

## 2013 Program Report Card: Public Charter School Program (Connecticut State Department of Education)

**Quality of Life Result:** All Connecticut students have a successful transition to adulthood, assume a contributing role in a world-class workforce, and become productive members of their community and society at large.

**Contribution to Result:** The 17 Public Charter Schools (PCSs) are among the public school choice options that are raising the educational attainment level of participating students throughout the state through high-quality, racially/economically integrated education. These schools provide educational choices that contribute to a more highly educated workforce and may reduce racial, ethnic, and economic isolation. PCSs maximize the opportunity for each student to achieve his or her highest potential by offering challenging, relevant, and rigorous curriculum and instruction. In addition, these schools provide a creative and flexible environment that values each student's unique abilities, talents, interests, and learning styles. Greater student learning and engagement lead directly to a more prosperous adulthood with greater contributions to the economy and society.

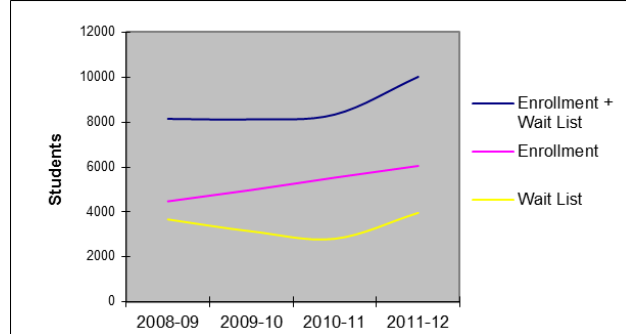
Program Expenditures	State Funding	Federal Funding	Other Funding*	Total Funding
Actual FY 12	\$61,848,485	\$4,821,635	\$11,846,565	\$78,516,685
Estimated FY 13	\$70,543,462	\$2,813,975	\$10,000,000 (highly variable)	\$83,357,437

\*Other funding includes in-kind services, retained earnings, and income from philanthropic sources.

Partners: Institutions of higher education, business and industry, nonprofit organizations, educational researchers and parents.

### How Much Did We Do?

Total PCS enrollment and the number of students on PCS wait lists.



**Story behind the baseline:** Demand for PCSs reflects the quality and appeal of PCSs compared to traditional public schools. Enrollment growth has been modest due to state law that limits the number of PCS students within schools and/or grade levels. Enrollment has grown from 4,479 to 6,056 between 2008-09 and 2011-12, an increase of 35%. The number of students on wait lists increased 8% between 2008-09 and 2011-12. To accommodate the additional 4,000 students on wait lists, charter schools would need to expand by 65%. Additional legislative support is needed to begin to meet this demand. The Charter School for Young Children on Asylum Hill was in operation for two years (2009-10 and 2010-11) and converted to an interdistrict magnet school beginning 2011-12. Enrollment and wait list data for this school is excluded from this performance measure to maintain comparability of data.

Trend: ▲

### How Well Did We Do It?

Attendance rates of city resident students attending charter schools and city resident students attending traditional schools.

	Attendance Rate of City Resident Students					
	Traditional Schools			Charter Schools		
	2010	2011	2012	2010	2011	2012
Bridgeport	92.2	92.4	92.9	94.3	95.3	96.5
Hartford	89.5	89.8	89.7	96.2	96.1	96.5
New Haven	90.9	92.2	91.6	96.2	96.6	97.1

**Story behind the baseline:** PCSs typically expect that innovative teaching and learning strategies will ensure that students will stay engaged in their education. Attendance rates reflect the average percentage of days students attend school. PCSs overwhelmingly serve students who would otherwise attend inner city public schools. The data illustrate that city resident students who are enrolled in PCSs attend school at a higher rate than those enrolled in the city public schools. The attendance rates of PCSs are comparable to those in some of Connecticut's wealthiest districts.

Trend: ▲

### How Well Did We Do It?

School Performance Index scores for Charter Schools

Charter School	Test	2009-10	2010-11	2011-12
Ach. 1st. Hfd	CMT	68.7	72.9	78.0
Amistad Acad	CMT	80.3	80.3	81.8
Amistad Acad	CAPT	75.2	74.8	76.8
Ach. 1st. Bpt	CMT	70.3	66.2	79.1
Comn Grnd HS	CAPT	62.6	69.9	66.6
Elm City Prep	CMT	76.8	76.1	77.9
Elm City Prep	CAPT	76.9	N<20	76.1
Explorations	CAPT	N<20	52.8	45.7
Highville	CMT	70.8	72.3	76.4
Integrated Day	CMT	74.0	71.2	72.2
ISAAC	CMT	70.9	72.3	65.1
Jumoke Acad.	CMT	75.1	81.9	83.2
New Beginnings	CMT	69.3	66.3	69.2
Odyssey Comm.	CMT	73.5	77.6	79.8
Park City Prep.	CMT	63.2	73.1	74.4
Side By Side	CMT	64.6	66.1	71.4
Stamford Acad.	CAPT	11.2	23.6	18.6
The Bridge Acad.	CMT	62.9	60.4	60.3
Trailblazers	CMT	46.1	46.5	46.1

**Story behind the baseline:** The School Performance Index (SPI) is an index from 0 to 100 that represents the average of student performance in all tested subjects: reading, writing, math, and science. Given that the majority of PCS students reside in the state's priority school districts which serve academically high-risk students, it is noteworthy that most charter schools are demonstrating improvement over the past three years. Four schools with the largest SPI increase from 2009-10 to 2011-12 are Park City Prep, Achievement First Hartford, Achievement First Bridgeport, and Jumoke Academy.

Trend: ▲

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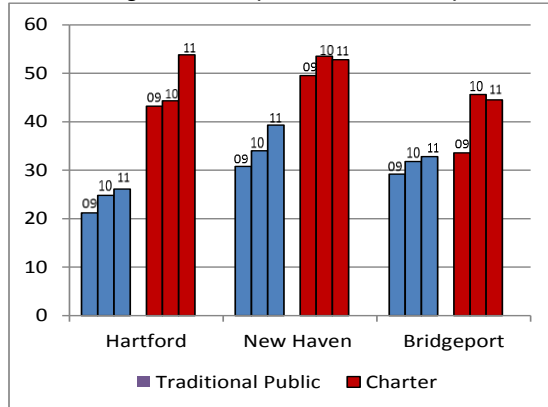
### Is Anyone Better Off?

Percentage of Hartford, New Haven and Bridgeport resident students at or above goal in reading in both PCSs and the traditional public schools.

# Tested in Reading (2009 - 2011 CMT/ CAPT)

	Hartford	New Haven	Bridgeport
Charter '09	250	721	706
Traditional '09	7559	5443	9742
Charter '10	334	793	788
Traditional '10	7009	4995	9449
Charter '11	491	865	877
Traditional '11	6310	4866	9088

Reading 2009 - 2011 (CAPT/CMT Combined)



Note: These data reflect students in tested grades only (Grades 3-8, 10). Resident students from these three cities were chosen as they were the only urban areas with at least two PCSs serving significant numbers of city students from which to base valid comparisons.

**Story behind the baseline:** Since PCSs overwhelmingly serve poor and minority students, the most valid way to base comparisons is by comparing “like-students” with similar academic risk factors of urban communities. In this case, the performance of city resident students who opted for PCSs were compared to those who remained in the city public school systems. City resident students who attended PCSs outperformed students in the city public schools in reading between 2009 and 2011. The performance of students in PCSs and traditional public schools was nearly identical in mathematics(not shown). Data for 2012 will be available in a few weeks.

Trend: ▲

### Proposed Actions to Turn the Curve:

**Action 1:** The Connecticut State Department of Education (CSDE) must continue to facilitate dialogue between constituencies contributing to the increased demand for PCSs and the elected and appointed officials having the financial and programmatic authority over these schools. A request for proposals will allow for the creation of new charter schools.

**Action 2:** The CSDE will identify PCSs that excel in student attendance and retention and identify specific successful strategies used to keep students in school, such as building positive relationships within the school community, including families. CSDE will continue to identify the best practices in teaching and learning developed and utilized by PCSs through an annual report from each school. CSDE will engage staff or school leaders from successful PCSs in statewide best practices workshops to help bring these best practices to scale.

**Action 3:** CSDE is entering its fourth year of a site visitation process as part of holding PCSs to a greater degree of accountability through higher standards of operation. As the schools are required to submit progress reports to the CSDE, this acts as a monitoring tool and enables CSDE to provide technical assistance as needed. As 2009 was a baseline year, CSDE will analyze multi-year trends in the performance of PCSs with respect to their counterparts in city schools, and among PCSs across the state. The CSDE is in the process of conducting a quantitative research study, for which results will be available by Spring 2013. A formal qualitative program evaluation would assist in determining reasons for such success.

### Data Development Agenda:

- 1) Identify, define, and collect statewide data that will provide CSDE with a better picture of the demand for PCS services if more information about charter schools were more widely known within and across communities, particularly among students/families who are not yet applying to enroll.
- 2) Continue to identify, define, and collect student achievement data for grades not tested by CMT and CAPT to assist the measuring of PCS effectiveness, particularly related to high school and PK-3 educational attainment. This will be partially completed within the aforementioned quantitative study.
- 3) Identify, define, and collect data on successful student support and retention practices in PCSs.
- 4) Commission an external program evaluation that gleans evidence of cause and effect relationships explaining increased student achievement.