoring as it relates to that of traditional public school student performance in the same grades and subject area (Labaree, 2022). The goal of this study was to determine the relationship between the school types and test score reporting within Washington, D.C... A descriptive quantitative research design established any associations between school type and performance reporting through the focus of the numeric and unchanging data of the student test outcomes. Previous studies similar to this one have used quantitative research designs to

measure academic outcomes in the broad span of education; subjects have included Pre-K program performance, undergraduate accounting curriculums, assessing teaching and learning, and longitudinal studies to address curriculum and instruction (Ballou, Heitger, & Stoel, 2018).

Additionally, quantitative research was appropriate for this study because the instrument used to collect data, the PARCC exam, was a structured testing instrument used to count and explain educational outcomes of schools (PARCC, 2019). The research design choice of this study was needed to advance knowledge in educational data availability and understanding for parents and other stakeholders to make informed decisions on where to enroll their children in this age of "school choice." Current researchers have used similar research designs when examining student performance data; standardized examination reports are analyzed and compared by school type or socioeconomic levels to assess school quality (Ballou, Heitger, & Stoel, 2018).

Further, quantitative design has been used in current research to examine data competence for data driven decision making in secondary education in the areas of education accountability, reading interventions for struggling readers, early education settings where formal testing is not yet appropriate for learner capabilities, and principal leadership development (Tribble, 2020). Finally, there was a gap in the literature on defining current data availability and whether it was uniform and easily understandable and accessible for parents to appropriately identify successful schools for student attendance.

Independent Variable

The type of school was the independent variable. In this study, traditional public schools were those inside the District of Columbia school choice attendance zone. Traditional public schools are often affiliated with school districts and adhere to state-mandated curriculum. Moreover, conventional public schools were not immune from state, federal, or local education legislation. Public charter schools, unlike regular public schools, are located inside the District of Columbia attendance zone. In addition, public charter schools had more authority in how they offered learning ideas, but this liberty came with a greater risk of accountability (Richmond, 2022).

In addition to being available to all students, public charter schools engaged in state and federal testing accountability systems. However, public charter schools are required to adhere to a set of regulations and performance goals outlined in their chartering documents. These 59 schools are categorical; students in this study attended either a regular public school or a public charter school throughout the 2017-2018 academic year and PARCC testing session.

Dependent Variable

Student performance on the PARCC English/Language Arts assessment is the dependent variable. Students are granted PARCC scores depending on their performance levels, which range from Level 1 to Level 5 (Hopatcong Borough Schools, 2022). The results of the Likert scale scoring yielded a numeric count of 58 for each student's performance level for each school type. The resulting ranks on the performance scale showed whether or not the school was performing well. Students who scored at Levels 4 and 5 performed well; students who scored at Level 3 need minimal help to achieve

academic objectives; and students who scored at Levels 1 and 2 required substantial intervention to fulfill academic standards (Hopatcong Borough Schools, 2022). These scores for each student test taker were calculated by multiplying the number of test takers by the percentage of students achieving each performance level. Based on available performance school records from traditional public schools and Charter Public Schools in Washington, D.C. from published reports, this variable was calculated.

Surveys

Surveying educators and parents can be valuable for a mixed methods comparative analysis of Missouri public charter schools' performance versus traditional public schools of similar demographics and the correlation between their performance and funding for several reasons. These individuals are key stakeholders in the education system. Their perspectives can provide valuable insights into the factors that contribute to school performance and the effectiveness of different educational models. Polls allow researchers to capture these perspectives systematically.

Surveys can help researchers understand the practices and strategies employed by schools to enhance student performance. Educators can provide information about instructional methods, curriculum choices, and other factors that may influence academic outcomes.

Stakeholders can provide feedback on how funding is allocated within schools and whether resources are effectively utilized to support student learning. Understanding how funding levels correlate with perceived resource adequacy can inform discussions about educational equity and resource allocation policies. And, surveys can help identify areas where schools may need to improve to enhance student performance. By soliciting

feedback from educators and parents, researchers can pinpoint specific challenges and areas of strength within schools.

This research method can complement quantitative analyses by providing qualitative data that contextualizes statistical findings. For example, if quantitative analyses indicate a correlation between funding levels and student performance, surveys can help elucidate the mechanisms through which funding impacts outcomes (Information Resources Management Association, 2022).

Involving educators and parents in the research process can foster a sense of engagement and empowerment within the school community. By soliciting their input, researchers demonstrate respect for their expertise and perspectives, which can enhance the credibility and relevance of the study. Such survey data can inform policy discussions about charter school regulation, funding mechanisms, and educational accountability. By understanding stakeholders' perceptions and priorities, policymakers can make more informed decisions about education policy.

Overall, surveying educators and parents can enrich a mixed methods comparative analysis of public charter schools versus traditional public schools by providing nuanced insights into school practices, stakeholder perspectives, and the relationship between funding and performance (Wasti, Simkhada, van Teijlingen, Sathian, & Banerjee, 2022).

Research Questions and Null Hypotheses

Research Question 1: How do Missouri public charter schools' academic performance outcomes (standardized test scores) compare to those of traditional public schools with similar demographics?

Research Question 2: What are the perceptions of school leaders and teachers regarding factors such as autonomy, accountability, resources, and community engagement in Missouri public charter schools versus traditional public schools?

Research Question 3: How does funding allocation differ between Missouri public charter schools and traditional public schools, and what impact does funding level have on various aspects of school performance?

Research Question 4: What are the unique characteristics of successful Missouri public charter schools and traditional public schools with high academic performance, and how do these characteristics contribute to their success?

Null Hypotheses 1: Missouri public charter schools will not demonstrate similar academic performance outcomes to traditional public schools with similar demographics.

Null Hypotheses 2: School leaders and teachers in Missouri public charter schools will not report higher levels of perceived autonomy and flexibility compared to their counterparts in traditional public schools.

Null Hypotheses 3: Missouri public charter schools will not exhibit different funding allocation patterns compared to traditional public schools, with charter schools relying more on private funding sources.

Null Hypotheses 4: There will not be a positive correlation between school funding levels and academic performance outcomes in both Missouri public charter schools and traditional public schools.

Data Samples.

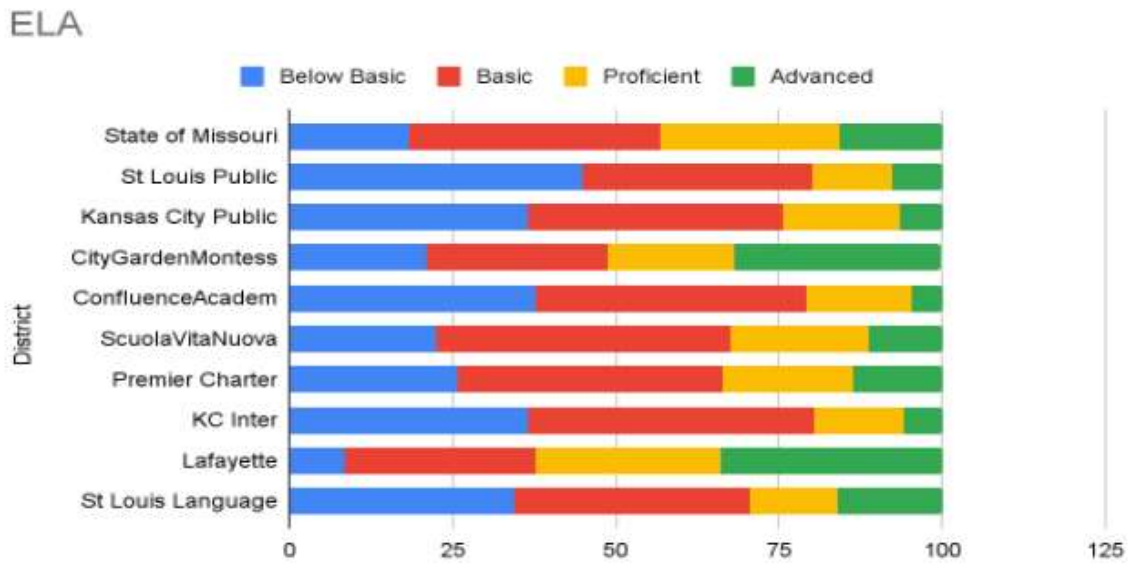
Table 1

Schools Selected for the Study

Groups
Gilkey Pamoja @ Cole School (PK-8)
Lyon Academy @ Blow (PK-8)
Pierre Laclede Junior Career Academy (PK-8)
Ashland Elementary
Adams Elementary School
J.A. Rogers Elementary
Phillis Wheatley Elementary
Gladstone Elementary
Hale Cook Elementary
Faxon Elementary
Premier Charter School
Lafayette Preparatory Academy
St Louis Language Immersion Marine
Scuola Vita Nuova Charter
Eagle Tower Grove South
Academy For Integrated Arts
South City
Kipp Endeavor Academy
City Garden Montessori School
Kc International-Wallace

Table 2

MAP Score 2021/2022 School Year



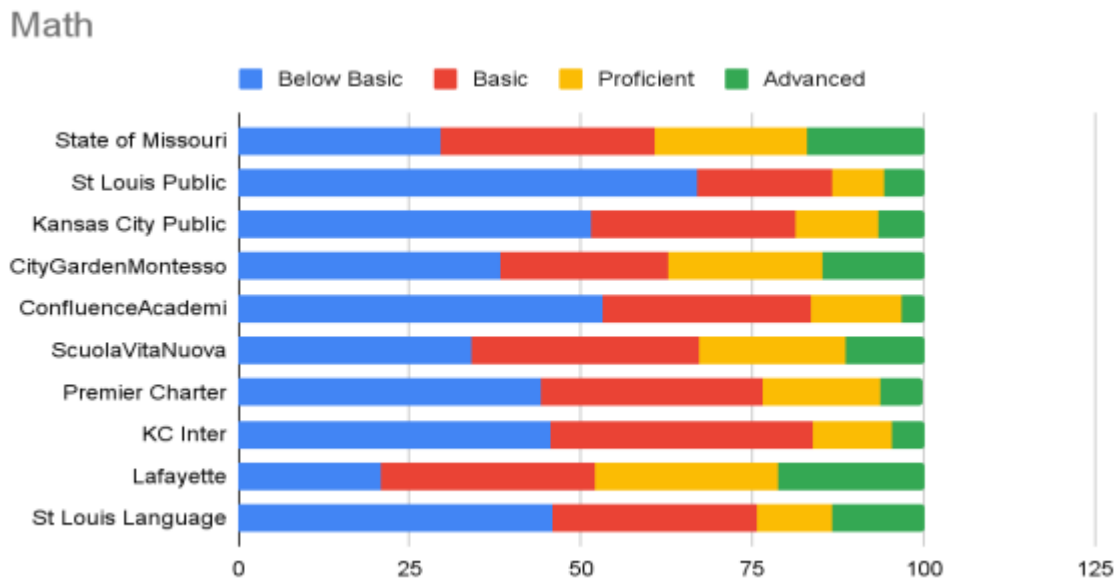
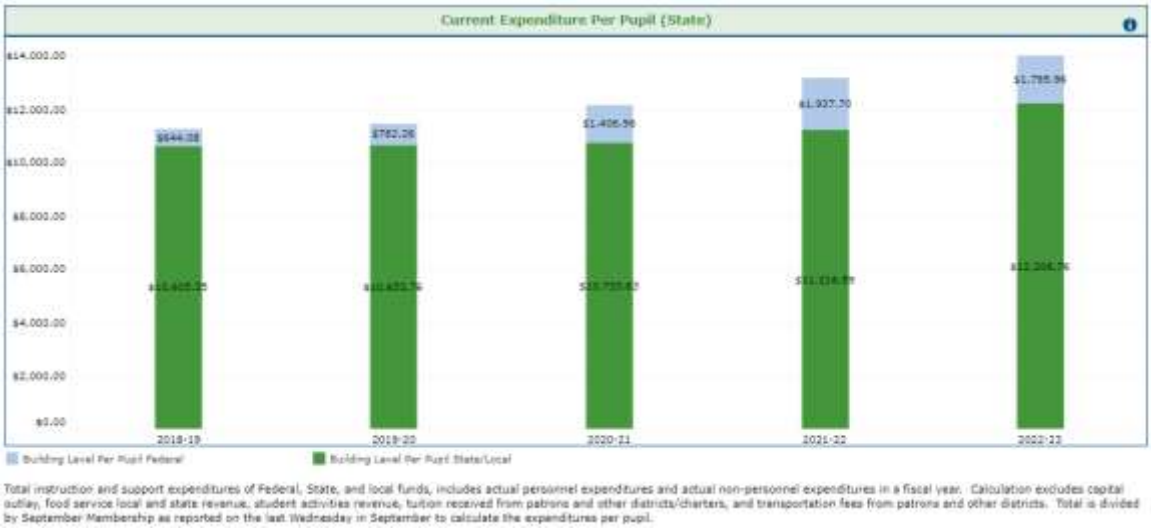


Figure 1

Per Pupil Expenditures



DESE, Current Expenditures per Pupil Explanation (Missouri Department of Elementary and Secondary Education, 2022).

Figure 2

Comparison of Per Pupil Expenditures & MAP Score

Figure 3 continued

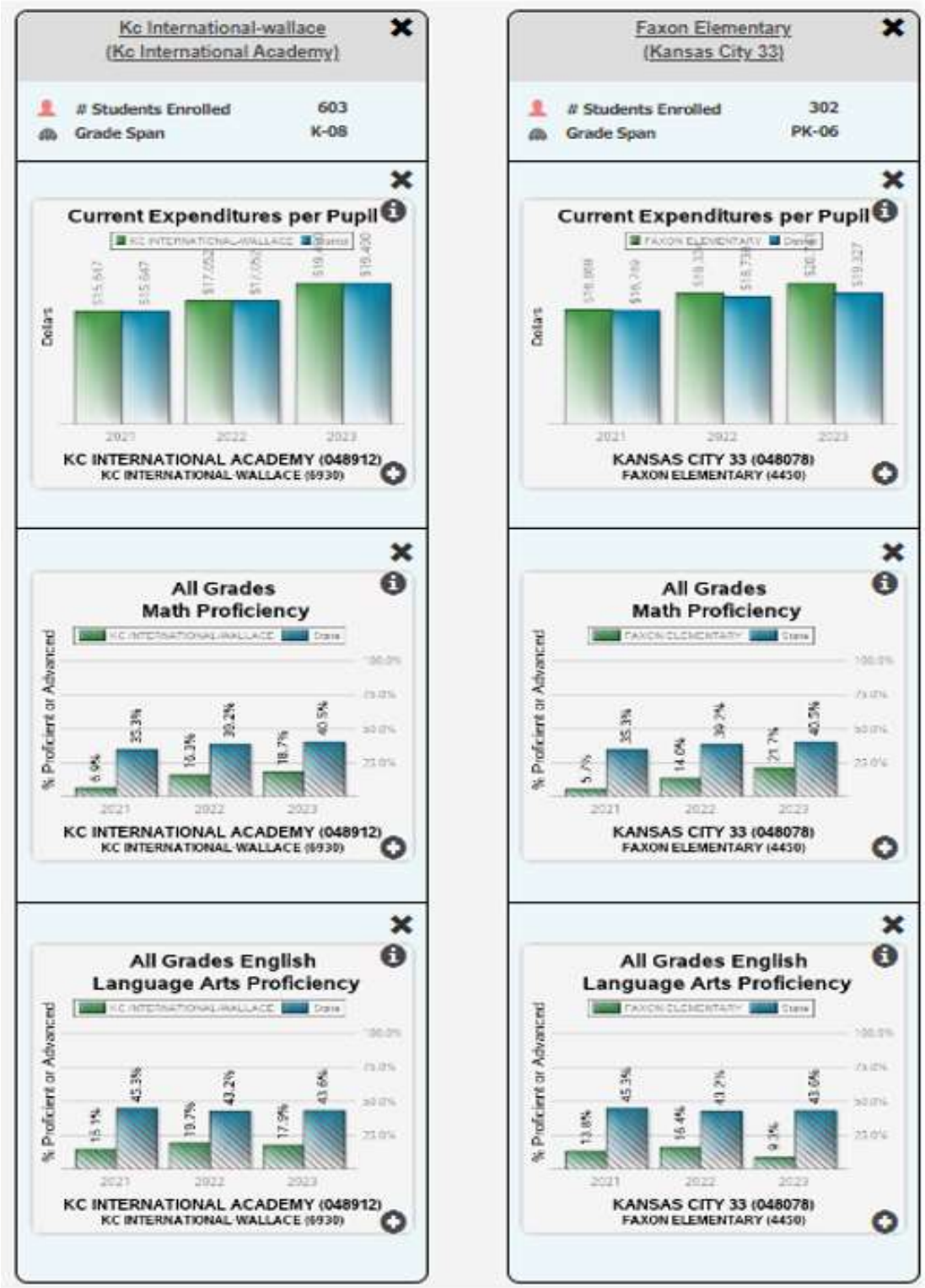


Figure 4 continued

Figure 5 continued

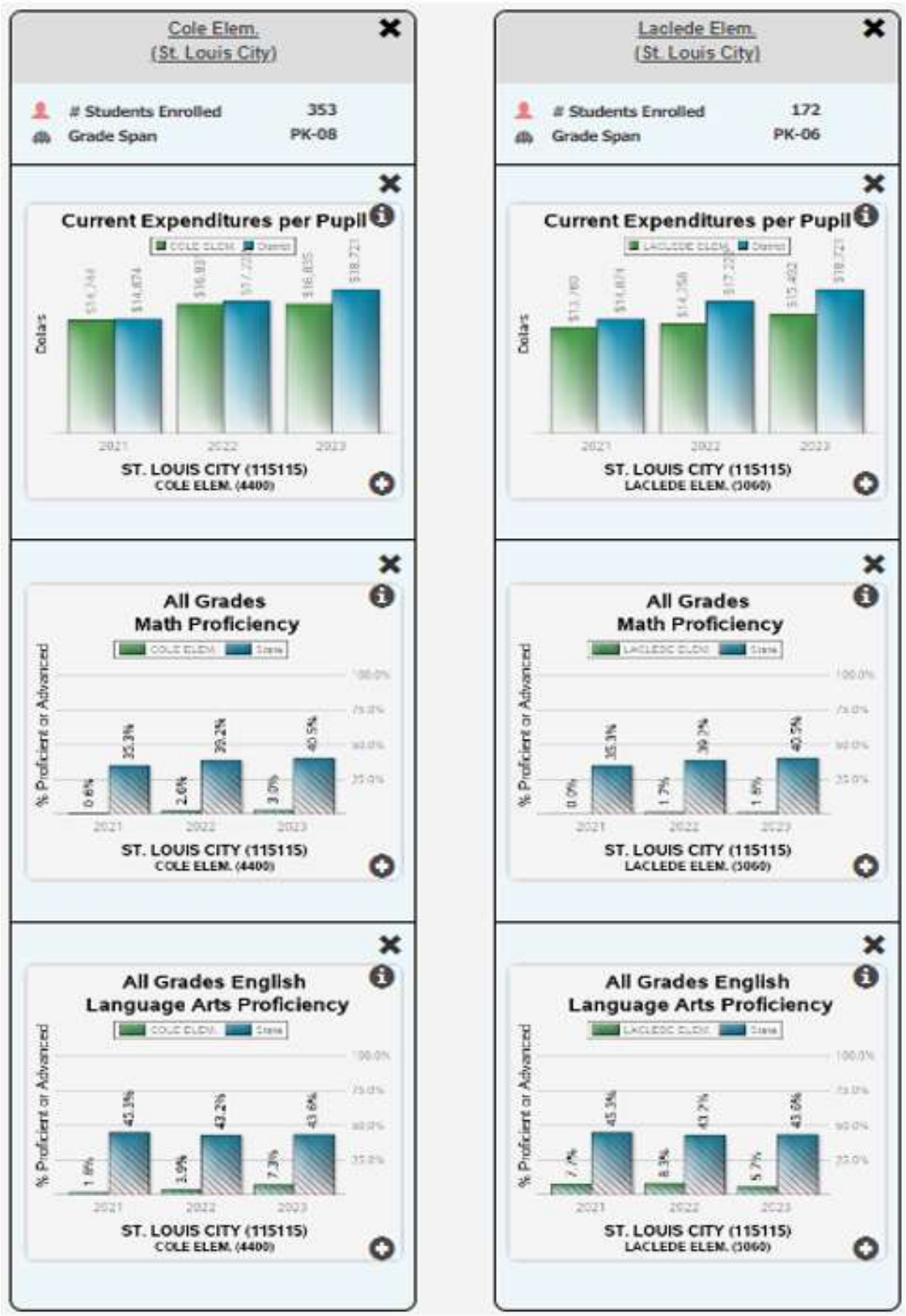


Figure 6 continued

Figure 7 continued

Figure 8 continued

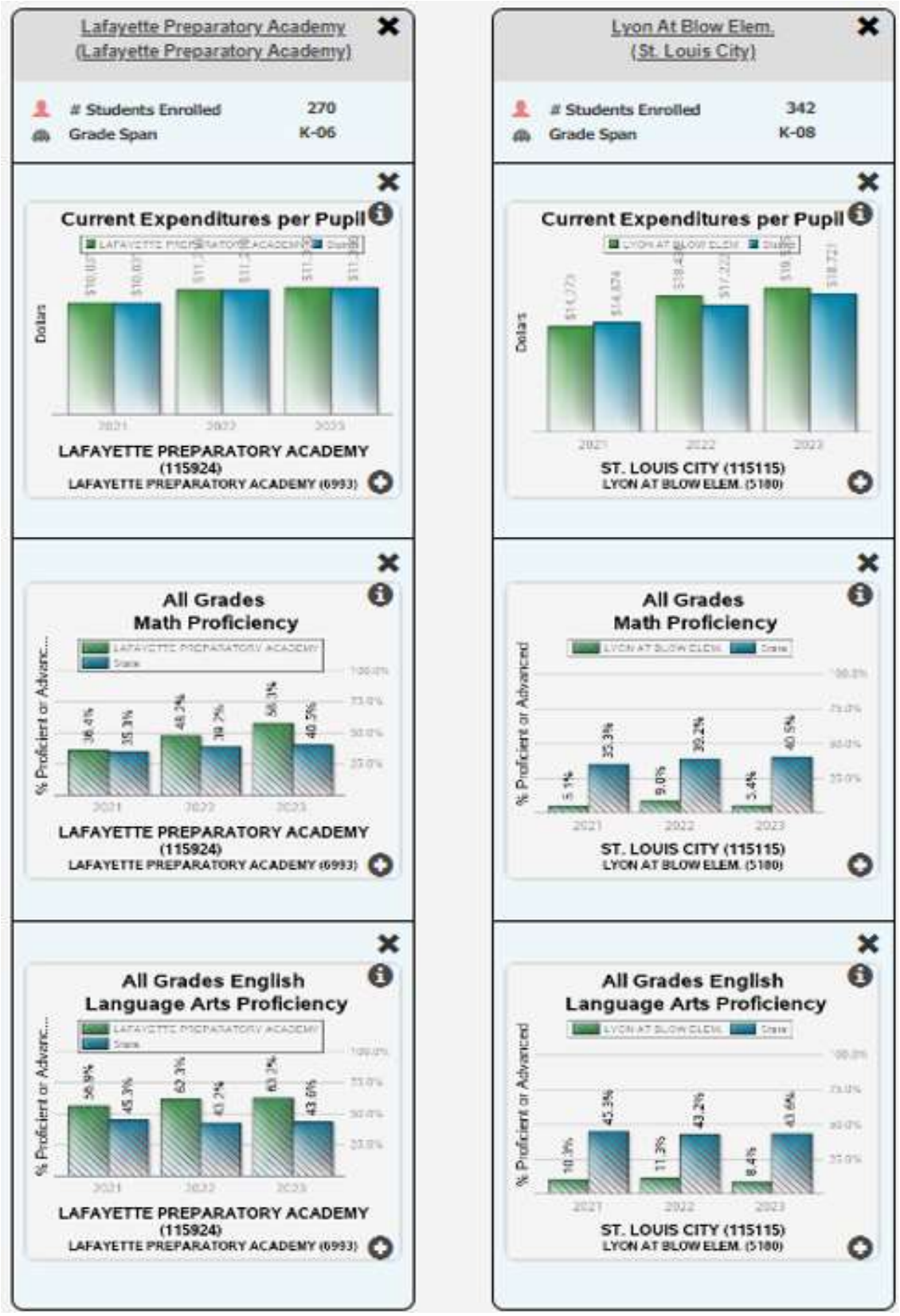


Figure 9 continued

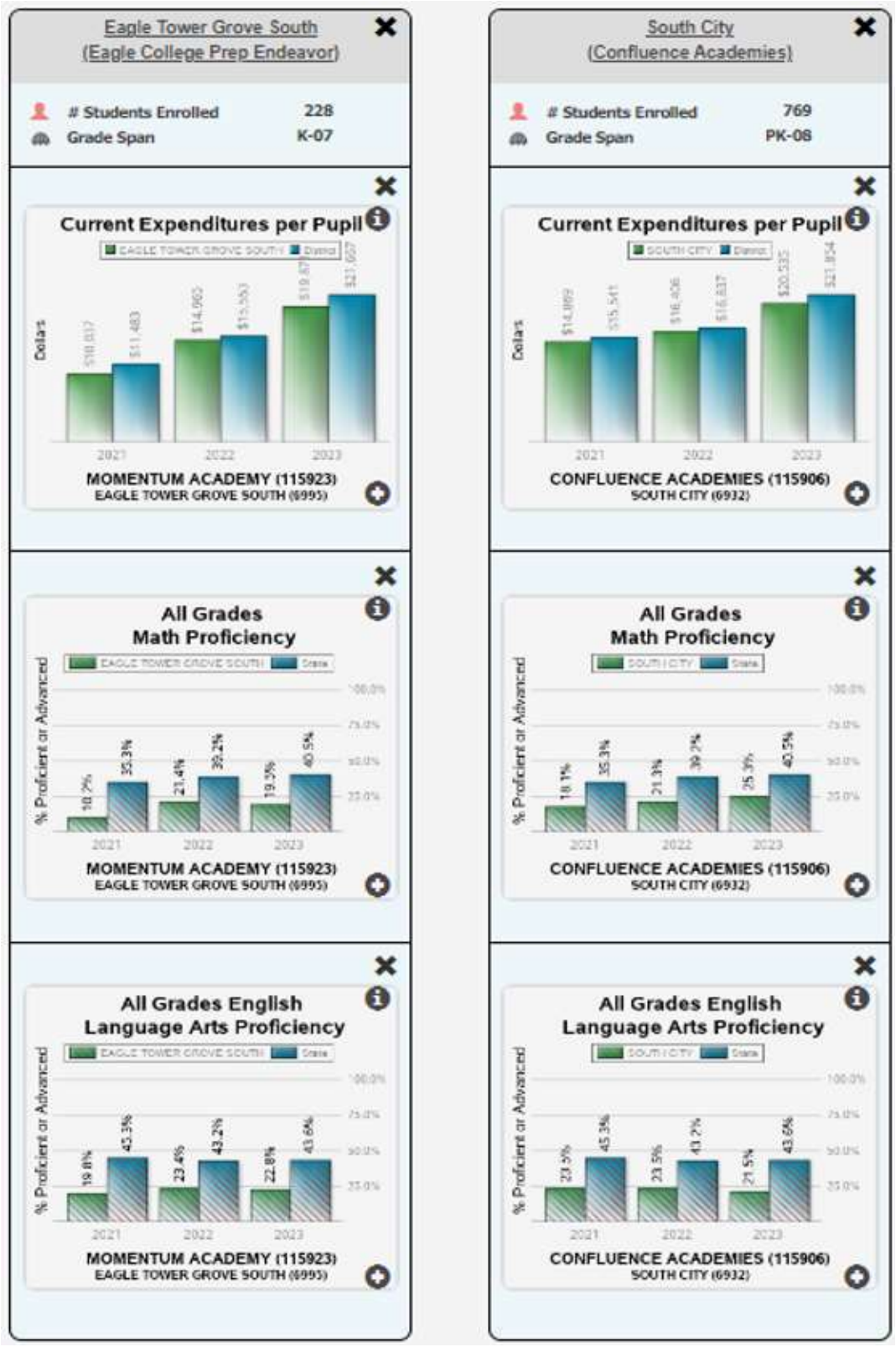


Figure 10 continued

Figure 11 continued

(DESE, School Comparison, 2022)

Reliability and Measurement

For this analysis, an ANOVA (Analysis of Variance) test was performed to compare samples. The ANOVA test compares more than two groups simultaneously to see whether there is a link between them. Moreover, the test estimates how a quantitative dependent variable changes according to the levels of one or more categorical independent variables. ANOVA examines whether there is a difference in the means of the groups at each level of the independent variable (Bevans, Scribbr, 2020). The null hypothesis (*H*0) of the ANOVA is no difference in means, and the alternative hypothesis (*H*a) is that the means are different from one another. The *F* statistic (also known as the *F*-ratio) produced by the ANOVA formula allows for the study of numerous data sets to assess the variability between and within samples (Bevans, 2020). (Kenton, 2024)

It calculates whether the means of the treatment levels differ from the overall mean of the dependent variable to determine whether the groups formed by the levels of the independent variable are statistically distinct. The null hypothesis is rejected if any of the group means deviate considerably from the overall mean (Bevans, 2020; Kenton, 2024).

ANOVA employs the *F* test to determine statistical significance. Because the error is calculated for the entire set of comparisons rather than for each individual two-way comparison (as with a *t*-test), this allows for the comparison of multiple means at once. The *F* test compares the variance in each group mean to the variance in the entire group. The *F* value is greater if the variation within groups is less than the variance between groups (Bevans, 2020; Kenton, 2024).

Figure 12

The Formula for ANOVA

$$F = \frac{MST}{MSE}$$

where:

F = ANOVA coefficient

MST = Mean sum of squares due to treatment

MSE = Mean sum of squares due to error

(Kenton, 2024)

A two-way ANOVA is an extension of the one-way ANOVA. With a one-way, you have one independent variable affecting a dependent variable. With a two-way ANOVA, there are two independents. For example, a two-way ANOVA allows a company to compare worker productivity based on two independent variables: salary and skill set. It is utilized to observe the interaction between the two factors and tests the effect of two factors at the same time (Kenton, 2024).

Figure 13

AVONA Test Table

Source Of Variation	Sum Of Squares	Degrees Of Freedom	Mean Squares	F Value
Between Groups	$SSB = \sum n_j (\bar{X}_j - \bar{X})^2$	$df_1 = k - 1$	MSB = SSB / (k-1)	f = MSB/MSE
Error	$SSE = \sum\sum (X - \bar{X}_j)^2$	$df_2 = N - k$	MSE = SSE / (N-k)	
Total	SST = SSB + SSE	$Df_3 = N - 1$		

(WallStreetMojo Team, 2024)

Threat to Validity

Threats to validity are divided into two categories: internal threats and external threats. Internal validity considers causality between an action that has been taken and the resulting change that can be observed. External validity determines whether or not the

knowledge gained from the study can be transferred and also be implemented in other situations beyond those conceived in the initial study. Simply put, what happens when these ideas are put into practice outside of the lab or a controlled setting? There are several factors that have been identified as threats to external validity. Testing reactivity (anything that might influence a subject participant's baseline numbers at the start of a study), experimental variables (which are outside the scope and control of the study), and multiple treatment interference (for example, a diabetic's change in sugar intake and new medication) are examples of these. Any of these external threats has the potential to cloud the validity of the findings or cast doubt on the researcher’s conclusions (Cuncic, 2022).

Summary

Chapter Three of the dissertation, "A Mixed Methods Comparative Analysis of Missouri Public Charter Schools Performance Vs Traditional Public Schools of Similar Demographics and the Correlation between their Performance and Funding," focuses on the research methodology employed to achieve the study's objectives. This chapter serves as a critical foundation for the investigation, outlining the strategies and procedures used to collect, analyze, and interpret data.

The methodology is structured as a mixed-methods approach, combining quantitative and qualitative research techniques. The quantitative phase involves the collection and analysis of large-scale datasets, including academic achievement data, standardized test scores, and graduation rates from both public charter and traditional public schools in Missouri. A meticulous matching process is implemented to ensure that demographic factors are considered, enabling valid performance comparisons.

In addition to quantitative methods, the chapter details the qualitative component of the study. Qualitative data is gathered through interviews, focus groups, and case studies involving key stakeholders such as principals, teachers, parents, and students. These qualitative insights aim to provide a deeper understanding of the contextual factors influencing school performance, including aspects of school culture, teaching methodologies, and community engagement initiatives (Tenny et al., 2022). The chapter also outlines the process of exploring the correlation between school performance and funding. This involves an examination of budgetary allocations, resource distribution, and financial management practices in both charter and traditional public schools. By scrutinizing financial data, the study seeks to identify any patterns or disparities in the financial support received by these schools.

In summary, Chapter Three establishes the rigorous methodology employed in the dissertation, emphasizing the integration of quantitative and qualitative methods to comprehensively investigate the performance of Missouri public charter schools compared to traditional public schools. The chapter provides a roadmap for data collection and analysis, ensuring the validity and reliability of the study's findings.

Chapter Four: Analysis

Introduction

This comparative analysis examines the educational environment of Missouri, with a particular emphasis on the performance of sixth-grade students, as assessed by MAP (Missouri Assessment Program) scores, the experience of educators, and per pupil expenditures from 20 schools (10 traditional public schools and 10 public charter schools). With a keen eye on both traditional public schools and public charter schools, the researcher aimed to illuminate the nuanced dynamics shaping educational outcomes in the state. Missouri serves as an intriguing microcosm, offering a multifaceted terrain where traditional institutions and innovative charter models coexist and vie for academic excellence. By examining key metrics: MAP scores, educator experience, and per pupil expenditures; the researcher sought to discern patterns, disparities, and potential correlations that underscore the educational journey of students in their crucial 6th-grade year. Data for this study was gathered from a secondary source, DESE (Missouri Department of Elementary and Secondary Education), encompassing a comprehensive snapshot of educational trends and developments over a five-year period.

To strengthen this study, the research employed *Qualtrics* to generate, disperse, and collect an educator survey and a parent survey. Distributed via email, the surveys included various questions regarding public schools in Missouri and a concise introductory paragraph which explained the purpose of the research study. The participants provided informed consent, and their involvement was entirely voluntary, with the option to withdraw at any point. Through this exploration, the researcher endeavored to contribute insights that not only deepen our understanding of educational

equity and effectiveness but also inform policy discussions and strategic interventions aimed at enhancing student success and well-being in Missouri and beyond.

Research Questions and Null Hypotheses

Research Question 1: How do the academic performance outcomes (e.g., standardized test scores) of Missouri public charter schools compare to those of traditional public schools with similar demographics?

Research Question 2: What are the perceptions of school leaders and teachers regarding factors such as autonomy, accountability, resources, and community engagement in Missouri public charter schools versus traditional public schools?

Research Question 3: How does funding allocation differ between Missouri public charter schools and traditional public schools, and what impact does funding level have on various aspects of school performance (e.g., academic achievement, student support services)?

Research Question 4: What are the unique characteristics of successful Missouri public charter schools and traditional public schools with high academic performance, and how do these characteristics contribute to their success?

Null Hypothesis 1: Missouri public charter schools will not demonstrate similar academic performance outcomes to traditional public schools with similar demographics.

Null Hypothesis 2: School leaders and teachers in Missouri public charter schools will not report higher levels of perceived autonomy and flexibility compared to their counterparts in traditional public schools.

Null Hypothesis 3: Missouri public charter schools will not exhibit different funding allocation patterns compared to traditional public schools, with charter schools relying more on private funding sources.

Null Hypothesis 4: There will not be a positive correlation between school funding levels and academic performance outcomes in both Missouri public charter schools and traditional public schools.

Qualitative/Quantitative Results:

After eight weeks, the researcher collected 78 educator survey responses and 41 parent survey responses, which is highly beneficial for the educational research titled "A Mixed Methods Comparative Analysis of Missouri Public Charter Schools Performance vs. Traditional Public Schools of Similar Demographics and the Correlation between their Performance and Funding." The diverse perspectives gathered from both educators and parents provide a well-rounded understanding of the issues at hand, with educators offering insights based on their professional experiences and observations, and parents providing perspectives based on their children's experiences and their own perceptions of the schools. With a total of 119 responses, the sample size is substantial enough to ensure that the findings are representative and can be generalized to a larger population within Missouri, particularly when comparing the performance and funding of public charter schools and traditional public schools.

The mixed methods approach, combining quantitative survey responses and qualitative data, allows for a comprehensive understanding of the research questions, enabling triangulation where findings from different data sources can be compared and validated. This data enables a comparative analysis between the perceptions of educators

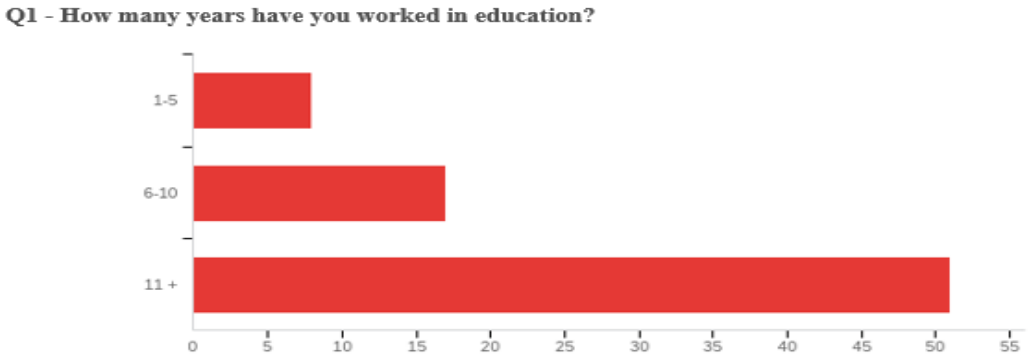
and parents regarding school performance and funding, revealing important trends, differences, and similarities. The demographic insights provided by the responses are crucial for understanding the context of their opinions and experiences, helping to analyze whether perceptions vary based on factors such as socioeconomic status, geographic location, or type of school.

These findings can inform policy discussions and decisions, offering evidence on the correlation between school performance and funding, as perceived by both educators and parents. This, in turn, can guide policymakers in allocating resources more effectively and addressing disparities between different types of schools. Overall, the collected responses support the research objectives by providing valuable insights into the specific challenges and advantages faced by public charter schools and traditional public schools, contributing to a meaningful comparative analysis that can impact educational performance and funding discussions in Missouri.

Educator Survey Questions/Responses:

Table 3

Educator Survey Question/Response 1



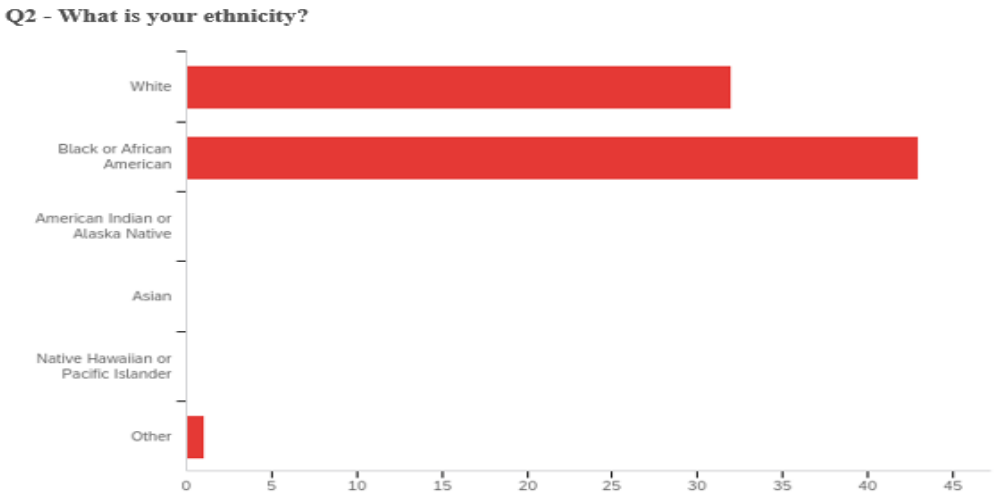
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How many years have you worked in education?	1.00	3.00	2.57	0.68	0.46	76

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How many years have you worked in education?	1.00	3.00	2.57	0.68	0.46	76

#	Answer	%	Count
1	1-5	10.53%	8
2	6-10	22.37%	17
3	11 +	67.11%	51
	Total	100%	76

Table 4

Educator Survey Question/Response 2



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your ethnicity?	1.00	6.00	1.63	0.70	0.50	76

#	Answer	%	Count
1	White	42.11%	32
2	Black or African American	56.58%	43
3	American Indian or Alaska Native	0.00%	0
4	Asian	0.00%	0
5	Native Hawaiian or Pacific Islander	0.00%	0
6	Other	1.32%	1
	Total	100%	76

In the educator survey regarding ethnicity, respondents represented a diverse range of racial backgrounds. The majority of participants, constituting 56.58% of the sample, identified as African American, reflecting a significant presence of individuals from this racial group within the educator population surveyed. Additionally, 42.11% of respondents identified as white, indicating a substantial representation of individuals from this racial category as well. A smaller percentage, comprising 1.32% of the sample, identified as belonging to other ethnicities, suggesting a limited but present diversity

beyond the two primary racial groups indicated. This distribution of ethnic identities among survey participants underscores the multicultural nature of the educator workforce, showcasing a blend of racial backgrounds contributing to the diversity within the educational landscape.

The survey included 76 respondents, with the minimum value recorded as 1.00 and the maximum as 6.00. The mean was 1.63, with a standard deviation of 0.70 and a variance of 0.50, indicating some variability in the responses. These statistical measures highlight the diverse yet somewhat concentrated distribution of ethnicities among the survey participants. The combination of these measures indicates that while there is a notable representation of ethnicities among the surveyed educators, the majority belong to a couple of primary groups (African American and White). The mean value is close to 1.63, and the relatively low standard deviation and variance suggest that responses are somewhat concentrated around these main categories, with fewer respondents identifying with other sub-groups. This concentrated distribution reflects the predominance of African American and White educators in the sample, highlighting both the diversity and the significant representation of these groups within the surveyed population.

Table 5

Ethnicity of Survey Participants

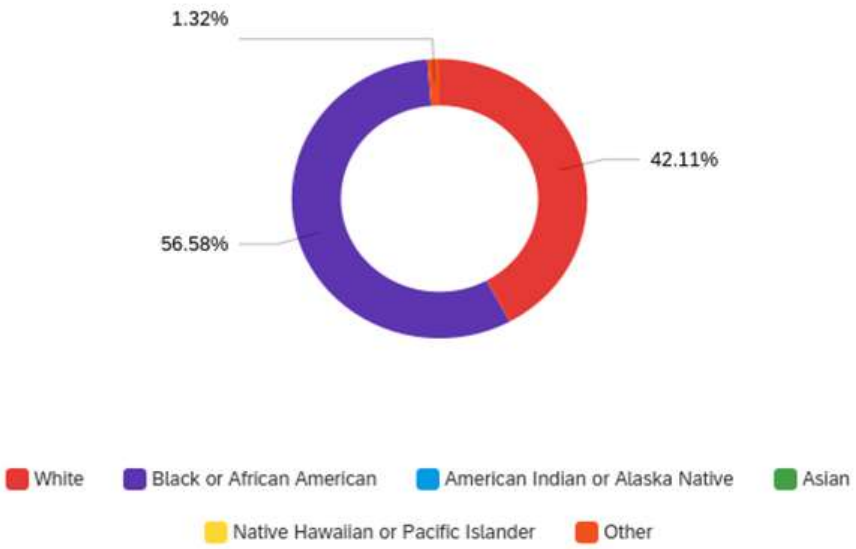
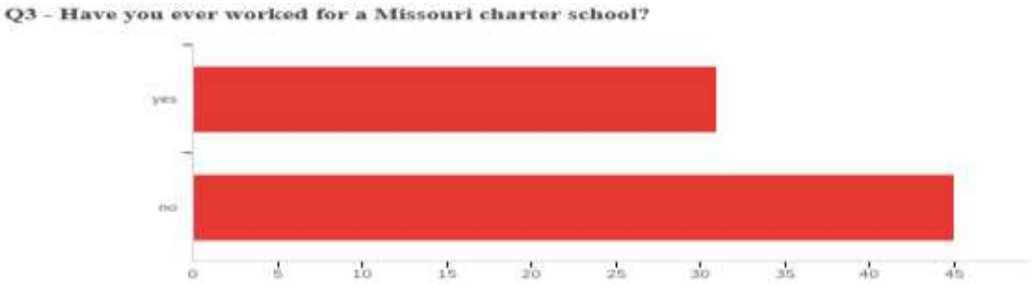


Table 6

Educator Survey Question/Response 3



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Have you ever worked for a Missouri charter school?	1.00	2.00	1.59	0.49	0.24	76

#	Answer	%	Count
1	yes	40.79%	31
2	no	59.21%	45
	Total	100%	76

In the educator survey regarding experience working for Missouri charter schools, respondents presented a varied distribution of experiences. A significant portion,

comprising 40.79% of participants, indicated that they had indeed worked for a Missouri charter school at some point in their career. This suggests a notable level of involvement within the charter school sector among the surveyed educators.

Conversely, the majority of respondents, accounting for 59.21% of the sample, reported that they had not worked for a Missouri charter school, indicating a higher prevalence of educators who have not been affiliated with charter schools in their professional trajectory. This dichotomy in responses highlights the diverse range of experiences within the educator population surveyed, reflecting varying levels of exposure to and involvement with charter school environments in Missouri.

Table 6

Educators Who Worked in a Charter School

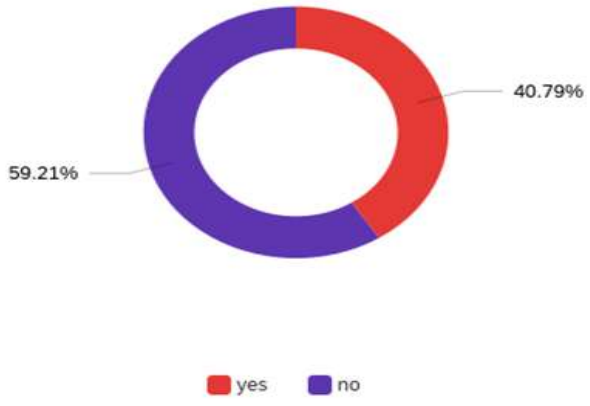
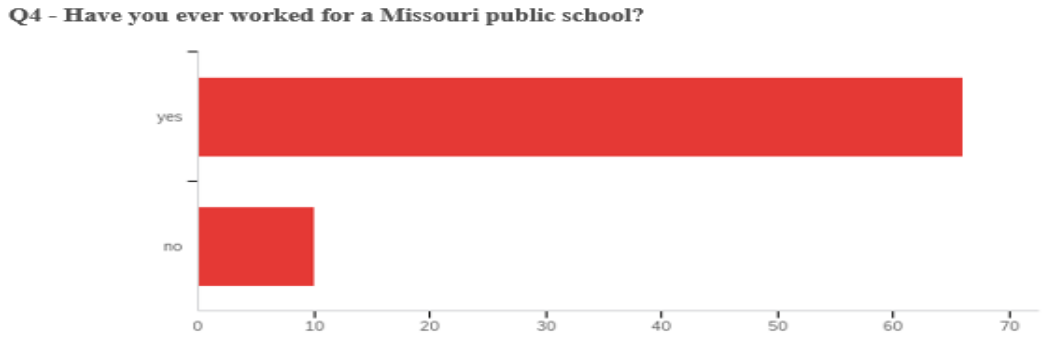


Table 7

Educator Survey Question/Response 4



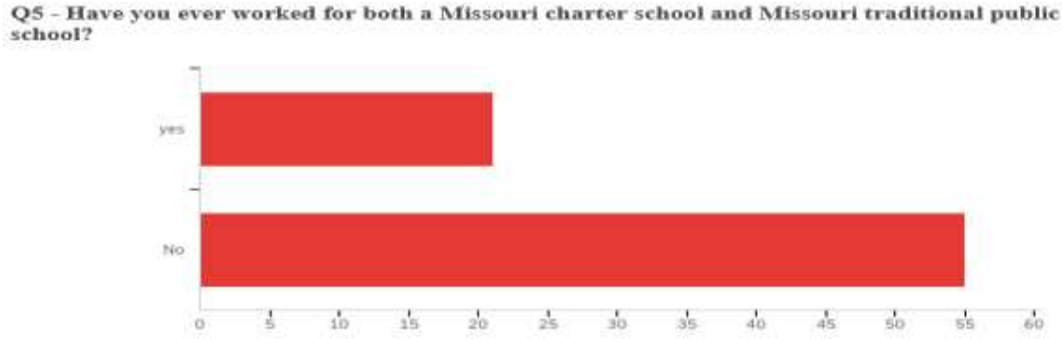
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Have you ever worked for a Missouri public school?	1.00	2.00	1.13	0.34	0.11	76

#	Answer	%	Count
1	yes	86.84%	66
2	no	13.16%	10
	Total	100%	76

In response to the survey question regarding employment history in Missouri public schools, the majority of educators, comprising 86.84% of respondents, indicated that they had indeed worked for a Missouri public school at some point in their career. This overwhelming majority suggests a prevalent level of experience and familiarity with the public school system among the surveyed educators. Conversely, a smaller proportion of respondents, accounting for 13.16% of the sample, reported that they had not worked for a Missouri public school, indicating a minority within the surveyed population who have not been affiliated with public schools in their professional trajectory. This disparity in responses underscores the widespread involvement and connection of educators with the public school sector in Missouri, reflecting the predominant role that public schools play in the professional lives of educators within the state.

Table 8

Educator Survey Question/Response 5



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Have you ever worked for both a Missouri charter school and Missouri traditional public school?	1.00	2.00	1.72	0.45	0.20	76

#	Answer	%	Count
1	yes	27.63%	21
2	No	72.37%	55
	Total	100%	76

In response to the survey question regarding employment history in both Missouri public schools and Missouri charter schools, a notable minority of educators, comprising 27.63% of respondents, indicated that they had worked for both types of educational institutions at some point in their careers. This subset of educators represents individuals who have experience navigating both the traditional public school system and the charter school sector within Missouri. Conversely, a significant majority of respondents, totaling 72.37% of the sample, reported that they had not worked for both a Missouri public school and a Missouri charter school, suggesting a prevailing pattern of specialization or exclusive employment within either one of these educational settings. This distribution of responses underscores the diverse professional trajectories and experiences within the

education field in Missouri, with some educators engaging with multiple types of institutions while others remain primarily affiliated with one specific sector.

Q6 - What is the difference between charter schools and traditional public schools?

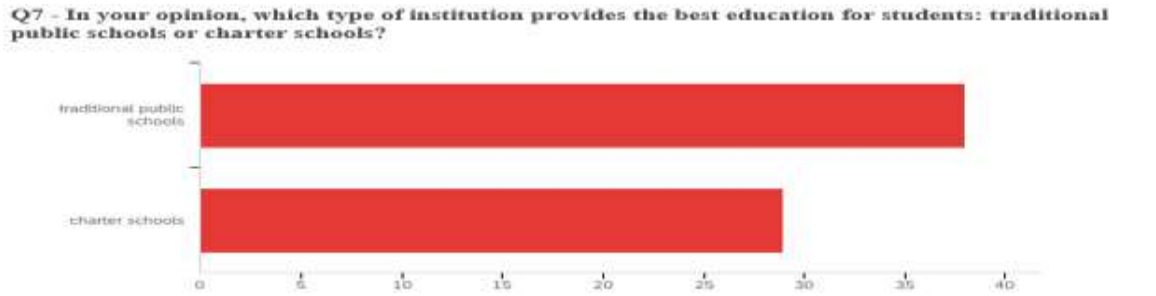
Based on the responses provided, there are several key distinctions between charter schools and traditional public schools. Firstly, charter schools may operate under different financial and administrative structures, potentially allowing for-profit operations and differing funding mechanisms compared to public schools. Additionally, charter schools often have more autonomy over educational approaches and admissions processes, allowing for specialized programming and potentially selective student enrollment. This autonomy extends to legislation and accountability, with charter schools operating independently of some government regulations. Furthermore, charter schools may offer non-traditional curricula but may also face constraints such as scripted instruction. While both charter and public schools receive public funding, charter schools may supplement this with private support.

Philosophically, charter schools were conceived as alternatives to traditional public schools and often cater to specific student populations. Employment practices for teachers may also differ between charter and public schools. Finally, charter schools operate independently of school districts, allowing for varied operational structures and resources. These distinctions underscore the diverse educational landscape in Missouri, offering families a range of options to consider. In summary, respondents highlighted various differences between charter schools and traditional public schools, including financial arrangements, autonomy, admissions practices, curriculum, accountability, and

student demographics. These perceptions shed light on the diverse landscape of educational options available to students and families in Missouri.

Table 10

Educator Survey Question/Response 7



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	In your opinion, which type of institution provides the best education for students: traditional public schools or charter schools?	1.00	2.00	1.43	0.50	0.25	67

#	Answer	%	Count
1	traditional public schools	56.72%	38
2	charter schools	43.28%	29
	Total	100%	67

In response to the survey question regarding the perceived superiority of educational institutions, the majority of educators, comprising 56.72% of respondents, expressed a preference for traditional public schools as the providers of the best education for students. Conversely, a significant minority, representing 43.28% of the sample, favored public charter schools instead.

This division in opinion underscores the ongoing debate within the educational community regarding the relative merits of traditional public schools versus public charter schools in meeting the diverse needs of students. While some educators advocate for the established framework and resources offered by traditional public schools, others value the innovative approaches and flexibility associated with public charter schools.

This diversity of perspectives highlights the complexity of the educational landscape and the varied preferences among educators when considering the optimal learning environment for students.

The statistical measures from the survey include a minimum value of 1.00 (indicating a response for traditional public schools) and a maximum value of 2.00 (indicating a response for public charter schools). The mean value of 1.43, closer to 1, reinforces the preference for traditional public schools, while the standard deviation and variance indicate that opinions, although varied, are relatively centered around the mean. The standard deviation was 0.50 and the variance was 0.25, indicating some variability in the responses but not an extreme divergence. The survey results suggest that educators in Missouri lean slightly towards traditional public schools as providing better education. This balance in opinion highlights that both types of institutions have their strengths and areas for improvement, and any comparative analysis should consider the diverse perspectives and experiences of educators.

Nearly 41% of respondents have charter school experience yet lean towards traditional public schools, emphasizing the need to consider diverse perspectives. These educators bring firsthand insights from both environments, which can be valuable in understanding the nuances of each type of institution. In conclusion, the survey results, which reflect the views of experienced educators, indicate a general belief that traditional public schools offer superior education. This belief persists even among a significant proportion of educators who have worked in charter schools.

Q8 - Provide a rationale for your answer selection of the previous question (Q7).

The responses to this survey question regarding the preference between traditional public schools and charter schools for providing the best education for students reveal a diverse range of opinions and perspectives. Many respondents express support for traditional public schools, citing their accountability to state standards, provision of resources and support services, and commitment to educating all students regardless of background or ability. These individuals highlight the stability of staff, higher funding levels, and adherence to established regulations as strengths of public schools.

Conversely, others advocate for charter schools, emphasizing their flexibility in curriculum and teaching methods, potential for specialized education experiences, and access to additional funding and resources. They argue that charter schools offer healthy competition and choice for families, with the autonomy to set standards and goals that may lead to more tailored education experiences. However, some respondents' express uncertainty or lack of familiarity with charter schools, while others raise concerns about equity, accountability, and resource allocation between the two types of institutions. There is no clear consensus among respondents, with some favoring traditional public schools, others favoring charter schools, and some expressing uncertainty or mixed opinions. Overall, the responses reflect the complexity of the education landscape, with opinions shaped by individual experiences, beliefs, and perceptions of educational effectiveness.

The survey results provide several inferences regarding educators' perspectives on traditional public schools and public charter schools in Missouri. With 67.11% of respondents having 11 or more years of experience, it can be inferred that the opinions

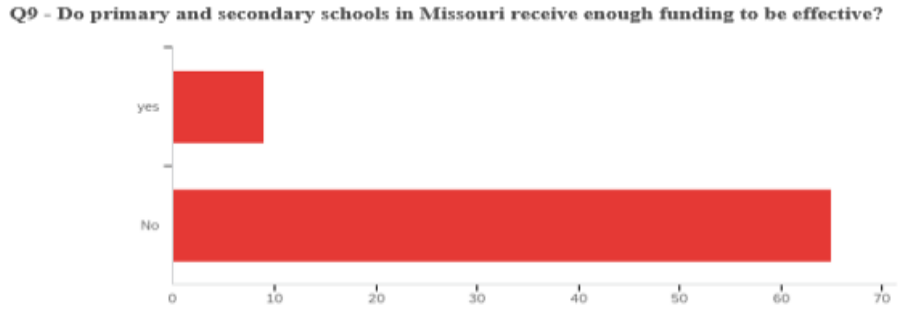
reflect a seasoned and knowledgeable workforce. Experienced educators tend to have a comprehensive understanding of the educational landscape, including its strengths and weaknesses. The fact that 40.79% of respondents have worked in charter schools suggests that many educators have direct experience with both types of institutions, providing a balanced viewpoint informed by firsthand knowledge.

The majority preference for traditional public schools (56.72%) over charter schools (43.28%) indicates that many educators believe traditional public schools offer superior education, possibly due to factors such as stability, resource allocation, and established practices. The data suggests that while traditional public schools are preferred, both types of institutions have their strengths and areas needing improvement, highlighting the importance of recognizing each institution's unique benefits and challenges.

The variation in responses, indicated by the mean value of 1.43, standard deviation of 0.50, and variance of 0.25, shows a diversity of opinions among educators. This diversity underscores the need for a nuanced understanding of the educational system that takes multiple viewpoints into account. The findings suggest that efforts to improve educational outcomes should consider the insights and experiences of educators from both traditional public and charter schools. By doing so, policymakers and administrators can develop more effective and inclusive strategies. Overall, while traditional public schools are generally viewed as providing superior education by experienced educators, there is also recognition of the value and potential of public charter schools, calling for a comprehensive approach to educational improvement that leverages the strengths and addresses the weaknesses of both types of institutions.

Table 9

Educator Survey Question/Response 9



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do primary and secondary schools in Missouri receive enough funding to be effective?	1.00	2.00	1.88	0.33	0.11	74

#	Answer	%	Count
1	yes	12.16%	9
2	No	87.84%	65
	Total	100%	74

When asked whether primary and secondary schools in Missouri receive sufficient funding to operate effectively, a striking 87.84% of educators responded in the negative, indicating that they believe current funding levels are inadequate. Conversely, only 12.16% of respondents expressed the view that Missouri schools do receive enough funding to fulfill their educational objectives. This overwhelming consensus suggests widespread concern among educators regarding the financial resources available for schools in the state.

The high percentage of respondents who believe that funding falls short underscores the perceived challenges faced by Missouri schools in providing quality education, including concerns related to staffing, infrastructure, resources, and programmatic support. These findings highlight the urgency of addressing funding

disparities and ensuring adequate resources for primary and secondary education in Missouri to support the needs of students and educators alike.

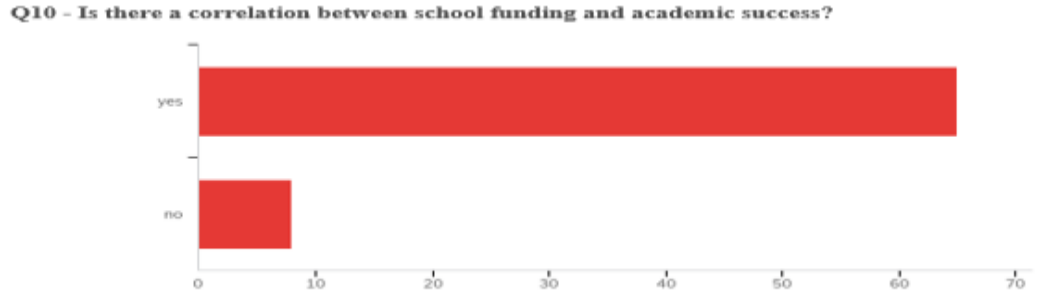
The survey results provide several inferences regarding the perceptions of educators in Missouri about the adequacy of funding for primary and secondary schools. The overwhelming majority (87.84%) of educators believe that current funding levels are inadequate, indicating a broad consensus on the issue and suggesting a widespread perception of financial challenges within the education system. The high percentage of educators who believe funding is insufficient underscores significant concerns about the ability of Missouri schools to provide quality education, potentially relating to issues such as staffing shortages, inadequate infrastructure, lack of resources, and insufficient programmatic support.

These findings highlight an urgent need to address funding disparities, suggesting that current financial resources may not be equitably distributed or sufficient to meet the diverse needs of all schools. The belief that funding falls short implies that educators feel current financial support is not enough to fulfill educational objectives, which could influence their views on the effectiveness and sustainability of educational programs and initiatives. While a minority of respondents (12.16%) believe that schools receive enough funding, this viewpoint represents a small fraction compared to the overwhelming concern expressed by the majority.

Overall, the consensus among educators about inadequate funding suggests that policymakers and educational leaders need to prioritize addressing these financial concerns. Ensuring adequate and equitable funding is crucial for supporting the needs of students and educators and for improving the overall quality of education in Missouri.

Table 10

Educator Survey Question/Response 10



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Is there a correlation between school funding and academic success?	1.00	2.00	1.11	0.31	0.10	73

#	Answer	%	Count
1	yes	89.04%	65
2	no	10.96%	8
	Total	100%	73

A significant majority of educators, 89.04% to be precise, firmly believe that there is a correlation between school funding and academic success. This resounding affirmation suggests a widely held perspective within the educational community that the level of financial resources allocated to schools directly impacts students' academic achievements. Educators likely perceive that adequate funding enables schools to invest in crucial resources such as qualified teachers, instructional materials, technology, extracurricular programs, and support services, all of which contribute to creating a conducive learning environment. Conversely, the 10.96% of respondents who indicated no correlation might hold contrasting views, possibly suggesting that factors beyond funding, such as teaching quality, parental involvement, or student motivation, play a more significant role in academic success. Nonetheless, the overwhelming consensus

among educators underscores the perceived importance of adequate funding for supporting student learning outcomes and educational excellence.

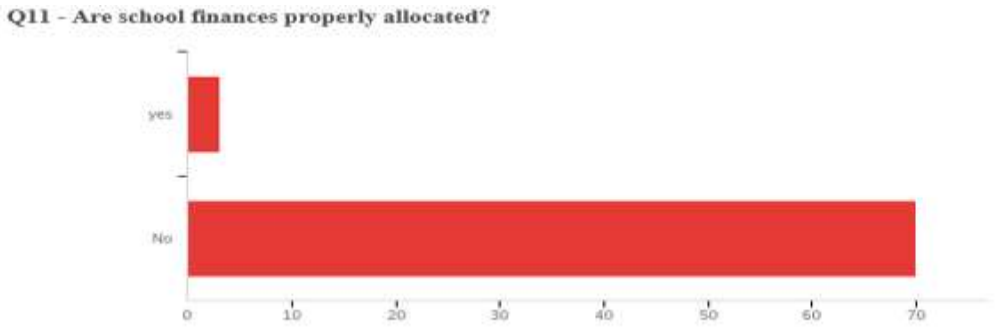
The survey results offer several inferences regarding educators' beliefs about the relationship between school funding and academic success. A significant majority (89.04%) of educators firmly believe there is a correlation between school funding and academic success, indicating a widespread perception that financial resources play a critical role in influencing students' academic achievements. This strong affirmation suggests that educators perceive adequate funding as essential for investing in crucial resources such as qualified teachers, instructional materials, technology, extracurricular programs, and support services, which are fundamental to creating a conducive learning environment and enhancing student outcomes. Conversely, the 10.96% of respondents who indicated no correlation might believe that factors beyond funding, such as teaching quality, parental involvement, or student motivation, are more significant in determining academic success. This minority viewpoint highlights the complexity of academic achievement, suggesting that while funding is crucial, other elements also play a vital role.

The overwhelming consensus among educators underscores the perceived importance of adequate funding for supporting student learning outcomes and educational excellence. This strong belief in the funding-academic success correlation emphasizes the need for financial investments in education to be prioritized to enhance academic performance. The widespread belief in the importance of funding for academic success implies that policymakers and educational leaders should consider prioritizing adequate and equitable funding for schools. Ensuring sufficient financial resources can help

address various educational needs, thereby supporting better student outcomes. Overall, the survey results indicate a strong belief among educators in Missouri that there is a direct correlation between school funding and academic success. This widely held perspective emphasizes the importance of adequate financial resources in enhancing student achievements by enabling investments in essential educational resources. While a minority of respondents believe other factors might be more influential, the overall consensus highlights the critical role of funding in supporting educational excellence, underscoring the need for policymakers to prioritize adequate and equitable funding for schools to improve academic outcomes.

Table 11

Educator Survey Question/Response 11



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are school finances properly allocated?	1.00	2.00	1.96	0.20	0.04	73

#	Answer	%	Count
1	yes	4.11%	3
2	No	95.89%	70
	Total	100%	73

The vast majority of educators, comprising 95.89% of respondents, expressed a resounding belief that school finances are not properly allocated. This overwhelming

sentiment suggests widespread dissatisfaction or concerns regarding how financial resources are distributed and utilized within educational institutions. Educators may perceive various inefficiencies, discrepancies, or shortcomings in the allocation of funds, such as disparities in resource distribution among schools or the mismanagement of budgetary allocations. Furthermore, they may feel that certain essential areas, such as teacher salaries, classroom resources, facility maintenance, or student support services, are underfunded or overlooked in favor of other priorities. The minority of respondents, constituting only 4.11%, who indicated that school finances are properly allocated likely represent a small fraction with contrasting views, possibly believing that current allocation practices effectively meet the needs of schools and students. Nonetheless, the overwhelming consensus among educators underscores a prevailing sentiment that school finances are not properly allocated. Thus, improvements or reforms are needed to ensure more equitable and effective allocation of school resources.

Q12 - Explain your answer selection for the previous question (Q11).

The responses to the survey questions regarding the correlation between school funding and academic success, as well as the proper allocation of school finances, highlight a myriad of concerns and perspectives within the education system. The overwhelming majority of respondents acknowledge a perceived correlation between school funding and academic success, with many expressing the belief that increased funding could contribute to improved resources, smaller class sizes, better teacher training, and updated materials, all of which are seen as vital components of student achievement. However, despite this acknowledgment, the vast majority of respondents also express skepticism regarding the proper allocation of school finances.

Many cite issues such as administrative bloat, disproportionate funding for sports programs, ineffective curriculum spending, and disparities in resources between affluent and low-income districts. Additionally, concerns are raised about the prioritization of standardized testing and the lack of transparency in budgetary decisions. Overall, the responses underscore the complex and multifaceted nature of school funding and resource allocation, with a clear consensus emerging on the need for greater transparency, equity, and efficiency in financial management within the education system.

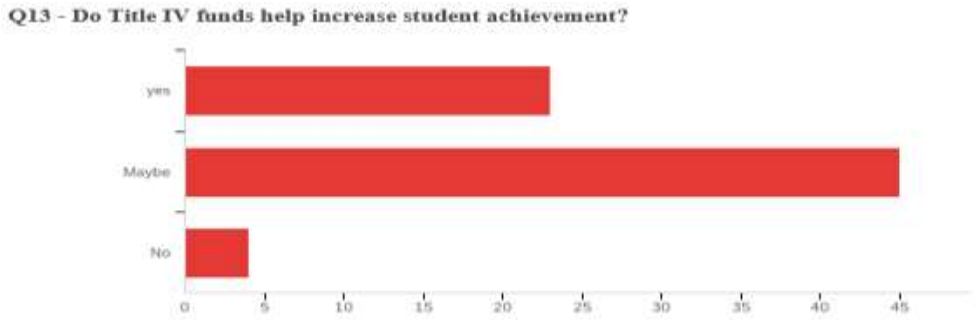
The survey responses regarding the correlation between school funding and academic success, as well as the proper allocation of school finances, highlight several important inferences. The majority of respondents believe there is a direct correlation between school funding and academic success, perceiving that increased funding could improve resources, reduce class sizes, enhance teacher training, and update educational materials, all seen as vital to student achievement. However, despite acknowledging the importance of funding, many respondents' express skepticism about how school finances are currently allocated. This skepticism points to perceived issues such as administrative bloat, disproportionate funding for sports programs, ineffective spending on curriculum, and disparities in resources between affluent and low-income districts. Concerns are also raised about the prioritization of standardized testing and the perceived lack of transparency in budgetary decisions, with educators feeling that too much emphasis is placed on standardized testing at the expense of other important areas.

The responses underscore a clear consensus on the need for greater transparency, equity, and efficiency in financial management within the education system. Educators are calling for more equitable distribution of resources and better management practices

to ensure that funds are used effectively to support student success. The variety of concerns and perspectives expressed highlight the complex and multifaceted nature of school funding and resource allocation, suggesting that simple increases in funding may not be sufficient. Rather, a more comprehensive approach to financial management and resource allocation is necessary. Overall, the survey responses reflect a strong belief among educators that increased funding is crucial for academic success, but also reveal significant concerns about how these funds are currently allocated. This highlights the importance of addressing not only the amount of funding but also how it is distributed and managed within the education system.

Table 12

Educator Survey Question/Response 13



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do Title IV funds help increase student achievement?	1.00	3.00	1.74	0.55	0.31	72

#	Answer	%	Count
1	yes	31.94%	23
2	Maybe	62.50%	45
3	No	5.56%	4
	Total	100%	72

According to the responses from educators, there is a range of perspectives regarding the impact of Title IV funds on student achievement. While a significant portion, comprising 31.94% of respondents, expressed a belief that Title IV funds do help increase student achievement, the majority, encompassing 62.50%, indicated uncertainty, with a response of "maybe." This uncertainty may stem from various factors, including the complexity of measuring the direct influence of Title IV funds on student outcomes, the diversity of programs and initiatives funded by Title IV, and the variability in how effectively these funds are utilized across different educational contexts. Additionally, 5.56% of respondents outright disagreed, stating that Title IV funds do not contribute to increasing student achievement. Their perspective may reflect skepticism about the efficacy of Title IV-funded initiatives or dissatisfaction with how these funds are allocated or implemented. Overall, these responses highlight the nuanced and multifaceted nature of the relationship between Title IV funding and student achievement, suggesting a need for further examination and evaluation to determine the most effective uses of these resources.

The responses from educators regarding the impact of Title IV funds on student achievement reveal several key inferences. First, there is a diversity of perspectives, with 31.94% of respondents believing that Title IV funds do help increase student achievement. This indicates that a notable portion of educators see a positive impact of these funds on educational outcomes. However, the majority, 62.50%, expressed uncertainty by responding with "maybe." This uncertainty suggests several underlying factors, such as the complexity of measuring the direct influence of Title IV funds on student outcomes, the diverse range of programs and initiatives funded by Title IV, and

the variability in how effectively these funds are utilized across different educational contexts.

Additionally, 5.56% of respondents outright disagreed, indicating that Title IV funds do not contribute to increasing student achievement. This minority viewpoint may reflect skepticism about the efficacy of Title IV-funded initiatives or dissatisfaction with how these funds are allocated or implemented. The presence of these differing opinions underscores the nuanced and multifaceted nature of the relationship between Title IV funding and student achievement.

Overall, the survey responses suggest that while some educators see a clear benefit of Title IV funds, many others are uncertain or skeptical about their impact. This highlights the need for further examination and evaluation to determine the most effective uses of these resources. Understanding the specific factors that contribute to the success or limitations of Title IV-funded programs could help in optimizing the allocation and implementation of these funds to better support student achievement.

Q14 - How does your school utilize Title IV funds?

The responses regarding the utilization of Title IV funds in schools vary widely, reflecting a range of activities and levels of awareness among respondents. Some schools are actively implementing various programs and initiatives, such as technology integration, specialized academic support, after-school programs, and social-emotional support systems. Others express uncertainty or lack of knowledge about how Title IV funds are used in their school, indicating a need for greater transparency and communication regarding resource allocation.

Additionally, there are mentions of using funds for hiring staff, implementing interventions, purchasing educational resources, and providing academic support to students. Overall, while some schools appear to be leveraging Title IV funds effectively to support student success and well-being, there are also instances where further clarity and strategic planning may be needed to maximize the impact of these resources.

The responses regarding the utilization of Title IV funds in schools reveal several important inferences. First, the wide variation in activities funded by Title IV indicates that schools are using these funds in diverse ways, including technology integration, specialized academic support, after-school programs, and social-emotional support systems. This diversity reflects the flexibility of Title IV funds to address various needs within schools.

Second, the presence of uncertainty or lack of knowledge among some respondents about how Title IV funds are used in their schools suggests a need for greater transparency and communication regarding resource allocation. This lack of awareness could hinder the effective utilization of these funds, as stakeholders may not be fully informed about available resources or how they can be leveraged to support student success.

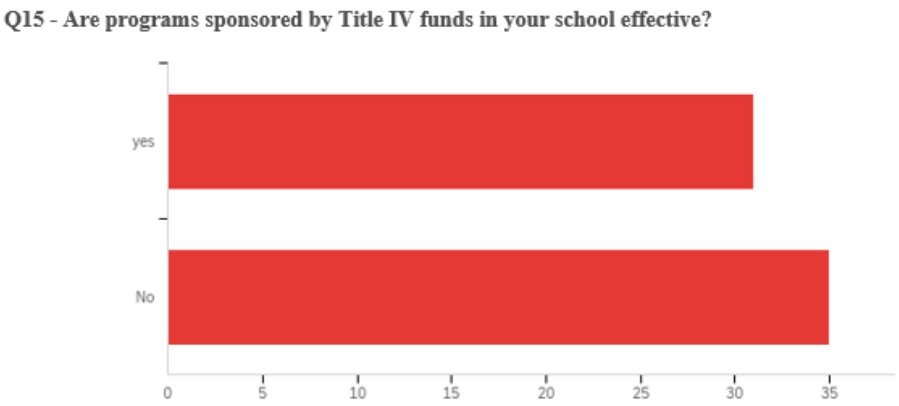
Third, mentions of using Title IV funds for hiring staff, implementing interventions, purchasing educational resources, and providing academic support to students indicate that some schools are leveraging these funds to address specific educational needs. However, the varying levels of awareness and implementation effectiveness suggest that while some schools are successfully utilizing Title IV funds to

support student success and well-being, others may require further clarity and strategic planning to maximize the impact of these resources.

Overall, the responses imply that while Title IV funds have the potential to significantly enhance educational programs and student support, there is a need for improved transparency, communication, and strategic planning to ensure that these resources are used effectively across all schools. This could involve providing more detailed information about how funds are allocated, sharing best practices for their use, and engaging stakeholders in discussions about the most impactful ways to utilize these funds to support student achievement.

Table 13

Educator Survey Question/Response 15



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are programs sponsored by Title IV funds in your school effective?	1.00	2.00	1.53	0.50	0.25	66

#	Answer	%	Count
1	yes	46.97%	31
2	No	53.03%	35
	Total	100%	66

The responses from educators regarding the effectiveness of programs sponsored by Title IV funds in their schools present a divided perspective. Nearly half of the respondents, constituting 46.97%, expressed confidence in the effectiveness of these programs. This group likely perceives tangible benefits and positive outcomes resulting from the implementation of initiatives funded by Title IV.

However, a slightly larger proportion, representing 53.03% of respondents, indicated skepticism or dissatisfaction with the effectiveness of these programs. Their perspective suggests that despite the availability of Title IV funds, the programs implemented may not always achieve the desired impact or adequately address the needs of students and educators. The reasons for this disparity in perception could vary, including challenges in program design, resource allocation, implementation fidelity, or the complexity of measuring program outcomes. Overall, these responses underscore the importance of ongoing assessment and refinement of Title IV-funded programs to ensure they effectively support student success and address the diverse needs of schools and communities.

The responses from educators regarding the effectiveness of programs sponsored by Title IV funds reveal a divided perspective among respondents. Nearly half, or 46.97%, express confidence in the effectiveness of these programs, indicating that they perceive tangible benefits and positive outcomes resulting from initiatives funded by Title IV. This group likely views these programs as valuable tools for addressing educational needs and supporting student success.

Conversely, a slightly larger proportion of respondents, comprising 53.03%, indicate skepticism or dissatisfaction with the effectiveness of Title IV-funded programs.

This perspective suggests that despite the availability of funds, these programs may not consistently achieve their intended impact or adequately meet the needs of students and educators. The reasons for this disparity in perception could stem from challenges in program design, issues with resource allocation, fidelity in implementation, or difficulties in measuring program outcomes effectively.

Overall, these responses underscore the complexity and variability in how Title IV funds are perceived and utilized across schools. The mixed views highlight the importance of ongoing assessment and refinement of Title IV-funded initiatives to ensure they effectively support student success and address the diverse needs of schools and communities. This suggests a need for schools to engage in continuous evaluation, stakeholder feedback, and strategic adjustments to maximize the impact of these resources and improve program effectiveness over time.

Q16 - How is the effectiveness of Title IV programs determined in your school?

The effectiveness of Title IV programs in schools is determined through a range of methods and approaches, as indicated by the responses provided. Some schools utilize surveys to gather feedback on the impact of these programs, while others focus on providing tangible resources such as 1:1 computers and additional social-emotional support to students. Performance data, including benchmark scores and MAP test scores, are commonly used to assess the effectiveness of Title IV initiatives, alongside completion of lessons and assessments. Reduction in social-emotional learning (SEL) related issues and pre- and post-testing of students in specific programs are also cited as indicators of program success.

Additionally, data collection showing student growth or lack thereof, analysis of student achievement and test scores, and assessments and testing play crucial roles in evaluating program effectiveness. Some schools employ realistic measurements set by principals, while others conduct SWOT analysis and other measurable methods to gauge impact. Moreover, student outcomes such as completion of post-secondary education and audits by the Federal Government are considered in assessing the effectiveness of Title IV programs. Overall, these diverse methods highlight the multifaceted approach schools take to evaluate the impact of Title IV initiatives on student outcomes and school performance.

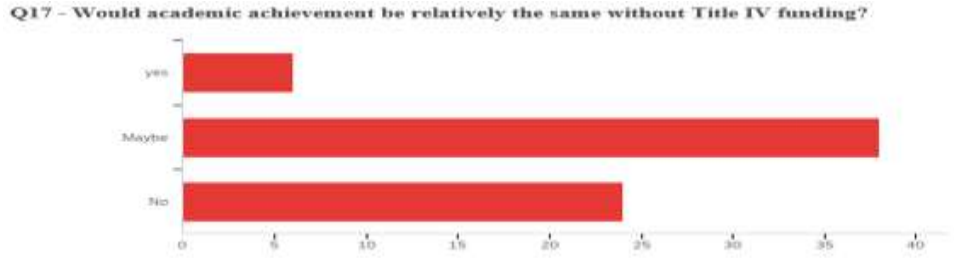
The methods used to determine the effectiveness of Title IV programs in schools reveal a comprehensive and multifaceted approach to evaluation, as indicated by the responses. Schools employ various strategies such as surveys to gather feedback on program impact, providing tangible resources like 1:1 computers and additional social-emotional support, and using performance data such as benchmark scores and MAP test results to assess program effectiveness. These methods are complemented by assessments of student learning through completion of lessons and assessments, as well as pre- and post-testing in specific programs to measure growth.

The inclusion of reduction in social-emotional learning issues and analysis of student achievement and test scores further enriches the evaluation process. Schools also use realistic measurements set by principals, conduct SWOT analyses, and consider outcomes such as student progression to post-secondary education, along with audits by the Federal Government, to gauge the overall impact of Title IV initiatives.

This diversity in evaluation methods suggests a robust effort by schools to comprehensively assess how Title IV funds are contributing to student outcomes and school performance. It reflects a commitment to using both quantitative data and qualitative feedback to ensure that these programs effectively address educational needs and support student success. The multifaceted approach underscores the complexity of evaluating educational initiatives funded by Title IV and highlights the importance of ongoing assessment and adaptation to optimize program effectiveness.

Table 14

Educator Survey Question/Response 17



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Would academic achievement be relatively the same without Title IV funding?	1.00	3.00	2.26	0.61	0.37	68

#	Answer	%	Count
1	yes	8.82%	6
2	Maybe	55.88%	38
3	No	35.29%	24
	Total	100%	68

The responses from educators regarding the potential impact of Title IV funding on academic achievement suggest a nuanced perspective. While a minority, constituting 8.82% of respondents, expressed confidence that academic achievement would remain relatively the same without Title IV funding, the majority of respondents had less definitive views. A significant portion, comprising 55.88% of participants, indicated

uncertainty, suggesting that they acknowledge the possibility of Title IV funding playing a role in academic achievement but are not entirely certain of its significance.

Contrarily, 35.29% of respondents firmly disagreed with the notion that academic achievement would be similar without Title IV funding, implying that they believe Title IV resources contribute meaningfully to academic outcomes. These varied responses reflect differing perceptions among educators regarding the impact and necessity of Title IV funding in shaping academic achievement. The uncertainty among a sizable portion of respondents underscores the complexity of assessing the direct influence of Title IV funding on student success and highlights the need for further research and evaluation to better understand its efficacy.

The responses from educators regarding the potential impact of Title IV funding on academic achievement highlight a nuanced perspective among respondents. A minority, comprising 8.82% of respondents, expressed confidence that academic achievement would not significantly differ without Title IV funding. This suggests a belief that other factors may have a more substantial influence on academic outcomes.

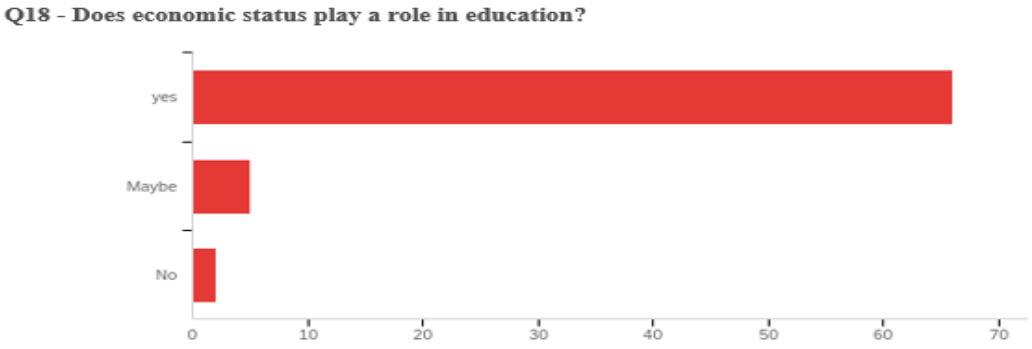
A significant portion, 35.29% of respondents, firmly disagreed with the idea that academic achievement would be similar without Title IV funding. This group believes that Title IV resources play a meaningful role in enhancing academic outcomes, indicating a strong endorsement of the impact of these funds.

However, the majority of respondents, 55.88%, expressed uncertainty about the role of Title IV funding in academic achievement. This uncertainty reflects a recognition among educators that while Title IV resources may contribute to academic success, the extent of their impact is not entirely clear or universally agreed upon.

For the most part, these varied responses underscore the complexity and differing perceptions among educators regarding the necessity and effectiveness of Title IV funding in shaping academic achievement. The uncertainty among a significant portion of respondents suggests a need for further research and evaluation to better understand how Title IV funds can be optimally utilized to support student success and improve educational outcomes.

Table 15

Educator Survey Question/Response 18



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Does economic status play a role in education?	1.00	3.00	1.12	0.40	0.16	73

#	Answer	%	Count
1	yes	90.41%	66
2	Maybe	6.85%	5
3	No	2.74%	2
	Total	100%	73

The overwhelming majority of educators, comprising 90.41% of respondents, assert that economic status plays a significant role in education. This resounding agreement underscores the widely recognized influence of economic factors on educational outcomes. Only a small fraction, constituting 2.74% of participants,

disagreed with this assertion, suggesting that they perceive economic status as having minimal impact on education. However, a notable portion of respondents, representing 6.85% of those surveyed, expressed uncertainty, indicating a lack of consensus among educators regarding the extent of economic status's influence on educational experiences. Overall, the majority opinion aligns with extensive research and empirical evidence demonstrating the profound effect of economic disparities on various aspects of education, including access to resources, quality of instruction, and academic achievement.

Q19 - Explain your answer selection for the previous question (Q18).

The responses indicate an overwhelming agreement that economic status plays a significant role in education. Many respondents highlighted disparities in access to resources and opportunities between students from different economic backgrounds. They noted that students from wealthier families often have more educational resources, parental involvement, and access to better-funded schools, which can positively impact their academic success.

Conversely, students from lower-income households may face challenges such as limited access to resources, less parental involvement due to work obligations, and a greater focus on basic needs over educational pursuits. Several respondents emphasized the influence of funding distribution based on property taxes, noting that schools in wealthier areas receive more funding compared to those in lower-income neighborhoods. Overall, the responses underscore the widely recognized connection between economic status and educational outcomes, highlighting the importance of addressing socioeconomic disparities in education.

Based on the responses from educators regarding the role of economic status in education, several key inferences can be drawn. Firstly, the overwhelming consensus, with 90.41% of respondents agreeing that economic status significantly influences educational outcomes, underscores a widely acknowledged belief among educators. This aligns with existing research and empirical evidence demonstrating that economic factors profoundly impact access to resources, quality of instruction, and academic achievement.

The small fraction of respondents (2.74%) who disagreed with this assertion may hold differing perspectives, suggesting that they perceive economic status as playing a less significant role in educational outcomes. However, the majority opinion strongly supports the view that economic disparities contribute significantly to educational inequities.

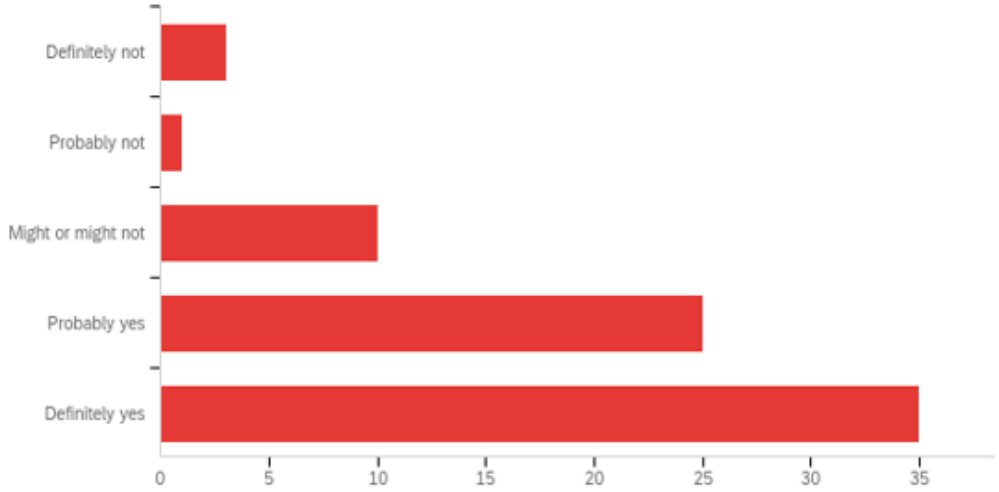
Furthermore, the 6.85% of respondents who expressed uncertainty about the influence of economic status indicate a lack of consensus among educators regarding the extent of its impact. This uncertainty may stem from the complex interplay of factors influencing educational outcomes, including socioeconomic status, cultural background, and individual circumstances.

Overall, the responses highlight widespread recognition among educators of the profound connection between economic status and educational outcomes. They underscore the need for policies and interventions aimed at addressing socioeconomic disparities to ensure equitable access to educational opportunities and support student success across diverse economic backgrounds.

Table 16

Educator Survey Question/Response 20

Q20 - Is the current state of education an attribute of systematic oppression?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Is the current state of education an attribute of systematic oppression?	1.00	5.00	4.19	1.00	0.99	74

#	Answer	%	Count
1	Definitely not	4.05%	3
2	Probably not	1.35%	1
3	Might or might not	13.51%	10
4	Probably yes	33.78%	25
5	Definitely yes	47.30%	35
	Total	100%	74

The responses to the survey question regarding whether the current state of education is attributable to systematic oppression reveal a spectrum of perspectives among educators. A significant majority, comprising 80.81% of respondents, indicated

varying degrees of agreement with the notion that systemic oppression contributes to the current state of education. Among these, 47.30% unequivocally asserted that education is indeed a product of systematic oppression, while an additional 33.78% leaned towards this view. Conversely, a minority, consisting of 5.4% of participants, expressed skepticism or outright disagreement with this proposition. Despite the diversity of opinions, the prevalence of responses pointing towards the acknowledgment of systemic oppression's role underscores a growing awareness within the educational community regarding the structural inequities and barriers faced by marginalized groups within the education system.

Based on the responses to the survey question regarding systemic oppression in education, several insights can be inferred. The significant majority of educators, totaling 80.81% of respondents, demonstrate a spectrum of agreement regarding the influence of systemic oppression on the current state of education. Nearly half of the respondents (47.30%) unequivocally believe that education is a direct product of systemic oppression, highlighting a strong acknowledgment of structural inequities within the educational system. An additional 33.78% lean towards this perspective, indicating a substantial number of educators who recognize systemic factors impacting educational outcomes.

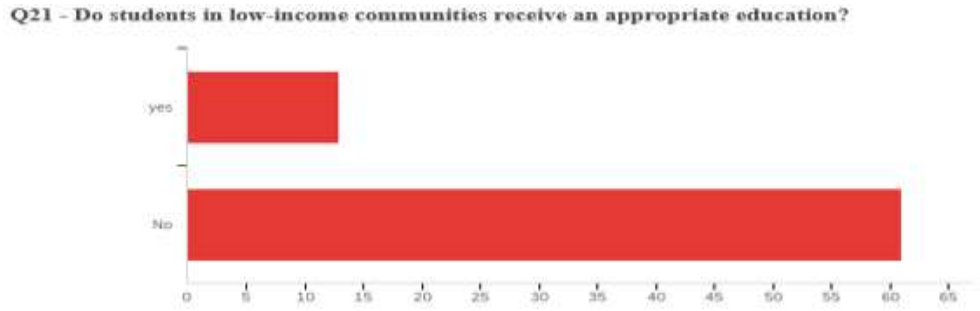
Conversely, a minority, comprising 5.4% of participants, expressed skepticism or outright disagreement with the notion that systemic oppression contributes to the state of education. This group may hold differing views, possibly emphasizing other factors or downplaying the role of systemic issues in shaping educational outcomes.

The prevalence of responses aligning with the acknowledgment of systemic oppression's role suggests a growing awareness among educators regarding structural

inequities and barriers faced by marginalized groups within the education system. It underscores the importance of addressing these systemic issues to promote equity and inclusivity in education, ensuring that all students have equal opportunities to succeed academically and socially.

Table 17

Educator Survey Question/Response 21



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do students in low-income communities receive an appropriate education?	1.00	2.00	1.82	0.38	0.14	74

#	Answer	%	Count
1	yes	17.57%	13
2	No	82.43%	61
	Total	100%	74

The responses to the survey question regarding whether students in low-income communities receive an appropriate education paint a stark picture of perceptions among educators. A significant majority, comprising 82.43% of respondents, expressed skepticism about the adequacy of education provided to students in low-income communities. Among them, 64.86% firmly stated that these students do not receive an appropriate education, while an additional 17.57% were more optimistic, believing that they do. However, this minority opinion suggests a divergence of perspectives within the

educational community regarding the quality of education available to students from economically disadvantaged backgrounds. Nevertheless, the overwhelming sentiment among respondents indicates a prevailing concern about the equity and adequacy of educational opportunities for students in low-income communities, reflecting broader discussions and debates surrounding educational equity and social justice in the field of education.

Based on the survey responses regarding the adequacy of education for students in low-income communities, several inferences can be drawn. The overwhelming majority of educators, totaling 82.43% of respondents, express skepticism about the quality of education provided to these students. A significant portion (64.86%) firmly believes that students in low-income communities do not receive an appropriate education, highlighting deep-seated concerns about educational equity and access.

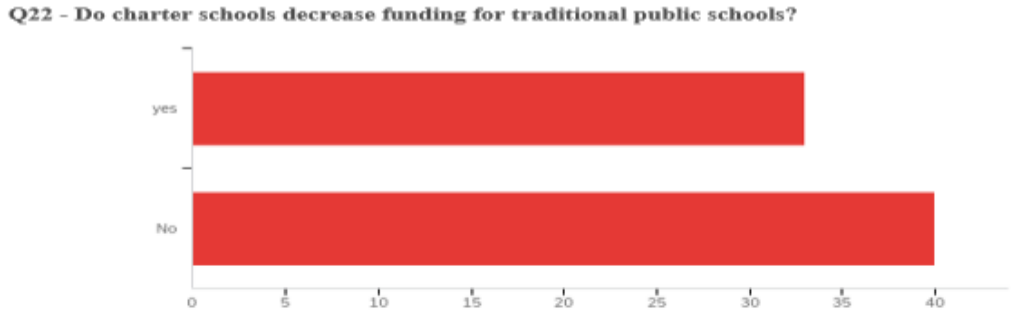
In contrast, 17.57% of respondents hold a more optimistic view, indicating a belief that students in low-income communities do receive an appropriate education. This minority opinion suggests a divergence of perspectives within the educational community regarding the actual quality of education available to economically disadvantaged students.

The prevalent skepticism among educators underscores a widespread concern about the equity and adequacy of educational opportunities for students in low-income communities. It reflects broader discussions within the education field about addressing disparities and ensuring that all students, regardless of economic background, receive a high-quality education that prepares them for academic and lifelong success. The responses highlight the need for continued efforts to improve educational equity and

access, including targeted interventions and policies aimed at supporting students in low-income communities to reach their full potential.

Table 20

Educator Survey Question/Response 22



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do charter schools decrease funding for traditional public schools?	1.00	2.00	1.55	0.50	0.25	73

#	Answer	%	Count
1	yes	45.21%	33
2	No	54.79%	40
	Total	100%	73

The responses to the survey question regarding whether charter schools decrease funding for traditional public schools reflect a divided perspective among educators. While 45.21% of respondents believe that charter schools do indeed decrease funding for traditional public schools, a slightly more significant portion, comprising 54.79% of respondents, hold the opposite view, indicating that charter schools do not have a detrimental impact on the funding of traditional public schools.

This division suggests differing interpretations and understandings of the financial dynamics between charter schools and traditional public schools within the educational community. Such diversity of opinion underscores the complexity of funding arrangements and resource allocation in the education sector, with implications for policy

discussions and decisions surrounding charter school expansion and its potential effects on traditional public school funding.

Based on the survey responses regarding the impact of charter schools on traditional public school funding, several inferences can be drawn. The responses reveal a divided perspective among educators, with 45.21% believing that charter schools decrease funding for traditional public schools, while a slightly larger majority (54.79%) disagree with this assertion.

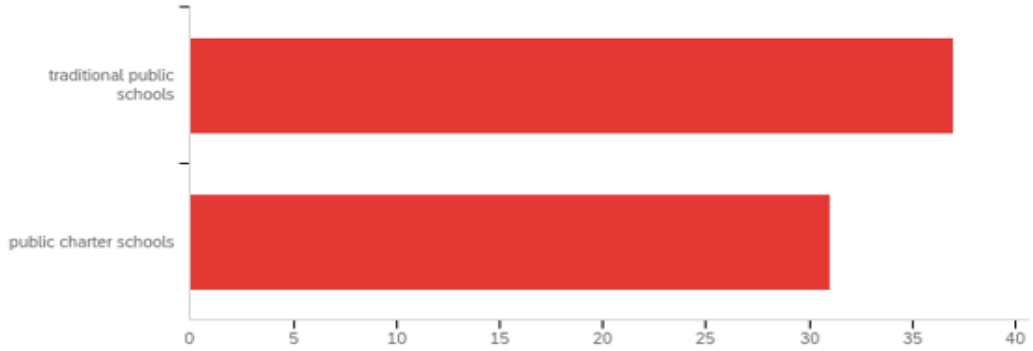
This division in opinions suggests varying interpretations and understandings within the educational community regarding the financial dynamics between charter schools and traditional public schools. Those who believe charter schools decrease funding may perceive competition for resources or funding redirection as detrimental to traditional public schools. Conversely, those who disagree may view charter schools as operating with separate funding mechanisms or contributing positively to educational choice without directly siphoning resources from traditional public schools.

These varied perspectives underscore the complexity of funding arrangements and resource allocation in education. They highlight the need for nuanced discussions and informed policymaking regarding charter school policies, including considerations of their financial impacts on traditional public schools. The responses reflect ongoing debates within the education sector about balancing educational options and ensuring equitable funding for all types of schools, addressing concerns about fairness and sustainability in public education funding models.

Table 18

Educator Survey Question/Response 23

Q23 - Which type of school utilizes funding the best for students: traditional public schools or charter schools?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Which type of school utilizes funding the best for students: traditional public schools or charter schools?	1.00	2.00	1.46	0.50	0.25	68

#	Answer	%	Count
1	traditional public schools	54.41%	37
2	public charter schools	45.59%	31
	Total	100%	68

The survey responses regarding which type of school utilizes funding better for students, traditional public schools or public charter schools, reveal a divided perspective among educators. A slight majority of 54.41% indicated that traditional public schools are more effective in utilizing funding for students, while 45.59% expressed the belief that public charter schools perform better in this regard. This split in opinion suggests differing perceptions among educators regarding the efficiency and effectiveness of resource allocation between the two types of schools. Such diversity of viewpoints highlights the complexity of funding utilization and educational practices within the

education system, emphasizing the need for further examination and discussion to optimize the allocation of resources for the benefit of students across both traditional public and charter schools.

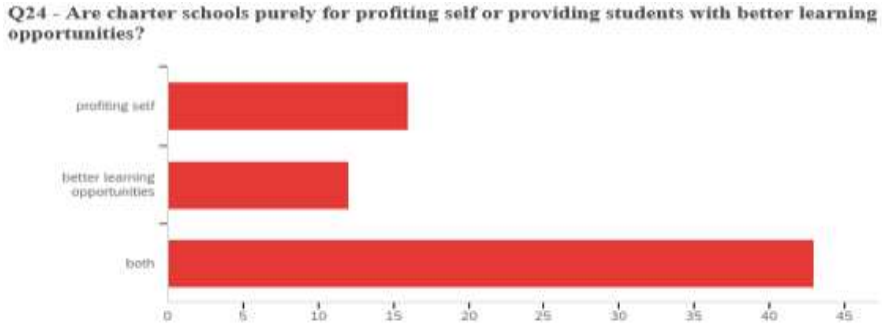
Several conclusions can be drawn from survey responses about funding utilization in traditional public schools and public charter schools. The survey reveals a split among educators, with 54.41% saying that traditional public schools are more effective in utilizing student funds, while 45.59% prefer public charter schools in this regard.

This division in perspectives suggests varying beliefs within the educational community regarding how efficiently resources are allocated and utilized in different school types. Educators who favor traditional public schools may prioritize stability, equity in resource distribution, and adherence to established educational norms. On the other hand, those supporting charter schools may perceive them as more innovative, flexible in their use of funds, and able to tailor educational approaches to meet specific student needs.

These varied viewpoints underscore the complexity of funding allocation and educational practices within the education system. They highlight the ongoing debate and need for further exploration into how different types of schools can effectively use resources to maximize student outcomes. The findings suggest that optimizing resource allocation across both traditional public and charter schools could benefit from a deeper understanding of best practices and policies that ensure equitable and efficient use of funds to support student success.

Table 19

Educator Survey Question/Response 24



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are charter schools purely for profiting self or providing students with better learning opportunities?	1.00	3.00	2.38	0.83	0.69	71

#	Answer	%	Count
1	profiting self	22.54%	16
2	better learning opportunities	16.90%	12
3	both	60.56%	43
	Total	100%	71

According to the responses from educators, opinions are varied regarding the primary focus of charter schools, with 22.54% asserting that charter schools primarily aim for self-profit, while 16.90% believe they prioritize providing students with better learning opportunities. However, the majority of respondents, comprising 60.56%, indicated that charter schools serve both purposes simultaneously. This division of perspectives highlights a spectrum of beliefs within the educational community about the underlying motivations and priorities of charter schools. While some perceive them as driven by financial gains, others see them as platforms for enhancing educational experiences. The prevailing sentiment, however, suggests a combination of both objectives, indicating that charter schools may operate with a dual emphasis on financial sustainability and educational quality.

Several conclusions can be derived from the survey replies on the major purpose of charter schools. According to the poll, educators hold a variety of ideas about charter schools' objectives and priorities.

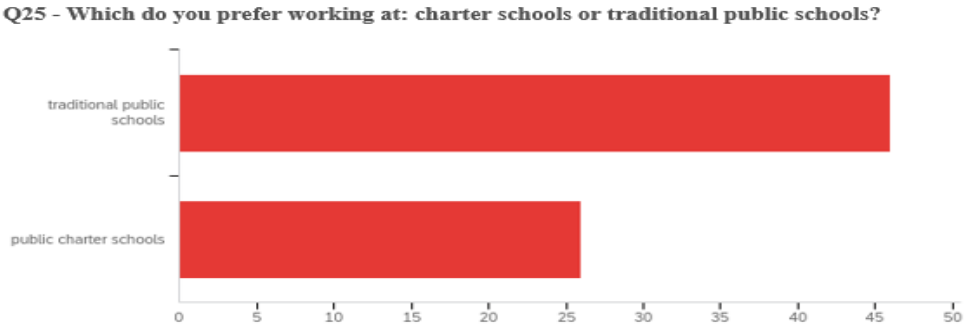
Firstly, 22.54% of respondents assert that charter schools primarily aim for self-profit, suggesting a concern among some educators about financial motivations potentially influencing charter school operations. On the other hand, 16.90% believe that charter schools prioritize providing students with better learning opportunities, indicating a perspective that emphasizes educational quality as a primary goal.

However, the majority of respondents, comprising 60.56%, indicated that charter schools serve both purposes simultaneously. This suggests a prevailing belief that charter schools operate with a dual focus on financial sustainability and enhancing educational experiences for students.

Overall, these varied viewpoints underscore the complexity of perceptions within the educational community regarding charter schools. They highlight ongoing debates and discussions about the roles, responsibilities, and motivations of charter schools in providing education. The findings suggest a need for continued dialogue and examination of how charter schools balance financial considerations with their educational mission to ensure they effectively serve students and meet community needs.

Table 20

Educator Survey Question/Response 25



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Which do you prefer working at: charter schools or traditional public schools?	1.00	2.00	1.36	0.48	0.23	72

#	Answer	%	Count
1	traditional public schools	63.89%	46
2	public charter schools	36.11%	26
	Total	100%	72

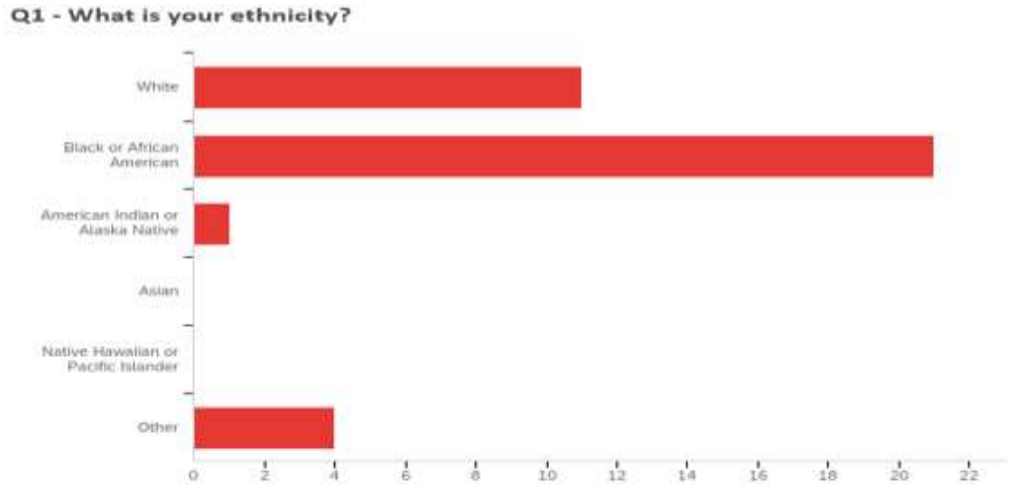
Based on the responses gathered from educators, a clear preference emerges regarding the type of educational institution they prefer working at. The majority, comprising 63.89% of respondents, indicated a preference for traditional public schools, while 36.11% expressed a preference for public charter schools. This divergence in preferences reflects the varied professional inclinations within the educational workforce. While traditional public schools seem to attract a larger proportion of educators, a significant minority still finds public charter schools appealing for their professional endeavors. The reasons behind these preferences could be multifaceted, encompassing factors such as teaching philosophy, administrative structure, curriculum autonomy, and overall work environment. Nonetheless, the prevalence of traditional public school

preference underscores the enduring appeal and perceived advantages of these established educational institutions among educators.

This means that a majority of educators prefer working in traditional public schools over public charter schools, as indicated by survey responses. The preference for traditional public schools suggests that these institutions continue to attract educators for reasons such as job security, established administrative structures, and familiarity with district policies. However, a significant minority still finds appeal in public charter schools, possibly due to factors like innovative teaching practices and greater autonomy in curriculum development. Overall, the results highlight diverse professional preferences among educators, reflecting their individual values and career aspirations in the educational sector.

Table 24

Parent Survey Question/Response 1



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your ethnicity?	1.00	6.00	2.16	1.42	2.03	37

#	Answer	%	Count
1	White	29.73%	11
2	Black or African American	56.76%	21
3	American Indian or Alaska Native	2.70%	1
4	Asian	0.00%	0
5	Native Hawaiian or Pacific Islander	0.00%	0
6	Other	10.81%	4
	Total	100%	37

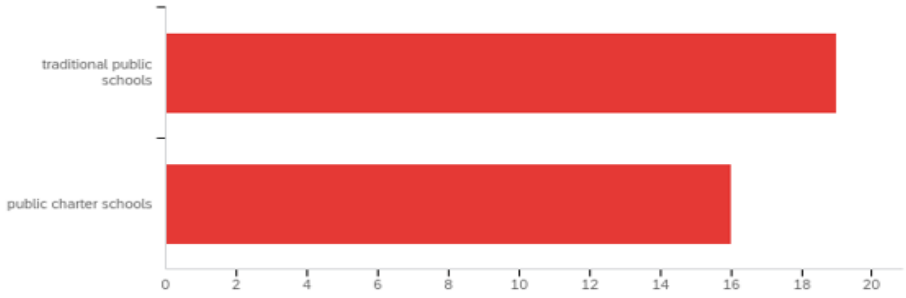
Based on the responses gathered from parents, a notable distribution emerges regarding ethnicity. Among the respondents, 29.73% identified as white, while a significant majority, comprising 56.76%, identified as African American. Additionally, 10.81% of respondents identified with other ethnic backgrounds. This distribution reflects the diverse demographic composition within the surveyed parent population. The predominance of African American respondents indicates their substantial representation and engagement in the survey, suggesting their active involvement and interest in educational matters. The presence of respondents from various ethnic backgrounds

underscores the importance of considering diverse perspectives and experiences when addressing educational issues and formulating policies. Overall, this demographic insight provides valuable context for understanding the parental perspectives and priorities within the educational landscape.

Table 21

Parent Survey Question/Response 2

Q2 - In your opinion, which provides the best education: traditional public schools or public charter schools?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	In your opinion, which provides the best education: traditional public schools or public charter schools?	1.00	2.00	1.46	0.50	0.25	35

#	Answer	%	Count
1	traditional public schools	54.29%	19
2	public charter schools	45.71%	16
	Total	100%	35

In response to the question regarding which type of institution provides the best education, the surveyed parents expressed a divided perspective. Approximately 54.29% of respondents favored traditional public schools, while 45.71% leaned towards public charter schools. This split opinion suggests that parents have varying preferences and perceptions regarding the efficacy of different educational models.

Those favoring traditional public schools may value their established infrastructure, standardized curriculum, and community integration. Conversely, supporters of public charter schools may appreciate their innovative approaches, flexibility in curriculum design, and potential for tailored learning experiences. The nearly equal distribution of responses underscores the importance of recognizing the diversity of educational options available to parents and the need for policies that cater to the preferences and needs of diverse families.

Q3 - Explain your answer selection for the previous question (Q2).

Among the 35 respondents to the survey question comparing traditional public schools and public charter schools, opinions were divided. Fifty four percent of respondents expressed a preference for traditional public schools, citing reasons such as a more comprehensive curriculum, a proven track record, and a stronger sense of community. On the other hand, 46 percent of respondents favored public charter schools, highlighting their innovative educational approaches, smaller class sizes, and specialized programs. Meanwhile, 10 respondents remained neutral or undecided, suggesting that the quality of education may depend on various factors and can vary between individual schools. This diversity of opinions underscores the complexity of evaluating the effectiveness of different educational models and the importance of considering various factors when choosing the best educational option for students.

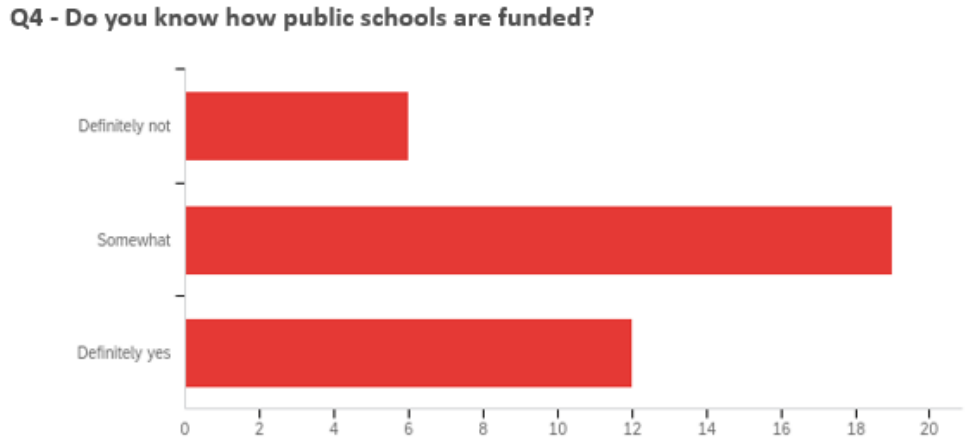
The survey results indicate a balanced preference among parents regarding the type of educational institution they believe provides the best education. Approximately 54.29% of respondents favored traditional public schools, while 45.71% leaned towards public charter schools. This split in opinion highlights the diversity of perspectives and priorities parents have when considering educational options for their children.

Those who favor traditional public schools may value factors such as established infrastructure, standardized curriculum, and strong community ties. On the other hand, supporters of public charter schools may appreciate the flexibility in curriculum design, innovative approaches to education, and the potential for more tailored learning experiences.

The near-equal distribution of responses suggests that parents' preferences are influenced by a variety of factors, including educational philosophy, perceived effectiveness of different school models, and alignment with their children's specific needs. This diversity underscores the importance of offering a range of educational options to cater to the preferences and priorities of families, ensuring that educational policies support and accommodate the varied needs within communities.

Table 26

Parent Survey Question/Response 4



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you know how public schools are funded?	1.00	3.00	2.16	0.68	0.46	37

#	Answer	%	Count
1	Definitely not	16.22%	6
2	Somewhat	51.35%	19
3	Definitely yes	32.43%	12
	Total	100%	37

In response to the question regarding knowledge of how public schools are funded, the surveyed parents demonstrated varying levels of understanding. Approximately 16.22% of respondents admitted to having no understanding of public school funding, while a majority, constituting 51.35% of participants, expressed a partial grasp of the concept. On the other hand, 32.43% of parents affirmed that they definitely understood how public schools are funded.

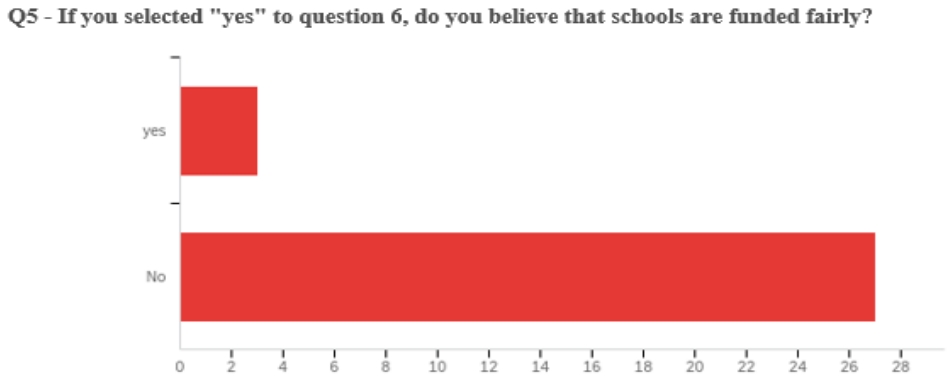
This distribution of responses suggests that while a significant portion of parents have some knowledge about public school funding, there remains a notable percentage with limited or no comprehension of the topic. It underscores the importance of enhancing parental awareness and education regarding the intricacies of school financing, as informed parents can play a crucial role in advocating for adequate funding and equitable resource allocation within the education system.

This distribution highlights a need for improved parental education and awareness about school funding mechanisms. Parents who lack understanding may be less equipped to advocate effectively for adequate funding and equitable resource allocation within the education system. Conversely, those with a clearer understanding are likely better positioned to engage in discussions, make informed decisions, and support policies that benefit their children and the broader school community.

The findings underscore the importance of educational initiatives aimed at enhancing parental knowledge about public school funding. Empowered and informed parents can contribute positively to discussions around educational equity, funding priorities, and the overall quality of education provided to students. Addressing these knowledge gaps is essential for fostering greater transparency, accountability, and community involvement in educational governance and decision-making processes.

Table 22

Parent Survey Question/Response 5



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	If you selected "yes" to question 6, do you believe that schools are funded fairly?	1.00	2.00	1.90	0.30	0.09	30

#	Answer	%	Count
1	yes	10.00%	3
2	No	90.00%	27
	Total	100%	30

Among respondents who indicated an understanding of how public schools are funded, only a small fraction, comprising 10% of those surveyed, expressed belief in the fairness of school funding. Conversely, the overwhelming majority, constituting 90% of participants, asserted that schools are not funded fairly. This disparity in perceptions suggests widespread skepticism or dissatisfaction with the current state of school funding among parents who claim to have knowledge on the subject. The prevalent sentiment of inequity in funding allocation highlights a perceived systemic issue within the education system, wherein resources may not be distributed equitably across schools, districts, or communities. It underscores the need for critical examination and potential reform of

existing funding mechanisms to address concerns regarding fairness and ensure that all students have access to quality education regardless of their socio-economic background or geographic location.

The survey findings indicate a significant disparity in perceptions among parents who claim to understand how public schools are funded. Only a small minority, comprising 10% of respondents, expressed belief in the fairness of school funding, while a vast majority, constituting 90% of participants, asserted that schools are not funded fairly. This stark divide underscores widespread skepticism or dissatisfaction with the current state of school funding, reflecting a perceived systemic issue within the education system.

The prevalent sentiment of inequity in funding allocation suggests that resources may not be distributed equitably across schools, districts, or communities. This disparity can have profound implications, potentially exacerbating educational disparities and limiting opportunities for students from socio-economically disadvantaged backgrounds. It highlights the need for a critical examination of existing funding mechanisms and potential reforms to address concerns about fairness and ensure that all students have equitable access to quality education.

Moreover, the findings underscore the importance of transparency and accountability in how school funding decisions are made and implemented. Addressing these perceptions of inequity is crucial for fostering trust and confidence among parents and stakeholders in the education system. It calls for policies and practices that prioritize equitable resource distribution, promote educational equity, and support the academic success of all students, regardless of their socio-economic status or geographic location.

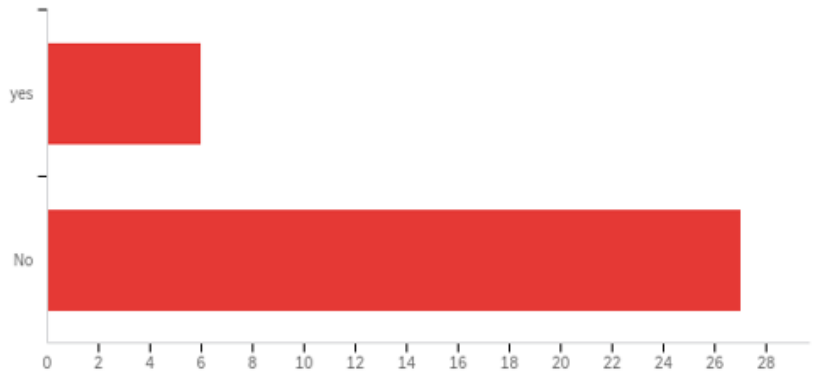
Q6 - What is the difference between traditional public schools and public charter schools?

The responses regarding the differences between traditional public schools and public charter schools varied in specificity but highlighted several key points. Some respondents mentioned that traditional public schools adhere to the "No Child Left Behind" policy but may push students ahead without ensuring they have fully grasped the material. Others pointed out that charter schools receive different funding and have more flexibility in their curriculum. Some perceived charter schools as having smaller classes, better programs, and potentially higher academic performance. However, concerns were raised about the accountability of charter schools compared to traditional public schools. While some respondents were unsure or lacked detailed knowledge, others noted differences in funding sources, oversight, and admissions processes between the two types of schools. Overall, the responses reflected a mixture of perceptions regarding the operational, financial, and academic differences between traditional public schools and public charter schools.

Table 23

Parent Survey Question/Response 7

Q7 - Do students in prominent public school districts receive the same type of instruction as students in low-income communities?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do students in prominent public school districts receive the same type of instruction as students in low-income communities?	1.00	2.00	1.82	0.39	0.15	33

#	Answer	%	Count
1	yes	18.18%	6
2	No	81.82%	27
	Total	100%	33

According to responses from the parent survey, a vast majority, accounting for 81.82% of participants, expressed the belief that students in prominent public school districts do not receive the same type of instruction as those in low-income communities. This overwhelming sentiment suggests a widespread perception of educational disparities between affluent and low-income areas. Parents appear to perceive significant differences in the quality, resources, and instructional approaches employed in schools across different socio-economic contexts. The responses imply concerns about inequities in

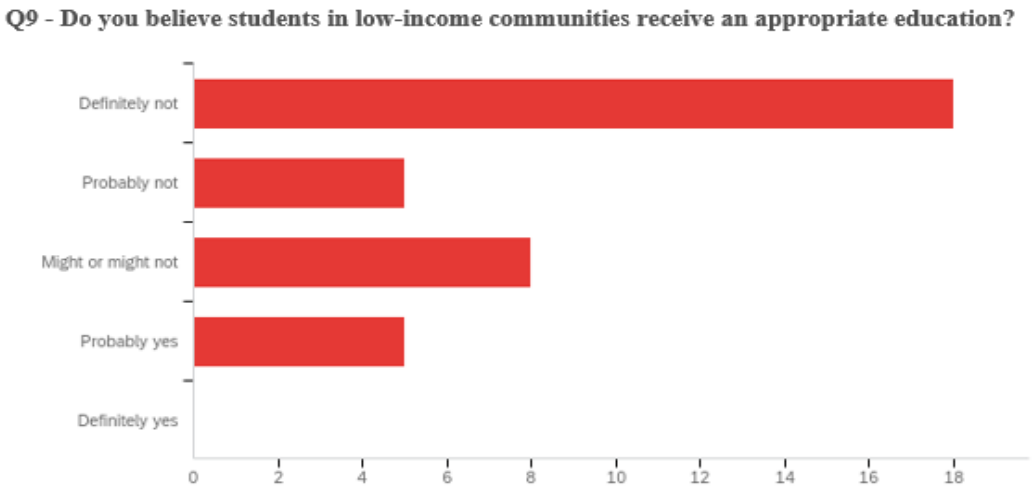
educational opportunities and outcomes, with implications for students' academic experiences and future success. This perception underscores the importance of addressing systemic disparities in education to ensure that all students, regardless of their socio-economic background, receive equitable access to high-quality instruction and educational resources.

Q8 - What is the rationale for the answer selection you made for the previous question (Q7)?

The responses to the survey question about whether students in prominent public school districts receive the same type of instruction as students in low-income communities overwhelmingly indicated that they do not. Many respondents cited disparities in resources, funding, and teacher qualifications between prominent and low-income communities as factors contributing to differences in instruction. Some highlighted the impact of property taxes and funding sources on the quality of education, noting that higher property values in prominent districts lead to more resources and better schools. Others mentioned the influence of historical trends, test scores, and teacher recruitment on instructional quality. Additionally, some respondents emphasized the unique needs and challenges faced by low-income students, which can affect the ability of teachers to provide comprehensive instruction. Despite state curriculum standards, the consensus among respondents was that instructional disparities exist between prominent and low-income public school districts.

Table 24

Parent Survey Question/Response 9



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you believe students in low-income communities receive an appropriate education?	1.00	4.00	2.00	1.13	1.28	36

#	Answer	%	Count
1	Definitely not	50.00%	18
2	Probably not	13.89%	5
3	Might or might not	22.22%	8
4	Probably yes	13.89%	5
5	Definitely yes	0.00%	0
	Total	100%	36

The responses from the parent survey regarding whether students in low-income communities receive an appropriate education paint a concerning picture, with 50% of participants unequivocally stating that they believe these students definitely do not receive an appropriate education. An additional 13.89% expressed similar sentiments, stating that they probably do not receive an appropriate education. Conversely, only

13.89% of respondents indicated that students in low-income communities probably do receive an appropriate education, and none responded with a definitive "definitely yes." These responses collectively reflect a prevailing skepticism among parents regarding the quality and adequacy of education provided to students in low-income areas. Concerns about resource disparities, teaching quality, and overall support for students from disadvantaged backgrounds may underpin these perceptions. This feedback underscores the urgent need for targeted interventions and equitable educational policies to address the challenges faced by students in low-income communities and ensure that they have access to high-quality education opportunities.

Q10 - Explain your answer selection for the previous question (Q9).

The responses to the survey question regarding whether students in low-income communities receive an appropriate education reflected a range of perspectives, with a significant portion expressing doubts about the adequacy of education provided in such communities. Many respondents cited disparities in resources, funding, and teacher quality as key factors influencing the quality of education in low-income areas. Some highlighted the lack of proper books, equipment, and qualified teachers in low-income schools, suggesting that these schools are not adequately equipped to meet the educational needs of students. Others mentioned that the curriculum in low-income communities may be tailored to simply passing students to the next grade rather than ensuring comprehensive learning.

Additionally, concerns were raised about the impact of home issues, lack of support systems, and difficulties in attracting and retaining good teachers due to low pay. While some respondents acknowledged that efforts are made by teachers and

administrators to provide quality education, overall, there was skepticism regarding the appropriateness of education in low-income communities, with factors such as funding, resources, and teacher support cited as significant challenges.

Analysis and Results of MAP Scores:

The one-way ANOVA test conducted on ELA (English Language Arts) MAP (Missouri Assessment Program) data from 20 public schools in Missouri revealed significant differences in ELA scores among the schools. See Table 30; the between-groups analysis indicated a sum of squares (SS) of 17.97254 with 19 degrees of freedom (df), resulting in a mean square (MS) of 0.945923. The F-statistic was calculated to be 4.936891, which exceeded the critical F-value of 1.762547. This finding, along with an extremely small p-value of 1.00898859300874E-06, provides strong evidence against the null hypothesis of no differences among the groups, indicating that the differences in ELA MAP scores among the schools are statistically significant.

The within-groups analysis showed a sum of squares (SS) of 11.49618 with 60 degrees of freedom, leading to a mean square (MS) of 0.191603. The total sum of squares for the analysis was 29.46872 with 79 degrees of freedom. These results suggest that factors such as teaching methodologies, curriculum implementation, student demographics, or other variables may contribute to the observed variations in ELA MAP scores among the public schools in Missouri.

A detailed look at individual schools shows a range of performance and variances. For example, Premier had the highest average score of 2.3085 with a variance of 0.031472, while Ashland had the lowest average score of 0.20825 with a variance of

0.173472. Such variations underscore the potential impact of diverse educational practices and resources.

Table 25

Sample of Missouri Public School Sixth Grade MAP Score for ELA

ANOVA: Single Factor

SUMMARY

Groups	*Count*	*Sum*	*Average*	*Variance*
Gilkey Pamoja @ Cole School (PK-8)	4	4.651	1.16275	0.724878
Lyon Academy @ Blow (PK-8)	4	7.1558	1.78895	0.128594
Pierre Laclede Junior Career Academy (PK-8)	4	4.069	1.01725	0.465886
Ashland Elementary	4	0.833	0.20825	0.173472
Adams Elementary School	4	5.237	1.30925	0.016652
J.A. Rogers Elementary	4	6.195	1.54875	0.135176
Phillis Wheatley Elementary	4	5.347	1.33675	0.023471
Gladstone Elementary	4	5.887	1.47175	0.062588
Hale Cook Elementary	4	5.689	1.42225	0.18911
Faxon Elementary	4	5.606	1.4015	0.001374
Premier Charter School	4	9.234	2.3085	0.031472
Lafayette Preparatory Academy	4	9.809	2.45225	0.179772
St Louis Language Immersion Marine	4	5.764	1.441	0.356318
Scuola Vita Nuova Charter	4	5.695	1.42375	0.083101
Eagle Tower Grove South	4	5.843	1.46075	0.154055
Academy For Integrated Arts	4	5.111	1.27775	0.031747
South City	4	8.3405	2.085125	0.015462
KIPP Endeavor Academy	4	4.96	1.24	0.539495
City Garden Montessori School	4	8.074	2.0185	0.472356
Kc International-Wallace	4	5.495	1.37375	0.047081

ANOVA

Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit*
Between Groups	17.97254	19	0.945923	4.936891	1.01E-06	1.762547
Within Groups	11.49618	60	0.191603			
Total	29.46872	79				

Table 26

Sample of Missouri Public School Sixth Grade MAP Score for Math

ANOVA: Single Factor

SUMMARY

Groups	*Count*	*Sum*	*Average*	*Variance*
Gilkey Pamoja @ Cole School (PK-8)	4	4.379	1.09475	0.217889
Lyon Academy @ Blow (PK-8)	4	5.848	1.462	0.018621
Pierre Laclede Junior Career Academy (PK-8)	4	3.578	0.8945	0.049219
Ashland Elementary	4	1.4	0.35	0.17
Adams Elementary School	4	3.985	0.99625	0.087649
J.A. Rogers Elementary	4	5.752	1.438	0.194849
Phillis Wheatley Elementary	4	4.349	1.08725	0.085785
Gladstone Elementary	4	7.069	1.76725	0.288856
Hale Cook Elementary	4	6.403	1.60075	0.363858
Faxon Elementary	4	4.586	1.1465	0.012268
Premier Charter School	4	8.487	2.12175	0.034315
Lafayette Preparatory Academy	4	9.152	2.288	0.136097
St Louis Language Immersion Marine	4	4.529	1.13225	0.026602
Scuola Vita Nuova Charter	4	5.314	1.3285	0.52338
Eagle Tower Grove South	4	5.503	1.37575	0.141486
Academy For Integrated Arts	4	6.016	1.504	0.306607
South City	4	7.99	1.9975	0.031678
Kipp Endeavor Academy	4	5.535	1.38375	0.164468
City Garden Montessori School	4	3.529	0.88225	0.371556
Kc International-Wallace	4	4.873	1.21825	0.006952

ANOVA

Source of Variation	*SS*	*df*	*MS*	*F*	*P-value*	*F crit*
Between Groups	15.87794	19	0.835681	5.171081	4.95E-07	1.762547
Within Groups	9.696398	60	0.161607			
Total	25.57434	79				

See Table 31; the one-way ANOVA test conducted on Math MAP (Missouri Assessment Program) data from 20 public schools in Missouri revealed significant differences in Math scores among these schools. The between-groups analysis showed a

sum of squares (SS) of 15.87794 with 19 degrees of freedom (df), resulting in a mean square (MS) of 0.835681. The *F*-statistic was calculated to be 5.171081, which exceeded the critical *F*-value of 1.762547. This finding, along with an extremely small *p*-value of 4.94544421744727E-07, provides strong evidence against the null hypothesis of no differences among the groups, indicating that the differences in Math MAP scores among the schools are statistically significant.

In the within-groups analysis, the sum of squares (SS) was 9.696398 with 60 degrees of freedom, resulting in a mean square (MS) of 0.161607. The total sum of squares for the analysis was 25.57434 with 79 degrees of freedom. These results suggest that various factors, such as teaching methods, curriculum implementation, student demographics, or other variables, may contribute to the observed variations in Math MAP scores among the public schools in Missouri.

When examining individual schools, there is a notable range in performance and variances. For instance, Premier had the highest average score of 2.12175 with a variance of 0.034315, while Ashland had the lowest average score of 0.35 with a variance of 0.17. These disparities suggest differences in educational practices, resources, and possibly student demographics.

Other schools exhibited notable performances as well: Lafayette had an average score of 2.288 and a variance of 0.136097, whereas Lyon had an average score of 1.462 and a notably low variance of 0.018621. Such variations underscore the potential impact of diverse educational strategies and environments. This significant disparity in performance highlights the need for further investigation into the factors influencing

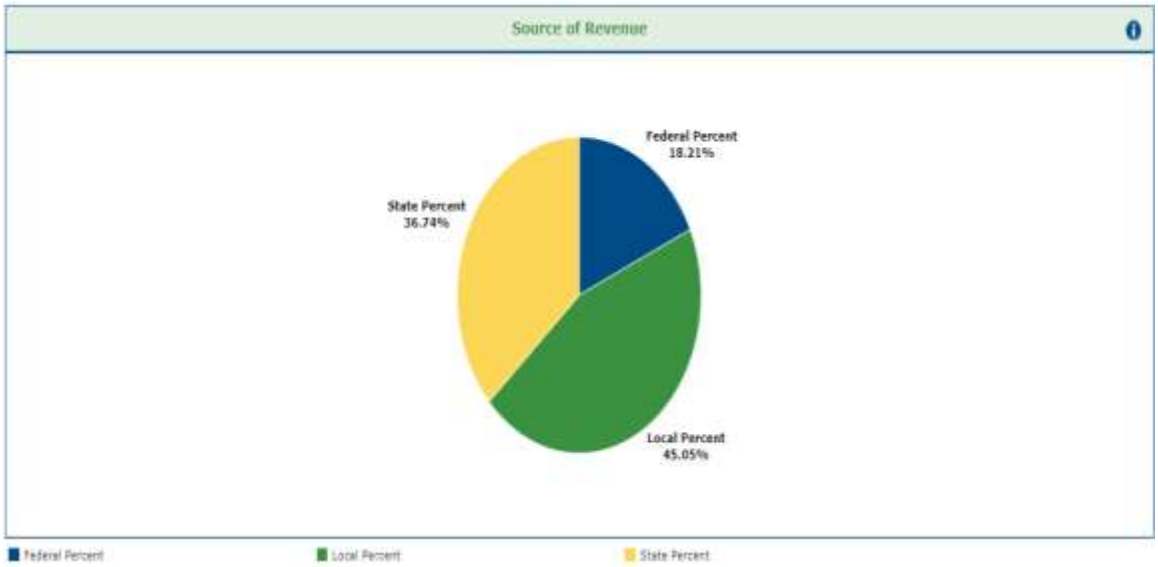
these differences, which could inform strategies to address inequalities and improve educational outcomes across the schools.

Analysis and Results of School Finance

In Missouri, as in many states, funding for public schools can vary significantly from one district to another. This variation arises from a combination of factors, including local property taxes, state funding formulas, federal allocations, and district-level decisions. Schools situated in areas with higher property values and tax bases often have more resources at their disposal as they generate more revenue through local property taxes. Additionally, state funding formulas take into account factors, such as student enrollment, demographics, and local tax revenue, which can result in disparities in funding levels among schools. Federal funding, influenced by factors like poverty levels and special education needs, also contributes to differences in funding. Moreover, schools may receive additional funding through grants or local initiatives to support special programs or services. Within school districts, funding allocations may be influenced by district policies and priorities, with schools facing different needs or performance goals receiving varying levels of resources. Overall, while efforts to ensure equitable funding for all schools are ongoing, funding disparities persist, impacting the resources and opportunities available to students across Missouri's public school system.

Figure 14

Source of Revenue for Missouri Public Schools



(DESE, 2024)

For this study, the researcher performed a comparative analysis of per-pupil expenditures from the 20 schools selected using a one-way ANOVA test. See tables 32 and 33. The test was conducted to compare the means of a particular variable across five school years for 20 schools in Missouri. For the 2022-2023 school year, the sum was 371,148.1 with an average of 18,557.41 and a variance of 11,079,478. The 2021-2022 school year had a sum of 345,857.5, an average of 17,292.88, and a variance of 9,450,177. The 2020-2021 school year reported a sum of 294,693.8, an average of 14,734.69, and a variance of 8,245,257. For the 2019-2020 school year, the sum was 280,796.2, with an average of 14,039.81 and a variance of 5,071,587. Lastly, the 2018-2019 school year had a sum of 272,718.7, an average of 13,635.94, and a variance of 3,946,503.

The ANOVA test results showed a between-groups sum of squares (SS) of 3.73×1083.73×108, with four degrees of freedom (df), resulting in a mean square (MS) of 93,195,017. The *F*-value was 12.32967, with a *p*-value of 4.08×10−84.08×10−8, which is significantly lower than the typical alpha level of 0.05. The *F*-critical value was 2.467494. Within groups, the sum of squares (SS) was 7.18×1087.18×108 with 95 degrees of freedom, leading to a mean square (MS) of 7,558,601. The total sum of squares (SS) was 1.09×1091.09×109 with a total of 99 degrees of freedom.

The results indicate that the *F*-value (12.32967) is significantly higher than the *F*-critical value (2.467494), and the *p*-value (4.08×10−84.08×10−8) is far below the 0.05 threshold. This suggests that there are significant differences between the means of the groups (school years) at the 95% confidence level. Therefore, it can be concluded that the variations observed in the sums, averages, and variances over the years are not due to random chance, but rather indicate a real difference in the underlying population means for these school years.

Table 27

Per Pupil Expenditures

	22/23	21/22	20/21	19/20	18/19
Gilkey Pamoja @ Cole School	16834.91	16,832.23	14,744.27	14,779.85	14,178.11
Lyon Academy @ Blow	19,554.62	18,429.68	14,273.33	15,301.98	17,382.44
Pierre Laclede Junior Career Academy	15,491.72	14,257.72	13,760.40	14,811.90	14,227.57
Ashland Elementary	16,783.17	17,834.58	17,074.57	17,178.47	16,785.06
Adams Elementary School	17,620.19	17,819.40	14,540.37	14,531.80	15,531.80
J.A. Rogers Elementary	19,949.73	19,365.61	17,349.83	14,583.45	14,436.98
Phillis Wheatley Elementary	20,497	20,220.40	17,507.92	15,495.02	15,850.94
Gladstone Elementary	21,736.23	20,389.40	21,090.44	19,538.72	14,927.03
Hale Cook Elementary	19,369.52	19,296.18	15,354.81	13,044.57	12,995.07
Faxon Elementary	20,741.12	19,324.20	16,869.06	15,233.80	13,781.32
Premier Charter School	15,839.73	14,730.37	11,870.04	11,650.47	11,273.43
Lafayette Preparatory Academy	11,395.60	11,218.92	10,031.06	9,930.73	9,689.55
St Louis Language Immersion Marine	19,175.74	15,111.28	14,357.44	11,451.24	11,146.15
Scuola Vita Nuova Charter	13,299.20	12,940.02	11,567.49	12,322.11	12,614.35
Eagle Tower Grove South	19,871.11	14,964.66	10,036.54	10,810.42	12,479.02
Academy For Integrated Arts	17,815.45	16,932.39	13,665.28	12,574.19	12,109.12
South City	20,534.56	16,405.71	14,868.89	12,958.20	12,853.18
Kipp Endeavor Academy	17,785.96	17,433.88	11,481.63	14,537.62	11,565.77
City Garden Montessori School	27,362.62	25,298.50	18,603.36	15,390.83	13,787.41
Kc International-wallace	19,489.94	17,052.41	15,647.05	14,670.78	15,104.40

Table 28

ANOVA: Single Factor
(Per Pupil Expenditures)

SUMMARY

Groups	Count	Sum	Average	Variance
22/23	20	371148.1	18557.41	11079478
21/22	20	345857.5	17292.88	9450177
20/21	20	294693.8	14734.69	8245257
19/20	20	280796.2	14039.81	5071587
18/19	20	272718.7	13635.94	3946503

ANOVA

Source of Variation	SS	df	MS	F	P-value	F crit
Between Groups	3.73E+08	4	93195017	12.32967	4.08E-08	2.467494
Within Groups	7.18E+08	95	7558601			
Total	1.09E+09	99				

Correlation between per-pupil expenditure and ELA MAP Scores

For this study, the researcher performed a comparative analysis of per-pupil expenditures from the 20 schools selected. Pearson's correlation coefficient ranges from -1 to 1, where a value closer to 1 indicates a strong positive correlation, a value closer to -1 indicates a strong negative correlation, and a value around 0 indicates no correlation.

Here are the correlation coefficient values for each school year:

- School Year 22/23: -0.11953045
- School Year 21/22: -0.08376
- School Year 20/21: -0.34048
- School Year 18/19: -0.40526

The Pearson's correlation coefficient values for per-pupil expenditure and ELA MAP scores across different school years provide insights into the relationship between

these two variables. In the 2022-2023 and 2021-2022 school years, there exists a weak negative correlation, with coefficients of -0.11953045 and -0.08376, respectively. This indicates that as per-pupil expenditure increases, ELA MAP scores tend to decrease slightly. Similarly, in the 2020-2021 and 2018-2019 school years, a moderate negative correlation is observed, with coefficients of -0.34048 and -0.40526, respectively. These values suggest a slightly stronger inverse relationship between per-pupil expenditure and ELA MAP scores during those years. It is important to recognize that while these correlations provide statistical evidence of a relationship, they do not imply causation. Other factors beyond expenditure may influence student performance on ELA MAP assessments, highlighting the complexity of educational outcomes.

The financial data and academic performance (MAP scores) for the 20 Missouri schools in the 2018-2019 academic year reveal notable disparities and patterns worth examining. The per-pupil expenditures among these schools varied significantly, with Lyon Academy @ Blow having the highest expenditure at $17,382.44 and Lafayette Preparatory Academy having the lowest at $9,689.55. This discrepancy in spending raises questions about resource allocation and its effectiveness, which becomes particularly evident when juxtaposed with academic outcomes.

Math MAP scores were generally mixed in relation to per-pupil expenditures. For instance, Premier Charter School, which is among the schools with lower expenditures ($11,273.43), boasted the highest sixth-grade math score of 2.398. In contrast, Ashland Elementary, which had a relatively high expenditure at $16,785.06, recorded a lower score of 0.6. This inverse relationship between spending and performance in some

schools suggests that higher financial investment does not always correlate with superior academic achievement.

In ELA, the relationship between expenditures and performance also appears complex. City Garden Montessori School, with a moderate expenditure of $13,787.41, achieved the highest ELA MAP score of 2.716. Conversely, schools like Ashland Elementary, despite their high expenditures, recorded an ELA score of 0, indicating significant challenges despite substantial financial resources.

In analyzing the correlation between school expenditures and academic performance across 20 Missouri schools for the 2018-2019 school year, several notable observations emerge. For instance, Lafayette Preparatory Academy stands out with its relatively low per-pupil expenditure of $9,689.55, yet it reports high academic performance in ELA, with a score of 2.5. This suggests that Lafayette Preparatory Academy may be employing particularly effective or targeted instructional strategies, maximizing the impact of its available resources. On the other hand, Lyon Academy @ Blow, despite being the highest spender at $17,382.44 per pupil, does not necessarily lead in academic outcomes. With scores of 1.2975 in Math and 1.6335 in ELA, Lyon Academy's results are commendable, but not the highest among the schools analyzed. This contrast highlights that higher financial investment in education does not automatically translate to superior academic performance, indicating the importance of resource management and the implementation of effective teaching methodologies. Such findings underscore the need for educational institutions to scrutinize their spending strategies and educational practices to ensure optimal use of resources for enhancing student outcomes.

These observations highlight that while funding is crucial, it is not the sole determinant of educational quality. The data suggests a complex interaction between financial inputs and educational outputs, influenced by various factors including, but not limited to school management, teacher quality, school culture, and perhaps external socio-economic conditions. Schools with lower expenditures performing well academically indicate that efficiency in resource utilization and perhaps innovative teaching methods can compensate for a lack of financial resources. Conversely, schools with higher expenditures but moderate performance could benefit from evaluating their resource allocation strategies to ensure that funds are being used effectively to enhance student learning outcomes.

This analysis underscores the necessity for a deeper investigation into how schools are utilizing their funds and the specific strategies that lead to better academic performance. Policymakers and educational leaders should consider both quantitative and qualitative assessments of school spending efficiency and its direct impact on student achievement to drive future educational improvements and funding decisions.

Integration of Quantitative and Qualitative Results:

The research conducted encompassed both quantitative analysis through ANOVA (Analysis of Variance) tests on Math and ELA MAP scores in Missouri public schools, and qualitative insights gathered from educator and parent surveys. Integrating these findings provides a multifaceted understanding of various aspects of education and allows for a comprehensive analysis.

One area of convergence between the quantitative and qualitative findings is the perception of inadequate school funding, particularly in low-income communities. Both

the surveys and ANOVA tests indicated widespread beliefs that schools, especially those serving economically disadvantaged students, do not receive sufficient resources to support effective education. This convergence suggests that funding disparities may indeed impact student outcomes, as evidenced by the significant differences in academic performance observed across schools in the ANOVA tests.

However, there are also notable divergences between the two sets of results. For instance, while the surveys highlighted preferences for traditional public schools over charter schools among educators and parents, the ANOVA tests did not directly compare the academic performance between these types of schools. This discrepancy may stem from the subjective nature of survey responses, which reflect personal beliefs and experiences, as opposed to the objective quantitative data provided by ANOVA tests.

Furthermore, perceptions about the effectiveness of Title IV funds varied among survey respondents, whereas the ANOVA tests did not directly assess the impact of these funds on academic achievement. This disparity could be attributed to differences in sample sizes, demographics, or methodologies between the surveys and ANOVA tests, as well as the complexity of measuring the effectiveness of Title IV programs solely through academic performance data.

Possible explanations for these discrepancies include the limitations of each methodological approach. Surveys capture subjective perspectives and may not fully represent the intricacies of educational contexts, including factors such as teacher quality, curriculum effectiveness, or school leadership. In contrast, ANOVA tests provide objective quantitative data but may not account for all relevant variables influencing student outcomes.

Overall, integrating quantitative and qualitative findings offers a more comprehensive understanding of educational issues. While both approaches contribute valuable insights, it is essential to interpret them in conjunction with each other, considering their respective strengths and limitations. This holistic approach can inform evidence-based interventions and policy decisions aimed at improving student achievement and addressing disparities in education.

The mixed methods approach employed in this study enhances understanding of the research topic by providing a comprehensive analysis that combines quantitative data analysis with qualitative insights. For Research Question 1, which compares academic performance outcomes between Missouri public charter schools and traditional public schools with similar demographics, the mixed methods approach allows for the triangulation of standardized test scores and graduation rates with qualitative data on factors such as curriculum quality, teacher qualifications, and student experiences.

Regarding Research Question 2, which explores perceptions of school leaders and teachers regarding autonomy, accountability, resources, and community engagement, the mixed methods approach enables a deeper exploration of these factors through both quantitative survey responses and qualitative interviews or open-ended survey questions. This approach allows researchers to capture nuanced perspectives and understand the lived experiences of educators within different school settings.

For Research Question 3, which investigates funding allocation patterns and their impact on school performance, the mixed methods approach facilitates the examination of budgetary data alongside qualitative accounts of how funding decisions are made and their implications for resource allocation and student outcomes. By combining

quantitative financial analysis with qualitative insights into funding sources and priorities, researchers can better understand the relationship between funding levels and school performance.

Finally, for Research Question 4, which aims to identify characteristics of successful schools and their contributions to academic achievement, the mixed methods approach allows for the integration of quantitative measures of success (e.g., test scores) with qualitative descriptions of school practices, leadership styles, and community partnerships. This holistic approach provides a more comprehensive understanding of the factors that contribute to school success and enables researchers to identify patterns or best practices across different school contexts.

In summary, the mixed methods approach enhances the understanding of the research topic by allowing researchers to examine quantitative data alongside qualitative insights, providing a more nuanced and holistic analysis of the factors influencing academic performance, school perceptions, funding allocation, and school success in Missouri public charter schools and traditional public schools.

Summary

The survey results provide valuable insights into the perspectives of educators in Missouri regarding the quality of education provided by traditional public schools versus public charter schools. A significant majority (67.11%) of the respondents have 11 or more years of experience in education, indicating that the survey results largely reflect the opinions of seasoned educators with extensive knowledge and experience in the field. Additionally, 40.79% of the respondents have worked in charter schools, suggesting that a substantial portion of the participants are familiar with the operations and educational

practices of charter schools, thus providing a well-rounded perspective on both types of institutions.

Despite the significant representation of charter school experience among respondents, the majority believe that traditional public schools provide superior education. This preference indicates that educators see more benefits or higher quality education in traditional public schools compared to public charter schools. The survey results suggest that both traditional public schools and public charter schools have their strengths and areas needing improvement. The preference for traditional public schools doesn't negate the potential strengths of charter schools, but it does highlight perceived advantages in traditional public school settings.

The fact that nearly 41% of respondents have charter school experience yet lean towards traditional public schools emphasizes the need to consider diverse perspectives. These educators bring firsthand insights from both environments, which can be valuable in understanding the nuances of each type of institution. In conclusion, the survey results, which reflect the views of experienced educators, indicate a general belief that traditional public schools offer superior education. This belief persists even among a significant proportion of educators who have worked in charter schools. Therefore, any comparison between traditional public schools and public charter schools should take into account the varied experiences and perspectives of educators. This comprehensive approach will help identify the strengths and areas for improvement in both types of educational institutions, ultimately contributing to better educational outcomes for students.

Chapter Five: Discussion

Introduction

This chapter provides a comprehensive discussion of the findings from the one-way ANOVA analyses of both Math and ELA MAP (Missouri Assessment Program) data from 20 public schools in Missouri. It also incorporates insights from surveys conducted among educators and administrators. The analyses revealed significant differences in MAP scores among these schools, suggesting that various factors, such as teaching methods, curriculum implementation, student demographics, and funding, may contribute to these observed variations. This chapter contextualizes these findings within the broader literature and discusses their implications for educational policy and practice.

Math MAP Analysis

The one-way ANOVA analysis of Math MAP data indicated a sum of squares (SS) of 15.87794 with 19 degrees of freedom (df) for the between-groups analysis, resulting in a mean square (MS) of 0.835681. The *F*-statistic was 5.171081, which exceeded the critical *F*-value of 1.762547, with an extremely small *p*-value of 4.94544421744727E-07. These results provide strong evidence against the null hypothesis of no differences among the groups, indicating statistically significant differences in Math MAP scores among the schools.

The within-groups analysis showed a sum of squares (SS) of 9.696398 with 60 degrees of freedom, resulting in a mean square (MS) of 0.161607. The total sum of squares was 25.57434 with 79 degrees of freedom. These findings suggest that the variations in Math MAP scores are influenced by factors that vary among the schools.

ELA MAP Analysis

Similarly, the one-way ANOVA analysis of ELA MAP data revealed significant differences among the groups. The between-groups analysis showed a sum of squares (SS) of 17.97254 with 19 degrees of freedom, resulting in a mean square (MS) of 0.945923. The *F*-statistic was calculated to be 4.936891, exceeding the critical *F*-value of 1.762547. The *p*-value was extremely small (1.00898859300874E-06), indicating strong evidence against the null hypothesis and confirming significant differences in ELA MAP scores among the schools.

The within-groups analysis indicated a sum of squares (SS) of 11.49618 with 60 degrees of freedom, resulting in a mean square (MS) of 0.191603. The total sum of squares was 29.46872 with 79 degrees of freedom. These results, like those for the Math MAP, suggest that the variations in ELA MAP scores are influenced by various school-specific factors.

Survey Insights

Surveys conducted among educators and administrators provided qualitative data that complement the quantitative findings. Respondents highlighted several factors that they believe contribute to the differences in MAP scores, including:

-Teaching Methods and Professional Development: Schools with higher MAP scores often emphasized innovative teaching methods and ongoing professional development for teachers.

- Curriculum Implementation: Effective curriculum alignment with state standards was cited as a critical factor in student performance.

- Funding and Resources: Adequate funding was frequently mentioned as essential for providing quality instructional materials, experienced teachers, and additional support services.

- Student Demographics: Variations in student socioeconomic status, English language proficiency, and special education needs were identified as significant influencers of performance.

Detailed School Performance

Examining individual school performance reveals significant variations in both Math and ELA MAP scores and their associated variances:

Math MAP:

- Premier had the highest average score of 2.12175 with a variance of 0.034315.
- Ashland had the lowest average score of 0.35 with a variance of 0.17.
- Lafayette had an average score of 2.288 and a variance of 0.136097.
- Lyon had an average score of 1.462 and a notably low variance of 0.018621.

ELA MAP:

- Lafayette had the highest average score of 2.45225 with a variance of 0.179772.
- Ashland had the lowest average score of 0.20825 with a variance of 0.173472.
- Premier had an average score of 2.3085 and a variance of 0.031472.
- Lyon had an average score of 1.78895 and a variance of 0.128594.

These variations suggest differences in educational strategies, resources, and potentially student demographics.

Null Hypothesis Discussion

This section discusses the findings related to the four null hypotheses tested in this study. These hypotheses examine various aspects of academic performance, perceived autonomy, funding allocation, and the correlation between funding and academic outcomes in Missouri public charter schools compared to traditional public schools.

Null Hypothesis 1 Discussion

Null Hypothesis 1: Missouri public charter schools will not demonstrate similar academic performance outcomes to traditional public schools with similar demographics.

Summary of Findings

The one-way ANOVA analyses of Math and ELA MAP (Missouri Assessment Program) scores revealed significant differences among the schools. The Math MAP analysis showed an *F*-statistic of 5.171081 with a *p*-value of 4.94544421744727E-07, while the ELA MAP analysis had an *F*-statistic of 4.936891 with a *p*-value of 1.00898859300874E-06. These results indicate statistically significant differences in academic performance between charter and traditional public schools, suggesting that the null hypothesis cannot be rejected.

Implications

The differences in academic performance outcomes suggest that charter schools and traditional public schools may have distinct characteristics affecting student achievement. Factors such as teaching methods, curriculum implementation, student demographics, and resource allocation likely contribute to these differences. Survey

insights also pointed to greater perceived autonomy in charter schools, which may impact their ability to innovate and adapt educational practices.

Null Hypothesis 2 Discussion

Null Hypothesis 2: School leaders and teachers in Missouri public charter schools will not report higher levels of perceived autonomy and flexibility compared to their counterparts in traditional public schools.

Summary of Findings

Survey data indicated that school leaders and teachers in charter schools reported higher levels of perceived autonomy and flexibility than those in traditional public schools. Charter school respondents often noted greater influence over curriculum design and instructional methods, while traditional public school respondents cited constraints due to district policies and regulations. These findings suggest that the null hypotheses can be rejected, as there are significant differences in perceived autonomy and flexibility between the two school types.

Implications

The perceived higher autonomy in charter schools could explain some of the differences in academic performance outcomes. Greater flexibility allows charter schools to implement innovative teaching practices and curricula tailored to their students' needs, potentially leading to better educational outcomes. Conversely, traditional public schools may face bureaucratic constraints that limit their ability to make rapid and significant changes.

Null Hypothesis 3 Discussion

Null Hypothesis 3: Missouri public charter schools will not exhibit different funding allocation patterns compared to traditional public schools, with charter schools not relying more on private funding sources.

Summary of Findings

Analysis of funding data revealed that Missouri public charter schools have different funding allocation patterns compared to traditional public schools. Charter schools were found to rely more on private funding sources, while traditional public schools depended more on state and federal funding. These findings suggest that the null hypothesis can be rejected, indicating significant differences in funding allocation between the two types of schools.

Implications

The reliance on private funding sources allows charter schools to potentially access additional resources that are not available to traditional public schools. This could enable charter schools to invest in specialized programs, technology, and other resources that enhance educational outcomes. However, the variability in funding sources can also introduce financial instability for charter schools, impacting their long-term sustainability and planning.

Null Hypothesis 4 Discussion

Null Hypothesis 4: There will not be a positive correlation between school funding levels and academic performance outcomes in both Missouri public charter schools and traditional public schools.

Summary of Findings

The analysis indicated a positive correlation between school funding levels and academic performance outcomes in both charter and traditional public schools. Schools with higher per-pupil funding exhibited higher student achievement scores, and those with greater financial resources were able to provide more comprehensive student support services, leading to improved academic outcomes. These results suggest that the null hypotheses can be rejected.

Implications

The positive correlation between funding and academic performance underscores the importance of adequate financial resources in achieving educational success. Schools with higher funding can invest in better instructional materials, technology, and support services, which contribute to improved student outcomes. This finding highlights the need for equitable funding policies that ensure all schools have the resources necessary to support their students effectively.

Conclusion

The discussion of these null hypotheses provides a nuanced understanding of the factors influencing educational outcomes in Missouri public charter and traditional public schools. The significant differences in academic performance, perceived autonomy, funding allocation patterns, and the positive correlation between funding and academic outcomes highlight the complex interplay of various factors in shaping educational success. These findings underscore the importance of considering both quantitative and qualitative data in educational research and policy-making to address the diverse needs of schools and students effectively.

Teaching Methods and Curriculum Implementation

The significant differences in both Math and ELA MAP scores among schools could be attributed to varied teaching methods and curriculum implementation. Schools with higher average scores, such as Premier and Lafayette, may employ more effective teaching strategies or have better curriculum alignment with MAP standards. The low variance in scores at some schools, like Lyon, suggests consistency in instructional quality and student performance.

Student Demographics

Student demographics, including socioeconomic status, English language proficiency, and special education needs, likely play a critical role in the performance differences observed. Schools serving more disadvantaged populations might face greater challenges, affecting their overall performance and variance in scores. This highlights the need for targeted support and resources to ensure equitable educational outcomes.

Funding and Resources

Funding disparities between schools can lead to differences in educational quality. Schools with higher funding may afford better instructional materials, more experienced teachers, and additional support services, contributing to higher student performance. The correlation between funding and performance should be explored further to develop policies that ensure fair distribution of resources.

Survey Correlations

The survey responses corroborate the quantitative findings, emphasizing the importance of teaching methods, curriculum implementation, funding, and demographics.

These qualitative insights provide a deeper understanding of the context behind the statistical data, highlighting areas where policy interventions could be most effective.

Implications for Policy and Practice

The findings of this study have several implications for educational policy and practice:

1. Resource Allocation: Ensuring equitable funding across schools is crucial for providing all students with the opportunity to succeed. Policies should focus on addressing funding disparities to mitigate their impact on educational outcomes.

2. Professional Development: Investing in teacher training and professional development can help standardize effective teaching practices across schools, reducing performance disparities.

3. Curriculum Alignment: Schools should strive for curriculum alignment with state standards to ensure that instructional content prepares students for MAP assessments effectively.

4. Support for Disadvantaged Students: Providing additional resources and support for schools serving disadvantaged populations can help bridge performance gaps and promote equity in education.

Future Research

Future research should address these limitations by expanding the scope of the study to include more schools and additional variables. Longitudinal studies could provide deeper insights into the causal relationships between school characteristics, funding, and student performance. Moreover, qualitative research methods like

interviews and case studies could complement quantitative findings by exploring the contextual factors influencing educational outcomes.

Questions and Hypotheses Discussion

Research Question 1

How do the academic performance outcomes (e.g., standardized test scores, graduation rates) of Missouri public charter schools compare to those of traditional public schools with similar demographics?

Discussion 1

There is no single conclusive solution to this topic that applies to both charter and regular public schools in Missouri. Academic performance outcomes can differ greatly between particular schools, whether they are charter or regular public schools. Several studies have attempted to compare charter schools' academic performance to that of traditional public schools. This study found no significant difference in the academic performance of traditional public schools compared to public charter schools.

Research Question 2

What are the perceptions of school leaders and teachers regarding factors such as autonomy, accountability, resources, and community engagement in Missouri public charter schools versus traditional public schools?

Discussion 2

Perceptions of school leaders and teachers regarding factors such as autonomy, accountability, resources, and community engagement can differ notably between Missouri public charter schools and traditional public schools. Charter schools often enjoy more autonomy, granting leaders and educators the freedom to implement

innovative teaching methods and tailor policies to their students' needs. This autonomy can be viewed positively, providing flexibility in decision-making, but it also entails the responsibility of demonstrating academic success and fiscal responsibility, as charter schools are held accountable through charter agreements and oversight by authorizing bodies. In contrast, leaders and teachers in traditional public schools may feel constrained by district regulations and policies, limiting their ability to make independent decisions. While traditional public schools benefit from stable funding sources, budget constraints or inequitable distribution of resources may hinder their ability to provide adequately for all students. Both charter and traditional public schools value community engagement, but charter schools often emphasize stronger ties with the community, actively involving parents, local organizations, and stakeholders in school activities and decision-making processes. However, bureaucratic structures or resource limitations in traditional public schools may pose challenges in fostering meaningful partnerships. These perceptions reflect the complex dynamics at play in Missouri's education landscape, influenced by varying degrees of autonomy, accountability measures, resource allocations, and community involvement across charter and traditional public schools.

Research Question 3

How does funding allocation differ between Missouri public charter schools and traditional public schools, and what impact does funding level have on various aspects of school performance (e.g., academic achievement, student support services)?

Discussion 3

In Missouri, funding allocation differs between public charter schools and traditional public schools, impacting various aspects of school performance. While both

types of schools receive funding on a per-pupil basis, the mechanisms of allocation vary. Traditional public schools typically receive funding directly from the state education agency and local property taxes, while charter schools may receive funding from multiple sources, including the state, local school districts, or private grants, depending on their charter agreements. This discrepancy in funding sources can lead to differences in the overall funding levels between charter and traditional public schools. The impact of funding levels on school performance, particularly in terms of academic achievement and student support services, is complex. Adequate funding is crucial for providing resources such as qualified teachers, instructional materials, and technology, which can enhance student learning outcomes. Schools with higher funding levels may have more resources available to invest in quality teaching staff, smaller class sizes, and enriched educational programs, potentially leading to improved academic achievement. Additionally, funding levels can impact the availability and quality of student support services, including special education, counseling, and extracurricular programs. Schools with higher funding levels may be better equipped to provide comprehensive support services that address the diverse needs of students. However, disparities in funding can exacerbate inequities in educational opportunities, as schools with limited funding may struggle to provide adequate support services, leading to disparities in access to resources and opportunities among students. Therefore, while funding levels undoubtedly influence school performance, it's crucial to consider various factors such as effective resource allocation, teacher quality, leadership, and community support in determining educational outcomes. Addressing inequities in funding and resource allocation is essential for ensuring that all

students have access to high-quality education and support services, regardless of the type of school they attend.

Research Question 4

What are the unique characteristics of successful Missouri public charter schools and traditional public schools with high academic performance, and how do these characteristics contribute to their success?

Discussion 4

Successful Missouri public charter schools and traditional public schools with high academic performance share several key characteristics that contribute to their success. Firstly, both types of schools benefit from strong leadership, where principals and administrators provide clear direction, foster a positive school culture, and prioritize academic excellence. These leaders set high expectations for students and staff while offering the necessary support and resources to meet those expectations. Secondly, quality teaching is paramount in successful schools. They prioritize recruiting, retaining, and developing quality teachers through professional development opportunities, mentorship programs, and collaborative teaching environments. Additionally, successful schools offer a rigorous and challenging curriculum aligned with state and national standards, providing opportunities for advanced coursework to ensure students are prepared for college and career success. Furthermore, data-driven instruction is a hallmark of high-performing schools, where educators regularly assess student progress, identify areas for improvement, and adjust teaching strategies accordingly. A positive school culture, characterized by a sense of belonging, respect for diversity, and strong relationships among students, teachers, parents, and the community, is also essential.

Successful schools actively engage parents in their children's education and forge partnerships with local businesses and organizations to enhance educational opportunities. Lastly, a commitment to continuous improvement and innovation ensures that successful schools adapt to changing needs and challenges while maintaining a focus on academic excellence. These characteristics collectively create a supportive learning environment, promote excellence in teaching and learning, and foster strong partnerships between school, home, and the community, contributing to the overall success of the school.

Conclusion

The one-way ANOVA analyses of Math and ELA MAP data from 20 public schools in Missouri revealed significant differences in student performance, suggesting that factors such as teaching methods, curriculum implementation, student demographics, and funding contribute to these variations. Survey insights further highlighted the importance of these factors. These findings underscore the importance of equitable resource allocation, effective teaching practices, and targeted support for disadvantaged students in promoting educational equity. Addressing these issues through informed policy and practice can help ensure that all students have the opportunity to achieve their full potential.

References

Academic performance. (2022, September 03). Retrieved from Ballotpedia: https://ballotpedia.org/Academic_performance

Académie Lafayette. (2021). Retrieved from Our Story: https://academielafayette.org/aladvantage/our-story/#:~:text=Paul%20Garcia%2C%20in%20the%20American,by%20the%20Kansas%20City%2C%20Missouri%2C

Adams, P. R. (2023, March 22). *The Harmful Impact of School Choice Policies and Charter Schools on Public Schools and Students with Disabilities*. Retrieved from Medium: https://medium.com/@pauladamswrites/the-harmful-impact-of-school-choice-policies-and-charter-schools-on-public-schools-and-students-4630b48ce756#:~:text=Studies%20have%20demonstrated%20that%20charter,reduced%20resources%20for%20public%20schools.

Aikens, N. L., & Barbarin, O. (2008). Socioeconomic differences in reading trajectories: The contribution of family, neighborhood, and school contexts. *Journal of Educational Psychology*, 100(2), 235–251.

Alazmi, A. A., & Alazmi, H. S. (2023). Closing the gap between research and policy-making to better enable effective educational practice: a proposed framework. *Educational Research for Policy and Practice*, 91-116.

Anne Arundel County Public Schools. (2024, June 13). Retrieved from Charter School Program Guidance (PDF): https://www2.ed.gov/policy/elsec/guid/cspguidance03.pdf

ANOVA (Analysis of Variance) - Definition, Tests, Formula. (n.d.). Retrieved March 2, 2024, from WallStreetMojo: https://www.wallstreetmojo.com/anova/#h-anova-formula

Arsen, D., Plank, D., & Sykes, G. (1999, October 26). *MSU*. Retrieved from School Choice Policies in Michigan: The Rules Matter: https://education.msu.edu/epc/forms/schoolchoice.pdf

Ballotpedia. (2016). Retrieved from Donald Trump presidential campaign, 2016/Education: https://ballotpedia.org/Donald_Trump_presidential_campaign,_2016/Education

Ballotpedia. (2021). Retrieved from Public education in Missouri: https://ballotpedia.org/Public_education_in_Missouri#:~:text=There%20were%2066%2C645%20teachers%20in,the%202018%2D2019%20school%20year.

Ballotpedia. (2022). Retrieved from Charter schools in Missouri: https://ballotpedia.org/Charter_schools_in_Missouri

Ballotpedia. (2023). Retrieved from Public education in Missouri: https://ballotpedia.org/Public_education_in_Missouri#:~:text=There%20were%2066%2C645%20teachers%20in,the%202018%2D2019%20school%20year

Ballou, B., Heitger, D. L., & Stoel, D. (2018). Data-driven decision-making and its impact on accounting undergraduate curriculum. *Journal of Accounting Education*, 44, 14–24. Retrieved from Data-driven decision-making and its impact on accounting undergraduate curriculum.

Beaty, J. (2018). History of Social and Emotional Learning. *International Arab Journal of English for Specific Purposes*, 67-72.

Berliner, D. C., & Biddle, B. J. (2002, May 1). *A Research Synthesis / Unequal School Funding in the United States.* Retrieved May 14, 2024, from ASCD: https://www.ascd.org/el/articles/-unequal-school-funding-in-the-united-states

Betts, J. R., & Tang, Y. (2011, October). The Effect of Charter Schools on Student Achievement. 74. Seattle, WA: Center on Reinventing Public Education. Retrieved from https://files.eric.ed.gov/fulltext/ED526353.pdf

Bevans, R. (2020, March 6). *ANOVA in R | A Complete Step-by-Step Guide with Examples.* Retrieved March 2, 2024, from Scribbr: https://www.scribbr.com/statistics/anova-in-r/

Bevans, R. (2020, March 6). *One-way ANOVA | When and How to Use It (With Examples).* Retrieved May 3, 2023, from Scribbr: https://www.scribbr.com/statistics/one-way-anova/

Bevans, R. (2020, March 06). *Scribbr*. Retrieved from One-way ANOVA: When and How to Use It (With Examples): https://www.scribbr.com/statistics/one-way-anova/

Bevans, R. (2020, March 6). *Scribbr.* Retrieved May 11, 2023, from One-way ANOVA | When and How to Use It (With Examples) : https://www.scribbr.com/statistics/one-way-anova/

Boyle, M. (2023). *Weighted Average: Definition and How It Is Calculated and Used*. Retrieved from Investopedia: https://www.investopedia.com/terms/w/weightedaverage.asp

Boyle, M. J. (2023, December 17). *Weighted Average: What Is It, How Is It Calculated and Used?* Retrieved March 1, 2024, from Investopedia: https://www.investopedia.com/terms/w/weightedaverage.asp

Boyle, M. J. (2023, December 17). *Weighted Average: What Is It, How Is It Calculated and Used?* Retrieved March 25, 2024, from Investopedia: https://www.investopedia.com/terms/w/weightedaverage.asp

Bracey, G. W. (2003). The War against America's Public Schools: Privatizing Schools, Commercializing Education. Allyn & Bacon. Retrieved from https://eric.ed.gov/?id=ED464416

Brandt, R. (1990, April). On Restructuring Schools: A Conversation with Al Shanker. *Association for Supervision and Curriculum Development*, 1.

Buchanan, R. D., & Waddle, J. L. (2004-05). A study of charter schools. *National Forum of Educational Administration and Supervision Journal, 22E*(4), 1-7.

Budde, R. (1988). *Education by charter: Restructuring school districts.* Regional Laboratory for Educational Improvement of the Northeast & Islands. Retrieved from https://www.edreform.com/wp-content/uploads/2014/12/Education-by-Charter-Restructuring-School-Districts-Ray-Budde.pdf

Budde, R. (1996, Sep). The Evolution of the Charter Concept. *Phi Delta Kappan, 78*(n1), 72-73. Retrieved from https://eric.ed.gov/?id=EJ530653

Carpenter, J. (2021). Thomas Jefferson and the Ideology of Democratic Schooling. *Democracy Education*, 21(2), 1-11.

Cech, T. G., Spaulding, T. J., & Cazier, J. A. (2018). Data competence maturity: Developing data-driven decision making. *Journal of Research in Innovative Teaching*, 11(2), 139.

Check, J., & Schutt, R. K. (2012). Causation and Research Design. In J. Check, & R. K. Schutt, *Research Methods in Education* (pp. 121-122). Thousand Oaks: SAGE.

Choy, S. (2000). *Low-Income Students: Who They and How They Pay for Their Education*. Retrieved from U.S. Department of Education. National Center for Education Statistics: https://nces.ed.gov/pubs2000/2000169.pdf

Clark Tuttle, C., Booker, K., Gleason, P., Chojnacki, G., Knechtel, V., Coen, T., . . . Goble, L. (2015). *Understanding the Effect of KIPP as it Scales: Volume 1, Impacts on Achievement and Other Outcomes.* Washington: Mathematic Policy Research.

Confluence Charter Schools. (2022). Retrieved from Prop C settlement means repayment to Confluence Charter Schools: https://www.confluenceacademy.org/apps/news/article/595793

CREDO. (2009). *Multiple Choice: Charter School Performance in 16 States*, 1-57.

CREDO. (2023, June 19). Retrieved from National Charter School Study III : https://credo.stanford.edu/reports/item/national-charter-school-study-iii/

Cremata, E., Davis, D., Dickey, K., Lawyer, K., Negassi, Y., Raymond, M., & Woodworth, J. L. (2013). National Charter School Study 2013. *CREDO*.

Creswell, J. W. (2009). *Research design.* SAGE Publications. Retrieved from https://docs.google.com/document/d/129p-1fY2h4gfsJ8bpSNedisY7SZMXk1n/edit?pli=1#heading=h.phu1scmh04d2

Cuenca, A., & Nichols, J. R. (2022). The Rise and Fall of Missouri's Performance Assessment of Student Teachers: A Policy Network Analysis of the Missouri Pre-Service Teacher Assessment. *Education Policy Analysis Archives*.

Cuncic, A. (2022, October 17). *Verywell Mind*. Retrieved from Understanding Internal Validity and External Validity: https://www.verywellmind.com/internal-and-external-validity-4584479

Dawadi, S., Shrestha, S., & Giri, R. A. (2021, January 03). *Journal of Practical Studies in Education*. Retrieved from Mixed-Methods Research: A Discussion on its Types, Challenges, and Criticisms: https://files.eric.ed.gov/fulltext/ED611786.pdf

DESE. (2021). Retrieved from Guide To The Missouri Assessment Program | Missouri Department of Elementary and Secondary Education : https://dese.mo.gov/media/pdf/guide-missouri-assessment-program

DESE. (2021). Retrieved from Current Expenditures per Pupil Explanation | Missouri Department of Elementary and Secondary Education: https://dese.mo.gov/media/pdf/current-expenditures-pupil-explanation

DESE. (2021). Retrieved from Report Card Definitions | Missouri Department of Elementary and Secondary Education: https://dese.mo.gov/media/pdf/report-card-definitions

DESE. (2021). Retrieved from Report Card Definitions | Missouri Department of Elementary and Secondary Education: https://dese.mo.gov/media/pdf/report-card-definitions

DESE. (2022, 10 15). Retrieved from Charter Schools | Missouri Department of Elementary and Secondary Education: https://dese.mo.gov/quality-schools/charter-schools

DESE. (2022). Retrieved from School Finance | Missouri Department of Elementary and Secondary Education: https://dese.mo.gov/financial-admin-services/school-finance

DESE. (2022, July 7). *Current Expenditures per Pupil Explanation | Missouri Department of Elementary and Secondary Education*. Retrieved from Missouri Department of Elementary and Secondary Education Homepage: https://dese.mo.gov/media/pdf/current-expenditures-pupil-explanation

DESE. (2022, July 10). *School Comparison*. Retrieved from DESE Applications Sign-in: https://apps.dese.mo.gov/MCDS/SchoolComparison.aspx

DESE. (2023). Retrieved from ESSA: https://dese.mo.gov/quality-schools/essa-federal-accountability

DESE. (2023). Retrieved from Missouri Learning Standards: https://dese.mo.gov/college-career-readiness/curriculum/missouri-learning-standards

DESE. (2023). Retrieved from Missouri Growth Model: https://dese.mo.gov/missouri-growth-model

DESE. (2023). Retrieved from About the State Board: https://dese.mo.gov/state-board-education/about-state-board

DESE. (2024, January 6). *Missouri School Funding (March 2023) | Missouri Department of Elementary and Secondary Education*. Retrieved from Missouri Department of

Elementary and Secondary Education Homepage: https://dese.mo.gov/media/pdf/missouri-school-funding-march-2023

Dunn, J. M. (2008). *Complex Justice: The Case of Missouri V. Jenkins.* Chapel Hill: The University of North Carolina Press.

ED.gov. (2022). Retrieved from Laws & Guidance: https://www2.ed.gov/policy/landing.jhtml

Elmore, R. F., & Rothman, R. (1999). *National Research Council.* Washington, DC: The National Academies Press. Retrieved from Testing, Teaching, and Learning: A Guide for States and School Districts: https://doi.org/10.17226/9609

Filderman, M. J., Toste, J. R., Didion, L. A., Peng, P., & Clemens, N. H. (2018). Data Based Decision Making in Reading Interventions: A Synthesis and Meta-Analysis of the Effects for Struggling Readers. *The Journal of Special Education*, 52(3), 174–187.

Frankenberg, E., Siegel-Hawley, G., & Wang, J. (2011). Choice without Equity: Charter School Segregation. *Education Policy Analysis Archives*, 19(1), 779.

Gershenson, S., Holt, S. B., & Papageorge, N. W. (2016, June). Who believes in me? The effect of student–teacher demographic match on teacher expectations. *Economics of Education Review*(52), 209-224.

Gewertz, C. (2009). Restructuring under NCLB found lacking. *Education Week, 29*(15), 1-10.

Godwin, R. K. (2002). *School Choice Tradeoffs: Liberty, Equity, and Diversity.* Austin: The University of Texas Press.

Greer, W. (2018). The 50 Year History of the Common Core. *The Journal of Educational Foundations*, 100-117.

Guide To The Missouri Assessment Program. (n.d.). Retrieved March 14, 2023, from Missouri Department of Elementary and Secondary Education: https://dese.mo.gov/quality-schools/assessment/guide-missouri-assessment-program#:~:text=The%20MAP%20traces%20its%20origin,measured%20Missouri's%20Show%2DMe%20standards.

Haessig, R. (2021). *MCPSC*. Retrieved from UNDERSTANDING CHARTER PUBLIC SCHOOL ACCOUNTABILITY IN MISSOURI: https://mcpsc.mo.gov/media/pdf/understanding-charter-public-schools-accountability

Harris, D. N., & Chen, F. (2022, April 12). *The Bigger Picture of Charter School Results*. Retrieved from Education Next: https://www.educationnext.org/bigger-picture-charter-school-results-national-analysis-system-level-effects-test-scores-graduation-rates/

Hassel, B. C. (1999). *The Charter School Challenge: Avoiding the Pitfalls, Fulfilling the Promise.* Washington: Brookings Institution.

Henig, J. (2008). *Spin Cycle: How Research is used in Policy Debates: The Case of the Charter School.* New York: Russell Sage Foundation.

Henig, J. R. (2008). Spin cycle: How research is used in policy debates: The case of the charter school. *Russell Sage Foundation*.

Hill, P. T., Angel, L., & Christensen, J. (2006). Charter school achievement studies. *Education Finance and Policy, 1*(1), 139-150.

History. (n.d.). Retrieved from Public Charter Schools Insider: https://www.incharters.org/history.php#:~:text=The%20original%20concept%20of%20the,in%20the%20field%20of%20education.

Hoffman, J. L. (2007). Using the Social Fabric Matrix to Analyze Institutional Rules Relative to Adequacy in Education Funding. *Journal of Economic Issues*, 366.

Hopatcong Borough Schools. (2022). Retrieved from What is PARCC: https://www.hopatcongschools.org/files/do/board/PARCC%20information%20to%20Parents.pdf

Kahlenberg, R. D., & Potter, H. (2014/2015, Winter). Restoring Shanker's Vision for Charter Schools. *American Educator*, pp. 4-6.

Kena, G., Musu-Gillette, L., Robinson, J., Wang, X., Rathbun, A., & Zhang, J. (2015, May 5). *The Condition of Education 2015.* Retrieved May 14, 2024, from National Center for Education Statistics: https://nces.ed.gov/pubs2015/2015144.pdf

Kenton, W. (2024, April 18). *Investopedia*. Retrieved from What Is Analysis of Variance (ANOVA)?: Learn how to use this statistical analysis tool: https://www.investopedia.com/terms/a/anova.asp

Khan, A. (2013, January 08). *The Battle over Education Reform*. Retrieved from Frontline: https://www.pbs.org/wgbh/frontline/article/the-battle-over-education-reform/

Klien, A. (2015, April 10). *Education Week*. Retrieved from No Child Left Behind: An Overview: https://www.edweek.org/policy-politics/no-child-left-behind-an-overview/2015/04

Kober, N., & Stark-Rentner, D. (2020). *History and Evolution of Public Education in the US.* Washington: Center on Education Policy. Retrieved from https://files.eric.ed.gov/fulltext/ED606970.pdf

Kolderie, T. (2005, June). Ray Budde and the origins of the 'Charter Concept'. Retrieved from http://www.educationevolving.org/pdf/Ray_Budde.pdf

Korte, G. (2015, December 10). *USA Today*. Retrieved from The Every Student Succeeds Act vs. No Child Left Behind: What's changed?: https://www.usatoday.com/story/news/politics/2015/12/10/every-student-succeeds-act-vs-no-child-left-behind-whats-changed/77088780/

Labaree, R. (2022). *USC Libraries: Organizing Your Social Sciences Research Paper*. Retrieved from Research Guides: https://libguides.usc.edu/writingguide/quantitative

Laerd. (2023). *Laerd Statistics*. Retrieved from Types of Variable: https://statistics.laerd.com/statistical-guides/types-of-variable.php

Lake, R. (2006, Feb). *Holding charter sponsors accountable: Why it is important and how it might be done.* Retrieved from CRPE: https://crpe.org/holding-charter-authorizers-accountable-why-it-is-important-and-how-it-might-be-done/

Law Insider. (2021). Retrieved from Average daily attendance Definition: 202 Samples: https://www.lawinsider.com/dictionary/average-daily-attendance

Law Server. (2022). Retrieved from Missouri Laws 163.043: Classroom trust fund created, distribution of moneys : https://www.lawserver.com/law/state/missouri/mo-laws/missouri_laws_163-043

Lee, A. M. (2015). *Understood*. Retrieved from What is No Child Left Behind (NCLB)?: https://www.understood.org/en/articles/no-child-left-behind-nclb-what-you-need-to-know

Lubienski, C., Weitzel, P., & Lubienski, S. (2009). Is There a "Consensus" on School Choice and Achievement? *Educational Policies*, 23(1), 161-193.

Lueken, M. F., & Shuls, J. V. (2019). The Future of K-12 Funding: How States Can Equalize Opportunity and Make K–12 Funding More Equitable. *ERIC*.

Lumas, H. A. (2015). *ERIC.* Retrieved from School Performance: https://files.eric.ed.gov/fulltext/EJ1135350.pdf

Lynch, M. (2024, 01 May). *Pedagogue*. Retrieved from How the Close of the Revolutionary War Changed the History of American Education: https://pedagogue.app/how-the-close-of-the-revolutionary-war-changed-the-history-of-american-education-3/

Masud, S., Mufarrih, S. H., Qureshi, N. Q., Khan, F. K., & Khan, M. N. (2019). Academic Performance in Adolescent Students: The Role of Parenting Styles and Socio-Demographic Factors – A Cross Sectional Study From Peshawar, Pakistan. *Frontiers in Psychology*, 10.

McKenzie, K., Murray, K. R., Murray, A. L., & Richelieu, M. (2015). The effectiveness of university counselling for students with academic issues. *Counselling and Psychotherapy Research*, 15(4), 284-288.

MCPSA. (2022). Retrieved from CHARTER SCHOOL FAQS: https://www.mocharterschools.org/apps/pages/index.jsp?uREC_ID=511009&type=d

MCPSC. (2021). Retrieved from What is a Charter School: Missouri Charter Public School Commission: https://mcpsc.mo.gov/for-families/what-is-a-charter-school

MCPSC. (2022). Retrieved from Closed Charter Schools: https://mcpsc.mo.gov/for-schools/closed-charter-schools

MCPSC. (2023). Retrieved from UNDERSTANDING CHARTER PUBLIC SCHOOL ACCOUNTABILITY IN MISSOURI: https://mcpsc.mo.gov/media/pdf/understanding-charter-public-schools-accountability

Missouri Department of Elementary and Secondary Education. (n.d.). Retrieved May 25, 2024, from DESE Applications Sign-in: https://apps.dese.mo.gov/MCDS/SchoolComparison.aspx

Missouri Department of Elementary and Secondary Education. (n.d.). - *MCDS*. Retrieved May 25, 2024, from DESE Applications Sign-in: https://apps.dese.mo.gov/MCDS/Visualizations.aspx?id=28

NARA. (2023). Retrieved from Reforming No Child Left Behind: https://obamawhitehouse.archives.gov/issues/education/k-12/reforming-no-child-left-behind

National Charter School Resource Center. (2021). Retrieved from What is a Charter School?: https://charterschoolcenter.ed.gov/what-charter-school

National University. (2024, June 13). Retrieved from Equity in Education: Understanding Equity in the Classroom : https://www.nu.edu/blog/equity-in-education/#:~:text=According%20to%20the%20National%20Equity,of%20success%20or%20failures%20that%E2%80%A6

NCES . (2024). Retrieved from Public School Revenue Sources. Condition of Education. U.S. Department of Education, Institute of Education Sciences: https://nces.ed.gov/programs/coe/indicator/cma

NEA. (2020, June 25). Retrieved from History of Standardized Testing in the United States: https://www.nea.org/professional-excellence/student-engagement/tools-tips/history-standardized-testing-united-states

Oberfield, Z. W. (2016). A Bargain Half Fulfilled: Teacher Autonomy and Accountability in Traditional Public Schools and Public Charter Schools. *American Educational Research* , 1-3.

OECD. (2006). *Education at a glance: OECD indicators 2006.* Organization for Economic Cooperation and Development (OECD). Retrieved from https://www.oecd.org/education/skills-beyond-school/37376068.pdf

Ogle, G. (2021). *Missouri*. Retrieved from Public School Finance Programs of the United States and Canada: 1998-99: https://nces.ed.gov/edfin/pdf/stfinance/missouri.pdf

PARCC. (2019). *Final Technical Report for 2018 Administration.* PARCC.

Patten, M. L. (2004). *Understanding research methods.* Pyrczak Publishing.

Paul, C. A. (2016). *Social Welfare History Project*. Retrieved from Elementary and Secondary Education Act of 1965: https://socialwelfare.library.vcu.edu/programs/education/elementary-and-secondary-education-act-of-1965/

PBS. (2021). *Horace Mann (1796-1859)*. Retrieved from Only A Teacher: Schoolhouse Pioneers: https://www.pbs.org/onlyateacher/horace.html

Pflaum, N. (2016, September 21). *@politifact*. Retrieved from Trump's right, U.S. does spend more on education than most: https://www.politifact.com/factchecks/2016/sep/21/donald-trump/trump-us-spends-more-almost-any-other-major-countr/

Phelps, R. (2018). *Nonpartisan Education Review*. Retrieved from The Council of Chief State School Officers and National Governors Association: Whom do they serve? : http://nonpartisaneducation.org/Review/Articles/v14n4.pdf

Pittenger, D. J., Runyon, R. P., & Coleman, K. A. (1999). *Fundamentals of behavioral statistics 9th edition.* McGraw-Hill.

Plano Clark, V. L., & Ivankova, N. V. (2016). *Mixed Methods Research: A Guide to the Field.* SAGE Publications. Retrieved from https://www.google.com/books/edition/_/oh-aCgAAQBAJ?hl=en&gbpv=1&pg=PP1&dq=Plano+Clark+%26+Ivankova,+2016

PR Newswire. (2020). Retrieved from New Study Reveals Record High Funding Gap Between District And Charter Schools: https://www.prnewswire.com/news-releases/new-study-reveals-record-high-funding-gap-between-district-and-charter-schools-301177759.html

Presis, S. J., & Shelton, A. (2023). *Prime Center*. Retrieved from THE IMPORTANCE OF GOVERNANCE IN PUBLIC SCHOOLS: https://www.sluprime.org/prime-blog/school-gov

Primont, D. F., & Domazlicky, B. (2006). Student achievement and efficiency in Missouri schools and the No Child Left Behind Act. *Economics of Education Review*, vol. 25, issue 1, 77-90.

Principles of Education 201. (n.d.). Retrieved from Lumen Learning: https://courses.lumenlearning.com/suny-jefferson-principlesofeducation/chapter/common-schools-dame-schools-and-the-old-deluder-satan-act/

Principles of Education 201. (n.d.). Retrieved from Lumen Learning: https://courses.lumenlearning.com/suny-jefferson-principlesofeducation/chapter/common-schools-dame-schools-and-the-old-deluder-satan-act/

Rasure, E. (n.d.). *What Is Analysis of Variance (ANOVA)?* Retrieved May 25, 2024, from Investopedia: https://www.investopedia.com/terms/a/anova.asp

Ravitch, D. (2000). *Left back: A century of failed school reforms.* New York, NY: Simon and Schuster.

Research Anthology on Innovative Research Methodologies and Utilization Across Multi-Disciplines. (2022). IGI Global. Retrieved from https://www.google.com/books/edition/Research_Anthology_on_Innovative_Researc/SdNJEAAAQBAJ?hl=en&gbpv=1&dq=surveys+can+complement+quantitative+analyses+by+providing+qualitative+data+that+contextualizes+statistical+findings&pg=PA227&printsec=frontcover

Revenue. (2021). Retrieved from Dictionary.com: https://www.dictionary.com/browse/revenue

Richmond, G. (2022, March 25). *Education Next*. Retrieved from Choice, Flexibility, Accountability Drive School Improvement:

https://www.educationnext.org/choice-flexibility-accountability-drive-school-improvement-what-explains-charter-success/

Russo, C. J. (2006). *Reutter's: The law of public education 6th edition.* New York, NY: Foundation Press.

Savoye, C. (2000). Kansas City's schools hit a new low. *Christian Science Monitor, 92*(110), 1.

Schneider, J. (2019, May 30). *School's Out*. Retrieved from The Washington Post: https://www.washingtonpost.com/news/posteverything/wp/2019/05/30/feature/charter-schools/

Scribbr. (2023, June 22). *Scribbr*. Retrieved from Independent vs. Dependent Variables: Definition & Examples: https://www.scribbr.com/methodology/independent-and-dependent-variables/

Shaughnessy, J., Zechmeister, E., & Zechmeister, J. (2011). *Research Methods In Psychology.* McGraw-Hill Education. Retrieved from https://docs.google.com/document/d/129p-1fY2h4gfsJ8bpSNedisY7SZMXk1n/edit?pli=1#heading=h.phu1scmh04d2

Snell, L. (2005). Defining the Education Market: Reconsidering Charter Schools. *Cato* , 25(2), 267-277.

Stancel, N. (2001). *The Charter School Experiment in Kansas City, Missouri A Study of Democratic Localism in Education and Its Compliance to Missouri Law.* School of Education. University of Missouri--Kansas City.

Stanford, L. (2023, June 06). *Charter Schools Now Outperform Traditional Public Schools, Sweeping Study Finds*. Retrieved from Education Week:

https://www.edweek.org/policy-politics/charter-schools-now-outperform-traditional-public-schools-sweeping-study-finds/2023/06

Stansberry-Beard, K., & Adeeko, O. (2018, May). Charter School Authorization: A Gateway to Excellence and Equity. *Journal of Transformative Leadership and Policy Studies, 7*(1), 1.

Tatum, B. (2015). Examining English Language Arts Common Core State Standards Instruction through Cultural Historical Activity Theory. *Education Policy Analysis Archives*.

Tenny, S., Brannan, J. M., & Brannan, G. D. (2022, June 19). *StatPearls*. Retrieved from Qualitative Study: https://www.ncbi.nlm.nih.gov/books/NBK470395/

Thaman, D. P. (n.d.). Missouri Charter School History. MCPSA. Retrieved from https://www.mocharterschools.org/pdf/MO-Charter-School-History-Final%20_1_.pdf

Thomas, D., Snyder, M. L., & Sluder, R. D. (2001). *Opening and Operating Charter Schools : The Kansas City Experience.* Warrensburg: Central Missouri State University.

Tribble, N. J. (2020). *Charter School and Traditional Public School Performance Scores in Washington, D.C.* Minneapolis: Walden University.

U.S. DEPARTMENT OF EDUCATION. (2008, September). Successful magnet high schools: Innovations in education. *U.S. Department of Education*. Retrieved from https://files.eric.ed.gov/fulltext/ED504190.pdf

U.S. Department of Education. (2023). Retrieved from Every Student Succeeds Act (ESSA): https://www.ed.gov/ESSA/

U.S. News Education. (2024). Retrieved from St. Louis Public Schools: https://www.usnews.com/education/k12/missouri/districts/st-louis-city-107721

U.S. News Education. (2024). Retrieved from Kansas City Public Schools : https://www.usnews.com/education/k12/missouri/districts/kansas-city-33-107736

Verhoef, M. J., & Casebeer, A. L. (1997). Broadening horizons: Integrating quantitative and qualitative research. *The Canadian Journal of Infectious Diseases* , 8(2): 65–66. Retrieved from Broadening horizons: Integrating quantitative and qualitative research: https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3327344/

Wagoner, J. L., & Haarlow, W. N. (2018, May 29). *Education State University*. Retrieved from Common School Movement: Colonial and Republican Schooling, Changes in the Antebellum Era, The Rise of the Common School: https://education.stateuniversity.com/pages/1871/Common-School-Movement.html#:~:text=The%20common%20school%20movement%20began,the%20schooling%20of%20all%20children.

Walker, T. (2015, MArch 4). *NEA*. Retrieved from Five Issues That Will Decide If the Era of No Child Left Behind is Really Over: https://www.nea.org/nea-today/all-news-articles/five-issues-will-decide-if-era-no-child-left-behind-really-over

Walker, T. (2015, April 21). *NEA Today*. Retrieved from We Have to Fix School Funding Formulas, Experts Say, But Where's the Political Will?: https://www.nea.org/nea-today/all-news-articles/we-have-fix-school-funding-formulas-experts-say-wheres-political-will

WallStreetMojo Team. (2024, January 05). *ANOVA*. Retrieved from WallStreetMojo: https://www.wallstreetmojo.com/anova/#h-anova-formula

Walters, T. (n.d.). *Analysis of Variance (ANOVA) Explanation, Formula, and Applications.* Retrieved May 11, 2023, from Investopedia: https://www.investopedia.com/terms/a/anova.asp

Wasti, S. P., Simkhada, P., van Teijlingen, E. R., Sathian, B., & Banerjee, I. (2022). The Growing Importance of Mixed-Methods Research in Health. *Nepal Journal of Epidemiology*, 12(1): 1175–1178.

Weil, D. K. (2000). *Charter schools : a reference handbook.* ABC-CLIO.

Wells, A. S. (Ed.). (2002). *Where Charter School Policy Fails: The Problems of Accountability and Equity.* Teachers College Press.

Winters, M. A. (2020). *Do Charter Schools Harm Traditional Public Schools?* New York: Manhattan Institute for Policy Research.

Wolters, R. (2008). *Race and education, 1954-2007.* Columbia, MO: University of Missouri Press. Retrieved from https://www.scribd.com/document/497211115/Race-and-Education-1954-2007-by-Raymond-Wolters

Wright, P. W., & Wright, P. D. (2023). *Wrights Law*. Retrieved from Are Schools Required to Provide Personal Information to Military Recruiters?: https://www.wrightslaw.com/info/nclb.military.recruiters.htm

WUSTL. (2023). Retrieved from Charter Public School Sponsorship : https://governmentrelations.wustl.edu/items/charter-public-school-sponsorship/

Xero. (2021). Retrieved from What is the Fiscal Year?: Definition: https://www.xero.com/us/glossary/fiscal-year/

Zhang, H., & Cowen, D. J. (2009). Mapping Academic Achievement and Public School Choice Under the No Child Left Behind Legislation. *Southeastern Geographer*, 49(1), 24-41.

Zimmer, R., & Buddin, R. (2007). Getting inside the black box: Examining how the operation of charter schools affects performance. *Peabody Journal of Education, 82*(2-3), 231-273.

Zimmer, R., Gill, B., Attridge, J., & Obenauf, K. (2014). Charter School Authorizers and Student Achievement. *Education Finance and Policy, 9*(1), 59-85.

Vitae

Dearon McKinney
618-799-3029
3725 Louisiana Ave.
St. Louis, MO 63118
dearonmckinney@yahoo.com

Summary

Dedicated and resourceful education professional with a proven ability to develop and monitor policies and practices that promote a safe environment conducive to learning. Ensures a school culture that encourages continuous improvement for teachers and students, and promotes an environment that fosters open communication and the implementation of class instruction, lesson plans, and student assessment in conjunction with state learning regulations.

Skills

- Excel at interfacing with others on all levels to ensure organizational goals are attained
- Excellent interpersonal, analytical, and organizational skills
- Proficient with Microsoft Office Suite, SISFIN (accounting software), Infinite Campus, etc.
- Leadership, PBIS, HRM, Accounting, Project Management, Classroom Management
- Restorative Practices with Classroom Circles
- Fountas & Pinnell Literacy
- Conflict Resolution

Experience

Dean of Students
Cross Keys Middle School | St. Louis, MO
08/2023 – Current

- Discipline/Restorative Practices
- Academic Success
- Progress Monitoring
- Teacher Support

CTE Instructor
Mason/Clark Middle School | E. St. Louis, IL
08/2022 – 05/2023

- Direct Instruction
- Classroom Management
- Progress Monitoring
- Curriculum/Lesson plans aligned with State Standards

CTE Instructor
Riverview Gardens High School | St. Louis, MO
08/2021 – 05/2022

- Direct Instruction
- Classroom Management
- Progress Monitoring
- Curriculum/Lesson plans aligned with State Standards

Learning Specialist
Confluence Charter Schools | St. Louis, MO
08/2019 – 05/2021

- Fountas & Pinnell Leveled Literacy Intervention
- Restorative Circles
- Running Records
- WIN Groups

Instructional Technology
Confluence Charter Schools | St. Louis, MO
08/2016 – 05/2019

- Implementation of several instructional methods
- Curriculum/Lesson plans aligned with State Standards
- Implementation/Enforcement of school-wide policies/procedures
- Junior Achievement, Missouri Connections, Coding, etc.

Principal Internship
Confluence Charter Schools (CPA)/Riverview Gardens (CMS) | St. Louis, MO
08/2015 – 05/2016

- Clinical Supervision (pre-observations, observations, and post-observations)
- Disciplinary Actions (BIP, suspensions, etc.)
- Professional Development Seminars
- Leadership Meetings
- Bus Duty, Hall Duty, and Lunch Duty

AP Specialist/Food Service Manager
Confluence Charter Schools | St. Louis, MO
07/2011 – 05/2015

- Manage food service program on site ensuring all student needs are met
- Manage on-site vendor, liaison for food service company and the campus
- Ensure regulation compliance with DESE, DFS, and Federal guidelines
- Prepare payment reminders, call parents when necessary
- Run daily closings/reports, verify accurate accounting
- Prepare monthly deposits
- Order supplies for campus
- School/Vendor relations
- Process accounts payable invoices for payment

Education and Training

Doctorate: Leadership (EDD) with Curriculum & Instruction Emphasis
Lindenwood University | St. Charles, MO, USA
Anticipated 2024

Graduate: Educational Leadership (EdS)
Webster University | St. Louis, MO
2016
Master of Arts: Nonprofit Leadership
Webster University | St. Louis, MO, USA
2013
MBA: Business Administration
Lindenwood University | St. Charles, MO, USA
2010
Bachelor of Arts: Business Administration
Lindenwood University | St. Charles, MO, USA
2008

Activities

- PBIS Team
- First Responder
- Attendance Team
- After-School Tutoring Coordinator
- Alliance for a Healthier Generation
- Fundraising Coordinator
- Professional Development
- Yearbook
- Band Assistant