# Article information:

America’s Education System Is a Mess, and It’s Students Who Are Paying the Price – The 74
<https://www.the74million.org/article/americas-education-system-is-a-mess-and-its-students-who-are-paying-the-price/>

# Article summary:

1. Math and reading scores for 13-year-olds in the US have hit their lowest levels in decades, despite significant federal spending on K-12 education.

2. The education policy community is divided on the causes of poor outcomes, with some blaming underfunding and teaching to the test, while others point to lack of school choice and poor teacher preparation.

3. The fundamental cause of poor outcomes lies within the education system itself, with issues such as fragmented curricula, disconnected testing from student incentives, and a focus on social and emotional learning over academic achievement.

# Article rating:

Appears strongly imbalanced: The article is written in a biased or one-sided way, and the information it provides is not trustworthy enough to be considered a reliable source. You should consult other sources to find reliable information on the presented issues.

# Article analysis:

The article titled "America’s Education System Is a Mess, and It’s Students Who Are Paying the Price" discusses the current state of the education system in the United States and highlights various issues that contribute to poor outcomes for students. While the article raises valid concerns about the education system, it also exhibits potential biases, one-sided reporting, unsupported claims, missing points of consideration, and unexplored counterarguments.

One potential bias in the article is its focus on blaming education policy leaders for the poor outcomes in the education system. The author argues that these leaders have eroded the instructional core and designed the system for failure. While it is true that education policies play a role in shaping the system, it is an oversimplification to solely blame policy leaders without considering other factors such as socioeconomic disparities, parental involvement, and cultural influences.

The article also engages in one-sided reporting by presenting only limited perspectives on possible solutions to improve the education system. It mentions Diane Ravitch's criticism of charter schools, vouchers, high-stakes testing, and cybercharters but does not provide any counterarguments or alternative viewpoints. This lack of balance undermines the credibility of the article and limits its ability to present a comprehensive analysis of the issue.

Furthermore, there are several unsupported claims throughout the article. For example, it states that teacher preparation programs rely too much on textbook theory instead of clinical practice without providing evidence or data to support this claim. Similarly, it asserts that tests are poorly designed without offering specific examples or research to back up this assertion. These unsupported claims weaken the overall argument presented in the article.

Additionally, there are missing points of consideration in the article. While it briefly mentions factors beyond schools' control such as race-based redlining and underfunding of healthcare and social services, it fails to explore these issues further or discuss their impact on educational outcomes. By neglecting these important factors, the article overlooks crucial aspects that contribute to the challenges faced by students in the education system.

The article also lacks evidence for some of its claims. For instance, it states that American school systems spend at least $30 billion per year on educational technology with nothing to show for it, but it does not provide any data or studies to support this claim. Without supporting evidence, such statements appear as mere assertions rather than well-founded arguments.

Moreover, the article does not adequately explore counterarguments or alternative perspectives. It presents a dichotomy between defenders of public education and their conservative critics without delving into potential areas of agreement or compromise. By failing to address opposing viewpoints, the article misses an opportunity to engage in a more nuanced discussion of the issues at hand.

Lastly, there is promotional content in the article with a call to action for readers to make tax-exempt donations to The 74's year-end campaign. This promotional element raises questions about the objectivity and impartiality of the article.

In conclusion, while the article raises valid concerns about America's education system, it exhibits potential biases, one-sided reporting, unsupported claims, missing points of consideration, unexplored counterarguments, and promotional content. A more balanced and evidence-based analysis would strengthen the credibility and effectiveness of the argument presented.

# Topics for further research:

* Factors contributing to educational disparities in the United States
* Impact of socioeconomic disparities on student achievement
* Role of parental involvement in student success
* Cultural influences on educational outcomes
* Research on the effectiveness of teacher preparation programs
* Studies on the design and effectiveness of educational technology in schools

# Report location:

<https://www.fullpicture.app/item/9c5e4f1e6c6a7928d0acc73cfb18c1f4>