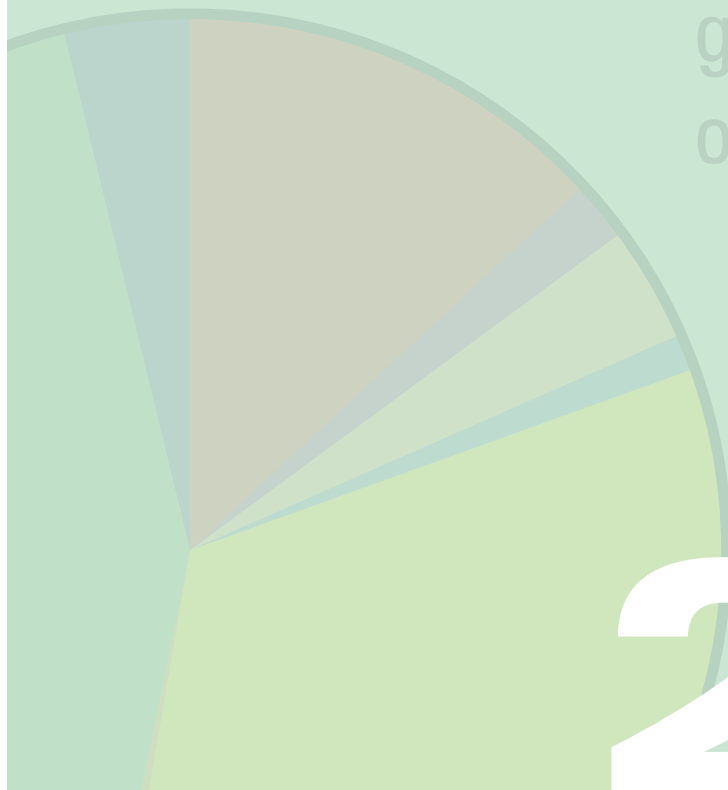


Charter Schools Indicators

a report from the Center on Educational Governance
University of Southern California

As charter schools age from growth to maturity, they rely on their own resources more and owe less to their funders.



CSI-USC
2008

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Introduction: Charter Schools Indicators

a report from the University of Southern California

CSI-USC 2008, the second annual report on charter schools in California by USC's Center on Educational Governance, offers a unique view of charter school performance.

Using both financial and academic data submitted by school districts to the state of California, CSI-USC looks well beyond test scores to evaluate charter schools in four areas: financial resources and investment, school quality, student performance and academic productivity.

This year's report shows that California's maturing charter schools have achieved greater financial security. Charters have more assets relative to liabilities: They own more compared to what they owe. In addition, charters have increased their financial reserves without sacrificing classroom investment, still 50 to 75 percent of revenues.

Yet California charter schools receive mixed messages. State accountability measures indicate improvement in overall academic achievement. But California charters are less able to meet Adequate Yearly Progress goals, which suggests charters are not keeping up with the federally mandated increases in student achievement targets, as established under No Child Left Behind.

This apparent contradiction is not unique to California or to charter schools. AYP goals are reset automatically each year in every state for all public schools, leaving more schools behind even as state accountability measures, such as California's API, show absolute gains each year – improvements that are not sufficient to surpass AYP achievement targets.

Since our last report, California's charter school population has increased by 13.2 percent, from 545 schools to 617. A larger proportion of the charter school population has reached the five-year charter renewal process, while the state is accrediting more and more charter schools.

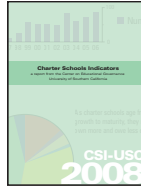
For charters new and established to learn from one another, schools need to submit accountability data in a timely fashion to the California Department of Education. Although more charter schools are doing so, more than a few fail to submit required reports, omit extensive data or submit them too late to be of value. The California Charter Schools Association and the Charter School Development Center are actively campaigning to encourage charter schools to submit data to CDE.

CSI-USC has shown how state accountability data can be used to analyze charter school performance, evolution and improvement. However, two additional obstacles limit analyses. First, CDE releases academic data every August but releases financial data the following spring. Second, CSI-USC must estimate financial data for non-charter public schools because the CDE aggregates per-pupil spending at the district level only, not by individual schools, as is required of charter schools.

The next goal of USC's Center on Educational Governance is an interactive, searchable Web site that will enable analysis of individual schools alongside custom lists of other charters. Schools and their stakeholders – policymakers, foundations, corporate partners and researchers – will be able to gauge a school's performance on a given measure and compare it to other California public schools. CharterConnect will launch in summer 2009.

Charter Schools Indicators - USC

transforming data into knowledge

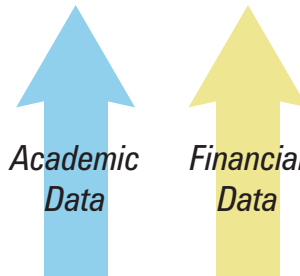


Financial Resources and Investment
School Quality
School Performance
Academic Productivity

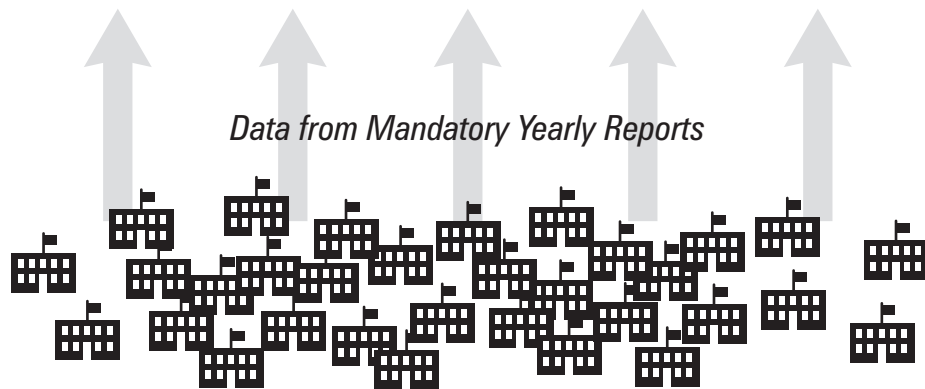
CSI-USC 2008



USC Center on Educational Governance



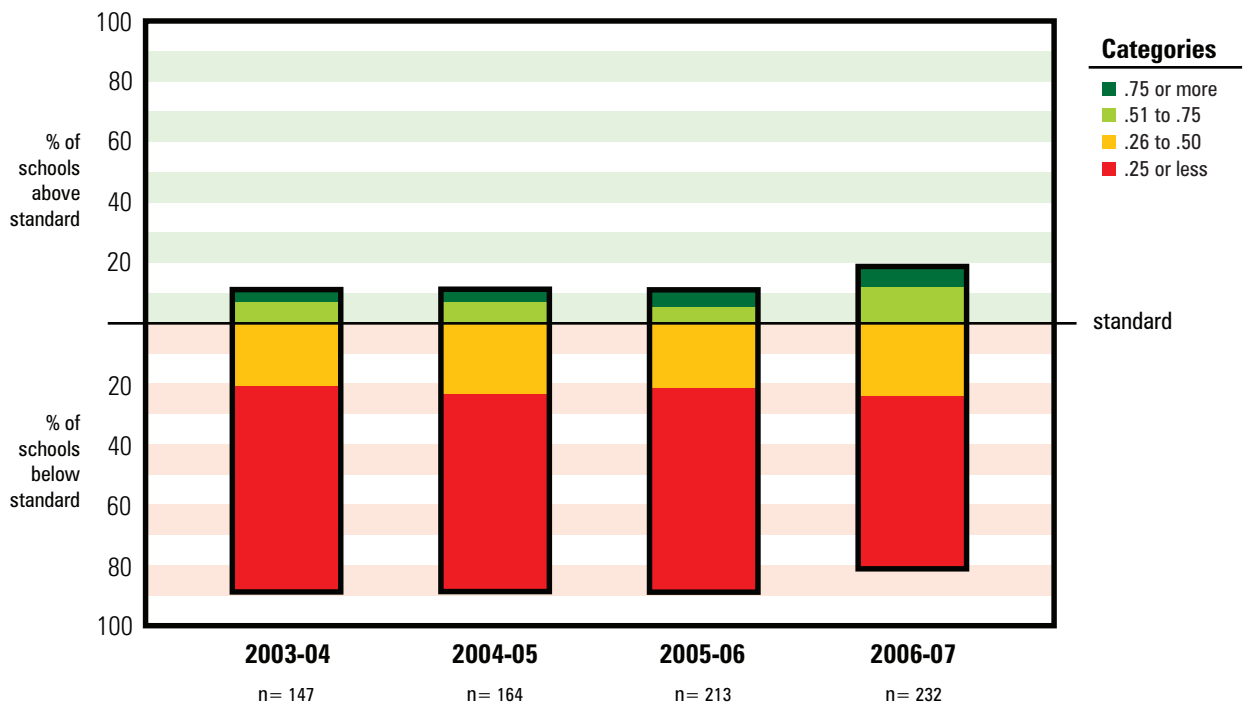
State of California Database



California Public Schools

Financial Resources and Investment

Reserves Ratios Charter Schools, 2003 - 2007



highlights

Definition

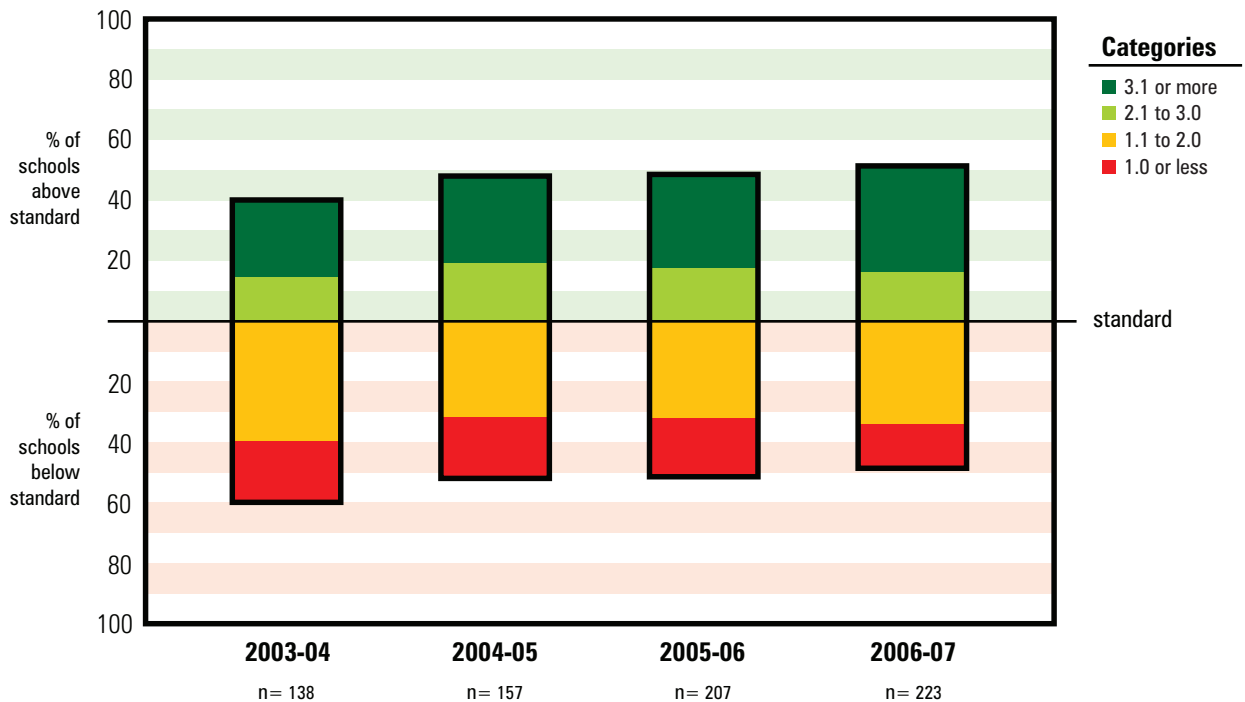
The Reserves Ratios Index is the ratio of reserve fund balances to revenues. This measure of charter school financial stability counts available funds to cover unexpected costs or to compensate if future revenues are less than expected.

Trends

Charter schools have saved more of their revenues in reserve. In the 2006-2007 school year, nearly one in five California charter schools had a year-end fund balance of more than 50 percent of their annual revenues, compared to only one in 10 charter schools during 2003 to 2005. Charter schools may have become better able to set aside larger reserves as they mature and become more financially secure. Initially, charter schools have tended to be in growth mode: starting small with a few grades and expanding over time. As they gain more students, the schools' fixed costs per student may shrink, permitting larger year-end fund balances.

Financial Resources and Investment

Liquidity Ratios Charter Schools, 2003 - 2007



highlights

Definition

The Liquidity Ratios Index, which measures assets to liabilities, is a measure of a charter school's financial health. It indicates a school's ability to meet its liabilities as covered by its assets. A school with a high liquidity ratio is better able to raise additional capital, either through selling off or borrowing against its assets.

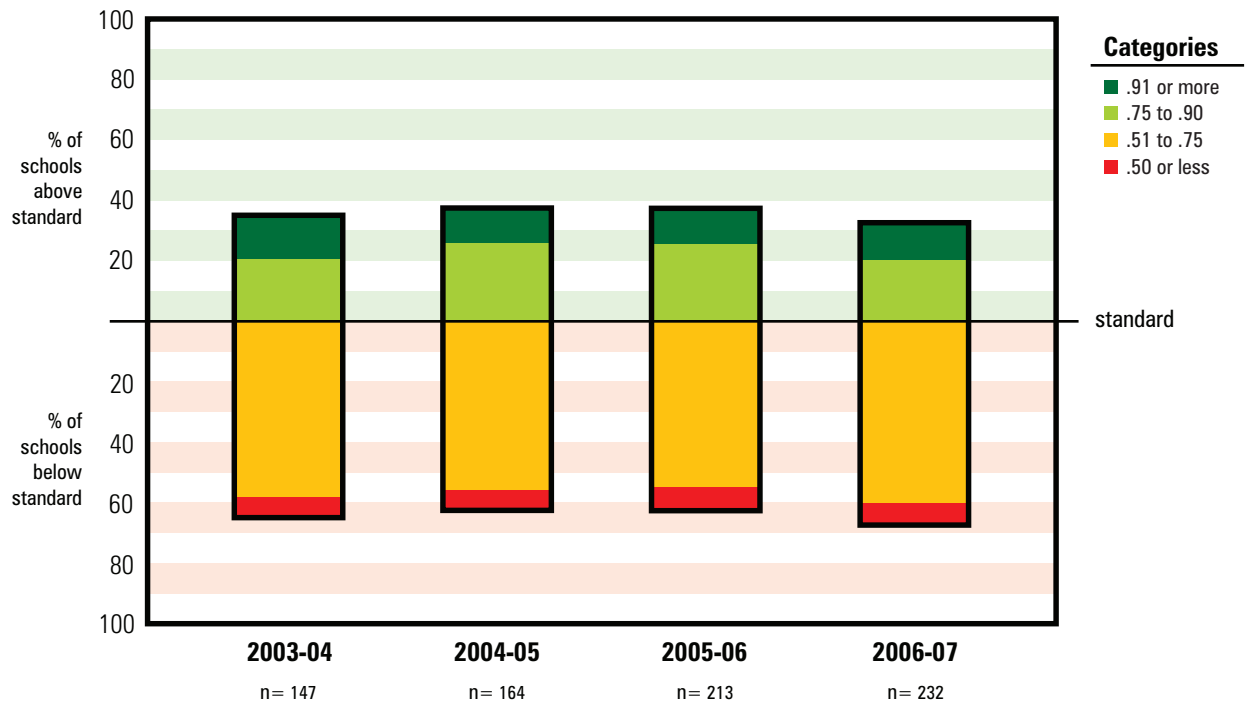
Trends

Between 2003 and 2007, the number of California charter schools with relatively high liquidity ratios – those whose ratio of assets to liabilities is 3.1 or more – increased from a quarter of all charter schools to more than one-third. Charter schools have shown an overall increase in their percentages of assets (what they "own") to liabilities (what they "owe"), reflecting a higher level of financial stability. As charter schools age from start-up to growth to maturity, they may be able to own more and owe less of their school.

Financial Resources and Investment

Direct Classroom Investment

Charter Schools, 2003 - 2007



highlights

Definition

The Direct Classroom Investment Index is the ratio of classroom investment relative to total revenues. Classroom investments include such expenditures as teacher salaries and benefits, textbooks and curriculum.

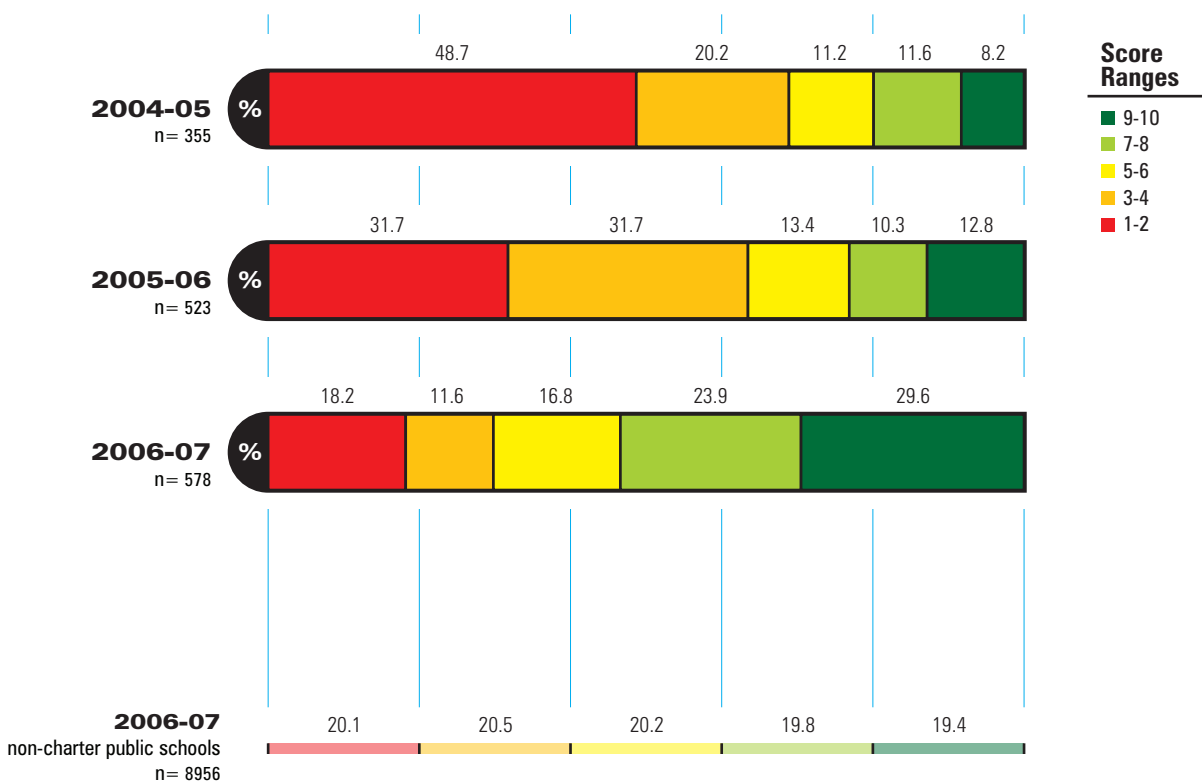
Trends

The proportion of charter school revenues used for classroom expenditures remained fairly constant from 2003 to 2007. Most California charter schools continued to invest from 50 to 75 percent of their total revenues in the classroom. A note: Charter schools must include rent for facilities in their operating budgets while non-charter public schools generally do not, a circumstance that tends to drive down the proportion of revenues available to charter school classrooms.

School Quality

Staffing Resources

Charter Schools, 2003 - 2007



highlights

Definition

The Staffing Resources Index ranks schools using a combination of two ratios: teacher/student and certificated staff/student. Certificated staff includes all positions requiring a professional credential, such as teachers, counselors and administrators.

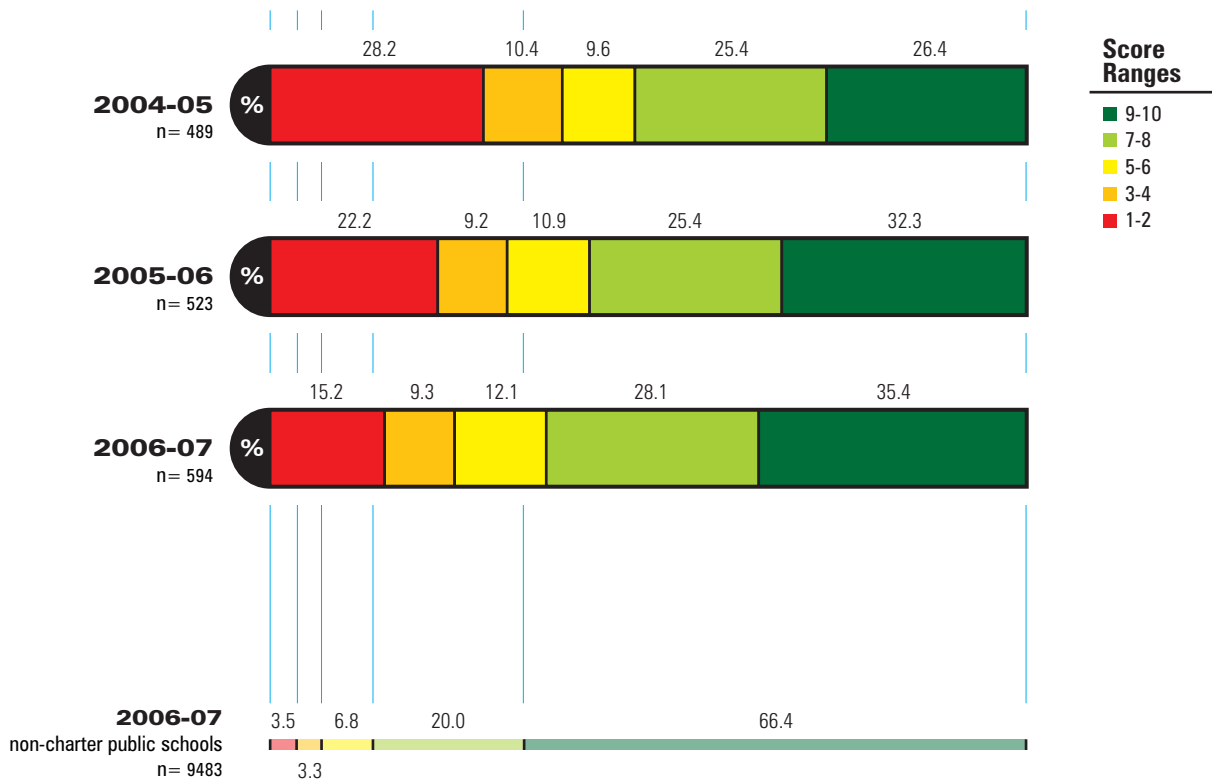
Trends

The staffing resources rankings of California charter schools have increased significantly since 2004, indicating continual addition of certificated staff. In the 2004-2005 school year, only about eight percent of California charter schools had a high ranking (9 or 10) for staffing resources. By 2006-2007, almost 30 percent of California charter schools had earned a ranking of 9 or 10.

School Quality

Teacher Qualification

Charter Schools, 2003 - 2007



highlights

Definition

The Teacher Qualification Index measures teacher quality based upon the percentage of under-qualified teachers: teachers in their first or second year of teaching and teachers on emergency, intern or waiver credentials.

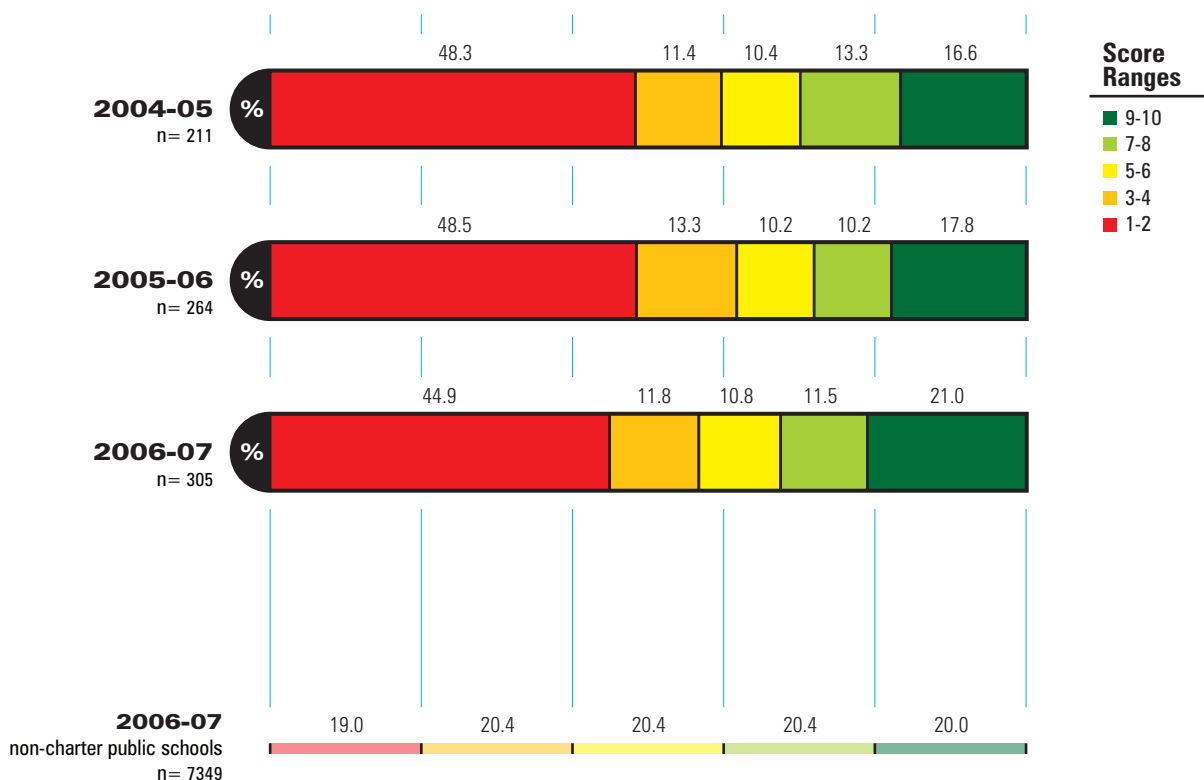
Trends

Over the three-year period, California charter schools steadily increased their numbers of credentialed and experienced teachers. More than 35 percent of charter schools in 2006-2007 earned a ranking of 9 or 10, up from fewer than 27 percent in 2004-2005. A note: The comparable percentage for the non-charter public school population (66.4%) was nearly double that of charter schools. This suggests that non-charter public schools continue to employ more credentialed teachers and fewer beginning teachers than do charter schools.

School Quality

Language Learner Reclassification

Charter Schools, 2003 - 2007



highlights

Definition

The Language Learner Reclassification Index represents the frequency with which a school transitions students from being English Language Learner (ELL) students to Fluent English Proficient (FEP).

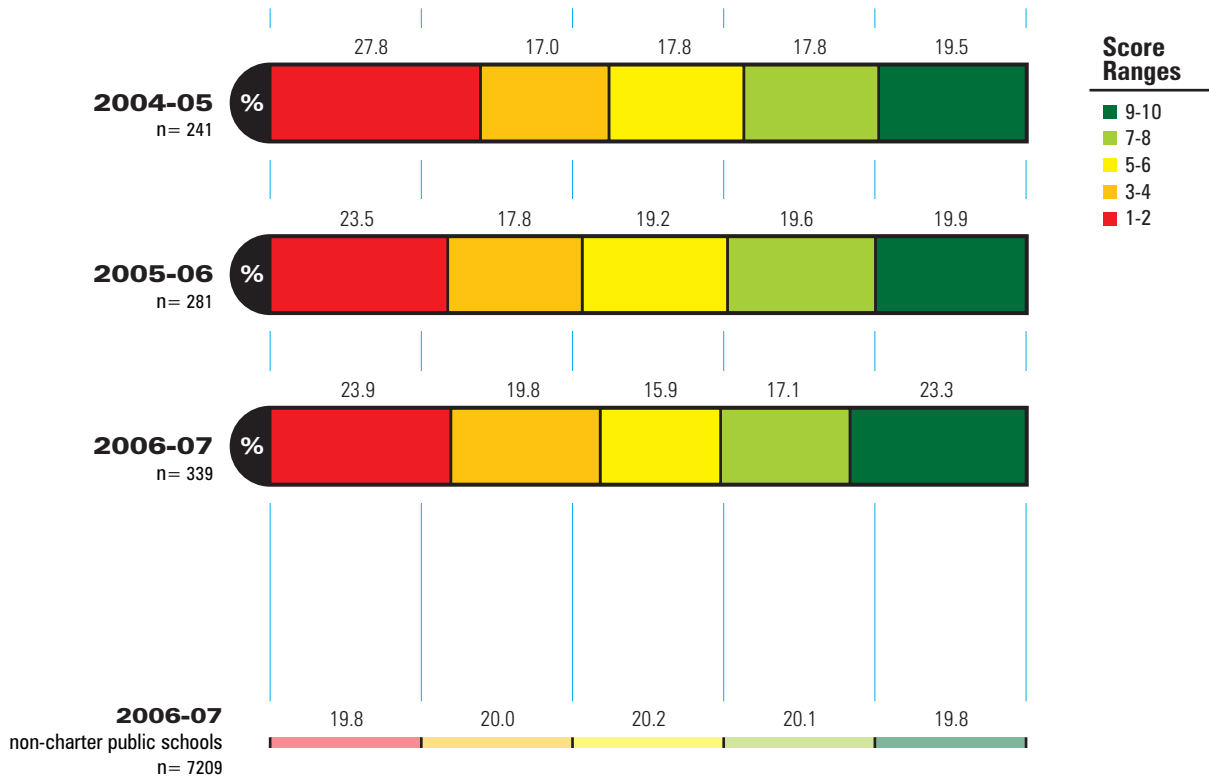
Trends

California charter schools made a slight improvement on this index; greater than four percent more charter schools earned a 9 or 10 ranking in 2006-2007 than in 2004-2005. However, low rates for reclassifying English Language Learners are the norm; approximately 45 percent of charter schools still rank poorly (1 or 2).

School Performance

API Composite

Charter Schools, 2003 - 2007



highlights

Definition

The API Composite Index summarizes school performance on various statewide standardized tests that cover a variety of academic subjects. This index combines API school rank, API similar schools rank and API base score from the previous year.

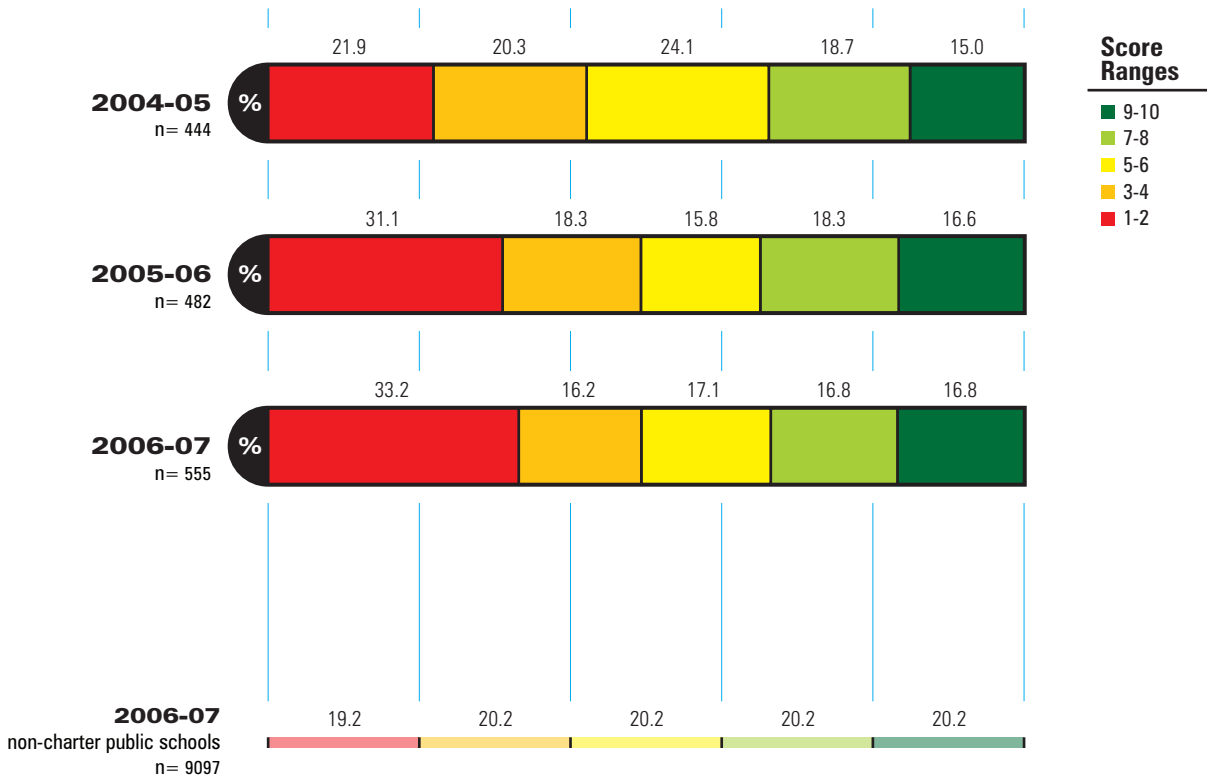
Trends

Charter schools have shown an improvement in their API Composite rankings, indicating improvement in overall academic achievement. During the three-year period, the number of charter schools receiving the highest rankings went up by 3.8 percent (from 19.5 percent to 23.3 percent) and the charter schools in the lowest rankings decreased by 3.9 percent (from 27.8 percent to 23.9 percent).

School Performance

Adequate Yearly Progress

Charter Schools, 2003 - 2007



highlights

Definition

Adequate Yearly Progress (AYP) Index rankings include whether schools met AYP goals in math and English/language arts and the percentage of students rated as proficient or above in these subject areas.

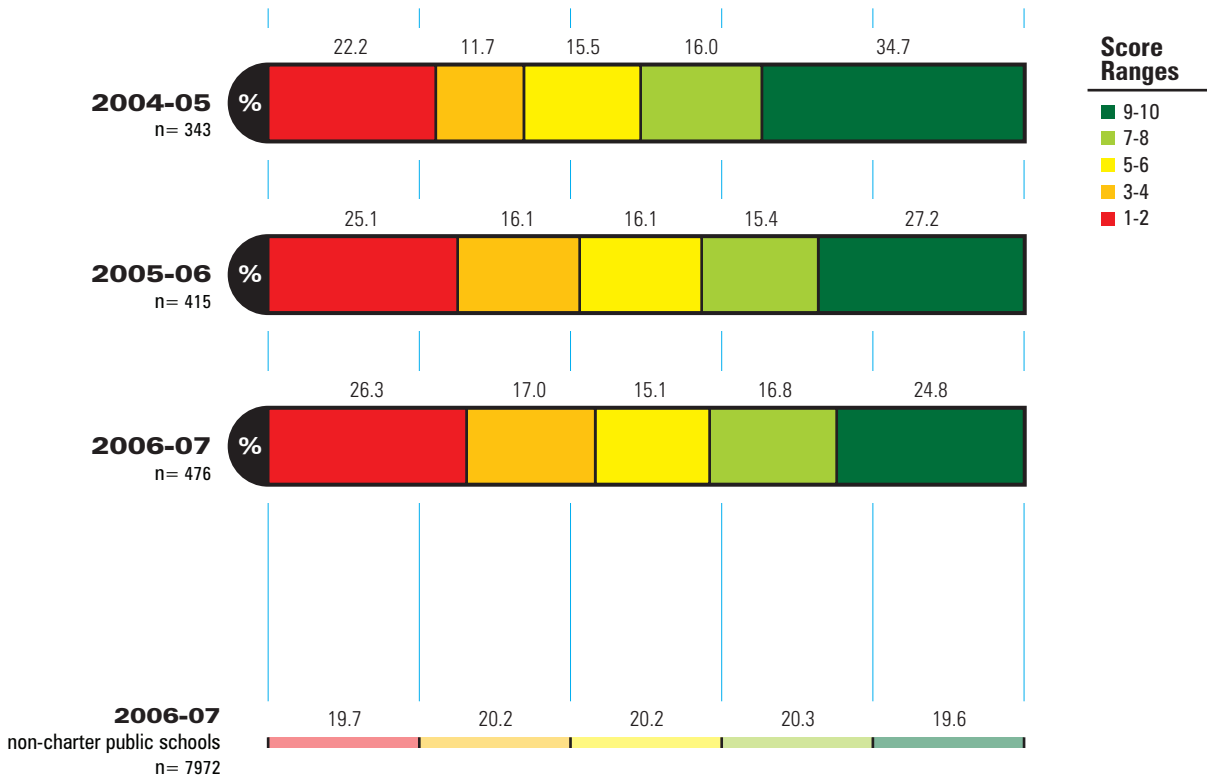
Trends

In the 2006-2007 school year, approximately one-third of charter schools received a poor ranking (1 or 2) on this index, up from 22 percent in 2004-2005. During the three-year period, charter schools became less effective in their ability to meet school AYP goals. A note: AYP goals are reset to higher levels each year through a federally approved formula.

School Performance

Academic Momentum

Charter Schools, 2003 - 2007



highlights

Definition

The Academic Momentum Index combines three measures of academic progress: annual change in the percentage of students proficient in math, annual change in the percentage of students proficient in English/language arts, and annual API growth. It measures changes in a school's student achievement over time.

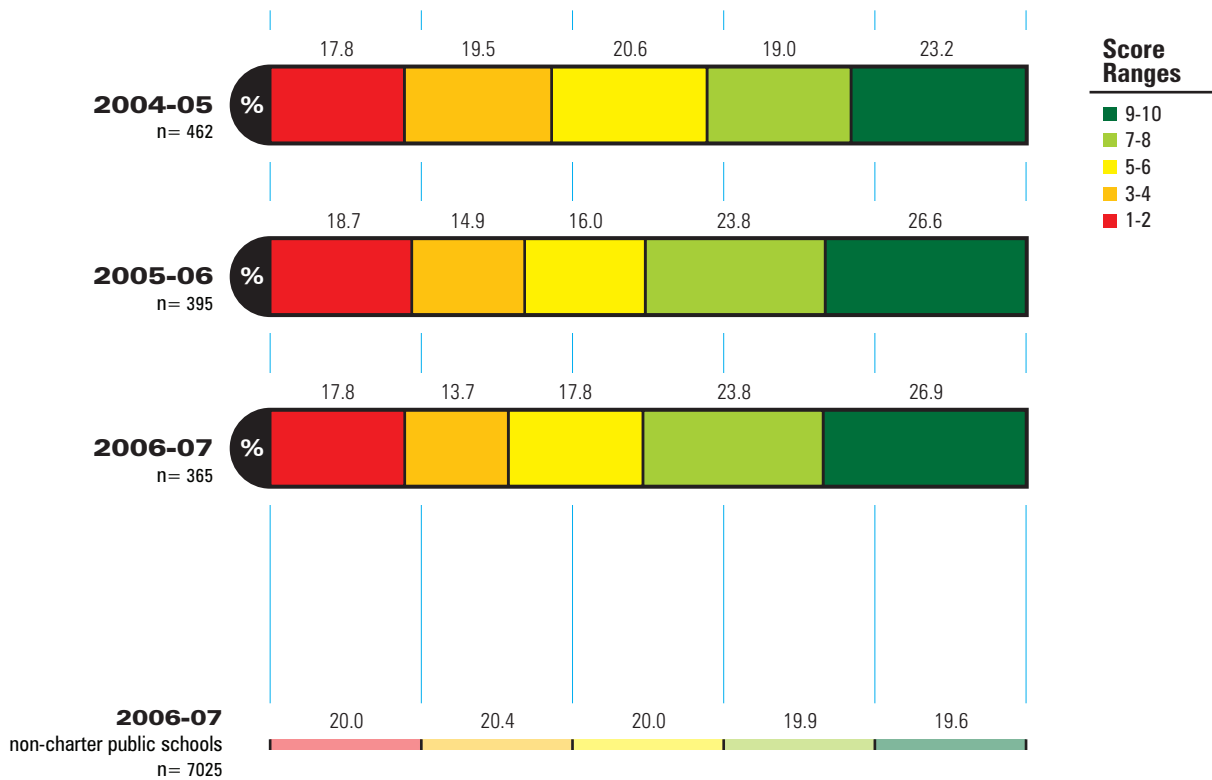
Trends

The rates of improvement of California charter schools have continued to outpace those of non-charter public schools. Although the proportion of charter schools earning a high ranking (9 or 10) has decreased by about 10 percent since 2004, the percentage (24.8 percent) still exceeds that of non-charter public schools (19.6 percent). At the same time, the proportion of charter schools in the lowest rankings (1 or 2) has increased slightly over time.

Academic Productivity

English/Language Arts Productivity

Charter Schools, 2003 - 2007



highlights

Definition

The English/Language Arts Productivity Index measures academic achievement on standardized tests of English/language arts as compared to non-charter schools with similar per-pupil spending.

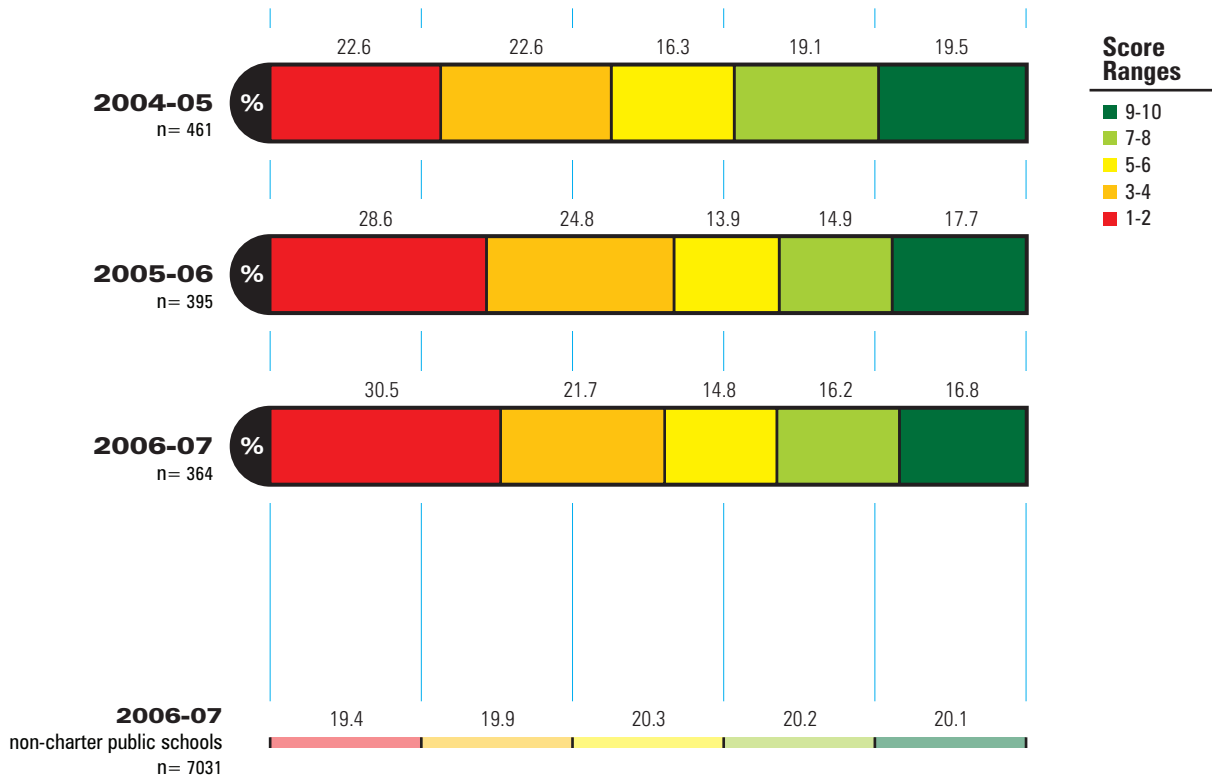
Trends

When California charter schools are compared with non-charter public schools that spend roughly the same amount per student, charter schools show considerably higher levels of productivity in English/language arts. It appears that charter schools are able to do more with less when it comes to having students excel in English/language arts.

Academic Productivity

Math Productivity

Charter Schools, 2003 - 2007



highlights

Definition

The Math Productivity Index measures how well a charter school performs on math standardized tests compared to non-charter schools with similar per-pupil spending.

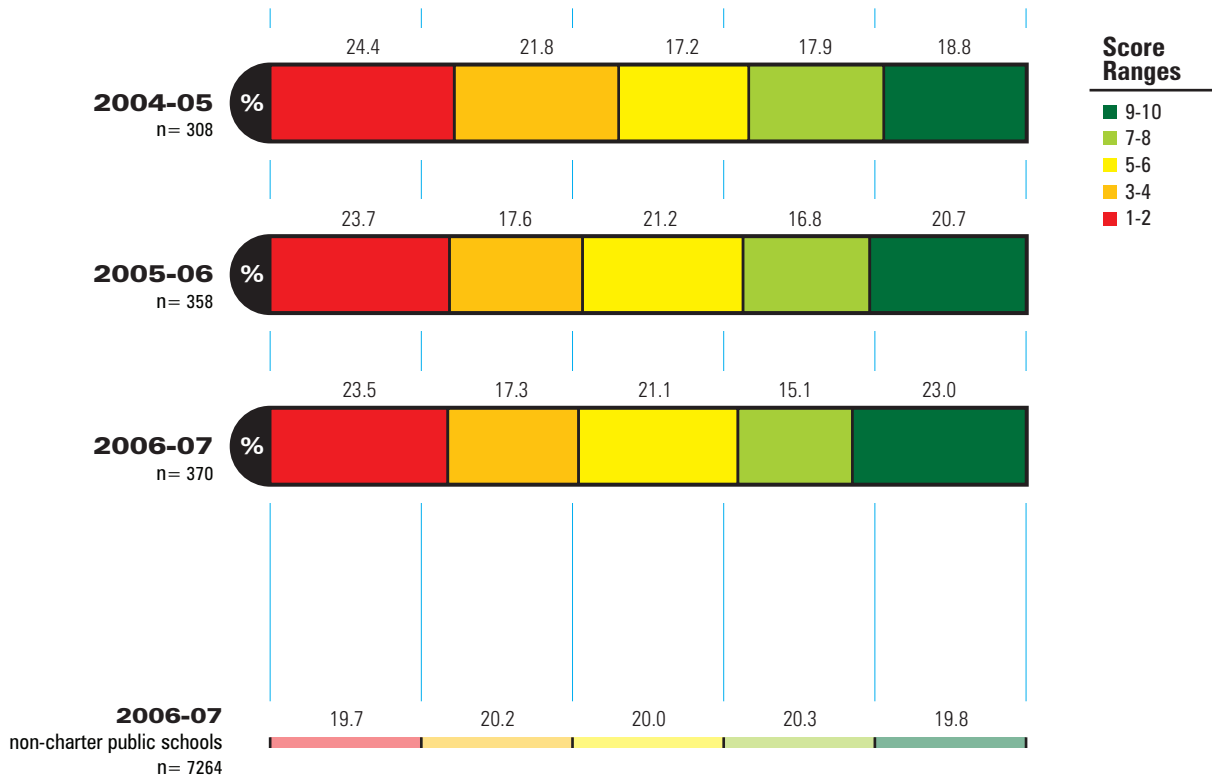
Trends

Contrary to their successes in English/language arts, charter schools appear to be losing ground in their ability to generate student proficiency in math compared to non-charter public schools with similar per-pupil spending. More charter schools dwell in the lowest rankings (1 or 2) than non-charters: a proportion that over time appears to increase for charters relative to non-charter public schools.

Academic Productivity

School Productivity

Charter Schools, 2003 - 2007



Score Ranges

- 9-10
- 7-8
- 5-6
- 3-4
- 1-2

highlights

Definition

School Productivity Index rankings compare a school's API scores to those of similarly funded schools. The API rates school performance in a variety of subject areas, providing a picture of general academic performance based upon expenditures per pupil.

Trends

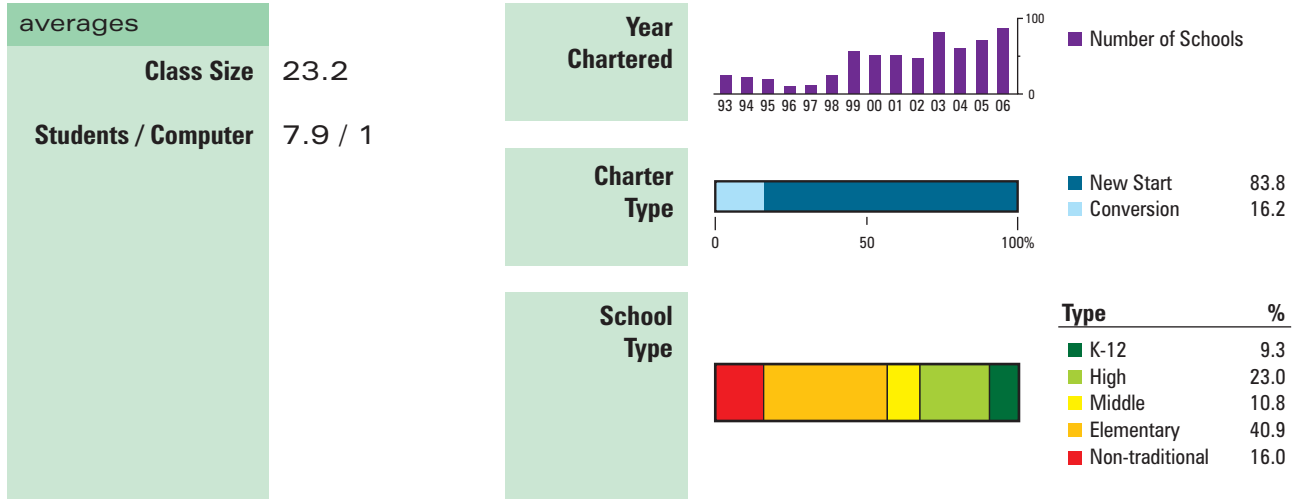
Charter school productivity has increased during the three-year time period; four percent more charter schools received a high score (9 or 10). The over-representation of charter schools in the lowest ranking (1 or 2) suggests a fair amount of variability in productivity across the charter school population.

Snapshot

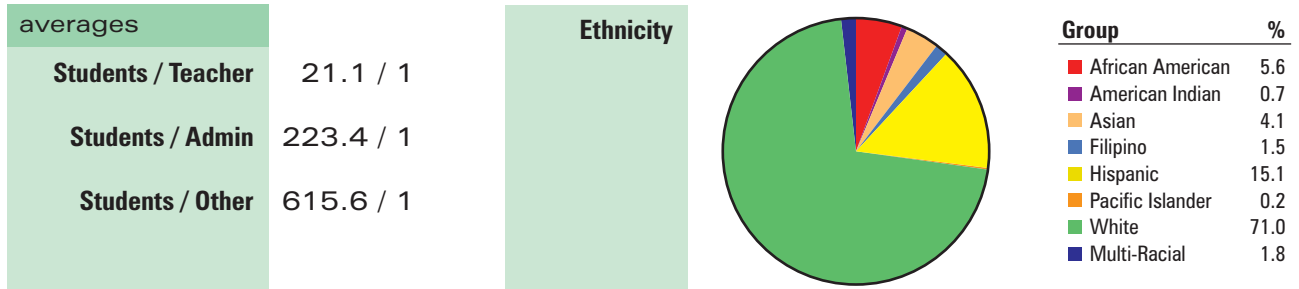
California Charter Schools, 2006-2007

charter schools in operation = 617

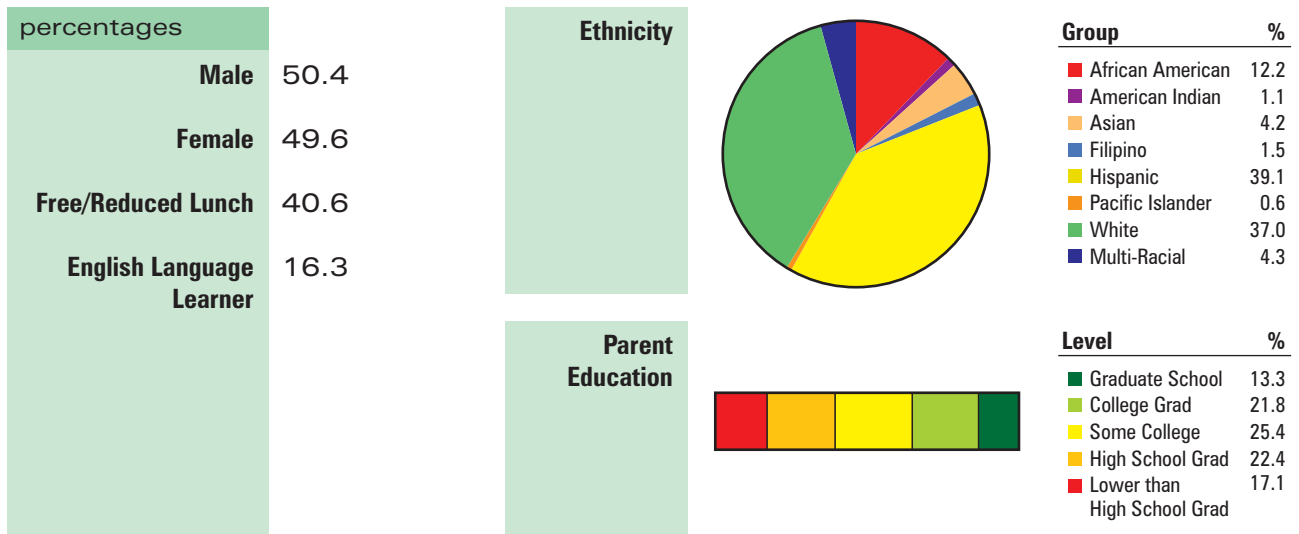
School



Staff



Students



Snapshot

California Charter, Non-Charter Public Schools Compared 2006-2007

highlights

Class Size Charter schools have larger average class sizes – about 23 students – than non-charter public schools by nearly five students per class.

Staff Averages Charter schools and non-charter public schools have about the same number of students per teacher on average.

On average, charter schools have significantly fewer students per administrator than non-charter public schools: slightly more than 60 percent of the figure for non-charter public schools.

Staff other than teachers and administrators make up a small fraction of employees in both charter and non-charter public schools. Charter schools have significantly higher numbers of students per staff member than do non-charter public schools: more than 47 percent more.

Staff Ethnicity The ethnic composition of staff in charter schools and non-charter public schools are generally similar. Charter schools have slightly greater proportions of African-American and multi-racial staff, while non-charter public schools have slightly greater proportions of Asian and Hispanic staff.

Free/Reduced Lunch Four of 10 charter school students are from low-income families, defined as eligible for free and reduced lunch, in contrast to five of 10 students in non-charter public schools.

English Language Learner English Language Learners represent one in six students on average in charter schools, in contrast to nearly one in four students in non-charter public schools.

Student Ethnicity On average, charter schools have higher proportions of African-American and white students, while non-charter public schools have higher proportions of Asian and Hispanic students.

Parent Education On average, parents of charter school students have attained higher levels of education than have parents of non-charter public school students. More than 60 percent of charter school parents have attended college, compared to nearly 54 percent of non-charter public school parents.

Academic Performance Index (API)

The API measures the academic performance and growth of public schools in California based on a variety of tests and establishes a statewide ranking of schools according to those scores. Most schools have an API, an overall state ranking, a ranking in comparison to 100 similar schools and growth targets for the following year.

Further information can be found at <http://www.cde.ca.gov/ta/ac/ap/>

Accountability Progress Report (APR)

The APR provides information on state API results, federal AYP results and federal program improvement information.

Further information can be found at <http://www.cde.ca.gov/ta/ac/ar/index.asp>

Adequate Yearly Progress (AYP)

A goal of the 2001 federal No Child Left Behind Act (NCLB) is to require schools and districts to measure and report students' annual progress toward proficiency in English/language arts and mathematics. Progress is based on whether the school or district met its Annual Measurable Objectives, demonstrated 95 percent participation on standardized tests, achieved its target on the API and, for high schools, met target graduation rates.

Further information can be found at <http://www.cde.ca.gov/ta/ac/ay/>

Charter School Alternative Form Data

California Education Code began requiring charter school financial reporting during fiscal year 2003-2004. Charter schools can choose to use the Charter School Alternative Form. Charter schools that do not report in the SACS format must use the Alternative Form.

Further information can be found at <http://www.cde.ca.gov/fg/sf/fr/csalternative.asp>

California Basic Educational Data System (CBEDS)

CBEDS contains information that the California Department of Education collects each October from school districts, schools and certified staff. The CBEDS data include staffing information and student characteristics collected on three forms: the School Information Form, the Professional Assignment Information Form and the County/District Information Form.

Further information can be found at <http://www.cde.ca.gov/ds/sd/cb/>

Language Census (R30-LC)

The census collects data on students with non-English language backgrounds and includes information regarding English learner and fully English-proficient students.

Further information can be found at <http://www.cde.ca.gov/ds/sd/lc/>

Professional Assignment Information Form (PAIF)

PAIF data are collected annually from California teachers and concern the qualifications, demographics and teaching assignments for teachers in California's public schools.

Further information can be found at <http://www.cde.ca.gov/ds/ss/cb/filespaif.asp>

School Accountability Report Card (SARC)

California state law requires all public schools receiving state funding to prepare a SARC. The SARC is intended to provide the public with important information about individual public schools, including school mission and progress towards goals; academic and demographic data; school safety and climate for learning; teacher and staff information; and fiscal and expenditure data. Although charter schools are required to prepare a SARC as a condition of receiving state funds, they are not required to comply with various SARC content and distribution requirements contained in the California Education Code.

Further information can be found at <http://www.cde.ca.gov/ta/ac/sa/>

School Information Form (SIF)

The SIF is used to collect data specific to schools on the number of classified staff, school enrollment, high school graduates, enrollment in selected high school courses, career-technical education enrollment, dropouts, alternative education, technology, education calendars and No Child Left Behind reporting requirements.

Further information can be found at <http://www.cde.ca.gov/ds/sd/cb/filesifae.asp>

Standardized Account Code Structure (SACS)

The SACS is a uniform and comprehensive chart of accounts for classifying the financial activities of California local school districts and county offices of education. Phase-in began in 1997-1998; by 2003-2004 all local educational agencies (LEAs) reported in SACS.

Further information can be found at <http://www.cde.ca.gov/ds/fd/fd/>

Teacher Qualification Index (TQI)

The TQI is a standardized rating system that shows the credential status and experience level of teachers at public K-12 schools in California. Schools receive a rating from 1 to 10 based on the percentage of teachers at the school who are formally qualified. Schools with higher percentages of underqualified teachers have lower TQI ratings. Professor Ken Futernick at California State University, Sacramento, developed this measure.

Further information can be found at <http://www.edfordemocracy.org/>

The following section describes the measures we used to assess the performance of charter schools in California. It explains what data we used and how we calculated values for each of the 12 indices.

Financial Resources and Investment

Reserves Ratios Index

A charter school with a high level of financial health has a stable level of cash on hand, as measured by its reserves ratio. Reserves ratio is the ratio of reserve fund balances to revenues. A school can improve its standing on this measure in subsequent years by increasing its reserve fund balance relative to its revenues.

Liquidity Ratios Index

A charter school with a high level of financial health has a stable level of cash on hand, as measured by its liquidity ratio. Liquidity is the ratio of assets to liabilities as reported in a given school's financial statement. A school can improve its standing on this measure in subsequent years by increasing its assets relative to its liabilities.

Direct Classroom Investment Index

A charter school with a high direct classroom investment rating invests a significant portion of its financial resources in classrooms as distinct from applications outside of classrooms. This index is derived as the ratio of classroom investment relative to total revenues. The classroom investment number includes expenditure categories such as teachers' salaries and benefits, instructional aide salaries and certificated pupil support salaries. A school can improve its standing on this measure by investing a greater proportion of its total funds in classroom expenditures.

School Quality

Staffing Resources Index

A charter school with a high staffing resources rating has high certificated staff/student and teacher/student ratios: relatively high proportions of adults working with students. These two ratios are calculated by dividing the number of certificated staff and the number of teachers by the number of students enrolled in the school (drawn from the Comprehensive Basic Education Data System (CBEDS) data files). A linear combination of the variables maximizes the variance among schools. This combined metric is then ranked into deciles, and each school is given a value from 1 (relatively few adults per student) to 10 (more adults per student). A school can increase its standing on this measure by increasing the proportion of adults to students.

Teacher Qualification Index

A charter school with a high teacher qualification rating has a team of teachers with relatively more credentials and experience. This index was computed in accordance with Ken Futernick's original formulation (see www.edfordemocracy.org for derivation of measure), using the percentage of teachers on emergency, intern, or waiver credentials as well as the percentage of teachers who are in their first or second year of teaching. The data are drawn from the CBEDS data files. The data are not ranked into deciles; the formulation generates a value from 1 to 10 for each school. A school can increase its standing on this measure by increasing the percentage of teachers with full credentials and reducing the percentage of new or beginning teachers.

Language Learner Reclassification Index

A charter school with a high reclassification rating integrates its English learners into the general education system at a higher rate than does a charter school with a low reclassification rating. This index is computed as the ratio of two measures: the number of students reclassified as Fully English Proficient and the number of students in the prior year who were English Language Learners. These data are drawn from the Language Census data files. The ratio is rank ordered into deciles using available data from all schools. Schools with no ELL students cannot reclassify any students and thus obtained a value of zero on the pre-ranked index; they are excluded from the calculations. Schools with relatively large proportions of ELL students who reclassified relatively few of them received a low score on this index. A school can improve its standing on this measure by reclassifying a larger percentage of its English-learning students.

School Performance

API Composite Index

The API measures the academic performance and growth of schools. A school's score on the API is an indicator of its performance level. A school's growth is measured by how well it is moving toward or past its goal. This index is constructed using the API school rank, API similar schools rank and API base score. A linear combination of the variables maximizes the variance among schools. This combined metric is then ranked into deciles and each school is given a value from 1 to 10. A school can improve its standing on this measure by increasing student performance on the statewide assessments. The calculation of this index changed slightly from the initial CEG report (CEG, 2007) as the current measure uses the Base API score available at the beginning of the academic year rather than the Base API score value generated for a given school year at the end of the academic year.

Adequate Yearly Progress Index

This index is constructed using four measures: met AYP in math, met AYP in English/language arts, percent proficient or above in math and percent proficient or above in English/language arts. A linear combination of the variables maximizes the variance among schools. This combined metric is then ranked into deciles and each school is given a value from 1 to 10. A school can improve its standing on this measure by increasing the percentage of students who meet the proficient level on the state assessments.

Academic Momentum Index

A charter school with a high academic momentum rating is improving student achievement over time. This index is constructed using three measures of academic progress: annual change in the percentage of students proficient or above in math, annual change in the percentage of students proficient or above in English/language arts and annual API growth. A linear combination of the variables maximizes the variance among schools. This combined metric is then ranked into deciles and each school is given a value from 1 to 10. A school can improve its standing on this measure by increasing overall student performance on the statewide assessments and by increasing the percentage of students who reach the proficient level in math and English/language arts on the state standards tests.

Academic Productivity

English/Language Arts Productivity Index

A charter school with a high English/language arts productivity rating has a higher percentage of students proficient in English/language arts than schools with similar funding levels. This index is constructed by comparing schools with similar funding levels on the percent proficient or above in English/language arts on the California Standards Tests. Funding levels for most schools are defined as the district Average Daily Attendance, but for charter schools the level is calculated based on revenues and enrollments. For non-charter public schools, the data available to estimate the expenditures per ADA for a given school came from the 2004-2005 academic year, which was the most recent data available. The schools are first ranked into deciles based on funding levels; then, schools within each funding decile ranking are ranked into deciles based on English/language arts performance and given a value from 1 to 10. A school can improve its standing on this measure by enhancing student performance on the English/language arts assessments while holding the amount of funding constant, or by maintaining the student achievement level on the English/language arts assessments with less funding.

Math Productivity Index

A charter school with a high math productivity rating has a higher percentage of students proficient in math than schools with similar funding levels. This index is constructed by comparing schools with similar funding levels on the percent proficient or above in math on the California Standards Tests. Funding levels for most schools are defined as the district Average Daily Attendance, but for charter schools the level is calculated based on revenues and enrollments. For non-charter public schools, the data available to estimate the expenditures per ADA for a given school came from the 2004-2005 academic year, which was the most recent data available. The schools are first ranked into deciles based on funding levels; then, schools within each funding decile ranking are ranked into deciles based on math performance and given a value from 1 to 10. A school can improve its standing on this measure by enhancing student performance on the math assessments while holding the amount of funding constant, or by maintaining the student achievement level on the math assessments with less funding.

School Productivity Index

A charter school with a high overall school productivity rating has a higher API score than schools with similar funding levels. This index is constructed by comparing schools with similar funding levels on Base API scores. Funding levels for most schools are defined as the district average ADA, but for charter schools the level is calculated based on revenues and enrollments. For non-charter public schools, the data available to estimate the expenditures per ADA for a given school came from the 2004-2005 academic year, which was the most recent data available. The schools are first ranked into deciles based on funding levels; then, schools within each funding decile ranking are ranked into deciles based on English/language arts and math performance and given a value from 1 to 10. A school can improve its standing on this measure by enhancing student performance on the English/language arts and math assessments while holding the amount of funding constant, or by maintaining the student achievement level on the English/language arts and math assessments with less funding.

Reserves Ratios

<http://www.cde.ca.gov/ds/fd/fd/>

data elements • Reserves Ratios (Fund Balance/Revenues)

data sources • 2003-2007 Charter School Alternative Form Unaudited Actual Data Sets

Liquidity Ratios

<http://www.cde.ca.gov/ds/fd/fd/>

data elements • Liquidity Ratios (Assets/Liabilities)

data sources • 2003-2007 Charter School Alternative Form Unaudited Actual Data Sets

Direct Classroom Investment

<http://www.cde.ca.gov/ds/fd/fd/>

data elements Total expenditures on:

- teachers' salaries
- certified pupil support salaries
- instructional aides' salaries
- non-certified support salaries
- approved textbooks and core curriculum materials
- books / reference materials
- materials and supplies
- tuition to other schools
- state teachers' retirement
- public employees' retirement
- OASDI/medicare/alternative
- health and welfare benefits
- unemployment insurance
- workers' comp insurance
- retiree benefits
- PERS reduction for revenue limit funded schools
- other employee benefits

data sources • 2003-2007 Charter School Alternative Form Unaudited Actual Data Sets

Staffing Resources

multiple sites, see below

data elements

- Certificated staff/student ratios
- Teacher/student ratios

data sources

- CBEDS - PAIF
prcert04.exe, prcert05.dbf, assign06.dbf
- SARC
sarc05.zip, sarc06.zip, sarc07.zip

sites

<http://www.cde.ca.gov/ds/ss/cb/filescertstaff.asp>
<http://www.cde.ca.gov/ds/ss/cb/filespaif.asp>
<http://www.cde.ca.gov/ta/ac/sa/>

Teacher Qualification

multiple sites, see below

data elements

- Number of:
- teachers
 - beginning teachers
 - pre-interns
 - emergency permits
 - waivers

data sources

- CBEDS - PAIF
prcert04.exe, prcert05.dbf, tchcrd04.exe, tchcrd05.dbf, paif06.dbf

sites

<http://www.cde.ca.gov/ds/ss/cb/filescertstaff.asp>
<http://www.cde.ca.gov/ds/ss/cb/filespaif.asp>

Language Learner Reclassification

<http://www.cde.ca.gov/ds/sd/lc/fileslcp234.asp>

data elements

- Number of ELL in previous years
- Number of ELL reclassified

data sources

- Language census (R30-LC)
lc05p2_4.dbf, lc06p2_4.dbf, lc07p2_4.dbf

API Composite

<http://www.cde.ca.gov/ta/ac/ap/apidatafiles.asp>

data elements

- API school rank
- API similar schools rank
- API base score

data sources

- API Base
api04bdb.dbf, api05bdb.dbf, api06bdb.dbf

Adequate Yearly Progress

<http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>

data elements

- Met AYP for English/language arts (yes/no)
- AYP English/language arts achievement (percent proficient)
- Met AYP for math (yes/no)
- AYP math achievement (percent proficient)

data sources

- AYP
apr04dbf.dbf, apr05adb.dbf, apr06adb.dbf

Academic Momentum

multiple sites, see below

data elements

- English/language arts performance
- Math performance
- API Growth

data sources

- SARC
sarc05.zip, sarc06.zip, sarc07.zip
- API Growth
api05gdb.dbf, api06gdb.dbf, api07gdb.dbf

sites <http://www.cde.ca.gov/ta/ac/sa/>
<http://www.cde.ca.gov/ta/ac/ap/apidatafiles.asp>

English/Language Arts Productivity

multiple sites, see below

data elements

- Percent proficient in English/language arts
- Expenditures per ADA

data sources

- SARC
sarc05.zip
- AYP
apr04dbf.dbf, apr05adb.dbf, apr06adb.dbf

sites <http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
<http://www.cde.ca.gov/ta/ac/sa/sarc0405.asp>

Math Productivity

multiple sites, see below

data elements

- Percent proficient in math
- Expenditures per ADA

data sources

- SARC
sarc05.zip
- AYP
apr04dbf.dbf, apr05adb.dbf, apr06adb.dbf

sites

<http://www.cde.ca.gov/ta/ac/ay/aypdatafiles.asp>
<http://www.cde.ca.gov/ta/ac/sa/sarc0405.asp>

School Productivity

multiple sites, see below

data elements

- API Base
- Expenditures per ADA

data sources

- SARC
sarc05.zip, sarc06.zip, sarc07.zip
- API Base
api04bdb.dbf, api05bdb.dbf, api06bdb.dbf

sites

<http://www.cde.ca.gov/ta/ac/ap/apidatafiles.asp>
<http://www.cde.ca.gov/ta/ac/sa/sarc0405.asp>

Snapshot: California Charter Schools, 2006 - 2007

multiple sites, see below

data elements

- Average class size
- Teacher ethnicity, gender, number
- Student ethnicity and gender
- Student computer access
- Student internet access
- Parent education level
- Students on free or reduced lunch
- English Language Learners
- Charter school conversion versus start-up

data sources

- CBEDS
- CBEDS SIF
- SARC
sarc07.zip
- API Growth
api07gdb.dbf
- Language census

sites

<http://www.cde.ca.gov/ta/ac/sa/datafiles.asp>
<http://dq.cde.ca.gov/DataQuest/downloads/sifgl.asp>
<http://www.cde.ca.gov/ta/ac/ap/apidatafiles.asp>
<http://www.cde.ca.gov/ds/sd/lc/fileselsch.asp>
<http://www.cde.ca.gov/ds/si/cs/ap/rpt.asp?s=2>

Credits

We are deeply grateful to the foundations, charter school partners and individuals who supported the development of Charter Schools Indicators - USC 2008.

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The content of the report is the sole responsibility of the Center on Educational Governance research team and may not reflect the views of the individuals or organizations named above.

About CSI-USC

In its second annual report, CSI-USC has been able to build on its foundation of national research and analysis.

Prior to the year of work that went into CSI-USC 2008, the research team spent two years conducting an environmental scan of education information systems at the national and state levels, and reviewing information systems created by charter school management organizations.

Center on Educational Governance researchers also conducted a series of studies to define and refine the performance indices; another series of studies to establish the reliability and validity of the indices; and focus groups and interviews with charter school operators and data system experts nationwide.

CSI-USC is just one project among the Center on Educational Governance's broad commitment to research on the sustainability of high-quality charter schools.

CEG has developed and produced an online compendium of promising practices in California charter schools; stakeholder satisfaction surveys for parents, students and staff; and a national resource center for charter school finance and governance, CharterResource.org.

For more on our projects and reports, consult the Center on Educational Governance Web site: <http://www.usc.edu/dept/education/cegov/>

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The Center on Educational Governance (CEG), located at the University of Southern California, focuses on the linkages between policy, educational governance, and the improvement of urban schools and the systems within which they operate. Center researchers use an interdisciplinary approach to study current policy solutions to the educational issues posed by diverse urban communities – locally, nationally and globally. The main activities of the center are: (1) engaging in rigorous quantitative and qualitative research studies of policy problems; (2) building a knowledge base to provide researchers, educators, parents and policymakers with new tools and strategies for improvement; and (3) working in partnership with educators and policymakers to use research to improve policy and practice. Current projects include U.S. and multi-national studies of school networks and strategic alliances, charter schools, leadership, data-driven decision making and educational reform.

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