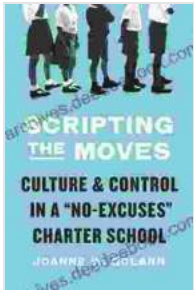


# Culture and Control in No Excuses Charter Schools: A Critical Analysis



## Scripting the Moves: Culture and Control in a "No-Excuses" Charter School by Joanne W. Golann

★★★★☆ 4.8 out of 5

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No Excuses charter schools are a type of public charter school that has gained popularity in recent years. These schools are characterized by their strict discipline policies, long school days, and emphasis on standardized testing. Proponents of No Excuses schools argue that these policies are necessary to improve student achievement, particularly in low-income and minority communities. However, critics argue that these schools create a culture of fear and control that is harmful to students and teachers alike.

This article provides a critical analysis of the culture and control mechanisms employed in No Excuses charter schools. The article draws on research studies, news reports, and personal accounts to explore the impact of these schools on students, teachers, and the broader community.

## Culture of Control

No Excuses charter schools are characterized by a culture of control that permeates every aspect of school life. This culture is based on the belief that students need to be tightly controlled in order to succeed. As a result, these schools have a wide range of rules and regulations that govern student behavior. Students are expected to follow these rules at all times, and any violation can result in severe consequences.

The culture of control in No Excuses schools is often enforced through the use of harsh discipline practices. These practices include corporal punishment, suspensions, and expulsions. Research has shown that these practices are ineffective in improving student behavior and can actually lead to negative outcomes, such as increased dropout rates and decreased academic achievement.

### **Impact on Students**

The culture of control in No Excuses charter schools has a significant impact on students. Students in these schools often report feeling stressed, anxious, and depressed. They may also experience difficulty sleeping, eating, and concentrating. In some cases, students may even develop post-traumatic stress disorder (PTSD) as a result of their experiences in these schools.

The culture of control in No Excuses schools can also damage students' academic achievement. Students who are constantly worried about getting into trouble may be less likely to take risks or ask for help. They may also be less likely to participate in extracurricular activities or socialize with their peers. As a result, these students may fall behind academically and may not be prepared for college or a career.

## **Impact on Teachers**

The culture of control in No Excuses charter schools also has a negative impact on teachers. Teachers in these schools often report feeling overwhelmed and stressed. They may also feel pressure to punish students harshly in order to maintain order. This can lead to a climate of fear and distrust between teachers and students.

The culture of control in No Excuses schools can also make it difficult for teachers to be effective. Teachers in these schools may be less likely to experiment with new teaching methods or to provide individualized instruction. They may also be less likely to challenge school policies or to advocate for their students. As a result, students in No Excuses schools may not receive the quality of education that they deserve.

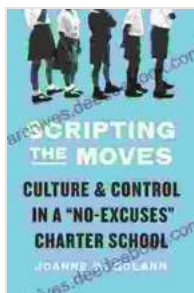
## **Impact on the Community**

The culture of control in No Excuses charter schools can also have a negative impact on the broader community. These schools often create a climate of fear and distrust between the school and the community. Parents may be afraid to speak out against the school or to challenge school policies. They may also be less likely to volunteer or to participate in school events. As a result, the community may become less involved in the education of its children.

The culture of control in No Excuses charter schools can also lead to increased crime and violence. Students who are constantly punished and humiliated may be more likely to lash out at others. They may also be more likely to drop out of school and to become involved in criminal activity. As a result, the community may become less safe and less prosperous.

The culture of control in No Excuses charter schools is harmful to students, teachers, and the broader community. These schools create a climate of fear and distrust that can damage students' academic achievement, mental health, and physical well-being. They also make it difficult for teachers to be effective and for the community to be involved in the education of its children.

It is time to rethink the culture of control in No Excuses charter schools. These schools need to adopt more humane and effective approaches to discipline and school management. They also need to give teachers more autonomy and support. Only then can these schools truly improve the lives of students and the communities they serve.



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