

Charter School Performance -- A Quest for Quality

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Macke Raymond, Director
CREDO
Stanford University
credo.stanford.edu

Answer Sheet

Student Name (Last, First MI)

If you do not have a preprinted form, please fill in the information in the box.

Student ID

Student Name (Last, First MI)

Date of Birth (MMDDYYYY)

1. Arkansas

2. Arizona

3. California

4. Colorado (Denver)

5. District of Columbia

6. Florida

7. Georgia

8. Illinois (Chicago)

9. Louisiana

10. Massachusetts

11. Minnesota

12. Missouri

13. New Mexico

14. North Carolina

15. Ohio

16. Texas

Overview

- Rapid Review of Charter Schools
- Findings from CREDO and other research
- Insights to date

School Choice in US

- Public vs. Private Schooling
 - 10% students attend private schools
 - 80% private schools religious based
- Limited use of education vouchers (<1%)
- Since 1991, 41 states have created laws to allow charter schools
 - Independent public schools
 - Revokable permits -- charter
 - “Flexibility for Accountability”
- Today, over 5000 charter schools

Charter School Cross Pressures

- The Promise of Charter Schools:
 - School reform policy
 - Models of innovation
 - Focus on underserved students
 - Vehicles for competition in public K-12

Research Questions

1. What is the overall impact of charter schools?
2. What explains the variation in performance?
3. What can charter schools reveal about the path to school improvement?

Study Approach

Details of CREDO studies

- 2009 study of 15 states and DC
- Other studies since then:
 - 2010 New York City, New York State
 - 2010 New Orleans
 - 2010 Indiana
 - 2011 Pennsylvania
- Have another 5 states underway

CREDO Charter School Studies

- Quality = the amount of learning that a school produces in its students
- Examine student academic growth based on year-to-year standardized test scores
- All other factors (age, grade, starting points, race, poverty) held constant
- The counterfactual: what students would have learned in their “regular” schools

Virtual Control Record Process

Charter School Student

MATCHING VARIABLES:

- ✓ Race/ethnicity
- ✓ Gender
- ✓ English proficiency
- ✓ Lunch status
- ✓ Special education status
- ✓ Grade level

MATCHING VARIABLE:

- ✓ Test scores from t_0

Feeder School(s) Students

Provide List of Potential Match Schools

Find Matches Based on Demographic Variables

Eliminate Matches Who Attend Charter Schools

Match Test Scores

Virtual Control Records

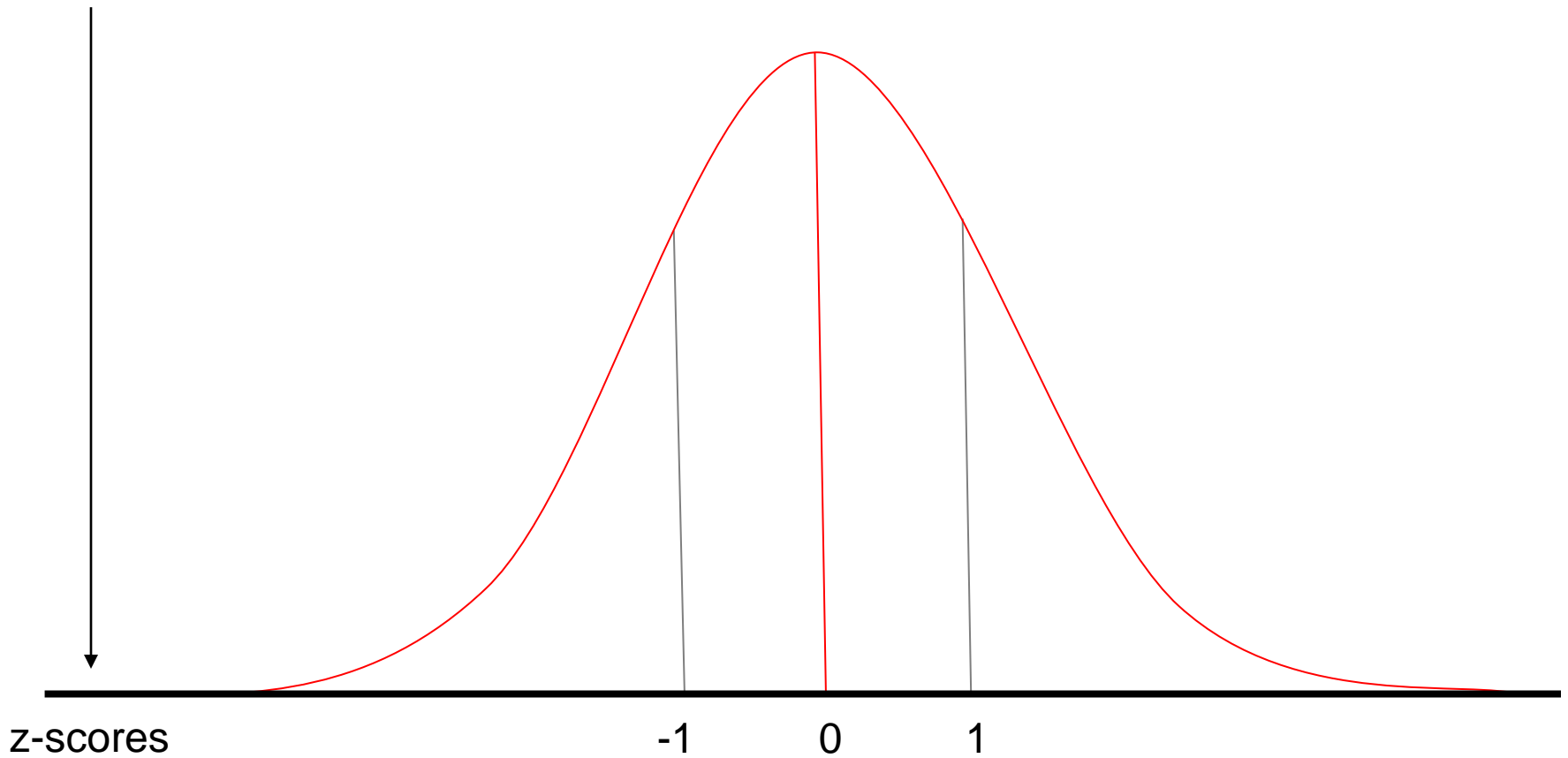
Pointy-headed Technical Moment

- We need to create measures of growth
- But state achievement tests differ
 - By subject
 - By grade
 - By state
 - By year
- To counter this, we transform the scores into a standard Bell Curve – Z scores

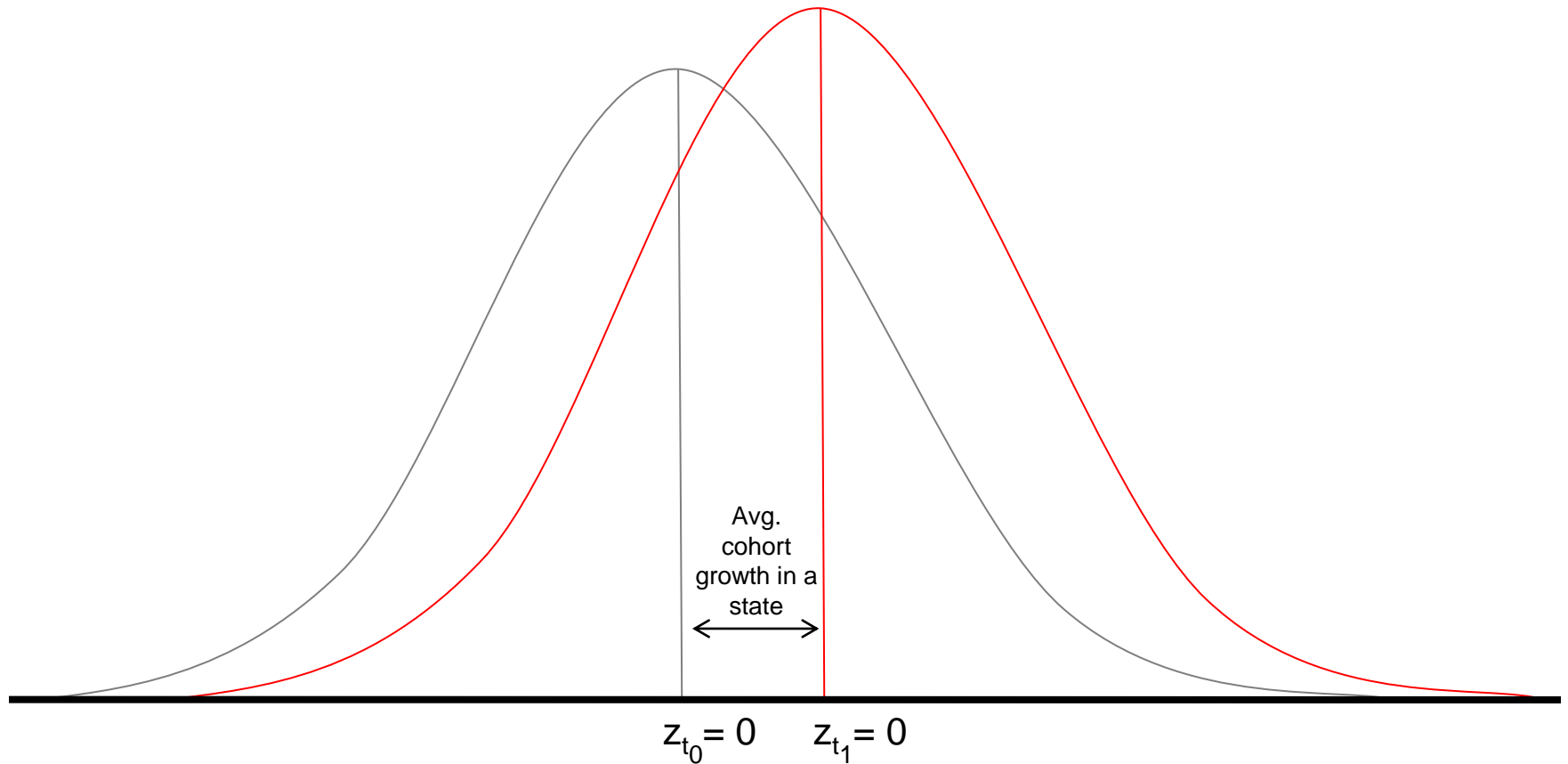
Standardized Z Scores

Scale scores

$-\sigma$ μ σ



Student Level: Growth Over Time

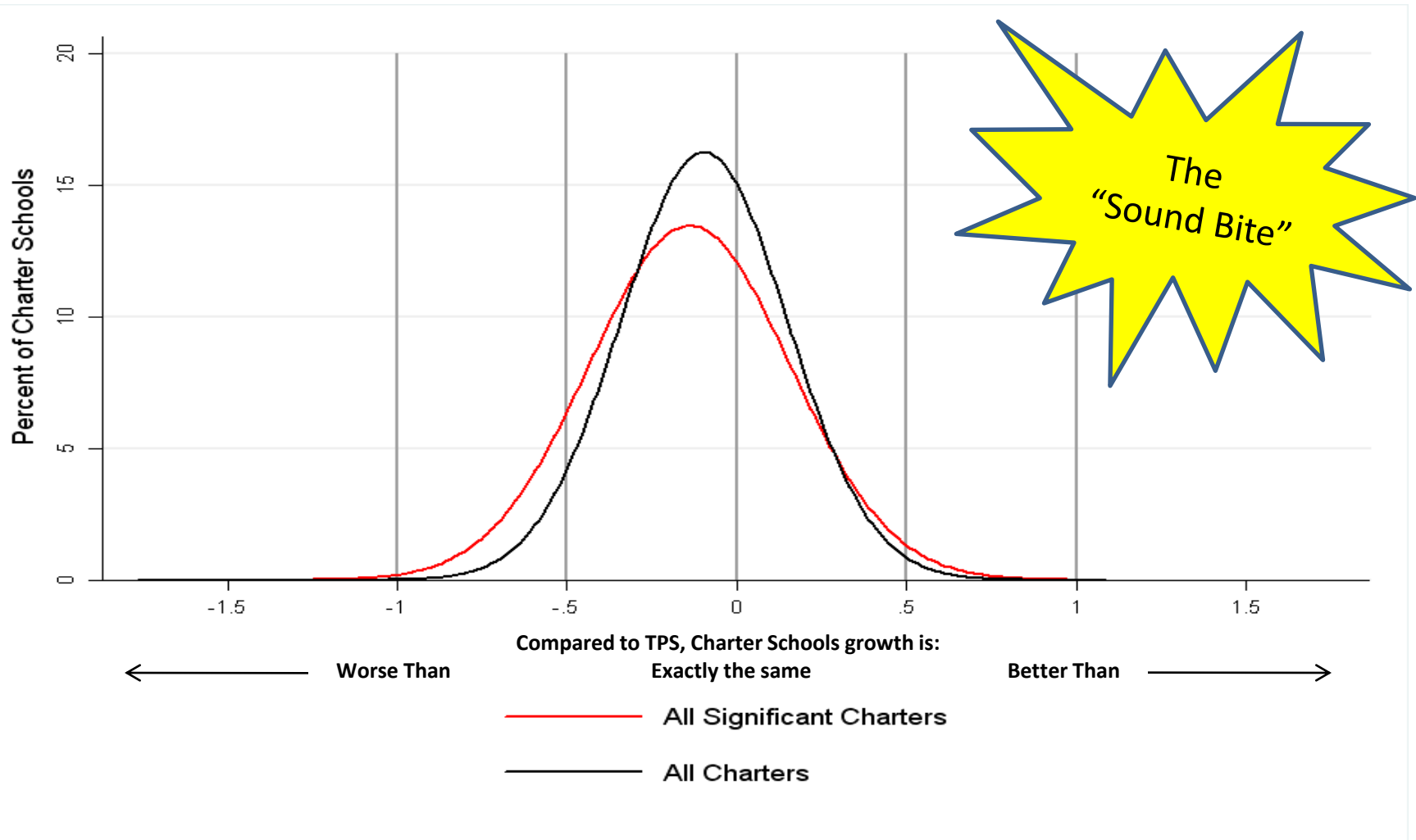


$$z_{t_1} - z_{t_0} = z \text{ growth}$$

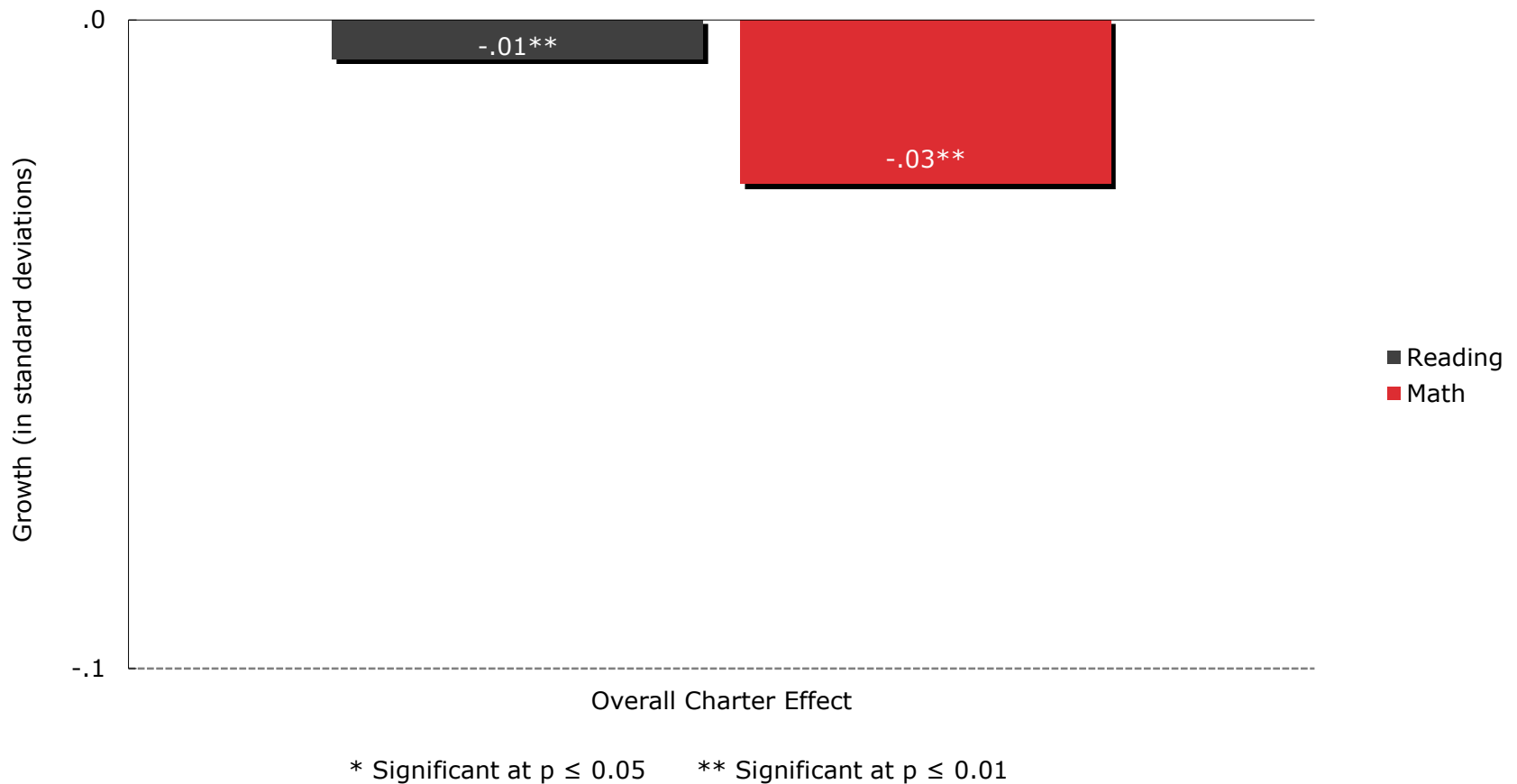
- z growth < 0** Student lost ground
- z growth = 0** Student's rank unchanged
- z growth > 0** Student gained ground

Findings

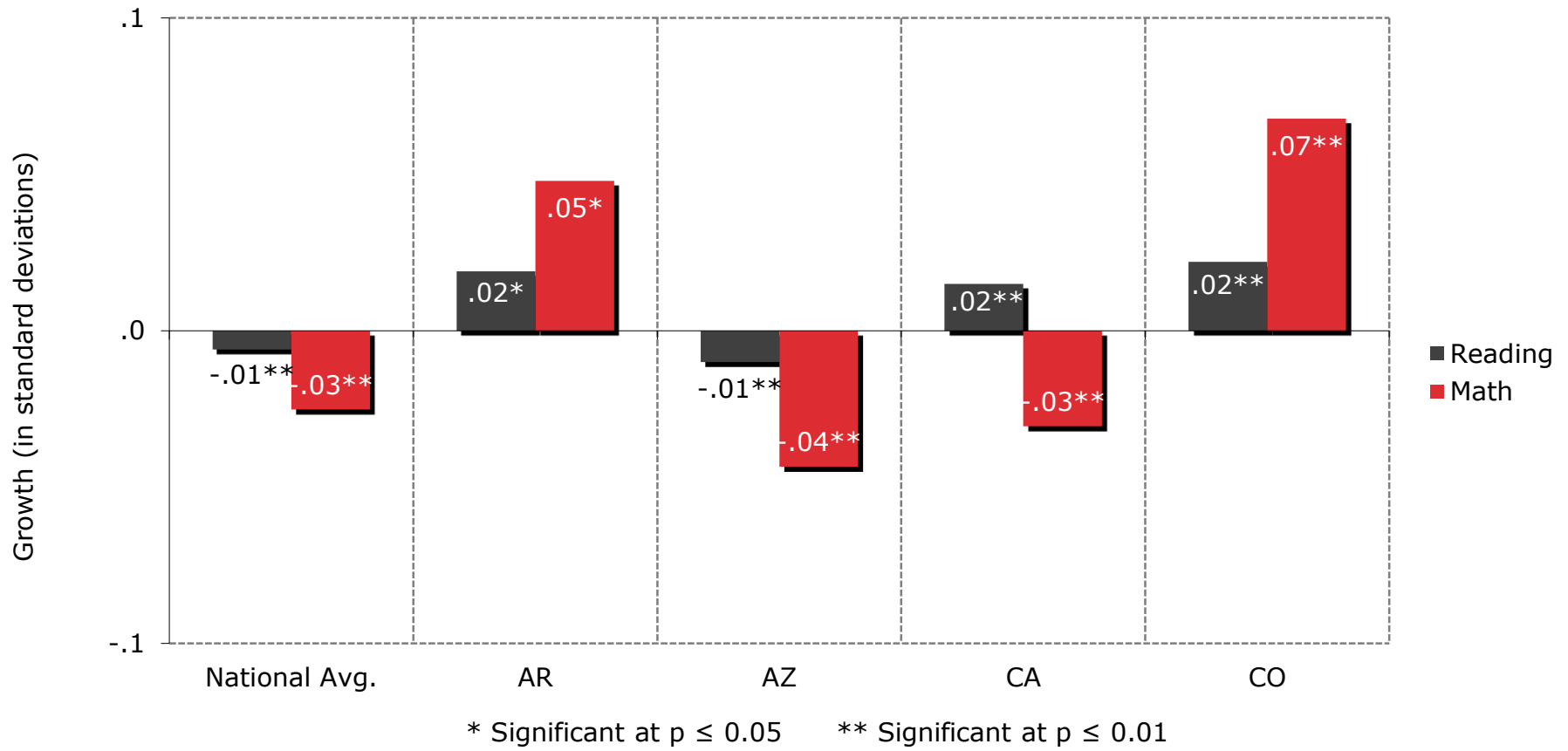
Charter School Quality Curve



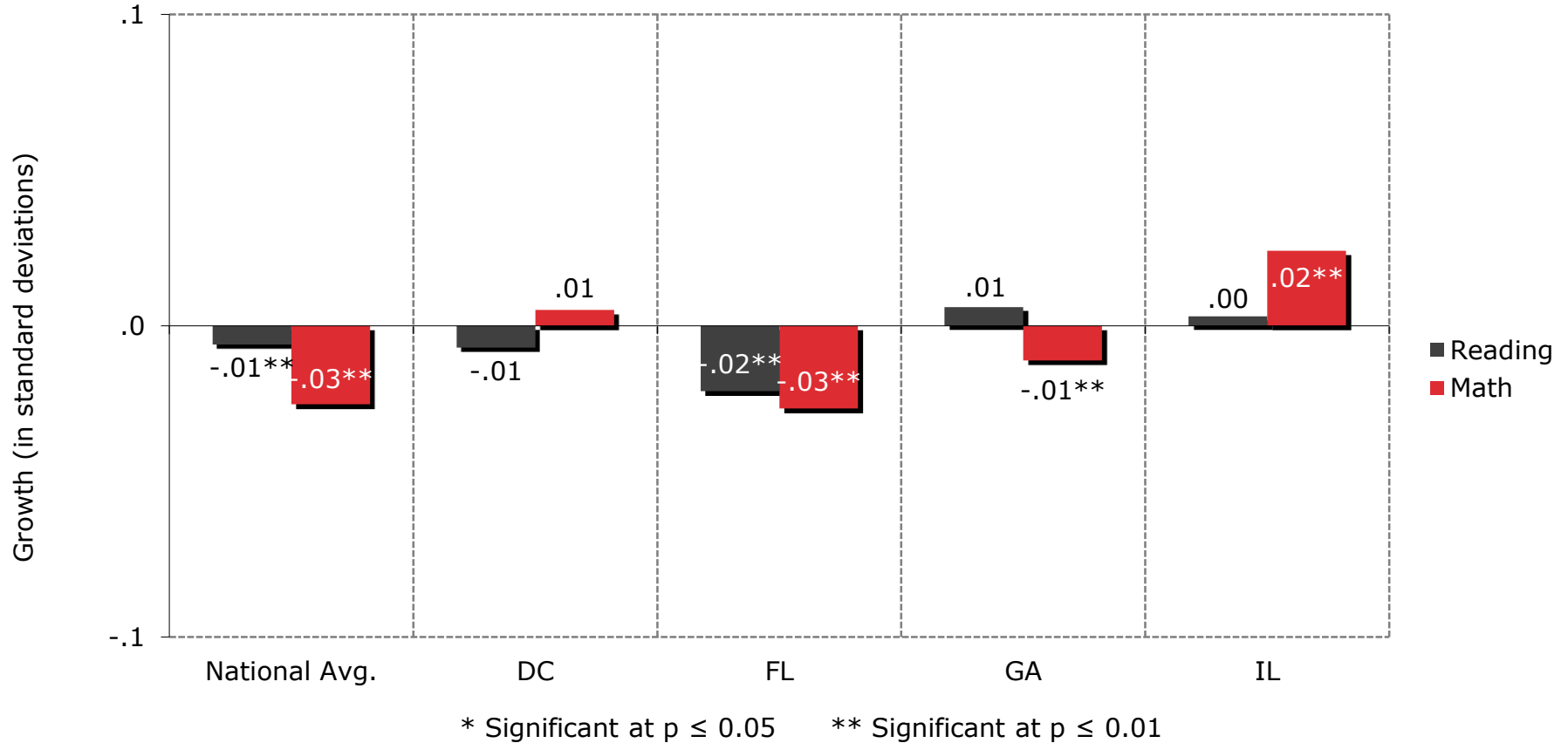
Overall Impact of Charter Schools, Circa 2009



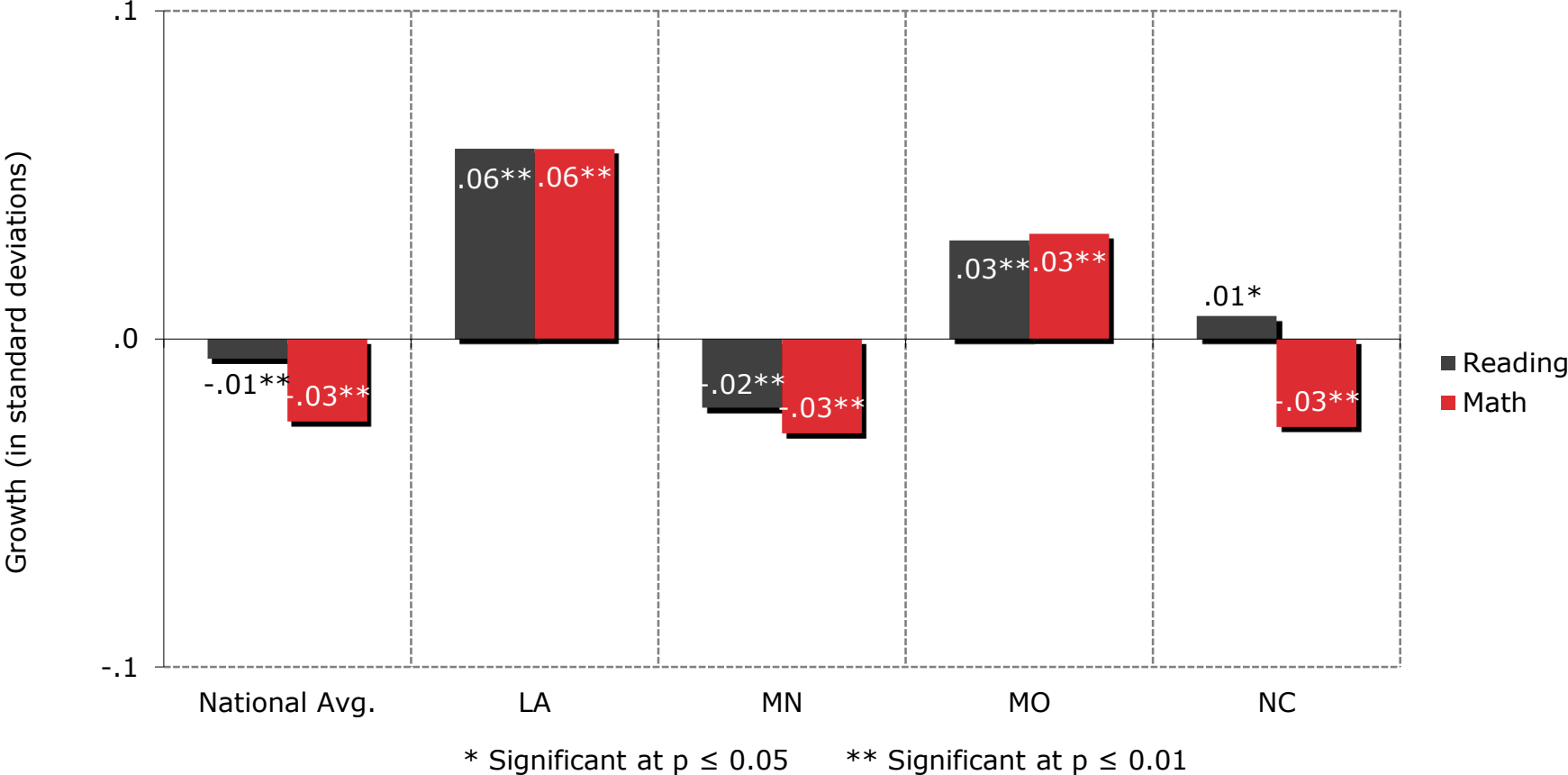
Impact of Charter Schools by State



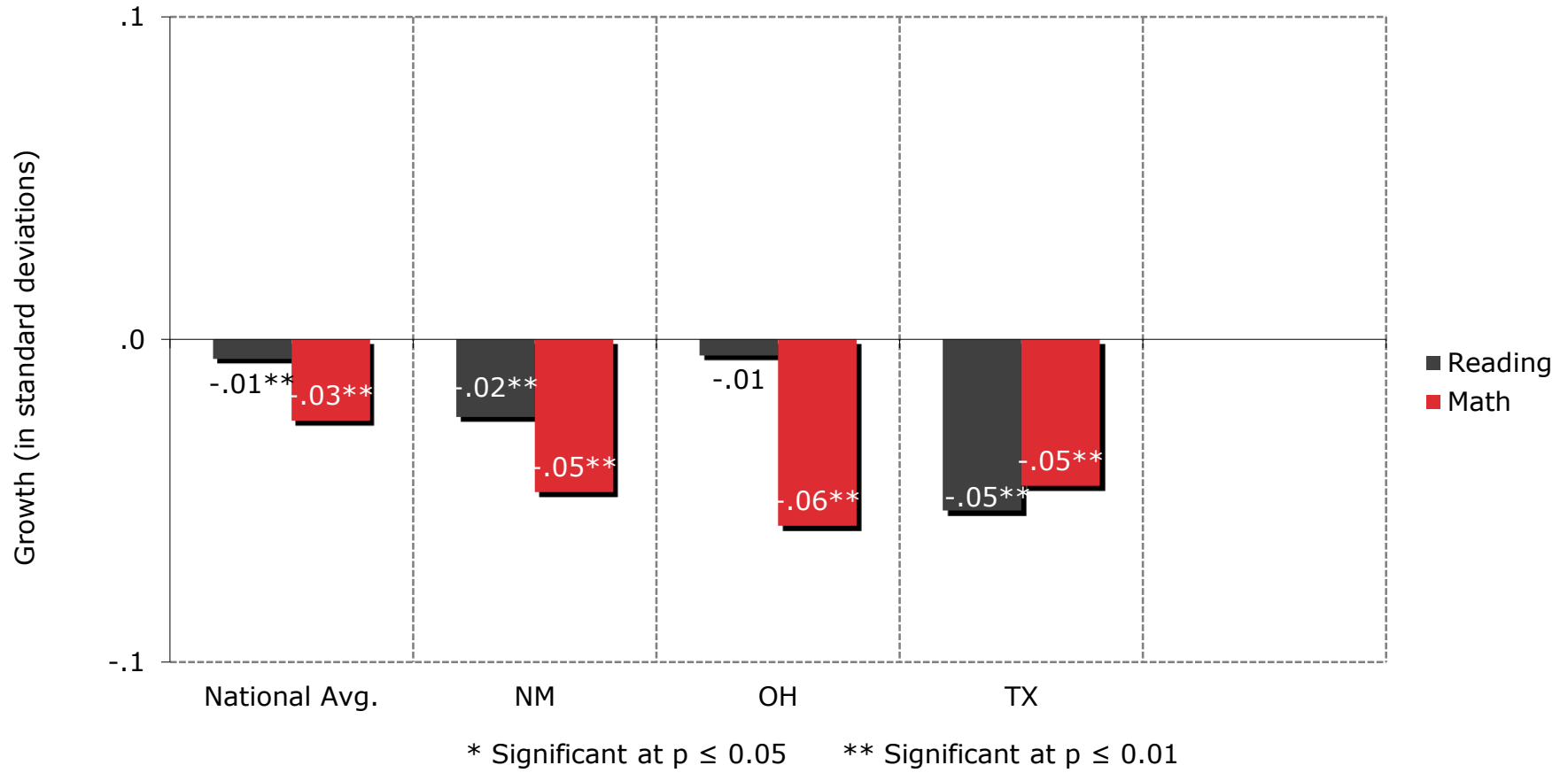
Impact of Charter Schools by State



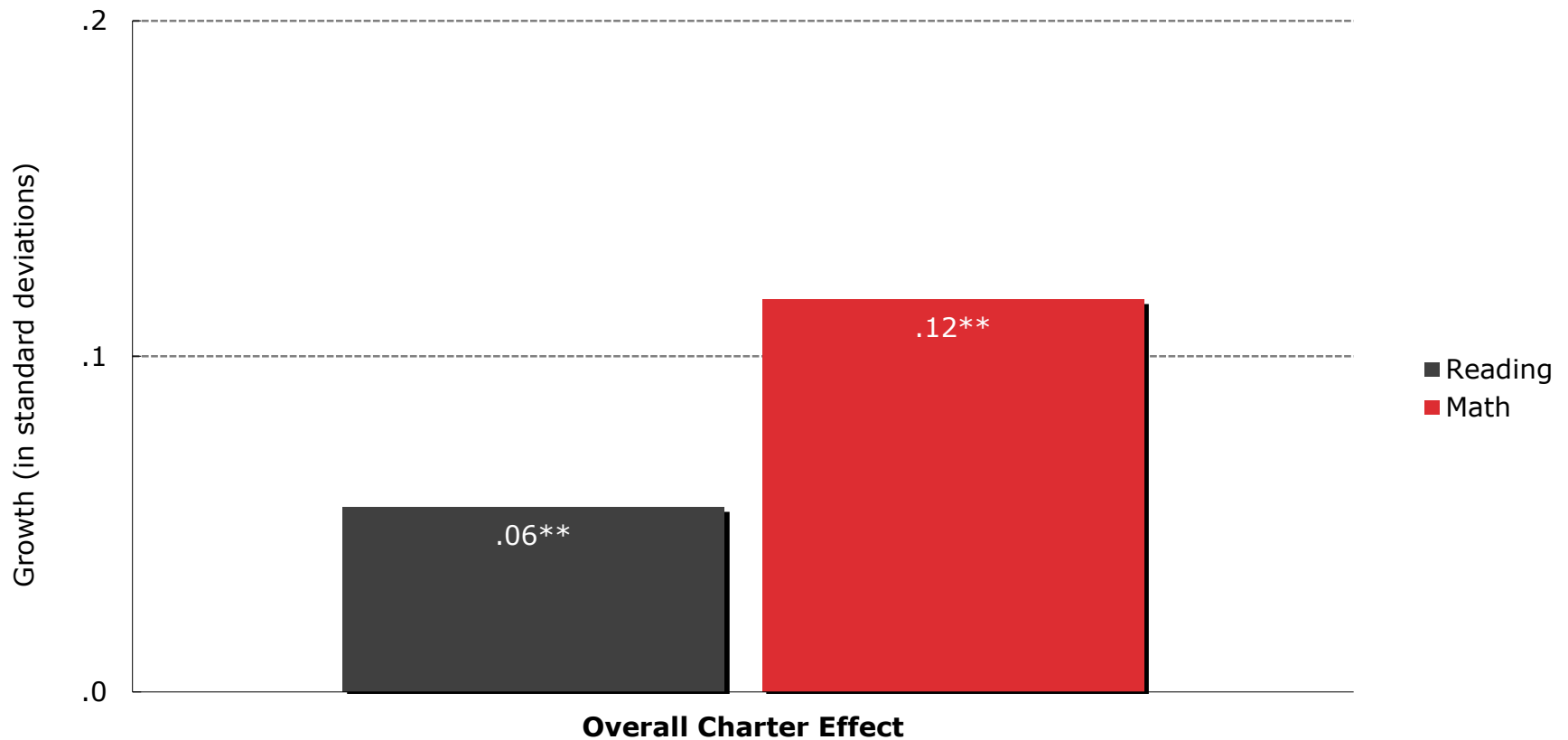
Impact of Charter Schools by State



Impact of Charter Schools by State

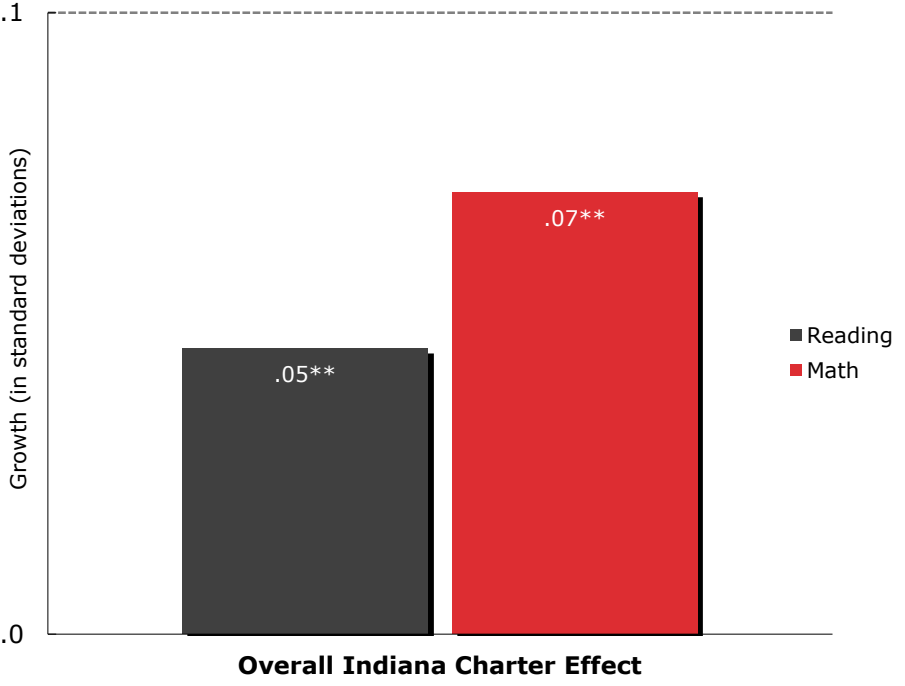


NYC Charter School Impact

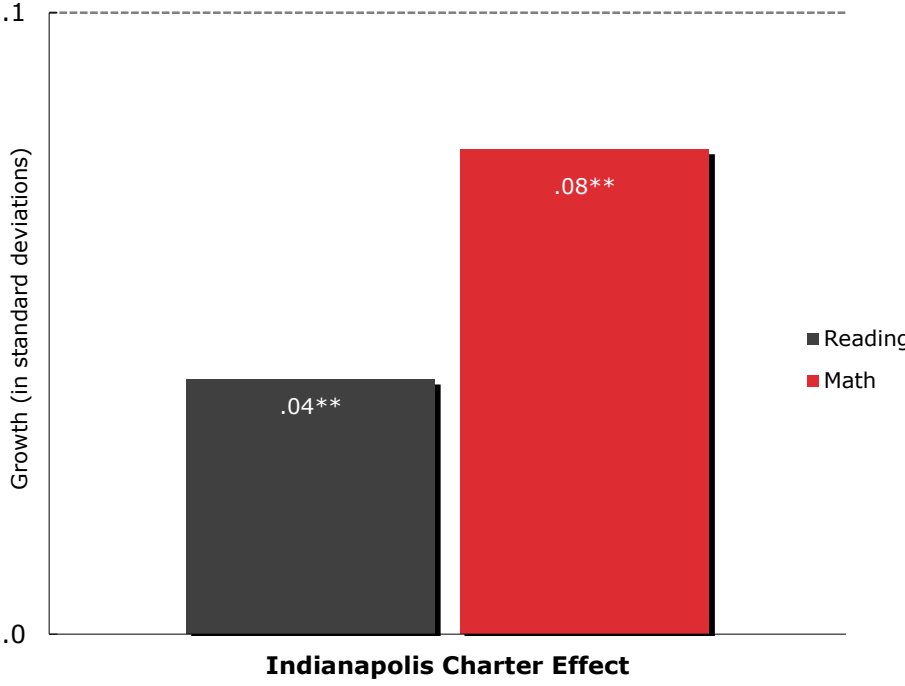


* Significant at $p \leq 0.05$ ** Significant at $p \leq 0.01$

Indiana Charter School Impact

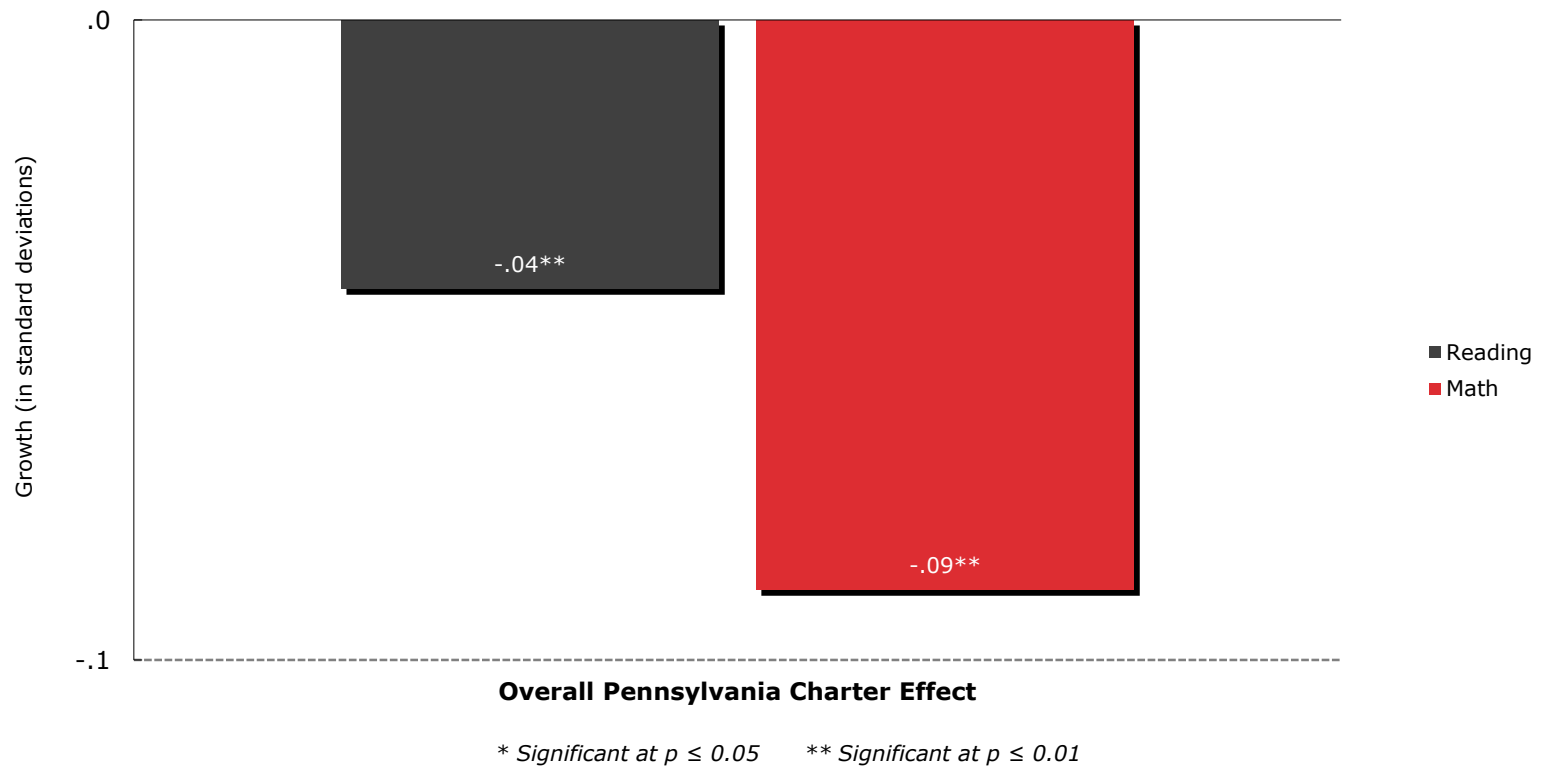


* Significant at $p \leq 0.05$ ** Significant at $p \leq 0.01$

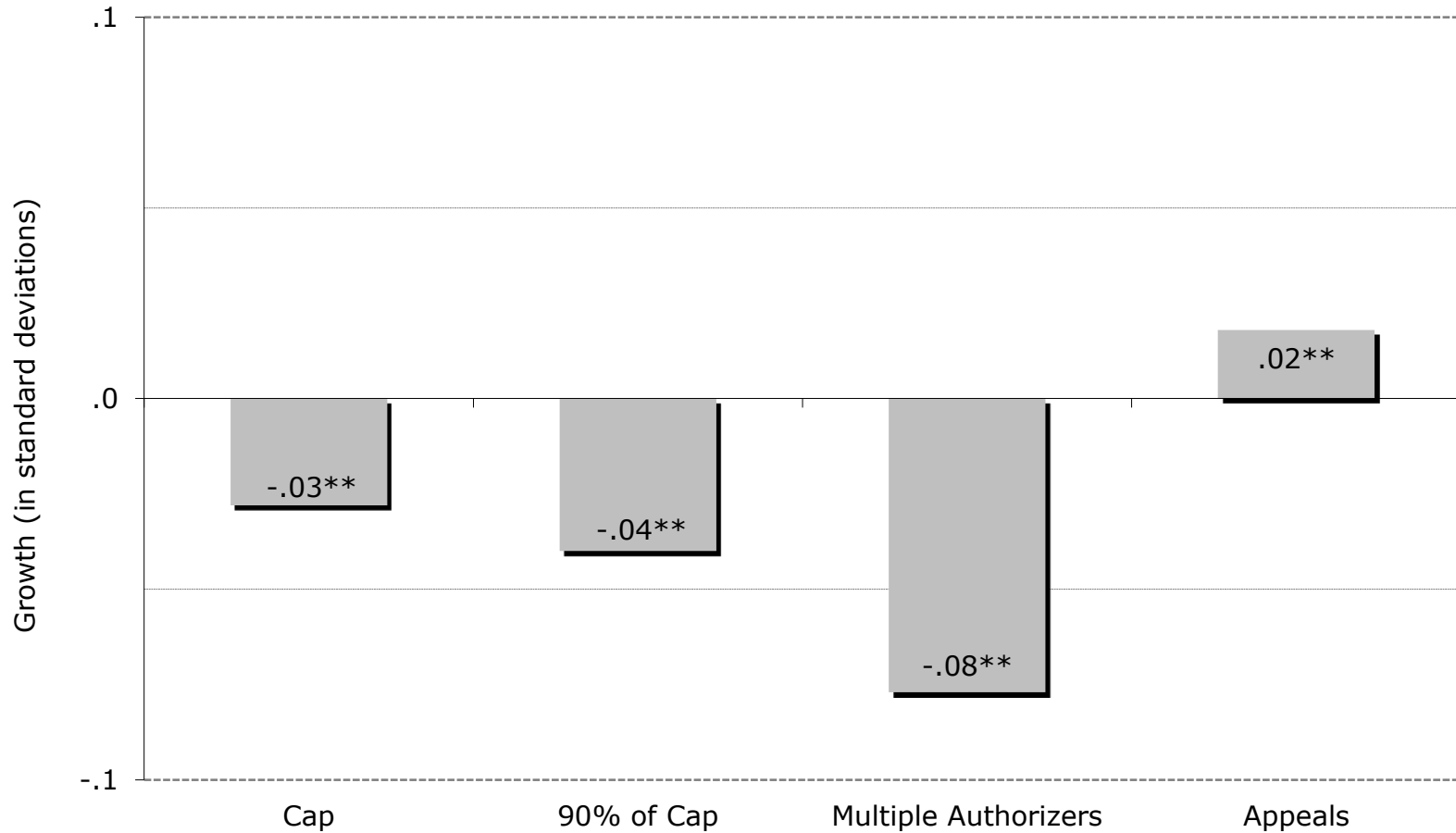


* Significant at $p \leq 0.05$ ** Significant at $p \leq 0.01$

Pennsylvania Charter School Impact



Effect of Policy Variables



* Significant at $p \leq 0.05$ ** Significant at $p \leq 0.01$

Insights to Date

The Quest for Quality Continues

- State policies matter a lot!
- Free market not fully realized – yet? ever?
 - Information access, uptake
 - Change is not costless
- A mix of incentives and oversight – and oversight of the overseers – show better results
- New Orleans and TN – quality laser focus

Find the 2009 report and
individual state reports at
<http://credo.stanford.edu>

Thank You