

Ron Zimmer
Richard Buddin
Derrick Chau
Glenn Daley
Brian Gill
Cassandra Guarino
Laura Hamilton
Guthy Krop
Dan McCaffrey
Melinda Sandler
Dominic Brewer

Charter School Operations and Performance

Evidence from California

Prepared for the
California Legislative Analyst's Office

RAND
EDUCATION

Charter School Operations And Performance Evidence From California

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Charter School Operations And Performance Evidence From California:

Charter School Operations and Performance Ron Zimmer, Richard J. Buddin, Derrick Chau, Brian Gill, Cassandra Guarino, Laura Hamilton, Cathy Krop, Daniel McCaffrey, Melinda Sandler, Dominic Brewer, 1999-06-30 Analyzes an array of issues pertaining to accessibility student achievement governance and operation of charter schools in California Four specific research questions were investigated 1 What population of students attends charter schools 2 Is student achievement higher in charter schools than in conventional public schools 3 What oversight and support do the chartering authorities provide 4 How do charter schools differ from their conventional public school counterparts in terms of their operation including finances academic achievement and staffing

Making Sense of Charter Schools Ron W. Zimmer, 2006 The debate over charter schools often appears to be driven by theory and ideology with little information on how the reform itself is affecting students This occasional paper adds clarity to the debate by consolidating the results from the RAND Corporation's comprehensive assessment of charter schools A key feature of this assessment has been the use of individual student level data to track students from school to school over time and to measure their test scores in traditional and charter schools The analysis dispels many of the arguments from charter proponents or critics The results show that test scores for charter school students are keeping pace with comparable students in traditional public schools Similarly minority students are performing no better in charter than in traditional classrooms so charters are not affecting the achievement gap for these students Charter proponents have also expected that competition from charters would improve the performance of traditional public schools but the evidence does not support this contention On a more positive note charter schools have achieved comparable test score results with fewer public resources and have emphasized non core subjects more than have traditional schools In addition the evidence shows that charter schools have not created 3white enclaves4 or 3skimmed4 high quality students from traditional public schools as critics feared Finally we discovered that school level operations varied considerably between charter and traditional schools but these operational differences had little effect on student achievement

Charter School Operations and Performance Ron W. Zimmer, 2003 The report analyzes an array of issues pertaining to accessibility student achievement governance and operation of charter schools in California Four specific research questions were investigated 1 What population of students attends charter schools 2 Is student achievement higher in charter schools than in conventional public schools 3 What oversight and support do the chartering authorities provide 4 How do charter schools differ from their conventional public school counterparts in terms of their operation including finances academic achievement and staffing

School Choice at the Crossroads Mark Berends, R. Joseph Waddington, John Schoenig, 2018-10-04 School Choice at the Crossroads compiles exemplary policy relevant research on school choice options voucher private charter and traditional public schools as they have been implemented across the nation Renowned contributors highlight the latest rigorous research findings and implications on school vouchers tuition tax credits and

charter schools in states and local areas at the forefront of school choice policy Examining national and state level perspectives each chapter discusses the effects of choice and vouchers on student outcomes the processes of choice supportive conditions of school choice programs comparative features of school choice and future research This timely volume addresses whether school choice works under what conditions and for whom further informing educational research policy and practice

Urban School Reform Frederick M. Hess, 2005-01-01 An indispensable book for administrators policymakers scholars and practitioners *Urban School Reform* presents a revealing portrait of reform efforts while identifying the full range of issues that education reformers will need to address in districts across the country in the years ahead Today s urban school reformers face a bewildering array of challenges Urgent problems pertaining to governance management labor relations classroom instruction and numerous other areas face those who wish to reform and improve urban schools Having undergone one of the nation s most comprehensive school reform efforts in recent years San Diego has been a site of nationwide interest one that is uncommonly well suited to learning about the challenges facing all reformers This timely book addresses the full range of critical issues pertaining to urban school reform by looking closely at the recent reform efforts in San Diego In essays by an impressive gathering of scholars and practitioners from across the country the book considers crucial dimensions of reform efforts in the San Diego schools including performance governance the external environment central leadership and management district infrastructure support services and school level instructional efforts The result is a full scale assessment of San Diego s reform efforts a record of unmistakable relevance and value to other urban reform movements throughout the United States

Charter Schools and Market Segmentation Michael Batie, 2010 This research was conducted to examine the effects of charter school marketing on the Los Angeles Unified School District LAUSD education landscape with respect to the racial stratification of charter schools Information from four sources school websites a survey of charter school parents existing online statistics and data and various school documents and marketing materials comprised the quantitative and qualitative data used in this research The major finding was that there are two theoretical constructs at work the market and the polis Stone 2006 that explain the stratification that exists within charter schools in the LAUSD Each of these models describes charter schools at different times during the school life cycle The polis dominates during the creation of a charter school while market theory explains the operation and maintenance of ongoing charter organizations

California Charter Oversight Rebecca E. Blanton, 2012 This study was mandated by SB537 Simitian Chapter 650 Stats of 2007 codified at Ed Code Section 47613 which requires the California Research Bureau CRB to prepare and submit to the Legislature a report on the key elements and actual costs of charter school oversight Charter schools are public schools that are operated by entities other than the traditional school district They are publicly funded mandated to accept any student who applies and cannot discriminate based on race religion sex or geographic location Charter schools are exempted from significant portions of the California Education Code but are overseen by charter school authorizers An

authorizer is an entity most often a school district that approves the formation of a charter school and regularly reviews its academic and financial performance. Authorizers have the power to close underperforming charter schools. Both authorizers and charter schools receive state funds for their operations. Charter schools educate approximately six percent of all California students. Charter authorizers oversee the performance of these schools and are responsible for ensuring that low performing schools are either improved or closed. Under the direction of the Legislature, CRB examined the relationship between charter authorizers and charter schools with a special emphasis on financial arrangements that would increase the opportunity for oversight beyond the legislatively mandated oversight activities. Additionally, the Legislature requested that CRB determine if the current funding formula for charter oversight provides sufficient reimbursement for authorizer activities. Finally, CRB addressed the Legislature's request to review best practices for charter school oversight and make recommendations on improving oversight in California. This report presents four key findings. First, the author and her colleagues found that during their study period, authorizers varied widely in both the services they performed and the amounts they charged charter schools for oversight. While some authorizers reported that petition review accounted for less than 1,000 in costs, other authorizers reported petition reviews costing upwards of 112,500. Second, they uncovered no correlation between activities performed for oversight and cost of oversight among study participants. A majority of the respondents had not adopted guidelines to determine what activities or services should be paid for with money received for charter school oversight. Third, few respondents to their survey reported formally accounting for staff time and costs expended conducting charter school oversight. Hence, they are unable to provide the Legislature with a meaningful estimate of the true costs of or sufficiency of funding for authorizers' charter school oversight. They found that authorizers ranged from zero to 17 full-time employees dedicated to oversight. While 61 of the 72 respondents were able to provide an estimate on expenditures to revenue ratios, only 16 authorizers reported accounting for their actual oversight costs. Fourth, they found that while professionally accepted standards for charter school oversight have begun to emerge, California charter authorizers vary in their adherence to these standards. Several staff at authorizing agencies, CRB staff spoke with, stated their agency had to reinvent the wheel when it came to establishing oversight practices and standards. While some authorizers utilize established professional standards, others create their own unique forms of oversight. SB537 requires CRB to make policy recommendations about the structure and function of charter school oversight. The lack of good information about the costs and revenues, including the use of California Education Code section 47613 funding, has limited the author's and her colleagues' ability to provide concrete guidance to the Legislature in some areas. Their recommendations are based on current professionally accepted standards in charter school authorization and the results of their survey findings. These are: 1. Make charters or charter petitions available to the public; 2. Improve oversight accounting for authorizer reimbursement funds; 3. Define reimbursable oversight activities under California Education Code section 47613; and 4. Use multiple metrics to

evaluate charter school performance Appended are 1 Advisory Panel 2 Charter School Authorizer Survey Tool 3 State Funding Allotments for Oversight Activity 4 Significant CA Charter School Legislation 5 Aligned General Oversight Standards 6 National Consensus Panel on Charter School Academic Quality National Consensus Panel on Charter School Operational Quality 7 NACSA Financial Red Flags 8 Charter School Transparency Laws 9 Additional Authorizing Experts 10 Data Overview and 11 Works Cited Contains 15 tables 18 figures and 2 equations For California Charter Oversight Key Elements and Actual Costs CRB Briefly Stated see ED528996 *Planning & Changing*, 2009 **A Guide to Charter Schools** Myron S. Kayes, Robert Maranto, 2006-05-12 Here is a short edited volume that brings together in one place the best scholarly articles in charter schooling by national experts and leaders written in a user friendly fashion It is the ideal introduction for those interested in the charter school movement with numerous insights for and by charter operators administrators and teachers as well as the academic community The volume starts with essays explaining the history of education reforms past in particular why their failures make charters a necessity Additional essays examine such research questions as whether class size matters how to end the teacher shortage routes to alternative certification why urban school reform fails and how to make merit pay work The second section includes essays outlining the key research on charter schools Chapters examine such questions as how charter schools compare to district schools how non profit charters compare to for profit charters what determines teacher quality and how the small size of charters makes for complex questions of accountability The final section includes personal reflections tips and horror stories from charter operators In particular essays examine why most charters have a tough first year the difficulties of converting a private school to a charter how to manage facilities how to obtain grant money and how to do good charter marketing *Choices and Challenges* Priscilla Wohlstetter, Joanna Smith, Caitlin C. Farrell, 2013-03-01 As charter schools enter their third decade research in this key sector remains overwhelmingly contradictory and confused Many studies are narrowly focused some do not meet the standards for high quality academic research In this definitive work Wohlstetter and her colleagues isolate and distill the high quality research on charter schools to identify the contextual and operational factors that influence these schools performances The authors examine the track record of the charter sector in light of the wide range of goals set for these schools in state authorizing legislation at the classroom level the level of the school community and system wide In particular they show how the evolution of the charter movement has shaped research questions and findings By highlighting what we know about the conditions for success in charter schools the authors make a significant contribution to current debates in policy and practice both within the charter sector and in the larger landscape of public education *Generational Change* Paul E. Peterson, 2006 This volume draws upon the best available research to examine the various education policy alternatives that will close the black white achievement gap by 2028_ the year when the Supreme Court has mandated that affirmative action in college admissions will end **Annual Report** Rand Corporation, 2003 **Committee Meeting of Joint Committee on**

the Public Schools New Jersey. Legislature. Joint Committee on the Public Schools, 2012 What Works in Teaching and Learning, 2003 *Setting the Record Straight* Gerald Watkins Bracey, 2004 The author goes toe to toe with the opponents of quality public education American Educational Research Association Annual Meeting Program American Educational Research Association, 2004 **The Question is Not where They Will be Next Year, But who Will They be when They Get There** Julio César Morales, 2005 **Policy Options for Interventions in Failing Schools** Connor P. Spreng, 2005 Discusses the theory underlying various responses to the problem of failing schools including parental choice and government interventions Examines New Zealand's experience with failing schools and intervention strategies in underperforming schools in California applies the results of the research education reform in the Emirate of Qatar

Double the Numbers Richard Kazis, Joel Vargas, Nancy Hoffman, 2004 Double the Numbers explores policies that are likely to serve as building blocks in any next phase of education reform that tackles the dual problems of high school completion and postsecondary access and success Only 25 percent of the U S high school students complete any college degree Among African American youth only 18 percent earn a baccalaureate by age twenty nine For Hispanic Americans the figure is a mere 10 percent The United States urgently needs to address this problem For reasons of intellectual and professional opportunity economic efficiency and social equity the nation must do a better job of preparing young people not only to enter college but also to earn credentials that are key to professional and economic success Double the Numbers highlights emerging strategies at state district and school levels for improving postsecondary outcomes High schools pose special challenges in this regard how to motivate older adolescents in school settings how to overcome the rigidities of high school schedules and routines how to prepare students for smooth transitions to postsecondary learning and success This book explores policies that are likely to serve as building blocks in any next phase of education reform that tackles the dual problems of high school completion and postsecondary access and success The contributions from many of the leading figures in education reform such as Kati Haycock Robert Schwartz and Marc Tucker address these issues from a number of distinct perspectives The authors propose changes in the designs of high schools and colleges innovations that could overcome the discontinuities perverse incentives and inflexibilities of existing educational institutions They focus on state policy because to double the number of students attaining postsecondary credentials within a decade will require aggressive innovation by states Finally they consider how opportunities and outcomes vary by race ethnicity and gender and they look at the implications of these variations for policy and practice **Policy Tools for Improving Education** Robert E. Floden, 2003-03-15 This volume of Review of Research in Education is devoted to research on policy tools that could be used to promote improvements in education The volume comprises chapters on standards and assessments tools that have formed the core of a standards based approach to education policy that has been central in discussions of education policy in the past two decades Chapters also address two areas professional development and educational technology that have been

featured in policy discussions but do not neatly fit the notion of tools Policymakers have invested heavily in both these areas presumably with the thought that additional resources would be used to produce improved outcomes In comparison with standards and assessments however these two tools are more oriented toward increasing the capacity of the system than toward pushing the system in a particular direction

Unveiling the Magic of Words: A Overview of "**Charter School Operations And Performance Evidence From California**"

In a global defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their power to kindle emotions, provoke contemplation, and ignite transformative change is truly awe-inspiring. Enter the realm of "**Charter School Operations And Performance Evidence From California**," a mesmerizing literary masterpiece penned by way of a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve in to the book is central themes, examine its distinctive writing style, and assess its profound effect on the souls of its readers.

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