



# Department of Education

## Florida Charter Schools

### 2002-2003 Annual Accountability Report

State Board of Education

August 17, 2004





## The 2002-2003 Annual Report

- Required pursuant to s. 1002.33, Florida Statutes
- Components of Charter School Reports
  - Student Performance
  - Finance
  - Facilities
  - Personnel
- Law requires a comparison of performance to traditional public schools



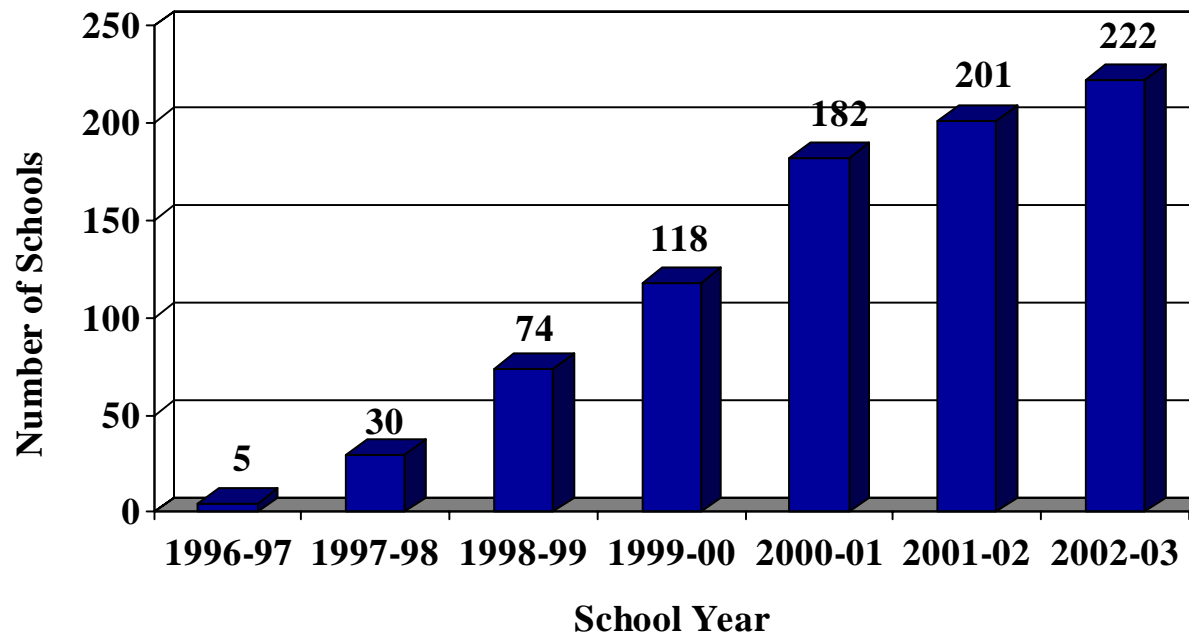
## Charter Schools in Florida

- The Schools
- The Students
- The Performance: “*Comparing Oranges to Oranges*”



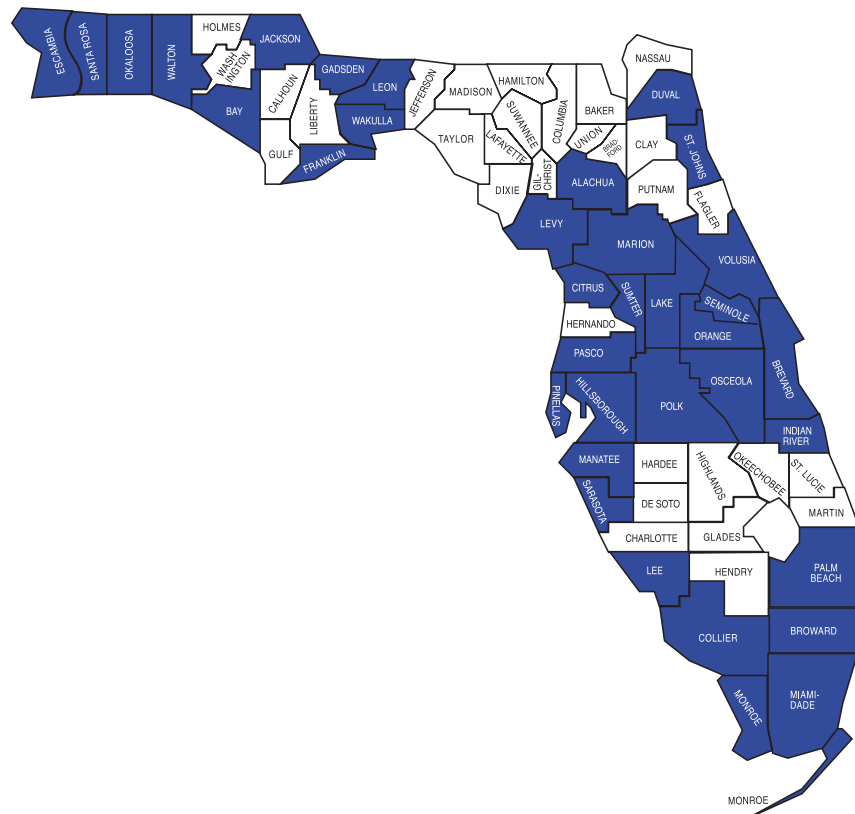
## Florida Ranked Third in Nation

Growth in Florida's Charter Schools  
1996-2003





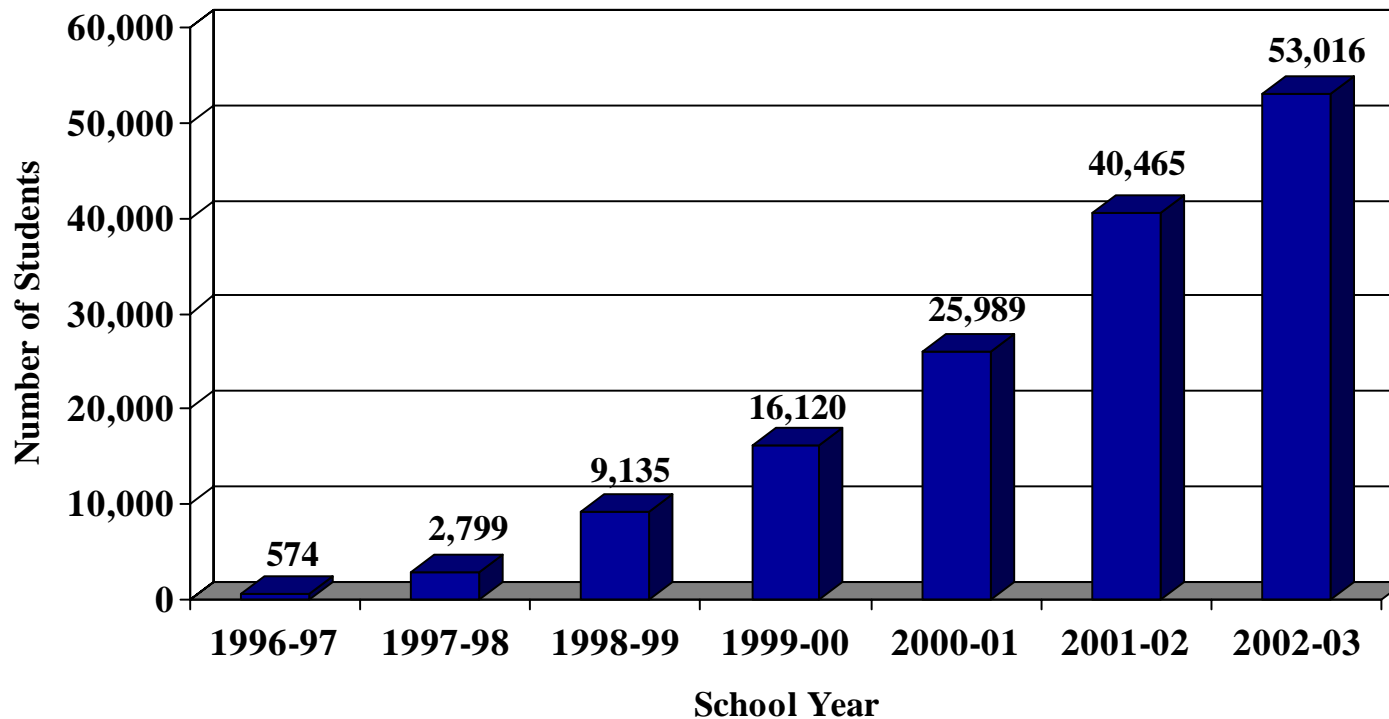
## Counties with Charter Schools





## Florida's Charter Students

Students in Charter Schools  
1996-2003



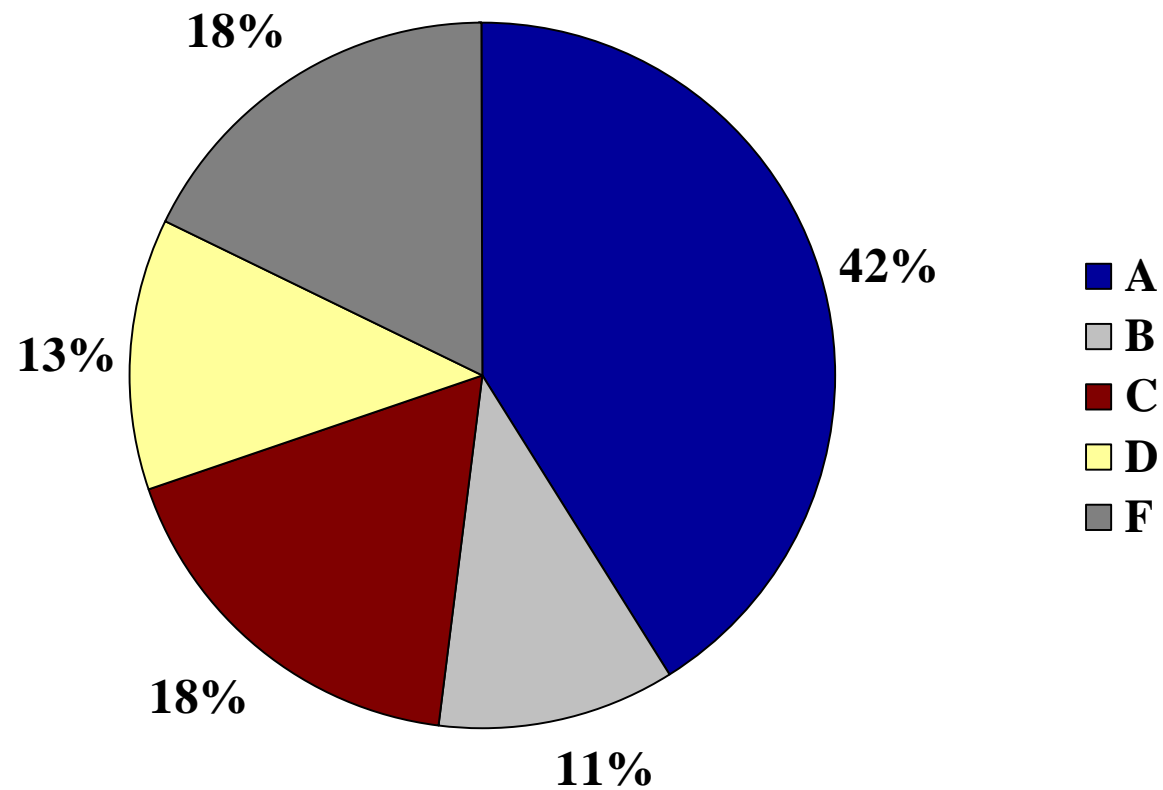


## Charter Student Characteristics

- The majority are elementary students (53%).
- The ethnic breakdown is 50% white, 24% African-American, 21% Hispanic and 4% other ethnicities.
- Thirteen percent are students with disabilities.
- More than one-third (37%) are eligible for free and reduced-price lunch.
- Six percent are limited English proficient.



## Charters Make the Grades





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2002-2003

Charter School Performance:

## *An “Oranges to Oranges” Comparison*

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## Charter schools should succeed for a variety of reasons...

- Market pressure to perform
- Freedom and flexibility
  - Curriculum
  - Hiring and salaries and benefits
  - School philosophy
- Approval and review by school districts



## Charter schools often have lower average test scores

	FCAT Reading Developmental Scale Score			FCAT Math Developmental Scale Score		
	Traditional	Charter	Difference	Traditional	Charter	Difference
<b>3rd</b>	1291	1300	<b>9</b>	1336	1325	<b>-10</b>
<b>4th</b>	1498	1496	<b>-2</b>	1447	1436	<b>-11</b>
<b>5th</b>	1541	1537	<b>-3</b>	1608	1587	<b>-21</b>
<b>6th</b>	1619	1628	<b>9</b>	1642	1628	<b>-14</b>
<b>7th</b>	1704	1694	<b>-11</b>	1747	1732	<b>-15</b>
<b>8th</b>	1842	1837	<b>-5</b>	1855	1843	<b>-12</b>
<b>9th</b>	1806	1793	<b>-14</b>	1892	1866	<b>-26</b>
<b>10th</b>	1939	1881	<b>-58</b>	1970	1917	<b>-54</b>



## Charter schools face several challenges

- Parents who exercise their right to choice are often dissatisfied with their child's progress
  - Retained students are more likely to move to charter schools
  - Students who leave traditional public schools are typically behind other students
- As a result, charter schools will typically have lower average test scores



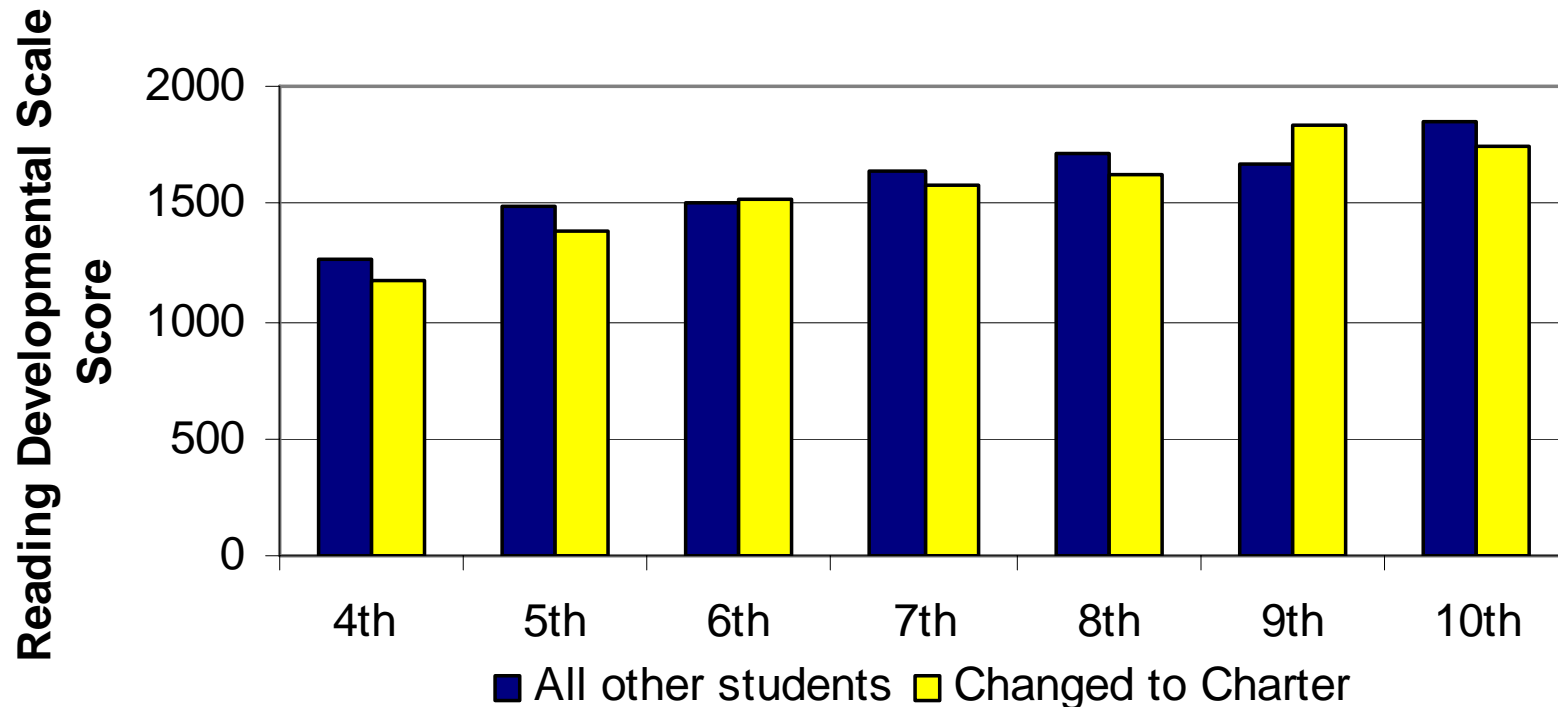
## Retained students are more likely to move to charter schools

- A retained student is about 4 times more likely to transfer out of their schools
  - About 0.3% of students transfer to a charter school before reaching the maximum grade in their school
  - But 1.3% of retained students leave for a charter school
- When “graduating” to the next school, retained students are 3 times more likely to go to a charter school
  - About 1.3% of students who have reached their maximum grade transfer to a charter school
  - But 4.2% of retained students transfer to a charter school



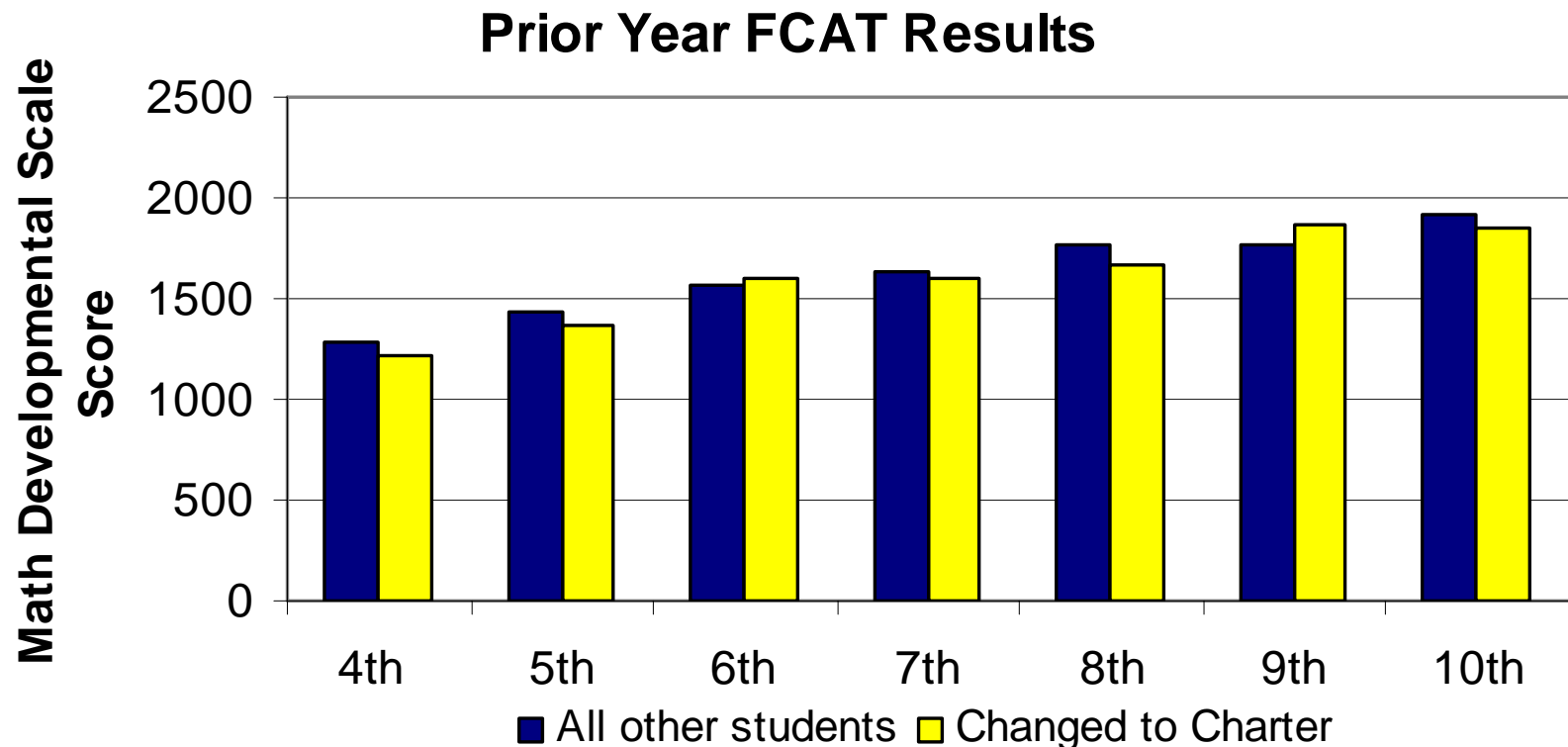
## Many parents choose charter schools when their children struggle

### Prior Year FCAT Results





## Many parents choose charter schools when their children struggle





## To compare “Oranges to Oranges” requires a complex methodology

- Analyzed all students with three years of FCAT data from 2000-01 to 2002-03
- Compared average learning gains for students in charter schools and those in traditional schools
- Controlled for race, gender, disability status, gifted status, free/reduced lunch status and whether the student changed schools
- Used Hierarchical linear modeling to calculate the learning gains for each student

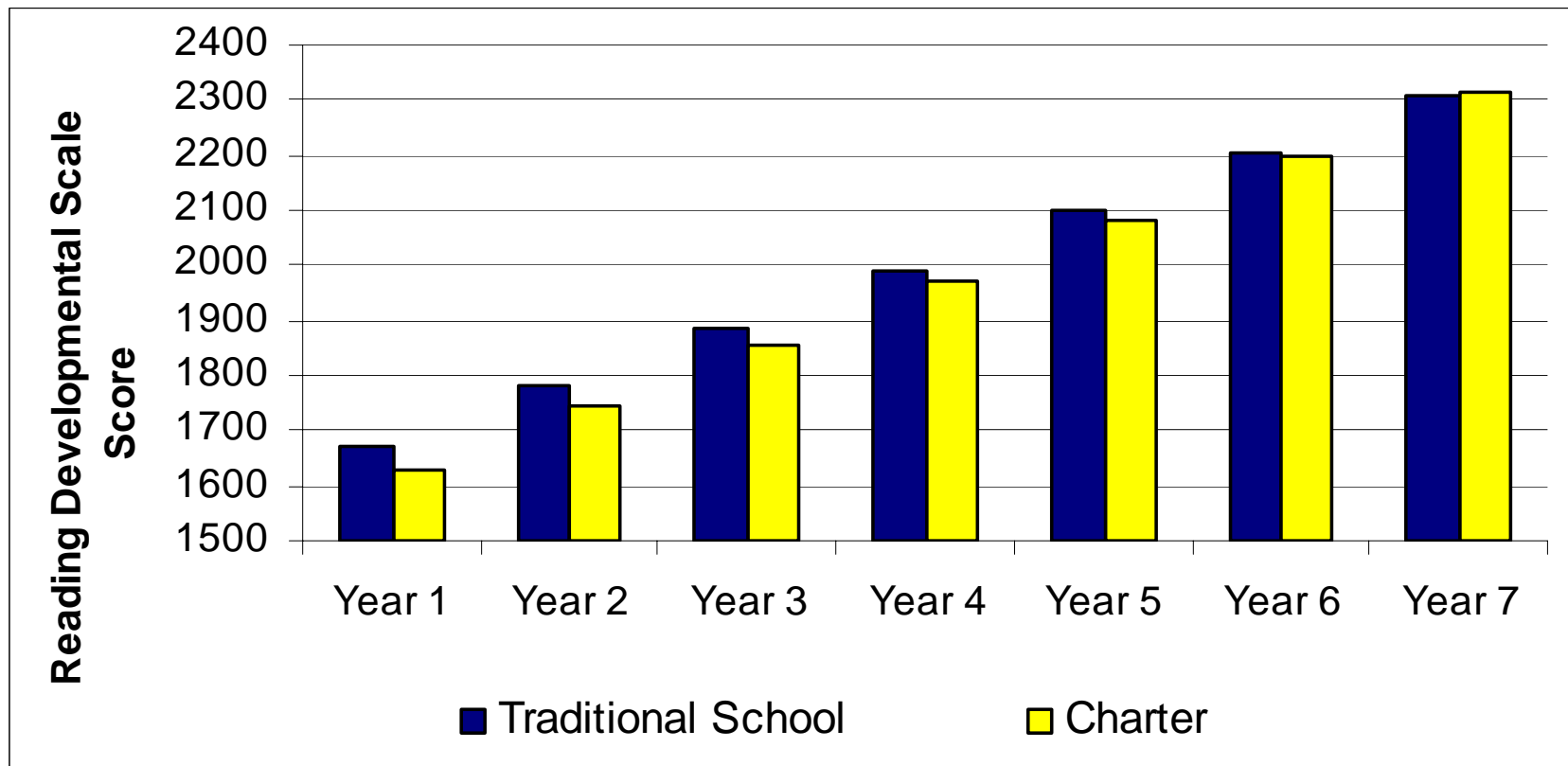


## Charter schools add value when compared to traditional schools

	Average Difference	Value Added	Years to Close Gap
FCAT Reading Developmental Scale Score	-46	+8	6
FCAT Math Developmental Scale Score	-55	Not statistically different	NA
FCAT Reading Norm Referenced Test	-7.1	+2.3	4
FCAT Math Norm Referenced Test	-10.3	+1.3	9



## An example of closing the gap: FCAT Reading





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**All subgroups in charter schools match or exceed gains in traditional schools**

	<b>FCAT Reading</b>	<b>FCAT Math</b>	<b>NRT Reading</b>	<b>NRT Math</b>
<b>Black</b>	n.s	n.s.	n.s	n.s
<b>Hispanic</b>	n.s	n.s.	+2.0	n.s
<b>Free or Reduced Lunch</b>	+8	n.s.	+1.3	n.s
<b>Students with Disabilities</b>	n.s	+13	+2.7	+2.4
<b>Gifted</b>	+20	n.s.	+3.0	+2.7
<b>Overall Avg.</b>	<b>+8</b>	<b>n.s.</b>	<b>+2.3</b>	<b>+1.3</b>



## Future Research for the 2003-04 Annual Report

- Add a fourth year of data
- Analyses by grade level - Value added by charter schools may be larger for some grade levels, i.e. elementary
- Which Schools Work? Identify schools with larger value added and schools that fail to add value



## Summary

- Charter schools tend to serve students who are more likely to struggle academically
- As a result, charter schools will often have lower test scores and school grade when compared to traditional schools
- However, the annual learning gains for charter school students match or exceed those in traditional schools
- The value added is statistically significant but the effect size is relatively small



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