# Student Achievement j Florida's Charter Schoolss 

 A Comparison of the Performance of Charter School Students with Traditional Public School Studenits

FLORIDA DEPARTMENT OF EDUCATION Improving K-12 Educational Choice Options


## About This Report

Section 1002.33(23), Florida Statutes, requires the Florida Department of Education to prepare an annual statewide analysis of student achievement in charter schools versus the achievement of comparable students in traditional public schools. This report of charter school student performance fulfills the statutory requirement for the 2012-13 school year. The analysis examines the average performance of charter school students and traditional public school students using 2012-13 state assessment data from the FCAT 2.0 Reading, Mathematics and Science, and the Algebra end-of-course exams. Only students who were enrolled in a charter school or a traditional public school for an entire school year are included in the analysis. Limiting the analysis to include only full-year students is consistent with the state's school accountability system for awarding school grades. The report compares charter and traditional public schools in terms of proficiency, learning gains and achievement gap. The data included in this report is based on over 3.2 million test scores from the 2012-13 school year, and includes all state assessment test scores reported to the department.

The analysis and production of this report was a coordinated effort between the Office of Independent Education and Parental Choice and the Bureau of Accountability Reporting in the Division of Accountability, Research and Measurement. Additional information about charter schools and other school choice options is available on the department's website at: www.floridaschoolchoice.org.

Section 1002.33(23), Florida Statutes ANALYSIS OF CHARTER SCHOOL PERFORMANCE.--Upon receipt of the annual report required by paragraph (9)(I), the Department of Education shall provide to the State Board of Education, the Commissioner of Education, the Governor, the President of the Senate, and the Speaker of the House of Representatives an analysis and comparison of the overall performance of charter school students, to include all students whose scores are counted as part of the statewide assessment program, versus comparable public school students in the district as determined by the statewide assessment program currently administered in the school district, and other assessments administered pursuant to s. 1008.22(3).

## Student Achievement in Florida's Charter Schools: Key Findings

The data contained in this report, based on over 3.2 million test scores, is derived from student performance on the Florida Comprehensive Achievement Test (FCAT 2.0) and Algebra end-of-course exams. This report is designed to allow a comparative analysis of the academic achievement of students attending charter schools versus students attending traditional public schools. Using data from the 2012-13 school year, the report makes 177 comparisons in three areas: proficiency, achievement gaps and learning gains. Each of these areas includes overall as well as sub-group comparisons across subject areas and grade levels.

The FCAT 2.0 and Algebra end-of-course exam proficiency percentages are used to measure both overall rates of proficiency by grade groupings and comparisons of subgroup performance. This section of the report contains 63 separate comparisons of student achievement. In 58 of the 63 comparisons students enrolled in charter schools demonstrated higher proficiency rates. In 5 of the 63 comparisons students enrolled in traditional public schools demonstrated higher proficiency rates.

The achievement gap section of the report contains data that are used to analyze the gap between white students and African American students, and white students and Hispanic students, in reading, mathematics, and science. This section of the report includes 18 separate comparisons of current achievement gaps. The achievement gap was lower for charter school students in 18 of the 18 comparisons.

The learning gains section of the report includes 96 comparisons. The report compares the percentage of students in charter schools making learning gains against the percentage of students in traditional public schools making learning gains, by subject, grade level and subgroup. The percentage of students making learning gains was higher in charter schools in 76 of the 96 comparisons. The percentage of students making learning gains was higher in traditional public schools in 10 of the 96 comparisons. There was no difference in the percentage of students making learning gains in 10 of the 96 comparisons.

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F L O R \| D A' S
CHARTER


## Florida's Charter Schools: A Primer

Charter schools are public schools, operated independently from school districts and created with a singular purpose: autonomy in exchange for accountability. They are schools of choice and have the flexibility to meet the unique needs of individual students, and in return they are held accountable for results. This accountability comes on many levels. Charters hold contracts with school districts, and, just like districts, they must meet the high standards set on the Florida Comprehensive Assessment Test and end-of-course exams. Additionally, the state of Florida, while granting charters the freedom to do their jobs, has given districts the tools necessary to close charter schools that do not deliver. In that spirit, the law that created charter schools in Florida 18 years ago begins with three guiding principles:

- Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system;
- Promote enhanced academic success and financial efficiency by aligning responsibility with accountability; and
- Provide parents with sufficient information on whether or not the child gains at least a year's worth of learning for every year spent in the charter school.

During the 2012-13 school year, there were more than 209,000 students enrolled in 578 charter schools in 46 Florida districts. Many of these schools have innovative missions and focus on the arts, science or technology. Others serve special populations of students, such as those at risk of academic failure or students with disabilities. Regardless of mission or focus, all are held to a high standard.

## Students Served by Florida Charter Schools

Charter schools provide parents with additional choices for selecting the most effective educational programs for their children and offer creative solutions for improving student achievement in Florida. The charter school movement in Florida began as an avenue to improve student learning, increase parental choice, influence the traditional public school system and foster innovative instructional practices. Charter school enrollment has grown by more than 200 percent over the last decade. As shown below, charter schools served more than 209,000 students in the 2012-13 school year, and these schools have become increasingly diverse.

## 2012-13 Charter School and Traditional School Student Populations

|  | Charter | Traditional |
| :--- | :--- | :--- |
| Student Membership | 209,158 | $2,774,799$ |
| Gender |  |  |
| Male | $49.82 \%$ | $51.35 \%$ |
| Female | $50.18 \%$ | $48.65 \%$ |
| Race |  |  |
| White | $25.16 \%$ | $42.33 \%$ |
| African American | $37.17 \%$ | $22.91 \%$ |
| Hispanic | $8.27 \%$ | $28.53 \%$ |
| English Language Program | $9.19 \%$ |  |
| Free and Reduced Lunch <br> Eligible | $47.50 \%$ | $58.30 \%$ |
| Students with Disabilities <br> (SWD) | $8.79 \%$ | $12.85 \%$ |

## Grading Charter Schools

Like traditional public schools, charter schools are assigned a performance grade if they meet the eligibility criteria and are not an alternative school or Exceptional Student Education (ESE) center that elects to receive a school improvement rating instead of a grade. To receive a school grade a public school (charter or traditional) must have at least 30 full-time students that have two years worth of FCAT performance data in both reading and mathematics.

2012-13 Comparison of Graded or Rated Schools

|  | Charter | Traditional |
| :--- | :---: | :---: |
| Number of schools with membership in tested <br> grades | 538 | 3,136 |
| Number of graded/rated schools | 425 | 2,865 |
| Number of ungraded/unrated schools | 113 | 271 |
| Percent of ungraded/unrated schools | $21 \%$ | $9 \%$ |

2012-13 School Grades for Charter and Traditional Schools

|  | Charter |  | Traditional |  |
| :---: | :---: | :---: | :---: | :---: |
| Grade | Number | \% Graded | Number | \% Graded |
| A | 166 | $42 \%$ | 847 | $31 \%$ |
| B | 79 | $20 \%$ | 747 | $27 \%$ |
| C | 84 | $21 \%$ | 728 | $27 \%$ |
| D | 40 | $10 \%$ | 331 | $12 \%$ |
| F | 26 | $7 \%$ | 90 | $3 \%$ |
| Total A-F | $\mathbf{3 9 5}$ | $\mathbf{1 0 0 \%}$ | $\mathbf{2 , 7 4 3}$ | $\mathbf{1 0 0 \%}$ |

Total graded $=3,138$
*Percentages may not equal $100 \%$ due to rounding.

# FCAT Reading <br> Traditionall Public Schools and Charter Schools 

ALL STUDENTS COMPARISONS 2013
Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Reading
Charter Schools and Traditional Public Schools
All Students

$\square$ Charter $\square$ Traditional

$$
\text { SUBGROUP COMPARISONS } 2013
$$

Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Reading
Charter Schools and Traditional Public Schools
White Students


## Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Reading Charter Schools and Traditional Public Schools African American Students



Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Reading Charter Schools and Traditional Public Schools Hispanic Students


Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Reading
Charter Schools and Traditional Public Schools
Free and Reduced Lunch (FRL)


## Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Reading Charter Schools and Traditional Public Schools Students with Disabilities



# Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Reading Charter Schools and Traditional Public Schools English Language Learner Students 



# FCAT Mathematics Traditional Public Schools and Charter Schools 

ALL STUDENTS COMPARISONS 2013
Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Mathematics Charter Schools and Traditional Public Schools All Students


SUBGROUP COMPARISONS 2013
Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Mathematics
Charter Schools and Traditional Public Schools White Students


Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Mathematics Charter Schools and Traditional Public Schools African American Students


## Mathematics

## Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Mathematics Charter Schools and Traditional Public Schools Hispanic Students




Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Mathematics
Charter Schools and Traditional Public Schools Free and Reduced Lunch (FRL)


Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Mathematics Charter Schools and Traditional Public Schools Students with Disabilities


## Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Mathematics

 Charter Schools and Traditional Public Schools English Language Learner Student

## Mathematics

ALL STUDENTS COMPARISONS 2013
Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Science Charter Schools and Traditional Public Schools All Students

## Science

 <br> \section*{FCAT Science <br> \section*{FCAT Science Traditional Public Schools and Charter Schools} Traditional Public Schools and Charter Schools}
S U B G R O U P
COMPARISONS
2013

Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Science
Charter Schools and Traditional Public Schools White Students


Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Science Charter Schools and Traditional Public Schools African American Students


Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Science Charter Schools and Traditional Public Schools Hispanic Students


Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Science Charter Schools and Traditional Public Schools

FRL Students

## Science



Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Science Charter Schools and Traditional Public Schools

Students with Disabilities


## Percent of Students Scoring a Level 3 or Above on FCAT 2.0 Science Charter Schools and Traditional Public Schools English Language Learner Students



A Comparison of Performance

# Algebra End-of-Course Exam Traditional Public Schools and Charter Schools 

ALL STUDENTS COMPARISONS 2013
Percent of Students Scoring a Level 3 or Above on Algebra End-of-Course Exam
Charter Schools and Traditional Public Schools
All Students


SUBGROUP COMPARISONS 2013
Percent of Students Scoring a Level 3 or Above on Algebra End-of-Course Exam Charter Schools and Traditional Public Schools White Students


## Percent of Students Scoring a Level 3 or Above on Algebra End-of-Course Exam Charter Schools and Traditional Public Schools African American Students



Percent of Students Scoring a Level 3 or Above on Algebra End-of-Course Exam Charter Schools and Traditional Public Schools Hispanic Students


## Algebra

## Percent of Students Scoring a Level 3 or Above on Algebra End-of-Course Exam Charter Schools and Traditional Public Schools FRL Students



Percent of Students Scoring a Level 3 or Above on Algebra End-of-Course Exam Charter Schools and Traditional Public Schools Students with Disabilities


## Percent of Students Scoring a Level 3 or Above on Algebra End-of-Course Exam Charter Schools and Traditional Public Schools English Language Learner Students



# Achievement Gap Summary Data 2012-13 School Year 

Achievement Gap in Reading Charter Schools and Traditional Public Schools African American and White Students


Achievement Gap in Reading Charter Schools and Traditional Public Schools Hispanic and White Students


## Achievement Gap in Mathematics Charter Schools and Traditional Public Schools

 African American and White Students

## Mathematics

Achievement Gap in Mathematics Charter Schools and Traditional Public Schools Hispanic and White Students


Achievement Gap in Science Charter Schools and Traditional Public Schools African American and White Students

## Science



Achievement Gap in Science Charter Schools and Traditional Public Schools Hispanic and White Students


Achievement Gap in Algebra Charter Schools and Traditional Public Schools African American and White Students


Achievement Gap in Algebra Charter Schools and Traditional Public Schools

Hispanic and White Students


## Learning Gains Comparison 2012-2013 School Year

## Percent of Students Making Learning Gains in Reading All Students



Percent of Students Making Learning Gains in Reading African American Students


## Percent of Students Making Learning Gains in Reading <br> White Students



Percent of Students Making Learning Gains in Reading Hispanic Students


Percent of Students Making Learning Gains in Reading
FRL Students


## Percent of Students Making Learning Gains in Reading Students with Disabilities



## Percent of Students in Lowest Quartile Making Learning Gains in Reading All Students



## Percent of Students in Lowest Quartile Making Learning Gains in Reading African American Students



Percent of Students in Lowest Quartile
Making Learning Gains in Reading
White Students

## Reading



Percent of Students in Lowest Quartile
Making Learning Gains in Reading
Hispanic Students


## Percent of Students in Lowest Quartile Making Learning Gains in Reading <br> FRL Students



## Percent of Students in Lowest Quartile Making Learning Gains in Reading Students with Disabilities



## Percent of Students Making Learning Gains in Mathematics All Students

## Mathematics



Percent of Students Making Learning Gains in Mathematics African American Students


Percent of Students Making Learning Gains in Mathematics White Students


Percent of Students Making Learning Gains in Mathematics Hispanic Students


## Percent of Students Making Learning Gains in Mathematics FRL Students

## Mathematics



Percent of Students Making Learning Gains in Mathematics Students with Disabilities


[^0]
## Percent of Students In Lowest Quartile Making Learning Gains in Mathematics All Students



Percent of Students In Lowest Quartile Making Learning Gains in Mathematics

African American Students


Percent of Students In Lowest Quartile Making Learning Gains in Mathematics White Students

## Mathematics



Percent of Students In Lowest Quartile
Making Learning Gains in Mathematics
Hispanic Students


[^1]
## Percent of Students In Lowest Quartile Making Learning Gains in Mathematics <br> FRL Students



Percent of Students In Lowest Quartile Making Learning Gains in Mathematics Students with Disabilities


[^2]

| African American Students | Reading - African Am. |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | Elem | 48.2 | 8,876 | 41.1 | 114,656 |
|  | Mid | 50.1 | 9,036 | 39.7 | 114,198 |
|  | High | 45.3 | 2,727 | 33.1 | 73,664 |
|  | Mathe African |  |  |  |  |
|  | Elem | 43.4 | 8,877 | 41.7 | 114,581 |
|  | Mid | 43.6 | 8,677 | 33.9 | 110,832 |
|  | High | N/A | N/A | N/A | N/A |
|  | Science | Am. |  |  |  |
|  | Elem | 36.3 | 2,820 | 35.0 | 37,630 |
|  | Mid | 35.5 | 2,435 | 27.5 | 37,375 |
|  | High | N/A | N/A | N/A | N/A |
|  | Algebra | n Am. |  |  |  |
|  | Elem | N/A | N/A | N/A | N/A |
|  | Mid | 81.8 | 659 | 83.5 | 10,098 |
|  | High | 47.6 | 1,632 | 34.6 | 44,097 |


| Hispanic Students | Reading - Hispanic |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | Elem | 63.7 | 16,520 | 54.4 | 153,659 |
|  | Mid | 66.4 | 19,127 | 54.0 | 146,559 |
|  | High | 62.2 | 7,245 | 49.7 | 95,355 |
|  | Mathe Hispanic |  |  |  |  |
|  | Elem | 63.8 | 16,525 | 56.4 | 153,622 |
|  | Mid | 59.5 | 17,261 | 48.9 | 137,279 |
|  | High | N/A | N/A | N/A | N/A |
|  | Science |  |  |  |  |
|  | Elem | 56.0 | 5,127 | 49.5 | 50,124 |
|  | Mid | 48.4 | 5,259 | 42.3 | 48,203 |
|  | High | N/A | N/A | N/A | N/A |
|  | Algebr |  |  |  |  |
|  | Elem | N/A | N/A | N/A | N/A |
|  | Mid | 90.1 | 2,504 | 89.9 | 17,716 |
|  | High | 61.0 | 3,419 | 42.2 | 50,829 |

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|  |  | Charter |  | Traditional |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Total \% Proficient by Free and Reduced Lunch |  |  |  |  |  |
|  | Reading |  |  |  |  |
|  | Elem | 54.5 | 22,802 | 49.0 | 333,607 |
|  | Mid | 57.9 | 25,392 | 46.9 | 315,162 |
|  | High | 53.4 | 7,767 | 41.4 | 182,663 |
|  | Mathematics |  |  |  |  |
|  | Elem | 51.9 | 22,808 | 49.4 | 333,382 |
|  | Mid | 52.5 | 23,880 | 42.7 | 304,476 |
|  | High | N/A | N/A | N/A | N/A |
|  | Science |  |  |  |  |
|  | Elem | 45.6 | 7,180 | 43.7 | 108,563 |
|  | Mid | 42.6 | 6,872 | 36.4 | 101,105 |
|  | High | N/A | N/A | N/A | N/A |
|  | Algebra |  |  |  |  |
|  | Elem | N/A | N/A | N/A | N/A |
|  | Mid | 86.8 | 2,493 | 86.7 | 30,110 |
|  | High | 53.3 | 4,232 | 38.7 | 105,962 |




## LEARNING GAINS DATA

| Reading | All Students <br> \% who made learning gains | African American \% who made learning gains | White <br> \% who made learning gains | Hispanic <br> \% who made learning gains | FRL <br> \% who made learning gains | SWD <br> \% who made learning gains |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Charter Schools |  |  |  |  |  |  |
| Grades 4 and 5 | 63 | 58 | 65 | 64 | 60 | 55 |
| Grades 6, 7 and 8 | 66 | 61 | 67 | 68 | 64 | 56 |
| Grades 9 and 10 | 64 | 57 | 66 | 66 | 61 | 53 |
| All Grade levels | 65 | 60 | 66 | 66 | 62 | 55 |
| Traditional Schools |  |  |  |  |  |  |
| Grades 4 and 5 | 62 | 56 | 65 | 62 | 59 | 53 |
| Grades 6, 7 and 8 | 63 | 57 | 64 | 63 | 59 | 51 |
| Grades 9 and 10 | 61 | 53 | 64 | 62 | 57 | 52 |
| All Grade levels | 62 | 56 | 64 | 63 | 59 | 52 |

## LEARNING GAINS OF THE LOWEST QUARTILE

| Reading | All Students <br> \% in the low $25 \%$ who made learning gains | African American \% in the low $25 \%$ who made learning gains | White <br> \% in the low $25 \%$ who made learning gains | Hispanic <br> \% in the low $25 \%$ who made learning gains | FRL <br> \% in the low $25 \%$ who made learning gains | SWD <br> \% in the low $25 \%$ who made learning gains |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Charter Schools |  |  |  |  |  |  |
| Grades 4 and 5 | 62 | 59 | 61 | 64 | 61 | 54 |
| Grades 6, 7 and 8 | 65 | 63 | 64 | 66 | 63 | 56 |
| Grades 9 and 10 | 64 | 59 | 66 | 67 | 63 | 57 |
| All Grade levels | 64 | 61 | 63 | 66 | 62 | 55 |
| Traditional Schools |  |  |  |  |  |  |
| Grades 4 and 5 | 61 | 58 | 61 | 62 | 60 | 52 |
| Grades 6, 7 and 8 | 60 | 58 | 60 | 61 | 58 | 51 |
| Grades 9 and 10 | 61 | 56 | 62 | 64 | 59 | 55 |
| All Grade levels | 60 | 57 | 61 | 62 | 59 | 52 |

Note: Retained 3rd grade students eligible for gains therefore included with grades 4 and 5.

LEARNING GAINS DATA

| Mathematics | All Students <br> \% who made learning gains | African American \% who made learning gains | White <br> \% who made learning gains | Hispanic <br> \% who made learning gains | FRL <br> \% who made learning gains | SWD <br> \% who made learning gains |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Charter Schools |  |  |  |  |  |  |
| Grades 4 and 5 | 59 | 52 | 60 | 61 | 56 | 52 |
| Grades 6, 7 and 8 | 66 | 58 | 70 | 66 | 63 | 58 |
| Grades 9 and 10 | 70 | 62 | 73 | 72 | 67 | 62 |
| All Grade levels | 64 | 57 | 67 | 65 | 61 | 56 |
| Traditional Schools |  |  |  |  |  |  |
| Grades 4 and 5 | 61 | 54 | 64 | 61 | 58 | 52 |
| Grades 6, 7 and 8 | 64 | 56 | 68 | 63 | 59 | 53 |
| Grades 9 and 10 | 68 | 62 | 71 | 67 | 64 | 59 |
| All Grade levels | 64 | 57 | 67 | 63 | 60 | 53 |

## LEARNING GAINS OF THE LOWEST QUARTILE

| Mathematics | All Students <br> \% in the low $25 \%$ who made learning gains | African American \% in the low $25 \%$ who made learning gains | White <br> \% in the low $25 \%$ who made learning gains | Hispanic <br> \% in the low $25 \%$ who made learning gains | FRL <br> \% in the low $25 \%$ who made learning gains | SWD <br> \% in the low $25 \%$ who made learning gains |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Charter Schools |  |  |  |  |  |  |
| Grades 4 and 5 | 56 | 53 | 57 | 58 | 54 | 49 |
| Grades 6, 7 and 8 | 62 | 58 | 64 | 63 | 61 | 57 |
| Grades 9 and 10 | 66 | 61 | 67 | 69 | 65 | 64 |
| All Grade levels | 61 | 56 | 62 | 63 | 59 | 55 |
| Traditional Schools |  |  |  |  |  |  |
| Grades 4 and 5 | 57 | 54 | 58 | 59 | 56 | 49 |
| Grades 6, 7 and 8 | 58 | 55 | 60 | 59 | 57 | 51 |
| Grades 9 and 10 | 64 | 64 | 63 | 65 | 64 | 62 |
| All Grade levels | 59 | 56 | 60 | 60 | 58 | 52 |

Note: Retained third-grade students eligible for gains therefore included with grades 4 and 5.


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[^0]:    A Comparison of Performance

[^1]:    A Comparison of Performance

[^2]:    A Comparison of Performance

