



New York State Special Education Enrollment Analysis

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NOVEMBER 2012

Acknowledgments

The authors wish to acknowledge the National Association of Charter School Authorizers for commissioning this research. We specifically thank Alex Medler for his helpful comments and support along the way, as well as Sean Conlan for his assistance matching charter schools to their authorizers. We benefited considerably from helpful comments of reviewers, including James Merriman and Michael Regnier at the New York City Charter School Center; Sally Bachofer, Cliff Chuang, and Zack Mabel in the New York State Education Department's Office of School Innovation; and Lauren Rhim. We also thank Linda Perlstein for her careful editing. We remain responsible for any errors this brief may contain.

Introduction

Responding to concerns that charter schools do not provide equal access to students with disabilities, advocates in districts, states, and courts across the country have sought to improve such access. Lawsuits and complaints in New Orleans and the District of Columbia, for example, allege that some charter schools systematically discriminate against high-needs students.¹ Adding to these concerns, the U.S. Government Accountability Office recently released a report showing that charter schools, on average, serve a smaller proportion of students with disabilities than do district-run public schools.^{2,3}

Policy makers in some states, such as California and Illinois, are looking for ways to better ensure that financial, incentive, and support systems are in place to aid charter schools in providing greater access and services to students with disabilities.⁴ In New York, state lawmakers amended the New York State Charter Schools Act in 2010 to include enrollment targets for particular student groups. According to the amended law, charter school authorizers must set enrollment and retention targets for students with disabilities, as well as for students eligible for free and reduced-price meals and English language learners. Failure to meet the targets or make diligent efforts toward them could be considered

Data Used in this Report

This report draws on data from the Student Information Repository System provided by the New York State Education Department. These data include total and special education enrollment data for the 2011-2012 school year.

We restrict our analyses to the 16 districts that have operating charter schools. Specialized special education schools (e.g., District 75 in New York City and P.S. 84 in Buffalo) are also restricted from our sample so as to not skew the results. Our sample includes 1,561 district-run public schools and 168 charter schools. Given that New York City encompasses the vast majority of the schools in our sample (1,289 of the district-run public schools and 127 of the charter schools), we focus specifically on the city's 32 distinct geographical areas in a later section of this report.

a factor in the renewal of a school's charter.⁵ Broadly, these policies were developed to make certain that students in these traditionally underserved groups are provided full access to charter schools.

In this report we provide some context to these policy responses to special education enrollment in charter schools by describing the distribution of students with disabilities in New York State charter and district-run schools. We show that different levels of comparison—state level, school type, district level, and authorizer level—yield different results, and comparisons at high levels of aggregation (such as those made at the state level) mask important information and variation. Whether, and in what ways, charter schools appear to systemically underserve students with disabilities depends on how you answer the question, “Compared to what?”

1. See Cindy Chang, “New Orleans Special Needs Students File Federal Lawsuit against Louisiana Department of Education,” *Times-Picayune* (October 29, 2010); Bill Turque, “Advocates Accuse D.C. Charter Schools of Excluding the Disabled,” *Washington Post* (May 13, 2011).

2. U.S. Government Accountability Office (GAO), *Charter Schools: Additional Federal Attention Needed to Help Protect Access for Students with Disabilities*, Publication No. GAO-12-543 (Washington, DC: June 2012).

3. Throughout this report, we refer to “students with disabilities” to collectively indicate the categories within the Individuals with Disabilities Education Act (e.g., autism, intellectual and learning disabilities, visual and hearing impairments, etc.). The amended charter law in New York State similarly refers to “students with disabilities.” Future research—utilizing more fine-tuned data—could investigate enrollment patterns by disaggregating this broad disability grouping.

4. See Howard Blume, “Charter Schools in L.A. Unified to Get More Special Education Money,” *Los Angeles Times* (January 5, 2011); Elizabeth Hanselman, “Charter Schools Special Education Services and Implementation Rubric” (Springfield, Ill: Illinois State Board of Education, November 2011); Sarah Karp, “Chicago Charter Schools Struggle to Serve Special Ed. Students,” *Education Week* (April 13, 2012).

5. See New York City Charter School Center, *The State of the NYC Charter School Sector* (New York, NY: 2012).

Findings

When we compare special education enrollment patterns at charter schools and district-run schools, we find that:

- The statewide difference in charter and district enrollment is too simplistic of a comparison: Looking across New York State, charter schools on average serve a smaller share of special education students than do the state's district-run schools, but the distribution and range of enrollment are not far off what we see in the district-run schools.
- Charter middle and high school enrollments are indistinguishable from district enrollments: At the middle and high school levels, the distribution of special education enrollment in charter schools looks very similar to the distribution of special education enrollment in district-run schools. This is true statewide and—in most cases—when charter schools are compared to their host districts.
- Charter elementary schools show underenrollment: Unlike charter middle and high schools, fewer students with disabilities enroll in charter elementary schools as compared to district-run elementary schools statewide and—in many cases—relative to the charters' host districts.
- There is also variation among charter authorizers: While certain charter school authorizers oversee schools with special education enrollments that closely track those of nearby district-run schools, other authorizers oversee groups of schools that don't mirror their local district-run schools' special education enrollments.

What do these findings mean? Above all, they show that any state-level, one-size-fits-all enrollment target is too simple of a solution for the complex problems associated with student enrollments and equal access. If, for purposes of illustration, a state implemented a single target for all schools of the statewide average enrollment of students with disabilities, 133 of the 168 charter schools (about 79 percent) and 775 of the 1,561 district-run schools (roughly 50 percent) in our data would fail to meet the enrollment target.

The grade-span variation that we identified within the charter sector raises questions that are important for further investigation and deserve policy consideration. For instance, the fact that only charter elementary schools systematically enroll lower proportions of students with disabilities than their district-run counterparts calls into question whether discrimination drives lower enrollment. There is no obvious reason to think that charter elementary leaders would be more likely to discriminate than charter middle and high school leaders. Indeed, the fact that state testing does not begin until the third grade suggests that elementary schools have arguably the weakest incentives to discriminate against students with disabilities. The grade-span differences highlight a need to examine what is different about the policies and practices of special education and the preferences of parents with students with disabilities at the elementary grades versus the upper grades. Many causes other than discrimination could be affecting enrollment.

It may be that charter schools are simply less likely to identify students as having disabilities that qualify them for special education in the first place, or that specialized preschool programs with designated district feeder schools lead parents to opt for the district school over the charter school. Or it may be that federally mandated district counseling for families of kids with disabilities creates opportunities for the district to encourage these families to stay in district-run schools, whereas non-special education students' families never get such advice. None of these potential contributors to elementary level underenrollment in charter schools have been explored sufficiently, if at all.⁶

The answer requires a deeper dive into data not available for this analysis and a qualitative investigation into the real-life experiences of students with disabilities and their families in both charter and district-run schools. Such an analysis is critical to understanding how policies and oversight practices can best promote equitable access to all public schools. The potential causes mentioned above also involve forces outside the charter schools, including authorizers,

6. For an exception related to parental choice issues, see Tracy O'Brien, Kelly Hupfeld, and Paul Teske, *Challenges and Charter Schools: How Families with Special-Needs Students Perceive and Use Charter School Options*, National Charter School Research Project Working Paper #2008-10 (Seattle, WA: Center on Reinventing Public Education, 2008).

local districts, local schools, state departments of education, and legislatures. Enrollment targets may create urgency for action, but they may not incentivize these other actors who are also in a position to address what is causing the enrollment disparities. Absent empirical evidence beyond anecdotes of discriminatory actions by charter schools, and without the data necessary to quantify any potential discrimination, even the most nuanced targets may be harmful if they incentivize charter schools to identify more students as having a disability than is appropriate.

For states that already require special education enrollment targets, our analysis suggests that “effective targets” that are calculated separately for each district and grade level, as have been collaboratively designed by New York’s Department of Education and the State University of New York, are more useful than a fixed statewide target. Furthermore, the results suggest that enrollment ranges around a target—anchored to locations, grade spans, and perhaps even neighborhoods, rather than large regions in large urban centers—would be even more effective at taking into account the many factors that influence a particular school’s enrollment. In addition, the systematic variation we found across charter school authorizers suggests that these organizations might have a productive role to play in overseeing enrollment targets across groups of charter schools.

But still, instead of blunt policy instruments like enrollment targets, state legislatures and districts would be wise to (1) invest in research to identify where underenrollment of students with disabilities exists in charter schools and what might explain it, and (2) work with the charter school community to develop innovative strategies that address specific problems.

Looking across New York State, charter schools on average serve a smaller share of special education students than do the state’s district-run schools, but the distribution and range of enrollment are not far off from what we see in district-run schools.

Conversations about enrollment and equal access typically start with statewide comparisons between charter schools and district-run schools. While these state averages are a natural place to raise concerns

about equal access, they lack the precision policy-makers and school leaders need to respond to those concerns. We begin here to provide a baseline understanding of the distribution of students with disabilities between charter and district-run schools.

When we look across New York and compare the share of students with disabilities enrolled in charter schools and district-run schools within the same districts, the results mirror the 2012 GAO report. The average rate of enrollment of students with disabilities in charter schools (14.3 percent) falls below the average enrollment rate in the district-run schools (18.2 percent). Notably, both enrollment rates are above the 2009-2010 national rate of 13.1 percent.⁷ Given the broader policy goal of ensuring accurate identification of students with disabilities, these percentages raise important questions. For instance, are charter schools underenrolling or underidentifying students with disabilities, or are district-run schools overidentifying them?⁸

But simply looking at the average rate of enrollment across sectors masks important information about the distribution of enrollment—that is, sector averages don’t tell us anything about how enrollments are spread out across schools within each sector. Furthermore, they don’t tell us about the distribution of students with particular disabilities, or of students with mild disabilities versus those with more severe ones.

Figure 1 shows the percentage of students with disabilities for each charter and district school in the 16 districts that have operating charter schools in New York State. The blue dots on the left of the figure represent individual district-run schools; the green dots on the right represent individual charter schools. The blue horizontal bands indicate the ranges containing 70, 80, and 90 percent of district-run schools.⁹

7. See National Center for Education Statistics, *Digest of Education Statistics, 2011*, Table 46 (Washington, DC: Institute of Education Statistics, 2011).

8. Response to intervention programs designed to provide intensive interventions prior to identification for special education and related services exemplify a broader policy goal to reduce the number of students referred to special education.

9. The 70, 80, and 90 percent shaded bands chosen are meant to be illustrative. They show how many district and charter schools fall above or (perhaps more importantly) below the same enrollment range as the majority of the district-run schools. Given the data available to us at the time of writing, these blue bands as well as the red district-average lines were determined using school-level distributions.

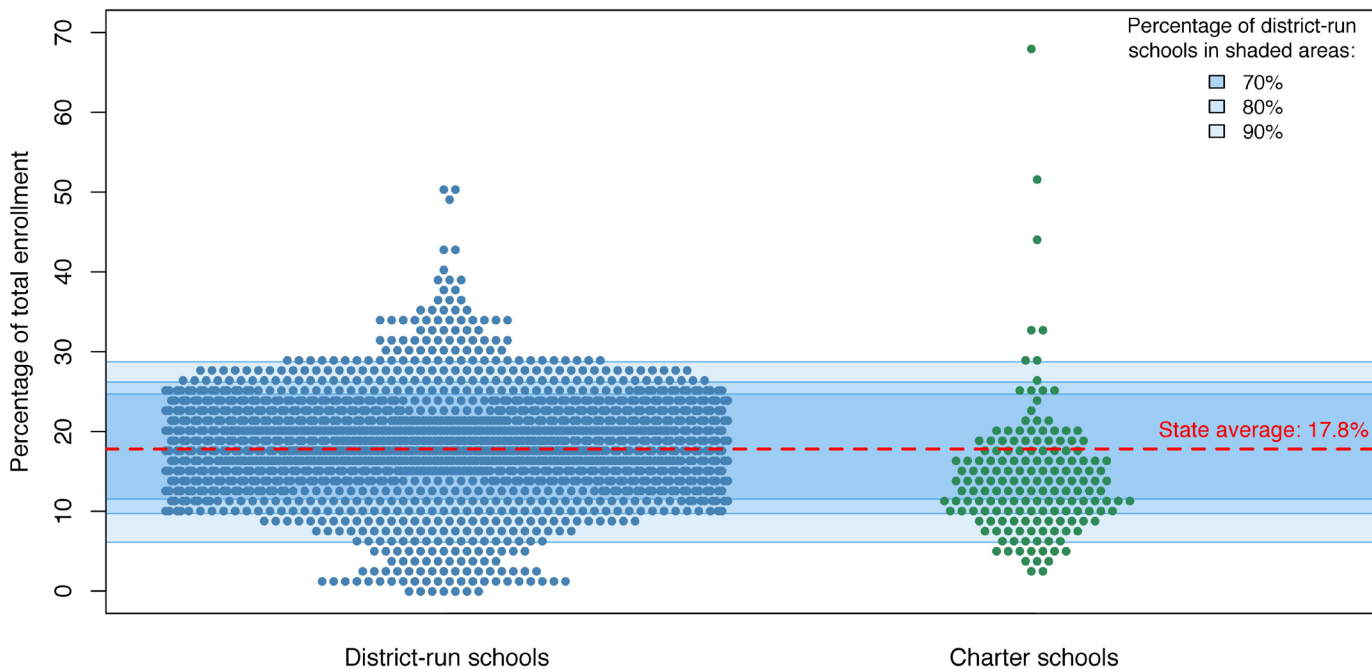
When we look at the entire distribution of district and charter schools in Figure 1, we see, consistent with the numbers presented earlier, that the bulk of charter schools fall below the state average, which is indicated by the dashed red line.¹⁰ But if we look at the blue band in Figure 1 that represents the range in which 70 percent of district-run schools fall, we see that about 6 out of 10 charter schools are actually within that range. In other words, a little less than 60 percent of charter schools fall somewhere in the same range as 70 percent

of district-run schools. And because few charters fall at the very bottom of the distribution, about 88 percent of all charters fall within the 90 percent band.

When we start to look at the distribution of enrollments across schools in both sectors, it becomes clear that if the state had set its target for special education enrollment at the state average for district-run schools with nearby charter schools, 133 charter schools and 775 district-run schools would fail to meet the target. But if the state had used the 90 percent interval, just 13 charters (7.7 percent) and 78 district-run schools (5 percent) would fail. Thus, even at this high level of aggregation, we can see that simply comparing statewide sector averages yields relatively uninformative results.

10. Table 1, at the end of the report, provides in numbers what is illustrated in Figure 1 by the shaded bands.

Figure 1. Enrollment of students with disabilities in district-run and charter schools in New York State districts that have charter schools



At the middle and high school levels, the distribution of special education enrollment in charter schools looks very similar to the distribution of special education enrollment in district-run schools.

In addition to looking at the distribution of enrollment rates across individual schools, it is important to look at the distribution of enrollments across different types of schools within each sector since most charter schools are elementary schools, and it is possible that special education enrollments might vary systematically across grade spans in both sectors.¹¹

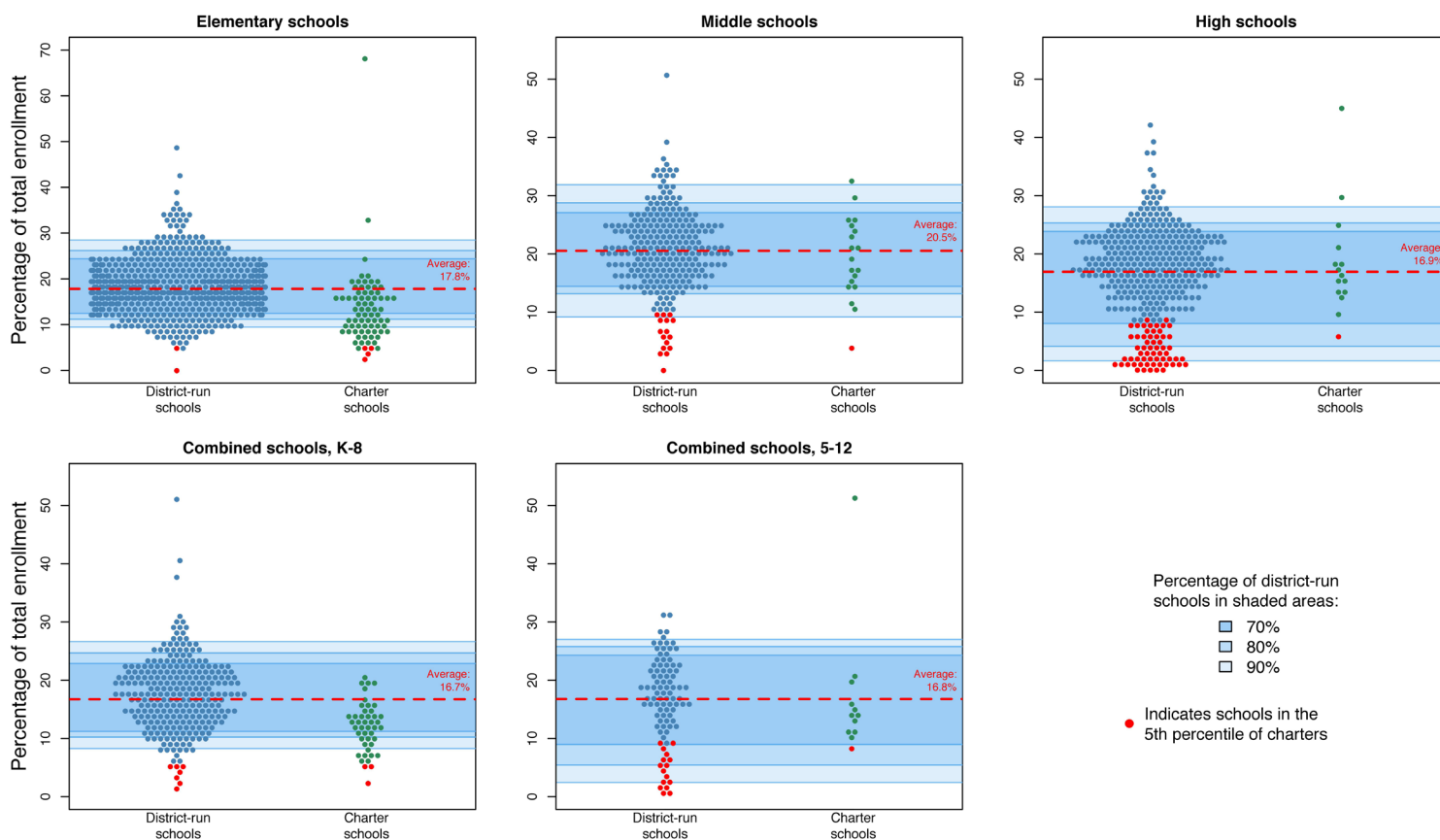
11. Of the 168 charter schools in our sample, 122 (or 72.6 percent) are elementary or combined K-8 schools. Of the 1,561 district-run schools, 826 (or 52.9 percent) are elementary or combined K-8 schools.

Figure 2 includes charts that follow the same format as Figure 1, broken out by grade span. In addition to showing the enrollment distribution in both sectors and the blue bands that mark the ranges containing 70, 80, and 90 percent of district-run schools, Figure 2 also highlights in red those schools in both sectors that fall into the 5th percentile of the charter school distribution—in other words, the charter sector’s lowest special education enrollments.¹²

Looking across grade spans, Figure 2 shows that much of the difference between charter and district school special education enrollment proportions can be attributed to the elementary schools. In fact, the enrollment distribution of the state’s charter middle

12. The red dots illustrate the number of district-run schools that fall within the bottom 5th percentile of charter enrollment. This allows visual comparison of district-run to charter schools, whereas the blue-shaded bands compare charter school enrollment to the district-run school distribution.

Figure 2. Enrollment of students with disabilities in district-run and charter schools in New York State districts that have charter schools, by school level



and high schools is statistically similar to district middle and high schools.¹³ Nearly all charter middle and high schools fall within the range where 90 percent of district-run schools fall, and one charter high school and one charter 5-12 school enroll more special education students than any district school of these types.

At the middle and especially high school levels, district-run schools show substantial clustering around low enrollment rates. Six district-run middle schools (or 2.2 percent of district middle schools), 40 district-run high schools (10.7 percent), and nine district-run 5-12 schools (9.7 percent) have enrollment rates of students eligible for special education lower than 5 percent. Only one charter middle school (representing about 5.3 percent of charter middle schools) and no charter high schools or 5-12 schools have enrollment rates of students with disabilities lower than 5 percent.

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Setting the target enrollment rate for middle, high, and combined 5-12 schools at the averages for their respective levels would more accurately reflect the situation in district-run schools and necessitate enrollment changes in up to 27 charter schools (about 59 percent). At the same time, if we applied this enrollment target to district-run schools, 343 of these schools (about 47 percent) would fall below this target.

The situation among elementary schools is different. Charter elementary and K-8 programs enroll a significantly lower share of students with disabilities than do district-run schools.¹⁴ Whereas just 1 in 10 elementary

district-run schools has a special education enrollment rate below 11 percent, more than 4 in 10 charter schools do. Among K-8 schools, 1 in 10 district-run schools enrolls fewer than 10 percent students with disabilities, while a little less than 3 in 10 charter schools do.

The elementary enrollment patterns in Figure 2 echo those recently reported by the New York City Charter School Center, whose authors argued that the pattern may be due to charter schools' greater effectiveness at preventing referrals to special education.¹⁵ Charter schools could also be dissuading students with disabilities from enrolling, or their counterparts in district elementary schools may be overidentifying children.¹⁶ However, there is no obvious reason why instances of "counseling out" would be more prevalent at the elementary level.

Even this broad pattern breaks down somewhat when we compare charter elementary schools by school district. Charter elementary schools in some districts more closely reflect their district-run elementary school counterparts than in other districts.

Using the format in prior figures, Figures 3 and 4 show the special education enrollment rates for elementary and K-8 schools separated by district. Figure 3 shows the three districts with six or more charters (New York City, Buffalo, and Albany). Figure 4 shows the remaining districts, which have smaller charter populations. These graphs document that the typical distribution of special education enrollment in district-run schools varies across districts. For example, in New York City, 70 percent of district-run schools enroll between 12 and 23 percent students with disabilities, whereas in Albany the district-run schools typically enroll between 9 and 20 percent.

The extent to which charter schools' special education enrollment mirrors the host district also varies widely across districts. In New York City, 59.1 percent of charter schools fall within the district's 70 percent band. By contrast, none of the charter schools in Albany fall within the district's 70 percent band, and

13. Indeed, the differences between charter and district-run schools at both the middle and high school levels are statistically insignificant at conventional levels. Furthermore, charters enroll a higher share of special education students than district-run schools at the combined 5-12 level; the difference in enrollment between charter (at 17.5 percent) and district (at 11.9 percent) schools is statistically significant ($p < 0.001$).

14. The differences between charter and district-run schools at both the elementary and combined K-8 levels are statistically significant at

conventional levels ($p < 0.001$).

15. See New York City Charter School Center, *The State of the NYC Charter School Sector* (New York, NY: 2012).

16. An alternate explanation is that single students can skew averages more significantly in small schools. However, we did not find evidence of this, as school size and enrollment of students with disabilities were only weakly correlated in charter schools, in district-run schools, and overall.

Figure 3. Enrollment of elementary students with disabilities in New York State, in districts with at least six charter elementary or combined K-8 schools

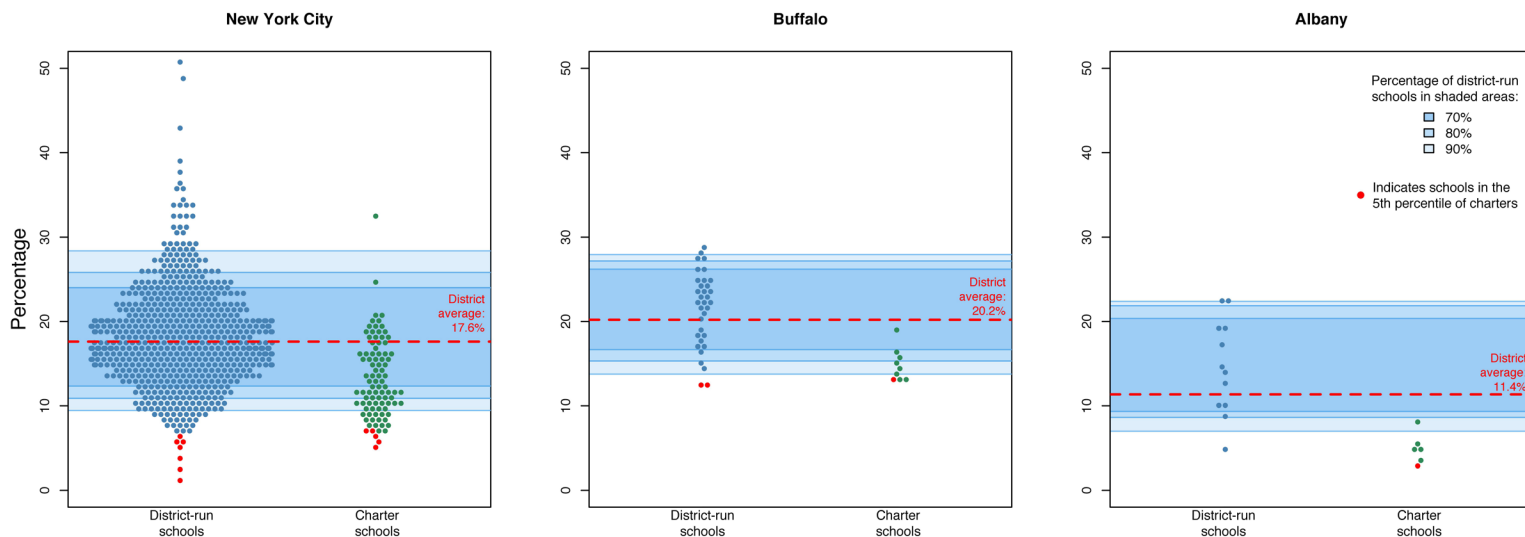
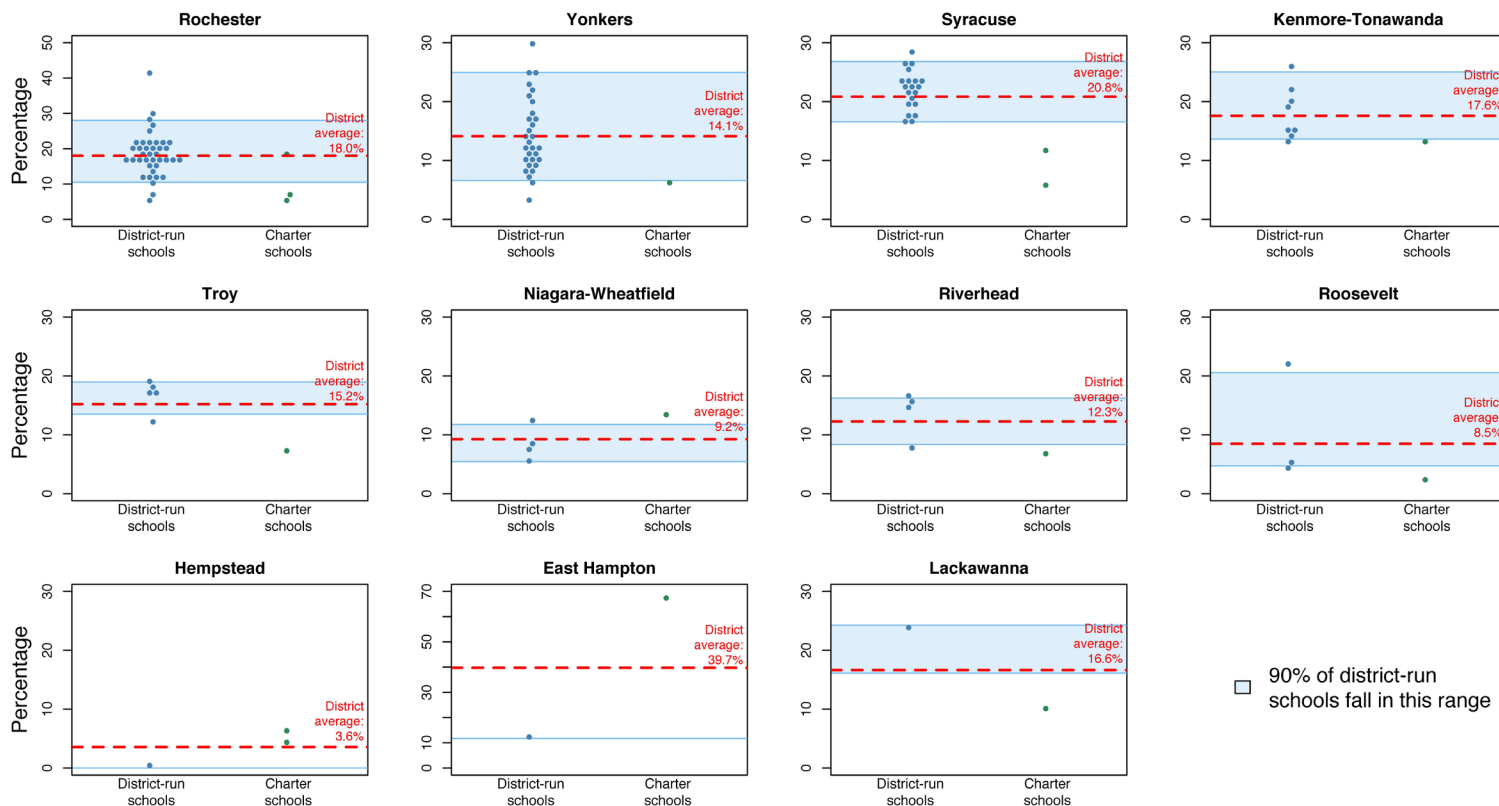


Figure 4. Enrollment of elementary students with disabilities in New York State, in districts with three or fewer charter elementary or combined K-8 schools



several enroll students in special education at rates that are lower than any of Albany's district-run schools.

Interestingly, when we look across all of the district panels in Figures 3 and 4, there is no clear pattern in the enrollment rates. Cities with more than six charter schools differ substantially in the degree to which charter schools reflect the local district's special education enrollment rates. The same can be said for some cities with few charter schools. Charter schools in districts like Niagara, East Hampton, and Hempstead enroll a higher rate of students requiring special education than do schools in their host district, while Troy, Riverhead, and Roosevelt all enroll these students at rates below all of the schools in their host school district.

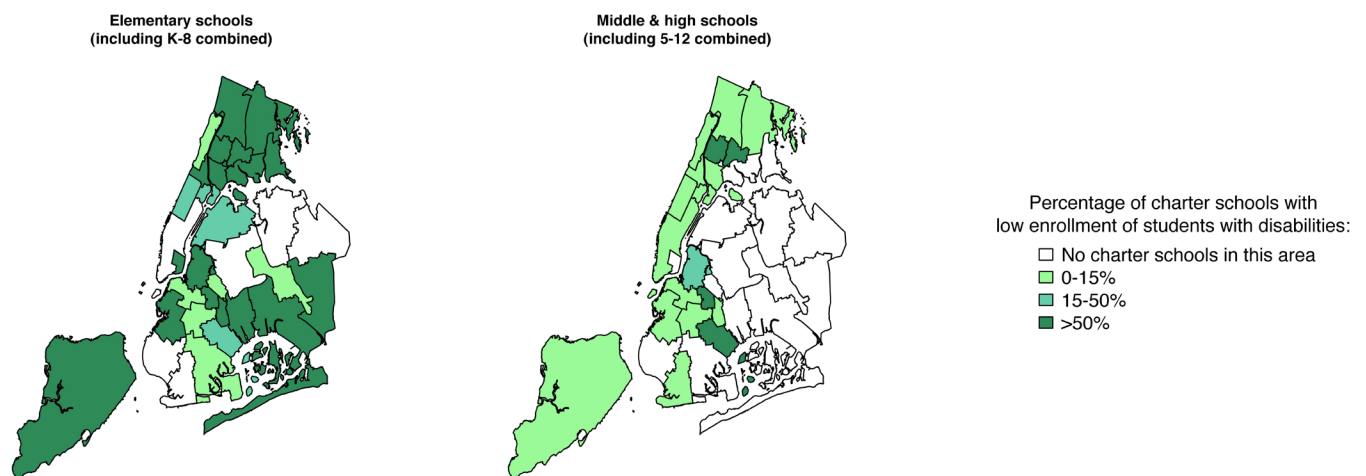
Since the authorizers are charged by the state legislature with determining separate enrollment targets for each of New York City's 32 geographical areas, Figure 5 shows variation in enrollment rates of students with

disabilities across the city.¹⁷ The pattern evinced by Figure 5 echoes that of the state overall. In 16 of the 26 areas with charter elementary schools, but just 4 of the 19 areas with charter middle and high schools, more than half of charter schools have enrollment rates of students with disabilities less than the lower bound of the 70 percent range of district-run schools. Even at the elementary level, however, there is some variation.

Again we see that charter elementary schools do not categorically underenroll students with disabilities as compared to their neighboring district-run schools. Indeed, the distribution of charter elementary school enrollments tracks closely to the enrollment rates at district-run elementary schools in six of the areas,

17. Given the data available to us, this represents our attempt at moving beyond district-level analyses and exploring enrollment patterns at the neighborhood level. Further research here is needed, as New York City's 32 geographical areas are still quite large and decisions made by families in terms of where to send their children to school are often made much more locally than our data allow us to investigate. Additional research would also benefit from longitudinal data that tracks how students in charter and district-run schools move in and out of classification, as well as from data on factors known to be correlated with the likelihood of classification (e.g., urbanicity, neighborhood median income, etc.).

Figure 5. Percentage of charter schools in each New York City area whose enrollment rate of students with disabilities falls below the 70% band of district-run schools



indicated in the lightest green shade in the figure. In these areas, roughly the same percentage—not more than 15 percent—of both charter and district-run schools enroll students with disabilities at rates less than the lower bound of the 70 percent range of district-run schools.

Based on these data, we are unable to discern why special education enrollment rates for charter schools differ so significantly from their host districts in some jurisdictions but not in others. When there are only a few schools in a city, it is hard to say anything about the systematic enrollment rates of charter schools and even harder to figure out what level of enrollment would reflect the local district distribution. Researchers and policymakers need to look for deeper comparisons of enrollment patterns across locations as well as the experiences of students with disabilities and their families.

Some charter school authorizers oversee schools with special education enrollments that closely track nearby district-run schools, but others do not.

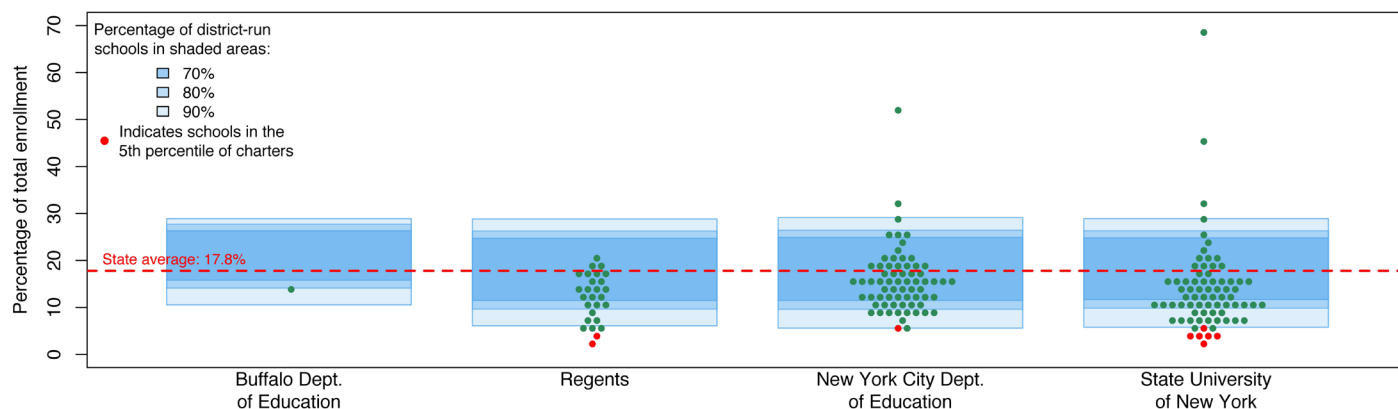
Charter school authorizers can do more than require their schools to hit enrollment targets. They are also in a position to support the charter schools they authorize

to provide services for special education. They can provide this support by ensuring that their charter schools understand their responsibilities under the Individuals with Disabilities Education Act and have the capacity to fulfill them, by coordinating school partnerships and shared programs, and by soliciting proposals for new schools to provide special education services not yet available in local charter schools. These efforts will help level enrollment to the extent that parents of students with disabilities may be avoiding charters due to perceptions that these schools lack quality special education services.

Figure 6 provides evidence that schools overseen by some authorizers enroll students with disabilities at rates more or less comparable to district-run schools. Of the four authorizers in New York State, the Regents-authorized schools, which are located in several locations across the state, collectively are least well-aligned with the state's distribution of special education enrollment. By contrast, the New York City Department of Education (NYC DOE) authorizes a group of charters that are well-aligned to the state enrollment distribution; only one school authorized by the NYC DOE falls below the 90 percent band of district-run schools.

The differences across authorizers suggest that the actions, policies, and supports offered to schools by the authorizers themselves might be among the contributing external factors. A system that focuses solely

Figure 6. Enrollment of students with disabilities in New York State charter schools, by authorizer



Notes: Blue shaded boxes were calculated by considering only the districts in which the particular authorizer operates charter schools. In this way, we control for location in comparing charter and district school enrollment of students with disabilities. The statewide average enrollment rate is included as a red dashed line for additional context.

on how many special education students are in charter schools may be missing the point at which leverage can be applied in the charter system. Emerging policies, such as systemwide enrollment and parent information systems (implemented in Denver and New Orleans), reach across charter and district-run schools, creating a unified system that reduces the opportunity for schools to discourage families or corrupt lotteries.

Special education co-ops and multi-school contracts with providers potentially provide charter schools with the scale advantages and opportunities to specialize that district-run schools enjoy. Routinely collecting and publicizing equity data and then incorporating these data in the renewal accountability process creates systematic incentives against discrimination or underservice. Authorizers—like traditional school districts—may be uniquely situated to craft a portfolio of schools and services to better serve all students. Thinking about the enrollment across a portfolio of schools may be more useful than at the school level.

Implications

These results suggest that if states and districts are considering special education enrollment targets for charter schools, those targets should at least identify an enrollment range rather than a specific number. Targets should be anchored to locations and grade spans, and perhaps even neighborhoods in large urban centers, rather than to large regions or the state as a whole. States, however, need to recognize that school-level targets put the onus for enrollment entirely on schools, when it is certainly possible that factors outside a school's control determine families' enrollment choices at least in part. Districts, the state, and local district-run schools could affect enrollment patterns. Additionally, authorizers have a role to play in supporting and incentivizing the schools they oversee to serve special education students.

More importantly, the recommendations we make call into question whether enrollment targets are appropriate policies at all. Looking across the analyses presented above, we see that some charter schools (such as elementary-grade charters and charter

schools in Albany) enroll fewer students with disabilities, while other groups of charter schools (middle and high schools and schools authorized by the NYC DOE) closely resemble district school enrollment numbers. These results raise doubts that charter schools intentionally avoid enrolling students with disabilities as a regular practice. There is no apparent reason why elementary charter operators would be more likely to avoid enrolling students with special needs than charter operators authorized by the NYC DOE or those working with upper-grade students. Something else must be different in different grades and in different locations. It may be, for example, that charter schools serving elementary grades are less likely to label students with a disability because smaller school sizes or more structured schoolwide behavior programs are effective solutions to learning or behavior challenges. It may also be that parents at the elementary level are more satisfied with district-provided specialized programs for students with disabilities.

Rather than using blunt policy instruments such as enrollment targets, state policy leaders and authorizers would be wise to invest in research to identify where underenrollment of students with disabilities exists in charter schools and what might explain it, and work with the charter school community to develop innovative strategies that address specific problems. For example, Denver Public Schools now asks charter schools to run specialized programs for students with severe disabilities. Los Angeles Unified School District offers a range of shared service models to local charter schools, including a financial resource pool to help independent charter schools serve students with costly disabilities.

When we figure out what factors contribute to differing enrollment numbers, we will be much better positioned to understand whether the proper response requires changes to policy, oversight, systems, incentives, or all of the above. Ensuring equal access and appropriate services is likely to require the efforts of leaders in states, authorizers, school districts, and the charter sector. A clearer understanding will empower all these actors, including charter school operators, to take the necessary actions to ensure equal access to charter schools for all students and to high-quality special education and related services for students with disabilities.

Tables

Table 1. Percent and number of charter schools in New York State that fall above and below the range wherein 70, 80, and 90 percent of district-run schools lie

	70% of district schools		80% of district schools		90% of district schools	
	Below	Above	Below	Above	Below	Above
Charters in state (n=168)	39.3% (66)	6.5% (11)	24.4% (41)	4.2% (7)	7.7% (13)	4.2% (7)
By charter authorizer						
Buffalo DOE (n=1)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)	0% (0)
Regents (n=27)	40.7% (11)	0% (0)	29.6% (8)	0% (0)	14.8% (4)	0% (0)
NYC DOE (n=67)	28.4% (19)	9.0% (6)	17.9% (12)	4.5% (3)	1.5% (1)	4.5% (3)
SUNY (n=73)	49.3% (36)	6.8% (5)	28.8% (21)	5.5% (4)	11.0% (8)	5.5% (4)
By school level						
Elementary (n=77)	51.9% (40)	3.9% (3)	44.2% (34)	2.6% (2)	31.2% (24)	2.6% (2)
Middle (n=19)	21.1% (4)	10.5% (2)	15.8% (3)	10.5% (2)	5.3% (1)	5.3% (1)
High (n=15)	6.7% (1)	20.0% (3)	0% (0)	13.3% (2)	0% (0)	13.3% (2)
Combined, K-8 (n=45)	40.0% (18)	0% (0)	28.9% (13)	0% (0)	22.2% (10)	0% (0)
Combined, 5-12 (n=12)	8.3% (1)	8.3% (1)	0% (0)	8.3% (1)	0% (0)	8.3% (1)

Note: Number of charters is in parentheses.

Source: CRPE analysis of data from Student Information Repository System (SIRS), New York State Education Department.

Table 2. District-run schools in New York State that fall below the 5th percentile of charter schools in terms of enrollment of students with disabilities

	Percent of district run schools	Charter school enrollment rate at charter 5 th percentile
Overall state (n=1561)	4.0% (63)	5.09
By school level		
Elementary (n=552)	0.4% (2)	4.63
Middle (n=267)	6.0% (16)	10.10
High (n=375)	16.0% (60)	8.44
Combined, K-8 (n=274)	2.6% (7)	5.69
Combined, 5-12 (n=93)	17.2% (16)	9.51

Note: Number of schools is in parentheses.

Source: CRPE analysis of data from Student Information Repository System (SIRS), New York State Education Department.

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Through research and policy analysis, CRPE seeks ways to make public education more effective, especially for America's disadvantaged students. We help redesign governance, oversight, and dynamic education delivery systems to make it possible for great educators and programs to do their best work with students and to create a wide range of high-quality public school options for families.

Our work emphasizes evidence over posture and confronts hard truths. We search outside the traditional boundaries of education to find pragmatic, equitable, and promising approaches to address the complex challenges facing public education. Our goal is to create new possibilities for the parents, educators, and public officials who strive to improve America's schools.

The National Association of Charter School Authorizers (NACSA) is committed to advancing excellence and accountability in the charter school sector and to increasing the number of high-quality charter schools across the nation. To accomplish this mission, NACSA works to improve the policies and practices of authorizers—the organizations designated to approve, monitor, renew, and, if necessary, close charter schools. NACSA provides professional development, practical resources, consulting, and policy guidance to authorizers. It also advocates for laws and policies that raise the bar for excellence among authorizers and the schools they charter. Visit www.qualitycharters.org.



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