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Urban Charter School Study

March 2015

Overview

This workbook summarizes the major findings of CREDO's 2015 Urban Charter School Study

- It is structured into 5 major sections addressing the following questions:
- Why is this study important?
- How were urban schools and regions chosen for inclusion?
- What kinds of students are being served and does this vary by region and sector (charter vs. traditional public school (TPS))?
- How does the performance of urban charters and TPS compare, overall and by region? Does this vary by student subgroup? By school type?
- What are the implications of this analysis for urban public education?



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Introduction

Introduction

CREDO's Motivation to Study Urban Charter Schools

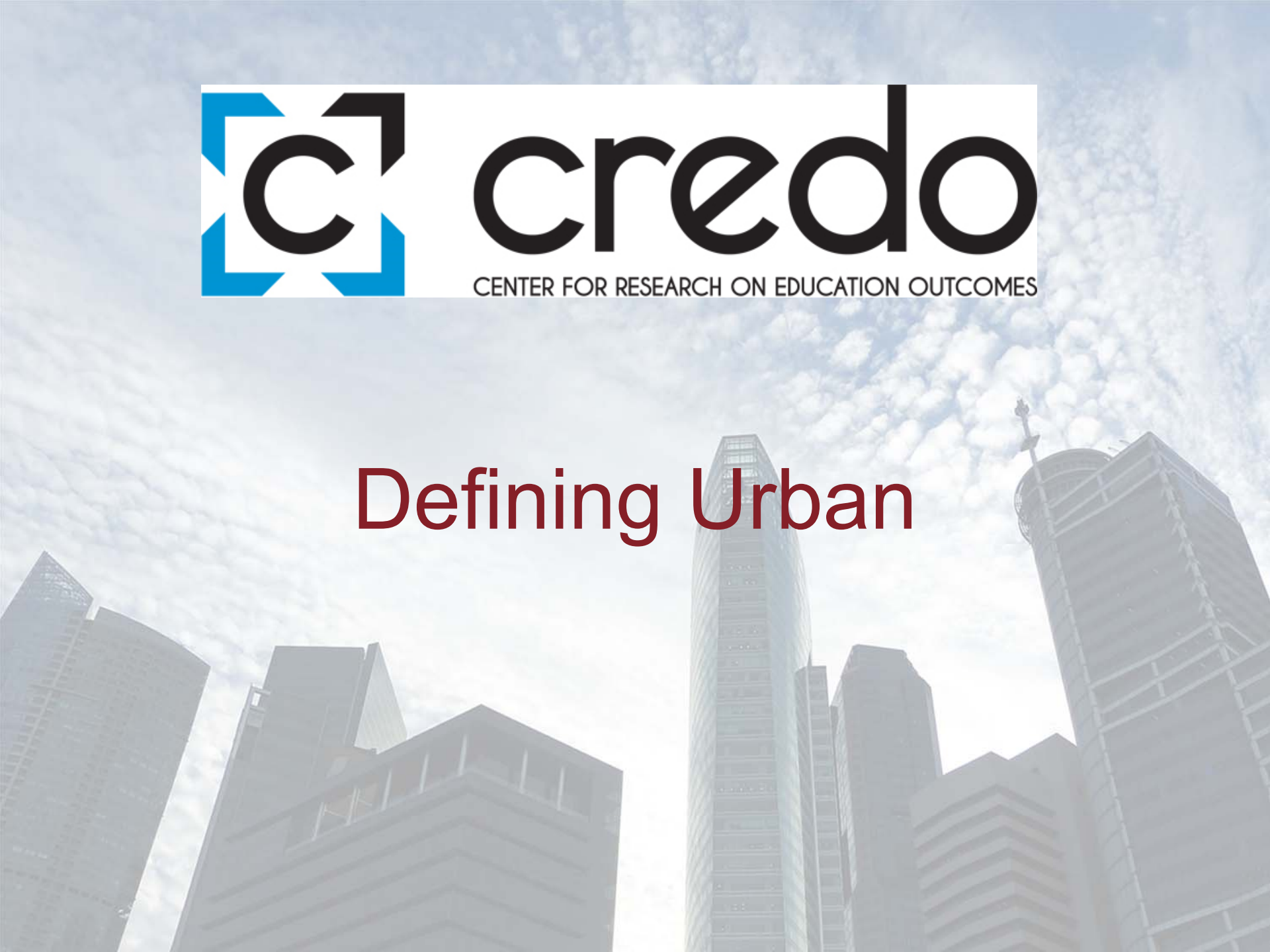
- Charter schools are a prominent and growing component of the public school system in the United States, with roughly 6,400 charters across the country enrolling over 2.5 million students (NAPCS, 2014).
- Recent research has made clear that across the U.S. there are distinct charter markets with dramatically different student profiles, governance and oversight structures, and academic quality.
- Previous CREDO analyses, in addition to other recent analyses of charter school performance, have identified individual charter markets substantially outperforming their TPS peers, particularly those serving students in urban areas.
- CREDO decided to investigate whether urban charter schools do in fact have differential performance than that found in our 2013 National Charter School Study for the charter sector as a whole and, if so, what the drivers of these differences in quality might be.



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Defining Urban



Defining Urban

Urban regions were chosen for inclusion if they met any of the following criteria:

- Top 25 largest city in the United States according to Census
- Top 25 largest charter markets in the country based on student counts
- Top 25 largest school districts in the United States
- Urban region contains more than 5,000 urban charter students, according to National Center for Education Statistics (NCES) data

Defining Urban

After identifying all urban regions meeting these criteria and cross referencing this list with CREDO's data, the following 41 urban regions were chosen for inclusion:

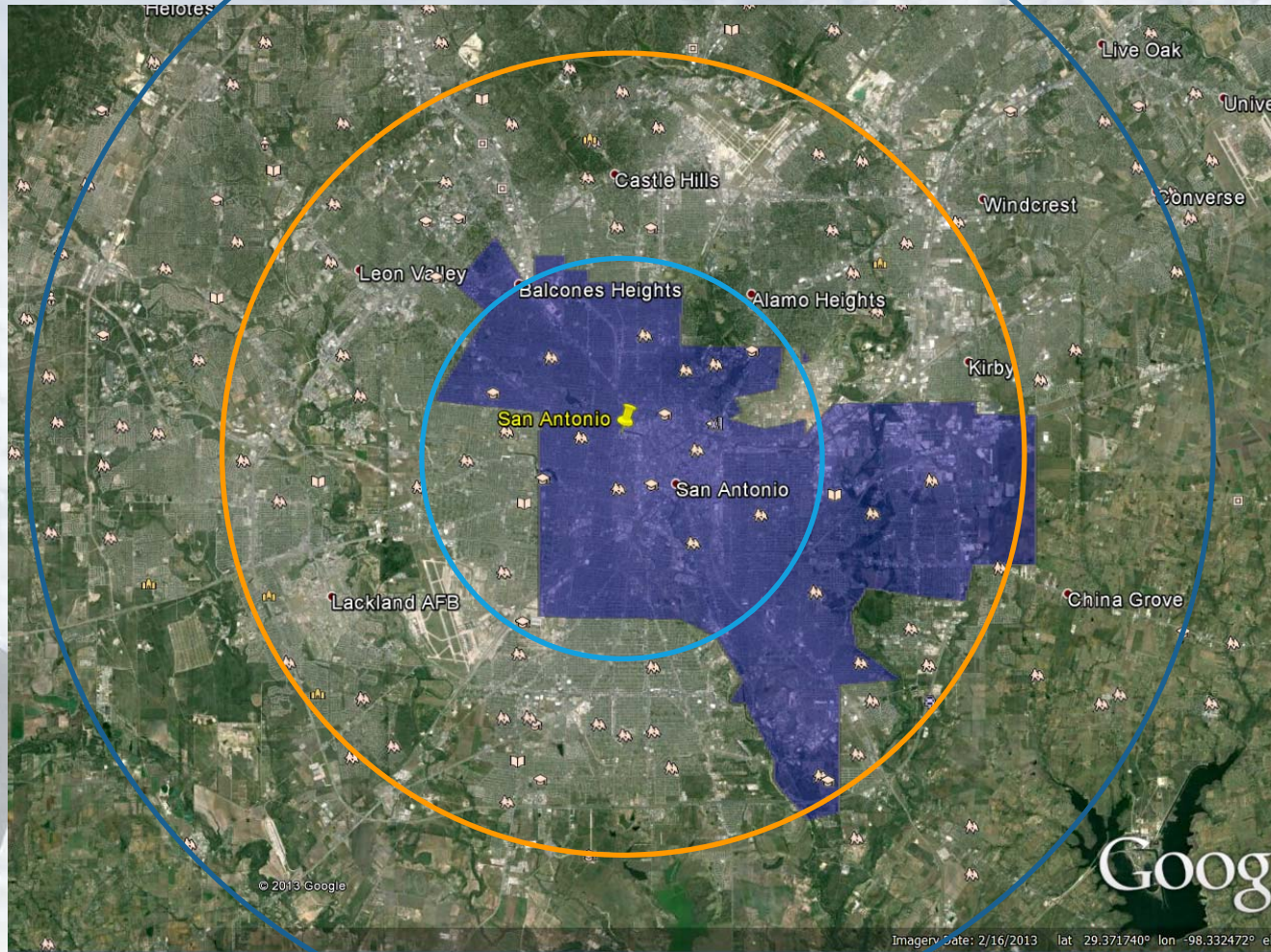
- Arizona (Mesa, Phoenix, Tucson)
- Colorado (Colorado Springs, Denver)
- California (Bay Area, Central CA, Southern CA, South Bay)
- District of Columbia
- Florida (Fort Myers, Jacksonville, Miami, Orlando, St. Petersburg, Tampa, West Palm Beach)
- Georgia (Atlanta)
- Illinois (Chicago)
- Indiana (Indianapolis)
- Louisiana (New Orleans)
- Massachusetts (Boston)
- Michigan (Detroit)
- Minnesota (Minneapolis)
- Missouri (St. Louis)
- Nevada (Las Vegas)
- New Jersey (Newark)
- New Mexico (Albuquerque)
- New York (New York City)
- Ohio (Cleveland, Columbus)
- Pennsylvania (Philadelphia)
- Tennessee (Memphis, Nashville)
- Texas (Austin, Dallas, El Paso, Fort Worth, Houston, San Antonio)
- Wisconsin (Milwaukee)

Defining Urban

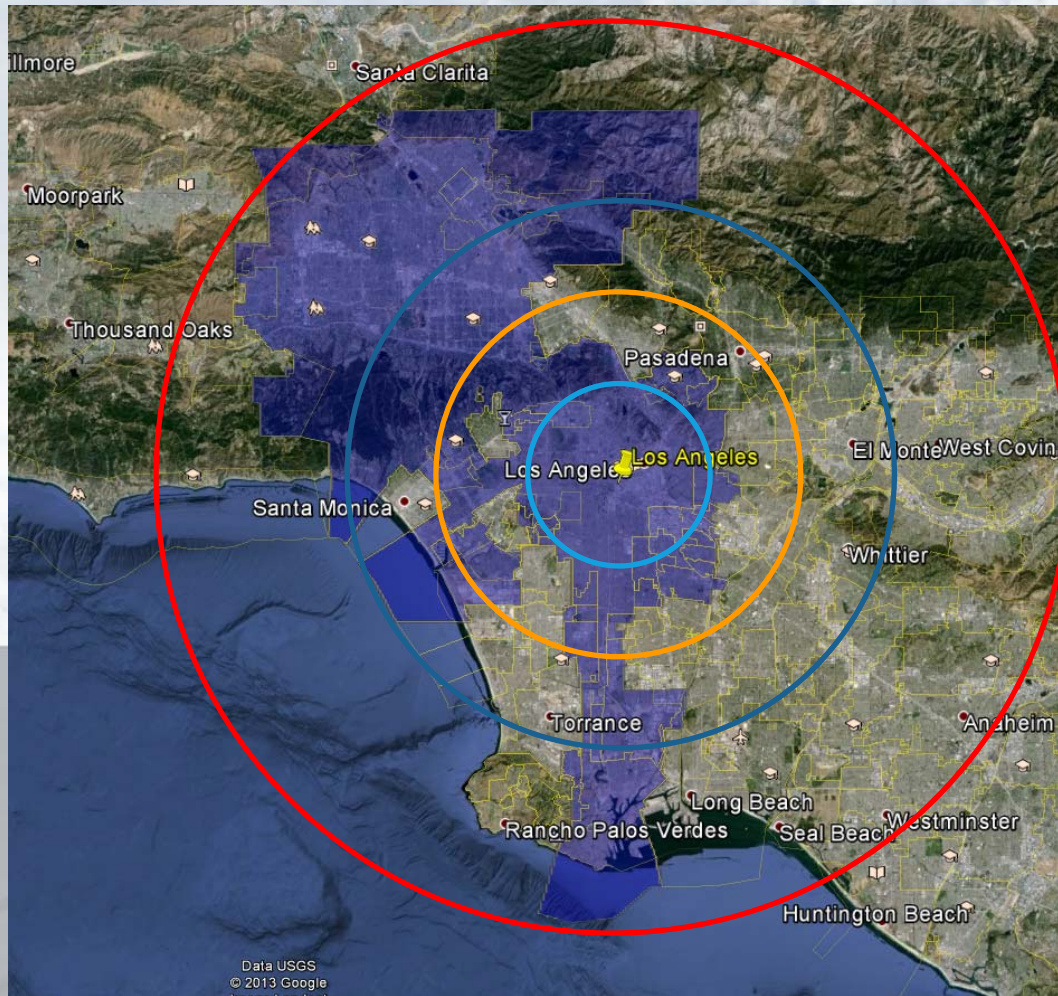
After Urban Regions were chosen, the next step was to identify schools in each region to include. Possibilities include:

- Including every school within the city limits, but these may not overlap with school district boundaries.
- Including every student in the primary school district, but urban regions often have multiple school districts serving the urban core.
- Another challenge is that both school and city limits can denote arbitrary divisions inside a continuous urban core.
- Concentric circles drawn from the city center either fail to capture the entire primary district or capture multiple districts, seen in the following slides (Primary school districts are outlined in blue).

School District Doesn't Capture Urban Region



Including Entire Primary District Captures Non-Urban Schools



Defining Urban

After extensive investigation and analysis, CREDO chose the following criteria for school inclusion:

A school is considered urban and included in this analysis if

...

1. The NCES designates it as urban AND one of below is true
 - A. The school is located in the primary school district(s) for the city OR
 - B. The school's address is located within the city OR
 - C. Personnel in the state's Department of Education identified the school as residing in the city of interest



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Demographics

Demographics

Aggregate comparisons of demographics between the national urban charter and TPS sectors are not very meaningful.

- Instead, this analysis focused on differences in the demographics of students being served in the charter and TPS sectors within each region.
- This focus allows us both to identify outlying regional sectors as well as to recognize national trends.
- It is important to note that these trends are based on counts of tested students, which may not align with counts of total student enrollment.

Demographics

Major demographic findings include:

- The urban regions with the largest share of students in poverty are Chicago, Cleveland, Detroit, Milwaukee, Newark, New York City, New Orleans, and St. Louis. In all these regions both the charter and TPS sectors serve students where greater than 80% of students qualify for free or reduced price lunches (according to tested student data).
- Comparing the charter and TPS sectors in each region, we see that charter schools enroll a disproportionately large number of students in poverty (greater than a 10% differential) in Austin, the Bay Area, Dallas, Minneapolis, Nashville, San Antonio, the South Bay, and West Palm Beach.
- In contrast, the TPS sectors enroll substantially more students in poverty than do charters in Albuquerque, Atlanta, Cleveland, Fort Myers, Fort Worth, Las Vegas, Mesa, New Orleans, Orlando, Philadelphia, St. Petersburg, Tampa, and Tucson.

Demographics

Major demographic findings include:

- The urban regions with the largest share of ELL students are Austin, the Bay Area, Central California, Dallas, Denver, Minneapolis, the South Bay, and Southern California, where both the charter and TPS sectors serve at least 15% ELL students.
- **Charter schools** in Denver, Minneapolis, and the South Bay enroll at least 5 percentage points more ELL students than do the TPS in their regions. Conversely, the **TPS** sectors in Boston, Detroit, Fort Worth, Houston, Las Vegas, New York City, Indianapolis, Orlando, and St Louis enroll at least 5 percentage points more ELL students than do the charter sectors in their regions.

Demographics

Major demographic findings include:

- The urban regions with the largest share of tested students receiving special education services are Albuquerque, Austin, Boston, Chicago, Cleveland, Columbus, Denver, Washington D.C., Fort Myers, Indianapolis, Milwaukee, Minneapolis, Newark, New York City, Orlando, Philadelphia, Tampa, San Antonio, St. Louis, and West Palm Beach, where both the charter and TPS sectors serve at least 10% special education students.
- Tampa is the only urban region where the charter sector serves at least 5 percentage points more special education students than their local TPS (albeit by a lot, 27% for charter vs. 14% for TPS). However, the TPS sectors in Cleveland, Miami, Milwaukee, Newark, St. Louis, and St. Petersburg all serve at least 5 percentage points more special education students than the charter sectors in their regions.

Demographics

Major demographic findings include:

- It is also important to note that urban charter schools enroll a greater proportion of tested female students than urban TPS in nearly every region.
- While the difference is typically 1 or 2 percentage points, the gender difference is most significant among tested students in Newark, where the charter schools in our data enroll nearly 7% more girls than local TPS.
- Detailed demographic information for the tested students in each urban region in our analysis can be found in the individual state workbooks located at credo.stanford.edu.



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Performance

Performance

This analysis estimates the average one-year progress of charter school students compared to a similar increment of progress in matched TPS students.

- Since charter schools may have students who are not perfectly representative of the TPS populations in their communities, judgments about school performance require techniques that assure equivalent students are examined. Comparisons of academic growth made between charter and TPS students are conducted using CREDO's virtual control record (VCR) technique.
- Based on stringent external reviews and our own internal testing, confidence in both the internal and external validity of these findings is merited (see the technical appendix to this report for further explanation).

Data & Methods

- Including each urban regions required negotiated agreements and partnerships with the state education agencies (SEA) in each of the 22 states, ensuring compliance with the Family Education Records Privacy Act (FERPA) provisions, among others, to ensure the protection of student data.
- Information provided by the 22 states in this analysis was used to create a matched student database containing 1,018,510 charter records and a matched group of comparison TPS students over the six years from the 2006/07 to the 2011/12 school year.
- The final matched student level data set contains over 80% of all tested charter students in the forty-one urban regions in this analysis.

Analysis

- The findings in this analysis are derived using a robust and externally verified method of analysis, CREDO's virtual control record (VCR) [methodology](#).
- The growth of charter students is compared to the growth of matched TPS students in the schools they would have otherwise attended.
- Matches are based on on prior test score, grade, race, gender, English language learner status, special education status, and eligibility for free and reduced price lunches.
- Statistical methods control for remaining differences between charter and TPS students, isolating the impact of charter attendance.

National Impact of Urban Charters

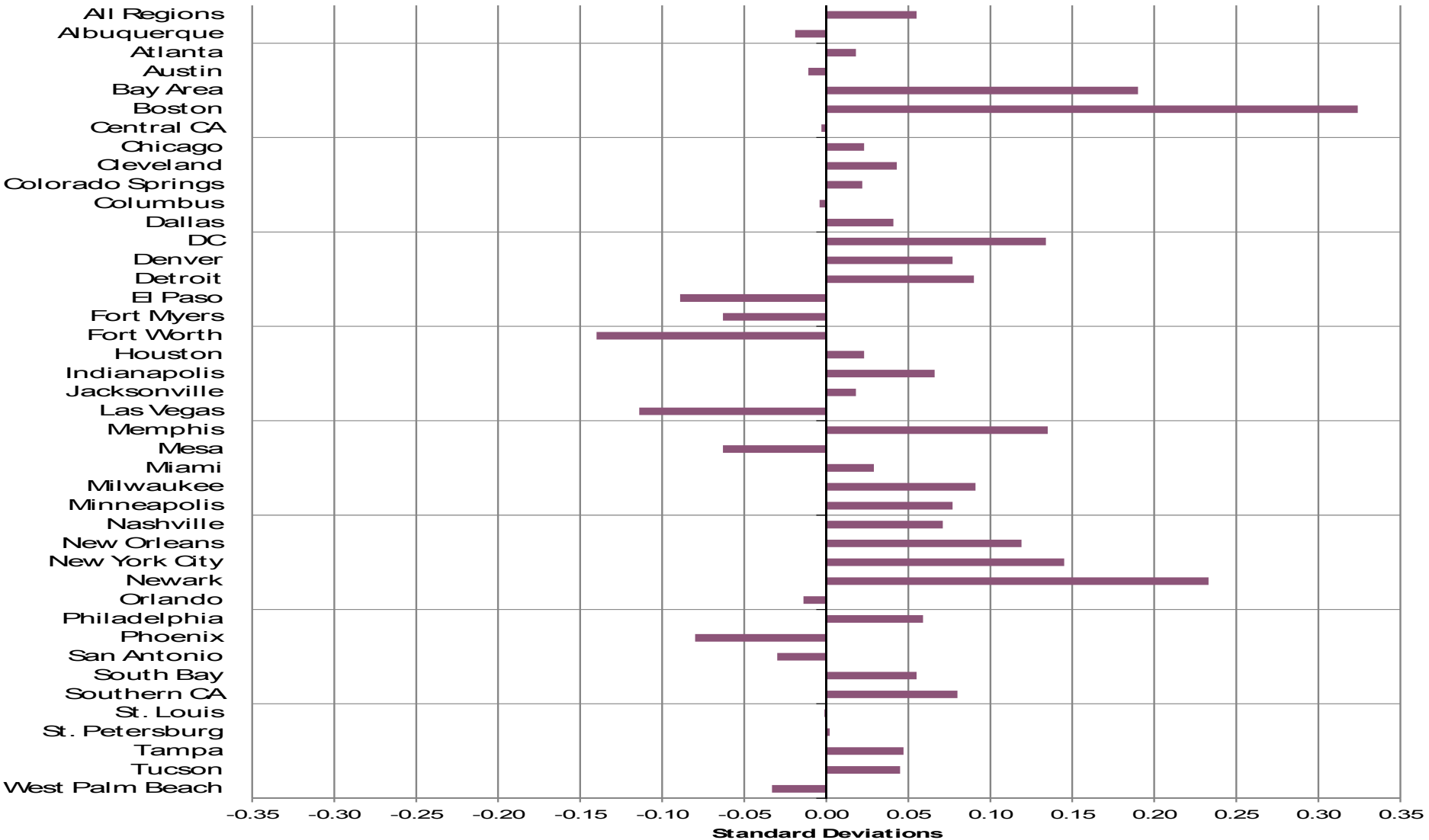
- The following slides present the average impact of charter enrollment on student growth in math and reading by region, relative to what those students would have expected in their local TPS.
- Results are presented in standard deviation units, and the following slide contains a table presenting a conversion to “days of learning” equivalent.
- For example, if the marginal charter impact is 0.01 s.d.’s, this is equivalent to roughly 7 days of additional learning per year of charter enrollment.

Translation Into Days of Learning

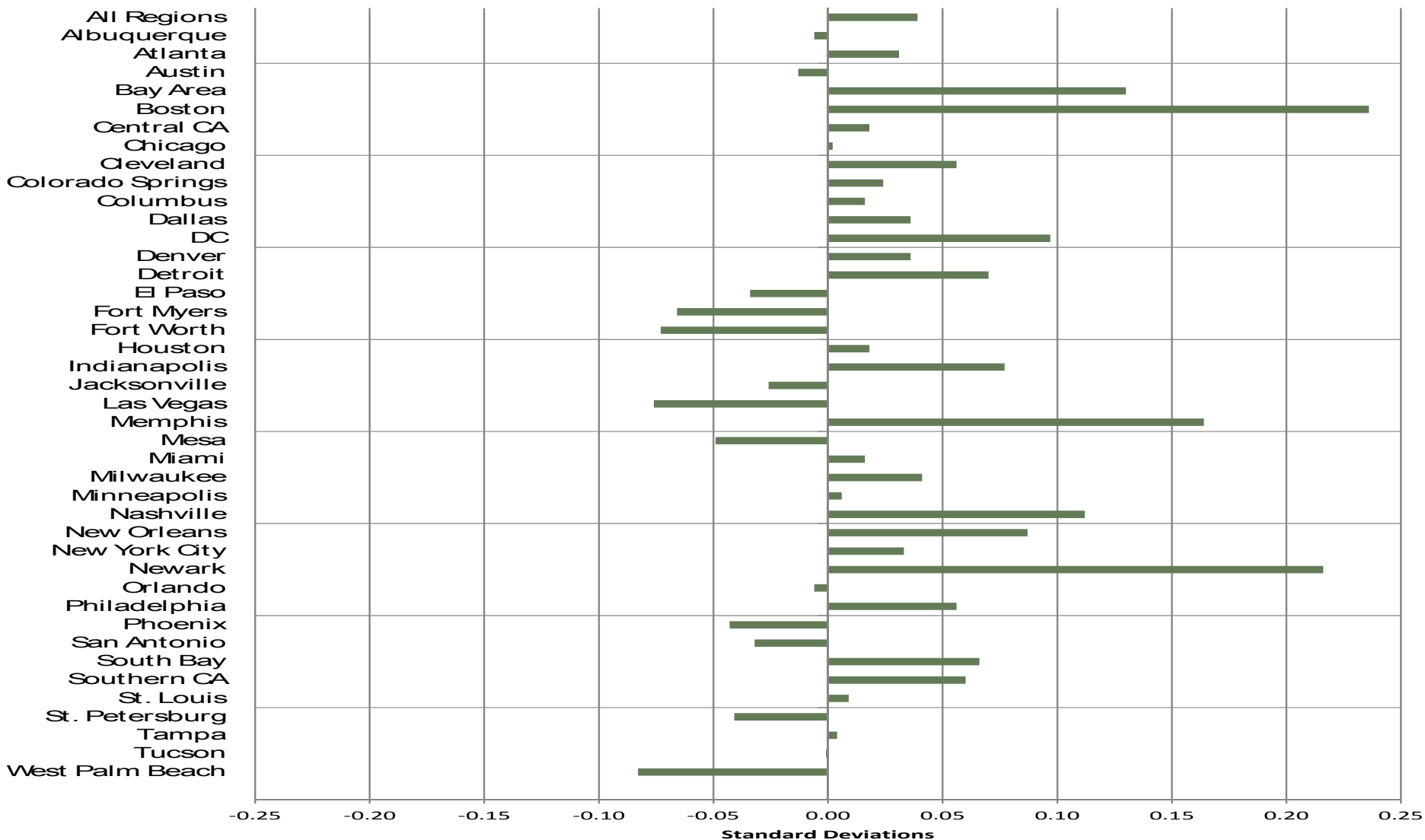
Growth (in standard deviations)	Gain (in days of learning)
0.00	0.0
0.01	7.2
0.05	36.0
0.10	72.0
0.15	108.0
0.20	144.0
0.25	180.0
0.30	216.0

- The table above provides a rough translation of standard deviation units into “days of learning” equivalent. Based on Hanushek et. al (2012).

National Impact of Urban Charters - Math



National Impact of Urban Charters - Reading



National Impact of Urban Charters

- When all of the urban regions are pooled together, urban charter schools on average provide significantly greater growth in math and reading than urban TPS with similar students.
- Specifically, students enrolled in urban charter schools receive the equivalent of 40 additional days of learning growth (0.055 s.d.'s) in math and 28 days of additional growth (0.039 s.d.'s) in reading compared to their matched peers in TPS.
- These figures compare favorably to those found for the national charter sector as a whole, where the national average impact of charter enrollment in CREDO's National Charter School Study was 7 additional days of learning per year in reading (0.01 s.d.'s) and no significant difference in math.

National Impact of Urban Charters

- There are more regions in which urban charter school students outpace their TPS counterparts than regions where charter students lag behind them.
- **26 charter sectors** have positive impacts in math and **11 charter sectors** have negative impacts in math relative to the sectors' local TPS. The remaining **4 charter sectors** provide similar levels of growth. For reading, charters in **23 regions** have positive impacts while in **10 regions** their learning gains are smaller than local TPS.
- Gains for charter students in the SF Bay Area, Boston, D.C., Memphis, New Orleans, New York City, and Newark are much stronger than their TPS peers in Math. The Bay Area, Boston, Memphis, Nashville, and Newark stand out with respect to annual gains for charter school students in reading.

National Impact of Urban Charters

- To put the magnitude of the gain or loss associated with enrollment in a charter school in perspective, it is valuable to consider the absolute level of academic achievement of each urban region relative to the rest of their state.
- For example, if a region's charter sector achieves modest positive gains relative to their local TPS, to what extent should we expect students enrolled in this charter sector to “catch up” over time with other students in their state?
- By comparing the marginal charter effect in each region to the average achievement of their urban region as a whole, we can get a sense of the extent to which charter students will catch up (or fall behind) relative to the rest of their state.
- Annual charter impacts are presented in the first column, color coded to aid identification of patterns of performance across urban regions. Lighter colored cells represent a larger advantage for the charter sector, irrespective of statistical significance. This comparison can be seen in the slides below for math and reading.

Marginal Charter Impact & Average Achievement - Math

	Marginal Charter Effect	Average Achievement in Region at Start of Study	Key
Albuquerque	-0.019	0.038	greater than 0.08
Atlanta	0.018	-0.182	.02 to .08
Austin	-0.011	0.016	-.02 to .02
Bay Area	0.19	-0.039	-.08 to -.02
Boston	0.324	-0.498	less than -.08
Central CA	-0.003	-0.163	
Chicago	0.023	-0.404	
Cleveland	0.043	-0.716	
Colorado Springs	0.022	0.111	
Columbus	-0.004	-0.472	
Dallas	0.041	-0.03	
DC	0.134	0.002	
Denver	0.077	-0.536	
Detroit	0.09	-0.688	
El Paso	-0.089	-0.02	
Fort Worth	-0.14	-0.232	
Fort Myers	-0.063	0.013	
Houston	0.023	-0.048	
Indianapolis	0.066	-0.265	
Jacksonville	0.018	-0.157	
Las Vegas	-0.114	-0.051	

Marginal Charter Impact & Average Achievement - Math

	Marginal Charter Effect	Average Achievement in Region at Start of Study	Key
Memphis	0.135	-0.472	greater than 0.08
Mesa	-0.063	0.198	.02 to .08
Miami	0.029	-0.271	-.02 to .02
Milwaukee	0.091	-0.841	-.08 to -.02
Minneapolis	0.077	-0.493	less than -.08
Nashville	0.071	-0.38	
New Orleans	0.119	-0.412	
New York City	0.145	-0.19	
Newark	0.233	-0.675	
Orlando	-0.014	-0.22	
Philadelphia	0.059	-0.595	
Phoenix	-0.08	-0.036	
San Antonio	-0.03	-0.061	
South Bay	0.055	0.135	
Southern CA	0.08	-0.17	
St. Louis	-0.001	-0.034	
St. Petersburg	0.002	-0.081	
Tampa	0.047	-0.108	
Tucson	0.045	-0.23	
West Palm Beach	-0.033	0.065	

Marginal Charter Impact & Average Achievement - Reading

	Marginal Charter Effect	Average Achievement in Region at Start of Study	Key
Albuquerque	-0.006	0.066	greater than 0.08
Atlanta	0.031	-0.145	.02 to .08
Austin	-0.013	-0.027	-.02 to .02
Bay Area	0.13	-0.067	-.08 to -.02
Boston	0.236	-0.587	less than -.08
Central CA	0.018	-0.204	
Chicago	0.002	-0.373	
Cleveland	0.056	-0.624	
Colorado Springs	0.024	0.094	
Columbus	0.016	-0.48	
Dallas	0.036	-0.069	
DC	0.097	0.002	
Denver	0.036	-0.575	
Detroit	0.07	-0.638	
El Paso	-0.034	-0.069	
Fort Worth	-0.073	-0.164	
Fort Myers	-0.066	0.038	
Houston	0.018	-0.093	
Indianapolis	0.077	-0.271	
Jacksonville	-0.026	-0.085	
Las Vegas	-0.076	-0.079	

Marginal Charter Impact & Average Achievement - Reading

	Marginal Charter Effect	Average Achievement in Region at Start of Study	Key
Memphis	0.164	-0.424	greater than 0.08
Mesa	-0.049	0.133	.02 to .08
Miami	0.016	-0.318	-.02 to .02
Milwaukee	0.041	-0.743	-.08 to -.02
Minneapolis	0.006	-0.525	less than -.08
Nashville	0.112	-0.275	
New Orleans	0.087	-0.414	
New York City	0.033	-0.29	
Newark	0.216	-0.722	
Orlando	-0.006	-0.184	
Philadelphia	0.056	-0.628	
Phoenix	-0.043	-0.064	
San Antonio	-0.032	-0.009	
South Bay	0.066	0.136	
Southern CA	0.06	-0.152	
St. Louis	0.009	-0.037	
St. Petersburg	-0.041	-0.054	
Tampa	0.004	-0.147	
Tucson	-0.001	-0.194	
West Palm Beach	-0.083	0.018	

Large Positive Annual Charter Impact & Low Average Regional Achievement

- Many urban regions (TPS and charter schools combined), such as Boston, Detroit, Indianapolis, Memphis, and Nashville, find themselves faced with large region-wide achievement deficits relative to their state's average.
- However, within these regions the charter sectors provide strong growth compared to their local TPS.
- These charter sectors appear to provide their students with strong enough annual growth in both math and reading that continuous enrollment in an average charter school can erase the typical deficit seen among students in their region.

Modest Positive Annual Charter Impact & Low Average Regional Achievement

- Another group of charter sectors are in regions with large region-wide achievement deficits relative to their state's average and relatively moderate positive impacts on student growth relative to local TPS.
- For example, students enrolled in charter schools in Cleveland, Miami, and Milwaukee see higher annual growth than their TPS peers, but this charter lift does not appear to be large enough for the average student to offset the existing achievement deficit of their urban region relative to the rest of the state in both math and reading.

Marginal Charter Impact & Average Regional Achievement – Other Scenarios

- Two charter sectors, New York City and South Bay, provide positive gains in math and reading serving a student body with achievement equal to or higher than the average student in their state. Continuous enrollment in these charter sectors will lead students into the upper deciles of the state's distribution of academic achievement.
- The charter sectors in Las Vegas and Fort Worth provide their students, already achieving below the state average, with lower levels of academic growth in math and reading each year relative local TPS. Continuous enrollment in these charter schools will cause an already low achieving student base to fall further behind the average student in their state each year.
- A final subset of charter sectors, such as those in Fort Myers, Mesa, and West Palm Beach, provide their students with lower levels of annual growth in math and reading and serve a student body that performs similarly to or better than their state's average achievement level. If these charter sectors do not find a way to increase the average level of academic growth among their students, they risk allowing their students to fall behind the rest of their state in academic achievement.



Performance by Student Subgroup

Learning Gains by Student Subgroup

Nearly every group of students experiences greater growth in urban charter schools than they would have otherwise expected in their local TPS.

- Mirroring the national charter sector, disadvantaged students receive the strongest positive benefits in urban charter schools. Black and Hispanic students, students in poverty, English language learners, and students receiving special education services all see stronger growth in urban charters than their matched peers in urban TPS.
- These results are partially offset, however, by the negative impact on math and reading growth experienced by White students enrolled in urban charter schools and for Native American students in math. Asian students and retained students see mixed impacts on math and reading growth as a result of enrollment in charter schools. The impact of urban charter enrollment relative to local TPS for each subgroup is seen on the following slide.

Marginal Charter Impact by Student Subgroup

Group	MATH		READING	
	EFFECT SIZE	DAYS OF LEARNING	EFFECT SIZE	DAYS OF LEARNING
Overall	0.055**	40	0.039**	28
Black	0.051**	36	0.036**	26
Hispanic	0.029**	22	0.008**	6
White	-0.047**	-36	-0.021**	-14
Asian	0.012**	9	0.001	0
Native American	-0.097**	-70	-0.033	0
Poverty	0.033**	24	0.024**	17
ELL	0.041	0	0.071	0
Retained	0.012*	9	0.007	0
Special Ed	0.013**	9	0.018**	13
Black Students in Poverty	0.082**	59	0.061**	44
Hispanic Students in Poverty	0.067**	48	0.035**	25
Hispanic Students with ELL Status	0.100**	72	0.110**	79

Learning Gains by Student Subgroup

Compared to national charter sector, urban charter schools achieve higher levels of average growth by reducing or eliminating weaknesses found in the national sector.

- For example, Asian students enrolled in urban charter schools receive small positive benefits in math (~ 8 days of additional growth) and no significant impact in reading relative to their peers in TPS. Nationally, Asian students were found to receive the equivalent of 29 fewer days of learning relative to their peers in math, while also showing no significant difference in reading performance compared to their peers in TPS.
- Black students in poverty in charter schools receive the equivalent of 59 days of additional learning in math and 44 days of additional learning in reading compared to their peers in TPS. Hispanic students in poverty experience the equivalent of 48 days of additional learning in math and 25 days of additional learning in reading in charter schools relative to their peers in TPS.
- Notably, Hispanic ELL students in urban charters grow at similar rates in math as White, non-ELL students in TPS.



Performance by School Type, Enrollment, & Growth Period

Marginal Charter Impact by School Level

In addition to analyzing the aggregate yearly impact of charter attendance across all urban regions, we were interested to see if charter school impacts were consistent across grade spans.

- While urban charter schools provide higher levels of annual learning growth at all school levels, the strongest positive impacts come from charter middle schools (73 additional days of learning per year in math and 45 additional days of learning per year in reading). Urban charter elementary schools are also found to provide strong positive impacts in both math and reading, while urban charter high schools are strongest in math.
- Results can be seen on the following slide.

Marginal Charter Impact by School Level

Group	MATH		READING	
	EFFECT SIZE	DAYS OF LEARNING	EFFECT SIZE	DAYS OF LEARNING
Charter Elementary	0.056**	40	0.046**	33
Charter Middle	0.101**	73	0.063**	45
Charter High School	0.044**	32	0.012**	9
Charter Multilevel	0.01**	7	0.016**	12

Marginal Charter Impact by Growth Period

CREDO also investigated the impact of charter attendance by growth period, which can provide evidence of any trend in quality among urban charter schools nationally.

- Similar to the national charter sector, urban charter schools show a general upward trend in quality over time, achieving positive annual impacts of 58 additional days of learning in math and 41 additional days of learning in reading by the final growth period in this analysis.
- These results control for changes in student demographics and achievement each year and isolate the real charter impact in separate growth periods.
- Results can be seen on the following slide.

Marginal Charter Impact by Growth Period

Growth Period Ending in:	MATH		READING	
	EFFECT SIZE	DAYS OF LEARNING	EFFECT SIZE	DAYS OF LEARNING
2008-2009	0.040**	29	0.033**	24
2009-2010	0.058**	42	0.042**	30
2010-2011	0.057**	41	0.037**	27
2011-2012	0.081**	58	0.057**	41

Marginal Charter Impact by Years of Enrollment

CREDO also analyzed the annual impact of charter attendance by year of enrollment. Specifically, the annual impact of charter enrollment is broken down into a “1st year in charter” effect, a “2nd year in charter effect,” a “3rd year in charter effect,” and a “4+ years in charter effect.”

- The longer students stay enrolled in charter schools, the larger the annual benefit of charter attendance becomes. By the time a student spends four or more years enrolled in an urban charter school, their annual academic growth is 108 days greater in math and 72 days greater in reading per year than their peers in TPS.
- Results are found on the following slide.

Marginal Charter Impact by Years of Enrollment

Group	MATH		READING	
	EFFECT SIZE	DAYS OF LEARNING	EFFECT SIZE	DAYS OF LEARNING
1st Year in Charter	0.01**	7	-0.01**	-7
2 nd Year in Charter	0.08**	58	0.06**	43
3 rd Year in Charter	0.12**	86	0.06**	43
4+ Years in Charter	0.15**	108	0.10**	72

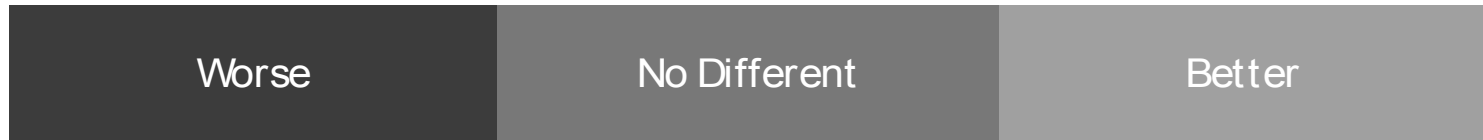


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Quality Curves

Quality Curves



Math Overall



Reading Overall





Correlates of Performance

Correlates of Performance

VARIABLES	MATH	READING
Reading	0.89*	
Structure of the Charter Sector		
Year State Charter Law Enacted	-0.10	-0.07
State Charter Law Ranking in 2012	0.09	-0.07
Number of Schools	0.24	0.23
Number of TPS	0.20	0.20
Number of Charter Schools	0.34*	0.27
Market Share		
Percent Charter Schools	0.12	0.06
Charter Share of Largest School District in Region	0.16	0.31
Percent Charter Students in 2006	0.27	0.30
Percent Charter Students in 2010	0.46*	0.48*
Difference in Percent Charter Students (d=2010-2006)	0.45*	0.51*

Correlates of Performance

Student Population	MATH	READING
Total Students in 2006	-0.08	0.01
Total Charter Students in 2006	0.26	0.30
Total Students in 2010	-0.07	-0.01
Total Charter Students in 2010	0.36*	0.40*
Percent Special Education Students in 2010	0.05	-0.08
Percent English Language Learners in 2010	0.14	0.16
Percent Students in Poverty in 2010	0.32*	0.38*
Percent White in 2010	-0.52*	-0.54*
Percent Black in 2010	0.50*	0.49*
Percent Hispanic in 2010	-0.31	-0.31*
Percent Asian/Pacific Islander in 2010	0.15	0.06
Percent Native American in 2012	-0.25	-0.40*
Percent Multi-racial in 2010	-0.22	-0.13
Student Count of Primary School Districts	0.02	-0.14
Charter Student Count of Primary Schools	0.21	0.17



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Implications

Implications

1. Urban charter schools vary in quality, but that variation clusters around a higher average level of performance than the national charter sector as a whole.
 - Compared to the national sector, urban charter schools on average achieve substantially greater levels of growth in math and reading relative to local TPS.
 - Urban charters exhibit similar levels of variation in academic quality around this average, across and often within each sector.
 - While a handful of the best charter sectors provide superior, or at least equivalent, levels of academic growth than local TPS for every student subgroup (e.g. Boston and Newark), many strong charter sectors nonetheless fail to provide strong growth for every sector of their student population.

Implications

2. Urban charter schools reflect the strengths and weaknesses of the national charter sector.
 - Urban charter schools achieve their high average levels of performance by “doubling down” on the strengths of the broader charter movement.
 - In most urban regions with strong charter sectors, the major drivers of these effects are their high performance with students in poverty, Black and Hispanic students, and English language learners.
 - Also similar to the national charter sector, urban charter schools tend to see their aggregate performance dragged down by relatively low levels of growth provided to their White and Asian students, although these deficits are typically smaller than those found for the national sector.

Implications

3. Attempts to identify correlates of performance point to two themes.
 - The first was accumulated success over time, both in attracting larger numbers of students into the region's charter schools and maintaining a strong pace of growth in the region.
 - The second was the focus on students of color and poverty; where regions had schools that enrolled larger shares of these students, the regional results were stronger. This suggests a focused model with continuing success in providing students who are often disenfranchised in local schools better opportunities to grow academically.

Implications

4. Many urban regions could benefit by finding a “sister city.”
 - Many urban regions stand to benefit from identifying and learning from an urban charter sector that has figured out how to achieve substantially higher levels of growth with similar students.
 - For example, Orlando and Fort Myers can learn from the success of Miami’s charter sector with ELL students, who see the equivalent of 112 additional days of learning per year in math relative to their peers in TPS.
 - Many schools, in both the charter and TPS sector, pride themselves on their willingness to experiment, refine, and develop best practices in education. The findings in this report can serve as a road map to guide that process.

Implications

5. The best urban charter sectors provide extraordinary opportunities to learn how to serve the most disadvantaged students.
 - The results presented throughout this presentation (and in the Report on 41 Regions) provide ample evidence that some urban charter sectors have figured out how to create dramatically higher levels of academic growth for their most disadvantaged students.
 - This is important for at least two reasons. First, these urban regions can serve as learning opportunities for all public schools serving disadvantaged student populations. Second and perhaps more important, these charter sectors clearly refute the idea that some groups of students cannot achieve high levels of academic success. They need only to be given the opportunity.