



PRESS RELEASE

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CER: NEW CHARTER REPORTS CONFIRM RIPPLE ...UNDERScore ACCOUNTABILITY

(Washington, D.C. 6/14/01) The progress and positive impact charter schools have on children and traditional public school districts was demonstrated in two new studies released today by the U.S. Department of Education.

"These reports confirm CER's own research and findings: Charter schools have a positive effect on instruction for *all* children," said Jeanne Allen, president of The Center for Education Reform.

"Charter schools are improving opportunities for parents and children and compelling traditional public schools to focus more closely on student achievement, determine what needs to be done to improve achievement, and act upon it."

"Two things in particular are clear," Allen reported. "First, the perceived negative budgetary impact of charters forces reluctant school districts to implement new education programs and new specialty schools, increase marketing efforts, and place greater emphasis on customer (parent) service. These are the kinds of improvements we want for all children."

"Second, traditional education agencies focus their accountability oversight on compliance with rules instead of on student achievement."

Other the highlights of the reports, which were completed during the previous Administration –

- By focusing on performance, charters are able to unite the interests of their entire school community and build trust and confidence.
- Government agencies sometimes deal with individual charter schools "by the book" more severely than they treat conventional public schools.

"These reports prove that charters are indeed a viable opportunity within public education and we urge their critics to put their opposition aside in light of the new research," concluded Allen.

The papers are available on the Ed Dept. website <http://www.ed.gov/pubs/chartimpact/> and <http://www.ed.gov/pubs/chartacct/>. Summaries of the reports will be available soon on CER's website at <http://www.edreform.com/>.

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