

Charter Schools and the Sunshine State: What Does the Research Tell Us

Appendix A

Institute for Charter School Research

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Summary of Articles Reviewed

Study	Research Tradition	Intermediary goal focus	Final goal focus
Author, Date, Title	Economics or Education		
Abdulkadiroğlu, A., Angrist, J. D., Dynarski, S. M., Kane, T. J., & Pathak, P. A. (2011). Accountability and flexibility in public schools: Evidence from Boston's charters and pilots.	Economics		Student Achievement: Lottery estimates show large and significant score gains for charter students in middle and high school. In contrast, lottery estimates for pilot school students are mostly small and insignificant, with some significant negative effects. Charter schools with binding assignment lotteries appear to generate larger gains than other charters.
Abdulkadiroglu, A., Pathak, P. A., & Roth, A. E. (2009). <i>Strategy-</i>	Economics		Student Achievement: The authors analyze a model with

<p><i>proofness versus efficiency in matching with indifference: redesigning the New York City high school match</i></p>			<p>indifferences–ties–in school preferences. Simulations with field data and the theory favor breaking indifference the same way at every school –single tie breaking– in a student-proposing deferred acceptance mechanism. Finally, they empirically document the extent of potential efficiency loss associated with strategy- proofness and stability, and direct attention to some open questions.</p>
<p>Adamowski, S., Therriault, S. B., & Cavana, A. P. (2007). <i>The autonomy gap: Barriers to effective school leadership,</i></p>	<p>Education</p>	<p>Principal and Teacher Autonomy: Principal autonomy is linked to state laws concerning unionization and whether principals have hiring and firing rights</p>	
<p>Angrist, J. D., Pathak, P. A., & Walters, C. R. (2011). <i>Explaining charter school effectiveness</i></p>	<p>Economics</p>		<p>Student Achievement: Estimates using admissions lotteries suggest that urban charter schools boost student achievement, while</p>

			charter schools in other settings do not. Using the largest available sample of lotteried applicants to charter schools, the authors explore student-level and school-level explanations for this difference in Massachusetts.
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<p>Arsen, D., Plank, D., & Sykes, G. (1999). School Choice Policies in Michigan: The Rules Matter</p>	<p>Education</p>	<p>Equity/Access to New Educational Opportunities: The report examines geographical patterns of school choice participation among Michigan's state districts, and investigates how schools and districts have responded to the challenges and opportunities posed by choice policies.</p>	
<p>Ausbrooks, C. Y. B., Barrett, E. J., & Daniel, T. (2005). Texas charter school legislation and the evolution of open-enrollment charter schools.</p>	<p>Education</p>	<p>Equity/Access to New Educational Opportunities: This article chronicles the evolution of legislation for Texas open-enrollment charter schools to their implementation by demonstrating how these schools have (or have not) used their freedom from state-mandated requirements to develop innovative learning environments as well as to bring innovative curricula into the classroom.</p>	
<p>Ausbrooks, C. (2002). Ensuring That Underrepresented Student Groups Have Access to Charter Schools:</p>	<p>Education</p>	<p>Equity/Access to New Educational Opportunities: Describes various provisions in state statutes that ensure underrepresented</p>	

<p>What States Are Doing</p>		<p>student groups have equal access to charter schools. Includes facilitating student access, student admission, geographic boundary restrictions, and student transportation. Provides summary of student transportation provisions in seven state charter-school statutes. Also describes what some charter schools are doing to ensure equal student access.</p>	
<p>Gawlik, M.A. (2012). Moving Beyond the Rhetoric: Charter School Reform and Accountability</p>	<p>Education</p>	<p>Policy Lever: The author examined how local charter school educators respond to the accountability measures being imposed on them. In an effort to understand teachers' and administrators' experiences with public school accountability, the author explores how educators in 4 charter schools in Michigan understand recent accountability mandates with respect to school reform.</p>	
<p>Gawlik, M.A. (2008). Breaking Loose: Principal Autonomy in Charter and Public Schools</p>	<p>Education</p>	<p>Principal and Teacher Autonomy: Because various aspects of the school organization matter, this study was designed to determine to what degree principals in both</p>	

		<p>charter and traditional public schools experience autonomy. This quantitative study draws on the 1999-2000 School and Staffing Survey, and the analyses suggest that there are variations in the degree and amount of principal autonomy experienced across charter and traditional public schools.</p>	
<p>Gawlik, M.A. (2007). Beyond the Charter Schoolhouse Door: Teacher-Perceived Autonomy</p>	<p>Education</p>	<p>Principal and Teacher Autonomy: This article presents a study that explores the relationship between charter schools and teacher autonomy. The theoretical framework is based on the charter school concept, whereby three policy levers—choice, deregulation, and accountability—lead to various goals for the charter school.</p>	
<p>Bifulco, R., & Ladd, H. F. (2007). School choice, racial segregation, and test-score gaps: Evidence from North Carolinas charter school program</p>	<p>Education</p>	<p>Equity/Access to New Educational Opportunities: In this paper the authors use the experience of charter school students in North Carolina to examine how one popular approach to expanding school choice – charter schools -- has affected students of different races and socioeconomic backgrounds. In</p>	

		<p>particular, we examine whether and the extent to which black families in North Carolina have used the state's charter school program to attend more integrated schools and how the student sorting induced by the program has affected the racial achievement gap.</p>	
<p>Booker, K., Gilpatric, S. M., Gronberg, T., & Jansen, D. (2007). The impact of charter school attendance on student performance</p>	<p>Economics</p>		<p>Student Achievement: The authors employ a panel of individual student data on math and reading test performance for five cohorts of students in Texas to study the impact of charter school attendance. They control for school mobility effects and distinguish movement to a charter school from movement within and between traditional public school districts. They find students experience poor test score growth in their initial year in a charter school, but that this is followed by recovery in the subsequent years.</p>
<p>Cobb, C. D., & Glass, G. V. (1999). Ethnic segregation in Arizona charter</p>	<p>Education</p>	<p>Equity/Access to New Educational Opportunities: This study addressed whether Arizona charter</p>	

schools		schools are more ethnically segregated than traditional public schools. Nearly half of the charter schools exhibited evidence of substantial ethnic separation. Arizona charter schools not only contained a greater proportion of White students, but when comparable nearby traditional public schools were used for comparison, the charters were typically 20 percentage points higher in White enrollment than the other publics.	
Crawford, J.R. (2001). Teacher autonomy and accountability in charter schools.	Education	Principal and Teacher Autonomy: A study was conducted to examine the differences between charter school and traditional public school teachers' perceptions of empowerment, and specifically of decision making and autonomy. The findings indicate that traditional public school teachers in Colorado have the perception that they have more decision making opportunities and more autonomy than their counterparts in charter schools, whereas there is little or no difference between the perceptions of	

		charter and traditional public school teachers in Michigan.	
Davis, D. H., & Raymond, M. E. (2012). Choices for studying choice: Assessing charter school effectiveness using two quasi-experimental methods.	Economics		Student Achievement: Two quasi-experimental methods – fixed effects (FE) and virtual control records (VCR) – were used to measure charter schooling in 14 states and two districts. A head-to-head comparison of the FE and VCR methods used the same charter students to test the FE control (e.g., the charter student's own traditional public school experience) and the VCR for equivalence. The comparison produced highly similar estimates; charter coefficients were identical in sign and significance and of the same general magnitudes. In an analysis of the sampling fractions included in each method using all available tested charter students, the VCR method was found to produce more generalizable results. In the policy analysis, charter school quality was found to be

			demographically and geographically uneven with only 19 percent of charter schools outperforming their local markets.
Dobbie, W., & Fryer Jr, R. G. (2011). Are high-quality schools enough to increase achievement among the poor? Evidence from the Harlem Children's Zone.	Economics		Student Achievement: The authors provide the first empirical test of the causal impact of Harlem Children's Zone (HCZ) charters on educational outcomes. Both lottery and instrumental variables identification strategies suggest that the effects of attending an HCZ middle school are enough to close the black-white achievement gap in mathematics. The effects in elementary school are large enough to close the racial achievement gap in both mathematics and ELA. They conclude with evidence that suggests high-quality schools are enough to significantly increase academic achievement among the poor.
Eckes, S. E. (2006). Barriers to integration in the Mississippi delta:		Equity/Access to New Educational Opportunities: This study explored the	

<p>Could charter schools be the new vehicle for desegregation?</p>		<p>barriers to educational integration in the rural Mississippi Delta region. In Delta County,¹ students have generally been divided between a black public school and an all white private academy. In this current case study, the researcher sought to learn whether a new high-performing charter school, where the three barriers were not present, would encourage racial integration in Delta County. Through interviews and observations, the current case study explored whether the barriers articulated by white parents in the earlier study were simply rhetoric. The current study found that white parents were still not choosing the charter school, even though no barriers were present.</p>	
<p>Furgeson, J., Gill, B., Haimson, J., Killewald, A., McCullough, M., Nichols-Barrer, I., ... & Hill, P. (2012).</p>	<p>Education</p>	<p>Governance: The National Study of CMO Effectiveness aims to fill the gap in systematic evidence about CMOs, providing the first rigorous nationwide examination of CMOs' effects on students' achievement and attainment. The study includes an examination</p>	

		of the relationships between the practices of individual CMOs and their effects on student achievement, with the aim of providing useful guidance to the field.	
Garcia, D. R. (2008). Academic and Racial Segregation in Charter Schools Do Parents Sort Students Into Specialized Charter Schools?.	Education	Equity/Access to New Educational Opportunities: This article focuses on how parental school choices affect the degree of racial and academic segregation in charter schools. The research design allows for a direct comparison of the racial and academic conditions of the district schools students exited to the charter schools they entered. Parents choose to leave more racially integrated district schools to attend more racially segregated charter schools. Simultaneously, parents enroll their students into charter schools with at least the same degree of academic integration as the district schools that students exited. The academic and racial segregation results are then used to test the extent to which students congregate into specialized charter schools according to hypothesized patterns.	

		The findings call into question the assertion of charter school advocates that segregated conditions in charter schools are the result of students self-selecting into specialized charter schools.	
Gleason, P., Clark, M., Tuttle, C. C., & Dwoyer, E. (2010). The Evaluation of Charter School Impacts: Final Report.	Education		Student Achievement: The evaluation, which the authors conducted in 36 charter middle schools across 15 states, compares outcomes of students who applied and were admitted to these schools through randomized admissions lotteries (lottery winners) with the outcomes of students who also applied to these schools and participated in the lotteries but were not admitted (lottery losers). This analytic approach produces the most reliable impact estimates. But because the study could only include charter middle schools that held lotteries, the results do not necessarily apply to the full set of charter middle schools in the U.S.

<p>Hanushek, E. A., Kain, J. F., Rivkin, S. G., & Branch, G. F. (2007). Charter school quality and parental decision making with school choice</p>	<p>Economics</p>		<p>Student Achievement: This paper uses panel data for the state of Texas to overcome impediments to the evaluation of charter school performance and to investigate the quality of charter schools relative to traditional public schools. Additionally, it provides a first glimpse at how the availability of charter schools affects the ways in which parents respond to school quality differences. By eliminating the need to move residences in order to switch schools, charter schools would be expected to lead to an increase in the sensitivity of parents to school quality and amplify the competitive pressure on public schools.</p>
<p>Horn, J., & Miron, G. (2000). An evaluation of Michigan's charter school initiative: Performance, accountability, and impact.</p>	<p>Education</p>		
<p>Hoxby, C. M., Murarka, S., & Kang, J. (2009).</p>	<p>Economics</p>		<p>Student Achievement: This <i>report</i> analyzes the achievement of 93</p>

<p>How New York City's charter schools affect achievement.</p>			<p>percent of the New York City charter school students who were enrolled in test-taking grades (grades 3 through 12) in 2000-01 through 2007-08. The remaining students are not covered by this report for one of two reasons. 5 percent of charter school students in test-taking grades were enrolled in schools that opened from 2006-07 onwards. Their achievement will be covered by the next report of the New York City Charter Schools Evaluation Project. 2 percent of charter school students in test-taking grades were enrolled in schools that declined to participate in the study. The most distinctive feature of the study is that charter schools' effects on achievement are estimated by the best available, "gold standard" method: lotteries.</p>
<p>Hoxby, C. M., & Murarka, S. (2008). New York City charter</p>	<p>Economics</p>		<p>Student Achievement: This study addresses two main questions about charter schools</p>

schools.			<p>in the city. First, who enrolls in New York City's charter schools? And, second, how well are the schools educating students? What we found is that, compared with other students in the traditional public schools, charter school applicants are more likely to be black and poor but are otherwise fairly similar. We also found that charter school students benefit academically from their charter school education. Charter school students in grades 3 through 8 perform better than we would expect, based on the performance of comparable students in traditional public schools, on both the math and reading portions of New York's statewide achievement tests. There is not yet a sufficient number of charter school students in grades 9 through 12 for us to report achievement effects for this group.</p>
Lacey, C. H., Enger, J. M., Maldonado, N., &			Customer Satisfaction: Stakeholder surveys conducted as part of

<p>Thompson, S. (2006). Charter school accountability: Listening to our stakeholders</p>			<p>the development of an accountability and assessment system for five charter schools in Miami-Dade County and Broward County, Florida, revealed high positive response regarding high expectations, school climate, basic skills instruction, and monitoring student progress. The lowest overall rating revealed dissatisfaction with charter school resources. Five researchers distributed questionnaires to stakeholders, defined as parents, pupils, teachers, administrators, special program teachers, and auxiliary personnel. Survey results were generally positive in assessing the schools, programs, teachers, administrators, and relationships between the various stakeholder groups. This study provided the quantitative data needed to form the framework for the development and implementation of an accountability system.</p>
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<p>Lubienski, C. (2003). Innovation in education markets: Theory and evidence on the impact of competition and choice in charter schools.</p>	<p>Education</p>	<p>Innovation: Drawing on organizational and economic theory, this article considers the forces shaping educational innovation in market-oriented reforms. Although reformers assume that competition and choice necessarily lead to innovations within schools, a more complex examination of competitive institutional environments suggests that mechanisms employed by reformers may actually undercut their intended purposes. The discussion highlights the potential for choice and competition to constrain opportunities for educational innovation and to impose pedagogical and curricular conformity.</p>	
<p>Lubienski, C. (2004). Charter school innovation in theory and practice: Autonomy, R & D, and curricular conformity.</p>	<p>Education</p>		
<p>Malloy, C. L., & Wohlstetter, P. (2003). Working Conditions In Charter Schools What's the Appeal for Teachers?.</p>	<p>Education</p>	<p>Principal and Teacher Autonomy: This article synthesizes past research findings on the work of charter school teachers and juxtaposes this research with case</p>	

		<p>studies of forty charter school teachers in six urban charter elementary schools. Charter schools, with increased autonomy over personnel and budget, are given the freedom to make many decisions related to hiring, salary, and working conditions. In general, charter school teachers work longer hours and receive less job security than colleagues in traditional public schools. In some states, charter school teachers earn significantly less than other public school colleagues. The evidence also suggests, however, that teachers generally enjoy their professional lives in charter schools—their colleagues and the school’s education program. The authors argue that in order to continue to attract and retain teachers, charter schools may need to extend their use of autonomy to improve the working conditions of teachers and ultimately, to extend the life of the school.</p>	
<p>Margolis, J. (2005). " Every Day I Spin These</p>	<p>Education</p>	<p>Principal and Teacher Autonomy: This study, in contrast, seeks to</p>	

<p>Plates": A Case Study of Teachers Amidst the Charter Phenomenon</p>		<p>provide a detailed, insider account of a charter school. Further, by focusing on charter teachers, the research seeks to understand how charter policy is actually lived by those who work closest with charter school students. However, because “charter school laws vary considerably from state-to- state” --and within states run under a wide range of educational philosophies—it is impossible to speak of “charter policy” as a single entity to be experienced by teachers. Therefore, this study took a phenomenological stance, focusing first on the original and concrete experiences of teachers in a single charter school, and then later examining these experiences in light of how the school’s charter status impacted teacher meaning-making.</p>	
<p>Miron, G., Urschel, J. L., Mathis, W, J., & Tornquist, E. (2010). Schools without Diversity: Education Management</p>	<p>Education</p>	<p>Governance and Equity/Access to New Educational Opportunities: The primary purpose of this study is to examine how EMOs appear to affect the segregation or</p>	

<p>Organizations, Charter Schools and the Demographic Stratification of the American School System.</p>		<p>integration of schools by race, economic class, special education status, and language. This is accomplished through examining differences in enrollment patterns between schools operated by EMOs and schools run by their neighboring local districts. The shifts in segregative/integrative patterns over time are also examined. In addition, this study explores whether for-profit and nonprofit status, the number of schools operated by an EMO, the instructional levels of schools (elementary, middle, and high), and the number of years in operation are associated with these patterns of segregative/integrative balances.</p>	
<p>Miron, G., Nelson, C., & Risley, J. (2002). Strengthening Pennsylvania's Charter School Reform: Findings From the Statewide Evaluation and Discussion of Relevant Policy Issues</p>	<p>Education</p>		<p>Customer Satisfaction: In 2001, the Pennsylvania Department of Education contracted with Western Michigan University to evaluate Pennsylvania's charter schools and charter school initiative over two years. The study used site visits, work</p>

			<p>sample review, document review, focus groups, portfolios and surveys to gather data regarding the movement's effectiveness, progress, and impact. The report focuses on methods, descriptions of the reform, charter school startup challenges, finances, student and family characteristics, teacher and staff characteristics, working conditions, professional development, satisfaction levels, innovation, equity, accountability, student achievement, and alternative indicators of charter school quality. Overall, charter schools were making modest achievement gains against demographically and geographically similar schools, although the gains were not uniform. Charter school customers were generally satisfied with the curriculum and instruction, though less so with facilities and resources.</p>
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<p>Nelson, F. H., & Van Meter, N. (2003). Update on student achievement for Edison Schools Inc.</p>	<p>Education</p>		<p>Student Achievement: The American Federation of Teachers compares student performance on state assessments in 2000-01 in Edison-run schools with other comparable schools in the state. The methods used to assess student achievement in Edison-run schools are the same methods used to evaluate achievement in other public schools. Following are some of the AFT's findings: Averaged across all states, the typical Edison school performed below average. The typical Edison school improved modestly after poor first-year student achievement but not enough to reach average in its comparison group. Predominantly African-American schools managed by Edison ranked well below average compared with other public schools in their comparison groups. Thereport states that the outlook for Edison's prospects appears mixed</p>
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<p>Renzulli, L. A. (2006). District Segregation, Race Legislation, and Black Enrollment in Charter Schools</p>	<p>Education</p>	<p>Equity/Access to New Educational Opportunities: This article examines how segregation at the school level within districts and charter school legislation predict black enrollment levels at local charter schools. Findings suggest that segregated school districts, those districts where whites and blacks are more unevenly distributed among schools, have a larger percentage of blacks enrolled in local charter schools than districts where schools are integrated.</p>	
<p>Sass, T. R. (2006). Charter schools and student achievement in Florida.</p>			<p>Student Achievement: In this paper the author utilizes a new longitudinal data base from Florida to address three key issues relating to charter schools and student achievement. First, how does the impact of charter schools on student achievement compare with traditional public schools? Second, to the extent that student performance varies among charter schools, what factors contribute to the difference in</p>

			performance? Third, what competitive impact, if any, do charter schools have on traditional public schools? To empirically analyze these issues the author focuses on student achievement in traditional public schools and charters in Florida.
Solomon, L. C. (2003). Findings from the 2002 survey of parents with children in Arizona charter schools: How parents grade their charter schools.			Customer Satisfaction: The author surveyed 11,777 parents in Arizona charter schools, asking about satisfaction with academic programs, teaching, facilities, discipline, and school mission. Parents were most satisfied with the school's academic program and teaching. The author also asked parents to grade their child's school using a traditional "A+" to "F" scale; 66.9 percent gave their child's school an "A+" or "A."
Tedin, K. L., & Weiher, G. R. (2004). Racial/ethnic diversity and academic quality as components of school choice.	Education	Equity/Access to New Educational Opportunities: In this paper, the authors use an experimental design embedded in a survey to obtain an alternative measure of educational quality and racial diversity as	

		<p>considerations for household school choice. While both academic quality and race/ethnic diversity had an effect on preferences, academic quality was a more important predictor. They then examined the relationship between preference and actual choice outcomes. Race-related opinions were nonpredictive of outcomes, but a stress on high test scores by parents predicted school choice among students who are not “at risk.”</p>	
<p>Wohlstetter, P., Nayfack, M. B., & Mora-Flores, E. (2008). Charter schools and “customer” satisfaction: Lessons from field testing a parent survey.</p>	<p>Education</p>	<p>Parent and Community Involvement: This article reports on both the process of development and the information gained from a field test of a parent stakeholder satisfaction survey for charter schools and other schools of choice. The survey has been designed to assist schools with recruiting and retaining educational consumers by providing information both for external accountability and internal accountability. Preliminary findings from the first stakeholder group surveyed—parents—</p>	<p>Customer Satisfaction: This article reports on both the process of development and the information gained from a field test of a parent stakeholder satisfaction survey for charter schools and other schools of choice. The survey has been designed to assist schools with recruiting and retaining educational consumers by providing information both for external accountability and internal accountability. Preliminary findings from the first</p>

		<p>suggest positive levels of satisfaction with charter schools overall. The findings also reveal that parents, especially those whose children attend new charter schools, are only moderately satisfied with the school facilities and support services offered to students. However, as the charter schools age, these concerns appear to be addressed through school improvement efforts. The authors conclude with a series of lessons for developing stakeholder satisfaction surveys for charter schools and other schools of choice.</p>	<p>stakeholder group surveyed—parents—suggest positive levels of satisfaction with charter schools overall. The findings also reveal that parents, especially those whose children attend new charter schools, are only moderately satisfied with the school facilities and support services offered to students. However, as the charter schools age, these concerns appear to be addressed through school improvement efforts. The authors conclude with a series of lessons for developing stakeholder satisfaction surveys for charter schools and other schools of choice.</p>
<p>Zimmer, R., Gill, B., Booker, K., Lavertu, S., & Witte, J. (2012). Examining charter student achievement effects across seven states.</p>	<p>Economics</p>		<p>Student Achievement: In this paper, the authors examine charter schools in seven states taking two major steps to provide insights into this debate. First, they use a consistent research approach to examine charter schools in each of the locations. Second, they articulate and</p>

			<p>test the assumptions of our analytical strategy. They suggest that some of the current confusion surrounding the previous research is that researchers have not always clearly articulated the strengths and weaknesses of their research designs. In sum, while the authors do not claim that our study is definitive, they do argue that readers will have greater confidence that any differences in achievement effects across locations are not the result of methodological differences and believe readers will clearly understand the assumptions made in their model.</p>
<p>Zimmer, R., Gill, B., Booker, K., Lavertu, S., Sass, T. R., & Witte, J. (2009). <i>Charter schools in eight states: Effects on achievement, attainment, integration, and competition</i></p>	<p>Economics</p>		<p>Student Achievement: The authors set out to grow evidence and inform the debate on charter schools by examining four research questions: 1. What are the characteristics of students transferring to charter schools; 2. What effect do charter schools have on test-score gains for</p>

			<p>students who transfer between TPS and charter schools; 3. What is the effect of attending a charter high school on the probability of graduating and entering college? 4. What effect does the introduction of charter schools have on test scores of students in nearby TPSs? They examine these questions using longitudinal, student-level achievement data from Chicago, San Diego, Philadelphia, Denver, Milwaukee, and the states of Ohio, Texas and Florida.</p>
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