

## Index

### A

- A-Plus plan (Florida), 144
- Academy 123, 70
- ACCESS Distance Learning (Alabama), 115, 116
- Accountability: educational improvement tools, 87; monitoring student progress, 87–89; school, 40–46, 55; and teachers unions, 41–43, 168–169; top-down, 175–176
- Achieve 3000* (online program), 74–75, 200
- Achievement: education and the international economy, 25–27; internationalization of work, 21–25; at the level of individual teachers, 91; mathematics, 15–16, 18–19; national academic progress, 27–28; need for, 13–28; and proficiency, 14–21; reading, 16–18; and schools of the future, 177–178; science, 19–20; and teacher quality, 79; U.S. history, 19–20
- Achievement First (organization), 96
- Achievement gap, among American students, 5–6
- ACLU, and vouchers for private schools, 47
- Adequate yearly progress (AYP), 65, 81
- Advanced Academics, 1, 185; atmosphere at, 2; instant-message instruction, 1; online instruction at, 1–3; white-board correspondence, 1–2
- AIMSweb, 83, 89, 202
- ALEKS (Assessment and Learning in Knowledge Spaces), 76, 201
- Alliance Community Schools, 185
- Alliance for Quality Teaching, 142
- American Federation of State, County, and Municipal Employees (AFSCME), 164
- American Federation of Teachers (AFT), 30–31, 164; and accountability, 42; and NCLB, 46
- Anzia, Sarah, xii
- Apple Computer, introduction of personal computer, 109
- Arkansas Virtual High School, 116

## 216 INDEX

- Aspire (organization), 96  
 Asymmetric information, problem of, 101  
 Asynchronous teachers, 63–64
- B**  
 Baumol, William, 157, 212  
 Baumol's disease, 156–157  
 Blackboard platform, and online learning, 60–61  
 Blocking change, 29–55;  
   accountability, 40–46; blocking the future, 54–55; educational technology, 29–30; mainstream reform, 35–40; power and the politics of education, 30–35; public vs. private sector, 110–111; school choice, 46–54; teachers unions, 29–55  
 Bloomberg, Michael, 43, 92  
 Bloomberg Screen, 93–94  
 Bush, Jeb (John Ellis), 144, 201
- C**  
 California: California Federation of Teachers (CFT), 141; California Longitudinal Teacher Integrated Data Education System (CALTIDES), 141; California Teachers Association (CTA), 141; class size reduction, 40; cyber charters, 132–133; and data systems with teacher identifiers, 143; teachers unions, 140–141  
 Carnegie Forum on Education and the Economy, 35  
 Change, dynamics of, 166–169  
 Charter schools, 3, 3–4, 50–52, 169, *See also* Cyber charters; and the courts, 52; creation of, 122; limitations of, 51–52; and teachers unions, 125  
 Chicago Teachers Union (CTU), 130  
 Chicago Virtual Charter School, 130–131  
 Christensen, Clayton, 108–112, 153, 200  
 Chubb, John E., vii, xi, 203  
 Clark County School District Virtual High School (Nevada), 116  
 Class-size reduction, 55; and teacher quality, 40  
 Cognitive skills, 25–26  
 Colorado: Colorado Education Association (CEA), 142; Colorado Online Learning, 114, 116; data system, lack of, 142–143; and data systems with teacher identifiers, 143; Quality Teachers Commission (Colorado), 142; virtual schools, 114; voucher program, 49  
 Competition, 5–6, 30, 35, 44, 50–51, 53–54, 72, 79, 163–166; between cyberschools and the regular public schools, 165; and school choice, 165–166; and teachers unions, 166  
*Complications* (Gawande), 86  
 Computer equipment expenses, 106–107  
 Connecticut Virtual Learning Center, 116  
 Connections Academy, 121, 126, 131, 132  
 Cuban, Larry, 106  
 Curriculum: attempts to strengthen, 36–37; customization of, 7; and school success, 95–96  
 Cyber charters, 120–134, 131, 146; California, 132–133; Chicago, Illinois, 130–131; defined, 120; Electronic Classroom of Tomorrow (Ohio), 124; enrollment, 123–124; federal funding, 124; growth of, 122–124; opposition to,

- 121; Pennsylvania Cyber Charter School, 129–130; politics of, 122, 125–134; and teachers unions, 125
- Cyberschools, competition between public schools and, 165; resistance to, 108–111; school district opposition to, 121–125
- D**
- Data Quality Campaign (Florida), 139–140, 144
- Data systems, 7, 134–145
- Dayton Academy and Dayton View Academy (Ohio): adequate yearly progress (AYP), 81; AIMSweb, 83; compensation program, 82; and economic/academic-need students and families, 80–81; Flex-Lab, 84–85; Library Media Center, 84; “My Learning Lab,” 83–84; online instruction at, 2–4; operational signs, 85–86; signing bonuses, 82–83; teacher quality, 81–83; and technology, 82–86
- Delaware Virtual School, 116
- Democrats for Education Reform and Educational Equity Project, 162
- Disadvantaged students, and schools of the future, 176
- Disrupting Class* (Christensen et al.), 108
- Distance learning, and technology, 109–110
- Doignon, Jean-Paul, 201
- Doyle, Jim, 128
- Dropouts, and schools of the future, 176
- E**
- EdisonLearning, xi, 199, 203
- Education: politics of, 30–35, 46–54, 78; technology-based instructional programs, use of, 77
- Education Trust, 43
- Educational attainment, 26
- Educational data systems, 7, 134–145, 146
- Educational Equity Project, 162
- Educational reform, 4–5, 47–48; mainstream, 35–40; Teachers Union Reform Network (TURN), 52
- Educational technology, 29–30; advance of, 6–8; efficacy of, 170; resistance to change, 8–11
- Educomp, 70–71, 199
- Electronic Classroom of Tomorrow (Ohio), 124
- Electronic instruction, *See* Online instruction
- Evers, Bill, xii
- Exogeneity metaphor, 151
- F**
- Falmagne, Jean-Claude, 201
- Fast ForWord (software), 76, 201
- Fenty, Adrian, 162
- Finn, Checker, xii
- Flex-Lab, 84–85
- Florida: A-Plus plan (Florida), 144; automated data system, 143–144; class size reduction, 40; Data Quality Campaign, 139–140, 144; Education Data Warehouse (EDW), 144; Florida Education Association (FEA), 144; Florida Information Resource Network (FIRN), 144; Florida Virtual School, 114, 116, 115–118, 120, 155; politics of blocking, 143–145
- Friedman, Milton, 47
- Friedman, Thomas, 6, 86, 202
- Future, schools of, 172–178; accountability of, 175–176; and achievement, 177–178; autonomy of, 174–175; benefits

## 218 INDEX

- Future, schools of (*Continued*)  
 to teachers, 173–174; choices offered by, 175; competitiveness of, 175; customization, 173; disadvantaged students, 176; dropouts, 176; effective instruction in, 173; gifted students, 176; hybrid schools, 172–173; needy constituencies, servicing of, 176; reduced costs, 7, 174; and social equity, 176; and student socialization, 177
- G**  
 Gawande, Atul, 86–87  
 Geography, transcendence of, 7, 154–156  
 Georgia Virtual School, 116  
 Gifted students, and schools of the future, 176  
 Goodstein, Anastasia, 73–74  
 Graduation rate, 20–21  
 Green Dot (organization), 96  
 Gurgaon, India, 66–68
- H**  
 Hanushek, Eric, xii, 25–26  
 Hawaii E-School, 116  
 Hirsch, E. D., xii  
 Holmes Group, 35  
 Hoxby, Caroline, xii  
 Huntington Learning, 68  
 Hybrid schools, 86, 89, 150, 171, 174
- I**  
 Idaho Digital Learning Academy, 116  
 Illinois Virtual High School, 116  
 Indiana: Indiana Connections Academy, 131; Indiana State Teachers Association, 131–132; Indiana Virtual Charter School, 131
- Information: politics of, 134–145; and the technological revolution, 134  
 Information and transparency: onslaught of, 160–163; power of, 86–94  
 Information technology, 89; revolution in, and education, xi–xii, 8  
 Innovative Digital Education and Learning New Mexico, 116  
 Integrated learning systems, 77
- K**  
 K12 Inc., 121, 126, 130  
 Kentucky: accountability, 44; Kentucky Virtual Schools, 116  
 Kim, Anthony, 61–62  
 Klein, Joel, 43, 92  
 Knowledge Is Power Program (KIPP), 96  
 Koret Task Force on K–12 Education (Hoover Institution), vii, xii
- L**  
 Labor, substitution of technology for, 156–158  
 LanSchool, 79  
 Learning labs, 2–3  
 Lexia (program), 76, 201  
 Liberating learning, 94–98  
 Library Media Center, 84  
 Louisiana Virtual School, 116  
 Loveless, Tom, xii
- M**  
 Mainstream reform, 35–40  
 Management, and educational reform, 47–48  
 Market-based reforms, and teachers unions, 53–54  
 Maryland Virtual Learning Opportunities Program, 116

- Massachusetts Virtual High School, 116
- Mathematics proficiency/achievement, 15–16, 18–19
- Mathguru.com, 70
- Media centers, 3
- Morrow, John, 162
- Michigan Virtual High School, 116
- Mississippi Virtual Public School, 116
- Missouri Virtual Instruction Program, 116
- Moe, Terry M., vii, xi
- Mooney, Tom, 52
- “My Learning Lab,” 83–84
- N**
- NAACP, and school choice, 47
- Nation at Risk*, A, 4, 35–36, 39, 55, 94, 181–183
- National Assessment of Education Progress (NAEP), 14–15, 20, 24, 186–188
- National Education Association (NEA), 30–31, 164; and NCLB, 46; statement on teacher performance data, 137
- National Network of Digital Schools, 66
- Nevada’s Clark County School District Virtual High School, 116
- New York Public Schools: accountability/system transparency, 92–93; and the Bloomberg Screen, 93–94; information system, 93; principal quality, 93; teachers union, 92
- 90/90/90 schools, 94–95
- No Child Left Behind Act (NCLB), 44–46, 88–89, 135–137; accountability framework, 44; accountability regulations, 1; and NEA/AFT, 46
- North Carolina: accountability, 44; North Carolina Virtual Public School, 115, 116
- North Central Association of Schools and Colleges, 185
- North Dakota Center for Distance Education, 116
- O**
- Ohio: Dayton Academy and Dayton View Academy (Ohio), 81–86; Ohio Education Association (OEA), 52; Ohio Federation of Teachers (OFT), 52
- Online “benchmark” assessment systems, 89
- Online instruction: at Advanced Academics, 1–3; at Dayton Academy and Dayton View Academy (Ohio), 2–4
- Online professional learning communities, 71
- Online tutoring, 69
- Oregon Connections Academy, 132
- Organisation for Economic Co-operation and Development (OECD) nations, 22–26
- P**
- PA Cyber, 58, 60–66; accountability, 198
- Paul Hill, xii
- Pennsylvania: Midland school system, 57–58; Pennsylvania Cyber Charter School, 129; Pennsylvania State School Boards Association (PSBA), 129–130; Pennsylvania Virtual Charter School, 129; Western Pennsylvania Cyber Charter School, 58

## 220 INDEX

- People for the American Way, and  
     vouchers for private schools, 47  
 Peterson, Paul, xii  
 Political resistance to change,  
     x0–11  
*Politics, Markets and America's Schools*  
     (Moe/Chubb), x–xi, xiii  
 Politics of blocking, 29–55, 100–104,  
     128, 136; accountability, 40–46;  
     blocking the future, 54–55;  
     mainstream reform, 35–40; school  
     choice, 46–54; and technology,  
     100–104  
 Politics of information, 134–145  
 Politics of technology, 99–100  
 Prakash, Santanu, 67–68  
*Princeton Review, The*, 89  
 Principal quality, 93  
 Privatization, and teachers unions,  
     53–54  
 Program for International  
     Assessment (PISA), 22–25  
 Provost Systems, 59–62, 199  
 Public education: challenges faced  
     by, 5; national spending on, 36;  
     state of, 4–6
- Q**
- Quality Teachers Commission  
     (Colorado), 142
- R**
- Raisian, John, xii  
 Ravitch, Diane, xii  
 Reading proficiency/achievement,  
     16–18  
 Reagan, Ronald, 47  
 Reduced cost of operating schools, 7  
 Reduced labor costs, 174  
 Reeves, Douglas, 94  
 Reform, 4–5, 47–48; mainstream,  
     35–40; Teachers Union Reform  
     Network (TURN), 52
- Resistance to change, 8–11, 99–147;  
     cyber charters, 120–134;  
     cyberschools, 108–111;  
     mobilization of power to block  
     change, 10–11; politics of  
     information, 134–145; state-level  
     virtual schools, 111–120  
 Response to Intervention (RTI),  
     202  
 Romer, Roy, 162  
 Rozycki, Ray, 59–60
- S**
- Sameness, end of, 158–160  
 School accountability, 40–46; and  
     teachers unions, 41–42  
 School choice, 46–54, 55; and  
     charter schools, 50–51; overturned  
     programs, by unions, 49;  
     scholarship programs, 49; and  
     teachers unions, 164; voucher  
     programs, 47–49  
 School districts, opposition to  
     cyberschools, 121–125  
 School level, technology at, 104–108  
 School system data, development of,  
     91  
 SchoolNet, 90  
 Science proficiency/achievement,  
     19–20  
 Service Employees International  
     Union (SEIU), 164  
*Six Sigma* practices, 87  
 Smart Class system, 68  
 Soliloquy (program), 76, 201  
 Soloway, Elliot, 73  
 South Carolina Virtual School  
     Program, 116  
 South Dakota Virtual High School,  
     116  
 Standardized tests, 42–43  
 State-level virtual schools, 111–120;  
     table of, 116–117

- Student achievement: and schools of the future, 79, 177–178; and teacher quality, 79
- Student socialization, and schools of the future, 177
- Sylvan Learning, 68
- Synchronous teachers, 63–64
- T**
- Teacher effectiveness, 95
- Teacher identifiers (table), 138, 143; states with, by teachers union membership (chart), 139
- Teacher pay, 38–40, 45
- Teacher performance data, 135, 137, 163
- Teacher quality: and class-size reduction, 40; Dayton Academy and Dayton View Academy (Ohio), 81–82; efforts to improve, 37–40; and pay, 38–40; staff-size reduction, 80; and student achievement, 79–81; and technology, 80; and tenure law, 37–38; testing veteran teachers for competence, 38
- Teachers Union Reform Network (TURN), 52
- Teachers unions, 30–33, 37–38, 40; and accountability systems, 168–169; and charter schools, 51–52, 125; and competition, 166; corrosion of union power, and positive feedback effect, 167–168; New York Public Schools, 92; opposition to cyberschools, 121–122, 124; and privatization, 53–54; and school accountability, 41–43; and school choice, 48–51, 164; size of, and political power, 158; and standardized tests, 42–43; teacher performance data, 135, 163; and technology, 155–156
- Technology, 57–98; benefits of, 6–8, 75–76; and break-down of political barriers, 96–97; in brick-and-mortar schools, 72–77; and certified staff reduction, 80; customization, 77–84; cyber charter schools, 59–66; Dayton Academy and Dayton View Academy (Ohio), 82–86; and distance learning, 109–110; educational, advance of, 6–8; and entrepreneurial action, 152–153; fear of, and educators, 97–98; as force of liberation, 169; geography-shattering effects of, 156; hybrid schools, 86, 89, 150, 171, 174; impact on politics, 151–154; and individualized curricula/approaches, 149–150; information and transparency, power of, 86–94; liberating learning, 94–98; politics of, 99–100; and the politics of blocking, 100–104; power of, 71; promise of, 150–151; and quest to improve student learning, 29–30; at the school level, 104–108; seepage into public school system, 153–154; substitution of, for labor, 156–158; and the teacher, 78; teacher quality, 80–84; teachers unions, challenges for, 155–156; wide world of, 66–72
- Technology-based instructional programs, use, 77
- Tennessee: state-level data system, 143; Tennessee Education Association (TEA), 143; Tennessee State Virtual School (E4TN), 117; Tennessee Value Added Assessment System (TVAAS), 143

## 222 INDEX

- Texas: accountability, 44; data systems, 139–140, 143; state-level virtual school, 113; teachers unions, 140; Texas Educational Data System (TEDS), 140; Texas Virtual School Network, 117
- Time horizon, 169–172
- Toch, Thomas, 36–37
- Totally Wired* (Goodstein), 73–74
- Transparency, 86–94, 160–163, 169
- Trends in International Math and Science Study (TIMSS), 24–25
- Trombetta, Nick, 57–58, 60
- TURN (Teachers Union Reform Network), 52
- Tutor.com, 69
- Twentieth Century Fund, 35
- U**
- Uncommon Schools (organization), 96
- United Federation of Teachers (UFT), 43
- University of Oklahoma High School, 117
- U.S. history  
proficiency/achievement, 19–20
- U.S. tutoring firms, 69
- Utah Electronic High School, 115, 117
- V**
- Van Rhee, Jessie, xii
- Virtual schools, 110–111, 146, *See also* Cyber charters; ACCESS Distance Learning (Alabama), 115, 116; Arkansas Virtual High School, 116; Clark County School District Virtual High School (Nevada), 116; Colorado Online Learning, 114, 116; Connecticut Virtual Learning Center, 116; Delaware Virtual School, 116; emergence through legislative action, prevention of, 131; Florida Virtual School, 114, 116, 115–118, 120; Georgia Virtual School, 116; Hawaii E-School, 116; Idaho Digital Learning Academy, 116; Illinois Virtual High School, 116; Indiana Virtual Charter School, 131; Innovative Digital Education and Learning New Mexico, 116; Kentucky Virtual Schools, 116; Louisiana Virtual School, 116; Maryland Virtual Learning Opportunities Program, 116; Michigan Virtual High School, 116; Mississippi Virtual Public School, 116; Missouri Virtual Instruction Program, 116; North Carolina Virtual Public School, 115, 116; North Dakota Center for Distance Education, 117; South Carolina Virtual School Program, 117; South Dakota Virtual High School, 117; state-level, 111–120; Tennessee State Virtual School (E4TN), 117; Texas Virtual School Network, 117; University of Oklahoma High School, 117; Utah Electronic High School, 117, 117; Virtual High School (Massachusetts), 117, 206; Virtual Virginia, 117; West Virginia Virtual School, 117; Wisconsin Virtual School, 117
- Virtual Virginia, 117
- Vouchers for private schools, 47–49

---

**W**

Walberg, Herbert, xii

West Virginia Virtual School, 117

Western Pennsylvania Cyber  
Charter School, 58

*What Works Clearinghouse*, 76

Wisconsin: and cyber charters,

125–128; Wisconsin Connections

Academy, 126; Wisconsin Virtual

Academy (WVA), 9, 126–128;

Wisconsin Virtual School, 117

*World Is Flat, The* (Friedman), 86

