

Chapter 22

Triumph Charter School Service Provider

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EXECUTIVE SUMMARY

Charter schools are perhaps known to many people as community schools that are publicly funded. Educators and policy makers of the United States consider public schools in which tuition for primary and secondary students is free. A few community leaders and public officials have disclosed that selected charter school providers have too much flexibility in how they operate the schools. Perhaps their beliefs are such because most of the charter or community schools are operated under a contract in partnership with a sponsoring entity (Center for Education, 2008). According to educators and political leaders located in the Midwest region of the United States, charter schools were designed to address the current state of educational programs and to introduce an alternative model to traditional public education for economically disadvantaged students. For the last decade, research has shown that the goals and objectives of charter schools and charter school providers and leaders have been a contentious subject matter for United States educators and policy makers (Center for Education, 2008). The reason is perhaps linked to personal beliefs that charter school providers or leaders drain funding from local public school districts and do not offer disadvantaged students a better education. The case study provides an overview about Duke and Duchess Technology Centers as well as Triumph Management Company and their products and services, competition, management structure, leadership styles, and recent challenges. Questions appear at the end of the case study for students to discuss and debate.

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THE EVOLUTION: TRIUMPH CHARTER SCHOOL SERVICE PROVIDER

A charter may be considered as a written agreement that empowers local leaders of school districts, the State Department of Education, parents and other authorized sponsors to govern areas such as curriculum standards, performance measures, governance and financing (State Department of Education, 2010). According to Center for Education (2008), Charters schools in the United States have been designed to address the current state of education and to introduce an alternative model to traditional public education for economically disadvantaged students in the United States.

In the 21st century, the purpose of charter schools and charter school providers has been a contentious subject matter for United States educators and policy makers. The reason is perhaps linked to their beliefs that charter school providers or leaders drain funding from local public school districts and do not offer students a better education. According to data released by the State Department of Education (2010), charter schools are independent public schools that provide an alternative learning experience based on various state laws. The purpose of this case study is to provide a historical overview about The Duke and Duchess Training Centers as well as Triumph Management Company. Triumph is owned by Veronica Walton. Triumph is the service providers responsible for the complete operations of Duke and Duchess Training Centers. This case study will provide a historical overview including information about Triumph Management Company, the training centers, products/services, organizational structure, competition, current issues and challenges.

HISTORY

The popularity of charter schools commenced in the 1990s and are often started by public school teachers, concerned parents, or local activists and sponsored by traditional school districts, non-profit agencies, local universities, and government entities. In a survey of United States charter schools, 59% of the charter school leaders reported that they had a waiting list, averaging 198 students (Center for Education, 2008). The curriculum for each charter school may vary. Some schools are designed to offer general education courses whereas others schools specialize in specific subject matters (e.g. technology, math, science). A few of the community school leaders have not implemented specialized programs to address the needs of the students. They have implemented computers as teachers allowing teachers to function as personal tutors. For example, Veronica Walton who is the owner of Triumph Management Company, stated that, “As we journey through the 21st

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