

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
OFFICE OF THE SUPERINTENDENT**

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February 28, 2008

TO: School Board Members

FROM: Katherine Blasik, Ph.D., Associate Superintendent
Research, Evaluation, Assessment & Boundaries

VIA: James F. Notter
Superintendent of Schools

**SUBJECT: BROWARD COUNTY PUBLIC CHARTER SCHOOLS
STATUS REPORT, 2007-08**

At the close of the 2006-07 academic year, a request was made for a comprehensive charter school review. Rather than the traditional status report disaggregating test performance, this study was designed to tease out subtle differences in the performance of similar students in Broward charter schools compared to traditional schools. A sophisticated statistical approach was initiated to not only look at differences in students matched for characteristics such as age, grade, gender, ethnicity, capabilities, and economic circumstances; but a statistical modeling process was developed to examine the initial performance and growth of students. Responses to the 2006-07 Broward County Public Schools (BCPS) Annual District Customer Survey were also scrutinized to determine variance in student, teacher, and parent satisfaction with their schools.

Consistent with past BCPS studies, while controlling for demographic characteristics at the student and school levels, a *lack of statistically significant* charter school effect was found in student reading or mathematics performance across all grade levels. To more closely examine charter and traditional student performance, longitudinal data (i.e., following the same student for three years adjusting for demographic characteristics at the student and school levels) were employed for inferential comparison. The models revealed that there were no differences between charter and traditional school students' initial performance as well as their rate of growth between 2004-05 and 2006-07.

Seen as a way to increase educational choice and innovation, charter schools run independently and strive to tailor their concept to meet community needs. Although cross-sectional and longitudinal data analyses indicated a lack of evidence on charter school effect, some advocates contend that parental choice is the definitive form of accountability. Responses to the 2006-07 BCPS Annual District Customer Survey found positive student and teacher responses fairly

Broward County Public Charter Schools Status Report, 2007-08

February 28, 2008

Page 2

evenly distributed for charter and traditional schools. However, charter parents overwhelmingly viewed their school in a more positive light. Correspondingly, when asked to grade their schools, similar outcomes were evidenced among students and teachers; while charter parents graded their schools significantly higher than did their counterparts in traditional public schools.

There are few reliable research findings concerning the academic quality of charter schools as compared to traditional public schools. Therefore, outcomes of this study are of national interest. Current plans are to submit pertinent findings from this study for publication in a respected professional journal. If you have questions or comments regarding this report, **please contact me at 754-321-2470.**

JFN/KAB:jp

cc: Executive Leadership Team
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The School Board of Broward County, Florida

**Broward County Charter Schools
Status Report, 2007-08**



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February 2008

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**Broward County Charter Schools
Status Report, 2007-08**

TABLE OF CONTENTS

| | | |
|------|---------------------------------|----|
| I | EXECUTIVE SUMMARY | i |
| II | INTRODUCTION | 1 |
| III | LITERATURE REVIEW | 1 |
| IV | FLORIDA CHARTER SCHOOLS | 8 |
| V | BROWARD CHARTER SCHOOLS | 14 |
| VI | PURPOSE OF THE EVALUATION | 14 |
| VII | METHODS | 14 |
| VIII | BROWARD CHARTER SCHOOL FINDINGS | 15 |
| X | CONCLUSIONS | 30 |
| XII | REFERENCES | 32 |
| XII | APPENDICES | 34 |

The School Board of Broward County, Florida

Broward County Charter Schools Status Report, 2007-08

Executive Summary

As one of the fastest growing innovations in education policy, charter school advocates contend that charter schools promote innovation and are more accountable than other public schools. Critics counter that charters skim the best students and most involved parents, leaving public schools to educate high-risk and high-cost students.

Seen as a way to increase educational choice and innovation within the public school system, charter schools run independently of the traditional public school system, and tailor their concept to meet community needs. Parents and teachers report choosing charter schools primarily for educational reasons—(a) high academic standards, (b) small class size, (c) innovative approaches, or (d) educational philosophies in line with their own [United States Department of Education (USDOE), 2000]. The original charter premise of teachers, as innovators and education entrepreneurs accountable to advance learning, has been transformed into a rhetoric of reform by choice and competition—with improved student achievement often taking a back seat to parental and student satisfaction.

Approximately 4,000 charter schools operate in the United States with a student enrollment of nearly 1.2 million—an increase of 7.4 percent from 2005-06 to 2006-07. Despite rapid growth, charter schools still make up a modest percentage (barely 2%) of the 20 million students in over 100,000 schools that public schools educate (Hill, 2006; Meade & Rotherham, 2007).

The USDOE (2004b) contends in a five-case study that charter schools are less likely to meet state performance standards than traditional public schools—it is unclear whether this is the result of the performance of the schools, the prior achievement of the students, or other factors impeding researchers from drawing a fair comparison between charter and traditional public schools. As a result, there are few reliable research findings concerning the academic quality of charter schools, as compared to traditional public schools.

Consistent with past evaluations of Broward County Public Schools (BCPS), results of this study found lack of significant effects for charter schools in the Florida Comprehensive Assessment Test (FCAT) across all grade levels, as evidenced by scale and development scores and achievement levels. To look more closely for differences in achievement between charter and traditional schools, a hierarchical linear modeling (HLM) was used to analyze the 2006-07 cross-sectional data and no statistically significant difference was found between charter and traditional public school students in mathematics and reading from Grades 3 to 11. The growth rate of students in charter and traditional public schools was also examined using the HLM growth models to inferentially compare charter and traditional school students in rates of growth between 2004-05 and 2006-07. Again, the HLM growth models using longitudinal data revealed no statistical significance between Broward charter and traditional school students in initial performance status and rate of growth.

Examination of the 2006-07 BCPS Annual District Customer Survey determined positive student and teacher responses were fairly evenly distributed between charter and traditional respondents. However, charter parents overwhelmingly viewed their school in a more positive light, registering more positive responses than traditional parents to each inquiry, except in school staff helping their children select high-level courses that challenged their abilities. Correspondingly, charter and traditional students and teachers reported similar results when asked to award a grade to their school. However, 67 percent of charter school parents rated their charter schools with an A compared to 58 percent of traditional school parents.

The School Board of Broward County, Florida
Broward County Public Charter Schools
Status and Performance Indicators Report, 2007-08

Introduction

The charter school model—one of the fastest growing innovations in education policy—was superseded by a number of educational reform ideas, such as the exploration of (a) site-based management, (b) alternative and magnet schools, and (c) community-parental empowerment (NAPCS, 2007a). Charter schools have garnered broad bipartisan support from governors, state legislators, and past and present secretaries of education; as well as been encouraged by the Clinton administration and endorsed as an alternative to traditional public schools failing to make satisfactory progress under President Bush’s No Child Left Behind (NCLB) legislation (NAPCS, 2007b).

Advocates of charter school reform claim that charter schools promote innovation and are more accountable than other public schools. They contend that charters are more focused on results and act as a catalyst for improvement of the public system, while providing parents and students with choice. Detractors argue that charters skim the more affluent students—those with higher academic skills and involved parents, stripping traditional schools of resources yet leaving these schools responsible for educating the high-risk, high-cost students. Critics further maintain that charter schools are no more innovative than existing schools; rely on low-paid, inexperienced labor; may be less accountable than other public schools; and may undermine the democratic nature of public schooling in America. In many instances, the original notion of teachers as innovators and education entrepreneurs to advance learning has been transformed into a rhetoric of reform by choice and competition—with improved student achievement taking a back seat to parental and student satisfaction.

Literature Review

The term *charter* was first coined in the 1970s by Ray Budde, a retired teacher, to describe a different kind of school run by teachers and sanctioned by local school boards (Betts & Hill, 2006; NAPCS, 2007b). In 1988, Albert Shanker, head of the American Federation of Teachers (AFT), introduced charter schools to the nation in a speech at the National Press Club in Washington, D.C. Shanker expanded Budde’s concept of envisioning charters created by groups of teachers and parents developing new curriculum or teaching strategies to improve instruction and student learning. Over time, he postured that the successes of these charters would set in motion a "cycle of curriculum improvement and renewal" and would influence the manner in which educational services were delivered to students in the school district (Betts & Hill, 2006).

Good and Braden (2000) traced public support for charter schools to several historical and contemporary trends, four of which are especially significant:

1. increasing pressure for choice in education through publicly funded vouchers;
2. rising public dissatisfaction based on reports critical of student achievement;
3. increasing support for the privatization of public functions; and
4. a growing desire among some parents for public schools that focus more closely on their specific values.

In the late 1980s, Philadelphia opened a number of schools-within-schools called *charters*—(NAPCS, 2007b). The charter concept was further refined in Minnesota, where the first charter school law was passed in 1991, developed on three basic values: (a) opportunity; (b) choice; and (c) responsibility for results (NAPCS, 2007b). While the three reasons to establish a charter most often cited by a 2000 *National Study of Charter Schools* were to (a) realize an educational vision, (b) gain autonomy, and (c) serve a special population; parents and teachers reportedly chose charter schools primarily for educational reasons—(a) high academic standards, (b) small class size, (c) innovative approaches, or (d) educational philosophies in line with their own (USDOE, 2000).

Seen as a way to increase educational choice and innovation within the public school system, charter schools run independently of the traditional public school system, tailoring their programs to community needs. Despite the conclusion from some studies showing charter schools were not innovative, others contend that charter schools nationally, actually looked different from traditional public schools, as far as classroom strategies and instructional programs on rough measures.

Population

For more than a decade, charter schools have experienced double-digit annual growth—an increase nationwide of 11 percent in 2005-06 serving a student population of 53 percent minority and 54 percent low-income (CRE, 2007c). According to the 2007 Annual Survey of America's Charter Schools, there are approximately 4,000 charter schools. As seen in Figure 1, charters enrolled an approximate national student population of 1.2 million—an increase of 7.4 percent from 2005-06 to 2006-07. Despite rapid growth, charter schools make up a modest portion of the population—barely two percent of the 20 million students in over 100,000 schools that public schools educate (Hill, 2006; Meade & Rotherham, 2007). The District of Columbia has the highest national charter school concentration, comprised of 31.5 percent of the total number of public schools, followed by Arizona at 23.3 percent, and Florida with near ten percent (NCES, 2006). California leads the nation in number of charter schools with 592, but accounts for only 6.4 percent of the public schools in the state (Meade & Rotherham, 2007; NCES, 2006).

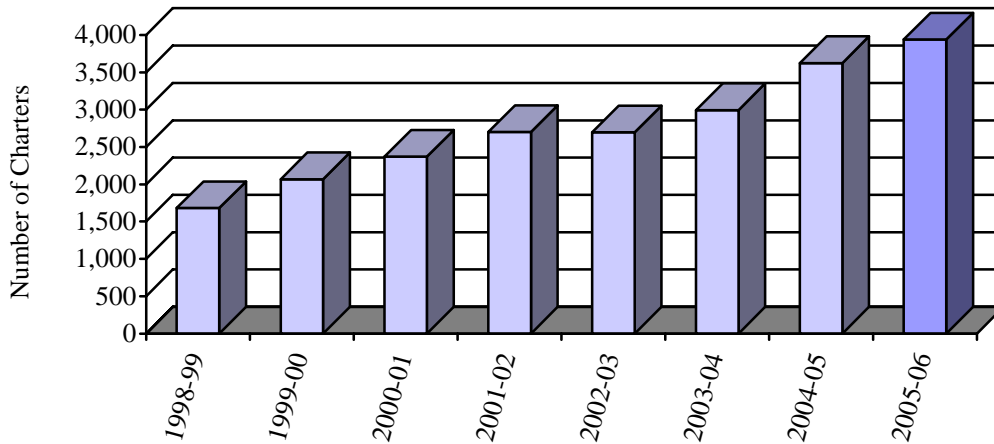


Figure 1. The number of US charter schools for 1999-2006.

The percentage of charter student population, however, is much lower. As Table 1 illustrates, although the percentage of schools in Florida may be near ten percent—that represents about four percent of the student population.

Florida charter statistics, provided by the National Alliance for Public Charter Schools, are provided in Table 1 for a national comparison. Florida statistics used elsewhere in this report will be extracted from Florida Department of Education (FDOE) sources.

Table 1
Key Characteristics of Charter Schools in Twelve States

| State | Year Law Passed | Schools | Students | |
|---------------|-----------------|---------|----------|-----------------------|
| | | | <i>n</i> | % of Total Enrollment |
| Arizona | 1994 | 469 | 93,210 | 8 |
| California | 1992 | 621 | 220,000 | 3 |
| Colorado | 1993 | 133 | 52,352 | 6 |
| Florida | 1996 | 355 | 98,755 | 4 |
| Illinois | 1996 | 54 | 17,000 | <1 |
| Indiana | 2001 | 37 | 9,028 | <1 |
| Michigan | 1993 | 230 | 100,000 | 5 |
| Minnesota | 1991 | 131 | 23,478 | 2 |
| New York | 1998 | 94 | 28,524 | <1 |
| Ohio | 1997 | 310 | 76,569 | 4 |
| Texas | 1995 | 431 | 89,260 | 2 |
| Washington DC | 1996 | 71 | 19,924 | 25 |

Note: Percentages based on 2005 data. Percentage for Washington, D.C. is based on 2006 data.

Source: National Alliance for Public Charter Schools; School Matters, 2007

While the median enrollment in individual charter schools has steadily risen; charters remain considerably smaller than traditional public schools serving similar grade levels [United States Department of Education (USDOE), 2004a]. According to data from the Federal Schools and Staffing Survey (SASS), the national median enrollment in charter high schools in 1999-00 was 132, compared with 675 in traditional public high schools (USDOE, 2004b). In

contrast to the typical configuration of elementary, middle, and high; more than one-third (35%) of charter schools are Kindergarten (K)-8 or K-12 schools, compared with eight percent of traditional public schools (USDOE, 2004a). The USDOE suggests that the K-8 and K-12 configurations might be in response to the desire to have students avoid the difficult transitions between school-levels.

Charter School Legislation

Charter school laws are strongly affected by the legislative process. Though the 41 charter school state laws are highly diverse, only a handful were nurtured through the legislature as part of a powerful governor's defined legislative package (Hill, 2006). Instead, the vast majority were enacted through the efforts of legislative entrepreneurs. The intention of most charter school legislation was to:

- increase opportunities for learning and access to quality education,
- create choice for parents and students within the public school system,
- provide a system of accountability for results in public education,
- encourage innovative teaching practices,
- create new professional opportunities for teachers, and
- encourage community and parent involvement in public education.

According to the National Alliance for Public Charter Schools [(NAPCS), 2007], charter school laws vary from state to state and require unique mission and goal statements covering seven basic policy and legal areas:

1. *Charter development*: Who may propose a charter, how charters are granted, the number of charter schools, and related issues.
2. *School status*: How the school is legally defined and related governance, operations, and liability issues.
3. *Fiscal*: The level and types of funding provided and the amount of fiscal independence and autonomy.
4. *Students*: How schools are to address admissions, non-discrimination, racial/ethnic balance, discipline, and special education.
5. *Staffing and labor relations*: Whether the school may act as an employer, which labor relations laws apply, and other staff rights and privileges.
6. *Instruction*: The degree of control a charter school has over the development of its instructional goals and practices.
7. *Accountability*: Whether the charter serves as a performance-based contract, how assessment methods are selected, and charter revocation and renewal issues.

The National Charter School Research Project

The National Charter School Research Project (NCSRP), at the University of Washington's Center on Reinventing Public Education (CRPE), embarked on an impressive research agenda to study the people and work of charter schools. Convened in early 2005, the NCSRP Consensus Panel was established with the goal to improve the quality of future charter school research. The project goal was to bridge the gulf between scholars and other players in education policy.

The NCSRP initiative—*Inside Charter Schools*—was funded by a consortium of private foundations including the Casey Foundation, the Bill & Melinda Gates Foundation, the Walton

Family Fund, the Heinz Endowments, as well as the USDOE with an annual budget of about \$1 million (Robelen, 2007). Billing itself as a neutral voice in a contentious national conversation, the NCSRP has spent the past three years attempting to build consensus surrounding the highly polarized charter debate (Robelen, 2007).

The NCSRP's most noted role has been in evaluating current research of charter schools' academic outcomes and devising standards for future research. According to Robelen (2007), the organization has not conducted research but aims to bring "rigor, evidence, and balance" to such questions as, How do charter schools' academic merits compare with those of traditional public schools? A report entitled, *Key Issues in Studying Charter Schools and Achievement: A Review and Suggestions for National Guidelines (May 2006)*, examined existing research on charter student achievement and detailed how future research could be improved. The NCSRP Consensus Panel reviewed and rated more than 40 evaluations of charter school performance, released between 2000 and 2005. The panel found that the studies evaluating charter schools, nationally or across states, were *fair to poor*. Increasingly rigorous methods were more common in those studies evaluating charter schools within a particular state, but findings from state-specific studies could not be easily generalized to charter schools nationally as charter school laws and oversight vary so widely from state to state (NCSRP, 2006).

Two key NCSRP findings concluded that (1) no specific research method or approach is problem-free, and (2) the results of studies focused on one type of charter school cannot be generalized to all charter schools. According to the head of NCSRP, Paul Hill (2007), review of NCSRP reports indicated that the organization was ready to point out the flaws of research; whether the findings are favorable or unfavorable to charters, and to highlight both the strengths and weaknesses of charter efforts. "Not all observers saw the NCSRP as living up to its claims of bringing a balanced perspective informed by evidence" (Robelen, 2007). F. Howard Nelson, a senior associate at the AFT, who has been fairly critical of charters (most of which are nonunionized), contested that the NCSRP is "basically a kinder, gentler advocacy organization."

Analysis by NCSRP found efforts to focus on academics have largely compared outcomes, such as test scores. The organization calls for mapping how charter schools vary in educational theories, and curricular and instruction, to understand whether charter schools can create more coherent learning environments for their students and staff, and ultimately, whether they increase student learning. In 2006, the NCSRP and the National Alliance for Public Charter Schools (NAPCS) met with leaders from charter school educational management organizations (EMO), school districts, and foundations. Key discussions centered on the challenge of attaining academic quality. The group argued for (a) building a coordinated infrastructure to support quality charter schools at scale; (b) concentration of investments; (c) revision of state laws; and (d) collaboration to address leadership, training, human resources, and other common provider challenges (NCSRP & NAPCS, 2006).

Charter School Accountability

Charter schools are accountable to the public and their sponsor, usually a state or local school board that governs renewal, to (a) adhere to the charter contract; (b) produce academic results; and (c) approved fiscal practice that permits increased autonomy (NACPS, 2007b). As traditional schools, charter schools must meet the accountability requirements of the federal

Elementary and Secondary Education Act of 1965 (ESEA) as amended by the No Child Left Behind Act (NCLB) of 2001 (USDOE, 2007). However, charter schools rarely faced formal sanctions (revocation or nonrenewable). Authorizing bodies have difficulty closing schools having problems, and impose sanctions on charter schools because of problems related to compliance with regulations and school finances rather than student performance (USDOE 2004).

Charter schools are responsible for collecting and maintaining accurate and appropriate records and for reporting daily student attendance in a timely manner to the District. Because funding for each charter school is based on the number of full-time equivalent (FTE) students, records of student attendance must be maintained in a format that is consistent with District reporting requirements.

Charter schools are required to meet the minimum of 180 days of instruction and follow the District calendar with the same starting date and holidays as other public schools. A charter school, however, may exceed the 180-day student calendar. While the length of the school day appears the same between charter schools and traditional public schools on the aggregate level—both average 6.6 hours in a school day—charter schools are more likely than traditional public schools to use interdisciplinary teaching; paired or team teaching; block scheduling; before- and after-school enrichment programs; and special instructional approaches, such as Montessori. Traditional public schools are more likely to offer extra study sessions outside the normal school day or school year for students needing extra assistance to meet academic expectations, and employ the Talented and Gifted program (CRPE, 2007).

Charter School Funding

Charter school funding affects the scale, quality, and other characteristics of states charter schools (Meade & Rotherham, 2007). In most states, charters receive less funding for each student than school districts, while lacking access to locally generated revenues districts typically receive for facilities, transportation, and other specific functions (Meade & Rotherham, 2007).

Federal support for charter schools began in 1995 with the authorization of the Public Charter Schools Program (PCSP) administered by the USDOE. PCSP funds the state grant program supporting charter school research and demonstration programs and underwrites national charter school conferences (USDOE, 2004a). PCSP is a targeted federal grant program that awards grants to states with charter school legislation. States, in turn, award sub grants to charter schools and charter school planning groups.

Legislation requires that at least 95 percent of the state grants reach charter schools (USDOE, 2004a). While the full amount of state and district operations funding follows charter students, PCSP money is the most prevalent source of start-up funding available to charter schools. Ninety percent of states with charter school legislation receive PCSP grants, resulting in approximately two-thirds of charter schools receive funding during the start-up phase (USDOE, 2004a).

The USDOE competitively awards PCSP grants to states on a three-year cycle, based on projected estimates of the level of chartering activity. Within the grant cycle, USDOE provides for annual adjustments, as necessary. An administrative fee, based on average district per-pupil revenue fees for administrative services may not exceed five percent of total funding. If a state

with charter school legislation does not receive a PCSP award, individual charter schools may apply directly to USDOE for a school grant. Charter schools in four states received grants through this provision in 2001-02.

Federal appropriations for the PCSP grew steadily from \$6 million in fiscal year (FY) 1994-95 to \$218.7 million in FY 2003-04 (USDOE, 2004a). During the same period, the number of charter schools grew from approximately 250 to over 2,700 (USDOE, 2004a). PCSP awards to states have increased in size from a mean state grant of \$512,900 in 1994-95 to nearly \$4.5 million in FY 2000-01. This increase reflects growth in the PCSP annual appropriation, coupled with a leveling off of the number of states with charter legislation. While the number of charter schools grew nationally, the growth is most substantial in a limited number of states. For example, California and Florida currently receive the largest PCSP grants.

States may award two types of sub grants: (a) start-up sub grants to support planning and early implementation of charter schools, and (b) dissemination sub grants to support charter schools in sharing their ideas and practices. Each state with a PCSP grant creates its own process and selection criteria for distributing the funds as sub grants to charter schools or planning groups. In general, start-up sub grants are more easily obtained than dissemination sub grants. The size of sub grants to charter schools or planning groups varies by state. The average school sub grant in FY 2001-02 ranged from \$20,000 in one state to \$263,000 in another—with most state averages tallying between \$80,000 and \$150,000 (USDOE, 2004a). Based on the survey of charter school directors, 61 percent reported that they had received a PCSP start-up sub grant and 19 percent had received a dissemination sub grant at some point in time (USDOE, 2004a). Most charter schools used PCSP start-up sub grants to purchase instructional materials (87%), fund professional development (79%), and purchase technology (78%) (USDOE, 2004a).

Charter School Performance

Results from national studies concerning charter schools performance compared to traditional schools are varied. Green, Forster, and Winters (2003) found that untargeted charter schools serving general student populations performed moderately better than neighboring traditional public schools. An overall national analysis found that over a one-year time period, untargeted charter schools outperformed nearby public schools on mathematics tests by 0.08 standard deviations—equivalent to three percentile points for a student starting at the 50 percentile. They also found that untargeted charter schools outperformed nearby public schools on reading tests by 0.04 standard deviations, a benefit of two percentile points from the 50th percentile. Both of these results were statistically significant at a high level (Green et. al., 2003).

While the USDOE (2004b) contends, in a five case study that charter schools are less likely to meet state performance standards than traditional public schools—it is unclear whether this is the result of the performance of the schools, the prior achievement of the students, or other factors. The academic performance of charter schools is difficult to determine, as many charter schools serve specifically targeted populations, such as at-risk youngsters, disabled students, and juvenile delinquents; impeding researchers from drawing a fair comparison between charter and traditional public schools. As a result, there are few reliable research findings concerning the academic quality of charter schools as compared to traditional public schools (Greene, Forster, & Winters, 2003).

According to Green et. al. (2003), results in Arizona, California, and North Carolina were inconclusive; while statistically significant positive results were evidenced in Florida and Texas. The study's strongest results—in Texas—found that charter schools achieved year-to-year score improvements of 0.18 standard deviations, relative to comparable public schools on standardized mathematics tests and 0.19 standard deviations on reading tests. These benefits were equivalent to seven and eight percentile points, respectively, from the 50 percentile. Greene et. al. (2003) found that Florida charter schools achieved year-to-year mathematics and reading scores, improvements that were each 0.15 standard deviations greater than those of nearby traditional public schools, equivalent to a gain of six percentile points, for a student starting at the 50 percentile.

However, data from the National Assessment of Educational Progress (NAEP) reported that traditional public schools marginally outperforming charters. The same results were obtained, even when controlled for low-income children in urban schools. The difference was more significant when scores were excluded for special education students, who tend to be underrepresented in charters (Hutton, 2005). Edward J. McElroy, President of the American Federation of Teachers (AFT), cited the National Center for Education Statistics (NCES) report; *A Closer look at Charter Schools Using Hierarchical Linear Modeling 2006 Report*; as “provid(ing) further evidence against unchecked expansion of the charter school experiment.” According to the NCES data, after adjusting for student demographic characteristics, charter school mean scores in reading and mathematics were lower, on average, than those for traditional public schools. The journal reported that public traditional schools outperformed charters in reading (217 versus 212) and mathematics (234 versus 228). District-affiliated charters outperformed non-district charters in reading (218 versus 208), and mathematics (234 versus 225). “Being transformed into a charter school is being held out as a solution for struggling public schools,” charged F. Howard Nelson, lead author of the AFT report; “but these NAEP data reinforce years of independent research that show charter schools do not do better and often under perform comparable, regular public schools.”

Nelson's conclusions were controversial and a closer look at the report found that NCES conducted a special over sample of charter schools, as part of the 2002-03 fourth-grade NAEP assessments using a comparison of academic achievement for students enrolled in charter schools to that of students enrolled in traditional public schools (NCES, 2006). The school sample was comprised of 150 charter schools and 6,764 traditional public schools. Hierarchical linear models (HLM) were utilized to examine differences between the two types of schools, when multiple student and/or school characteristics were taken into account. The results from the second analysis evidenced that in reading and mathematics, average performance differences between traditional public schools and charter schools affiliated with a public school district were *not statistically significant*, and that charter schools not affiliated with a public school district scored significantly lower on average than traditional public schools (NCES, 2006).

Meanwhile, the American School Board Journal article, *Vital Signs, 2007*, reported that traditional public elementary schools outperformed charters in reading and mathematics. According to Hill (2006), charter school performance depends on a lot of things, including whether charters receive as much money as other public schools in their communities or must do with a lot less; and whether charters have had enough time for teachers and administrators to learn to work together efficiently. Drawing generalizations across states with different charter

laws, and to reach a bottom-line judgment on a movement whose schools are mostly new is problematic. Hill (2006) contends that unlike district-run schools, bad charter schools eventually disappear and new ones take their place.

According to data from the USDOE's 1999-2000 Schools and Staffing Survey (SASS), charter school teachers appeared less likely to be certified (79% vs. 92% of teachers in traditional public schools) and had less teaching experience. Statistics also reflected higher charter teacher turnover—similar to teachers from other schools that serve disadvantaged students in urban areas (CRPE, 2007), and that charter schools dismiss more new teachers for poor performance than traditional public schools. Whether the average inexperience of charter school teachers is problematic has not been determined as it is possible that some charter schools may choose to recruit younger, more energetic teachers and pair them with experienced mentors—a strategy akin to private school hiring strategies.

Florida Charter Schools

Florida charters are considered public schools of choice. Florida charter school admission is open to any student residing in the school district in which the charter school is located. If the charter school has been converted from an existing public school status, then preference is given to the students who would otherwise attend the public school. Charter schools can also grant enrollment preference to (a) siblings of a student already enrolled in the charter school, (b) children of an existing employee, or (c) children of the governing board of the charter school. If more students apply than the capacity permits, the school must employ a random selection process for the remaining seats.

Student enrollment may be limited when the charter school is targeting any or the entire following student populations: (a) students at risk of dropping out of school, (b) students at risk of academic failure, (c) specific age groups or grade levels, (d) racial/ethnic student populations to reflect the community diversity levels, (e) students enrolled in a charter school in the workplace, and/or (f) students with disabilities or those classified as ESOL (English for Speakers of Other Languages). Charter schools are responsible for reporting student enrollment to their respective district boards [Florida statute (FS) 236.081]. In case of over-enrollment, charter schools initiate a random lottery process.

Florida Charter Enrollment

While ranking fourth in the nation in the number of charter schools (FDOE, 2008), Florida ranks second in the number of students enrolled in charters (FDOE, 2007a). Since 1995-96, the number of Florida charter schools has grown from five to 356 schools, with over 40 new schools in 2006-07 (FDOE, 2007b). As seen in Figure 2, Florida charter enrollment has steadily increased each year since 1996-97 (FDOE, 2007b). Enrollment culminated with over 100,000 Florida charter students in the 2006-07 school year (FDOE, 2007b).

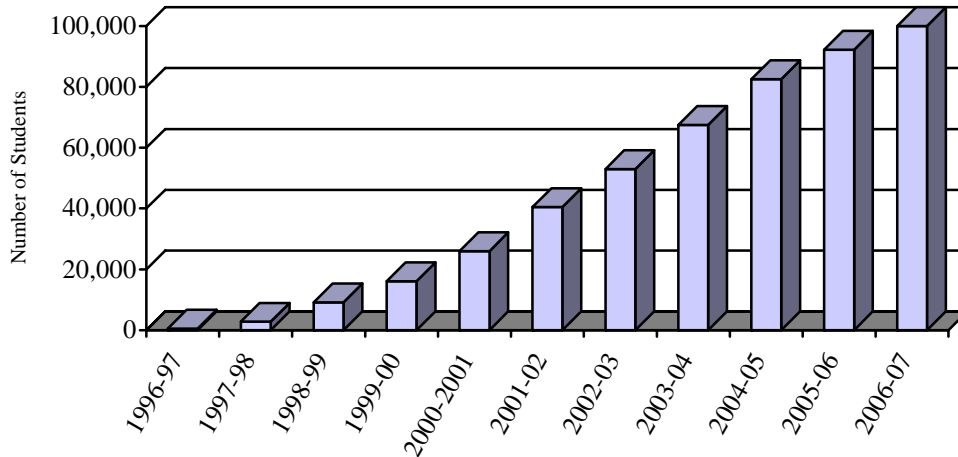


Figure 2. The number of charter school students in Florida.

Legislation

Florida currently ranks ninth strongest of the 41 states enacting charter state laws (NAPCS, 2007c). In 1996, Florida joined 25 states in enacting legislation through House Bill 403 authorizing the creation of charter schools as a part of Florida’s state system of public education (FDOE, 2007b; NAPCS, 2007c). Florida legislation provided for local school boards to sponsor charter schools within their jurisdiction and by a vote of 96 to 18 in the House of Representatives and 32 to 8 in the Senate, charged charter schools to (a) improve educational opportunities for low-performing students; (b) increase parental choice; (c) influence the traditional public school system; and (d) foster innovation (FDOE, 2007b).

Charter school applications were submitted and approved by school boards in Dade, Escambia, Leon, Polk, and Walton school districts resulting in five charter schools enrolling almost 350 students during the 1996-97 school year (FDOE, 2007b). Broward County Public Schools (BCPS) first implemented charter schools during the 1997-98 school year approving three charter applications. Legislation classified Florida charter schools according to management structure, which encompasses:

- Start-up schools,
- Schools managed by educational management organizations (EMO),
- Conversion public schools,
- Community partnerships, and
- University charter schools.

Florida Charter Components and Structure

After ten years, start-up schools continue to comprise the majority of Florida charter schools (FDOE, 2007b). The majority of Florida’s charters managed by educational management organizations (EMO) are located in districts with the largest charter school student enrollments. Twenty-one conversion schools operated in Florida during 2006-07, representing about five percent of the total number of charter schools in the state, and two charter laboratory schools were sponsored by one state university. Meanwhile, six charter districts were approved with

Hillsborough and Volusia counties given priority upon the submission of a completed pre-charter agreement or charter proposal as a charter school district (FDOE, 2007b).

A multi-stage process evaluates applications for proposed Florida charter schools. Key areas of concern include the (a) quality of the applicant's plan for establishing and operating a quality charter school, and (b) capacity of the applicant to implement that plan (FDOE, 2007b). Applicants are encouraged to participate in application technical training sessions provided by FDOE or the sponsoring school district [F.S. 1002.33(6)(f)].

Previously, charter school applicants wishing to dispute a school district's denial of charter application were required to file an appeal with the State Board of Education within 30 days of a sponsor's denial [Florida Statute, Section 1002.33(6)(c)]. As of July 1, 2006, in conjunction with the creation of the Florida Schools of Excellence Commission (FSEC), the appeal process was amended to require charter school applicants whose application are denied—if the school district in which the applicant is located did not retain exclusive authority—the right to apply to the Florida Schools of Excellence Commission or a cosponsor before appealing the district's denial [F.S. Section 1002.33(6)(d)].

A performance contract details the term of an initial charter approval for three, four, or five years (NACPS, 2007b). Non-municipality charter schools approved after 1999 are afforded a ten-year contract—a fifteen-year contract, if a municipality charter or a developmental research school was granted by a state university. Contracts are reviewed every five years and afforded a renewal process, provided the charter school has accomplished the criteria outlined by state statute 228.056(9)(a). A charter school contract can be terminated immediately by the school district for good cause or if the health, safety, and/or welfare of the students are threatened; and the school district in which the charter school is located assumes operation of the school. Florida charter schools performing unsatisfactorily or failing to achieve goals face the possibility of closure by the authorizing entity. Since 1996-97, 78 charter schools have closed for a variety of reasons including poor fiscal management, lack of leadership, governance issues, and students not performing at acceptable levels (FDOE, 2007b). More information concerning the Florida charter school application and guidelines may be found at: https://www.floridaschoolchoice.org/Information/Charter_Schools/

Florida Schools of Excellence Commission

On June 26, 2006, Governor Jeb Bush signed House Bill 135 (Chapter 2006-302) establishing the Florida Schools of Excellence Commission (FSEC). The seven-member Commission was appointed by the State Board of Education based on recommendations from the Governor, the President of the Senate, and the Speaker of the House. The FSEC was established as an independent, state-level commission to ensure that appropriate charter schools were approved and supported throughout the state by directly sponsoring charter schools and authorizing municipalities, state universities, and community colleges to co-sponsor charter schools in Florida (FDOE, 2008).

The FSEC is responsible for planning, organizing and disseminating information to the public, as well as formulating policy and procedures related to achievement of state goals, priority objectives, legislative mandates and other policy and procedural directives related to Florida's charter schools (CCPP, 2008). Guided by state and federal laws, rules and regulations,

appropriations, and policy directives, the FSEC strives to maintain active relationships with national and state stakeholders, policy groups and researchers, and other states to educate municipalities; state universities; community colleges; or regional educational consortia on the cosponsor application process and expectations (CCPP, 2008).

Previously, local school boards and select state universities were the only entities permitted to authorize charter schools in Florida. The Commission has the authority to (a) authorize and act as sponsor of charter schools, (b) approve or deny Florida Schools of Excellence (FSE) charter schools applications, (c) renew or terminate charters, and (d) conduct facility and curriculum reviews (FDOE, 2008). District school boards retain the authority to reauthorize and oversee charter school that it has authorized unless a charter school converts to an FSE school. District school boards may seek to retain exclusive authority to authorize charter schools within its boundaries. The State Board of Education may grant exclusive authority to district school board that meet criteria outlined in statute including:

- Fair and equitable treatment to charter schools during prior 4 years,
- No district moratorium regarding charter schools or enrollment limits,
- Assistance with facilities needs,
- Fairly distributed share of federal & state grants to charter schools.

General Requirements

Charter schools have their own governing boards consisting of community representatives and parents responsible for setting policies and procedures (FDOE, 2007b). Reporting requirements are the same for charter schools, as for all other public schools. Charter schools, at a minimum, must participate in the statewide assessment program—the Florida Comprehensive Assessment Test (FCAT); and, as appropriate, the Florida Writes Assessment Test; the High School Competency Test; and any other assessment administered. In secondary charter schools, a method for determining that a student has satisfied the requirements for graduation must be provided.

Though charter schools are public, they are afforded the opportunity to experiment with new organizational structures and teaching methods (FDOE, 2007). Charter schools include themed approaches, such as the arts, sciences, technology; and provisions to serve students at risk; offer specialized curricula or core academic programs; provide early intervention programs; or serve exceptional education students (FDOE, 2007b). In compliance with Florida statute, charter schools may target students:

- within specific age ranges or grade levels;
- considered at risk of dropping out of school or academic failure, including exceptional education students;
- enrolled in a charter school in the workplace or living in a specific municipality;
- residing within a reasonable distance of the charter school;
- meeting reasonable academic, artistic, or other eligibility standards established by the charter school; and
- moving from one charter school to another, pursuant to an approved articulation agreement.

Charter schools are required to meet state and federal regulations pertaining to civil rights; student health, safety, and welfare; public records; public meetings; public inspection; and

penalties. Charter schools are to be nonsectarian in their programs, admission policies, employment practices, and operations. Charter schools are accountable to their sponsors for performance, as outlined and agreed to in their approved charter application. The governing body of the charter school must provide annual progress reports to the sponsor that includes: (a) progress toward achieving goals outlined in the charter, (b) information required in the annual school report, (c) financial records including revenues and expenditures, and (d) salary and benefit levels of charter school employees.

Class Size Reduction Amendment

Charter schools falls under the Florida Constitution amendment Section 1 of Article IX, which was amended in November 2002, *to assure that children attending public schools obtain a high quality education, the legislature shall make adequate provision to ensure that, by the beginning of the 2010 school year, there are a sufficient number of classrooms.* The maximum number of students in core-curricula courses was established at:

- P-K through Grade 3: 18 students;
- Grades 4 through 8: 22 students; and
- Grades 9 through 12: 25 students.

The Legislature enacted SB-30A specifically implemented the reduction of the average number of students in each classroom by at least two-students-per-year beginning with the 2003-2004 fiscal, state funding was provided until the maximum number of students per classroom does not exceed the 2010-2011 maximum.

Charter Staff Requirements

While charter schools must meet the accountability requirements of NCLB, they retain flexibility provided to them in individual state chartering laws, especially in the area of teacher qualifications (USDOE, 2004a). Teachers employed by charter schools must be certified as required by F.S. 231, with waivers in specific but narrow circumstances, and their qualifications must be disclosed to parents. However, principals hired at charter schools do not have to be certified by the state; in fact, charter schools are not required to hire a principal to oversee the charter school. Charter teachers may remain covered by District Work Rules governing the district bargaining agreement, negotiate as a separate unit with the governing body, or work independently.

Charter schools select and hire their employees and determine respective salaries and benefits, as they are not bound to a school district's negotiated contracts or salary schedules. As a nonprofit organization, a charter school can be either a private or a public employer. As a public employer, a charter school can participate in the Florida Retirement System, upon application and approval as a covered group under F.S. 121.021(34). Charter school employees governing boards must be fingerprinted and submit to background checks (F.S. 231.02) prior to approval of the charter.

Florida Charter School Funding

Charter schools are required by Florida law to maintain financial records, which constitute their accounting system, in accordance with the accounts and codes prescribed in the publication, *Financial and Program Cost Accounting and Reporting for Florida Schools*. Charter schools are

to provide annual financial report and program cost report information in the state-required formats for inclusion in district reporting [F.S. 236.02 (1)]. Additionally, each charter school is to submit quarterly financial reports to the district, which include a statement of revenues and expenditures prepared in accordance with generally accepted accounting principles. Charter schools which are operated by a municipality or are a component unit of a parent nonprofit organization may use the accounting system of the municipality or the parent, but must reformat the information for reporting, according to the aforementioned guidelines.

Pursuant to Section 1013.62(2), Florida Statutes, Charter School Capital Outlay funds may be used only for the following purposes:

- purchase of real property;
- construction of school facilities;
- purchase, lease purchase, or lease of permanent or relocatable school facilities;
- purchase of vehicles to transport students to and from charter school; and
- renovation, repair, and/or maintenance of school facilities that a charter school owns or is purchasing through a lease-purchase or long-term lease of five years or longer.

When a charter school is non-renewed or terminated, any unencumbered funds and all equipment and property purchased with public funds shall revert to the ownership of the district's school board, as provided in Section 1002.33(8)(e) and (f), Florida Statutes. The reversion of such equipment, property, and furnishings shall focus on recoverable assets, but not on intangible or irrecoverable costs, such as rental or leasing fees, normal maintenance, and limited renovations. If there are additional local issues, such as the shared use of facilities of partial ownership of facilities or property, these issues shall be agreed to in the charter contract prior to the expenditure of funds (FDOE, 2007).

Broward Charter Schools

Florida Legislation serves as the foundation in the development and implementation of charter schools statewide. The School Board of Broward County, Florida, Policy 1163 was developed to ensure proper implementation of charter school legislation. First adopted in 1996 and amended September 11, 2007, this policy addresses the authorization, establishment, and guidelines for charter schools in the District (F.S. Section 1002.33, 2007).

Broward Charter District Structure

Since 1998, a District coordinator was assigned as the charter liaison to coordinate activities and functions between District and charter personnel. During the 1999-2000 academic year, the coordinator was reassigned to the North Central Area Superintendent, who continued to provide the same services and structure. Currently, three District staff members are specifically assigned to assist charter schools: (1) Principal on Special Assignment for Charter Schools, (2) Coordinator for Charter Schools, and (3) Clerk Specialist IV. Area personnel and a District Area Director assist with operational challenges providing a variety of supportive and ancillary services to charter staff, including personnel and support services from the following areas: (a) psychological services; (b) social services; (c) student services; (d) testing and evaluation; (e) in-service and grant development workshops; (f) technological assistance from the Office of Education Technology Services (ETS); (g) FTE and data reporting; (h) teacher certification processing; (i) contracted services such as food and transportation; and (j) pony services, among

others. The BCPS Web site (www.browardschools.com/schools/charter_app.htm) provides documents, including steps involved in the application process; a Charter School Application form, and application checklist; elementary, middle, and high, school application evaluation tools; and a checklist for use before school opens. Charters are encouraged to form business partnership schools or satellite learning centers through charter school status.

Purpose of the Evaluation

The major objective of this evaluative study was to compare charter school students to students attending BCPS traditional schools. Specifically, this study employed a comparison of the demographic and student achievement variables of charter students to a statistically controlled sample of BCPS traditional students. A lack of an available District charter school staff database made comparison of charter staff to traditional school staff problematic.

Methods

The aim of this evaluation was to collect data to analyze all charter schools, as well as groups of charter school students, compared to traditional students with similar characteristics. This report focused on generalizations across the charter students and does not make judgments about individual schools. One high performing charter school was selected as a quasi case study to determine if special circumstances were in place to distinguish the charter from traditional schools. To compare students over time, data for individual charter students were analyzed, together with data from traditional students controlled for critical student variables such as age, gender, ethnicity, limited English proficiency (LEP), exceptional student education (ESE), and free and reduced-price lunch (FRL) eligibility.

The purpose of the statistical control for the samples was to build an accurate composite picture of the target population across Broward charter and traditional schools. Research questions were addressed using descriptive and quantitative methods. To gather pertinent information, a combination of approaches was utilized, including a literature and document review and discussion with key District staff. Data were collected, directly and indirectly, from charter school reports, Web sites, and FDOE Survey data. Student achievement and other outcomes were extracted from the District's Data Warehouse, FDOE's Florida School Indicators Report, and other relevant documents.

In conducting this study, existing databases were accessed, developed, and adapted. Although evaluators had planned to provide direct comparisons of charter school staff to those of traditional BCPS, no database existed to access charter staff information. This information is available for BCPS traditional school staffs through the Systems, Applications, and Processes (SAP) database. Charter schools were not directly surveyed by the evaluators for this information, as originally planned, as the District did not want to place an added burden on charter staffs. According to District staff, a staff database as part of the new Broward Innovative Tool for Education (BRITE) initiative to replace SAP, was to be rolled out to Broward charter schools for access December 2007. To gain additional information, the District's Annual Customer Survey was examined for comparison of responses from charter and traditional school students, teachers, and parents.

Broward Charter School Findings

Broward charter schools have a wide variety of mission statements that reflect each school's unique goals and objectives. The mission statement illustrates the vision for the school, describes what it hopes to accomplish and, through its development, provides an opportunity for stakeholders to build consensus and common goals.

In addition to individually/private owned and operated charter schools, four management companies operate charter schools in Broward County: Academia (nine schools), Charter Schools USA (five schools), Imagine Schools (three schools), and Tech Edventures (three schools). A listing of schools, management company (if applicable), addresses, contact information, and year opened are included in Appendix A. Appendix B outlines the contact information for the individual EMOs. Five charter schools are listed as closed in Appendix C.

Charter Enrollment

Fifty-two Broward charter schools opened for the 2007-08 school year (Appendix A). Fourteen new charter schools received initial approval to open for the school year, however, six new charters actually opened. Eight charters deferred for the 2008-09 school year. As seen in Figure 3, the number of new charter schools has fluctuated each year, with the most charters opening during the 2006 (eight schools) and 2007 (ten schools) school years.

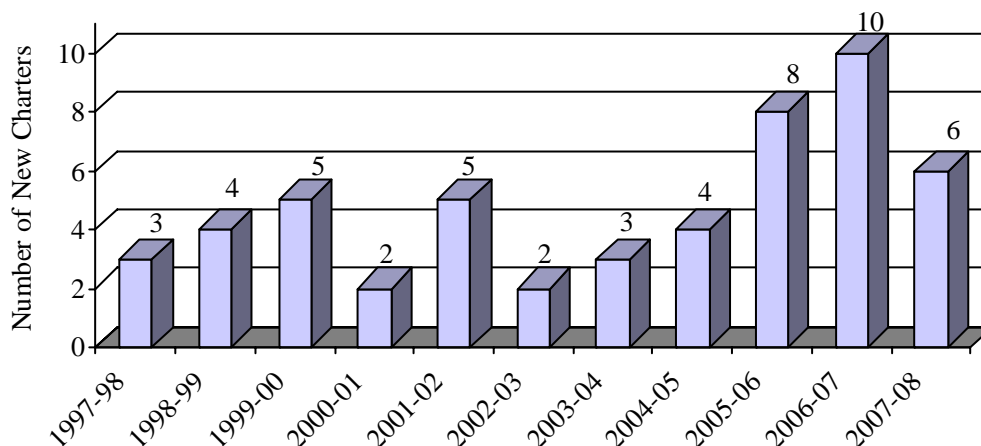


Figure 3. The number of new Broward charter schools opening by academic year.

Of the 258,905 BCPS students comprising the 2007-08, 20th Day Count, 17,122 (6.6%) were enrolled in charter schools. A breakdown of percentage by grade level found that there were 8,117 (47%) charter students enrolled in Grades K-5, 4,594 (27%) at Grades 6-8, and 4,411 (26%) at the high school level. The proportion compares closely at traditional elementary schools with 107,377 (46%) enrolled. A dip in percentage is found at the traditional middle school with 53,743 (23%) students, but an increase was evidenced at traditional high schools with 71,378 (31%) students educated. An additional 4,042 traditional students were found in Pre-K and 5,243 in centers.

Funding

Appendix D presents Broward charter funding for the past five years disaggregated by each charter school. Figures under column (a) include miscellaneous debits (such as charter school purchases through the school District warehouse) and deduction of the District administrative fee. Those under columns (b) include start-up grant funding. The costs are divided by Florida Education Finance Program (FEFP) revenue, capital outlay, special revenue, and totals disaggregated by school.

Total spending for charter schools escalated each year, beginning with \$62,232,833 in 2002-03 and cumulating with \$105,865,611 by June 2007. Keep in mind when reviewing this increase that 2002-03 started with 22, and 2006-07 ended with 47 charter schools. A comparison of individual charter data indicated a fluctuation in funding, outlay, and special revenue, and not necessarily a straight increase. The highest budgetary totals are seen for the City of Pembroke Pines which ended 2006-07 with \$11,907,932 at the elementary, \$7,900,533 at middle, and \$12,641,289 at high school levels. This financial comparison does not take into account the disparity in the number of students at each charter school.

School Demographics

The data in the subsequent figures employed the statistical testing with $\alpha = .05$. *T-tests* and *chi-square* (χ^2) (Fisher's Exact) tests were used to compare means or frequencies of distribution between charter and BCPS traditional schools. The standard deviation is a statistic that measures the central tendency. When the observations are close together, the standard deviation is small. A relatively large standard deviation results when observations are spread apart. *T-tests* included in the tables assess whether the means of two groups are *statistically* different from each other. This analysis is appropriate to this study for the comparison of the means between charter and traditional schools. Just as in a *t-test*, *chi-square* (χ^2) test is used to compare the frequencies of distribution. This statistic is then compared to a *chi-square distribution* with known *degrees of freedom* in order to arrive at the *p-value*. The *p-value* determines whether or not the *null hypothesis* is rejected. If the *p-value* is less than a preset *alpha* level, typically set at .05, then the observed difference will only occur randomly five percent of the time, with the conclusion that the difference is most likely the result of a true discrepancy between the two samples and is not the result of *random error*. Statistical analysis is based on 248 out of 266 schools with complete data on the selected variables displayed in the following tables.

Student Distribution. As seen in Table 2, the *mean* number of charter students by school was 563, with a *standard deviation* of 501; while the *mean* number of similar students at traditional schools was 1,161, with a *standard deviation* of 700. These data indicated a *statistically significant* difference in the comparison of school size, with traditional schools larger.

Table 2

Comparison of Charter and Traditional School Size (Number of Students) by Level

| School Size | Charter | | Traditional | | <i>t-test</i> |
|-------------|----------|-----------|-------------|-----------|---------------|
| | <i>M</i> | <i>SD</i> | <i>M</i> | <i>SD</i> | |
| Elementary | 326 | 368 | 687 | 225 | 4.17 |
| Middle | 366 | 370 | 1,129 | 657 | 5.30 |
| High School | 746 | 493 | 1,743 | 1,263 | 3.62 |
| Overall | 563 | 501 | 1,161 | 700 | 4.30 |

Note: Elementary school size is based on Grades 1 to 5

Ethnic Enrollment. Generally, Florida charter schools serve a slightly greater proportion of minority students than Florida’s traditional public schools. According to FDOE (2007b), while in 1996-97 charter schools served more minority students than the population at traditional public schools (56% vs. 43%), by 2005-06 that disparity was declining (57% versus 52%). Over the past decade, the Hispanic population has expanded in charter schools—an increase from two percent in 1996-97 to 29 percent in 2005-06 (FDOE, 2007b). As seen in Table 3, BCPS student racial and ethnic composition differs *significantly* at a *high confidence level* (*alpha .05*) from traditional schools, except at the seventh (10.37) and eighth (10.56) grades.

Table 3
Percentage of Student Racial and Ethnic Compositions for Charter and Traditional Schools

| Grade | n | Charter | | | | | n | Traditional | | | | | χ^2 |
|-------|-------|---------|----------|-------|-------|--------|--------|-------------|----------|-------|-------|--------|----------|
| | | % | | | | | | % | | | | | |
| | | Black | Hispanic | White | Asian | Others | | Black | Hispanic | White | Asian | Others | |
| 1 | 1,406 | 39 | 32 | 23 | 03 | 03 | 19,744 | 38 | 26 | 30 | 03 | 03 | 41.55 |
| 2 | 1,314 | 38 | 34 | 22 | 03 | 03 | 18,963 | 37 | 26 | 31 | 03 | 03 | 62.97 |
| 3 | 1,228 | 41 | 32 | 21 | 03 | 03 | 20,027 | 37 | 26 | 31 | 03 | 03 | 65.47 |
| 4 | 1,213 | 39 | 31 | 23 | 03 | 03 | 20,053 | 36 | 26 | 31 | 03 | 03 | 35.00 |
| 5 | 1,088 | 37 | 28 | 27 | 03 | 04 | 19,021 | 34 | 26 | 33 | 04 | 03 | 21.03 |
| 6 | 1,662 | 40 | 28 | 27 | 03 | 02 | 20,233 | 37 | 26 | 31 | 03 | 03 | 17.14 |
| 7 | 1,401 | 36 | 29 | 31 | 02 | 02 | 19,422 | 36 | 26 | 33 | 03 | 03 | 10.37 |
| 8 | 1,263 | 36 | 29 | 29 | 03 | 03 | 20,588 | 37 | 26 | 32 | 03 | 03 | 10.56 |
| 9 | 1,341 | 37 | 30 | 27 | 03 | 03 | 23,242 | 40 | 24 | 31 | 03 | 02 | 33.50 |
| 10 | 1,164 | 38 | 28 | 29 | 02 | 02 | 21,028 | 38 | 24 | 32 | 03 | 02 | 18.47 |
| 11 | 1,050 | 40 | 29 | 27 | 03 | 01 | 18,786 | 37 | 24 | 35 | 03 | 01 | 35.06 |
| 12 | 940 | 36 | 29 | 30 | 03 | 02 | 17,688 | 37 | 23 | 35 | 04 | 01 | 25.55 |

Class Size Reduction. Since 2003-04, districts have shown significant progress in reducing class sizes. For the first three years of class size requirements, compliance was determined from the district average. Beginning in 2006-07, compliance with the class size constitutional amendment was measured at the school level. Statewide, there were 69 traditional public schools and 19 charter schools in 31 districts that were not in compliance with the class size reduction requirement to reduce class size by two students from the previous year or meet the constitutional maximums of 18 students in Grades K-3, 22 students in Grades 4-8, and 25 students in Grades 9-12. With the exception of Hollywood Academy Arts and Sciences Charter, which experienced unexpected growth this year, all Broward schools met with compliance.

Age for Grade. Table 4 reveals no more than one or two months difference in age at each grade level between student groups, resulting in *no statistical* difference in age for grade of students attending charter or traditional schools.

Table 4

Comparison of Age in Months Between Charter and Traditional School Students

| Grade Level | Charter School | Traditional School |
|-------------|----------------|--------------------|
| 1 | 95 | 95 |
| 2 | 106 | 107 |
| 3 | 120 | 120 |
| 4 | 131 | 133 |
| 5 | 143 | 144 |
| 6 | 156 | 157 |
| 7 | 168 | 169 |
| 8 | 179 | 181 |
| 9 | 195 | 195 |
| 10 | 205 | 206 |
| 11 | 217 | 216 |
| 12 | 227 | 228 |

Gender. Approximately 63 percent of the charter school students in 1996-97 were male and 37 percent were female (FDOE, 2007b). However, over time the percentage of male and female students attending charter schools reflects a more even distribution, as seen in traditional public schools. As illustrated in Table 5, student gender composition differs *significantly*, as supported by *chi-square*, between charter and traditional schools at Grades 1, 2, 3, and 5.

Table 5

Percentage Breakdown of Student Gender Compositions of Charter and Traditional Schools

| Grade | Charter | | Traditional | | x^2 | | |
|-------|----------|------|-------------|--------|-------|----|------|
| | Female | Male | Female | Male | | | |
| | <i>n</i> | % | <i>n</i> | % | | | |
| 1 | 1,406 | 51 | 49 | 19,744 | 48 | 52 | 5.47 |
| 2 | 1,314 | 52 | 48 | 18,963 | 49 | 51 | 4.69 |
| 3 | 1,228 | 51 | 49 | 20,027 | 48 | 52 | 5.45 |
| 4 | 1,213 | 50 | 50 | 20,053 | 48 | 52 | 2.62 |
| 5 | 1,088 | 52 | 48 | 19,021 | 48 | 52 | 6.81 |
| 6 | 1,662 | 50 | 50 | 20,233 | 48 | 52 | 3.77 |
| 7 | 1,401 | 50 | 50 | 19,422 | 48 | 52 | 2.87 |
| 8 | 1,263 | 49 | 51 | 20,588 | 48 | 52 | .01 |
| 9 | 1,341 | 47 | 53 | 23,242 | 46 | 54 | .60 |
| 10 | 1,164 | 50 | 50 | 21,028 | 49 | 51 | .18 |
| 11 | 1,050 | 52 | 48 | 18,786 | 50 | 50 | 1.53 |
| 12 | 940 | 51 | 49 | 17,688 | 51 | 49 | .03 |

Free and Reduced-Price Lunch. The percentage of Florida students eligible for free and reduced-price lunch (FRL) has consistently been lower in charter than traditional public schools. In 2005-06, approximately 38 percent of Florida charter school students qualified for FRL, compared to 47 percent of Florida's traditional school students (FDOE, 2007b). Likewise, in Table 6 a *statistically significant* difference is found, with smaller numbers of BCPS students ($M=40\%$) receiving FRL in charters, compared to traditional ($M=46\%$).

Table 6

Comparison of Federal Reduced Lunch Program for Charter and BCPS Traditional Schools

| School characteristic | Charter | | Traditional | | <i>t-test</i> |
|----------------------------|----------|-----------|-------------|-----------|---------------|
| | <i>M</i> | <i>SD</i> | <i>M</i> | <i>SD</i> | |
| Percentage of FRL students | 40 | 23 | 46 | 24 | 1.33 |

Exceptional Student Education. Initially, the percentage of charter school students with disabilities was equal or higher than the percentage of students with disabilities in traditional Florida public schools (FDOE, 2007). In 1997-98, the percentage of charter school students with disabilities rose to almost one-fourth of the state's charter school student population; however, since 2001-02, charter schools on average have served a lower proportion of students with disabilities than traditional public schools (FDOE, 2007b). Table 7 revealed a *statistically significant* difference with Broward charter schools serving a smaller portion ($M=10\%$) of exceptional student education (ESE) students, compared to traditional schools ($M=17\%$).

Table 7

Comparison of Exceptional Student Education for Charter and BCPS Traditional Schools

| School characteristic | Charter | | Traditional | | <i>t-test</i> |
|----------------------------|----------|-----------|-------------|-----------|---------------|
| | <i>M</i> | <i>SD</i> | <i>M</i> | <i>SD</i> | |
| Percentage of ESE students | 10 | 03 | 17 | 12 | 3.02 |

Limited English Proficiency. A *statistically significant* difference was found with charters educating a smaller number of limited English proficiency (LEP) students ($M=6\%$), compared to traditional schools ($M=10\%$), as seen in Table 8.

Table 8

Comparison of Limited English Proficiency for Charter and BCPS Traditional Schools

| School characteristic | Charter | | Traditional | | <i>t-test</i> |
|--|----------|-----------|-------------|-----------|---------------|
| | <i>M</i> | <i>SD</i> | <i>M</i> | <i>SD</i> | |
| Percentage of students with LEP status | 06 | 05 | 10 | 08 | 2.93 |

Charter School Staff

Demographics. Evaluators had hoped to compare the differences in charter versus traditional teachers. However, due to a lack of an accurate database, this was not possible. Therefore, as teacher demographic information is available for traditional teachers, evaluators were able to link traditional teachers that moved to Broward charter schools. Therefore, Tables 9 through 11 trace the migrating teacher that moved from traditional to charter schools to teach.

Table 8 indicates that the *mean* age of teachers leaving traditional schools for charter schools was 37 years, *significantly less* than their traditional school colleagues at age 43 that remained in the traditional setting. Table 9 documents *statistically significant* differences in the years of experience, with charter teachers who moved from traditional schools possessing five years of experience compared to the 12 years of experience for BCPS traditional teachers. The teacher/student ratio could not be determined in this study, as again, accurate charter teacher demographic information was not captured by a database.

Table 9

Comparison of Characteristics for Teachers Migrating to Charters and Those Remaining at Traditional Schools

| Characteristics | Charter | | Traditional | | <i>t-test</i> |
|--|----------|-----------|-------------|-----------|---------------|
| | <i>M</i> | <i>SD</i> | <i>M</i> | <i>SD</i> | |
| Age of teachers | 37 | 6 | 43 | 4 | 6.81 |
| Experience of teachers (years in teaching) | 5 | 5 | 12 | 3 | 9.83 |

As found in Table 10, teacher racial and ethnic composition differed, but was *not statistically significant*, between teachers moving to charters and those remaining at traditional schools.

Table 10

Percentage of Racial and Ethnic Compositions for Teachers Migrating to Charters and Those Remaining at Traditional Schools

| School | <i>n</i> | % | | | | χ^2 |
|-------------|----------|-------|-------|----------|-------|----------|
| | | White | Black | Hispanic | Asian | |
| Charter | 117 | 51 | 29 | 18 | 02 | 4.74 |
| Traditional | 14,514 | 63 | 24 | 11 | 01 | |

Table 11 displays a close comparison of gender for teachers moving to charters and their colleagues that remain in traditional schools, with traditional schools retaining a slight but *non-statistical* larger male teacher population.

Table 11

Percentage of Gender Compositions for Teachers Migrating to Charters Versus Those Remaining at Traditional Schools

| School | <i>n</i> | Percentage | | χ^2 |
|-------------|----------|------------|------|----------|
| | | Female | Male | |
| Charter | 117 | 82 | 18 | .29 |
| Traditional | 14,514 | 79 | 21 | |

District Annual Customer Survey

Appendices E through G provide responses from the BCPS District Annual Customer Survey disaggregated by students, teachers, and parents from charter and traditional schools. This year, all students enrolled in Grades 3 through 12 were administered the student survey online via the Virtual Counselor Web site. Students enrolled in the targeted grade levels at the Pembroke Pines Charter Schools and at Central Charter School were surveyed using paper administration. During the online and paper survey administrations, limited English proficient (LEP) students were provided the option to complete the survey in their native language (Spanish, Portuguese, and Haitian-Creole) or in English. Also, facilitators were allowed to fill in the responses for those ESE students who were physically unable to do so themselves.

Each perception or behavior was originally measured on a five-point scale (*strongly agree, agree, neutral, disagree, strongly disagree*) with another option (*don't know*) for refusal to answer a question. Positive was defined as strongly agree or agree. Negative was defined from a response of *disagree* or *strongly disagree*. An asterisk indicates that the item was for high school students.

Student Responses. Positive student responses were fairly evenly distributed (charter=16 vs. traditional=18). While charter students indicated feeling safe, less bullying, schools were clean and good repair, and less drugs and weapons; traditional students reported more help with technology, feedback from teachers, fairness, assistance with homework, use of the virtual counselor, and help selecting high level courses.

Teacher Responses. Teachers’ positive responses were similarly distributed (charter=21 vs. traditional=19), with charter teachers indicating that they could rely on parents to help with achievement or behavior problems, and students bringing less drugs and weapons in school. Traditional teachers more often reported adequate training, technology, and staff assistance in determining student achievement.

Parent Responses. Conversely, charter parents overwhelmingly viewed their charter school in a more positive light (charter=33 vs. traditional=5), with more positive responses to each inquiry except in school staff helping their children select high level courses that challenge their abilities.

Results in Tables 12 through 14 illustrate the disaggregated percentage of charter and traditional students, teachers, and parents that were asked to award a grade to their school from personal experience. Results in Table 12 depict that 39 percent of charter and 36 percent of traditional students assigned their school a grade of A. While no charter students conferred an F grade to their school, five percent of traditional students graded their school with an F.

Table 12

Percentage of Charter and Public School Students Giving Overall Grade to Schools

| | A | B | C | D | F |
|-----------------------------|-----|-----|-----|-----|----|
| Students in Charter schools | 39% | 38% | 17% | 06% | 0% |
| Students in Public schools | 36% | 32% | 20% | 07% | 5% |

Table 13 reveals that 59 percent of charter and 53 percent of traditional teachers rated their schools as an A school. The grade of B was more evenly distributed between the two groups of teachers, with 32 percent of charters and 31 percent of traditional teachers allotting their schools with a B. A smaller portion of charter teachers gave their school a grade of C (8% vs. 12%), with no charter teachers imparting their school with an F grade.

Table 13

Percentage of Charter and Traditional School Teachers Giving Overall Grade to Schools

| | A | B | C | D | F |
|---------------------------------|-----|-----|-----|----|----|
| Teachers in Charter schools | 59% | 32% | 8% | 1% | 0% |
| Teachers in Traditional schools | 53% | 31% | 12% | 3% | 1% |

As seen in Table 14, parents were also asked to grade their schools. Again, a larger disparity existed here, with 67 percent of charter, compared to 58 percent of traditional school parents awarding a grade of A to their school. No charter parents awarded their school with an F, and only one percent of traditional parents believed that their school deserved an F.

Table 14

Percentage of Charter and Public School Parents Giving Overall Grade to Schools

| | A | B | C | D | F |
|--------------------------------|-----|-----|----|----|----|
| Parents in Charter schools | 67% | 27% | 5% | 1% | 0% |
| Parents in Traditional schools | 58% | 30% | 9% | 2% | 1% |

Student Proficiency

Policymakers and the general public are concerned whether or not charter schools can raise student performance on standardized tests (Miron & Horn, 2002). According to the FDOE, a charter school cannot be considered successful, if students are not learning at or above the levels at which they were learning when they entered the charter school. Prior to 2002-03, no system existed to assess charter school success. Only charter schools with more than 30 students enrolled in Grade 4 (reading), Grade 5 (mathematics), and Grades 8 and 10 (reading and mathematics) could document student achievement using the Florida Comprehensive Assessment Test (FCAT) results. Therefore, charter schools were responsible for producing documentation concerning school mission, objectives, student population served, and progress towards stated goals (FDOE, 2007b). In 2002-03, Florida fully implemented the intent of the Florida A+ Plan using FCAT developmental scores to track learning gains of individual students; thus increasing the number of charter schools participating in Florida's statewide accountability system, and adding accountability by allowing comparisons between charter and traditional school achievement.

Florida charter law requires the FDOE to prepare an annual statewide analysis of student achievement for charter schools versus the achievement of comparable students in traditional public schools (FDOE, 2007b). Using five years of data for students enrolled at least one year, Figure 4 examines the average performance of Florida charter school students and traditional public school students. Figure 4 displays the percentage of Florida charter and traditional elementary students scoring at Level 3 or above on the FCAT in reading since 2001-02. As indicated, the five years for which data was available found that the percentage to be similar between the two groups within two percentage points.

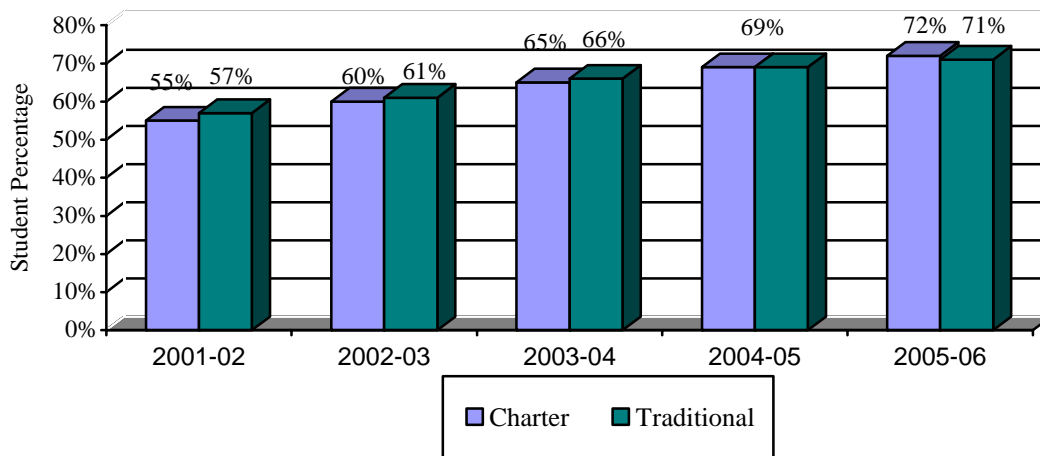


Figure 4. Percentage of Florida elementary students scoring at Level 3 or above on FCAT Reading.

Hierarchical Linear Modeling on Cross-sectional Student Achievement Data in 2006-07

Two-level hierarchical linear modeling (HLM) was developed to compare 2006-07 Broward charter and traditional school students in reading and mathematics performance from Grade 3 through 11. Cross-sectional data were analyzed separately according to grade levels. For each

grade level, the model contained students at the first level and schools at the second level. A dichotomous variable was created at the student level to identify charter versus traditional school students. This dichotomous variable was used to determine the charter school effects. Performance measures included FCAT scale and development scores, and achievement level in reading and mathematics. Unlike scale and development scores that are continuous variables, achievement level is an ordinal variable. A two-level ordinal *HLM* model was then specified to analyze achievement level between charter and traditional school students in reading and mathematics.

The results of the cross-sectional *HLM* analyses are presented in Appendices H, for each subject at each grade level from Grades 3 through 11. There were *no statistically significant* differences between charter and traditional school students in reading scale and developmental scores or reading achievement levels. In addition, *no statistically significant* differences between charter and traditional school students in mathematics scale and developmental scores and mathematics achievement levels were evidenced. Consequently, there was *no evidence of statistically significant* charter school effects—students in Broward charter and traditional schools did not achieve differently in FCAT measures of reading and mathematics performance across Grades 3 through 11.

Hierarchical Linear Modeling on the Growth Rate Using Longitudinal Student Achievement Data from 2004-50 to 2006-07

In further study, *three-level HLM* growth models were developed to inferentially compare charter and traditional school students in rates of growth in reading and mathematics performance. Longitudinal data were analyzed separately according to cohorts. For each cohort, the model had repeated performance measures (three-time points) at the first, second, and third levels. Again, a dichotomous variable was created at the student level to identify between charter and traditional school students. This dichotomous variable was used to determine the charter school effect on the rate of growth.

This model was applied to the longitudinal performance data of Grades 3 to 5, Grades 6 to 8, and Grades 9 to 11 separately. For each cohort, the rate of growth was examined between charter and traditional school students, based on the initial status often defined as the first grade in which growth begins (i.e., Grade 3 for the first cohort, Grade 6 for the second cohort, and Grade 9 for the third cohort). Therefore, comparisons were made between charter and traditional school students in initial status and rate of growth.

As seen in Appendix I, longitudinal data were available for three cohorts of students at Grades 3, 6, and 9. Each cohort had three years of longitudinal performance data for reading and mathematics. For example, as seen in Figures 1 and 2, 2004-05 Grade 3 achievement scores for the same group of students were followed to 2005-06 and 2006-07. The longitudinal analysis gave perspective on the growth pattern of the students in charter and traditional schools and determined whether there was a difference in the amount of value that charter and traditional schools added to students over a three-year period. Because only developmental scores in reading and mathematics were comparable across grade levels (i.e., the same test was used in all three years), longitudinal examinations were limited to data analyses of developmental scores in reading and mathematics only.

For each cohort, descriptive analyses were first employed to graphically compare changes in developmental scores in reading and mathematics for charter and traditional school students (see Figures 5 to 10). These figures indicate that change patterns were similar in charter and traditional school students.

Appendix I presents the HLM results comparing the initial status and the rate of growth between charter and traditional school students, during Grades 3 through 5 in developmental scores in reading and mathematics. There were *no statistically significant* charter school effects in reading performance; and *no statistically significant differences* in Grade 3 status or rate of growth during the third, fourth, and fifth grades in reading developmental scores. Therefore, charter and traditional third graders started Grade 3 with similar reading achievement and grew at a similar rate in reading achievement from the third to the fifth grade, as seen in Figure 5. There also were *no statistically significant* charter school effects in mathematics; *no statistically significant differences* in third grade status or rate of growth during Grades 3 through 5 in mathematics developed score, as evidenced in Figure 6. Similar to reading results, charter and traditional third graders started Grade 3 with similar mathematics achievement and grew at a similar rate in mathematics achievements from the third to the fifth grade.

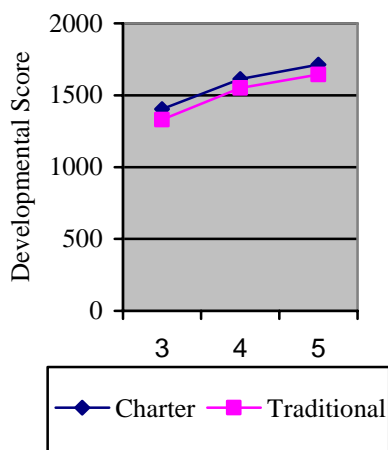


Figure 5. FCAT Reading

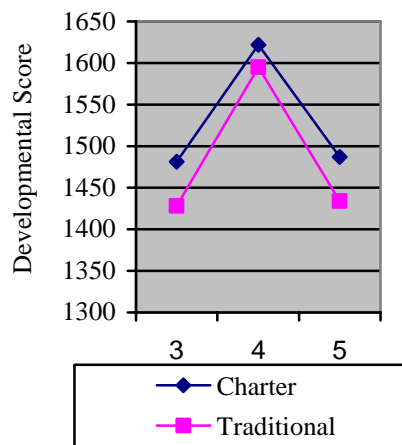


Figure 6. FCAT Mathematics

These graphs are important from two aspects. First, the scores were similar between charter and traditional school students; second, the shapes of change were similar between charter and traditional school students. These are reliable descriptive indications that developmental patterns were analogous in reading and mathematics performance between charter and traditional school students. Therefore, charter and traditional sixth graders started Grade 6 with similar reading and mathematics achievements and grew at similar rates in reading and mathematics achievements from the sixth to the eighth grade as illustrated in Figures 7 and 8.

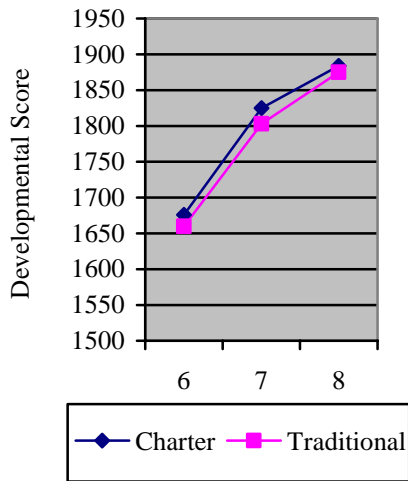


Figure 7. FCAT Reading

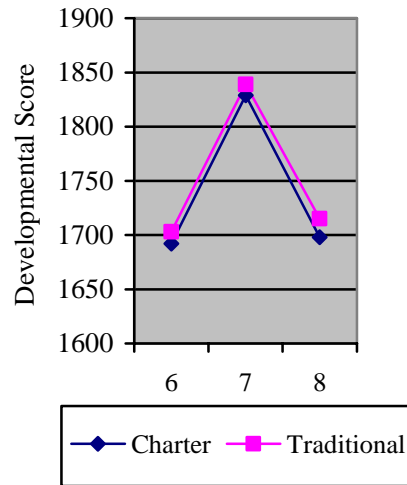


Figure 8. FCAT Mathematics

The same can be said about longitudinal performance data in reading and mathematics between charter and traditional sixth and eleventh graders as seen in Appendix H. Again, charter and traditional ninth graders started Grade 9 with similar reading and mathematics achievements and grew at similar rates in reading and mathematics achievements from the ninth to the eleventh grade, as revealed in Figures 9 and 10.

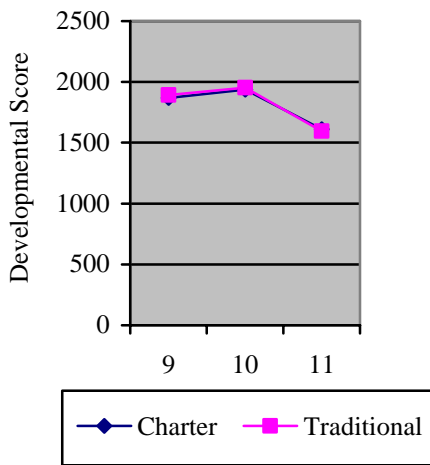


Figure 9. FCAT Reading.

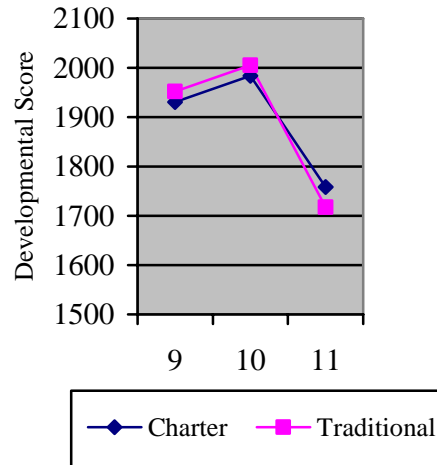


Figure 10. FCAT Mathematics

Another measure is seen in Table 15, which depicts the percentage of BCPS making adequate yearly progress (AYP) disaggregated by charter and traditional school students for the 2006-07 academic year. As can be seen, 41 percent of charter schools made AYP in the 2006-07 school year compared to 45 percent of traditional BCPS.

Table 15

Comparison of Adequate Yearly Progress Status for Charter and Traditional BCPS, 2006-07

| School characteristics | Charter | | Traditional | | χ^2 |
|--------------------------------|----------|-----------|-------------|-----------|----------|
| | <i>M</i> | <i>SD</i> | <i>M</i> | <i>SD</i> | |
| Percentage of schools with AYP | 41 | 50 | 45 | 50 | .84 |

Individual School Comparisons

Although this study does not report on individual schools, a broad comparison was made to determine how charter schools fit into performance of traditional schools. The use of *posterior means* to rank schools is a common statistical practice in most school accountability systems. These means are adjusted means or *purified* means. Within a multilevel analytical framework, *posterior means* can be adjusted for student characteristics (student-level variables) within schools and school characteristics (school-level variables) among schools. For example, without adjusting the fact that schools serving high socioeconomic status students do better than schools serving low socioeconomic status students, schools cannot be compared directly. In the construction of *posterior means*, socioeconomic impacts have been adjusted or removed so that all schools become comparable. *Posterior means* also take into account sampling and measurement errors. These adjustments make *posterior means* objective measures of school standings.

In this analysis, *posterior means* have been adjusted for sampling and measurement errors, as well as student-level variables within schools and school-level variables among schools. Student characteristics include gender, age, race and ethnic background, FRL, LEP, ESE, and school attendance. School characteristics include school size; percentage of students eligible for FRL, LEP, and ESE status; student-teacher ratio; teacher age; teacher experience; and AYP status.

For the purpose of analysis, ten charter school 2006-07 reading and mathematics scale scores for Grades 3 through 5 are presented using the top and bottom five charter schools for comparison with charter and traditional school averages found in bold (used as reference points). Schools are presented alphabetically, as the scores fluctuate by grade.

As seen in Table 16, eight charters were above the charter and traditional averages at least one grade level, while Chancellor and the City of Pembroke Pines Charter Schools were above the average at each grade level (Grades 3 through 5). There were 143 public schools and 13 charter schools contained in this analysis. Charter and traditional school *means* were adjusted by student and school characteristics.

Table 16

2007 Reading and Mathematics Scale Scores for Grades 3-5 of Top and Bottom Five Charter Schools, Compared with Charter and Traditional School Averages

| Charter School | Reading | | | Mathematics | | |
|-----------------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| | 3 | 4 | 5 | 3 | 4 | 5 |
| Broward Community | 636.33 | -- | -- | -- | -- | 679.03 |
| Central | -- | -- | -- | 669.14 | -- | 681.51 |
| Chancellor South | 645.69 | 662.50 | 656.68 | 704.21 | 695.22 | 704.65 |
| Pembroke Pines Elementary | 638.24 | 651.78 | 642.10 | 703.70 | 679.29 | 695.60 |
| No Broward Academy | 638.11 | 651.56 | -- | -- | 672.31 | -- |
| School of Excellence | -- | -- | 635.37 | -- | 668.38 | 698.71 |
| Somerset Academy Elementary | -- | 649.90 | 642.25 | 677.41 | 659.73 | -- |
| Somerset Academy Miramar | 647.01 | 649.05 | 639.57 | 683.23 | -- | -- |
| Charter Average | 619.90 | 632.12 | 627.36 | 660.81 | 650.32 | 676.03 |
| Traditional Average | 612.72 | 626.67 | 617.89 | 666.85 | 651.87 | 681.53 |
| Central | 610.40 | 623.69 | 620.35 | -- | -- | -- |
| Broward Community | -- | -- | -- | 658.18 | -- | -- |
| Chancellor North | 608.24 | 607.20 | 599.58 | 608.24 | 624.10 | 655.32 |
| Hollywood Academy of Arts | 613.55 | -- | -- | 660.06 | 647.24 | 673.24 |
| Somerset Academy Davie | -- | 622.42 | 623.65 | -- | 633.72 | 672.13 |
| Sunrise Community | 595.69 | 608.46 | 610.12 | 633.85 | 613.06 | 654.53 |
| Susie Daniels | 563.28 | 585.55 | 597.71 | 593.62 | 595.18 | 642.40 |

Table 17 illustrates the scale scores for Grades 6 through 9 and the corresponding averages for charter and traditional schools. Coral Springs, The City of Pembroke Pines, and Somerset Academy Middle Charter Schools earned scale scores above the averages at each grade level (Grades 6 through 8). There are 52 traditional schools and ten charter schools employed in this comparison. Public and charter school *means* are adjusted by student and school characteristics.

Table 17

2007 Reading and Mathematics Scale Scores for Grades 6-9 of Top and Bottom Five Charter Schools, Compared with Charter and Traditional School Averages

| Charter School | Reading | | | Mathematics | | |
|----------------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| | 6 | 7 | 8 | 6 | 7 | 8 |
| Coral Springs | 630.40 | 639.08 | 615.26 | 646.84 | 640.63 | 643.18 |
| Pembroke Pines Middle | 640.79 | 664.64 | 639.30 | 655.45 | 658.92 | 671.83 |
| Smart | -- | -- | -- | 627.13 | 631.90 | -- |
| Somerset Academy Middle | 630.43 | 646.71 | 621.81 | 623.66 | 643.69 | 650.67 |
| Charter Average | 603.15 | 629.60 | 606.21 | 618.07 | 629.94 | 634.68 |
| Traditional Average | 610.46 | 628.38 | 607.22 | 623.11 | 630.90 | 635.73 |
| Downtown Academy | 585.11 | 619.85 | 604.24 | 596.53 | 618.77 | 632.00 |
| Eagle Academy | 573.93 | 615.24 | 590.63 | 604.12 | 622.73 | 631.39 |
| Hollywood Academy Arts | 595.32 | 626.13 | -- | 606.43 | 617.45 | -- |
| North Broward Academy Exc | 596.01 | 620.48 | 593.90 | 608.28 | 618.86 | 614.24 |
| Paragon Academy of Tech | 590.89 | 616.64 | 595.00 | 594.20 | 616.48 | 616.83 |
| Smart | 585.43 | 617.64 | 589.51 | -- | -- | 617.30 |

Table 18 illustrates that City of Pembroke Pines again is consistently above the charter and traditional school averages in reading and mathematics scale scores at each grade level. Coral Springs Charter School also earned scale scores above the averages for Grades 9 through

11. There were 43 public schools and six charter schools contained in this analysis. Charter and traditional school *means* were adjusted by student and school characteristics.

Table 18

2007 Reading and Mathematics Scale Scores for Grades 9-11 of Top and Bottom Five Charter Schools, Compared with Charter and Traditional School Averages

| | Reading | | | Mathematics | | |
|----------------------------|---------------|---------------|---------------|---------------|---------------|---------------|
| | 9 | 10 | 11 | 9 | 10 | 11 |
| Coral Springs | 623.40 | 304.37 | 489.07 | 614.27 | 648.09 | 574.47 |
| Life Skills | -- | -- | -- | -- | -- | 562.50 |
| Parkway Academy | -- | -- | -- | -- | -- | 563.08 |
| Pembroke Pines High | 633.92 | 316.28 | 515.84 | 626.65 | 654.28 | 579.30 |
| Somerset Academy High | 612.84 | 306.19 | 499.78 | -- | -- | 568.99 |
| Charter Average | 605.84 | 297.39 | 481.29 | 606.24 | 634.40 | 566.91 |
| Traditional Average | 611.30 | 297.98 | 479.44 | 609.80 | 640.08 | 556.01 |
| Life Skills | 590.26 | 294.48 | 449.84 | 597.89 | 633.63 | -- |
| Parkway Academy | 590.83 | 279.65 | 474.90 | 609.26 | 626.54 | -- |
| Somerset Academy High | -- | -- | -- | 598.03 | 630.82 | -- |
| Smart School Institute | 583.82 | 283.34 | 458.29 | 591.36 | 613.06 | 553.11 |

Pembroke Pines Charter Schools

To look more closely at high performing charter schools, a brief case study was initiated for The City of Pembroke Pines Charter Schools. On May 16, 2007, The Center for Education Reform (CER) saluted Pembroke Pines Charter Schools at one of “the 2007 National Charter Schools of the Year.” Fifty-three schools from 24 states that exemplify the innovation, achievement and dedication of a charter school movement that has changed the face of American education” (CER, 2007b). As Pembroke Pines Charter Schools consistently earned higher FCAT reading and mathematics scores than Broward charter or traditional school overall averages, evaluators tried to determine whether the City of Pembroke Pines was providing special curriculum, services, or support that accounted for better performance.

A review of the Pembroke Pines Charter Schools Web site (<http://www.pinescharter.com/Default.aspx?tabid=68>) afforded few details. Pembroke Pines Charter offers:

- Smaller schools—600 students at each campus at the elementary, 600 at the middle and 1,200 at the high schools;
- 25 students maximum class size at all campuses;
- Mandatory uniforms for all school campuses;
- 30 service hours (volunteer) required for each family each year;
- 6-10 computers in every classroom; and
- A teacher aide in every classroom at the elementary level.

Pembroke Pines Charter Schools’ ESE Program supports Reading Counts! During each grading quarter, the elementary and middle students choose books from a carefully selected inventory of Reading Counts books. After completing a particular book, students take a quiz and are assigned required points (Pembroke Pines Charter Schools, 2008). The charter also encourages student participation in the FCAT Explorer Reading Program offering prizes to students who participate.

The City of Pembroke Pines runs two charter school systems at five campuses. The campuses are located at:

1. Pembroke Shores – 172 Avenue and Southwest 6 Street;
2. East Campus – 109 Avenue and Pembroke Road;
3. West Campus – 184 and Pembroke Road;
4. Central Campus – Sheridan and Flamingo; and
5. Academic Village – 172 Avenue and Sheridan.

Pembroke Pines FSU School

The Pembroke Pines Florida State University (FSU) professional development school is an elementary (K-5) school located at the Pembroke Shores campus. While operated by the city, the Pembroke Pines - FSU School is not a campus of the school but a professional development school operating under a separate charter and using a discrete admissions policy. The two charter school systems have different admissions policies. As a professional development school, the school attempts to maintain a demographic balance of students that is conducive to research and development of teaching methods (Pembroke Pines, 2008). The school aims to maintain gender and race percentages in line with those of the county and balance the socio-economic status of applicants, so as to maintain one-fourth of the student population in each of the four SES categories, as delimited by the Federal School Lunch program and strives to maintain a distribution of ability groups in each grade level (Pembroke Pines, 2008).

All students currently enrolled are guaranteed admission for the next school year assuming that the service hours requirement has been met. Proof of residency in the name of the parent/guardian of the applicant must be submitted with applications. Children of staff members will be offered available spaces on a first come, first served basis before lottery applicants. Seats are assigned to inter-campus transfers and students that are retained in a given grade or promoted more than one grade before lottery candidates. Applicants receive either an admission letter or a waiting list letter. The waiting list letter indicates that the student was not selected and current waiting list position number.

Pembroke Pines Versus Traditional Schools

The City of Pembroke Pines Charter Schools' student performance was compared to other BCPS traditional schools. At the third grade, 26 traditional schools in reading and 12 in mathematics scored higher than Pembroke Pines Charter Schools. For example, Bayview Elementary School scored higher than Pembroke Pines Elementary Charter in reading (658.49 versus 638.24) and mathematics (706.42 versus 703.70).

At the sixth grade, two traditional schools in reading and six in mathematics scored higher than Pembroke Pines Charter Schools. For example, Tequesta Trace Middle School scored higher than Pembroke Pines Middle Charter School in reading (650.69 versus 640.79) and mathematics (664.53 versus 655.45).

At the ninth grade, four traditional schools in reading and six traditional schools scored higher in mathematics than Pembroke Pines Charter Schools. For example, Pompano Beach High School scored higher than Pembroke Pines Charter High School in reading (662.10 versus 633.92) and mathematics (660.80 versus 626.65).

At the eleventh grade, two traditional schools scored higher in both reading and mathematics than Pembroke Pines Charter High School. McFatter Technical Center (566.19 versus 515.84 in reading and 586.18 versus 579.30 in mathematics) and Cypress Bay High School (539.90 versus 515.84 in reading and 595.68 versus 579.30 in mathematics) reported higher scores than Pembroke Pines High School.

Conclusions

The USDOE (2004b) contends, in a five case study, that charter schools are less likely to meet state performance standards than traditional public schools—it is unclear whether this is the result of the performance of the schools, the prior achievement of the students, or other factors impeding researchers from drawing a fair comparison between charter and traditional public schools. As a result, there are few reliable research findings concerning the academic quality of charter schools as compared to traditional public schools. According to FDOE, a charter schools, cannot be considered successful, if students are not learning at or above the levels at which they were learning when they entered the charter school. While Greene, Forster, & Winters (2003) found that Florida charter schools achieved year-to-year Stanford Assessment Test-9 (SAT-9) mathematics and FCAT reading score gains, these findings were *not statistically significant*.

Consistent with past studies, results of this study found a *lack of statistically significant* charter school effect in FCAT reading or mathematics performance across all grade levels. Consequently, students in Broward charter and traditional schools did not achieve differently in FCAT measures in reading and mathematics performance across Grades 3 through 11. Further, *three-level HLM* growth models developed to inferentially compare charter and traditional school students revealed there were no differences in progress made between charter and traditional school students in initial status and rate of growth.

Responses to the 2006-07 Broward County Public Schools (BCPS) Annual District Customer Survey were analyzed to determine student, teacher, and parent satisfaction differences between charter and traditional schools. Positive student and teacher responses were fairly evenly distributed. However, charter parents overwhelmingly viewed their school in a more positive light. Correspondingly, when asked to grade their schools, students and teachers reported similar results, while charter parents overwhelmingly reported more disparity, awarding charter schools with higher grades.

Above average scale scores for the Pembroke Pines Charter Schools led to a brief review. The only difference found was a partnership involving the Florida State University at the elementary level developed as a research school, similar the BCPS initial implementation of the Nova Research Schools. Otherwise no differences were noted aside from required parental involvement, and special restrictions such as uniforms found at selected BCPS traditional schools.

A decade of policy implementation has found that charter schools are not a panacea; nor are they the educational answer for everyone. Cross-sectional and longitudinal data analyses indicated a lack of evidence on charter school effect. Advocates contend that parental choice is the definitive form of accountability. However, parents choose schools for a variety of reasons and even low performing schools were popular with parents (Meade & Rotherham, 2007). Likewise,

the District Annual Customer Survey results indicated similar responses from students and teachers, but a marked uptick in the satisfaction with the school by charter parents. As parents have taken the extra effort and interest in selecting a charter school, they may become vested in the school's performance.

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Appendix A

2007-08 Charter Schools

| Charter School | Address | Telephone | Contact Person | Grade | Year Opened |
|---|--|---|---|-------|-------------|
| *Ben Gamla Charter (Academica) | 2620 Hollywood Blvd Hollywood, FL 33020 | Office: 954-342-4064 Fax: 954-342-4107 | Miriam Rube, Principal Adam Siegel, Director | K-8 | 2007 |
| Broward Community Charter | 201 University Drive Coral Springs, FL 33071 | Office: 954-341-0082 Fax: 954-341-0024 | Diane Tetreault, Principal | K-5 | 2004 |
| Broward Community Charter Middle | 201 University Drive Coral Springs, FL 33071 | Office: 954-341-0082 Fax: 954-341-0024 | Diane Tetreault, Principal | 6-8 | 2006 |
| Broward Community Charter West | 11401 NW 56th Drive Coral Springs, FL 33076 | Office: 954-227-5133 Fax: 954-227-0433 | Jay Drag, Principal | K-5 | 2006 |
| Central Charter School | 4525 North State Road 7 Lauderdale Lakes, FL 33319 | Office: 954-735-6295 Fax : 954-735-6232 | Dr. Rosa Lawson, President | K-5 | 1997 |
| Imagine @ North Lauderdale (Imagine Schools Mgmt) | 1395 South State Road 7 North Lauderdale, FL 33068 | Office: 954-973-8900 Fax : 954-974-5588 | Sharonda Feby, Principal | K-5 | 2001 |
| Imagine @ North Lauderdale Middle (Imagine Schools Mgmt) | 1395 South State Road 7 North Lauderdale, FL 33068 | Office: 954-973-8900 Fax : 954-974-5588 | Sharonda Feby, Principal | 6-8 | 2002 |
| Imagine @ Weston (Imagine Schools Mgmt) | 2500 Glades Circle Weston, FL 33327 | Office: 954-659-3600 Fax: 954-659-3620 | Jacquelyn Vernon, Principal | K-5 | 2001 |
| Charter Institute Training Center | 520 NW 5 Street Hallandale, FL 33009 | Office: 954-454-5348 Fax : 954-454-2463 | Dr. Joseph Valbrun | K-6 | 1999 |
| Charter Institute Annex | 5420 North State Road 7 Fort Lauderdale, FL 33319 | Office: 954-486-1640 Fax : 954-4486-4549 | Dr. Joseph Valbrun | K-6 | 1999 |
| Charter School of Excellence | 1217 SE 3 Avenue Fort Lauderdale, FL 33316 | Office: 954-522-2997 Fax : 954-522-3159 | Lisa Castro, Principal Bob Haag, President | K-5 | 1997 |
| City of Coral Springs (Charter Schools USA) | 3205 North University Drive Coral Springs, FL 33065 | Office: 954-340-4100 Fax : 954-340-4111 | Billie Miller, Principal | 6-12 | 1999 |
| City of Pembroke Pines Elementary West | 1680 SW 184 Avenue Pembroke Pines, FL 33025 | Office: 954-450-6990 Fax : 954-443-4820 | Devam Flowers, Principal JoAnna DiGioia, Assistant Principal | K-5 | 1998 |

(Appendix A continues)

Appendix A (continued)

| Charter School | Address | Telephone | Contact Person | Grade | Year Opened |
|--|---|--|--|-------|-------------|
| City of Pembroke Pines Elementary East | 10801 Pembroke Road Pembroke Pines, FL 33025 | Office: 954-443-4800 Fax : 954-443-4811 | Sean S. Chance, Principal | K-5 | 1998 |
| City of Pembroke Pines Elementary-C | 12350 Sheridan Street Pembroke Pines, FL 33026 | Office: 954-322-3330 Fax : 954-322-3383 | Kenneth Bass, Principal Linda Montoto, Assistant Principal | K-5 | 1998 |
| City of Pembroke Pines Middle-W | 18500 Pembroke Road Pembroke Pines, FL 33029 | Office: 954-443-4847 Fax : 954-447-1691 | Devarn Flowers, Principal Mike Castellano, Assistant Principle | 6-8 | 1999 |
| City of Pembroke Pines Middle-C | 12350 Sheridan Street Pembroke Pines, FL 33026 | Office: 954-322-3300 Fax : 954-322-3383 | Kenneth Bass, Principal Kim Pizzo, Assistant Principal | 6-8 | 1999 |
| City of Pembroke Pines High | 17189 Sheridan Street Pembroke Pines, FL 33331 | Office: 954-538-3700 Fax : 954-538-3714 | Peter Bayer, Principal Sue Farber, Secretary | 9-12 | 2000 |
| *Dayspring Elementary | 3550 Davie Boulevard Fort Lauderdale, FL 33312 | Office: 954-797-1400 Fax : 954-797-1405 | Ardonnis Lumpkins, Principal | K-5 | 2007 |
| *Discovery Middle Charter | 11401 NW 56th Drive Coral Springs, FL 33076 | Office: 954-227-5133 Fax: 954-227-0433 | Jay Drag, Principal | 6-8 | 2007 |
| Downtown Academy of Technology & Arts | 101 SE 3 Avenue Fort Lauderdale, FL 33301 | Office: 954-767-0403 Fax : 954-767-1011 | David Jett, Principal | 6-8 | 2004 |
| Eagle Academy (Tech Edventures) | 3020 NW 33 Avenue Lauderdale Lakes, FL 33311 | Office: 954-343-9960 Fax : 954-343-9970 | Dewonda Chambers, Principa | 6-8 | 2003 |
| Eagles' Nest Elementary | 1840 NE 41 Street Pompano Bch, FL 33064 | Office: 954-942-3188 Fax : 954-942-3179 | Dr. John Foster-Grant, Princ Dr. Pauline Foster-Grant, Executive Director | K-5 | 2005 |
| Eagles' Nest Middle | 1840 NE 41 Street Pompano Bch, FL 33064 | Office: 954-942-3188 Fax : 954-942-3179 | Dr. John Foster-Grant, Princ Dr. Pauline Foster-Grant, Executive Director | 6-8 | 2005 |
| Excelsior Charter of Broward | 10046 West Mc Nab Road Tamarac, FL 33321 | Office: 954-726-5227 Fax : 954-726-5228 | Raul Baez, Principal | K-5 | 2006 |

(Appendix A continues)

Appendix A (continued)

| Charter School | Address | Telephone | Contact Person | Grade | Year Opened |
|--|---|--|--|-------|-------------|
| Florida Intercultural Academy | 1704 Buchanan Street Hollywood, FL 33019 | Office: 954-924-8006 Fax : 954-924-8044 | Dr Gwendolyn Purcell, Principal | K-5 | 2005 |
| *Florida Intercultural Academy Middle | 1704 Buchanan Street Hollywood, FL 33019 | Office: 954-924-8006 Fax : 954-924-8044 | Dr Gwendolyn Purcell, Principal | 6-8 | 2007 |
| Hollywood Academy of Arts (Charter Schools USA) | 1720 Harrison Street Hollywood, FL 33020 | Office: 954-925-6404 Fax : 954-925-8123 | Dante Fulton, Principal | K-5 | 2004 |
| Hollywood Academy of Arts (Charter Schools USA) | 1720 Harrison Street Hollywood, FL 33020 | Office: 954-925-6404 Fax : 954-925-8123 | Dante Fulton, Principal | 6-8 | 2005 |
| *International School of Broward | 3100 North 75th Avenue Hollywood, FL 33024 | Office: 954-987-2026 Fax : 954-987-7261 | Dr. Jacquelyne Hoy, Principal | 6-12 | 2007 |
| *Kidz Choice Charter | 9063 Taft Street Pembroke Pines, FL 33024 | Office: 954-641-9386 Fax : 954-704-8404 | Lilly Swanson, Principal | K-5 | 2007 |
| Life Skills | 2360 West Oakland Park Blvd Oakland Park, FL 33311 | Office: 954-735-6970 Fax : 954-735-6022 | Derek Stein, Principal | 9-12 | 2005 |
| North Broward Academy of Excellence Ele (Charter Schools USA) | 957 SW 71 Avenue North Lauderdale, FL 33068 | Office: 954-718-5032 Fax : 954-718-2215 | David McKnight, Principal Paul Hage, Business Manager | K-5 | 2001 |
| North Broward Academy of Excellence Mid (Charter Schools USA) | 8200 SW 17 Street North Lauderdale, FL 33068 | Office: 954-718-2211 Fax : 954-718-2215 | David McKnight, Principal Paul Hage, Business Manager | 6-7 | 2005 |
| Parkway Academy | 7451 Riviera Boulevard Miramar, FL 33028 | Office: 954-961-2911 Fax : 954-961-2451 | Dr. Clarissa Wright, Principal Charles Box, Guidance Director | 9-12 | 2001 |
| Paragon Elementary | 3311 North Andrews Avenue Pompano Beach, FL 33064 | Office: 954-943-0471 Fax : 954-943-0473 | Ardonnis Lumpkin, Principal James Pruitt, Assistant Principal | K-5 | 2005 |
| Paragon Academy of Technology | 2210 Pierce Street Hollywood, FL 33020 | Office: 954-925-0155 Fax : 954-925-0209 | Dr. Steven Montes, Principal | 6-8 | 2005 |
| Pompano Charter Middle | 3311 North Andrews Avenue Pompano Beach, FL 33064 | Office: 954-943-0471 Fax : 954-943-0473 | Ardonnis Lumpkin, Principal James Pruitt, Assistant Principal | 6-8 | 2006 |

(Appendix A continues)

Appendix A (continued)

| Charter School | Address | Telephone | Contact Person | Grade | Year Opened |
|--|--|--|--|-------|-------------|
| Smart School (Middle) (Tech Edventures) | 3698 NW 15 Street Lauderhill, FL 33311 | Office: 954-321-6777 Fax : 954-321-7760 | Chandra Glenn-Phillips, Principal | 6-8 | 1998 |
| Smart School Institute (High) (Tech Edventures) | 3020 NW 33 Avenue Lauderdale Lakes, FL 33311 | Office: 954-343-9965 Fax : 954-343-9970 | Robert Martin, Principal | 9-12 | 2003 |
| Somerset Conservatory (Academica) | 20807 Johnson Street Pembroke Pines, FL 33029 | Office: 954-442-0233 Fax : 954-442-1762 | Angel Chaisson, Principal Donyale McGhee, Assistant Principal | 9-12 | 2006 |
| Somerset Academy Davie (Academica) | 3788 Davie Road Davie, FL 33314 | Office: 954-584-5528 Fax : 954-584-5598 | Dina Miller, Principal | K-5 | 2003 |
| Somerset Academy (Academica) | 20801 Johnson Street Pembroke Pines, FL 33029 | Office: 954-442-0233 Fax : 954-442-0813 | Donna Kaye, Principal | K-5 | 2000 |
| Somerset Academy Middle (Academica) | 20803 Johnson Street Pembroke Pines, FL 33029 | Office: 954-442-0233 Fax : 954-442-1762 | Angel Chaisson, Principal Donyale McGhee, Assistant Principal | 6-8 | 2001 |
| Somerset Academy Miramar (Academica) | 12425 SW 53 Street Miramar, FL 33027 | Office: 305-829-2406 Fax : 305-829-4477 | Shannine Sadesky-Hunt, Principal | K-5 | 2006 |
| Somerset Academy Miramar Middle (Academica) | 12425 SW 53 Street Miramar, FL 33027 | Office: 305-829-2406 Fax : 305-829-4477 | Shannine Sadesky-Hunt, Principal | 6-8 | 2006 |
| Somerset Academy High (Academica) | 20805 Johnson Street Pembroke Pines, FL 33029 | Office: 954-442-0233 Fax : 954-442-1762 | Angel Chaisson, Principal Donyale McGhee, Assistant Principal | 9-12 | 2002 |
| Somerset Neighborhood (Academica) | 12425 SW 53 Street Miramar, FL 33027 | Office: 305-829-2406 Fax : 305-829-4477 | Shannine Sadesky-Hunt, Principal | K-5 | 1997 |
| Sunrise Community | 7100 West Oakland Park Blvd Sunrise, FL 33351 | Office: 954-747-1550 Fax : 954-747-1650 | Valerie Thompson, Principal | K-5 | 2006 |
| Sunshine Elementary | 2210 Pierce Street Hollywood, FL 33020 | Office: 954-925-0155 Fax : 954-925-0209 | Dr. Steven Montes, Principal | K-5 | 2006 |
| Susie Daniels Charter Elementary (Imagine Schools Mgmt) | 2201 SW 42nd Avenue West Park, FL 33023 | Office: 954-894-2826 Fax : 954-985-6673 | Richard Garrick, Principal | K-5 | 2006 |
| Touchdowns4Life | 10044 West McNab Road, #28 Tamarac, FL 33321 | Office: 954-726-8785 Fax : 954-726-9590 | Wayne Neunie, Principal | 6-8 | 2004 |

*Indicates new charter school for 2007-08

Appendix B

Charter School Management Companies in Broward County

| Management Company | Corporate Address | Telephone | Contact Person |
|----------------------|--|---|---|
| Academica | 6255 Bird Road Miami, FL 33155 | Office: 305-669-2906 Fax: 305-669-4390 | Fernando Zulueta President Maggie Fresen |
| Charter Schools USA | 6245 North Federal Highway Fifth Floor Fort Lauderdale, FL 33308 | Office: 954-202-3500 Fax: 954-202-3512 | Timothy Coleman Human Resource Officer |
| Imagine Schools Mgmt | 2500 Glades Circle Weston, FL 33327 | Office: 954-659-3616 Fax: 954-659-3621 | Thomas Shaw South Florida Region Vice President |
| Tech Edventures | 3020 NW 33 rd Avenue Lauderdale Lakes, FL 33311 | Office: 954-343-9960 Fax: 954-343-9970 | Edward Miller Executive Director Jocelyn Carter–Miller Director of Schools |

Appendix C

Closed Charter Schools (5 Schools)

| School Name/Address | Levels | Most Recent Grade | Additional |
|---|--------|-------------------|--|
| Early Beginnings Academy West 3117 SW 13th Court Fort Lauderdale, 33312 | Pre-K | | Principal: Ana Fraga-Pardo Phone (954) 584-7178 |
| North Lauderdale Academy High 7101 Kimberly Boulevard North Lauderdale, 33068 | 9-12 | <u>C</u> | Principal: Rosbin Ivery Phone (954) 720-0299 |
| North Lauderdale Academy High 7101 Kimberly Boulevard North Lauderdale, 33068 | 9-12 | <u>C</u> | Principal: Rosbin Ivery Phone (954) 720-0299 |
| Smart School Institute of Tech/Commerce 3020 NW 33 Avenue Lauderdale Lakes, 33311 | 9-12 | <u>F</u> | Principal: Robert Martin Phone (954) 343-9965 |
| Sunshine Academy Charter 7130 Pembroke Road Miramar, 33023 | K-8 | | Principal: Ann-Marie Manzano Phone (786) 210-8324 |

Appendix D

Charter School Funding, 2004-05

(a) Includes miscellaneous debits (such as charter school purchases through the School District warehouse) and deduction of the district administrative fee. Does not include Performance Pay.

(b) Includes start-up grant funding.

| Charter School | (a) | | (b) | |
|------------------------------------|---------------------|--------------------|------------------|---------------------|
| | FEFP Revenue | Capital Outlay | Special Revenue | Total |
| Somerset Neighborhood | \$370,233 | \$29,753 | \$0 | \$399,986 |
| Charter School of Excellence | 1,415,554 | 113,222 | 0 | 1,528,776 |
| Central Charter School | 2,764,547 | 212,140 | 231,041 | 3,207,728 |
| City of Pembroke Pines | | | | |
| Elementary | 9,320,085 | 695,586 | 0 | 10,015,671 |
| North Lauderdale Academy | 2,756,013 | 285,034 | 0 | 3,041,047 |
| Smart School | 2,271,925 | 193,032 | 136,157 | 2,601,114 |
| City of Pembroke Pines Middle | 5,716,406 | 486,159 | 0 | 6,202,565 |
| Coral Springs Charter School | 8,749,080 | 828,166 | 0 | 9,577,246 |
| Institute Training Center-Hall | 275,505 | 30,492 | 72,975 | 378,972 |
| Chancellor at Weston | 5,421,147 | 396,094 | 0 | 5,817,241 |
| City of Pembroke Pines High | 9,177,725 | 944,537 | 0 | 10,122,262 |
| Institute Training Center-Ft. Laud | 35,612 | 0 | 0 | 35,612 |
| Somerset Academy | 4,364,191 | 337,011 | 0 | 4,701,202 |
| Somerset Academy Middle | 3,031,446 | 272,746 | 0 | 3,304,192 |
| N Broward Academy of | | | | |
| Excellence | 972,257 | 77,287 | 40,188 | 1,089,732 |
| Chancellor at North Lauderdale | 2,284,018 | 184,318 | 141,625 | 2,609,961 |
| Parkway Academy | 2,847,428 | 305,469 | 82,793 | 3,235,690 |
| Somerset Davie | 763,401 | 0 | 15,422 | 778,823 |
| Somerset Academy High | 1,561,588 | 174,165 | 0 | 1,735,753 |
| Eagle Academy | 888,819 | 0 | 39,023 | 927,842 |
| Smart High | 1,356,855 | 147,669 | 37,495 | 1,542,019 |
| Chancellor at No. Laud. Middle | 937,236 | 85,444 | 43,063 | 1,065,743 |
| Broward Community Charter | 487,586 | 0 | 0 | 487,586 |
| Downtown Acad of Tech & Arts | 539,735 | 50,017 | 41,274 | 631,026 |
| Hollywood Academy of Arts | 2,001,666 | 0 | 0 | 2,001,666 |
| Touchdowns4Life | 289,985 | 0 | 0 | 289,985 |
| Totals | \$70,600,043 | \$5,848,341 | \$881,056 | \$77,329,440 |

(Appendix D continues)

Appendix D (continued)

Charter School Funding, 2005-06

| Charter School | (a) | | (b) | |
|---------------------------------|---------------------|--------------------|--------------------|---------------------|
| | FEFP Revenue | Capital Outlay | Special Revenue | Total |
| Somerset Neighborhood | \$410,164 | \$28,805 | \$0 | \$438,969 |
| Charter School of Excellence | 1,539,069 | 112,226 | 0 | 1,651,295 |
| Central Charter School | 2,885,104 | 207,244 | 196,606 | 3,288,954 |
| City of Pembroke Pines Elem | 9,854,244 | 673,356 | 0 | 10,527,600 |
| North Lauderdale Academy | 44,649 | 0 | 0 | 44,649 |
| Smart School | 1,837,164 | 149,251 | 305,331 | 2,291,746 |
| City of Pembroke Pines Middle | 6,522,757 | 515,088 | 0 | 7,037,845 |
| Coral Springs Charter School | 9,274,595 | 804,362 | 0 | 10,078,957 |
| Institute Training Center-Hall | 230,177 | 22,929 | 57,206 | 310,312 |
| Chancellor at Weston | 5,791,185 | 383,064 | 0 | 6,174,249 |
| City of Pembroke Pines High | 9,588,675 | 912,624 | 0 | 10,501,299 |
| Institute Training Center-Ft. L | 0 | 0 | 0 | 0 |
| Somerset Academy | 4,894,917 | 343,785 | 0 | 5,238,702 |
| Somerset Academy Middle | 3,439,546 | 289,924 | 0 | 3,729,470 |
| N Brow Academy of Excellence | 1,846,312 | 132,801 | 50,175 | 2,029,288 |
| Chancellor at North Lauderdale | 2,553,159 | 184,051 | 180,570 | 2,917,780 |
| Parkway Academy | 2,611,221 | 262,209 | 74,698 | 2,948,128 |
| Somerset Davie | 781,136 | 0 | 5,698 | 786,834 |
| Somerset Academy High | 2,486,460 | 257,101 | 0 | 2,743,561 |
| Eagle Academy | 1,633,417 | 0 | 99,383 | 1,732,800 |
| Smart High | 2,149,600 | 212,265 | 14,375 | 2,376,240 |
| Chancellor at No. Laud. Middle | 993,268 | 83,203 | 71,810 | 1,148,281 |
| Broward Community Charter | 1,113,123 | 0 | 0 | 1,113,123 |
| Downtown Acad of Tech & Arts | 479,324 | 39,028 | 26,325 | 544,677 |
| Hollywood Academy of Arts | 2,546,715 | 0 | 0 | 2,546,715 |
| Touchdowns4Life | 417,220 | 0 | 0 | 417,220 |
| North Lauderdale Academy | 2,899,817 | 279,236 | 0 | 3,179,053 |
| Eagles Nest Elementary | 554,931 | 0 | 19,763 | 574,694 |
| Eagles Nest Middle | 314,889 | 0 | 9,882 | 324,771 |
| Florida Intercultural Academy | 364,756 | 0 | 0 | 364,756 |
| Hollywood Academy of Arts Mid | 507,908 | 0 | 0 | 507,908 |
| Life Skills | 571,979 | 0 | 0 | 571,979 |
| No Brow Acad of Excellence Mid | 379,556 | 32,595 | 0 | 412,151 |
| Paragon Elementary | 548,151 | 0 | 24,398 | 572,549 |
| Paragon Academy of Technology | 249,932 | 0 | 0 | 249,932 |
| Early Beginnings | 100,099 | 0 | 0 | 100,099 |
| Total | \$82,415,219 | \$5,925,147 | \$1,136,220 | \$89,476,586 |

(Appendix D continues)

Appendix D (continued)

Charter School Funding, 2006-07

| Charter School | (a) | | (b) | |
|---------------------------------|--------------|----------------|-----------------|---------------|
| | FEFP Revenue | Capital Outlay | Special Revenue | Total |
| Somerset Neighborhood | \$439,544 | \$51,715 | \$0 | \$491,259 |
| Charter School of Excellence | 1,753,289 | 212,306 | 0 | 1,965,595 |
| Central Charter School | 3,073,974 | 370,854 | 142,374 | 3,587,202 |
| City of Pembroke Pines Elem | 10,683,092 | 1,224,840 | 0 | 11,907,932 |
| North Lauderdale Academy | 0 | 0 | 0 | 0 |
| Smart School | 1,745,678 | 218,864 | 81,944 | 2,046,486 |
| City of Pembroke Pines Middle | 6,990,121 | 910,412 | 0 | 7,900,533 |
| Coral Springs Charter School | 9,951,909 | 1,415,619 | 0 | 11,367,528 |
| Institute Training Center-Hall | 83,863 | 0 | 0 | 83,863 |
| Chancellor at Weston | 6,103,141 | 678,425 | 0 | 6,781,566 |
| City of Pembroke Pines High | 10,946,896 | 1,694,393 | 0 | 12,641,289 |
| Institute Training Center-Ft. L | 255,409 | 37,664 | 105 | 293,178 |
| Somerset Academy | 5,215,721 | 609,017 | 0 | 5,824,738 |
| Somerset Academy Middle | 3,730,285 | 499,283 | 0 | 4,229,568 |
| N Broward Acad of Excellence | 2,054,431 | 253,134 | 44,462 | 2,352,027 |
| Chancellor at North Lauderdale | 2,801,639 | 346,357 | 143,138 | 3,291,134 |
| Parkway Academy | 2,578,960 | 400,148 | 0 | 2,979,108 |
| Somerset Davie | 840,315 | 101,390 | 0 | 941,705 |
| Somerset Academy High | 3,242,771 | 540,849 | 0 | 3,783,620 |
| Eagle Academy | 1,767,685 | 243,942 | 64,155 | 2,075,782 |
| Smart High | 2,497,359 | 406,135 | 0 | 2,903,494 |
| Chancellor at N Lauderdale Mid | 1,109,897 | 151,989 | 56,420 | 1,318,306 |
| Broward Community Charter | 987,380 | 0 | 0 | 987,380 |
| Downtown Acad Tech & Arts | 546,855 | 73,715 | 25,741 | 646,311 |
| Hollywood Academy of Arts | 2,702,830 | 0 | 0 | 2,702,830 |
| Touchdowns4Life | 540,396 | 0 | 0 | 540,396 |
| North Lauderdale Academy | 0 | 0 | 0 | 0 |
| Eagles Nest Elementary | 636,118 | 0 | 25,356 | 661,474 |
| Eagles Nest Middle | 459,726 | 0 | 8,484 | 468,210 |
| Florida Intercultural Academy | 700,570 | 0 | 0 | 700,570 |
| Hollywood Academy Arts Mid | 1,063,953 | 0 | 0 | 1,063,953 |
| Life Skills | 1,463,903 | 0 | 0 | 1,463,903 |
| N Brow Acad of Excellence Mid | 700,050 | 101,832 | 0 | 801,882 |
| Paragon Elementary | 714,020 | 0 | 36,014 | 750,034 |
| Paragon Acad of Technology | 672,755 | 0 | 29,411 | 702,166 |
| Early Beginnings | 89,926 | 0 | 0 | 89,926 |
| Broward Community Charter Mi | 202,290 | 0 | 0 | 202,290 |
| Excelsior Charter of Broward | 223,900 | 0 | 0 | 223,900 |
| Pompano Charter Middle | 183,775 | 0 | 4,550 | 188,325 |
| Somerset Conservatory | 87,112 | 0 | 0 | 87,112 |
| Sunrise Community Charter | 655,305 | 0 | 28,492 | 683,797 |
| Sunshine Academy | 431,443 | 0 | 0 | 431,443 |
| Sunshine Elementary | 335,796 | 0 | 17,744 | 353,540 |
| West Broward Elementary | 1,406,648 | 0 | 0 | 1,406,648 |
| Bobcat-Susie Daniels Charter | 908,167 | 0 | 0 | 908,167 |
| Somerset Miramar Elementary | 889,654 | 0 | 0 | 889,654 |
| Somerset Miramar Middle | 145,787 | 0 | 0 | 145,787 |
| Total | | | | \$105,865,611 |

Appendix E

Percentage of Charter and Traditional Students Perceptions and Behaviors on the Annual Customer Survey

| | Positive | | Neutral | | Negative | |
|---|----------|-------------|---------|-------------|----------|-------------|
| | Charter | Traditional | Charter | Traditional | Charter | Traditional |
| My teachers believe I can succeed. | 85 | 87 | 07 | 07 | 03 | 03 |
| My school provides all of the resources I need for learning. | 78 | 79 | 11 | 10 | 09 | 09 |
| My teachers inform my parents about my progress. | 63 | 63 | 15 | 13 | 14 | 17 |
| My teachers regularly tell me how I am doing in school. | 59 | 65 | 15 | 13 | 24 | 20 |
| My teachers answer my questions in a way that I can understand. | 69 | 74 | 17 | 14 | 11 | 11 |
| My teachers treat me with fairness. | 69 | 71 | 16 | 14 | 14 | 13 |
| I show respect to my teachers. | 90 | 90 | 06 | 06 | 02 | 03 |
| I feel safe at my school. | 76 | 68 | 11 | 14 | 10 | 15 |
| Students at school bully me. | 12 | 14 | 06 | 07 | 79 | 76 |
| Rules are applied fairly to all students at my school. | 57 | 62 | 16 | 13 | 23 | 20 |
| My school has enough books and equipment to help me learn. | 81 | 76 | 09 | 09 | 08 | 13 |
| I am proud of my school. | 64 | 66 | 20 | 17 | 13 | 14 |
| My school is kept in good condition. | 77 | 62 | 10 | 15 | 10 | 20 |
| There is an adult at school I can talk to about my personal problems. | 65 | 64 | 12 | 10 | 15 | 17 |
| My homework assignments help to reinforce what I am learning at school. | 73 | 79 | 12 | 10 | 12 | 09 |
| I can meet with a guidance counselor when necessary. | 74 | 68 | 10 | 10 | 10 | 13 |
| When I have homework, someone at home makes sure I work and understand the assignments. | 68 | 75 | 13 | 10 | 17 | 14 |
| I have trouble learning because there are too many students in my classroom. | 11 | 17 | 10 | 12 | 75 | 68 |
| The principal at my school helps me when I have concerns. | 40 | 38 | 20 | 18 | 28 | 34 |
| My principal is effective at running my school. | 67 | 61 | 13 | 15 | 11 | 14 |
| I see the school staff members around my school. | 91 | 89 | 04 | 05 | 03 | 04 |
| I am aware of the purposes and goals of my school. | 78 | 76 | 10 | 10 | 07 | 08 |
| Students bring drugs or alcohol to my school. | 12 | 23 | 11 | 11 | 49 | 40 |
| Students carry weapons at my school. | 09 | 18 | 11 | 12 | 51 | 41 |
| I am responsible for what I learn. | 83 | 86 | 09 | 07 | 06 | 05 |
| The principal (or AP) visits our classrooms regularly. | 53 | 51 | 15 | 15 | 28 | 29 |
| I enjoy learning at my school. | 58 | 66 | 21 | 17 | 19 | 15 |
| My school is clean. | 71 | 53 | 13 | 17 | 13 | 27 |

(Appendix E continues)

Appendix E (continued)

| | Positive | | Neutral | | Negative | |
|---|----------|-------------|---------|-------------|----------|-------------|
| | Charter | Traditional | Charter | Traditional | Charter | Traditional |
| I am accepted and feel like I belong at this school. | 72 | 72 | 14 | 13 | 11 | 11 |
| My school has after-school activities/programs for students. | 86 | 87 | 04 | 04 | 04 | 04 |
| I have met with a guidance counselor, teachers, or other staff this year to talk about test scores. | 47 | 49 | 12 | 11 | 37 | 34 |
| I have sufficient access to computers and technology at school to do my schoolwork. | 72 | 72 | 09 | 10 | 15 | 14 |
| My current teachers have taught me how to use technology to do my schoolwork. | 62 | 69 | 14 | 11 | 22 | 17 |
| I am assigned a set of textbooks, which I can also take home, for each course using a textbook. | 92 | 83 | 03 | 06 | 03 | 09 |
| My school contacts my parents when I have behavior problems in school. | 66 | 68 | 11 | 11 | 07 | 09 |
| My teachers have talked to students regarding school safety and security. | 70 | 71 | 12 | 10 | 11 | 10 |
| I know what to do in case of an emergency at my school. | 83 | 83 | 08 | 07 | 06 | 06 |
| This year, school staff has helped me to select high-level courses that challenge my abilities.* | 51 | 63 | 20 | 16 | 21 | 19 |
| I have used the District's Virtual Counselor Website to review my school records.* | 57 | 81 | 09 | 07 | 28 | 10 |

Note. Each perception or behavior is originally measured on a 5-point scale (strongly agree, agree, neutral, disagree, strongly disagree) with another option (don't know) for refusal to answer a certain question. Being positive is defined as either strongly agreeing or agreeing. Being negative is defined as either disagreeing or strongly disagreeing. An asterisk indicates that the item is for high school students only.

Appendix F

Percentage of Charter and Traditional School Teachers Perceptions and Behaviors on the Annual Customer Survey

| | Positive | | Neutral | | Negative | |
|--|----------|-------------|---------|-------------|----------|-------------|
| | Charter | Traditional | Charter | Traditional | Charter | Traditional |
| I believe all students can succeed. | 97 | 95 | 02 | 02 | 01 | 03 |
| The school provides adequate resources for me to teach my students. | 84 | 85 | 09 | 06 | 07 | 09 |
| I inform parents about their children's progress in school on a regular basis. | 95 | 94 | 04 | 04 | 01 | 02 |
| I regularly assess students and inform them of their academic progress. | 97 | 98 | 03 | 02 | 00 | 00 |
| I work with each student to explain material in a way that he/she can understand. | 98 | 98 | 02 | 01 | 00 | 00 |
| I treat all my students with fairness. | 99 | 99 | 01 | 00 | 00 | 00 |
| My students show me respect. | 92 | 89 | 04 | 05 | 05 | 06 |
| The students are safe at school. | 95 | 89 | 04 | 07 | 01 | 04 |
| I feel safe at my school. | 95 | 91 | 04 | 05 | 01 | 04 |
| Students at school bully one another. | 29 | 36 | 21 | 20 | 47 | 40 |
| Rules are applied fairly to all students at my school. | 73 | 73 | 09 | 11 | 17 | 15 |
| I have enough books and equipment to effectively teach my students. | 80 | 80 | 08 | 06 | 11 | 13 |
| I am proud of my school. | 92 | 90 | 05 | 06 | 03 | 03 |
| My school is kept in good condition. | 86 | 82 | 04 | 07 | 10 | 11 |
| There is an adult at school that students and parents can talk to about students' problems. | 91 | 93 | 04 | 04 | 03 | 02 |
| I give challenging homework assignments. | 88 | 84 | 10 | 12 | 01 | 03 |
| My students can meet with a guidance counselor when they need assistance in school. | 86 | 86 | 05 | 07 | 09 | 06 |
| Parents or guardians share responsibility with the school for the students' academic progress. | 75 | 62 | 15 | 13 | 10 | 25 |
| I respond quickly to parents' requests. | 97 | 98 | 03 | 02 | 01 | 01 |
| My students have trouble learning because there are too many students in my classroom. | 23 | 20 | 13 | 12 | 64 | 68 |
| The principal at my school responds to my concerns. | 83 | 83 | 08 | 10 | 09 | 07 |
| I can rely on parents to help when achievement or behavior problems occur with their child. | 71 | 55 | 18 | 20 | 11 | 25 |

(Appendix F continues)

Appendix F (continued)

| | Positive | | Neutral | | Negative | |
|--|----------|-------------|---------|-------------|----------|-------------|
| | Charter | Traditional | Charter | Traditional | Charter | Traditional |
| The principal does an effective job of running my school. | 82 | 83 | 08 | 10 | 09 | 07 |
| Administrators are highly visible throughout my school. | 90 | 87 | 02 | 07 | 08 | 06 |
| I am aware of the purposes and goals of my school. | 96 | 95 | 02 | 03 | 02 | 02 |
| Students bring drugs or alcohol to this school. | 07 | 13 | 08 | 14 | 76 | 60 |
| Students carry weapons at this school. | 04 | 08 | 09 | 14 | 79 | 64 |
| Students bear responsibility for what they learn. | 71 | 66 | 18 | 15 | 11 | 19 |
| The training I have received through staff development has enabled me to be a better teacher. | 76 | 83 | 13 | 09 | 10 | 07 |
| My input on school decisions is solicited and valued. | 65 | 67 | 20 | 18 | 14 | 14 |
| I am satisfied with the learning environment at my school. | 87 | 79 | 05 | 10 | 08 | 11 |
| I am satisfied with the working conditions at my school. | 81 | 79 | 08 | 10 | 11 | 11 |
| My school is clean. | 80 | 78 | 05 | 08 | 14 | 14 |
| All students are accepted and feel like they belong at this school. | 86 | 80 | 06 | 11 | 07 | 08 |
| My school provides adequate after-school activities/programs for students. | 78 | 82 | 08 | 09 | 10 | 07 |
| I have met with guidance or other school staff this year to talk about my students' test scores. | 71 | 80 | 12 | 11 | 16 | 09 |
| My students have sufficient access to computers and technology to do their schoolwork. | 75 | 82 | 05 | 06 | 18 | 11 |
| I have taught my current students how to use technology to do their schoolwork. | 73 | 78 | 10 | 11 | 16 | 09 |
| My students are assigned textbooks they can take home for each course using a textbook. | 78 | 66 | 08 | 14 | 11 | 17 |
| I have been given adequate training to use technology to teach my students. | 70 | 84 | 13 | 08 | 17 | 08 |
| This school contacts parents when behavior problems occur at school. | 93 | 88 | 05 | 06 | 02 | 05 |

(Appendix F continues)

Appendix F (continued)

| | Positive | | Neutral | | Negative | |
|---|----------|-------------|---------|-------------|----------|-------------|
| | Charter | Traditional | Charter | Traditional | Charter | Traditional |
| This year, I have met with staff to increase achievement among the lowest 25% of students. | 74 | 83 | 11 | 09 | 15 | 07 |
| I have improved my teaching as a result of classroom walkthroughs. | 54 | 53 | 20 | 23 | 24 | 23 |
| I have received training regarding school safety and security. | 84 | 84 | 09 | 08 | 07 | 08 |
| I am aware of the evacuation and lockdown procedures at my school. | 95 | 97 | 03 | 01 | 01 | 01 |
| This year, staff helped my students to select high-level courses that challenge their abilities.* | 58 | 69 | 25 | 17 | 07 | 09 |
| I have used data from Virtual Counselor to plan instruction for my students this year. | 54 | 74 | 18 | 13 | 25 | 12 |

Note. Each perception or behavior is originally measured on a 5-point scale (strongly agree, agree, neutral, disagree, strongly disagree) with another option (don't know) for refusal to answer a certain question. Being positive is defined as either strongly agreeing or agreeing. Being negative is defined as either disagreeing or strongly disagreeing. An asterisk indicates that the item is for teachers of high school students only.

Appendix G

| Percentage of Charter and Traditional School Parents Perceptions on the Annual Customer Survey | | | | | | |
|--|-----------------|--------------------|----------------|--------------------|-----------------|--------------------|
| | <i>Positive</i> | | <i>Neutral</i> | | <i>Negative</i> | |
| | <i>Charter</i> | <i>Traditional</i> | <i>Charter</i> | <i>Traditional</i> | <i>Charter</i> | <i>Traditional</i> |
| My child's teachers believe that he/she can succeed. | 94 | 92 | 03 | 04 | 01 | 01 |
| My child's school has adequate resources for the instruction of my child. | 90 | 87 | 05 | 07 | 04 | 04 |
| My child's teachers inform me about my child's progress on a regular basis. | 85 | 78 | 06 | 08 | 10 | 13 |
| My child's teachers inform him/her about his/her academic progress. | 85 | 82 | 08 | 08 | 06 | 07 |
| My child's teachers present material in a way appropriate for my child. | 89 | 87 | 07 | 08 | 03 | 03 |
| My child's teachers treat him/her with fairness. | 90 | 87 | 07 | 07 | 02 | 04 |
| My child shows respect to his/her teachers. | 96 | 95 | 03 | 03 | 00 | 01 |
| My child is safe at school. | 93 | 85 | 04 | 09 | 02 | 04 |
| Students at school bully my child. | 10 | 14 | 11 | 11 | 72 | 66 |
| Rules are applied fairly to all students at my child's school. | 73 | 74 | 12 | 12 | 07 | 06 |
| My child's school has enough books and equipment to effectively teach my child. | 86 | 84 | 08 | 07 | 04 | 05 |
| I am proud of my child's school. | 93 | 87 | 06 | 09 | 01 | 03 |
| My child's school is kept in good condition. | 95 | 87 | 02 | 06 | 03 | 05 |
| There is an adult at school I can talk to about my child's problems. | 87 | 82 | 07 | 09 | 03 | 04 |
| My child's homework assignments are challenging. | 81 | 75 | 10 | 12 | 08 | 11 |
| My child can meet with a guidance counselor when he/she needs assistance in school. | 79 | 74 | 10 | 12 | 03 | 04 |
| I share responsibility with the school for my child's academic progress. | 97 | 93 | 02 | 04 | 01 | 02 |
| The teachers respond quickly to my requests. | 89 | 79 | 06 | 11 | 04 | 07 |
| My child has trouble learning because there are too many students in his/her classroom. | 07 | 12 | 10 | 14 | 82 | 70 |
| The principal at my child's school responds to my concerns. | 62 | 57 | 23 | 23 | 05 | 06 |
| I help school staff when academic or behavioral problems occur with my child. | 85 | 79 | 08 | 11 | 02 | 05 |
| The principal does an effective job of running my child's school. | 89 | 81 | 07 | 11 | 03 | 04 |

(Appendix G continues)

Appendix G (continued)

| | Positive | | Neutral | | Negative | |
|--|----------|-------------|---------|-------------|----------|-------------|
| | Charter | Traditional | Charter | Traditional | Charter | Traditional |
| Administrators are highly visible throughout my child's school. | 88 | 80 | 06 | 09 | 02 | 03 |
| I am aware of the goals of my child's school. | 86 | 82 | 09 | 09 | 03 | 05 |
| Students bring drugs or alcohol to my child's school. | 04 | 08 | 05 | 08 | 59 | 52 |
| Students carry weapons at my child's school. | 03 | 06 | 03 | 08 | 63 | 54 |
| My child takes responsibility for learning. | 96 | 93 | 03 | 04 | 01 | 02 |
| My input on school decisions is solicited and valued. | 64 | 58 | 25 | 24 | 06 | 07 |
| I am satisfied with the learning environment at my child's school. | 91 | 86 | 06 | 08 | 03 | 05 |
| My child's school is clean. | 94 | 86 | 01 | 06 | 04 | 06 |
| My child is accepted and feels like he/she belongs at this school. | 93 | 89 | 04 | 06 | 01 | 04 |
| My child's school provides adequate after-school activities/programs for students. | 63 | 63 | 14 | 13 | 07 | 08 |
| I have met with a guidance counselor or other staff to talk about my child's recent tests. | 70 | 63 | 08 | 11 | 20 | 24 |
| My child has sufficient access to computers and technology at school to do his/her schoolwork. | 82 | 78 | 09 | 09 | 05 | 06 |
| My child's current teachers have taught him/her how to use technology to do schoolwork. | 73 | 73 | 13 | 11 | 07 | 08 |
| My child is assigned textbooks, which can be taken home, for each course using a textbook. | 86 | 80 | 05 | 08 | 07 | 09 |
| My child's school contacts me when behavior problems occur at school. | 82 | 78 | 10 | 11 | 02 | 04 |
| I have used the District's Virtual Counselor Website to review my child's school records. | 44 | 43 | 12 | 14 | 37 | 35 |
| The school has provided me with information regarding school safety and security. | 83 | 78 | 08 | 09 | 07 | 10 |
| I am aware of the evacuation and lockdown procedures at my child's school. | 66 | 61 | 11 | 11 | 15 | 18 |
| School staff has helped my child to select high-level courses that challenge his/her abilities.* | 52 | 66 | 19 | 13 | 11 | 14 |

Note. Each perception or behavior is originally measured on a 5-point scale (strongly agree, agree, neutral, disagree, strongly disagree) with another option (don't know) for refusal to answer a certain question. Being positive is defined as either strongly agreeing or agreeing. Being negative is defined as either disagreeing or strongly disagreeing. An asterisk indicates that the item is for parents of high school students only.

Appendix H

| Comparison of Charter and Traditional School Effects on Reading and Mathematics | | |
|---|--------|---------|
| Grade 3 Performance Measure (N=19,106 students nested within 156 schools) | | |
| | Effect | SE |
| Reading Scale Score | 9.32 | (7.70) |
| Reading Achievement Level | -.24 | (.26) |
| Reading Developmental Score | 56.58 | (46.77) |
| Mathematics Scale Score | .05 | (9.60) |
| Mathematics Achievement Level | .02 | (.28) |
| Mathematics Developmental Score | .23 | (44.41) |
| Grade 4 Performance Measure (N=19,512 students nested within 155 schools) | | |
| | Effect | SE |
| Reading scale score | 4.09 | (6.48) |
| Reading achievement level | -.10 | (.25) |
| Reading developmental score | 23.98 | (38.00) |
| Mathematics scale score | -.30 | (8.43) |
| Mathematics achievement level | .07 | (.30) |
| Mathematics developmental score | -1.32 | (36.87) |
| Grade 5 Performance Measure (N=18,493 students nested within 154 schools) | | |
| | Effect | SE |
| Reading scale score | 8.91 | (5.42) |
| Reading achievement level | -.28 | (.20) |
| Reading developmental score | 49.63 | (30.23) |
| Mathematics scale score | -1.05 | (6.83) |
| Mathematics achievement level | .05 | (.27) |
| Mathematics developmental score | -5.05 | (32.20) |
| Grade 6 Performance Measure (N=19,861 students nested within 58 schools) | | |
| | Effect | SE |
| Reading scale score | -.21 | (9.39) |
| Reading achievement level | .01 | (.32) |
| Reading developmental score | -1.17 | (52.09) |
| Mathematics scale score | 2.13 | (8.94) |
| Mathematics achievement level | .09 | (.29) |
| Mathematics developmental score | 9.16 | (38.50) |
| Grade 7 Performance Measure (N=18,902 students nested within 62 schools) | | |
| | Effect | SE |
| Reading scale score | 9.31 | (6.68) |
| Reading achievement level | -.27 | (.22) |
| Reading developmental score | 49.46 | (35.05) |
| Mathematics scale score | 8.91 | (6.38) |
| Mathematics achievement level | -.19 | (.22) |
| Mathematics developmental score | 37.30 | (25.88) |
| Grade 8 Performance Measure (N=19,638 students nested within 60 schools) | | |
| | Effect | SE |
| Reading scale score | 12.21 | (7.07) |
| Reading achievement level | -.35 | (.28) |
| Reading developmental score | 60.80 | (33.89) |
| Mathematics scale score | 11.62 | (7.65) |
| Mathematics achievement level | -.19 | (.28) |
| Mathematics developmental score | 47.00 | (30.33) |

(Appendix H continues)

Appendix H (continued)

| Grade 9 Performance Measure (N=20,207 students nested within 49 schools) | Effect | SE |
|--|--------|---------|
| Reading scale score | -.81 | (13.62) |
| Reading achievement level | .08 | (.50) |
| Reading developmental score | -5.24 | (73.75) |
| Mathematics scale score | -.39 | (13.57) |
| Mathematics achievement level | .15 | (.51) |
| Mathematics developmental score | 1.86 | (46.57) |
| Grade 10 Performance Measure (N=18,555 students nested within 49 schools) | Effect | SE |
| Reading scale score | -2.94 | (15.51) |
| Reading achievement level | .16 | (.48) |
| Reading developmental score | -13.39 | (84.34) |
| Mathematics scale score | -4.41 | (11.40) |
| Mathematics achievement level | .29 | (.49) |
| Mathematics developmental score | -20.74 | (46.26) |
| Grade 11 Performance Measure (N=2,249 students nested within 47 schools) | Effect | SE |
| Reading scale score | 5.41 | (7.13) |
| Reading achievement level | -.20 | (.37) |
| Reading developmental score | 29.02 | (38.78) |
| Mathematics scale score | 5.08 | (6.36) |
| Mathematics achievement level | -.16 | (.37) |
| Mathematics developmental score | 21.02 | (26.05) |

Note. * $p < 0.05$. SE = standard error. Multilevel ordinal model is used to analyze reading and mathematics achievement level data with 5 levels for each subject.

Appendix I

Longitudinal Comparison of Charter versus Traditional School Effects on Growth in Reading and Mathematics Performance

| Performance Measure During Grades 3, 4, and 5 (N=17,850 students nested within 168 schools) | Effect | SE |
|--|--------|---------|
| Grade 3 status in reading developmental score | 49.05 | (39.23) |
| Rate of growth in reading developmental score | 6.05 | (7.25) |
| Grade 3 status in mathematics developmental score | 8.65 | (6.24) |
| Rate of growth in mathematics developmental score | -.63 | (.57) |
| Performance Measure During Grades 6, 7, and 8 (N=17,961 students nested within 83 schools) | Effect | SE |
| Grade 6 status in reading developmental score | 20.79 | (54.40) |
| Rate of growth in reading developmental score | -3.63 | (6.66) |
| Grade 6 status in mathematics developmental score | -9.50 | (45.85) |
| Rate of growth in mathematics developmental score | -.69 | (.60) |
| Performance Measure During Grades 9, 10, 11 (N=17,418 students nested within 50 schools) | Effect | SE |
| 9th grade status in reading developmental score | -18.05 | (49.77) |
| Rate of growth in reading developmental score | .44 | (16.98) |
| 9th grade status in mathematics developmental score | -14.60 | (34.25) |
| Rate of growth in mathematics developmental score | 5.93 | (8.14) |

Note. * $p < 0.05$. SE = standard error.