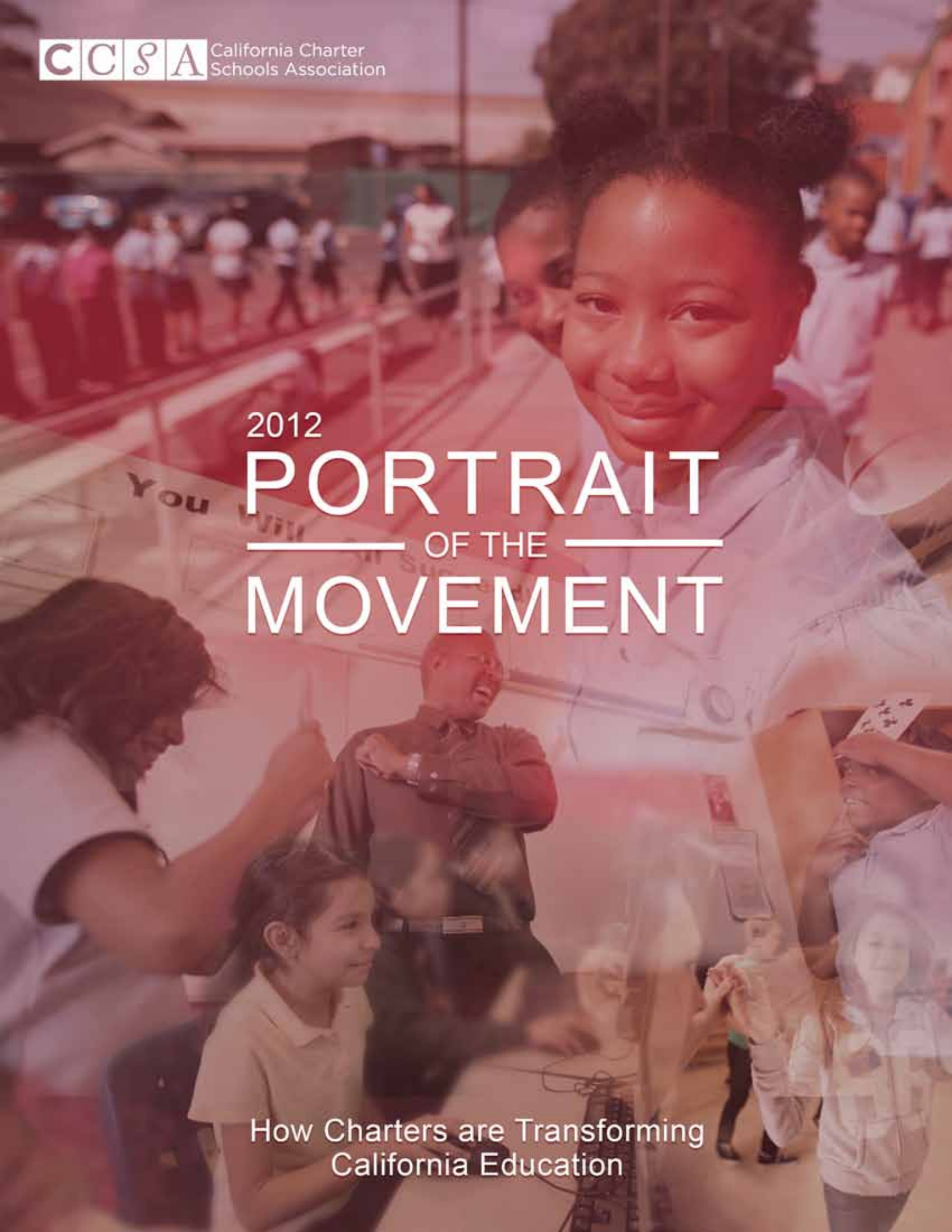
CCSA California Charter Schools Association



2012

PORTRAIT OF THE MOVEMENT

How Charters are Transforming California Education

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Executive Summary

As the membership and professional organization representing 982 charter schools currently operating across the state, the California Charter Schools Association (CCSA) is committed to advancing the aim of the charter movement to improve academic outcomes for students, particularly for those most underserved by the traditional public school system. CCSA has worked for years with our membership to develop effective performance management systems and tools to orient schools towards success, and define fair and rigorous performance standards to hold ourselves accountable to the promise of high student achievement. Last year, CCSA introduced a performance framework that incorporates more nuanced metrics of academic performance than what was previously available and defined a minimum standard of performance based on these indicators. We released school Report Cards, as well as a variety of interactive online tools displaying school results, which provided a platform for communicating with schools about their results and served as an early warning to those at risk of being below criteria. This year was the second year we released Report Cards and published results on the CCSA Minimum Criteria for Renewal. This member-driven process was heralded by U.S. Secretary of Education Arne Duncan and many state and national education reform leaders as a positive step towards strengthening the charter movement.

In this second annual **Portrait of the Movement** report, we present findings from our analysis of the academic performance of California charter schools and discuss how our framework can be used to push for greater accountability for underperforming schools, as well as the support and expansion of schools demonstrating high impact. CCSA's research has revealed that charter schools are more likely than non-charter public schools to exceed at remarkably high rates, particularly among schools serving primarily socioeconomically-disadvantaged students. However, charter schools are also more likely than non-charters to persistently under-perform. While this pattern of mixed performance confirms past findings about California charter school performance, our work builds on existing research in a number of ways. Rather than simply comparing averages, we look at a distribution of performance that measures the schools' impact on actual student performance, and we disaggregate findings by a host of charter school characteristics. In addition, we present an actionable performance framework for increasing accountability and supporting highly successful schools.

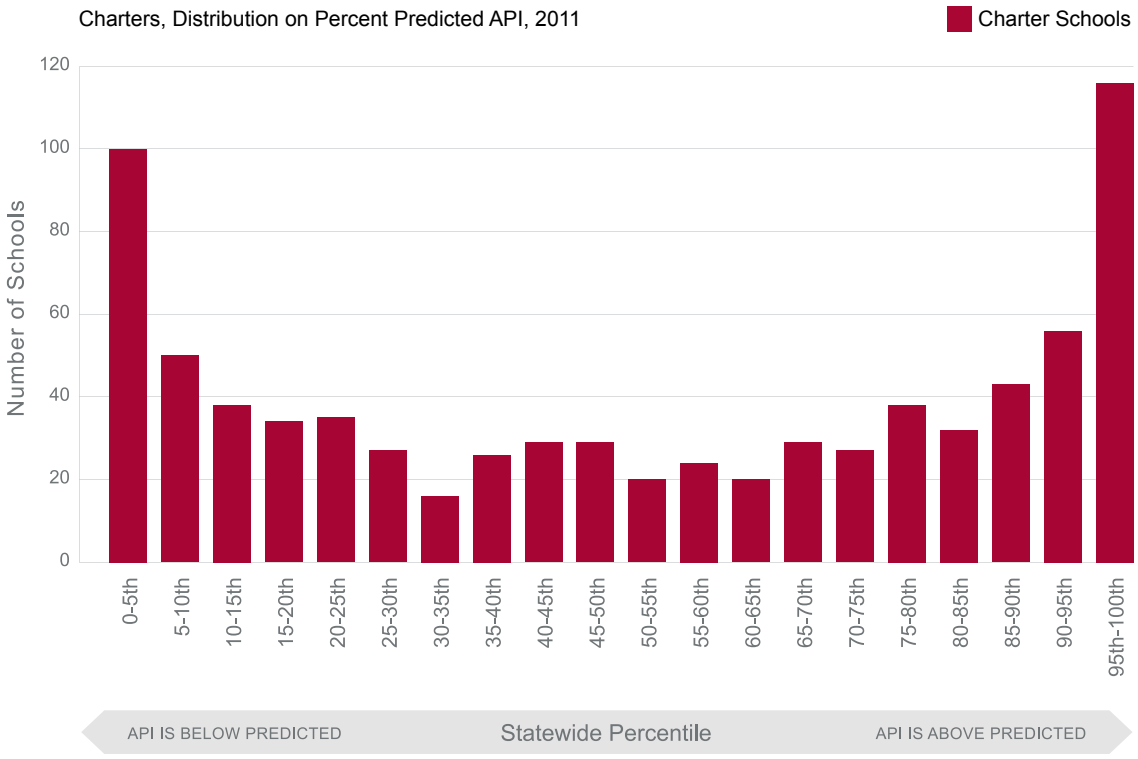
These efforts to bring transparency and deep awareness of the distribution of performance among charter schools reflect CCSA's commitment to holding up a mirror to the movement, measuring our collective progress, identifying success to be replicated, and proactively addressing areas of weakness.

CCSA's Accountability Measure

A central purpose of CCSA's academic accountability initiative is to strengthen the academic performance standards to which charter schools are held. CCSA has developed a tool, the Similar Students Measure (SSM), which assesses school performance while filtering out many of the non-school effects on student achievement through the use of regression-based predictive modeling, an approach used by researchers across the field. The measure compares a school's Academic Performance Index (API) to a predicted API that controls for the effects of student background on performance, resulting in a metric called Percent Predicted API. This approach enables researchers to identify schools that perform significantly over and under their prediction on an annual basis, as well as over a period of three years.

Assessing a Distribution of Performance for 2011

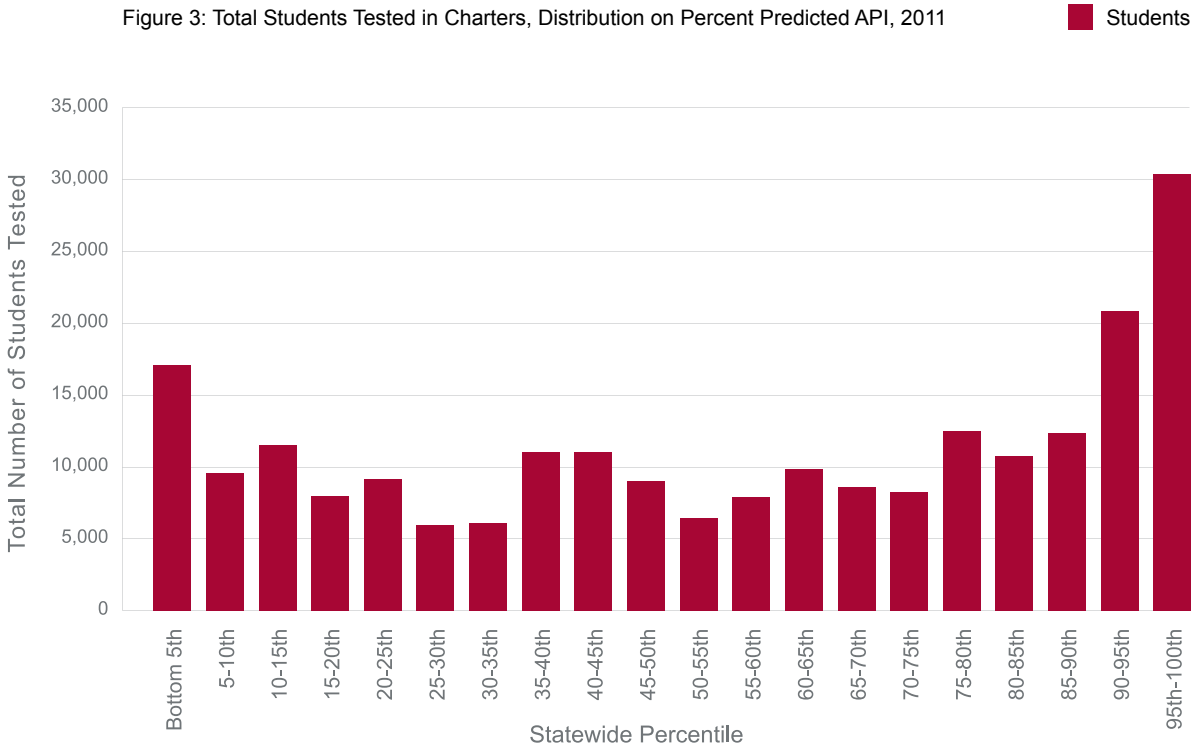
CCSA's Accountability Measure enables us to compare the distribution of performance of charter schools with that of non-charter schools. This tool reveals a "U-shaped" distribution for charter schools. Charters in 2011 were more likely than non-charter schools to far exceed their predicted performance based on student background. To a slightly lesser extent, charters were also more likely to far under-perform their prediction.



2010-11	Total, Excluding ASAM + Small	Bottom 5% of CA Schools	Bottom 10% of CA Schools	Top 10% of CA Schools	Top 5% of CA Schools
Number of Charters (%)	789	100 **(12.7%)**	150 **(19.0%)**	172 **(21.8%)**	116 **(14.7%)**
Number of Non-Charters (%)	7,432	312 **(4.2%)**	673 **(9.1%)**	650 **(8.7%)**	295 **(4.0%)**

When looking at charter performance in terms of students served, charters are more concentrated at the top of the statewide distribution. About twice as many students in 2011 were served by schools far exceeding their prediction than were served by far under-performing schools.

Figure 3: Total Students Tested in Charters, Distribution on Percent Predicted API, 2011



2010-11	Total Students Tested, Excluding ASAM + Small	Bottom 5% of CA Schools	Bottom 10% of CA Schools	Top 10% of CA Schools	Top 5% of CA Schools
Total Students Tested in Charters (%)	226,194	17,115 **(7.6%)**	26,660 **(11.8%)**	51,227 **(22.6%)**	30,350 **(13.4%)**
Total Students Tested in Non-Charters (%)	4,006,515	138,493 **(3.5%)**	306,676 **(7.7%)**	293,369 **(7.3%)**	**120,305 (3.0%)**

Looking more closely at charter performance patterns for 2011 using this tool, we arrive at a number of key findings:

- Charters that serve low-income students exceeded their prediction at high rates relative to the traditional system; students at charters serving low-income populations are five times more likely than their non-charter counterparts to be served by a school in the top 5th percentile.
- The impact of family income on charter schools' API performance was nearly four times less than the impact of family income on non-charters' performance.
- High performing schools are replicating. Charters that were part of an organization that opened new schools in 2011 were highly concentrated at the top end of the statewide distribution.
- Charters operated by a Charter Management Organization (CMO) were highly concentrated in the top 10th percentile.
- Young and mature schools have similar performance distributions overall; however this pattern varies by the management model of the school. By the time they reach five years old, CMO and network schools are very likely to far exceed their prediction and are not likely to under-perform, while freestanding schools are more likely to remain under-performing as they age.
- Both classroom-based and non-classroom-based charter schools were represented across the performance distribution. However, classroom-based charters were more skewed towards the top end of the statewide distribution.
- Charter patterns vary by region. For example, charters in Oakland Unified School District (OUSD) are very concentrated at the top end of the statewide distribution. Forty-eight percent (48%) of OUSD charters were in the top 10th percentile compared to 8% of OUSD non-charters, which are more concentrated in the bottom 10th percentile.

CCSA Accountability Framework

As a way to broaden our assessment of charter school performance, we combine the **Similar Students Measure (SSM)** with measures of **academic status** and **growth over time** on the Academic Performance Index (API). We create a grid of status and growth to categorize schools based on these two elements, revealing a number of additional findings:

- Charter schools are more likely than non-charters to have both above average academic performance and above average growth. They are less likely than non-charters to perform below both state averages of status and growth.
- Students at charters serving low-income populations are twice as likely as their non-charter counterparts to attend a school with high performance and high growth.

Despite all the signs of remarkable promise across the charter movement, the persistent concentration of charters at the bottom end of the statewide distribution warrants our attention and action. CCSA has defined **Minimum Criteria for Renewal** based on the three elements in our framework: the SSM, academic status, and growth over time. Several trends underscore why adopting this minimum standard can help to promote consistency in how accountability is upheld across the state:

- A small number of low-performing charters were closed after the 2010-11 school year. While 29 charters closed in total, only 5 of them were in the bottom 10th percentile.
- The concentration of both low- and high-performing charters has persisted over time. Projecting forward based upon past trends, we would not expect the pattern to radically change.
- The adoption of the CCSA Minimum Criteria for Renewal would have a significant impact on reducing the concentration of under-performing charters, by accelerating the pace of eliminating under-performing charters by three times the current pace given past trends.

The CCSA Minimum Criteria for Renewal improve upon current law by creating a clear and transparent benchmark based on status and growth, including the SSM as a way to isolate student demographic factors, relying on multiple years of data, and using the most recently available data. In 2010, 29 charter schools were identified as being below CCSA's Minimum Criteria for Renewal. These schools represent a range of charter types, structures and management models, and serve on average fewer students than the overall charter population. If a school is below the Minimum Criteria by the time it is in renewal, CCSA will recommend their non-renewal, unless there is compelling data suggesting high student-level academic growth through longitudinal data. In the 2011-12 cycle, CCSA identified 10 schools in renewal before June 2012 that were below the Minimum Criteria, and for whom any student-level data analysis did not yield a different overriding result. CCSA encourages authorizers to take a deeper look at a school's performance to assess what unique facts in each school's data best explain the school's record.

Replication of High Impact Schools

The CCSA Accountability Framework also guides our work to identify "High Impact" schools that persistently exceed a prediction based on student background, while also demonstrating success in absolute academic performance. CCSA's definition of "High Impact" schools is a high bar; only six

percent of non-charter schools would qualify. However, 92 charters, or 11% of the state's charters, qualified as a "High Impact" school in 2011. These schools are varied in curricular approach, management model and geographic location, and much can be learned from what they are doing and what challenges they have had to overcome in order to sustain such results.

Looking towards the future, CCSA plans to build on our knowledge of successful schools to connect high performers with struggling schools who either serve a similar student population or share the same curricular orientation or model, and can benefit from additional focus and targeted support. Schools with exceptional outcomes should be targeted for study, replication and accelerated incentives to grow or expand. Additionally, CCSA will continue to strengthen our ability to measure and understand student performance through increasingly nuanced tools, such as true value-added metrics, formative and benchmark data, and measures that more accurately capture growth for schools serving at-risk populations.

The findings from the second annual **Portrait of the Movement** report confirm that charters of all types are having incredible impact and delivering on the promise of high student achievement for students across the state. This work guides CCSA's efforts to both help schools build on success, and take the steps necessary to strengthen our movement and accelerate the impact of charters on creating quality educational options and opportunities for all children in California.

Foreword

The charter movement in California continues to show remarkable signs of strength and momentum, even as it approaches its 20th anniversary milestone. Driven by overwhelming parent demand for high quality charter school options, 100 charter schools opened in the 2011-12 school year, a remarkable rate of growth in the face of historic budget cuts to public education nationally and in California, which disproportionately affect new and growing charter schools. The pace of growth is not letting up, and there are thousands of students across the state on waiting lists to enter charter schools each year. This demand is driven by the ingenuity and creativity that the charter movement fosters – through innovative instructional models such as dual language immersion, hybrid models showcasing the effective use of technology in and out of the classroom, and arts-focused models, just to name a few. The demand is also driven by the results that charter schools demonstrate year after year – particularly among students that have been left behind by the traditional system. Charters across the state are proving that students' background does not determine destiny, as charters are breaking the link between poverty and low performance. As we reported a year ago in our inaugural **Portrait of the Movement** report, charters serving low-income students are excelling at much higher rates than traditional public schools.

And yet, we must also confront with honesty and transparency that a small but persistent number of charter schools are indeed under-performing. Charter schools are based on the premise that in exchange for greater autonomy to innovate, schools accept greater accountability for high student achievement. While most charter leaders, their Boards, teachers, and parents across the California have seized this opportunity with unwavering resolve, schools are not consistently held accountable to this bargain. Charter renewal or revocation decisions are seldom, if ever, predicated on student academic performance for various reasons discussed in this report. There remain pervasive structural elements that make it difficult for this accountability to be consistently applied, measured, and demanded.

Last year's report also unveiled CCSA's Accountability Framework to assess the distribution of charter performance and set a transparent, stable standard of minimum academic performance, called the CCSA Minimum Criteria for Renewal. This effort to bring transparency and deep awareness of the distribution of performance among charters is one of the cornerstones of our accountability initiative, developed and implemented over the course of three years. Only when we arm ourselves with deep knowledge of our successes and shortcomings can we fully live up to the promise of "no excuses" accountability. Charters across California have embraced the idea, analyzed their schools results via Report Cards provided by CCSA first issued in fall 2010, and acted on results in conjunction with their Boards, staff, and parents. The move was heralded by U.S. Secretary of Education Arne Duncan and many state and national education reform leaders within and outside the charter movement as a positive step towards strengthening the entire charter school movement. Throughout the year, CCSA

used its framework to identify, study, and conduct extensive outreach to schools that are persistently under-performing on a variety of academic performance measures – in many cases analyzing student-level longitudinal data and formative assessment results. Finally, in December 2011, CCSA made public a list of schools that had not met the CCSA Minimum Criteria for Renewal, and called for the closure of those in renewal.

This year's **Portrait of the Movement** report continues to tell the unfolding story of our movement's quest for excellence, significantly increasing the number of high-performing schools while decreasing the number of under-performing charter schools. We again apply the performance framework to identify successful "high impact" schools and understand how well and how differently charter public schools are addressing the challenges of their very diverse student populations, curricular models or other structural arrangements, such as autonomy in governance and finance, and their status as a freestanding school or participation in a network, and do so with great success. We are pleased to see that charters continue to provide significant value, particularly to students in urban centers, where the achievement gaps are particularly stark. Patterns of high achievement are holding, showing that there are significantly more students being served in excellent charter schools than in low performing charter schools, and the concentration of high performance among charters exceeds that of traditional public schools. But we are also concerned to see that this year's record of closures and authorizing actions suggests that the current oversight and renewal process does not provide sufficient clarity to compel authorizers to address or act upon the results of under-performing charter schools.

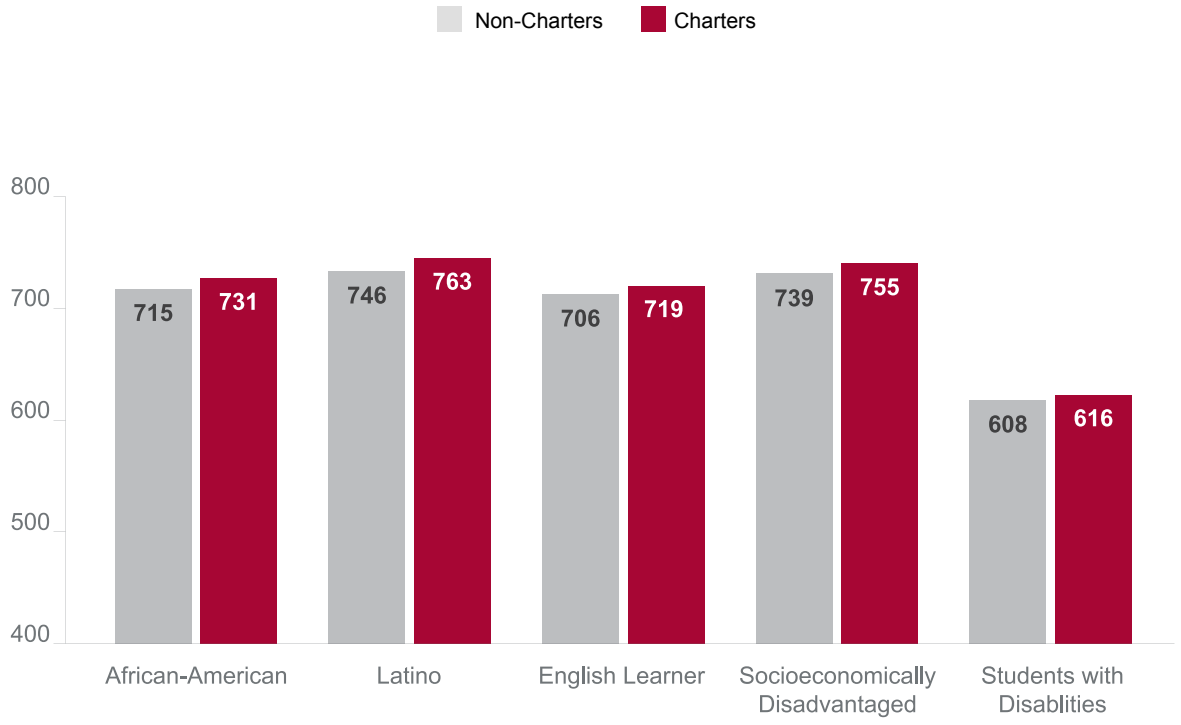
Portrait of the Movement is our second annual report taking the temperature of the academic health of the charter movement. Its examination of trends and patterns will serve to shine a bright spotlight on our many reasons to celebrate, and continue to inspire us to undertake the difficult work of improving where challenges remain.

Introduction

In this second annual **Portrait of the Movement** report, we examine charter school performance trends using publicly-available achievement data and the CCSA Accountability Framework, which incorporates multiple lenses of school performance. In doing so, **Portrait of the Movement** makes a number of key contributions to existing work.

- **Isolating School Impact**
  By focusing solely on absolute scores of performance, researchers cannot tell the difference between the impact of a given school and the prior abilities and challenges of their students before they entered that school. We compare a school's performance to a prediction based on student background, which enables us to isolate the impact of the school, and better identify highly effective schools, regardless of the communities they serve. Our approach enables us to do this in a more refined nature than currently available using existing metrics.[3]
- **Looking Beyond Averages**
  Comparing simple averages of school performance data mask much of the reality of how charter schools' performance compares with that of non-charter schools. As we will discuss, a closer look reveals a concentration of charter schools at both the highest and lowest ends of performance statewide, and we closely examine which schools those are and what is driving that trend.
- **Identifying Trends by Number of Students Served**
  School-level averages can mask the reality of student performance because they don't distinguish between the score of a very large school to that of a very small school. The importance of this comes acutely to light when comparing the mean Academic Performance Index (API) scores for traditionally disadvantaged subgroups for charters and non-charters. While school-level averages of subgroup API scores show that non-charters out-perform charters, average subgroup API scores for non-charters drop substantially when you account for the number of students served, suggesting that a larger proportion of non-charter students are served in low-performing schools. In fact, accounting for the number of students served shows that charter school *students* in disadvantaged subgroups actually out-perform non-charter school *students* in every disadvantaged subgroups. (See Figure 1) Thus, in addition to school-level scores, we also examine the distribution of performance through the lens of the number of students served, in order to paint a more accurate picture of how students are being served across the state.

Figure 1: Mean API by Subgroup, Weighted by Number of Students Tested, Charters vs. Non-Charters, 2011[4]



- **Looking "Under the Hood" of Charter Schools**
  Considering the wide diversity within the charter movement, it is not enough to identify whether charters are getting better or worse results than traditional schools. We disaggregate charter performance by a host of school characteristics to identify which conditions are more likely to be associated with school success. This type of inquiry is essential to the process of sharing "what works" across the public domain and connecting struggling schools to successful ones.
- **Focusing on Success for Underserved Populations**
  One of the key trends we see when comparing charter schools to non-charter schools is that disadvantaged students at charter schools are more likely to perform better than their counterparts at non-charter schools. (See Figure 1). Throughout our analysis we look specifically at schools serving low-income populations to assess the contributions of charter schools for these students.
- **Exploring Trends on Charter Closures and Their Relationship to Academic Performance**
  We analyze charter closure and performance data to assess the relationship. Looking at closure data from the past three years, we demonstrate why intervention is needed to better align renewal decisions to academic outcomes.

Through this examination of charter school academic performance trends, we identify both signs of success within the movement and areas we must focus our efforts for improvement. We describe some of the challenges to addressing low-performance within the movement and present CCSA's plan for addressing these challenges. We present profiles of a number of schools, and identify charters that are demonstrating remarkable value and should be looked to for replication and growth. Finally, CCSA has made several web-based tools publicly available at calcharters.org/portraitofthemovement, to enable everyone to access results for both charter and non-charter schools and examine performance trends in a variety of interactive formats.

Organization of the Report

The **Portrait of the Movement** provides a summary of CCSA's accountability metric and presents analysis in four sections.

- In **Section 1** we explore the "U-shaped" pattern of performance characterized by a concentration of charters at both the very top and very bottom of the statewide distribution, when analyzing how schools' performance relates to a prediction based on student background.
- In **Section 2** we describe the CCSA Accountability Framework, which combines measures of academic status, growth over time, and comparison to predictions based on student performance. We present profiles of schools that are at various performance levels across the Framework.
- In **Section 3** we discuss in more detail trends related to the persistence of under-performing charters and difficulties in enacting closure for those schools at the local level. We present the CCSA Minimum Criteria for Renewal as an improved standard of minimum performance that can be applied to increase accountability statewide.
- In **Section 4** we explain how the framework can be useful in identifying "High Impact" charter schools and discuss CCSA's growing efforts to support, foster, and cultivate these areas of excellence in the movement.

California Academic Accountability Measures

Public schools are subject to accountability measures to ensure that schools are meeting student achievement expectations. The **Academic Performance Index (API)** is the cornerstone of California's school accountability system. The API is a single number ranging from 200 to 1,000 that summarizes the performance of students, a school, or a district on California's standardized tests. The statewide target for API is 800, and schools are given growth targets each year to mark progress toward achieving that goal. Schools receive their API score each fall following the testing that occurs each spring. The following spring, schools receive a **Statewide Rank**, which is a decile

ranking of their score when compared to all other schools of the same type (elementary, middle or high), as well as a **Similar Schools Rank**, which compares their score to 100 other "similar" schools, based on a number of student and school factors, such as socio-economic background and teacher qualifications.[5]

If schools continue to meet API growth targets each year, they may become eligible for certain honors and awards. If schools fail to make progress on the API and are ranked amongst the lowest performing schools statewide, they may be identified to participate in intervention programs designed to help them boost student performance. Meeting API growth targets is also one component of federal accountability required by the Elementary and Secondary Education Act (ESEA, commonly known as No Child Left Behind). Under this Act, schools are required to make progress on additional academic performance indicators, including the percent of students scoring proficient or above on state standardized tests in English Language Arts (ELA) and mathematics.

Charter Schools and Academic Accountability

As public schools, charter schools are held to the same state and federal accountability requirements as public non-charter schools, and participate in all standardized testing programs necessary to meet those requirements. In exchange for the greater operational flexibility granted to charter schools, charters are subject to even higher levels of accountability than traditional public schools. Schools are granted a "charter" for a term of five years, which details their individual mission, educational program and methods of assessment. Schools are held accountable to their authorizer (the entity granting the charter), as the authorizer may choose to renew a school's charter based on its record of success, among other things. As schools of choice, charter schools are also held accountable by the students and families they serve, who have the ability to choose the best educational options available.

In the 2011-12 school year, 982 charter schools are in operation in California. In the 20 years since the passage of the California Charter Schools Act of 1992, between 150 and 200 charter schools have closed for various reasons.[6] However, rarely is student achievement the primary factor in closure, as a result of structural and process-related challenges and anemic academic performance requirements. Minimum academic performance standards for charter renewal as established in the California Education Code Section 47607 have, over time, proven ineffective in identifying under-performing charter schools.[7] A central purpose of CCSA's academic accountability initiative is to strengthen the academic performance standards to which charter schools are held at time of renewal.

CCSA's Accountability Measure

In 2008, CCSA released a new approach to charter school accountability that was heralded by U.S. Secretary of Education Arne Duncan as a model to be watched nationally. The centerpiece of this approach is the **Similar Students Measure (SSM)**, a tool that assesses school performance while filtering out many of the non-school effects on student achievement. Currently, California's state education data system lacks the ability to assess individual student progress over time, which greatly hinders our ability to make accurate comparisons of school performance across the state. For instance, we have no way of knowing whether a difference in scores between two schools is attributable to the schools themselves or to students' prior abilities before they entered the classroom.

Our approach mitigates some of these limitations through the use of regression-based predictive modeling, an approach used by the California Department of Education (CDE) and researchers across the education field.[8] We compare a school's Academic Performance Index (API) to a prediction that controls for the effects of student background on performance, thus enabling researchers to identify schools that significantly exceed or underperform, relative to their prediction. Consequently, despite the lack of individual student data required by many value-added measures,[9] we use publicly-available data to generate a statistically-based measure that approximates the school's value-add.

Description of CCSA's Accountability Measure

1) Annual School Performance Prediction (ASPP)

The Annual School Performance Prediction (ASPP) is the result of a series of linear regression models that predict a school's API while controlling for the effects of student background characteristics on performance, based on averages across all schools statewide. The ASPP regression models include all public schools in California (excluding schools participating in the state's Alternative Schools Accountability Model (ASAM),[10] or those with fewer than 20 valid test scores[12]) and controls for a set of publicly-available student background variables, including family income, parent education level, mobility, ethnicity, and percent English Language Learner and Special Education students. The models control for the level of parent education data reported, as well as the school size and grade span, separating out elementary, middle and high schools.[13] The resulting ASPP is a statistical prediction of a school's academic performance given its student body.

2) Percent Predicted API

The Annual School Performance Prediction is then compared to each school's actual API performance (Actual API ÷ Predicted API), creating a ratio termed the Percent Predicted API. The Percent Predicted API is then categorized into performance bands. If a school is within 5% of its

ASPP, it is categorized as Within Predicted, in order to account for the margin of error associated with the predictions. Schools outside of that range are categorized as Above or Below Predicted, and schools far outside of that range (10% or more) are categorized as Far Above or Far Below Predicted.

3) Similar Students Measure (SSM)

The Similar Students Measure (SSM) uses three years of annual Percent Predicted API results to identify patterns of performance for charter schools. The resulting SSM provides a measure of relative performance, estimating the value that schools add to the gifts and challenges students bring to their school experience. Schools are categorized into **SSM Performance Bands** as follows, based upon their Percent Predicted API over the prior three years:

Far Below All Years
Far Below Predicted for all years which have data

Below All Years
Below Predicted for all years which have data

Below Most Years
Below Predicted two out of the past three years

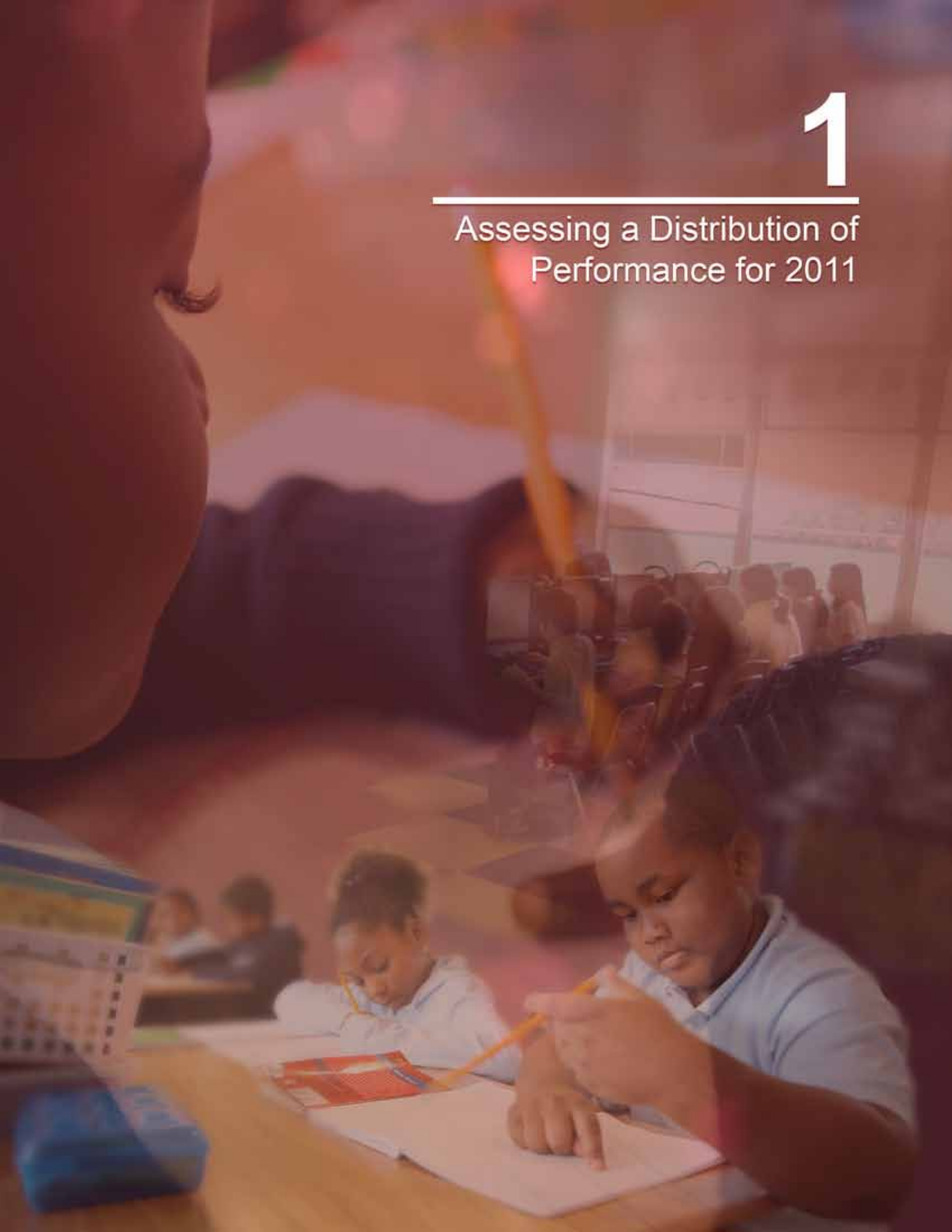
Within/Fluctauting
Within Predicted for all years which have data, or fluctuating between bands

Above Most Years
Above Predicted two out of the past three years

Above All Years
Above Predicted for all years which have data

Far Above All Years
Far Above Predicted for all years which have data

In conjunction with absolute measure of academic status and growth, the SSM drives CCSA's work to define minimum performance standards for charter schools.



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Assessing a Distribution of Performance for 2011

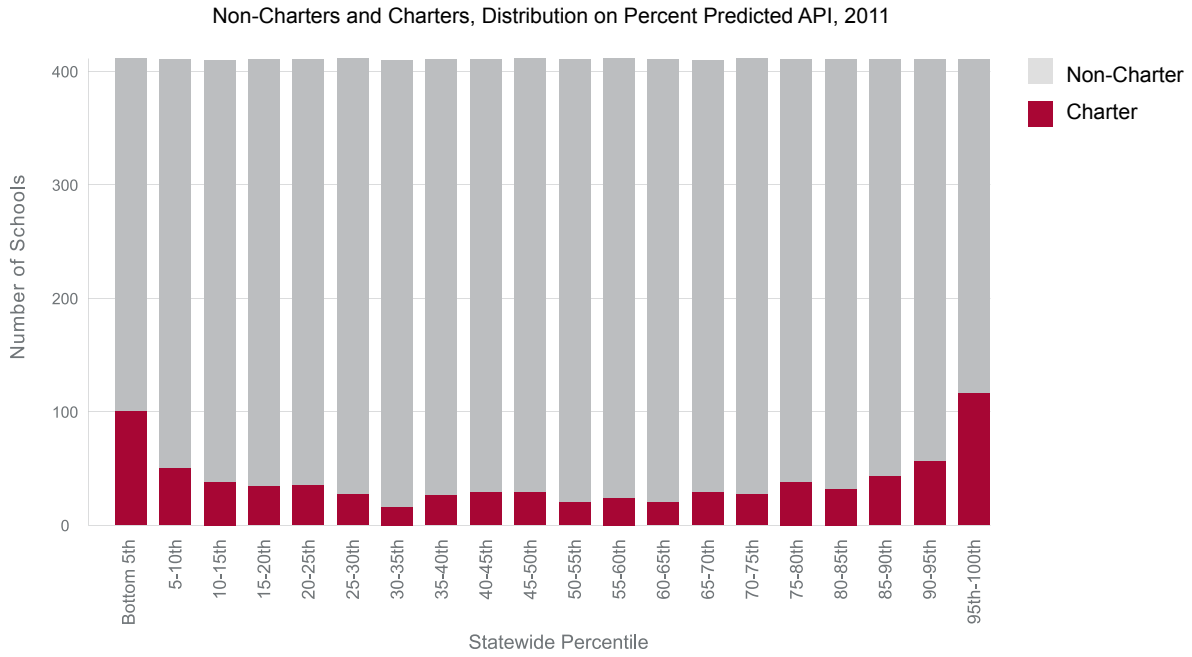
SECTION 1: ASSESSING A DISTRIBUTION OF PERFORMANCE FOR 2011

CCSA's Accountability Measure creates a unique view into charter trends, by providing a distribution of performance that filters out the effect of student background on school results. We use the metric "Percent Predicted API," which enables us to identify schools that are far exceeding and those that are far under-performing their prediction. Through this view, we see that charter schools are far more likely to fall in both of these categories than non-charter schools. Findings 1 through 8 explore this pattern in more detail, through comparisons with non-charter schools and looking at patterns within the charter movement.

Interpreting the Graphs in Section 1

The following explains our methodology for comparing charter schools with all schools statewide on Percent Predicted API.

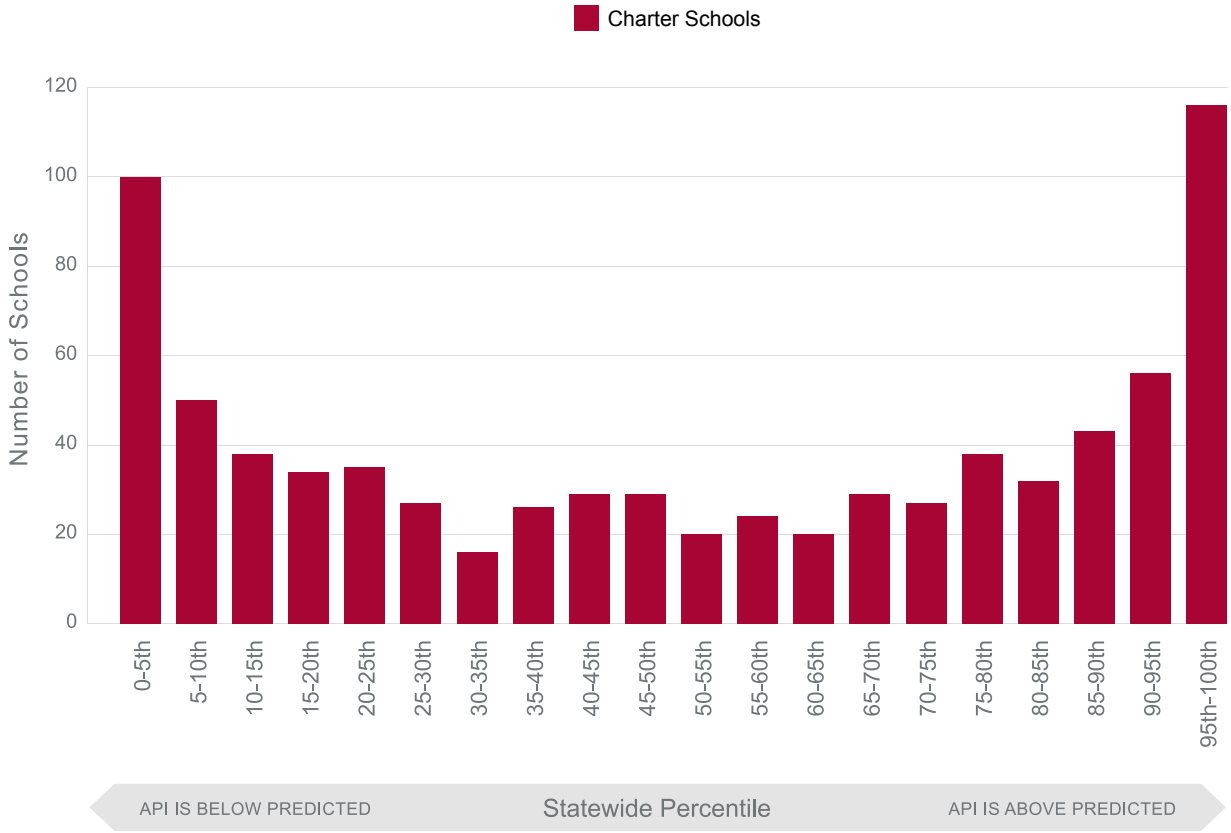
1. We rank all public schools (charter and non-charter) by Percent Predicted API.
2. We divide schools into equal groups of five percent and examine where charters lie on that distribution. In this example graph, the grey and blue bars together encompass all CA public schools. There are an equal number of schools in each bar, reflecting their statewide percentile. For example, schools in the bar labeled "Bottom 5th" are among the bottom five percent in the state on Percent Predicted API, while schools in bar labeled "Top 5th" are among the top five percent.
3. The red bars in this sample graph show where charters rank among all schools statewide for Percent Predicted API. It shows that charters (red) are over-represented in both the top and bottom of the distribution.



Finding 1:

Charters in 2011 were more likely than traditional schools to far exceed their predicted performance based on student background. To a slightly lesser extent, charters were also more likely to far under-perform their prediction.

Figure 2: Charters, Distribution on Percent Predicted API, 2011



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SECTION 1: ASSESSING A DISTRIBUTION OF PERFORMANCE FOR 2011

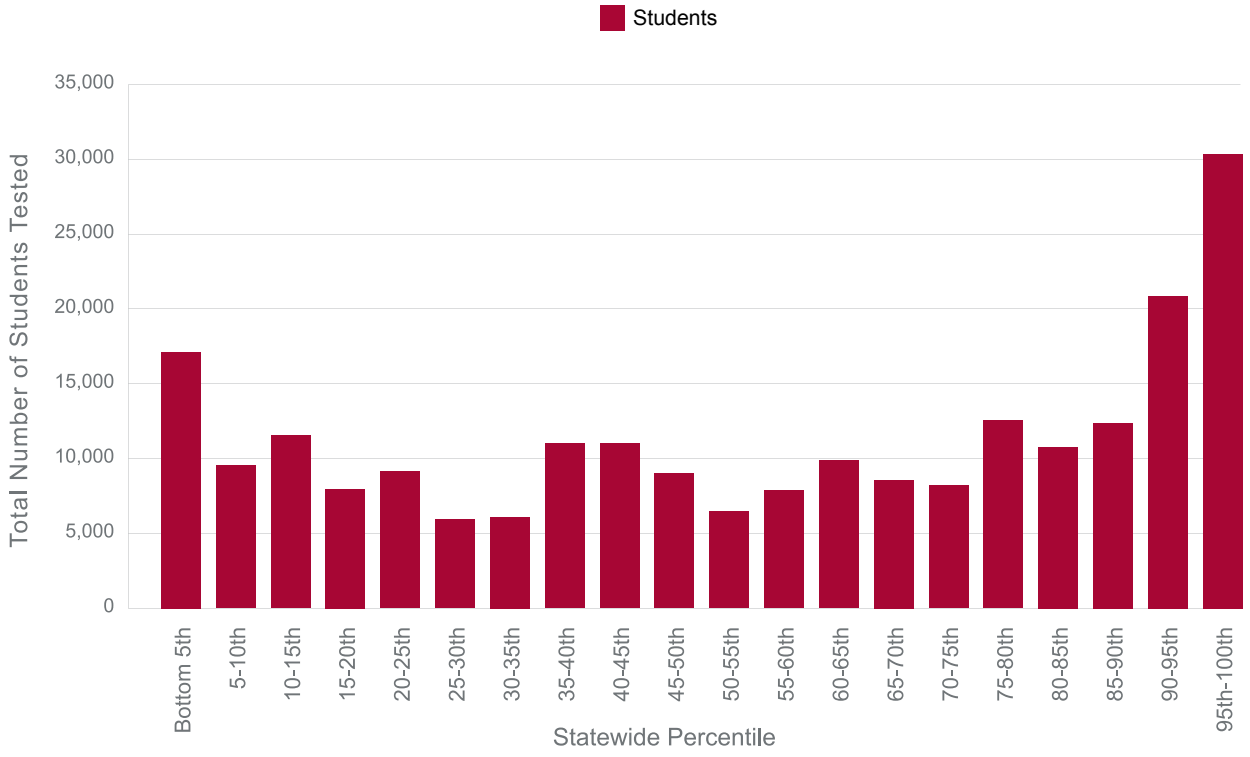
Figure 2 shows a comparison of charter schools to the population of all schools in the state. Using the metric of Percent Predicted API (comparing actual performance to predicted), we find a "U-shaped" pattern with charters more concentrated than non-charters at either end of the distribution. Twenty-two percent (22%) of charters ranked within the top 10% of all schools in the state, while 19% of charters ranked among the bottom 10% of schools in the state. The concentration is even more extreme when looking at the tail ends of the spectrum; 15% of charters ranked among the top 5% of all schools in the state, while 13% percent of charters ranked among the bottom 5% of all schools in the state.

The concentration of charters at the top end of the distribution is cause for optimism and directs our efforts to understand the characteristics and expansion patterns of these schools, and to ensure they are reaching students in need. However, the concentration of charters at the bottom end of the distribution warrants concern and action. Are certain conditions associated with far under-performing charter schools? Are existing policies functioning to uphold accountability on behalf of students attending those schools? If not, what kind of intervention may be necessary? For the remainder of this section, we present key findings that illuminate deeper nuances behind the "U-shape" pattern of performance.

Finding 2:

When looking at the distribution of charter performance in terms of students served, about twice as many students in 2011 were served by schools far exceeding their prediction than were served by far under-performing schools.

Figure 3: Total Students Tested in Charters, Distribution on Percent Predicted API, 2011



2010-11	Total Students Tested, Excluding ASAM + Small	Bottom 5% of CA Schools	Bottom 10% of CA Schools	Top 10% of CA Schools	Top 5% of CA Schools
Total Students Tested in Charters (%)	226,194	17,115 **(7.6%)**	26,660 **(11.8%)**	51,227 **(22.6%)**	30,350 **(13.4%)**
Total Students Tested in Non-Charters (%)	4,006,515	138,493 **(3.5%)**	306,676 **(7.7%)**	293,369 **(7.3%)**	**120,305 (3.0%)**

SECTION 1: ASSESSING A DISTRIBUTION OF PERFORMANCE FOR 2011

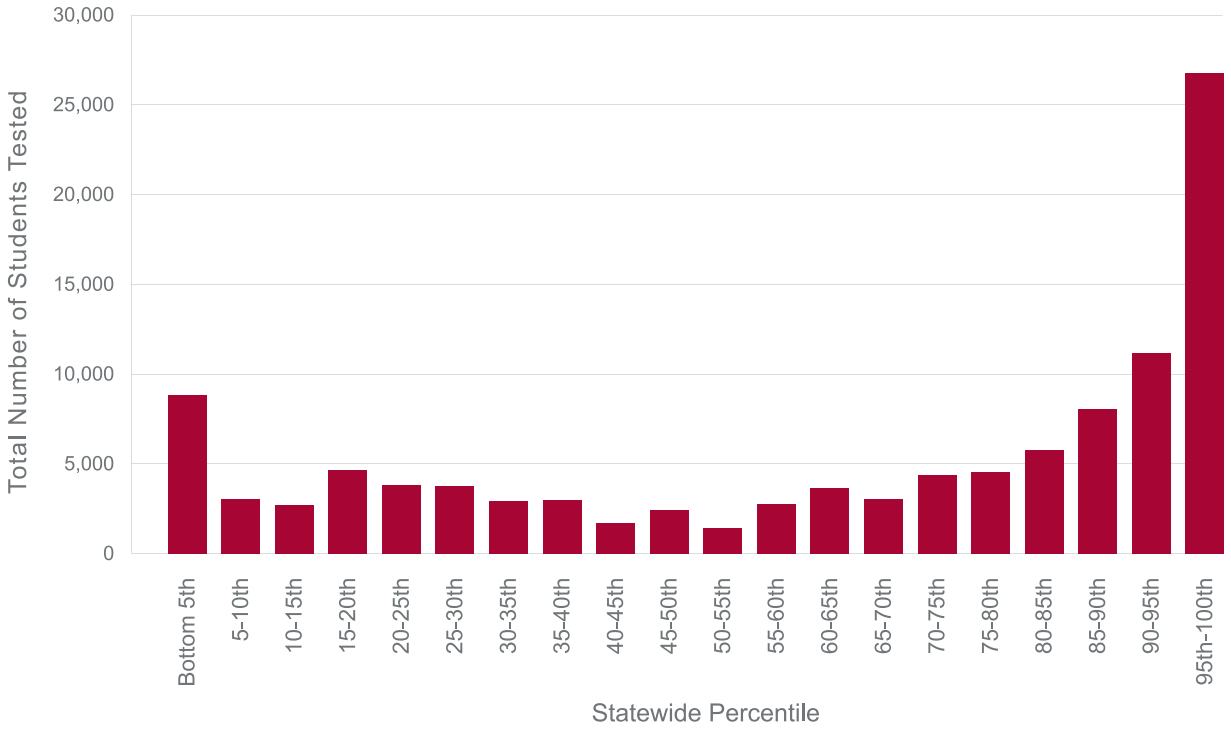
Far under-performing charters serve far fewer students on average than charters that exceed their prediction. By adding up the total number of students that are tested at schools across the distribution, we are able to get a more realistic picture of how individual students are being served across the charter school movement. Using this lens, we see that about twice as many students are being served in charters exceeding their prediction as in under-performing charters. Charters performing in the top 10th percentile represent 23% of charters school students tested, while charters performing in the bottom 10th percentile statewide account for 12% of charter school students tested.

Finding 3:

Charters that serve low-income students exceeded their prediction at high rates relative to the traditional system; students at charters serving low-income populations are five times more likely than their non-charter counterparts to be served by a school in the top 5th percentile.

When looking at charter schools that serve a low-income population, we see that students attending these schools are concentrated in schools in the top 5th and top 10th percentiles.[15] Thirty-five percent (35%) of students tested at charters serving primarily low-income students attend a school in the top 10th percentile, compared to 11% who attend schools in the bottom 10th percentile. Further, 25% of charter students at schools serving low-income populations attend a school in the top 5th percentile, compared to just 5% of non-charter school students.

Figure 4: Total Students Tested in Low-Income Charters, Distribution on Percent Predicted API, 2011



2010-11	Total Students Tested, Excluding ASAM + Small	Bottom 5% of CA Schools	Bottom 10% of CA Schools	Top 10% of CA Schools	Top 5% of CA Schools
Total Students Tested in Charters with ≥50% FRPL Eligibility (%)	108,328	8,844 **(8.2%)**	11,856 **(11.0%)**	37,927 **(35.0%)**	26,743 **(24.7%)**
Total Students Tested in Non-Charters with ≥50% FRPL Eligibility (%)	2,344,232	121,632 **(5.2%)**	256,401 **(11.0%)**	243,618 **(10.4%)**	108,978 **(4.7%)**

This pattern, which was also discussed in CCSA's 2011 **Portrait of the Movement** report, suggests that a higher percentage of charters that serve primarily low-income students are delivering markedly stronger results than their non-charter counterparts.

Finding 4:

The impact of family income on charter schools' API performance in 2011 was nearly four times less than the impact of family income on non-charters' performance.

Across the traditional public school system, students' socio-economic status is strongly related to the academic performance of their schools. However, with so many charter schools that serve low-income communities delivering higher results than their non-charter counterparts, charters across the state are providing examples of how family background does not define student outcomes. Indeed, family income level has nearly four times less of an impact on the school's API performance for charters as it has for non-charters. The r^2 coefficient in Table 2 shows that for non-charters, 38% of the variance in their API scores is explained by variation in the percent of students eligible for the Free and Reduced Price Lunch program at the non-charter school. For charter schools, it is only 10% of the variance. Taken together, Findings 3 and 4 provide evidence that charter schools may be finding ways to surpass the traditional limitations of poverty more effectively than are non-charter schools. We see similar results when comparing the impact of parent education levels, and believe that more research should be done in this area to explore this difference more carefully and identify more specifically what may be driving these trends.

Table 2: Correlation Coefficients between Percent Free/Reduced Price Lunch Eligibility for Charters and Non-Charters, 2011.

Non-Charters		
	% Free / Reduced Lunch	API
% Free / Reduced Lunch	1	-.615**
API	-.615**	1
r^2	.378	

Charters		
	% Free / Reduced Lunch	API
% Free / Reduced Lunch	1	-.311**
API	-.311**	1
r^2	.096	

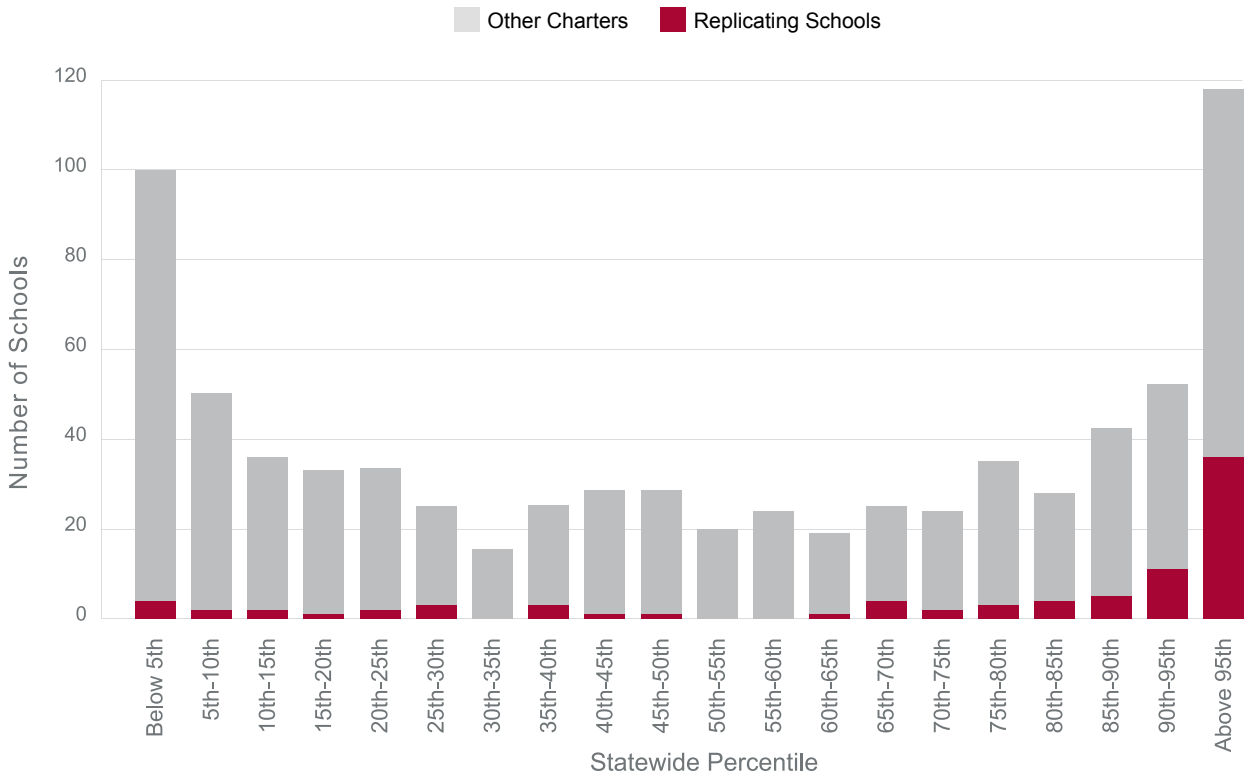
**. Correlation is significant at the 0.01 level (2-tailed)

We find reasons for optimism not only in the strong performance of charters with students in poverty but also in the expansion patters of schools that far exceed their prediction. Despite the tremendous financial pressures facing charter schools, the 2011-12 year heralded the opening of 100 new charter schools, speaking to the soaring demand by families across the state for quality charter school options. These new schools are the result of both new single-site schools and the expansion of existing charters. As noted in Finding 5, we see that the charter organizations that are expanding to open new schools are largely doing so based upon a track record of success.

Finding 5:

Charters that were part of an organization that opened new schools in 2011-12 were highly concentrated at the top end of the statewide distribution.

Figure 5: Replicating Schools vs. Other Charters, Distribution on Percent Predicted API, 2011



2010-11	Total, Excluding ASAM + Small	Bottom 5% of CA Schools	Bottom 10% of CA Schools	Top 10% of CA Schools	Top 5% of CA Schools
Total schools that are part of a Network or Charter Management Organization (CMO) that opened a new school in 2011-12 (%)	116	7 **(6.0%)**	11 **(9.5%)**	53 **(45.7%)**	38 **(32.8%)**

Charters operated by Charter Management Organizations (CMOs) that opened a school in the fall of 2011 are largely concentrated at the top of the distribution.[16] Thirty-three percent (33%) of schools operated by one of these expanding CMO's were in the top 5th percentile and 46% were in the top 10th percentile.

A Deeper Dive Into the Distribution of Charter School Performance: How Do Different Kinds of Charter Schools Perform?

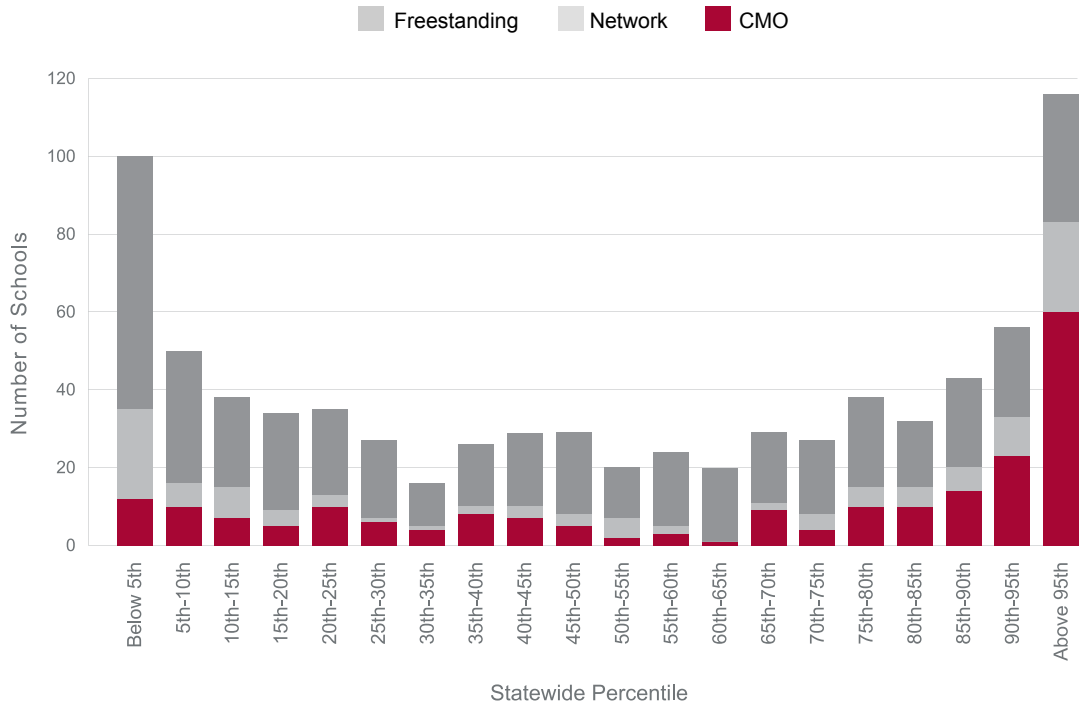
Charters are extremely diverse in school design and approach, and we can explore this picture of performance in greater detail by disaggregating the whole by various school characteristics. The next section explores some of the charter school attributes that were associated with higher and lower performance. In total, we analyzed the relationship between 11 different school characteristics and their Percent Predicted API to identify which characteristics are significantly associated with schools performing above and below prediction, and how this impacts the distribution of performance for various school subgroups.[17] The findings below explore some of these differences; Appendix A provides a complete set of results.

Finding 6:

Charters operated by a Charter Management Organization (CMO) in 2011 were highly concentrated in the top 10th percentile.

Forty-percent (40%) of charters operated by a CMO performed in the top 10th percentile in 2011. In other words, CMO charters were four times more likely than traditional public schools to far exceed their prediction. At the other end of the spectrum, the concentration of charters in the bottom 10th percentile is made up largely of freestanding charters and those operated by a network.[18]

Figure 6: Charter Schools by Management Model, Distribution on Percent Predicted API, 2011

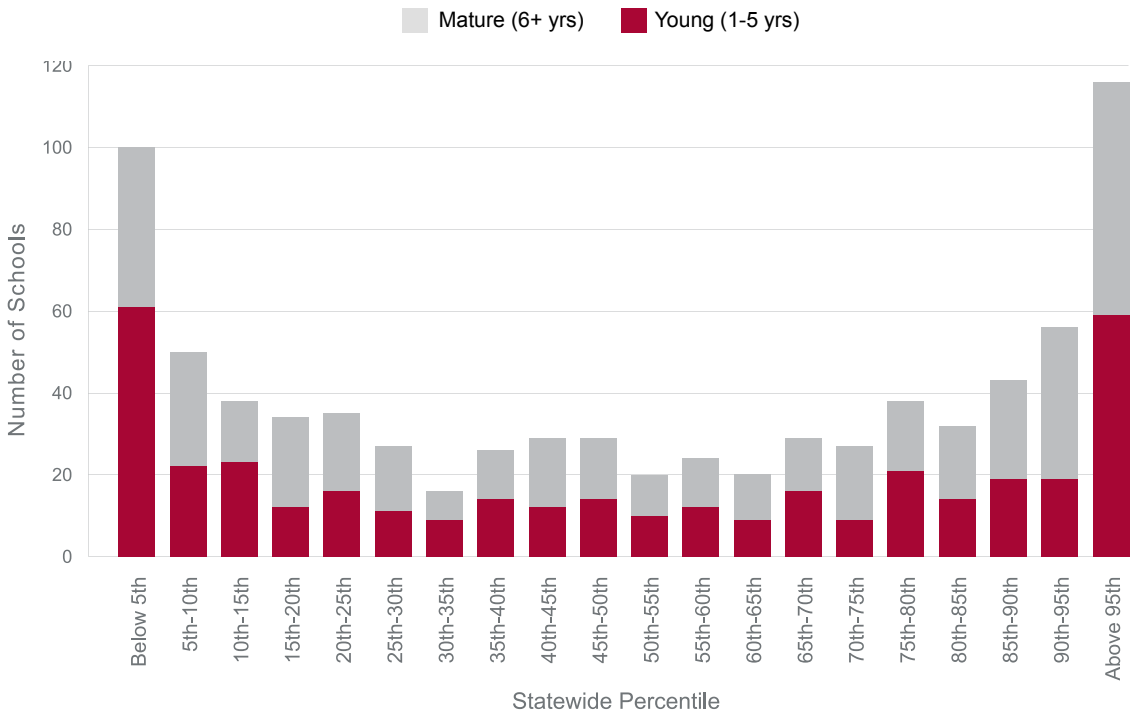


2010-11	Total, Excluding ASAM + Small	Bottom 5% of CA Schools	Bottom 10% of CA Schools	Top 10% of CA Schools	Top 5% of CA Schools
Number of CMO charters (%)	210	12 **(5.7%)**	22 **(10.5%)**	83 **(39.5%)**	60 **(28.6%)**
Number of Network charters (%)	116	23 **(19.8%)**	29 **(25.0%)**	33 **(28.4%)**	23 **(19.8%)**
Number of Freestanding charters (%)	463	65 **(14.0%)**	99 **(21.4%)**	56 **(12.1%)**	33 **(7.1%)**

Finding 7:

Young and mature schools have similar performance distributions overall, however this pattern varies by the management model of the school. By the time they reach five years old, CMO and network schools are very likely to far exceed their prediction and are not likely to under-perform, while freestanding schools are more likely to remain under-performing as they age.

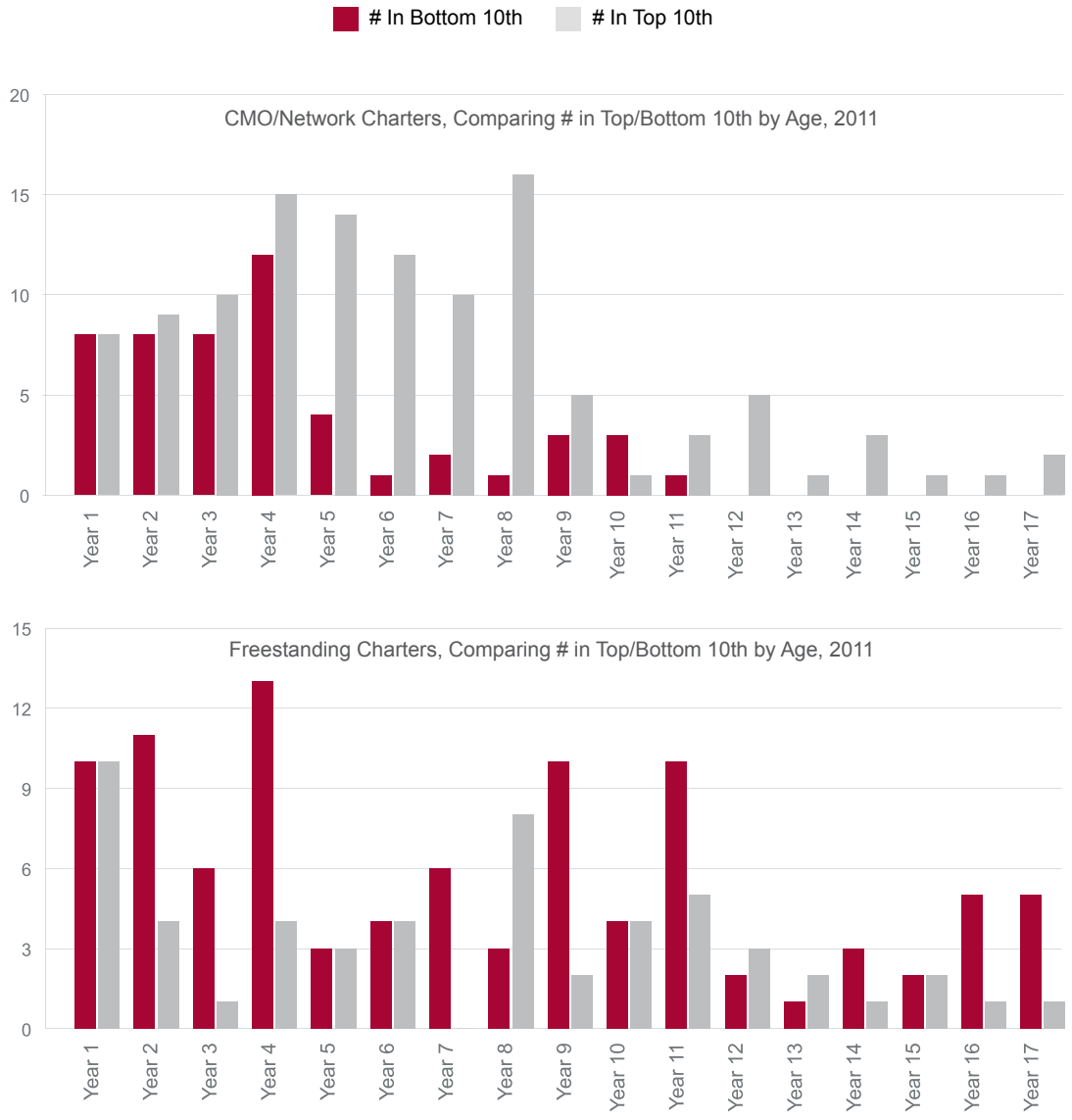
Figure 7: Charter Schools by Maturity, Distribution on Percent Predicted API, 2011



2010-11	Total, Excluding ASAM + Small	Bottom 5% of CA Schools	Bottom 10% of CA Schools	Top 10% of CA Schools	Top 5% of CA Schools
Number of Mature (6+ yrs) charters (%)	407	39 **(9.6%)**	67 **(16.5%)**	94 **(23.1%)**	57 **(14.0%)**
Number of Young (1-5 yrs) charters (%)	382	61 **(16.0%)**	83 **(21.7%)**	78 **(20.4%)**	59 **(15.4%)**

The above graph shows that young schools as a whole have a similar performance distribution as mature charter schools, suggesting that the age of the charter school is not a driving factor behind its performance. However, as the following graphs show, the pattern of performance by school age is different for charters operated by CMOs or networks, than it is with freestanding charters.

Figure 8: Comparing Distribution in the Top and Bottom of the Statewide Distribution by Charter Age: CMO/Network-Operated Charters vs. Freestanding Charters



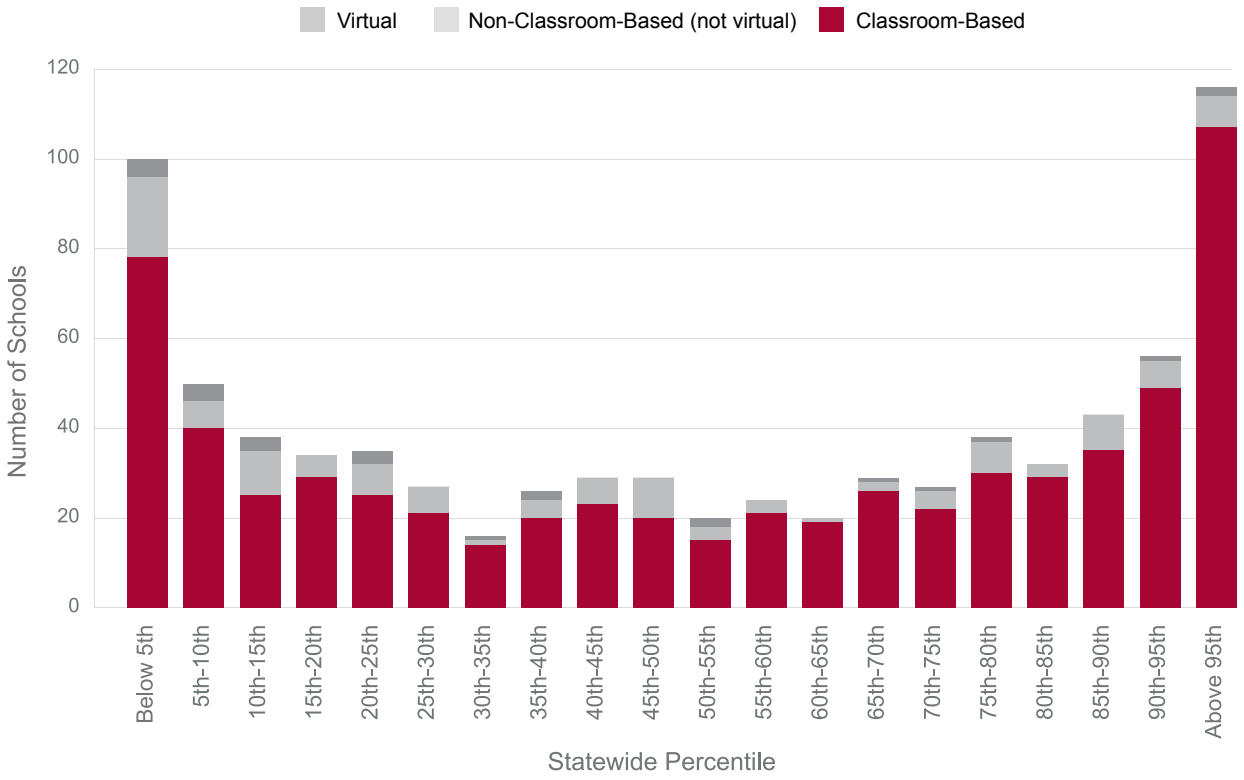
Between their first and fourth year of operation, schools operated by CMOs and Networks are fairly equally likely to either far exceed their prediction (top 10th percentile) or far underperform their prediction (bottom 10th percentile). However, by the time they are five years old, the number of under-performing schools drops off considerably, while the number of schools exceeding their prediction remains high.[19] In contrast, under-performing schools that operate as freestanding schools are much more likely to remain open over time. This trend illuminates a key difference in the growth patterns across various management models and provides insight into the persistence of low-performing schools.

Finding 8:

Both classroom-based and non-classroom-based charter schools were represented across the performance distribution; however, classroom-based charters were more skewed towards the top end of the distribution.

Non-classroom-based charters are represented across the distribution of performance, but they are more likely than classroom-based charters to perform in the bottom 5th and 10th percentile. Looking deeper into the non-classroom-based classification, we found that far under-performing non-classroom-based charters are more likely to be identified as an "online" or "virtual" school than non-classroom-based schools that exceeded their prediction.[20] The data sample is small from the perspective of assessing the performance of virtual schools as a whole; however, given the rate of growth in the sector of online school options, we believe that more study is necessary to determine the most accurate and useful measures to assess and compare the contributions to student gains across these various models.

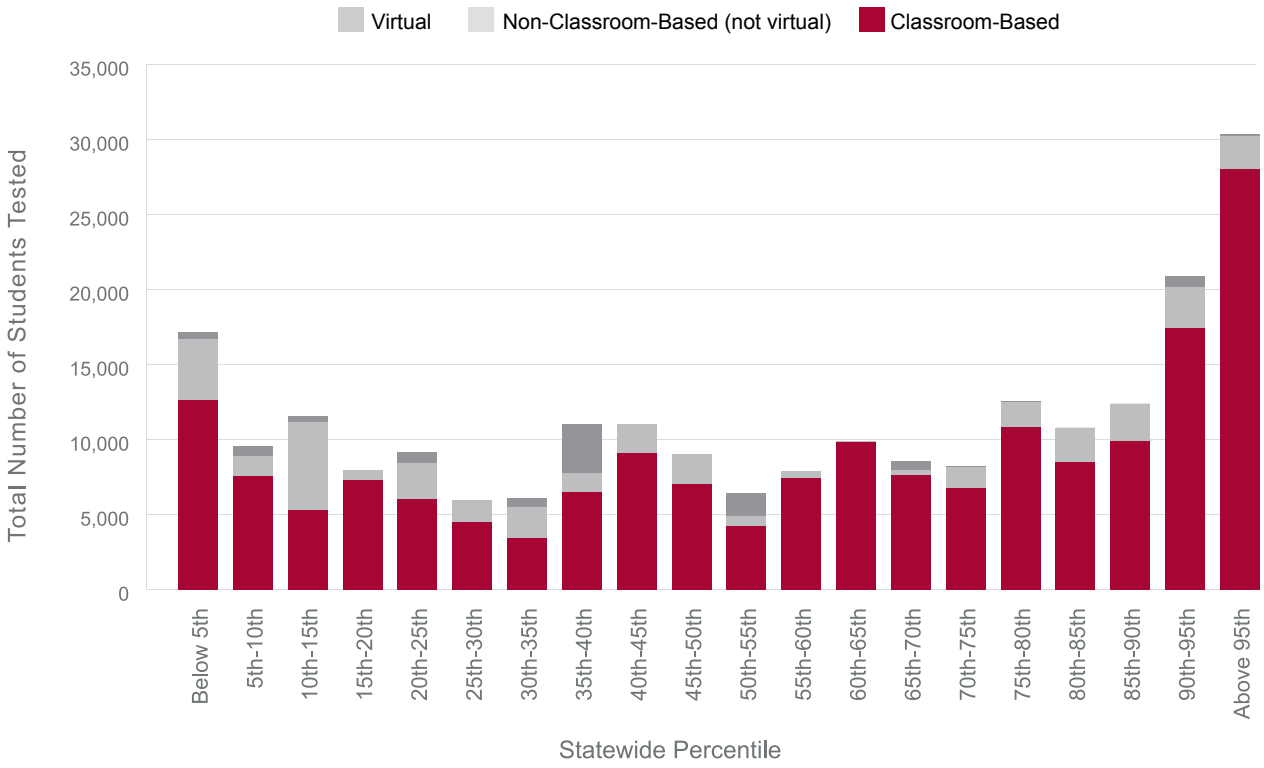
Figure 9: Charters by Site Type, Distribution on Percent Predicted API, 2011



2010-11	Total, Excluding ASAM + Small	Bottom 5% of CA Schools	Bottom 10% of CA Schools	Top 10% of CA Schools	Top 5% of CA Schools
Number of Classroom-Based charters (%)	648	78 **(12.0%)**	118 **(18.2%)**	156 **(24.1%)**	107 **(16.5%)**
Number of Non-Classroom-Based charters not identified as "virtual" (%)	116	18 **(15.5%)**	24 **(22.7%)**	13 **(11.2%)**	7 **(6.0%)**
Number of Non-Classroom-Based charters identified as "virtual" (%)	25	4 **(16.0%)**	8 **(32.0%)**	3 **(12.0%)**	2 **(8.0%)**

When we look at this difference in terms of total numbers of students, it becomes increasingly striking how students served at classroom-based charters are highly concentrated among schools performing in the top 10th and 5th percentiles.

Figure 10: Total Students Tested in Charters by Site Type, Distribution on Percent Predicted API, 2011



2010-11	Total Students Tested, Excluding ASAM + Small	Bottom 5% of CA Schools	Bottom 10% of CA Schools	Top 10% of CA Schools	Top 5% of CA Schools
Total students tested at Classroom-Based charters (%)	179,898	12,622 **(7.0%)**	20,188 **(18.2%)**	45,423 **(25.2%)**	27,999 **(15.6%)**
Total students tested at Non-Classroom-Based charters not identified as "virtual" (%)	36,902	4,023 **(10.9%)**	5,304 **(14.4%)**	4,911 **(13.3%)**	**2,224 (6.0%)**
Total students tested at Non-Classroom-Based charters identified as "virtual" (%)	9,394	470 **(5.0%)**	1,168 **(12.4%)**	893 **(9.5%)**	127 **(1.4%)**

Disaggregating the Data by Geographic Location

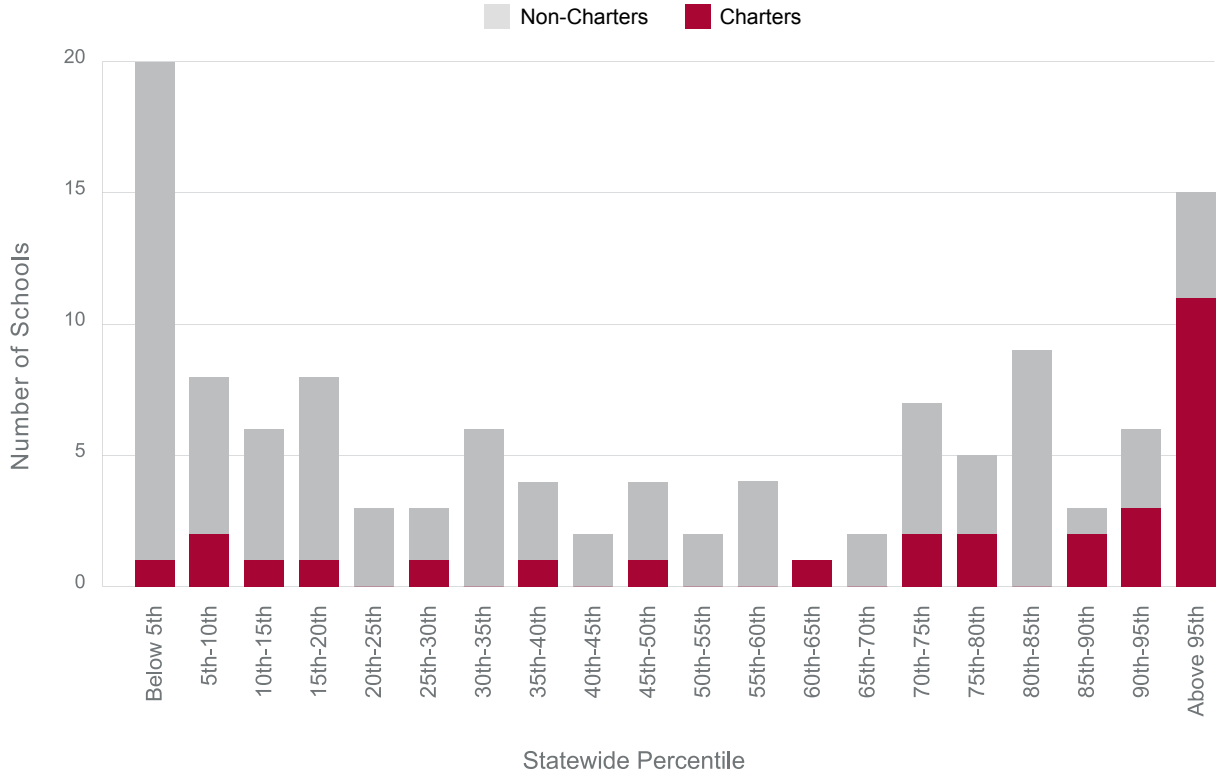
CCSA has conducted analyses that investigate the charter distribution of performance through various geographic lenses, including district, authorizer, county, zip code, and CCSA region. These reports are publicly available on our website, at http://snapshots.calcharters.org/regional_snapshot.

Disaggregating the data by district highlights several key urban districts in which charters are having a disproportionately large positive impact for students, being extremely concentrated among schools that far exceed their prediction. Districts such as Oakland Unified School District (see side bar), provide examples to the rest of the state as to how charters can have a truly transformational impact on outcomes for students at a local level.

Charters Far Exceeding Prediction at High Rates in Oakland Unified School District

The charter schools authorized by Oakland Unified School District (OUSD) provide one example of the remarkable impact that is possible at a local level. OUSD's charters achieved an average 794 API score in 2011, compared to 727 for public non-charter schools. In addition to their performance on the absolute API measure, OUSD charters are very concentrated among schools that far exceed a predicted performance based on student background, with 48% of OUSD charters scoring in the top 10th percentile for Percent Predicted API, compared to 8% of non-charters, which are more concentrated among the bottom 5th and 10th percentiles. When you look at the distribution of OUSD charters in terms of total number of students, only 4% of OUSD charter students are in a school in the bottom 10th percentile, compared to 48% of OUSD charter students that are in a school in the top 10th percentile.

Figure 11: Oakland Unified School District, Distribution on Percent Predicted API, 2011



SECTION 1: ASSESSING A DISTRIBUTION OF PERFORMANCE FOR 2011

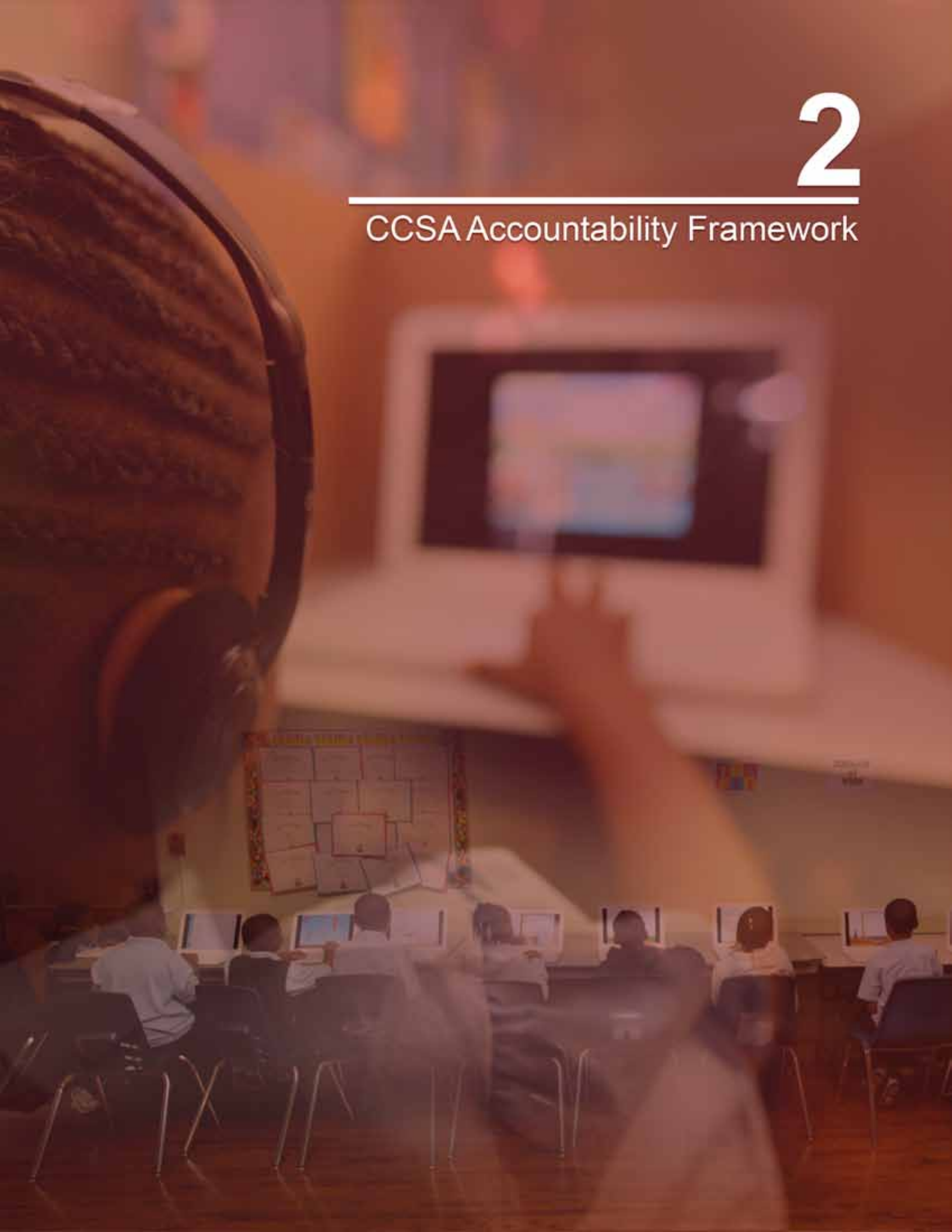
2010-11	Total, Excluding ASAM + Small	Bottom 5% of CA Schools	Bottom 10% of CA Schools	Top 10% of CA Schools	Top 5% of CA Schools
Number of OUSD Charters (%)	29	1 **(3.4%)**	3 **(10.3%)**	14 **(48.3%)**	11 **(37.9%)**
Number of OUSD Non-Charters (%)	89	19 **(21.3%)**	25 **(28.1%)**	7 **(7.9%)**	4 **(4.5%)**
Number of Total Students in OUSD Charters (%)	6,007	47 **(0.8%)**	235 **(3.9%)**	2,872 **(47.8%)**	2,362 **(39.3%)**
Number of Total Students in OUSD Non-Charters (%)	25,149	4,285 **(17.0%)**	6,609 **(26.3%)**	1,517 **(6.0%)**	892 **(3.5%)**

We see remarkable signs of momentum that speak to the indisputable impact of OUSD charter schools. The concentration of charters that far exceed prediction has grown since last year, with the percent of charters in the top 10th percentile increasing from 36% in 2010 to 48% in 2011. Driven by demand for high performing charter options, OUSD charters occupy one of the largest market shares of any district in the state. As of state testing in spring 2011, charters made up 23% of schools and 19% of all students in the district. In addition, OUSD charters do a better job of retaining students throughout the year, with 95% of students being continuously enrolled from fall 2010 to spring 2011 on average, compared to 89% for district-run schools.

Table 3: Number of Schools and Students, Spring Testing, Charters and Non-Charters, 2011

	Total Schools with Valid Test Scores Spring 2011	Total Valid Test Scores Spring 2011	Average Retention Fall 2010 - Spring 2011
Charter	29	**6,007**	94%
Non-Charter	97	**25,669**	89%
Total	126	**31,676**	
Charter Market Share	**23.0%**	**19.0%**	

The strength of the charter movement in Oakland is bolstered by the fact that the city attracts a large population of reform-oriented educators, partly due to the strong presence of reform groups including Teach for America and New Leaders for New Schools. In addition, the charter office of OUSD provides active oversight, having adopted a rigorous charter review process containing clear and transparent standards for approval and renewal. The OUSD website shows that as of 2009, 50 charter schools have opened in the district, and 19 charter petitions have been denied.[21] This level of diligence and rigor is also reflected by the fact the charter office has acted to close low-performing charters based on an in-depth review of academic outcomes and gains of students.[22] The charter office's commitment to high standards has gained attention. In fact, OUSD's quality review standards, which were adopted by the original Quality Standards developed by CCSA, have since become the base template for the quality review system that is now being piloted for *all* schools in OUSD.



2

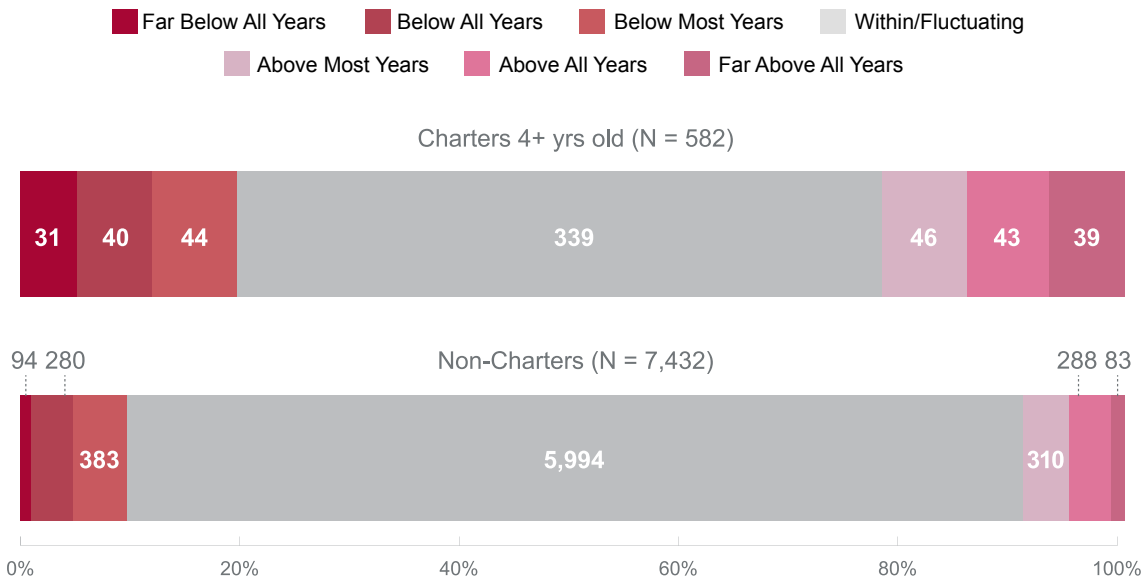
CCSA Accountability Framework

SECTION 2: CCSA ACCOUNTABILITY FRAMEWORK

In addition to providing a lens for assessing a one-year snapshot of results, CCSA's accountability metrics drive our efforts to set clear minimum performance standards for charters four years and older. In this section we describe the CCSA Accountability Framework, which is an approach to looking at school performance with a three-pronged approach that incorporates absolute academic achievement, school-level growth over time, and comparisons to similar student populations.

As explained on page 16, the **Similar Students Measure (SSM)** uses three years of Percent Predicted API results to classify patterns of performance with a focus on identifying schools that persistently under-perform and those that exceed their predictions, when compared to similar student populations. Schools are categorized into one of seven bands. (See the description on page 17 for a list of the SSM Performance Bands.) The SSM is provided to all schools for however many years of data are available, but in context of the CCSA Accountability Framework the SSM applies to schools four years and older, which for the purposes of this report, we refer to as "established" charters.[23]

Figure 12: SSM Performance Bands: Non-Charters and Charters 4+ Years Old, 2011



The majority of schools fall in the SSM Performance Band and of "Within/Fluctuating," which means that they either perform within a close range of their prediction, or they have fluctuated without a clear pattern. However, charters are more likely than non-charters to both consistently exceed their prediction and under-perform their prediction over a three-year period. Fourteen percent (14%) of established charters exceed their prediction every year, compared to 5% of non-charters. Twelve

percent (12%) of established charters perform below their prediction every year, compared to 5% of non-charters. These findings both higlight the fact that charters are showing great promise in achieving high results, yet they also underscore the need to address chronic underperformance that exists within the movement.

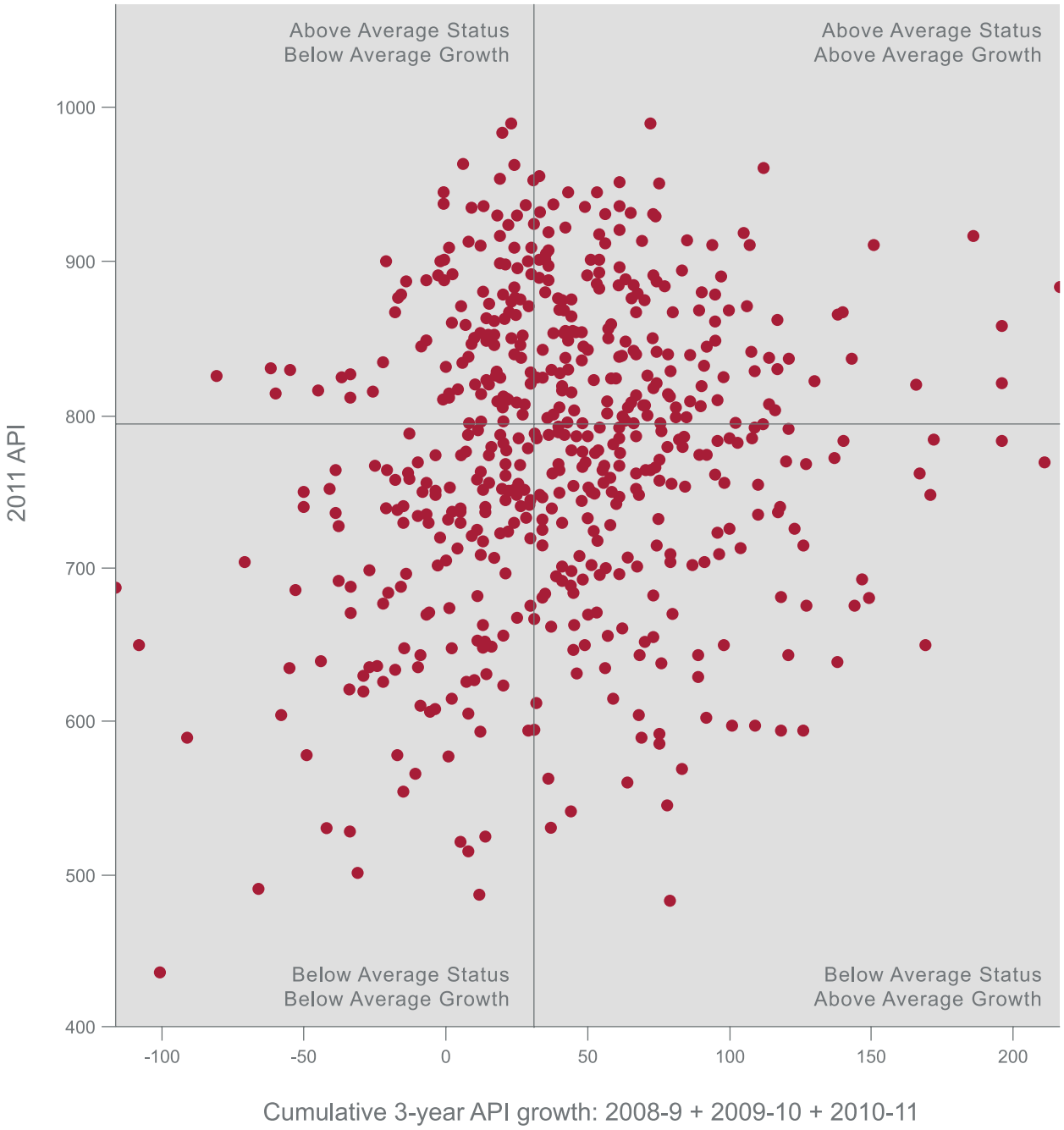
Building an Accountability Framework: Status, Growth and the SSM

In the 2011 **Portrait of the Movement**, CCSA introduced the CCSA Accountability Framework that incorporates measures of academic status and growth over time in addition to the SSM.[24] The SSM approximates the "value-added" by a school in comparison with a prediction based on student background, but we also need to look at the schools' absolute academic score (API) as a measure of achievement and API growth over time as a measure of the school's momentum.[25] We create a four-quadrant graph that divides schools by on the statewide average for all public schools on both API (which was 795 in 2011) and cumulative API growth over three years (which was 31 points in 2011), forming four categories:

- **"Excelling" (Above Average Status, Above Average Growth):**
  These schools exceed the state average on both API and three-year cumulative growth. They have experienced a period of high growth in recent years and are performing at a high level.
- **"Sustaining" (Above Average Status, Below Average Growth):**
  These schools exceed the state average for API but are below the state average for three-year cumulative growth. They have either maintained a high API over time, or declined slightly but still remained above the state average. Because API growth is subject to a ceiling effect (meaning there is less room to grow as schools approach the limit of 1,000), the "Sustaining" quadrant is less a distinction of poor growth than it is an indication of a school having maintained high performance over time.
- **"Improving" (Below Average Status, Above Average Growth):**
  These schools performed below the state average for API but exceeded the state average in three-year cumulative growth. They have expereinced high growth in recent years and if current trends continue will be on the path to high performance.
- **"Warning" (Below Average Status, Below Average Growth):**
  These schools performed below the state average for both API and three-year cumulative growth. They have either grown at a below-average rate or dropped over time and will need to accelerate their pace of growth to reach a high level of performance.

The following graph shows the placement of all charters four years and older across these quadrants.

Figure 13: Status/Growth Quadrants: Charters 4+ Years Old



Finding 9:

Charter schools are more likely than non-charters to have both above average academic performance and above average growth. They are less likely than non-charters to perform below both state averages of status and growth.

Charter schools and students are more concentrated in the "Excelling" quadrant and less concentrated in the "Warning" quadrant than non-charter schools. Thirty percent (30%) of charter schools, representing 33% of charter school students, are in the "Excelling" quadrant, compared to 27% of non-charter schools representing 25% of non-charter school students. At the other end, 23% of charter schools representing 20% of charter students are in the "Warning" quadrant, compared to 24% of non-charters representing 23% of non-charter students.

Table 4: Distribution of Schools and Total Students Tested by Status/Growth Quadrants, Charters 4 Years and Older and Non-Charters, 2011

		Charters 4 years and older		Non-Charters	
		Schools	Students Tested	Schools	Students Tested
"Warning" Schools: Below Average Status / Below Average Growth	Number	126	36,684	1,782	930,713
	Percent	**22.7%**	**20.3%**	**24.2%**	**23.4%**
"Improving" Schools Below Average Status/ Above Average Growth	Number	157	49,890	1,781	1,118,623
	Percent	**28.3%**	**27.6%**	**24.1%**	**28.1%**
"Sustaining" Schools Above Average Status/ Below Average Growth	Number	107	35,146	1,833	945,296
	Percent	**19.3%**	**19.4%**	**24.8%**	**23.7%**
"Excelling" Schools Above Average Status/ Above Average Growth	Number	165	59,249	1,982	990,159
	Percent	**29.7%**	**32.7%**	**26.9%**	**24.8%**
Total (excluding ASAM + small)		555	180,969	7,378	3,984,791

Finding 10:

Students at charters serving low-income populations are twice as likely as their non-charter counterparts to attend a school with high performance and high growth.

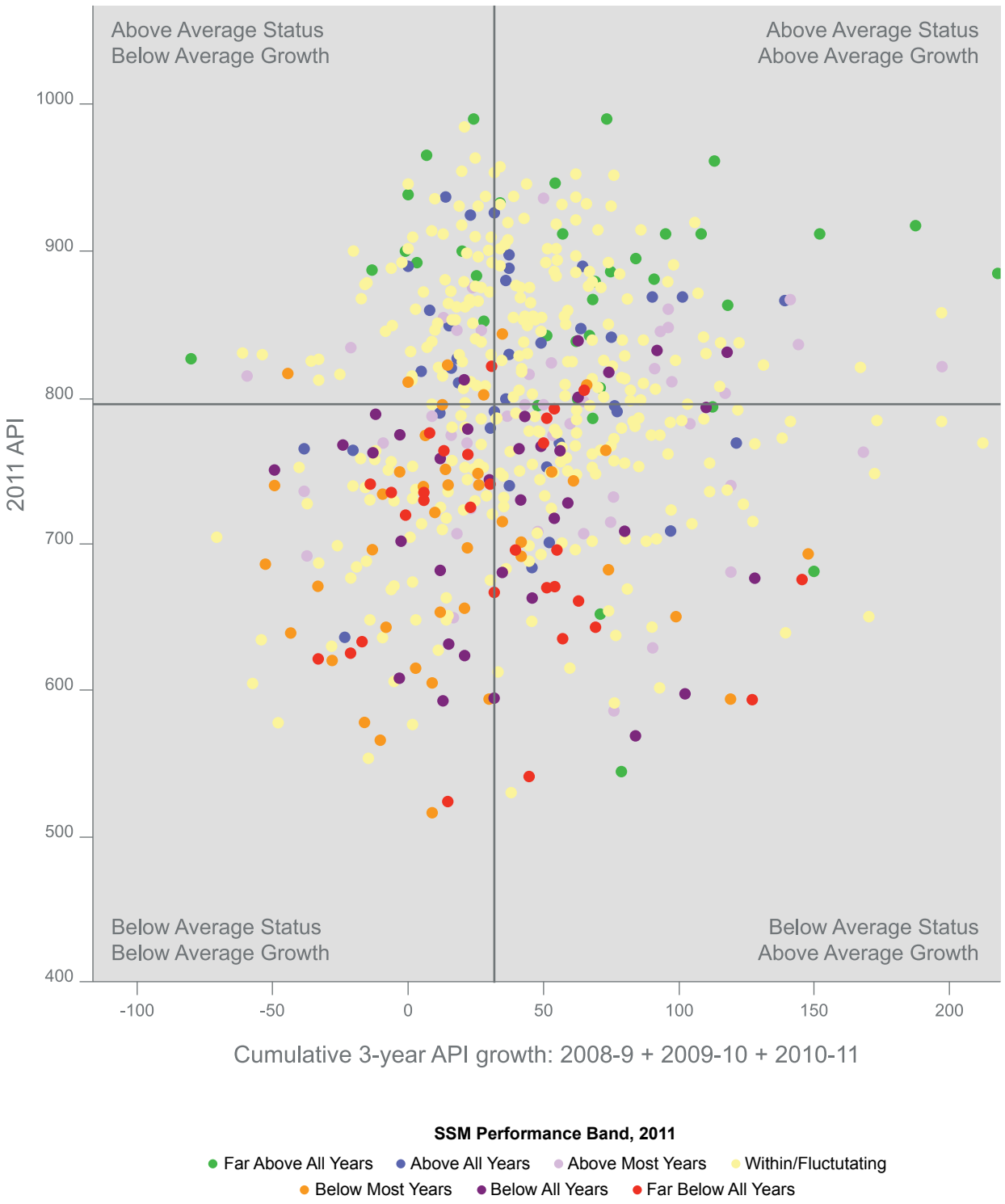
When looking at the distribution for schools that serve a primarily low-income population, the difference between charters and non-charters is even larger than found in the population overall. For example, 28% of charters that serve primarily low-income students are in the "Excelling" quadrant, compared to 21% of non-charters serving primarily low-income students. Furthermore, these charters represent 32% of charter students, while the "Excelling" non-charters serving primarily low-income charters represent only 16% of students.

Table 5: Distribution of Schools and Total Students Tested by Status/Growth Quadrants, Charters 4 Years and Older and Non-Charters Serving 50% or More Free/Reduced Lunch eligible population, 2011

		Charters 4 years and older		Non-Charters	
		Schools	Students Tested	Schools	Students Tested
"Warning" Schools: Below Average Status / Below Average Growth	Number	75	19,564	1,561	777,913
	Percent	**26.1%**	**23.8%**	**34.1%**	**33.4%**
"Improving" Schools Below Average Status/ Above Average Growth	Number	106	29,332	1,628	997,629
	Percent	**36.9%**	**35.7%**	**35.6%**	**42.9%**
"Sustaining" Schools Above Average Status/ Below Average Growth	Number	26	6,889	439	172,393
	Percent	**9.1%**	**8.4%**	**9.6%**	**7.4%**
"Excelling" Schools Above Average Status/ Above Average Growth	Number	80	26,272	947	379,879
	Percent	**27.9%**	**32.0%**	**20.7%**	**16.3%**
Total (excluding ASAM + small)			287	82,057	4,575

The fact that charters serving traditionally underserved students are more likely to have both above average performance and above average rates of growth than their non-charter counterparts highlights the need to look at how the status and growth metrics intersect with the Similar Students Measure. What patterns do we see in schools that are excelling on all three metrics: API, growth over time, and comparisons to similar student populations through the SSM? Are charters more likely than non-charters to accomplish this? On on the other end, of the spectrum – among schools that are low-performing on API and growth, are they also under-performing on the SSM, and does this differ for charters and non-charters? The graph below depicts how we overlay the SSM Performance Band on the Status/Growth quadrant to yield this three-dimensional view.

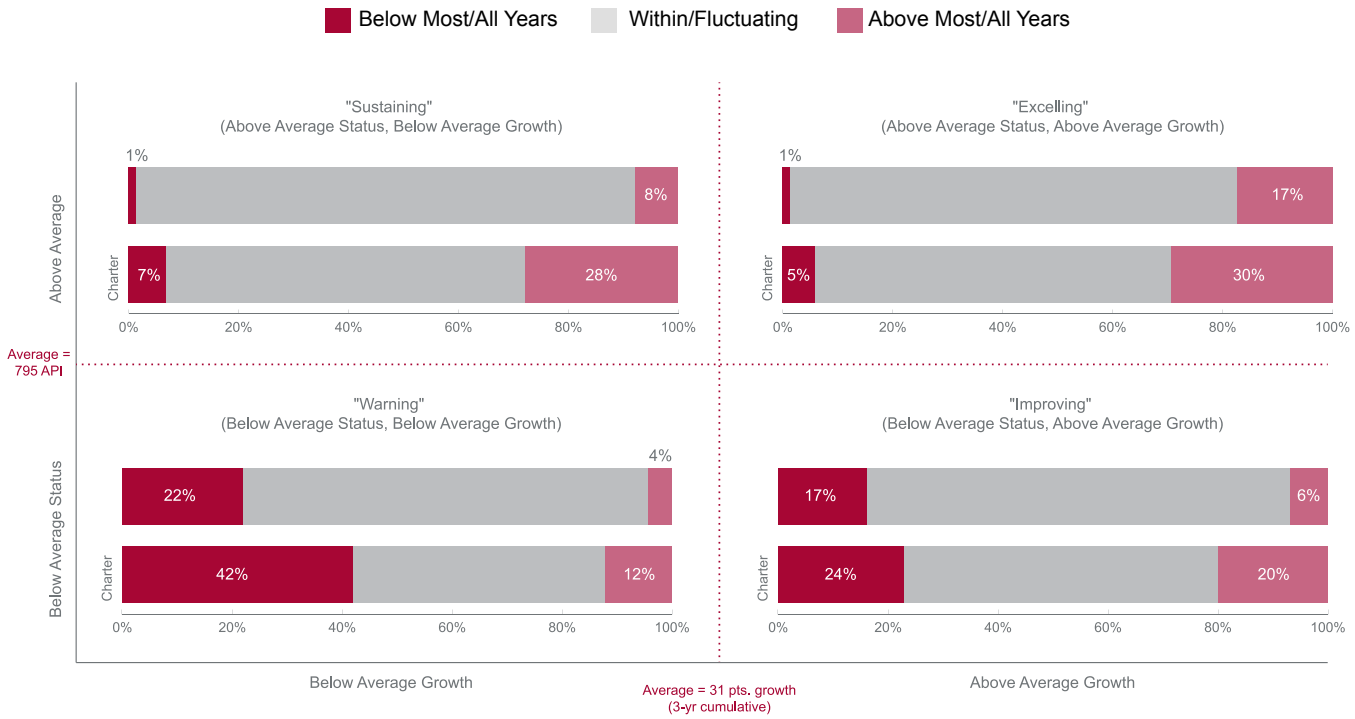
Figure 14: Status/Growth Quadrants and SSM Performance Bands: Charters 4+ Years Old



By looking at these metrics together, we see that schools of all SSM Performance Bands are distributed across the Status/Growth quadrants; however there are some clear trends, illustrated in Figure 15 below.

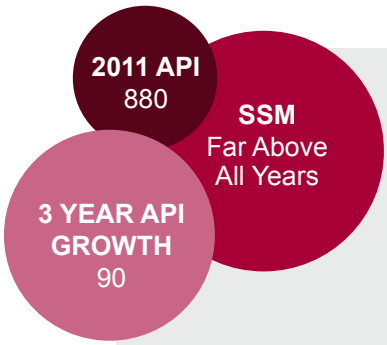
- Charters are more likely than non-charters to exceed their prediction in every quadrant, but particularly so in the "Excelling," "Sustaining," and "Improving" quadrants.
- There is not a large difference in the proportion of charters that are performing above predicted on SSM between the "Excelling" quadrant and the "Sustaining" quadrant. However, on the low end, there is a large difference in the proportion of charters that under-perform on SSM between the "Improving" quadrant and the "Warning" quadrant. This suggests that there is a bigger difference between the "low growth" and "high growth" schools among schools with a below-average API, than there is for schools with an above-average API. In other words, the growth metric is a less important "filter" for already high-performing schools.
- The largest concentration of under-performing charters is in the "Warning" quadrant. This suggests that the area in which these three elements overlap (low API, low growth, and under-performance on the SSM) is where we should focus our efforts in setting balanced minimum performance standards.

Figure 15: Distribution of SSM Performance Band, by Status/Growth Quadrant: Comparing Charters and Non-Charters



School Descriptions Across the Status/Growth Quadrants

Appendix B includes a disaggregation of charter schools by a number of charter type characteristics, indicating any differences that were statistically significant. By and large, there is a broad distribution of all school types across the framework. Through CCSA's work with charter schools across the state, we know that there are hundreds of stories of schools succeeding amidst challenging environments, and that the model of success does not match any specific school description. The following school profiles provide an inside look at a few examples, illustrating that success does not match any singular model.



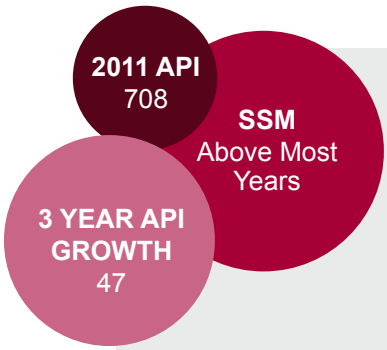
El Sol Science and Arts Academy

"Status/Growth" Quadrant: "Excelling"
(Above Average Status, Above Average Growth)

El Sol Science & Arts Academy is a Spanish-language dual immersion charter school in Santa Ana that started in 2001 serving 110 students and has grown to serve 770 students from preschool through eighth grade. Characterized by a strong culture of high expectations and hard work for staff, students, and parents, El Sol has realized dramatic gains in achievement to become one of the highest achieving schools in the area. The El Sol story demonstrates that, with laser focus on mission and high expectations for students, academic improvement is achievable for all schools and pedagogical models.

During the first two years of operation the school experienced a number of challenges and at one point split into two separate schools, resulting in staffing challenges and low student achievement. In the face of these challenges, the school's principal realized the need to re-focus their efforts on one thing: student learning. "We really had to step back from the situation, get quiet, and do the work. We had to regain trust, and almost rebuild the engine while the train was moving," says Monique Daviss, El Sol's Executive Director. "A core group of teachers did something really spectacular. They knew from that one point what was possible, and were willing to continue those efforts in order to continue that progress."

The results were indisputable. In 2011, El Sol posted an API score of 880 with a 90-point gain over the last three years, and CCSA's metrics show that El Sol far exceeds the performance of students of similar background across the state. The dual language immersion school provides a rigorous academic environment with a "whatever it takes" attitude towards seeing their students succeed. El Sol provides on-site services for families, including a health clinic, legal aid, and social services. They also offer an extended day program, which ties directly into the regular school day to help students at risk of falling behind. As Daviss puts is, "When students come here, we make an unstated commitment that when they leave, they'll be better for it."

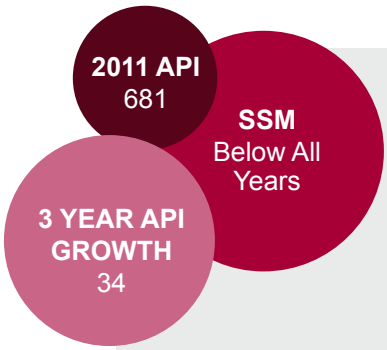


Pacific View Charter School – Oceanside

"Status/Growth" Quadrant: "Improving"
(Below Average Status, Above Average Growth)

Pacific View Charter School is an independent study charter school serving students in grades K-12 in San Diego, Riverside, Orange, and Imperial counties. Serving a highly mobile student population, Pacific View has demonstrated strong results through a focus on one-on-one attention and consistent use of data to drive instruction. Gina Campbell, Pacific View's Director, explains that a focus on data use by teachers is imperative to success for their students, who are often credit- and skill-deficient upon enrollment. Students are tested every 12 weeks so that the teachers can keep close track of student progress and areas of need. However, the focus is not just data collection, but empowering teachers to use that data to drive instruction. Campbell and her staff have created Professional Learning Communities (PLCs), which are groups of teachers that meet twice per month to look at data and form Response to Intervention (RTI) processes for students. By using available data, teachers can see where a student is in certain strands and can connect them to additional supports through workshops that are offered on site two days per week.

Face-to-face time has also been pivotal in adapting to student mobility. Pacific View's focus on crafting personalized learning programs, as well as RTIs and workshops, has been vital to their ability to achieve in spite of rapid growth and high mobility. "The key is that we use that personalized learning model and take that to heart," explains Campbell. "Each student is looked at as an individual and the teachers are trained to use a personalized learning model. If the student needs curriculum modified or something else, it needs to be done. We continue to evolve and expand her offerings. We want to educate our kids the way they need to be educated."



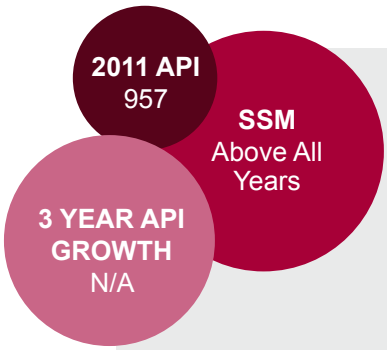
Bert Corona Charter School

"Status/Growth" Quadrant: "Improving"
(Below Average Status, Above Average Growth)

Bert Corona Charter School is a middle school in Pacoima that was founded in 2004 with the mission of preparing students for academic success, citizenship, and life-long learning. Named after the social and economic justice activist Bert Corona, the school serves a socio-economically disadvantaged population, with 87% of students eligible for free or reduced price lunch. In its early years of operation, the school experienced some problems including leadership turnover and lack of alignment of the curriculum to student needs. "We had a more idealistic perspective at the beginning," recalls the school's Executive Director, Yvette King-Berg. For example, the school required Algebra for all 8th grade students, but later realized that the policy wasn't serving students who weren't fully prepared.

To address the leadership vacuum following a period of high turnover, the Board brought back the founding Executive Director with a "no excuses" attitude towards turning the school around. King-Berg has taken a number of steps to address both administrative hurdles and curriculum challenges. For one, King-Berg and her staff re-evaluated the math program in order to provide students the support they needed. The school replaced the traditional principal/assistant principal model with an Executive Director who focuses on Instruction by also serving as the Chief Academic Officer and a Chief Operations Officer that provides feedback to both Bert Corona and a sister school. Bert Corona has put more focus on internal leadership development, including monthly leadership meetings and providing teachers with weekly support visits in their classrooms by the Director of Instruction. "Part of the puzzle is getting the right people on board," explains King-Berg.

Bert Corona received an early warning from CCSA this year that its 2011 results are below CCSA's Minimum Criteria for Renewal. King-Berg is confident that the school can make the improvements necessary to exceed CCSA's renewal criteria by the time it faces renewal in two years. "CCSA's stance on accountability is really helping me push changes through by motivating and directing teachers to have a laser focus on increasing rigor and expecting results," says King-Berg. "I know we're headed in the right direction, and we'll get there." After reviewing his Report Card with CCSA staff, Ruben Duenas, Bert Corona's Chief Operating Officer added, "Yes, we're not where we should be, but this gives me a very clear path and a goal I can see. We can do it." King-Berg added, "As the Chief Operations Officer, Ruben is assisting with putting all of the operational pieces in place to make that happen, such as the computer-assisted technology, internet support, and grant-writing to obtain more funds to meet our academic goals. It is really a team effort here."



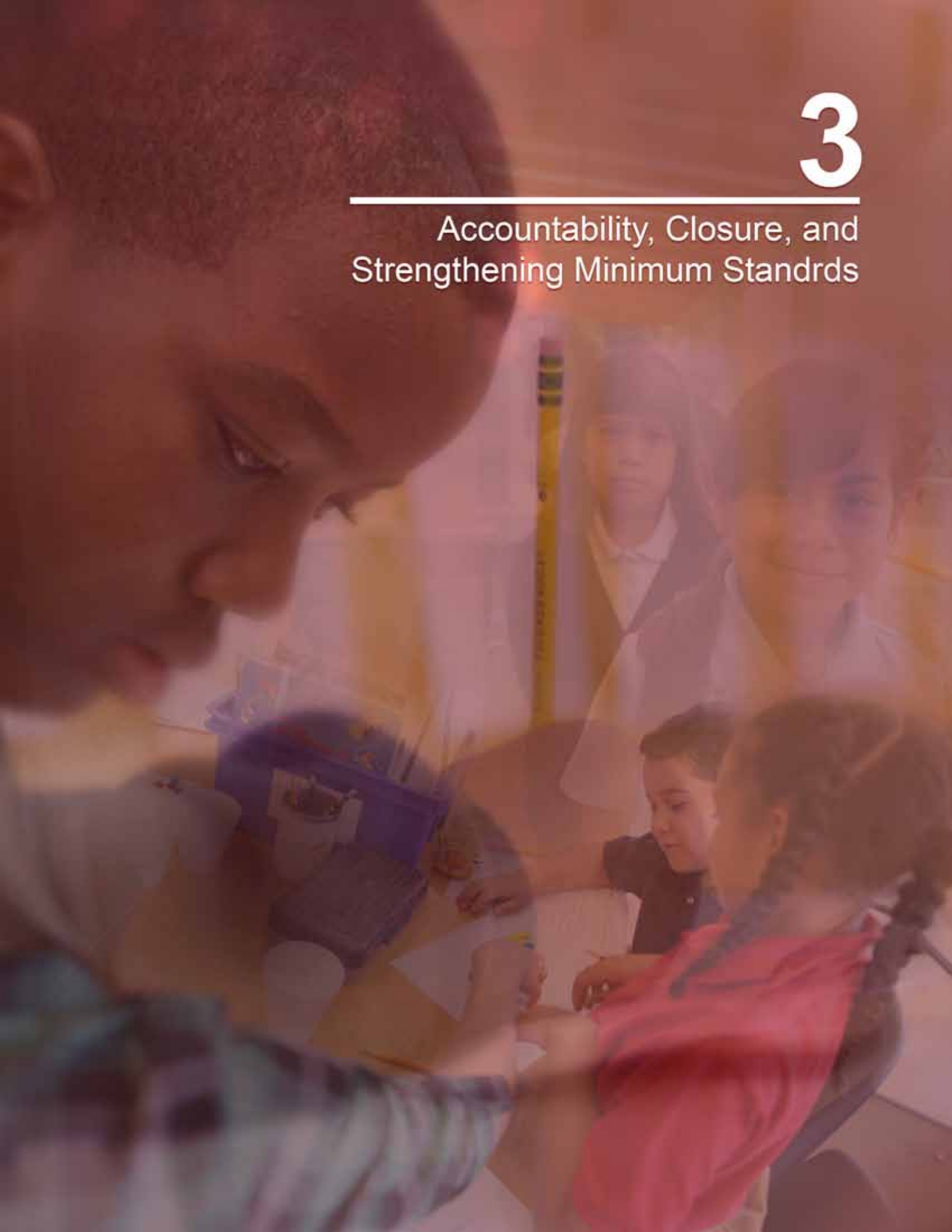
Oxford Prep Academy

"Status/Growth" Quadrant: N/A
(< 4 years old)

Oxford Prep Academy is an elementary school in Chino that opened in the 2010-11 school year serving over 600 students, offering a unique program to students and receiving huge interest from parents in the area. Oxford Prep's curriculum is based on the theory of multiple intelligences, and students participate in many outside activities to support learning through multiple methods. The school culture reflects high expectations, evidenced through such practices as the use of letter grades and school uniforms. "We wanted to do something out of the box and treat each child as if he or she is gifted," says co-founder Sue Roche. "We believe that every child can learn, and we make this happen every day." The results are clear; the school received a 957 API score in its first year, the highest in its county and above predicted performance for similar students statewide, per CCSA's metrics.

Despite Oxford Prep's exceptionally strong start, the school had to prove its record to the authorizing district, Chino Valley Unified School District (CVUSD), after its first year, since it only received a two-year charter despite California policy for granting a five-year charter. The CVUSD Board faced pressure to deny the school's renewal because of a fiscal impact on the district, regardless of the school's demonstrated outcomes for students. However, a successful letter-writing and advocacy campaign on behalf of Oxford Prep's parents was ultimately successful in ushering the school's renewal for a full five years. Roche "really give[s] the Board a lot of credit for giving this community more options. However, it's not like they're saying 'this is a great school.'"

Working off of Oxford Prep's success, the team opened another campus in Capistrano Unified School District in 2011-12, and has plans to open more schools in the future. "It's hard for charters right now, but it should be about what's best for kids, not what's best for adults," explained Roche. Despite the resistance to expansion they faced, Roche has a positive outlook for the future of the Oxford Prep schools. "We're not through yet. It may not be this year, but we'll open more schools."



3

Accountability, Closure, and Strengthening Minimum Standrds

SECTION 3: ACCOUNTABILITY, CLOSURE, AND STRENGTHENING MINIMUM STANDARDS

In the prior two sections, we have detailed charter performance trends, including some clear reasons for optimism within the movement. However, the concentration of persistently under-performing schools warrants close examination. In this section, we explore trends relating to under-performing charters and closure patterns, and present CCSA's approach for addressing the problem through the implementation of a transparent, fair, and rigorous minimum performance standard for charters in renewal.

As was described earlier, at the end of each charter term, the school's authorizer must decide whether to renew or close the school based on its record over the prior term. On average, schools that close perform lower than the statewide average on a variety of academic indicators (see Appendix C for comparisons of the performance of closed charters to statewide average from 2008-09 to 2010-11). However, it remains true that a large number of low-performing charters are renewed each year.

Finding 11:

A small number of low-performing charters were closed after the 2010-11 school year.

Taking into account charter renewal cycles, age, and statewide performance patterns, we estimate that, on average, 20 charters that are in the bottom 10th percentile are in renewal each year.[26] However, after the 2010-11 school year, only 5 charters that were in the bottom 10th percentile were actually closed. Twenty-nine charters in total closed that year, however the fact that only 5 of them were in the bottom 10th percentile suggests that schools tend to close for reasons other than low academic performance.

Looking over the past three years, 72 charter schools closed, but only 21 of them were in the bottom 10th percentile. In fact, when we look deeper into the reasons behind closure for charters, we see that low academic performance is rarely the primary cause cited for a charter school closure.[27]

Table 6: Frequency of Closure Reason Cited for Charter Closure during 2008-09, 2009-10, or 2010-11

Closure Reason	Frequency Cited (N=72)	Percent of Times Cited	Frequency Cited for Schools in Bottom 10th Percentile (N=21)	Percent of Times Cited for Schools in Bottom 10th Percentile
Merged/Planned Closure	17	**21%**	4	**20%**
Rules Violation	17	**21%**	3	**15%**
Funding	16	**20%**	**6**	**30%**
Low Enrollment	14	**18%**	**2**	**10%**
No Reason Available	7	**9%**	**2**	**10%**
Facilities	5	**6%**	**1**	**5%**
Academics/Unsound Educational Model	4	**5%**	**2**	**10%**
Total Reasons Cited	**80**		**20**	

** Note: The total number of closures in 2008-9, 2009-10, and 2010-11 was 72. The total number of closure reasons cited is 80 be cause in several cases more than one closure reason was cited.*

The above table aggregates the reasons cited for all charter schools that closed in California over the past three years (2008-09, 2009-10, and 2010-11). The table also identifies how often a particular closure reason was cited for schools in the bottom 10th percentile. Out of 80 closure reasons cited, in only four cases were poor academics or an unsound educational model cited as a primary reason for closure. In many cases, reasons for closure are multi-faceted and inter-related – for example, a combination of low performance, shrinking enrollment, and financial difficulties – but the fact remains that low academic performance is rarely the primary driving force for closure. CCSA will be releasing an in-depth study of charter closure and renewal patterns as they relate to academic performance in spring 2012.

These findings suggest that renewal decisions without clearly actionable criteria or a system of checks and balances at the local authorizer level may not be sufficient to ensure that academic outcomes are a primary consideration in determining the renewal of a school. Local authorizers often report that lack of clear, transparent and consistent academic standards impede their ability to make accurate assessments of a charter school's academic record. A report released by the California Research Bureau (CRB) in January 2012 analyzed the activities and costs of charter authorizers across the state and found that the charter authorization process lacked transparency and that there is wide variation in the rate in which authorizers performed required oversight activities.[28] CRB's report concluded that both greater transparency and the use of clear performance standards utilizing multiple quality measurements are necessary to improve the quality of the authorizing environment and ensure accountability.

In addition to structural challenges to aligning authorizing decisions to academics, political pressures at the local level add another layer of complexity. The political complications of closing a school – charter or traditional – make it often the most difficult path forward, even if evidence points to closure as the recommended outcome. In school districts that have self-authorized their own fully articulated charters, the incentive to close a school is significantly dampened when compared against other district interests. Across the nation, there is a pervasive reluctance to apply radical interventions such as closure, and experts have asserted divergent opinions on whether there is a standard below which school improvement is not viable.

The difficulty of closing low-performing schools suggests that if current patterns continue, we would not expect the concentration of under-performing charters to diminish over time. Indeed, when we look at the pattern of performance over time in finding 7, we see that there has been little change in the concentration of under-performing charters over the past five years.

Finding 12:

The concentration of both low- and high-performing charters has persisted over time. Projecting forward based upon past trends, we would not expect the pattern to radically change.

Table 7: Percent of charters in Top and Bottom 5th and 10th percentiles: Past Trends and Projections

Year	Percent of Charters in the Bottom 5th Percentile	% Change	Percent of Charters in the Bottom 10th Percentile	% Change	Percent of Charters in the Top 5th Percentile	% Change	Percent of Charters in the Top 10th Percentile	% Change
2007	**12.92**		**20.66**		**19.56**		**14.02**	
2008	**15.97**	3.05	**21.51**	0.85	**21.18**	1.62	**14.79**	0.77
2009	**13.44**	-2.53	**19.54**	-1.97	**20.61**	-0.57	**14.66**	-0.13
2010	**12.52**	-0.92	**19.33**	-0.21	**21.42**	0.81	**15.30**	0.64
2011	**12.67**	0.15	**19.01**	-0.32	**21.80**	0.38	**14.70**	-0.60
2012 (proj)	*12.61*		*18.60*		*22.36*		*14.87*	
2013 (proj)	*12.55*		*18.18*		*22.92*		*15.04*	
20124 (proj)	*12.49*		*17.77*		*23.48*		*15.21*	
Average Percentage Change:		**-0.06**		**-0.41**		**0.56**		**0.17**

On average, we see that the percent of charters in the bottom 10th percentile declines by under one-half of one percent annually, and the percent of charters in the top 10th percentile increases by just over one-half of one percent annually. As shown in the above graph, if we project this pattern into future years, we would continue to see the concentration of high- and low-performing charters – the "shape of the U" – for many years to come. It is worth noting that if we project out the same rate of change based on the percent of students served in schools at either end of the distribution, we would expect a much faster rate of increase in the percent of students served by schools in the top 10th and 5th percentile (See Appendix D for results).

Given the persistence of this trend, it is clear that action is needed to address the persistent over-representation of charters in the bottom 5th percentile. The infrequent rate at which authorizers uphold accountability for under-performing, charters is radically insufficient to meet the urgency of the

moment, when thousands of students await better choices and look to the charter movement to find hope that public education can meet its obligations.

The need for improved authorizing structures has long been a central preoccupation for CCSA. Alternative authorizing, funding and facilities access, and navigating the vagaries of the local authorizing process have formed the most substantive agenda for our advocacy efforts; but the performance measures on which those local decisions and relationships may be predicated are vague, and represent what is ultimately a policy failure. It points to a need for the clear, transparent, and actionable measures like CCSA has been proposing. In 2011 we continued to see a pattern that points to the need for intervention or acceleration of a more aligned approach to renewal and revocation decisions where academic performance is a paramount measure.

CCSA Minimum Criteria for Renewal

A central purpose of CCSA's academic accountability focus is to strengthen the academic performance standards to which charter schools are held. Charter schools are currently held accountable under the guidelines established by California Education Code 47607. As described earlier in the report, these criteria rely on annual API growth data and comparisons to other schools as measured, which, over time, have proven ineffective in identifying under-performing charter schools (See footnote 5.)

CCSA has developed minimum criteria that improve upon many deficiencies of the current law by using a three-pronged metric of Status, Growth, and the SSM, and has adopted these criteria as CCSA policy regarding minimum performance. In order to qualify for CCSA's endorsement of a school's academic performance at their time of renewal, schools four years and older must meet the following Minimum Criteria for Renewal:[29]

- API[30] of at least 700, or
- Cumulative three-year growth in API of at least 50 points, or
- SSM Bands of "Within/Fluctuating" through "Far Above All Years"

These criteria create a clear and transparent benchmark based on status and growth, and include the SSM as a way to isolate student demographic factors in order to better assess the academic effect of a school's program.[31] Additional benefits of these criteria are that they use multiple years of data to mitigate yearly fluctuations, and they rely on the most recently available data, as opposed to current law, which relies on data that is not available until nearly a year after testing.[32]

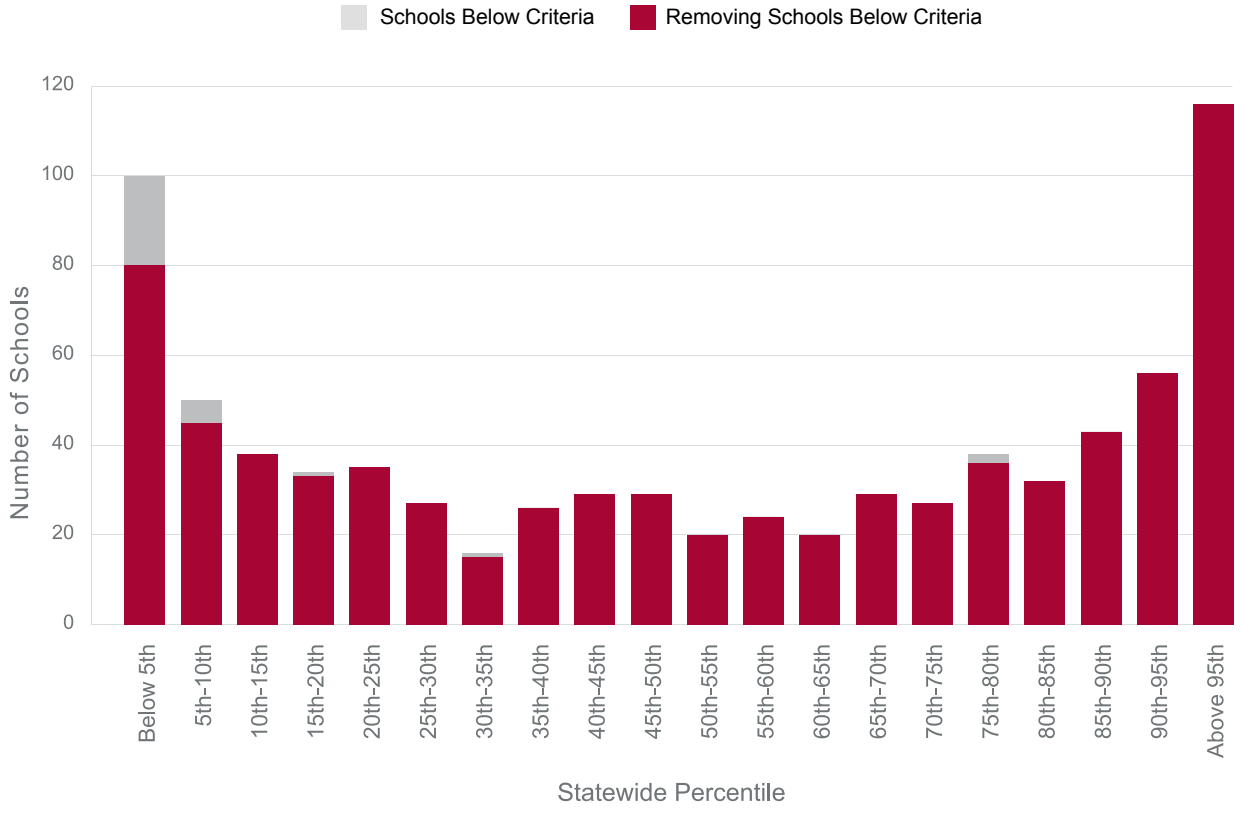
Impact of the Minimum Criteria for Renewal

In 2011, 29 charters were below the CCSA Minimum Criteria for Renewal, representing 5.2% of eligible charters. If the same criteria were to apply to non-charters, 265 non-charter schools, or 2.6% of eligible non-charters would not meet the criteria.

Finding 13:

The adoption of the CCSA Minimum Criteria for Renewal would have a significant impact on reducing the concentration of under-performing charters, accelerating the pace of eliminating under-performing charters by three times the current pace given past trends.

Figure 16: Distribution of Percent Predicted API: All Charters vs. Removing Schools below CCSA's Minimum Criteria for Renewal



2010-11	Total, Excluding ASAM + Small[33]	Bottom 5% of CA Schools	Bottom 10% of CA Schools	Top 10% of CA Schools	Top 5% of CA Schools
Number of Charters (%)	789	100 **(12.7%)**	150 **(19.0%)**	172 **(21.8%)**	116 **(14.7%)**
Number of Charters, removing schools below CCSA Minimum Criteria for Renewal (%)	760	80 **(10.5%)**	125 **(16.4%)**	172 **(22.6%)**	**116 (15.3%)**

By removing the schools that are below the CCSA Minimum Criteria for Renewal, the percent of charters in the bottom 5th decreases from 13% to 11% and the percent in the bottom 10th percentile decreases from 19% to 16%. Furthermore, if we model out the annual impact of implementing the criteria (taking into account it would only apply to renewal cycles), it would have a substantial impact on transforming the "U-shaped" distribution over time. With no intervention, we found that the concentration of schools in the bottom 10th decreases by on average less than one half of one percent each year (see Table 7). At that rate, it would take until 2033 to eliminate the over-representation of charters in the bottom 10th.[34] However, if we were to add the annual impact of implementing the Minimum Criteria for Renewal, that timeline would accelerate to 2018. In other words, the annual impact of the CCSA Minimum for Renewal could accelerate the rate at which the charter movement addresses chronic underperformance by a factor of three.

Table 8: Impact of Implementing CCSA Minimum Criteria on the Concentration of Charters in the Bottom 10th Percentile, Accounting for Renewal Cycles

	Based on Past Trends (no intervention)	Based on Past Trends and Adding the Estimated Annual Impact of CCSA's Minimum Criteria for Renewal
Average annual decrease in percent of charters in the bottom 10th percentile	-0.41%	-1.31%
Number of years until it would take to eliminate over-representation of charters in bottom 10th percentile	22 years	7 years

Process of Implementing the CCSA Minimum Criteria for Renewal

CCSA has been engaged in research and conversations with our members about effective accountability standards since 2008, when the Member Council formally adopted a plan to define clear, transparent minimum criteria for renewal.[35] Every fall starting in 2010, CCSA releases Report Cards for charter schools that detail a school's results on the CCSA Accountability Framework, including the Similar Students Measure and the CCSA Minimum Criteria for Renewal.

Before finalizing schools' results on the Minimum Criteria for Renewal, CCSA engages in a number of due diligence activities, to ensure that it is acting on the most accurate and complete view of student performance that is available. First, CCSA has adopted a Data Corrections period, in which it accepts corrections to state test results that the school is processing with the California Department of Education. This way, even if a reporting error was made in the submission of demographic information or assessment results, CCSA can ensure it is acting on correct results. Secondly, for the small

number of schools whose results indicate they have not met any component of the criteria, CCSA offers the school the opportunity to submit valid, complete, longitudinal student-level performance data for review. The aim of this review is to see if the school has demonstrated substantial learning gains that may not be reflective in the school's API score. In conjunction with external experts as appropriate, CCSA reviews the submissions and employs comparison datasets to assess comparative levels of longitudinal growth. In a small number of cases, this review has revealed that a school was demonstrating high levels of student academic growth that were not reflective in the API, and thus were granted a passing result on the criteria due to positive student-level data outcomes. CCSA staff personally contacts all schools below the Minimum Criteria for Renewal, to ensure they understand their results and were aware of the data corrections and review processes. This level of support and review is made available to all schools below Minimum Criteria, regardless of their renewal year.

Following the data corrections and review period, all schools' Report Cards are made publicly-searchable on the CCSA website. The Report Cards serve as tools for ongoing communication with schools starting at their first year of operation, and serve an early warning to schools that are below, or at risk of falling below the CCSA Minimum Criteria for Renewal.

In the 2011-12 cycle, CCSA identified 10 schools due for renewal before June 2012 that were below the Minimum Criteria, and for whom any student-level data analysis did not yield a different overriding result. Consistent with the efforts for transparency and publicness evident in all other phases of CCSA's Accountability Initiative – in particular to ensure to the membership and the public that decisions were applied evenly and predictably – CCSA made a public announcement in the press about the list of schools as the most direct way to reach the public at large, the authorizers, and the parents at the impacted schools about their results. CCSA recognizes that it plays no statutory role in making authorizing decisions. However, in the absence of a consistent system to uphold clear and fair minimum academic criteria, the singular path to ensure a public understanding of CCSA's commitment to addressing this issue was to make this announcement in the press to increase awareness and raise an alarm at the local level.

The effort to apply reliable, stable measures and increased awareness about under-performance should result in a changed dialogue to influence the passage of better standards in legislation or regulation at a future date, or the resolve to apply measures already available to ensure accountability, such as the State Board of Education's Revocation Regulations.

4

Replication of High Impact Schools

Identifying "High Impact" Schools

At the other end of the performance spectrum, the CCSA Accountability Framework also informs our discussion around identifying schools that are high-performing on a variety of absolute and relative measures and orients our efforts towards magnifiying the impact of thess successful charters. To that end, CCSA's definition of "High Impact" signifies schools that persistently exceed their prediction as measured by SSM and demonstrate success on other absolute academic performance indicators. A school is identified as a High Impact school if it fulfills each of the following:[36]

- API of at least 800 (the statewide goal),
- Cumulative three-year API growth of above -30 points (no more than 30 point decline over three years),
- SSM Bands of "Above Most Years," "Above All Years," or "Far Above All Years,"
- Proficiency of at least 50% in both English Language Arts (ELA) and Math

There is no minimum age for a school to be able to qualify as a High Impact school under these criteria.

Finding 14:

Charter schools are twice as likely as non-charter schools to be a "High Impact" school.

In 2011, 92 charter, or 11.2% of all charters, met the criteria to be considered a "High Impact" school. However, if we were to apply the definition of a "High Impact" school to non-charter schools, only 5.9% of schools would qualify. Thus, while any one of the elements of the "High Impact" definition by itself would not constitute high performance, taken together they do designate a level of performance that is exceptional.

Comparing Schools Identified by "CCSA Minimum Criteria for Renewal" and "High Impact" Definition

In Figure 17, the pink-shaded area covers schools that are identified under the API status and growth components of the Minimum Criteria. Schools in that area that are also colored orange, dark purple, or red (corresponding to SSM Performance Bands of "Below Most Years," "Below All Years," or "Far Below All Years") are below CCSA's Minimum Criteria for Renewal. The criteria only apply to schools four years and older.

The green-shaded area in Figure 10 covers schools that are identified under the API status and growth components of the High Impact Schools definition. Schools in that area that are also colored orange, light purple, or red (corresponding to SSM Performance Bands of "Above Most Years," "Above All Years," or "Far Above All Years") and also have ELA and math proficiency over 50% (not pictured) would be identified as a High Impact School.[37]

Figure 17: Illustration of CCSA Minimum Criteria for Renewal and High Impact Schools Definition, Using CCSA Accountabiltiy Framework

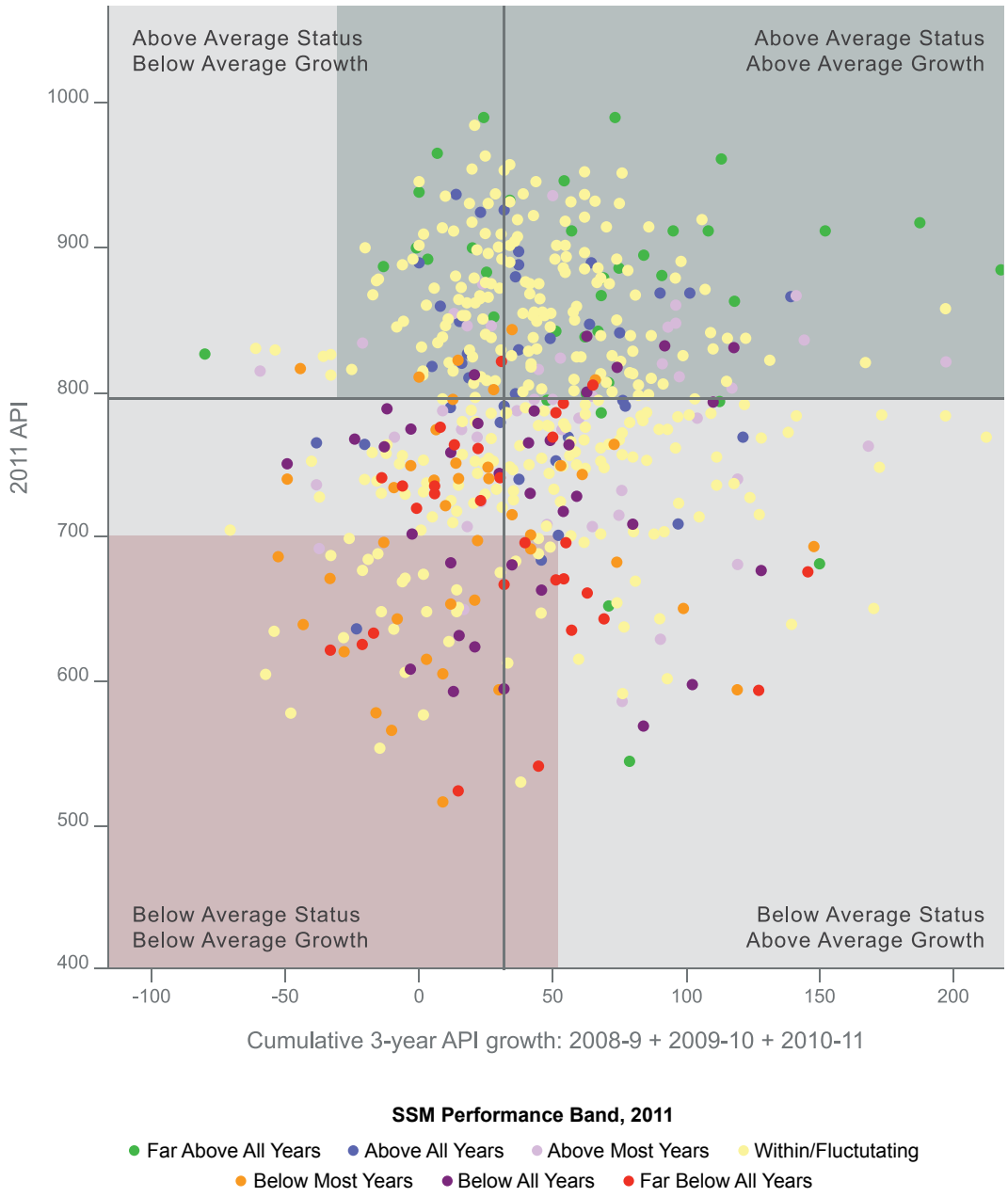


Table 9 shows the school typology breakdown of schools identified by CCSA's Minimum Criteria for Renewal, as well as those fulfilling the High Impact school definition. Schools identified under each definition are marked in the Excel spreadsheet of school results available at: www.calcharters.org/portraitofthemovement.

Table 9: Schools Identified by CCSA's Minimum Criteria for Renewal and "High Impact" School Definition, 2011

	CCSA's Minimum Criteria for Renewal		High Impact Schools		All Charters	
	Number	(%)	Number	(%)	Number	(%)
Total Schools	29		92		790	
Years Old (Average)	9.4		6.9		6.7	
Students Tested (Average)	212		297		287	
Student Family Income Level						
Percent eligible for FRPL		62.2%		69.1%		52.6%
Site Type						
Classroom-Based	19	58.6%	89	96.7%	648	82.0%
Independent Study	9	41.4%	3	3.3%	142	18.0%
Management Model						
Freestanding	19	65.5%	36	39.1%	463	58.6%
CMO	5	17.2%	42	45.7%	211	26.7%
Network	5	17.2%	14	15.2%	116	14.7%
Funding Type						
Direct	23	79.3%	69	75.0%	571	72.3%
Indirect	6	20.7%	23	25.0%	219	27.7%
Start Type						
Start-up	29	100%	83	90.2%	665	84.2%
Conversion	0	0.0%	9	9.8%	125	15.8%
Grade Level						
Elementary	9	31.0%	50	54.3%	415	52.5%
Middle	3	10.3%	21	22.8%	117	14.8%
High	17	58.6%	21	22.8%	258	32.7%

In 2011, 29 schools were identified as being below the Minimum Criteria, and 92 schools were identified as High Impact schools. High Impact schools tested 297 students on average, compared to schools below the Minimum Criteria, which tested 212 students on average (i.e., more succcessful charters served more students, on average). The majority of both groups of schools are classroom-based; however schools below the Minimum Criteria are more likely to be non-classroom-based than the High Impact schools. High Impact schools are more likely to be CMO schools (46% compared to 17%). Finally, high schools are over-represented among schools that are below the Minimum Criteria, while High Impact schools are more likely to be elementary schools, with a lower but equal proportion of middle and high schools.

Orienting the Movement Towards Building on Success

The robustness of this cohort of schools performing exceedingly well, while also representing a broad swath of school typologies, geographies and student populations served, demonstrate that it is indeed possible to have success at scale without sacrificing the diversity of programs or the potential for innovation, while showing consistently strong performance on various measures. These schools should be studied more deeply to understand the underlying elements of their success and how they integrate their mission to every element of school life and how it connects with what happens in the classroom. Additionally, while we believe that testing outcomes are appropriate to set a minimum floor of academic performance below which academic outcomes are so low as to jeopardize the core educative function of a school, we wholeheartedly agree that a definition of high performance should include additional indicators of success beyond what can be afforded strictly through testing. To that end, in the coming year we will engage again with our partners on the Member Council to assess what discrete measures and indicators we should add to enhance our assessments of high performance – including measures of student engagement, course completion and rigor, and other potential indicators. Further, while our efforts to date have focused on the massive task of defining and assessing the landscape, future efforts will build on our knowledge of successful schools to connect high performers with struggling schools who either serve a similar student population, or share the same curricular orientation or model, and can benefit from additional focus and targeted support. Schools with exceptional outcomes should be targeted for study, replication and accelerated incentives to grow or expand. This is also an endeavor we have already initiated in partnership with our Member Council for the 2011-12 year, and which could potentially result in future policy proposals to streamline expansion plans in coming years.

CONCLUSION

Portrait of the Movement 2012 has explored several important findings in our quest to detail the performance trends indicating the state of the movement's academic record this year. We have discussed how charters in 2011 were more likely than traditional schools to far exceed their predicted performance based on student background, and to a slightly lesser extent, were also more likely to far under-perform. But when we examine the results by number of students impacted, about twice as many students were served by schools far exceeding their prediction than were served by far under-performing schools.

Continuing the trend first identified in last year's report, charters that serve low-income students exceed their prediction at high rates relative to the traditional system; students at charters serving low-income populations are five times more likely than their non-charter counterparts to be served by a school in the top 5th percentile. Statewide, we saw that the impact of family income on charter schools' API performance in 2011 was nearly four times less than the impact of family income on non-charters' performance.

The effort to ensure that the movement continues to increase the number and proportion of schools serving students exceedingly well while reducing the number and proportion of under-performing schools evolved from a research framework to a policy initiative that resulted in the identification, study, and outreach to schools below CCSA's minimum criteria and the ultimate call for closure of those in renewal. Varying closure patterns and the persistence of under-performing schools that nonetheless continue to operate, suggest the need for continued efforts to strengthen the policy landscape resulting in more clarity and predictability in oversight practices and renewal decisions among the more than 300 active authorizers across California.

The challenge of improving performance also requires that CCSA support the strategic growth of high performing schools and accelerate their replication with even greater force and focus. This year's results show that such a strategy would pay off significant dividends as nearly half of the charters that replicated in 2011-12 performed in the top 10th percentile statewide.

A third element of our work must also focus on how to help struggling and emerging schools to accelerate their performance – or how to help them move from the bottom or the middle of the pack and point them toward excellence. Our priority concern in this past year was to focus with laser-like clarity on researching and acting upon the problem of persistent underperformance. Our next phase of work will seek to refine the ways in which the "early warning" systems we have set in place also serve as accelerants toward improvement. CCSA welcomes the opportunity to help catalyze those improvements, while recognizing that the hard work of turning schools around must in the end rest upon individual charter leaders, their Boards, teachers and parents to align their

mission and practices to improve performance.

How will we do this? As we continue to devise better ways to understand our collective journey, CCSA will increase opportunities to share important stories of success and connect schools struggling to improve with models that have proven successful and are relevant for the school. Last year we saw on a grand scale – not just in a few anecdotal cases – that high performing charters can be found serving the full complement of student populations and in all different kinds of models. In other words, it's not the kids, nor the school model, nor the funding model or operational structure that is holding anyone back from success. Our next phase of a broader performance management strategy for schools already underway focuses on making those success stories more readily visible and useable in ways that can help inform struggling schools directly on how to best accelerate their own success and connect to resources that can assist in the process of improvement, and connect struggling schools to high performers directly.

Additionally, our understanding of performance and refined ways to measure it will continue to improve, including use of true value-added models to assess individual student performance longitudinally, expand our work with manipulating formative benchmark data, and working with external partners to increase our capacity to assess more deeply schools with at-risk populations, as we piloted this past year with a deep, mixed methods assessment of persistently under-performing schools (a summary of that study can be found on our website). Over the course of the next year, we will also be continuing our partnership with our Member Council and members to enhance our definition of high performance with additional indicators beyond testing to improve our understanding of the full benefits that a high-quality charter education can afford it students.

The state of the movement is healthy, robust, and incredibly diverse, adding significant value to the choices available for families seeking an excellent education for their children. The growth of the charter sector – in spite of unprecedented fiscal challenges – suggests that the most robust charter sector in the nation has reached a level of maturity and preference among California families that bode well for our future and the future of public education in our state. Our children deserve no less.

ENDNOTES

[1] The Academic Performance Index (API) is a numeric score ranging from 200 to 1,000 that summarizes a school's performance on California's standardized tests. It is used for school accountability purposes.

[2] Total counts of schools and students cited exclude schools that are part of the Alternative Schools Accountability Model, as well as those testing fewer than 20 students. These exclusions apply to the Similar Students Measure.

[3] See footnote # 5 for a list of some of the improvements that CCSA's metric makes over the California Department of Education's Similar Schools Rank.

[4] Non-weighted mean 2011 subgroup API scores are: African American: 738 (charter), 745 (non-charter); Latino/Hispanic: 757 (charter), 765 (non-charter), English Learner: 731 (charter), 749 (non-charter); Socio-economically Disadvantaged: 749 (charter), 760 (non-charter); Students with Disabilities: 614 (charter), 635 (non-charter). We present the subgroup API scores weighted by students served, in order to look at how those scores reflect the performance of students, not just of schools.

[5] For more information, see the California Department of Education's "2009-10 Academic Performance Index Reports Information Guide."

[6] Due to complexities in the tracking of charter school data at the state level, it is difficult to pinpoint the exact number of charter schools that have closed. CCSA is working with California Department of Education to help improve the quality and accuracy of charter school closure data.

[7] EC 47607 holds that a charters four years and older must meet one of the following three metrics in the prior year, or in two of the last three years: meeting the annual API growth target, API Statewide Rank of 4 or above, or a Similar Students Rank of 4 or above. These provisions have proven ineffective for charter school accountability for several reasons: the provisions are largely ignored by authorizing bodies across the state; the Ranks and growth metrics are volatile measure of school performance; Ranks are not released until nearly a year after testing, which disallows schools from demonstrating recent progress; Ranks are not calculated for schools that test fewer than 100 students, which excludes approximately 20% of all charter schools.

[8] The California Department of Education uses a similar approach to create the Schools Characteristics Index. California Department of Education, "2010-11 Academic Performance Index Reports: Information Guide," May 2011, page 66, www.cde.ca.gov/ta/ac/ap/documents/infoguide11.pdf. A 2010 Report published by Ed Source used the Schools Characteristics Index to classify middle schools across the state, edsource.org/middle-grades-study.html.

[9] Value-added measures refer to a variety of efforts involving statistical models that "estimate the relative contribution of specific teachers, schools or programs to student test performance." Braun, Henry, et al., "Getting Value Out of Value-Added: Report of a Workshop," National Research Council and National Academy of Education, National Academy of Sciences, 2010.

[10] For more information on CCSA's methodology for creating the Annual School Performance Prediction (ASPP) and the Similar Students Measure (SSM), see the accompanying Technical Guide available at calcharters.org/portraitofthemovement.

[11] The Alternative Schools Accountability Model (ASAM) provides school-level accountability for alternative schools serving highly mobile and at-risk students. For more information, see California Department of Education's website, www.cde.ca.gov/ta/ac/am/.

[12] See the accompanying Technical Guide for more on the exclusions applied to the ASPP regression models.

[13] The Technical Guide includes regression statistics from prior-year ASPP models. Appendix C of this report includes the regression statistics for the 2010 ASPP regression models.

[14] Total counts of schools and students cited exclude schools that are part of the Alternative Schools Accountability Model, as well as those testing fewer than 20 students. These exclusions apply to the ASPP model and our Accountability Framework.

[15] For this purpose, schools were considered to serve a low-income population if 50% or more of their students met federal eligibility for the Free or Reduced Price Lunch (FRPL) program. 51% of non-charters and 46% of charters met this definition, and are thus included in Figure 4.

[16] A Charter Management Organization (CMO) is an organization that operates three or more charter schools linked by a common philosophy and centralized governance or operations. The 116 existing charters that are part of a CMO that replicated in 2011-12 (identified in figure X) represented 15 different CMOs. Those CMO's were: Alliance for College Ready Public Schools, Aspire Public Schools, California Virtual Education Partners, Camino Nuevo Charter Academy, Celerity Educational Group, Desert Sands Charter High School, Downtown College Preparatory, Flex Public Schools, Fortune Schools of Education, Green Dot Public Schools, High Tech High, PUC Schools, Rocketship Education, Synergy Academies, and The Summit Institute.

[17] The school typology characteristics analyzed were: grade level, site type, start type, management model, autonomy level, funding type, school age, student family income level, size, CCSA member status, and replication/closure status. See Appendix A for definitions of each of these school type variables and the results.

[18] A Charter Management Organization (CMO) is an organization that operates three or more charter schools linked by a common philosophy and centralized governance or operations. A Network is a group of schools linked by a common philosophy but not centralized governance or operations, or are entities that would otherwise fit the definition of CMO but have fewer than three schools. Freestanding schools include both start-up single-site

ENDNOTES

schools and traditional district schools that have converted to charters that are not part of a network or CMO affiliation.

[19] Five years is a significant milestone for charter schools because it typically marks the end of the first charter term and end of its first renewal process.

[20] In order for a school to be identified as "virtual," they had to be classified as virtual in the California Department of Education Charter Schools Directory, or clearly identified as "virtual" or "online" in the school name or non-profit incorporation name.

[21] OUSD Office of Charter Schools, School List and Timeline: https://calcharters.box.com/s/t3bejvoyec4gvp1huj81

[22] OUSD Board of Education, Meeting Minutes, 3/9/2011, File 11-0128, "Adoption by Board of Education of Resolution No. 1011-0136 – Approval of Denial of Oakland Aviation High School Petition and Proposed Charter (Renewal). http://ousd.legistar.com/MeetingDetail.aspx?ID=138788&GUID=C30B5E77-AE18-42FA-BDFA-7371D639E47E&Search=

[23] We generate SSM results for all schools, but SSM only becomes applicable as an accountability tool for charters once they have had four years of operation, as that is when charters typically reach their first renewal cycle and have had sufficient time to generate a trend of performance.

[24] See pages 36-39 of the 2011 **Portrait of the Movement** report for a discussion of the creation of the CCSA Accountability Framework (http://www.calcharters.org/PortraitoftheMovementReport.pdf)

[25] To calculate three-year cumulative growth, we add the growth over the last three API cycles (an API cycle represents the difference between a current year growth API and the prior year's base API). We use three-year growth as opposed to annual growth in order to mitigate some of the volatility and natural fluctuations that occur with annual API growth.

[26] In 2010-11, 584 charters were four years old or older (the typical age at which charters reach their first renewal). Given the typical five-year charter renewal term, we expect that at least one-fifth of charters are in renewal each year, or 117 schools. Since 17% of charters four years and older are in the bottom 10th percentile for Percent Predicted API, we estimate that 20 schools renewing each year are in the bottom 10th percentile.

[27] Data on charter closure reason was collected from the California Department of Education, public minutes from local Board meetings, and CCSA staff familiar with the school.

[28] Blanton, Rebecca E., "California Charter Oversight: Key Elements and Actual Costs," California Research Bureau, January 2012, http://www.library.ca.gov/crb/12/CharterSchoolsBrieflyStated.pdf

[29] CCSA Minimum Criteria for Renewal only apply to schools four years and older. We exclude schools participating in the Alternative Schools Accountability Model (ASAM) as well as schools testing fewer than 20 students.

[30] We use the API Growth Score that is released with the Growth API reports each fall.

[31] See pages 52-53 of the 2011 **Portrait of the Movement** for a full description of the rationale behind setting the CCSA Minimum Criteria for Renewal. (http://www.calcharters.org/PortraitoftheMovementReport.pdf)

[32] Though schools' API Growth Scores are released the August following testing, their Similar Schools Ranks and Statewide Ranks are not released until the following May, when the Base API report is published.

[33] Total counts of schools and students cited exclude schools that are part of the Alternative Schools Accountability Model, as well as those testing fewer than 20 students. These exclusions apply to the ASPP model and our Accountability Framework.

[34] These projections assume that current patterns of closure of low-performing schools and the increasing number of low-performing schools continue.

[35] The CCSA Member Council is a body of charter leaders that represents the voice of the members to CCSA's Board and staff. They facilitate open discussion of issues facing the movement and strive to provide leadership and guidance in their regions and to CCSA.

[36] See pages 53-54 of the 2011 **Portrait of the Movement** for a full discussion of the development of the "High Impact" schools definition. (http://www.calcharters.org/PortraitoftheMovementReport.pdf)

[37] Note that the graphic illustration in Figure 10 is a simulation to illustrate a comparison of the range of schools identified using each definition, but does not represent all schools identified as "High Impact" because of the additional filter for ELA and Math Proficiency that is not accounted for in this visualization, as well as the fact that the graph only shows schools four years and older, while young schools could also be included in the "High Impact" definition.

5

Appendices: A - D

Definitions of School Type Variables

Site Type:

- **Non-classroom-based:** Schools where less than 80% of instructional time is offered at the school site when students are "engaged in educational activities required of those pupils and are under immediate supervision and control of an employee of the charter school who possesses a valid teaching certificate." (EC 47612.5)
- **Classroom-based:** Schools where at least 80% of instructional time is offered at the school site.

Start Type:

- **Conversion:** Schools that converted from a traditional public school into a charter school
- **Start-up:** Schools that started organically without converting from an existing school

Management Model (CCSA Definition):

- **CMO school:** School that is part of a charter management organization (CMO), which is an organization that operates 3 or more schools linked by a common philosophy and centralized governance or operations.
- **Network school:** School that is part of a Network, which is a group of schools linked by a common philosophy but not centralized governance or operations. Networks are also entities that would otherwise fit definition of CMO but have fewer than three schools.
- **Freestanding:** Freestanding schools include both start-up single-site schools and traditional district schools that have converted to charters that are not part of a network or CMO affiliation.

Replication Schools (CCSA Definition):

- **Replication schools:** Schools that are operated by a charter management organization (CMO) that opened a school in the following fall (i.e. in this case, the fall of the 2010-11 school year.)

Autonomy (CCSA Definition)

- **Autonomous charters:** Schools that appoint their board of directors, do not use the local school district's collective bargaining agreement, are directly funded and are likely to be incorporated as a 501(c)3.
- **Non-autonomous charters:** Schools that either have the majority of their board appointed by their authorizer or are under a school district's collective bargaining agreement, are indirectly funded, and are not incorporated as a 501(c)3.
- **Semi-autonomous charters:** Schools that appoint their own board and is incorporated as a 501(c)3. In addition to these characteristics, a semi-autonomous charter school either uses

their authorizing district's collective bargaining agreement and is directly funded or is indirectly funded and does not use the district's collective bargaining agreement.

Funding Type:

- **Indirect:** Schools that are funded indirectly through their district. This is used as a proxy for describing charters that are more dependent and have less autonomy from their local district.
- **Direct:** Schools that are funded directly through the state. This is used as a proxy for describing charters that are more independent and have more autonomy from their local district.

Size:

- Small: Schools that have at least 100 valid test scores included in their API score.
- Not small: Schools that had less than 100 valid test scores included in their API score.

Student Family Income:

- **Low-income:** Schools where 50% or more of students are reported eligible for the federal Free/Reduced Price Lunch program
- **Not low-income:** Schools where less than 50% of students are reported eligible for the federal Free/Reduced Price Lunch program

Charter Age:

- **Young:** Charter schools that have been in operation for five years or less
- **Mature:** Charter schools that have been in operation for six years or longer

Member Status:

- **Member:** Active member of the California Charter Schools Association
- **Non-member:** Not an active member of the California Charter Schools Association

T-tests: One Sample

A one-sample t-test is used to determine whether a sample mean differs from a theoretical underlying distribution. Tables 10-19 show t-test results, examining if the mean of Percent Predicted API is significantly different from 1. A significant result means that charter type is significantly over-performing (i.e., API above predicted, mean >1) or significantly below predicted (i.e., API below predicted, mean <1). If the mean Percent Predicted API was significantly over or under 1, it is bolded.

APPENDIX A

School Typology Analysis: Percent Predicted API and Distribution of Performance on Percent Predicted API

Table 10: One Sample T-test of Site Type

	Percent Predicted API		
	Mean	Std. Dev.	t
Non-Classroom-Based	**0.982**	0.077	-2.726**
Classroom-Based	**1.009**	0.090	2.555*

* p < 0.05, ** p < 0.01, *** p < 0.001

Table 11: One Sample T-test of Start Type

	Percent Predicted API		
	Mean	Std. Dev.	t
Conversion	1.009	0.053	1.812
Startup	1.003	0.094	0.956

* p < 0.05, ** p < 0.01, *** p < 0.001

Table 12: One Sample T-test of Management Model

	Percent Predicted API		
	Mean	Std. Dev.	t
Freestanding	**0.987**	0.077	-3.612***
CMO	**1.043**	0.087	7.143***
Network	1.003	0.108	0.304

* p < 0.05, ** p < 0.01, *** p < 0.001

Table 13: One Sample T-test of CMO Replications

	Percent Predicted API		
	Mean	Std. Dev.	t
CMO Replications	**1.047**	0.085	5.914***

* p < 0.05, ** p < 0.01, *** p < 0.001

Table 14: One Sample T-test of Charters by Autonomy Status

	Percent Predicted API		
	Mean	Std. Dev.	t
Autonomous	1.007	0.094	1.796
Semi-Autonomous	0.997	0.071	-0.209
Non-Autonomous	0.997	0.074	-0.508

* p < 0.05, ** p < 0.01, *** p < 0.001

APPENDIX A

School Typology Analysis: Percent Predicted API and Distribution of Performance on Percent Predicted API

Table 15: One Sample T-test of Funding Type

	Percent Predicted API		
	Mean	Std. Dev.	t
Indirect From the District	0.997	0.076	-0.537
Direct From the State	1.007	0.093	1.797

* p < 0.05, ** p < 0.01, *** p < 0.001

Table 16: One Sample T-test of Charter Size

	Percent Predicted API		
	Mean	Std. Dev.	t
Not Small	**1.010**	0.083	3.001**
Small School (T & S)	**0.983**	0.106	-2.104*

* p < 0.05, ** p < 0.01, *** p < 0.001

Table 17: One Sample T-test of Charters with 50%+ Free/Reduced Price Lunch Students

	Percent Predicted API		
	Mean	Std. Dev.	t
50% and Over FRL	**1.020**	0.096	4.263***

* p < 0.05, ** p < 0.01, *** p < 0.001

Table 18: One Sample T-test of Charter Age

	Percent Predicted API		
	Mean	Std. Dev.	t
Mature	**1.009**	0.079	2.417*
Young	0.999	0.098	-0.239

* p < 0.05, ** p < 0.01, *** p < 0.001

Table 19: One Sample T-test of CCSA Member Status

	Percent Predicted API		
	Mean	Std. Dev.	t
Non-Member	1.000	0.094	-0.032
Active Member	1.006	0.086	1.669

* p < 0.05, ** p < 0.01, *** p < 0.001

Pearson Chi-square

The Pearson chi-square test is used to determine whether the differences between observed and expected frequencies are statistically significant. Chi-square results listed at the bottom of each table (Tables 20-29) indicate whether there is a relationship between the groups of schools being compared and their distribution across percentiles. For each charter type disaggregation, differences are shown first for the bottom 5th percentile and top 5th percentile, and then for the bottom 10th percentile and top 10th percentile, because we look at both breakdowns throughout the report. The "All Others" column includes all schools that are not part of the top or bottom percentiles marked. Cells are labeled with asterisks based on the level of confidence associated with one group of schools being over- or under-represented in a percentile than the comparison group.

Sample Interpretation:

In Table 20, the counts of non-classroom-based charters are labeled with asterisks and bolded in the top 5th and top 10th percentiles, and the percentages associated with those counts are less than the corresponding percentages for classroom-base charters. That means that with statistical significance, non-charters were less likely to be in the top 5th percentile (6% vs. 17%) and less likely to be in the top 10th percentile (11% versus 24%). However, as the counts for the bottom 5th percentile and the bottom 10th percentile are not asterisked and bolded, the difference in the percent of charters in the bottom 5th and 10th percentile between non-classroom-based and classroom-based charters is not statistically significant.

APPENDIX A
School Typology Analysis: Percent Predicted API and Distribution of Performance on Percent Predicted API

Table 20: Pearson Chi-Square of Site Type

		Bottom 5th Percentile	Top 5th Percentile	All Others	Total
Non-Classroom-Based	Count	22	**9***	110	141
	(%)	16%	**6%**	78%	100%
Classroom-Based	Count	78	107	463	648
	(%)	12%	17%	71%	100%
Chi-Square		9.930 (*df* = 2, *N* = 789)			
Significance		.007			

* p < 0.05, ** p < 0.01, *** p < 0.001

		Bottom 10th Percentile	Top 10th Percentile	All Others	Total
Non-Classroom-Based	Count	32	**16****	93	141
	(%)	23%	**11%**	66%	100%
Classroom-Based	Count	118	156	374	648
	(%)	18%	24%	58%	100%
Chi-Square		11.158 (*df* = 2, *N* = 789)			
Significance		.004			

* p < 0.05, ** p < 0.01, *** p < 0.001

Table 21: Pearson Chi-Square of Start Type

		Bottom 5th Percentile	Top 5th Percentile	All Others	Total
Conversion	Count	**4****	**9***	**112***	125
	(%)	**3%**	**7%**	**90%**	100%
Start-Up	Count	96	107	461	664
	(%)	14%	16%	69%	100%
Chi-Square		22.010 (*df* = 2, *N* = 789)			
Significance		.000			

* p < 0.05, ** p < 0.01, *** p < 0.001

		Bottom 10th Percentile	Top 10th Percentile	All Others	Total
Conversion	Count	**8****	**13****	**104*****	125
	(%)	**6%**	**10%**	**83%**	100%
Start-Up	Count	142	159	363	664
	(%)	21%	24%	55%	100%
Chi-Square		35.748 (*df* = 2, *N* = 789)			
Significance		.000			

* p < 0.05, ** p < 0.01, *** p < 0.001

APPENDIX A
School Typology Analysis: Percent Predicted API and Distribution of Performance on Percent Predicted API

Table 22: Pearson Chi-Square of Management Model

		Bottom 5th Percentile	Top 5th Percentile	All Others	Total
Freestanding	Count	65	**33*** **	365	463
	(%)	14%	7%	79%	100%
CMO	Count	**12** **	**60*** **	138	210
	(%)	**6%**	**29%**	66%	100%
Network	Count	**23***	23	70	116
	(%)	**20%**	20%	60%	100%
Chi-Square		67.254 (*df* = 4, *N* = 789)			
Significance		.000			

* p < 0.05, ** p < 0.01, *** p < 0.001

		Bottom 10th Percentile	Top 10th Percentile	All Others	Total
Freestanding	Count	99	**56*** **	308*	463
	(%)	21%	**12%**	67%	100%
CMO	Count	**22** **	**83*** **	105	210
	(%)	**10%**	**40%**	50%	100%
Network	Count	29	33	54	116
	(%)	25%	28%	47%	100%
Chi-Square		74.554 (*df* = 4, *N* = 789)			
Significance		.000			

* p < 0.05, ** p < 0.01, *** p < 0.001

Table 23: Pearson Chi-Square of CMO Replications

		Bottom 5th Percentile	Top 5th Percentile	All Others	Total
Not a Replication	Count	93	**78***	502	673
	(%)	14%	**12%**	75%	100%
Replication for 2011-12	Count	**7***	**38*** **	71	116
	(%)	**6%**	**33%**	61%	100%
Chi-Square		37.329 (*df* = 2, *N* = 789)			
Significance		.000			

* p < 0.05, ** p < 0.01, *** p < 0.001

		Bottom 10th Percentile	Top 10th Percentile	All Others	Total
Not a Replication	Count	139	**119***	415	673
	(%)	21%	**18%**	62%	100%
Replication for 2011-12	Count	**11***	**53*** **	52*	116
	(%)	**9%**	**46%**	45%	100%
Chi-Square		46.837 (*df* = 2, *N* = 789)			
Significance		.000			

* p < 0.05, ** p < 0.01, *** p < 0.001

APPENDIX A
School Typology Analysis: Percent Predicted API and Distribution of Performance on Percent Predicted API

Table 24: Pearson Chi-Square of Autonomy Status

		Bottom 5th Percentile	Top 5th Percentile	All Others	Total
Autonomous	Count	79	**100**	383	562
	(%)	14%	18%	68%	100%
Semi-Autonomous	Count	**4**	**2**	21	28
	(%)	**14%**	**11%**	75%	100%
Non-Autonomous	Count	**17***	**13****	169*	199
	(%)	**9%**	**7%**	85%	100%
Chi-Square		22.292 (*df* = 4, *N* = 789)			
Significance		.000			

* p < 0.05, ** p < 0.01, *** p < 0.001

		Bottom 10th Percentile	Top 10th Percentile	All Others	Total
Autonomous	Count	115	**146***	301	562
	(%)	20%	**26%**	54%	100%
Semi-Autonomous	Count	6	4	18	28
	(%)	21%	14%	64%	100%
Non-Autonomous	Count	29	**22****	**148****	199
	(%)	15%	**11%**	**74%**	100%
Chi-Square		29.419 (*df* = 4, *N* = 789)			
Significance		.000			

* p < 0.05, ** p < 0.01, *** p < 0.001

Table 25: Pearson Chi-Square of Funding Type

		Bottom 5th Percentile	Top 5th Percentile	All Others	Total
Indirect from the District	Count	20	**16****	183	219
	(%)	9%	**7%**	84%	100%
Direct from the State	Count	80	100	390	570
	(%)	14%	18%	68%	100%
Chi-Square		19.274 (*df* = 2, *N* = 789)			
Significance		.000			

* p < 0.05, ** p < 0.01, *** p < 0.001

		Bottom 10th Percentile	Top 10th Percentile	All Others	Total
Indirect from the District	Count	33	**27****	**159****	219
	(%)	15%	**12%**	**73%**	100%
Direct from the State	Count	117	145	308	570
	(%)	21%	25%	54%	100%
Chi-Square		24.168 (*df* = 2, *N* = 789)			
Significance		.000			

* p < 0.05, ** p < 0.01, *** p < 0.001

APPENDIX A
School Typology Analysis: Percent Predicted API and Distribution of Performance on Percent Predicted API

Table 26: Pearson Chi-Square of Charter Age

		Bottom 5th Percentile	Top 5th Percentile	All Others	Total
Mature	Count	39	57	311	407
	(%)	10%	14%	76%	100%
Young	Count	61	59	262	382
	(%)	16%	15%	69%	100%
Chi-Square		8.281 (*df* = 2, *N* = 789)			
Significance		.016			

* p < 0.05, ** p < 0.01, *** p < 0.001

		Bottom 10th Percentile	Top 10th Percentile	All Others	Total
Mature	Count	67	94	246	407
	(%)	16%	23%	60%	100%
Young	Count	83	78	221	382
	(%)	22%	20%	58%	100%
Chi-Square		3.745 (*df* = 2, *N* = 789)			
Significance		.154			

* p < 0.05, ** p < 0.01, *** p < 0.001

Table 27: Pearson Chi-Square of Charter Size

		Bottom 5th Percentile	Top 5th Percentile	All Others	Total
Not Small	Count	68	93	466	627
	(%)	11%	15%	74%	100%
Small	Count	**32***	23	107	162
	(%)	**20%**	14%	66%	100%
Chi-Square		9.308 (*df* = 2, *N* = 789)			
Significance		.010			

* p < 0.05, ** p < 0.01, *** p < 0.001

		Bottom 10th Percentile	Top 10th Percentile	All Others	Total
Not Small	Count	104	142	381	627
	(%)	17%	23%	61%	100%
Small	Count	46	30	86	162
	(%)	28%	19%	53%	100%
Chi-Square		11.731 (*df* = 2, *N* = 789)			
Significance		.003			

* p < 0.05, ** p < 0.01, *** p < 0.001

APPENDIX A
School Typology Analysis: Percent Predicted API and Distribution of Performance on Percent Predicted API

Table 28: Pearson Chi-Square of Charters with => 50% and < 50% Free/Reduced Price Lunch Students

		Bottom 5th Percentile	Top 5th Percentile	All Others	Total
Under 50% FRL	Count	45	**17*** **	**304***	366
	(%)	12%	**5%**	**83%**	100%
50% and Over FRL	Count	55	**99*** **	**269**	423
	(%)	13%	**23%**	**64%**	100%
Chi-Square		57.284 (*df* = 2, *N* = 789)			
Significance		.000			

* p < 0.05, ** p < 0.01, *** p < 0.001

		Bottom 10th Percentile	Top 10th Percentile	All Others	Total
Under 50% FRL	Count	77	**34*** **	**255** **	366
	(%)	21%	**9%**	**70%**	100%
50% and Over FRL	Count	73	**138*** **	**212***	423
	(%)	17%	**33%**	**50%**	100%
Chi-Square		63.161 (*df* = 2, *N* = 789)			
Significance		.000			

* p < 0.05, ** p < 0.01, *** p < 0.001

Table 29: Pearson Chi-Square of CCSA Member Status

		Bottom 5th Percentile	Top 5th Percentile	All Others	Total
Under 50% FRL	Count	24	26	174	224
	(%)	11%	12%	78%	100%
50% and Over FRL	Count	76	90	399	565
	(%)	13%	16%	71%	100%
Chi-Square		4.087 (*df* = 2, *N* = 789)			
Significance		.130			

* p < 0.05, ** p < 0.01, *** p < 0.001

		Bottom 10th Percentile	Top 10th Percentile	All Others	Total
Under 50% FRL	Count	39	40	145	224
	(%)	17%	18%	65%	100%
50% and Over FRL	Count	111	132	322	565
	(%)	20%	23%	57%	100%
Chi-Square		4.276 (*df* = 2, *N* = 789)			
Significance		.118			

* p < 0.05, ** p < 0.01, *** p < 0.001

Pearson Chi-square

The Pearson chi-square test is used to determine whether the differences between observed and expected frequencies are statistically significant. Chi-square results listed at the bottom of each table (Tables 30-36) indicate whether there is a relationship between the groups of schools being compared and their distribution across quadrants. Within each table, cells are labeled with asterisks based on the level of confidence associated with one group of schools being over- or under-represented in a quadrant than the comparison group. All the tables below only include charters four years and older.

Sample Interpretation:

In Table 30, the counts of non-classroom-based charters are labeled with asterisks across all quadrants, indicating that there was a difference between the distribution of non-classroom-based and classroom-based charters in all quadrants. By looking at the percentages associated with those cells, we see that non-classroom-based charters were more likely to be in the below average status/ below average growth quadrant than classroom-based charters (41% versus 19%) and less likely to be in the above average status/above average growth category than classroom-based charters (11% versus 34%). The other cells with significance can be interpreted similarly.

Table 30: Pearson Chi-Square of Site Type

STATUS/GROWTH QUADRANTS FOR 2011						
		Below Average Status, Below Average Growth	Below Average Status, Above Average Growth	Above Average Status, Below Average Growth	Above Average Status, Above Average Growth	Total
Non-Classroom-Based	Count	**42*** **	**43** **	**6** **	**11*** **	102
	(%)	**41%**	**42%**	**6%**	**11%**	100%
Classroom-Based	Count	84	114	101	154	453
	(%)	19%	25%	22%	34%	100%
Chi-Square		(df = 3, N = 555)				
Significance		.000				

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

APPENDIX B
School Typology Analysis: Status/Growth Quadrants

Table 31: Pearson Chi-square of Start Type

STATUS/GROWTH QUADRANTS FOR 2011						
		Below Average Status, Below Average Growth	Below Average Status, Above Average Growth	Above Average Status, Below Average Growth	Above Average Status, Above Average Growth	Total
Conversion	Count	**12***	21	17	**46***	96
	(%)	**13%**	22%	18%	**48%**	100%
Start-Up	Count	114	136	90	119	459
	(%)	25%	30%	20%	26%	100%
Chi-Square		20.073 (*df* = 3, *N* = 555)				
Significance		.000				

* p < 0.05, ** p < 0.01, *** p < 0.001

Table 32: Pearson Chi-square of Management Model

STATUS/GROWTH QUADRANTS FOR 2011						
		Below Average Status, Below Average Growth	Below Average Status, Above Average Growth	Above Average Status, Below Average Growth	Above Average Status, Above Average Growth	Total
Freestanding	Count	82	92	66	98	338
	(%)	24%	27%	20%	29%	100%
CMO	Count	28	45	24	44	141
	(%)	20%	32%	17%	31%	100%
Network	Count	16	20	17	23	76
	(%)	21%	26%	22%	30%	100%
Chi-Square		2.784 (*df* = 6, *N* = 555)				
Significance		.835				

* p < 0.05, ** p < 0.01, *** p < 0.001

APPENDIX B
School Typology Analysis: Status/Growth Quadrants

Table 33: Pearson Chi-square of Autonomy Status

STATUS/GROWTH QUADRANTS FOR 2011						
		Below Average Status, Below Average Growth	Below Average Status, Above Average Growth	Above Average Status, Below Average Growth	Above Average Status, Above Average Growth	Total
Autonomous	Count	96	115	70	109	390
	(%)	25%	29%	18%	28%	100%
Semi-Autonomous	Count	3	6	5	8	22
	(%)	14%	27%	23%	36%	100%
Non-Autonomous	Count	27	36	32	48	143
	(%)	19%	25%	22%	34%	100%
Chi-Square		5.697 (*df* = 6, *N* = 555)				
Significance		.458				

* p < 0.05, ** p < 0.01, *** p < 0.001

Table 34: Pearson Chi-square of Funding Type

STATUS/GROWTH QUADRANTS FOR 2011						
		Below Average Status, Below Average Growth	Below Average Status, Above Average Growth	Above Average Status, Below Average Growth	Above Average Status, Above Average Growth	Total
Indirect from the District	Count	29	37	40	57	163
	(%)	18%	23%	25%	35%	100%
Direct from the State	Count	97	120	67	108	392
	(%)	25%	31%	17%	28%	100%
Chi-Square		10.444 (*df* = 3, *N* = 555)				
Significance		.015				

* p < 0.05, ** p < 0.01, *** p < 0.001

APPENDIX B
School Typology Analysis: Status/Growth Quadrants

Table 35: Pearson Chi-square of School Size: Charter vs. Non-Charter

STATUS/GROWTH QUADRANTS FOR 2011						
Not Small		Below Average Status, Below Average Growth	Below Average Status, Above Average Growth	Above Average Status, Below Average Growth	Above Average Status, Above Average Growth	Total
Charter	Count	102	127	**95***	**155***	479
	(%)	21%	27%	**20%**	**32%**	100%
Non-Charter	Count	1,683	1,729	1,789	1,905	7,106
	(%)	24%	24%	25%	27%	100%
Chi-Square		12.211 (*df* = 3, *N* = 7,585)				
Significance		.007				

* p < 0.05, ** p < 0.01, *** p < 0.001

STATUS/GROWTH QUADRANTS FOR 2011						
Small Schools		Below Average Status, Below Average Growth	Below Average Status, Above Average Growth	Above Average Status, Below Average Growth	Above Average Status, Above Average Growth	Total
Charter	Count	24	**30****	12	**10***	76
	(%)	32%	**39%**	16%	**13%**	100%
Non-Charter	Count	99	52	44	77	272
	(%)	36%	19%	16%	28%	100%
Chi-Square		16.296 (*df* = 3, *N* = 348)				
Significance		.001				

* p < 0.05, ** p < 0.01, *** p < 0.001

APPENDIX B
School Typology Analysis: Status/Growth Quadrants

Table 36: Pearson Chi-square of Schools with ≥50% Free/Reduced Price Lunch: Charter vs. Non-Charter

STATUS/GROWTH QUADRANTS FOR 2011						
Under 50% FRL		Below Average Status, Below Average Growth	Below Average Status, Above Average Growth	Above Average Status, Below Average Growth	Above Average Status, Above Average Growth	Total
Charter	Count	**51*** **	**51*** **	**81*** **	85	268
	(%)	**19%**	**19%**	**30%**	32%	100%
Non-Charter	Count	221	**153***	1,394	1,035	2,803
	(%)	8%	**5%**	50%	37%	100%
Chi-Square		123.332 (*df* = 3, *N* = 3,071)				
Significance		.000				

* p < 0.05, ** p < 0.01, *** p < 0.001

STATUS/GROWTH QUADRANTS FOR 2011						
50% and Over FRL		Below Average Status, Below Average Growth	Below Average Status, Above Average Growth	Above Average Status, Below Average Growth	Above Average Status, Above Average Growth	Total
Charter	Count	**75***	106	26	**80***	287
	(%)	**26%**	37%	9%	**28%**	100%
Non-Charter	Count	1,561	1,628	439	947	4,575
	(%)	34%	36%	10%	21%	100%
Chi-Square		11.922 (*df* = 3, *N* = 4,862)				
Significance		.008				

* p < 0.05, ** p < 0.01, *** p < 0.001

APPENDIX C

Performance of Closed Charters from 2008-09 to 2010-11

The following table shows the average results for closed charters on a variety of performance metrics, from the final year before the school was closed:

- Academic Performance Index (API) score (Growth Score)
- Percent of students scoring proficient or advanced in ELA and Math
- Percent Predicted API (CCSA Metric), corresponding to the SSM Performance Bands as such:
    - -5% to 5% = Within Predicted
    - -9% to -5% = Below Predicted
    - Less than -10% = Far Below Predicted

The chart shows the difference between the average for closed charters and the statewide average. It also shows the average difference between closures and the statewide average over all three years. The average difference calculation is weighted by the number of closed charters each year to account for the fact that different numbers of charters close each year. Schools that qualify for the Alternative Schools Accountability Model (ASAM) are excluded.

		Number of Schools	Average API	Average ELA Percent Proficient	Average Math Percent Proficient	Average Percent Predicted API
2008-09	**Closures**	**30**	**648**	**34.5%**	**29.1%**	**-3.9%**
	Statewide	8,293	**765**	49.7%	54.0%	0.0%
	Difference		*-117*	*-15.2%*	*-24.9%*	*-3.9%*
2009-10	**Closures**	**11**	**556**	**29.0%**	**23.6%**	**-17.70%**
	Statewide	8,765	787	54.8%	58.4%	0.0%
	Difference		*-231*	*-25.8%*	*-34.8%*	*-17.70%*
2010-11	**Closures**	**29**	**687**	**43.0%**	**40.9%**	**-1.8%**
	Statewide	8,851	794	56.8%	60.4%	0.0%
	Difference		*-107*	*-13.8%*	*-19.5%*	*-1.8%*
Average Difference between Closures and Statewide (weighted)			**-131**	**-16.3%**	**-24.2%**	**-5.2%**

APPENDIX D

Past Trends and Future Projections Based on the Concentration of Students Served in Charters at the Bottom and Top of Statewide Distribution

Year	Percent of Charters in the Bottom 5th Percentile	% Change	Percent of Charters in the Bottom 10th Percentile	% Change	Percent of Charters in the Top 10th Percentile	% Change	Percent of Charters in the Top 5th Percentile	% Change
2007	**6.21%**		**13.35%**		**16.79%**		**12.04%**	
2008	**7.90%**	1.68%	**12.35%**	-1.00%	**19.80%**	3.01%	**13.80%**	1.77%
2009	**7.20%**	-0.69%	**12.26%**	-0.09%	**18.44%**	-1.36%	**13.55%**	-0.25%
2010	**6.53%**	-0.68%	**15.41%**	3.15%	**22.84%**	4.40%	**15.51%**	1.96%
2011	**7.57%**	1.04%	**11.79%**	-3.62%	**22.64%**	-0.20%	**13.42%**	-2.09%
2012 (proj)	*7.90%*		*11.39%*		*24.11%*		*13.76%*	
2013 (proj)	*8.24%*		*11.00%*		*25.57%*		*14.11%*	
20124 (proj)	*8.58%*		*10.61%*		*27.04%*		*14.45%*	
Average Percentage Change:		**0.34%**		**-0.39%**		**1.46%**		**0.35%**


colors