

CS Research Updates September 1999

<p>A Comparison of Charter Legislation: Thirty-three states and the District of Columbia incorporating legislative changes through October, 1998.</p>	<p>This document is one of a series of reports of the National Study of Charter Schools sponsored by the U.S. Department of Education. This report provides a summary comparative overview of the charter laws of the 33 states and the District of Columbia that had enacted legislation as of October 1998. Information contained in this report is current as of the conclusion of 1998 state legislative sessions, except in those states where legislative sessions continued through the end of the year. Data were verified in October and November 1998.</p>
<p>Brigham and Nahas, "competition and collaboration:How CT charter schools Relate to their neighborhood Districts," Institute for Responsive education, September 16, 1999.</p>	
<p>National Study of Charter Schools: Third-Year Report. The third installment of a four year study by Research, Policy and Practice, International (RPP International), and the University of Minnesota Center for Applied Research and Educational Improvement (CAREI), sponsored by the U.S. Department of Education (DOE).</p>	<p>The Third-Year Report focuses on growth trends, school and student characteristics, challenges to implemenation, and accountability. The findings presented in the report rely on three waves of telephone surveys to all cooperating charter schools that were open to children during the 1997-1998 school year, visits to 91 field sites across the country, and extensive analysis of state charter laws.</p>
<p>Susan Aud, "Competition in Education: a 1999 update of school choice in MA," Pioneer Institute, White paper, 1999.</p>	

As of February 1999

<p>1. * <i>National Study of Charter Schools: Second-Year Report</i>, U.S. DOE RPP &</p>	<p>The Second-Year Report focuses on</p>
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<p>CAREI The second part of a four year study by Research, Policy and Practice, International (RPP International), and the University of Minnesota Center for Applied Research and Educational Improvement (CAREI), sponsored by the U.S. Department of Education (DOE), August 1998.</p>	<p>implementation issues, evidence of improved student achievement, and the impact on public education. Growth trends and student demographic information are examined, and policy issues such as lessons learned and looking ahead are also discussed.</p>
<p>* Compare to December 1998 UCLA Study</p>	
<p>2. <i>CHARTER SCHOOLS: Federal Funding Available but Barriers Exist</i>, A report to Congressional Requesters by the United States General Accounting Office (GAO), April 1998.</p>	<p>Using state and national level research, the GAO reports on issues around charter schools' ability to access federal funds. In brief, GAO found that most charter school operators believe that Title I and IDEA funds are fairly allocated, but that there are some barriers to obtaining funds. Recommendations include more state and district planning to help ensure that federal program resources are directed to eligible students enrolled in charter schools.</p>
<p>3. <i>How Are School Districts Responding to Charter Laws and Charter Schools</i>, A report by Eric Rofes of the Policy Analysis for California Education (PACE), April 1998.</p>	<p>Results showed that almost half of traditional districts reported being impacted strongly or moderately, while slightly more than half experienced either mild or no impact. Effects on the districts included increasing public relations and changing educational offerings, among others.</p>
<p>4. <i>Center for School Change Making a Difference? Charter Schools, Evaluation and Student Performance</i>, A report by Cheung, Murphy and Nathan at the Center for School Change, Hubert H. Humphrey Institute of Public Affairs, March 1998.</p>	<p>This report describes how charter schools are assessing student achievement, how they are meeting accountability requirements, and whether they are improving student achievement. The success of 20 schools that appear to be making academic gains is summarized. The report also discusses student achievement and other aspects of accountability such as student behavior and attitudes, parental involvement and school climate.</p>
<p>5. <i>Hudson Institute Charter Schools in Action: Final Report</i>. A series of studies on charter schools by the Hudson Institute as</p>	<p>The studies include:</p>

<p>part of their "Charter Schools in Action Project," July 1997</p>	<ol style="list-style-type: none"> 1. "Charter Schools As Seen by Those Who Know Them Best: Students, Teachers, and Parents" 2. "The Birth-Pains and Life-Cycles of Charter Schools" 3. "The Policy Perils of Charter Schools", 4. "Charter School Accountability: Problems and Prospects" 5. "Educational Impact of Charter Schools", and 6. "How Charter Schools Are Different: Lessons and Implications."
<p>6. <i>U.S. DOE RPP & CAREI A Study of Charter Schools: First-Year Report 1997</i>, The first part of a four year study by Research, Policy and Practice, International (RPP International), and the University of Minnesota Center for Applied Research and Educational Improvement (CAREI), sponsored by the U.S. Department of Education (DOE), May 1997</p>	<p>The four-year study includes: an annual survey of all charter schools every year for four years; an ethnographic study of 72 charter schools; longitudinal data on student achievement at the 72 schools; site visits and student testing at 28 schools. This study also includes an analysis of state laws governing charter schools</p>
<p>7. <i>ECS Charter Schools: Initial Findings</i>, A study sponsored by the Education Commission of the States (ECS), February 1996</p>	<p>The study by Louann Bierlein at the Louisiana Education Policy Research Center, Louisiana State University, both examined questions of whom charter schools were serving and what impacts they may be having, and also provided a comparative legislative analysis of the then 20 state charter laws in place.</p>
<p>8. <i>ECS Charter Schools: What Are They Up To? A 1995 Survey</i>. A publication by Medler and Nathan, sponsored by the Education Commission of the States (ECS), August 1995.</p>	<p>The authors examine questions of whom charter schools were serving and what impacts they may be having, and also provide a comparative legislative analysis of the 20 state charter laws in place in 1995.</p>
<p>9. <i>A Profile of the Leadership Needs of Charter School Founders</i>, by Brett Lane, NWREL, September 1998.</p>	
<p>10. <i>A Survey of Approved Charter Schools</i>, Education Commission of the States and The Center for School Change, July 1995.</p>	

<p>11. <i>Charter Schools 1995: A Survey and Analysis of the Laws and Practices of the States: An Analysis of Recent Events, (Including State By State Summaries, Cross-State Comparisons, Descriptions of Existing and Proposed Schools, And Lessons Learned)</i>, by Thomas Mauhs-Pugh of Dartmouth College, July 1995.</p>	<p>Provides a detailed summaries for the six active states (Arizona, California, Colorado, Massachusetts, Michigan, and Minnesota), and, for contrast, two of the less active states (Georgia and New Mexico). The sections also provide cross-state comparisons, and the section on lessons learned, include information from all of the twenty-eight states which either have or were considering charter school legislation.</p>
<p>12. <i>Charter Schools: New Model for Public Schools Provides Opportunities and Challenges</i>. A report to Congress by the United States General Accounting Office (GAO), January 1995.</p>	<p>The report was in response to a congressional request for information, and serves to provide background statistics and characterize charter schools and their state's legislation.</p>
<p>Regional & State-Specific Studies Arizona</p>	
<p>13. <i>Who is Choosing Charter Schools</i>, prepared by the Center for Market-Based Education (CMBE), May 1998.</p>	<p>This document characterizes the ethnicity and geography of students in Arizona charter schools.</p>
<p>14. Robert Maranto, Scott Milliman, Frederick Hess, <i>Does Public Sector Competition Stimulate Innovation? The Competitive Impacts of Arizona Charter Schools On Traditional Public Schools</i>, Not yet published, 1998.</p>	<p>Their analyses suggest that school choice may impact traditional public schools in desirable ways. Competition from charters seems to promote changes in nearby traditional public schools, and while additional analyses are required, these changes appear to be beneficial.</p>
<p>15. <i>A Survey of Teachers</i>, prepared by the Goldwater Institute, August 1996.</p>	<p>This was the second study conducted by the Goldwater Institute as part of a 2-year charter school project. Results from this survey describe teachers, school, and classroom configurations; classroom teaching; parental involvement; and students receiving instruction.</p>
<p>16. <i>A Survey of Parents</i>, by Mary Gifford with research assistance from Timothy Keller of the Goldwater Institute, April 1996.</p>	<p>This report addressed the following issues: 1) what types of schools do charter school students come from; 2) what are the test scores of students entering charter schools;</p>

	3) what are the race/ethnicity, and socio-economic background of entering students; 4) why parents choose charter schools; and 5) parental satisfaction.
California	
17. * <i>Los Angeles Unified School District Charter School Evaluation</i> , conducted by WestEd's Policy Support & Studies Program in partnership with the University of Southern California (USC), August 1998.	The evaluation yielded in-depth case studies for five of the 13 charter schools and profiles of the other eight schools. The cross-site report, available on-line, analyzes the implications, lessons learned, and cross-cutting themes and issues raised by the findings.
18. <i>Evaluation of Charter School Effectiveness</i> by Powell, Blackorby, Marsh, Finnegan, and Anderson of SRI International, prepared for the Legislative Analyst's Office (LAO), December 1997.	Using surveys, interviews, site visits, and case studies, the study examined the following issues: how the educational performance of charter schools compares with that of non-charter public schools; what some of the essential characteristics of charter schools are; what practices or features of charter schools are associated with particular educational outcomes for charter school students; and what practices of sponsoring districts, county offices of education, and/or the state department of education affect charter schools' implementation of their educational program as they intended.
19. * <i>The Charter Movement: Education Reform School by School</i> , by the Little Hoover Commission for the State of California, March 1996.	After a six month study and on-site inspection of more than one quarter of CA charter schools operating, the Little Hoover Commission presents four findings and twenty-three recommendations "to modify the existing charter school law, including: eliminating the 100-school cap; funding charter schools directly from the State; recognizing charter schools as separate, legal agencies; creating alternative sponsors and alternative petition mechanisms; and clarifying the funding base for charter schools."
20. * <i>A Profile of California's Charter Schools: 1994-95</i> , a project of the San Diego Chamber of Commerce Business Roundtable for Education and Charter Schools Consortium, March 1996.	This project provides school profiles of 44 of the 62 charter schools that were operational in California during the 1994-95 school year. The school profiles include

	<p>student enrollment and demographic data, a list of student assessment methods, results from various standardized tests such as the CTBS, major successes, distinguishing features, and major obstacles or concerns of the charter schools.</p>
<p>21. <i>Freedom and Innovation in California's Charter Schools</i>, by WestEd's Policy Support & Studies Program, prepared for the U.S. Department of Education, November 1995.</p>	<p>Based on a study of 53 charter schools operating in California in 1995, and 46 comparison schools, the report covers the kinds of decisions controlled by charter schools and other distinctive features of the schools, including characteristics of teachers who teach in them, innovations being implemented, forms of parent involvement, and the students served.</p>
<p>22. <i>Vision and Reality: A First Year Look at California's Charter Schools: 1994-95</i>, by Marcella Dianda and Ronald Corwin of WestEd's Policy Support & Studies Program, May 1994.</p>	<p>In this first phase of a two-phase study (for the second phase, see <i>Freedom and Innovation in California's Charter Schools</i>) on charter schools in California, information was gathered from a preliminary survey of 34 charter schools and 21 charter school districts in the late fall of 1993. Survey findings provide an overall impression of the charter school movement in California and suggest trends for further study.</p>
<p>Colorado</p>	
<p>23. * <i>The Colorado Charter Schools Evaluation Study</i>, By the Clayton Foundation and The Center for Human Investment Policy at the University of Colorado, Denver, and prepared for the Colorado Department of Education (DOE), January 1998.</p>	<p>This study, the second of three annual evaluations, looks at the status of the Colorado charter schools to date in meeting the goals of the Charter Schools Act, with a focus on their record of student achievement. The third annual evaluation is currently underway. This report includes those 24 charter schools that were operational for at least 2 years at the end of the 1996-97 school year. This evaluation addresses the same issues that were addressed in the first year of the study: 1) student assessment; 2) revenues and expenses for charter schools; 3) and use of the waiver statute by charter school operators.</p>
<p>24. * <i>The Colorado Charter Schools</i></p>	

<p><i>Evaluation, 1996</i>, by the Clayton Foundation and The Center for Human Investment Policy at the University of Colorado-Denver, and prepared for the Colorado Department of Education (DOE), March 1997.</p>	<p>This was the first of three planned, annual evaluations on charter schools in Colorado. This initial evaluation focused on assessing student results in relation to the performance goals each charter school specified in its charter application and contract with its sponsoring district. The three issues the evaluation addressed include: 1) costs and revenues related to the operation of a charter school, 2) use of the waiver statute, and 3) student achievement.</p>
<p>Georgia</p>	
<p>25. NEW, VETA POWELL (1996). A STUDY OF TWO OF THE FIRST CHARTER SCHOOLS IN GEORGIA: IMPLICATIONS FOR CHANGE. Dissertation Abstracts International, Volume: 57-11, Section: A, page: 4615. Thesis (PH.D.)--UNIVERSITY OF SOUTH CAROLINA.</p>	
<p>Massachusetts</p>	
<p>26. <i>Innovation & Massachusetts Charter Schools</i>, a report by Rosenblum Brigham Associates for the Massachusetts Department of Education, July 1998.</p>	<p>The purpose of this study is to examine innovative practices in Massachusetts' charter schools, the replicability of those practices, and the degree to which charter schools affect innovative practice in other public schools. Using documentation provided by the charter schools through their annual reports, a survey of school practices, telephone interviews, personal interviews, and focus groups, the study was conducted over a four month period and involved 21 of the 24 charter schools, as well as superintendents and principals in district schools.</p>
<p>27. * <i>Test Results From Massachusetts Charter Schools: A Preliminary Study</i>, produced by The Massachusetts Department of Education (DOE), June 1997.</p>	<p>The preliminary study of test results from 22 Massachusetts charter schools examined academic performance of students entering charter schools and while attending charter schools. Each school is profiled, and some test results from various standardized tests are included.</p>
<p>28. <i>Massachusetts Charter School Profiles 1996-1997</i>, by The Pioneer Institute, July 1996.</p>	<p>This report contains a collection of profiles of MA charter schools for the 1995-96 school year. It provides overview</p>

	<p>information about charter schools in MA and some of the issues they face, as well as descriptions, demographics, performance indicators and other statistical and budgetary information.</p>
<p>29. <i>Going it Alone: A Study of Massachusetts Charter Schools</i>, by the Institute for Responsive Education (IRE) and Northeastern University, March 1997.</p>	<p>IRE has released the second half of a two-part study focusing on implementation issues facing five charter schools in Massachusetts. The study contains information about what students, teachers and others think works in these schools and what barriers they face. The five charter schools included in the study are, Boston Renaissance Charter School, Cape Cod Lighthouse Charter School, Francis W. Parker Charter School, Marblehead Community Charter Public School, and Neighborhood House Charter School</p>
<p>30. <i>Starting from Scratch: Political and Organizational Challenges Facing Charter Schools</i>, by Loveless & Jasin. Educational Administration Quarterly. Vol. 34, No. 1. February 1998.</p>	<p>This study investigates the organizational and political challenges typical of the start-from-scratch charter school as a new business. Using information collected from eight Massachusetts start-up charter schools in 1995, the authors found expected difficulties that were due to the charter schools experiencing the political and fiscal "liability of newness."</p>

<p>31. <i>The Massachusetts Charter School Initiative</i>, produced by The Massachusetts Department of Education (DOE), July 1996.</p>	<p>This report includes an overview of charter schools, questions and answers about charter schools, a statistical portrait and description of each school, and application process description and forms.</p>
<p>Michigan</p>	
<p>32. <i>Michigan's Charter School Initiative: September 1996</i>, produced by Central Michigan University, Charter School Office, September 1996.</p>	<p>Provides a sense of the barriers that CMU charter school operators face and presents information on the state's law, CMU's role in the chartering process, and a resource list.</p>
<p>33. OGDEN, ELSIE LILLIAN (1995). A STUDY TO EXPLORE PERCEPTIONS OF PUBLIC SCHOOL SUPERINTENDENTS IN MICHIGAN REGARDING CHARTER SCHOOLS. Dissertation Abstracts International, Volume: 57-01, Section: A, page: 0057. Thesis (ED.D.)--WAYNE STATE UNIVERSITY.</p>	
<p>Minnesota</p>	
<p>34. <i>Minnesota Charter Schools Evaluation Final Report</i>, By Lange, Lehr, Seppanen, and Sinclair at the University of Minnesota Center for Applied Research and Educational Improvement (CAREI), May 1998.</p>	<p>In collaboration with the Minnesota State Board of Education, the University of Minnesota conducted an 18-month evaluation of Minnesota's 19 charter schools to explore issues of institutional growth and student achievement. The study includes extensive descriptive data from site-based observations, as well as comparative research on the progress of Minnesota's charter schools in relation to other states.</p>
<p>35. <i>Minnesota Charter Schools Evaluation: Interim Report</i>, by the University of Minnesota Center for Applied Research and Educational Improvement (CAREI), December 1996.</p>	<p>This report is an evaluation of 16 Minnesota charter schools that were operating in the spring of 1996. The report compares Minnesota charter school legislation with all other states' charter school legislation. It also compares the key legislative elements that are thought to encourage the development of charter schools that are autonomous.</p>
<p>36. Stella Cheung and Joe Nathan, <i>Governance in Charters: A Preliminary Report</i>. Minneapolis: Center for School</p>	

<p>Change, Hubert Humphrey Institute of Public Affairs, Univ. of Minnesota, 1998</p>	
<p>37. <i>Minnesota Charter Schools: A Research Report</i>, by the University of Minnesota Center for Applied Research and Educational Improvement (CAREI), December 1996.</p>	<p>This study examines Minnesota charter school proposals, general school characteristics, parent attitudes, problems, and policy implications. Data sources include the Minnesota Department of Education, surveys of superintendents, school board members and parents, and site visits to six charter schools that were proposed and operating in early 1994.</p>
<p>New Jersey</p>	
<p>38. <i>New Jersey Charter Schools: The First Year, 1997-1998</i>, prepared by the New Jersey Institute for School Innovation: Pear Rock Kane and others, Teachers College, Columbia University, June 1998.</p>	<p>The purpose of this study was to provide information on New Jersey charter schools and to assist policymakers and educators. Survey respondents made suggestions for assessment approaches to be used in the future.</p>
<p>Texas</p>	
<p>39. <i>Texas Open-Enrollment Charter Schools: Year One Evaluation</i>, a research report presented to the Texas State Board of Education, December 1997.</p>	<p>This report, focusing on at-risk students, covers the first of a multi-year study of Texas charter schools with survey and site visit results of parents, students, and directors of charter schools and superintendents of districts affected by charter schools. Seventeen charter schools that opened in the 1996-97 school year were included in the evaluation.</p>
<p>North Central Region</p>	
<p>40. <i>Charters in Our Midst: The Impact of Charter Schools on School Districts</i>, by the North Central Regional Educational Laboratory (NCREL), April 1998.</p>	<p>The report highlights state legislation, current status, and state contacts and Web sites.</p>
<p>Northwest and West Region</p>	
<p>41. <i>Charter Schools at the Crossroads: A Northwest Perspective</i>, by the Northwest Regional Educational Laboratory (NWREL), November 1996.</p>	<p>These proceedings of the Northwest Symposium for Charter School Policy include The "Boiling Kettle" (discussion highlights from the symposium), "A Review of Current Charter School Policy and Governance Issues," "Charter Schools: The Reform and the Research," and "Key</p>

	Components of 'Expansive' Charter School Laws."
42. <i>From Paper to Practice: Challenges Facing a California Charter School</i> , by WestEd Policy Support and Studies Program, May 1996.	A case study of a San Diego charter school, this report provides in-depth information on the pitfalls and successes one charter school experienced in its first two years of implementation, and includes recommendations for the school and district in five areas: autonomy and accountability; educational program; governance; informed parental choice; and charter school evaluations.
43. <i>Charter School Innovations: Keys to Effective Charter Reform</i> , a policy study by Theodor Rebarber, by the Reason Public Policy Institute (RPPI), July 1997.	The report finds that charter schools are redefining the operations and expectations of public education. The report shows that in states where a healthy charter movement exists, reforms in regular public school districts have begun to be implemented as a result of the competitive pressure of nearby charter schools.

Sources:
 USCHARTERSCHOOLS.ORG
 CER Research
 US Department of Education
 State Departments of Education