

**World Education Research Association's International Research Network**  
**School Segregation and Education Marketization**

Webinar: Thursday October 20, 2022

**Dr. Steve Kotok** (St John's University, USA)

The United States Charter School Movement and the Promise of Brown v. Board of Education

\*\*\*Recording available on YouTube: <https://youtu.be/BJBIYrXjYS0> \*\*\*

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**Dr Stephen Kotok** is an associate professor in the Department of Administrative and Instructional Leadership at St. John's University in New York City. His research focuses on the opportunity gap for low-income and minoritized PK-12 students and how school context affects these disparities. Specifically, Kotok examines equity-based school improvement strategies related to school climate and detracking as well as policy-level issues such as school choice and segregation. Prior to joining St. John's University, he was a member of the administrative team at Hope Academy Charter School in Asbury Park, NJ, and was a social studies teacher with the School District of Philadelphia.

Abstract

Almost 70 years ago, the U.S. Supreme Court ruled in *Brown v. Board of Education* that segregated schools violated the U.S. Constitution. Yet, segregation by race in the U.S. persists and has even increased in recent decades (Orfield et al., 2019). Many school choice advocates argue charter schools provide a means for increasing student diversity by decoupling school enrollment from neighborhood assignments, but critics contend that charter schools only reinforce segregation. My research examines the relationship between charter school enrollment and school segregation in the state of Pennsylvania. Using student-level data from the universe of Pennsylvania public schools, this study builds upon previous research by specifically examining student transfers into charter schools and disaggregating findings by geography. We find that overall, students are moving from more racially diverse traditional public schools to more segregated charter schools. Additionally, I conducted a conditional logistic regression to model the extent that students of different races have school choices with varying racial compositions and what type of schools they ultimately choose. Again, we find that even with school options within 10 miles of their homes, movement to charters results in aggregate increased segregation. The presentation will conclude with potential remedies to increase school diversity in Pennsylvania and other jurisdictions within the U.S.