



**COLORADO**  
Department of Education

# 2016 State of Charter Schools Triennial Report

Submitted to:  
**Colorado General Assembly**

By:  
**Schools of Choice Office**

**Report by Gina Schlieman, with data analysis by SLOPE Research & Analytics**

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Innovation and Pathways Division/Choice and Innovation Unit/ Schools of Choice Office  
201 E. Colfax Ave., Denver, CO 80203  
303-866-6276  
SOC@cde.state.co.us



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## Executive Summary

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The *State of Charter Schools in Colorado, 2016* report was created in accordance with §22-30.5-113, C.R.S. requiring that information be reported about the success and failures of charter schools, including comparison information about performance taking into consideration of similar groups in terms of ethnic and economic factors. Statute also requires that this report include information regarding changes in charter school statute, and information about waivers to statute granted by the State Board of Education to charter schools. Finally, statute requires suggested action steps be identified.

*The State of Charter Schools in Colorado, 2016* presents data and descriptive information about charter schools from the most recent years available. Where available, 2015-2016 demographic and characteristic data has been used. For school performance data, 2013-14 data has been used, with some preliminary presentation of available 2014-2015 data. This report presents information and analysis on the following areas:

- Charter Sector Context
- History of Charter Schools
- Characteristics of Charter Schools
- Characteristics of Charter School Students
- Characteristics of Charter School Teachers and Administrators
- Charter School Academic Performance
- Charter School Postsecondary and Workforce Readiness Performance

This Executive Summary identifies notable trends in charter school demographics and performance, along with recommendations for further action. Please see the full report for detailed data across the full set of measures and analysis identified above, including on each notable trend identified below.

Notable Trends include:

1. Charter schools continue to serve an increasingly larger number and share of students and offer a widening range of educational options.
2. Charter schools now see lower student mobility rates than non-charter schools.
3. Charter schools currently serve a population more similar to state averages than in years past, but still lag behind in numbers of students with disabilities enrolled.
4. Teachers and administrators in charter schools continue to earn less than peers in non-charter settings.
5. In 2014, charter schools in Colorado continued to generally outperform non-charter schools on state performance measures, overall and with educationally disadvantaged subgroups.
6. Initial 2015 results on new CMAS & PARCC performance assessments suggest charter schools continue to generally outperform non-charter schools, overall and with educationally disadvantaged subgroups.
7. Charter schools in aggregate perform lower than non-charter schools on Postsecondary and Workforce Readiness measures.

Recommendations for further study and action include:

1. More research is needed to understand the gap in representation of students with disabilities at charter schools.
2. More research is needed to understand the differences in performance of students with disabilities in charter and non-charter schools.



3. Further research is needed to better understand charter school performance on Postsecondary and Workforce Readiness measures.
4. Future reports should include any new accountability measures introduced in Colorado.
5. Future reports should include analysis of charter school and non-charter school implementation of key Colorado school reform efforts.
6. Future reports should consider comparison of academic and Postsecondary and Workforce Readiness measures based on comparable academic models.
7. Analyzing mobility rates by type of school, student subgroups and program type would provide a more comprehensive picture.

## Notable Trends

### **Trend 1: Charter schools continue to serve an increasingly larger number and share of students and offer a widening range of educational options.**

Growth in charter school enrollment continues to increasingly outpace enrollment growth in non-charter schools, as the charter sector continues to take on an increasingly larger share of PK-12 public education in Colorado (see **FIGURE 2** on page 17). For the 2015-2016 school year, 226 charter schools operated in the state of Colorado. These schools serve 108,793 students in grades PK-12, an increase of 30.3% from the total number of students (83,478) reported in the 2013 version of this report (“2013 Report”, based on 2011-2012 student data). This represents 12.1% of total PK-12 public school enrollment and 12.4% of total K-12 public school enrollment, which is **a larger share of public school students than any single school district in the state**. A full list of 2015-2016 charter schools, including their authorizer, location, SPF rating, date of opening, grades served, and enrollment, can be found in the Appendix in **TABLE A1**.

While most of Colorado’s charter schools exist along Front Range cities and suburbs, an increasing number are locating elsewhere across the state. For the 2015-2016 school year, the Greater Denver/Boulder Metro Area had 131 charter schools, the Colorado Springs Area had 31 charter schools, and the Fort Collins Area had 17 charter schools. The state also had 35 rural charter schools in such places as Avon, Bennett, Carbondale, Clark, Cortez, Crestone, Edwards, Elizabeth, Georgetown, Granby, Guffey, Hotchkiss, Lamar, Lake George, Marble, Milliken, Montrose, Paradox, Peyton, Salida, and Strasburg.

At the same time, the percentage of Colorado charter schools being operated by a national organization has dropped (from 8.9% to 6.6%), while simultaneously showing an increase in Colorado-grown organizations managing charter schools (from 8.9% to 33.6%; see **TABLES 4 & 5** on pages 20-22).

In addition, according to 2014-2015 data held by the Colorado League of Charter Schools, the diversity of educational models in use across the charter school sector is increasing, with at least 26 different program models being utilized in charter schools across the state (see **TABLE 3** on pages 19-20).

### **Trend 2: Charter schools now see lower student mobility rates than non-charter schools.**

For charter schools in 2014-2015, the average student mobility rate was 18%, while the mobility incidence rate was 17% (see footnote on page 32 for definition of mobility rate and incidence). While since the 2013 Report mobility rates have been nearly halved on average for all public schools, both charter and non-charter, this is a significant shift from charter school 2011-2012 rates of 39% and 42% respectively. The student mobility rate ranged from a low of 2.5% to a high of 83.3% in 2014-2015 in individual charters. The mobility incidence rate for this period ranged from a low of 2.5% to a high of 112.5%.



Based on these figures, charter schools now see lower mobility compared to non-charter schools (see **TABLE 10** on page 34), a dramatic shift from the 2011-2012 data in the 2013 Report, which saw higher rates in both mobility measures for charter schools. Non-charter schools report, on average, a 19% student mobility rate and 20% mobility incidence rate. For non-charters, the mobility rate ranged from 0% to 100% and the mobility incidence rate ranged from 0% to 286.4%.

**Trend 3: Charter schools currently serve a population more similar to state averages than in years past, but still lag behind in numbers of students with disabilities enrolled.**

Continuing a trend from the 2013 Report, charter schools operating in 2015-2016 serve an increasingly more racially and economically diverse student population than in prior years.

**Racial/ Ethnic Minorities:** Charter schools operating in 2015-2016 served 51,052 racial/ethnic minority students, representing 46.9% of the total charter school enrollment. As **TABLE 11** and **FIGURE 6** on page 35 illustrate, the percent of racial/ethnic minority students enrolled in charter schools has increased over time from 27% in 2001 and is now slightly higher than the non-charter and state averages of 45.7% and 45.9% respectively.

**Students Eligible for Free or Reduced-Price Lunch:** The charter schools operating in 2015-2016 served 39,057 students who were eligible for Free or Reduced-Price Lunch, representing 35.9% of the combined enrollment of these schools. As **FIGURE 7** on page 36 indicates, the percentage of charter students who qualify for Free or Reduced Lunch has grown steadily compared to prior years, cutting the gap in representation by half between 2008 and 2016. The percentage representation of students eligible for Free or Reduced-Price Lunch in 2015-2016 ranged by charter school from 0% to 79.3%.

**Students with Disabilities:** For students with disabilities, charter schools serve similar percentages of students with 504 plans but serve lower proportions of students with special education needs (see **TABLE 12** and **FIGURES 8 & 9** on page 37). For the 2015-2016 school year, students with disabilities represented 8.0% (or 8,755 students) of the charter school population, of this figure 6.3% were students needing special education support. By comparison, the non-charter population was 12.7% for students with disabilities, with 10.3% were students in special education. **FIGURES 8 & 9** both indicate that percentages of representation of special education students and students with an IEP have remained relatively steady over time, with charter schools continuing to see a gap in representation of 3.5-4 percentage points.

**English Language Learner Students:** New to this report is the inclusion of representation of English Language Learner (ELL) students in Charter Schools. As presented in **FIGURE 10** on page 38, representation levels for English Language Learners in charter schools has exceeded representation levels in non-charter schools and the statewide representation since 2013-2014.

During the 2015-2016 school year, ELL students represented 15.4% (or 16,789 students) of the charter school population. By comparison, the statewide population was 13.87%. **FIGURE 10** indicates both the state and charter school percentages declined slightly in 2016 compared to prior years, although the statewide representation of ELL students has remained relatively static over the past 5 years.

**Trend 4: Teachers and administrators in charter schools continue to earn less than peers in non-charter settings.**

**Teacher Salaries:** Data about 2015-2016 teacher salaries was available for all 226 charter schools. The average teacher salary in charter schools was \$39,052, ranging from \$21,963 to \$64,182. The median salary was



\$38,805. **FIGURE 13** on page 40, which shows the percentage of charter schools within certain ranges for their average teacher salary, indicates the greatest percentage of schools has an average teacher salary in the range of \$36,001 - \$43,000. In comparison, the average teacher salary in the respective districts of these charter schools was \$54,465, which means charter teachers made an average of \$15,413 less than non-charter teachers. As indicated in **TABLE 12** on page 37, this gap is greater than those reported in the four prior versions of this report. Some of this pay gap could be explained by differences in teacher experience, as charter school teachers averaged 4 years less experience than non-charter school teachers (see analysis and **FIGURE 13** on page 40).

**Administrator Salaries:** For 2015-2016, the average salary for charter school principals and assistant principals (or lead administrators by another title) was \$72,453. The median salary was \$72,018. The average administrator salary in charter schools ranged from \$35,348 to \$149,545. In comparison, the average salary of administrators in the respective districts to these charter schools was \$89,685, which makes for a gap of \$17,232. This gap is greater than that in 2012 (\$15,064), 2007 (\$11,753), and 2004 (\$16,288). **FIGURE 11** on page 39, which shows the percentage of charter schools within certain ranges for their average administrator salary, indicates the greatest percentage of schools has an average administrative salary in the range of \$65,001 - \$85,000.

**Trend 5: In 2014, charter schools in Colorado continued to generally outperform non-charter schools on state performance measures, overall and with educationally disadvantaged subgroups.**

The data used in this report were at the student level drawn from Transitional Colorado Assessment Program (TCAP) tests administered in reading, math, and writing for grades 3 through 10, as well as by race/ethnicity and eligibility for Free and Reduced Lunch.

The TCAP is a statewide assessment designed to transition between the previous Colorado Academic Standards under and its predecessor assessment, the Colorado Student Assessment Program (CSAP), and new Colorado Academic Standards that are now measured by the Colorado Measures of Academic Success (CMAS).

**2014 TCAP Reading Achievement and Growth:** **TABLE 14A** on page 44 shows that in all but 10<sup>th</sup> grade, a greater percentage of charter school students scored at proficient or advanced as compared to those in non-charter public schools. Overall, across all students in all grades, a higher percentage of charter school students met or exceeded proficiency expectations (73.2%), in comparison to students in non-charter schools (68.5%), by a margin of 4.7 percentage points. These performance results are relatively consistent with those presented in the 2013 Report.

**TABLE 14B** on page 45 shows that in grades 6-10 charter schools had a higher Median Growth Percentiles (MGP) than non-charter schools and in grades 4 and 5, performance was reversed with non-charter schools achieving a higher MGP than charter schools. Overall, across all students in all grades, the charter school MGP of 52 was higher than non-charter school MGP of 50, a statistically significant margin. These results are relatively consistent with those presented in the 2013 Report, but with charter school performance improving by 1-2 percentile points for grade levels 6-10 –indicating that charter schools are increasingly achieving higher levels of growth for older students.

**FIGURES 14 AND 15** on pages 46-47 present the results of the comparisons within grades, racial/ethnic groups, and free/reduced lunch status for 2014-2015 TCAP Reading proficiency results (full results are presented in table form in the Appendix, **TABLES A2-A5**). **FIGURE 14** shows that charter and non-charter school students generally performed similarly on the TCAP Reading assessment in grades three through five for students NOT eligible for Free and Reduced Lunch (FRL), but scores show consistent differences beginning in grade six and continued into high school. These results vary from figures presented in the 2013 report in that charter schools have begun exceeding non-charter performance beginning in sixth grade (instead of seventh grade in the previous report)



and with Hispanic students in grades 8-10. **FIGURE 15** indicates that in all but one comparison, charter FRL-eligible students show equal or greater percentages of proficient or advanced across all grades and ethnicities with the lone exception of tenth grade white students. These results also show a slightly improved position for charter schools from the 2013 Report.

**2014 TCAP Writing Achievement and Growth: TABLE 15A** on page 48 shows that in all grades a greater percentage of charter school students scored at proficient or advanced as compared to those in non-charter public schools, with the advantage being statistically significant for grades three through eight. Overall, across all students in all grades, the percentage of charter school students (59.4%) that met or exceeded proficiency expectations exceeded non-charters (53.8%), a margin of 5.6 percentage points. These performance results show an improved position for charter schools, in comparison to those presented in the 2013 Report, in that charter performance improved in grades nine and ten to now exceed non-charter performance.

**TABLE 15B** on page 48 shows charter schools had an equal or higher MGP in comparison to non-charter schools. While grades four and five saw relatively similar growth in charters and non-charters, grades six through ten showed remarkably higher growth for charter school students by a margin of 5-10 percentile points. Overall, across all students in all grades, the charter school MGP of 54 was higher than non-charter school MGP of 50, a statistically significant margin of 4 percentile points. These results show increased growth for students in grades five, six and ten for charter schools in comparison to those presented in the 2013 Report.

**FIGURES 16 AND 17** on pages 49-50 present the results of the comparisons within grades, racial/ethnic groups, and free/reduced lunch status for 2014-2015 TCAP Writing proficiency results (full results are presented in table form in the Appendix, **TABLES A6-A9**). **FIGURE 16** shows that charter and non-charter school non-FRL-eligible student performance is mixed on the TCAP Writing assessment in grades three through five; however, charter schools consistently outperform non-charter schools across all groups in grades 6-10, with one exception in tenth grade. These results vary from figures presented in the 2013 report in that performance of Hispanic students in grades nine and ten in charter schools has significantly improved and now exceed those of non-charters. **FIGURE 17** shows that in all but one comparison charter students show equal or greater percentages of proficient or advanced across all grades and ethnicities of FRL-eligible students, the lone exception being tenth grade White students. These results also show a slightly improved position for charter schools from the 2013 Report.

**2014 TCAP Math Achievement and Growth: TABLE 17A** on page 52 shows the percentages and counts of charter school and non-charter school students scoring at the proficient and advanced level in each grade. In all grades except tenth, a greater percentage of charter school students scored at proficient or advanced as compared to those in non-charter public schools, with the advantage being statistically significant for grades three through eighth. Overall, across all students in all grades, the percentage of charter school students (61.4%) that met or exceeded proficiency expectations exceeded that of non-charter students (55.8%), a margin of 5.6 percentage points. These performance results show an improved position for charter schools, in comparison to those presented in the 2013 Report, in that charter performance improved in ninth grade to now exceed non-charter performance and has nearly caught up to non-charter performance in tenth grade.

**TABLE 17B** on page 53 shows that in all grades but fourth, charter schools had an equal or higher MGP in comparison to non-charter schools. While fifth grade saw similar growth in charters and non-charters, grades six through ten showed significantly higher growth for charter school students, with remarkably higher growth in high school grades (a margin of 2-3 percentile points in grades six through eight, and 5-7 points in grades nine and ten). Overall, across all students in all grades, charter school MGP of 52 was higher than non-charter school MGP of 50, a statistically significant margin of 2 percentile points. These results show increased growth for



students in grades five & eight through ten for charter schools in comparison to those presented in the 2013 Report.

**FIGURES 18 AND 19** on pages 54-55 presents the results of the comparisons within grades, racial/ethnic groups, and free/reduced lunch status for 2014-2015 TCAP Math proficiency results (full results are presented in table form in the Appendix, **TABLES A10-A13**). **FIGURE 18** shows that charter and non-charter school non-FRL-eligible student performance is quite mixed on the TCAP Math assessment in grades three through five and nine and ten. However, scores show consistent differences in middle school grades, with charter schools consistently outperforming non-charter schools across all groups. Percentages were higher for African American students attending charter schools in grades six through ten. These results vary from figures presented in the 2013 Report in that performance of middle school students in charter schools now consistently exceeds those of non-charters. **FIGURE 19** shows that in all but two comparisons, charter FRL-eligible students achieve equal or greater percentages of proficient or advanced. The exceptions were with African American fifth-grade students and tenth grade White students, where the charter percentages were relatively equal to non-charter. These results also indicate a slightly improved position for charter schools from the 2013 Report. Asian students appear to have particularly higher proficiency percentages in charter schools than non-charter schools.

**Trend 6: Initial 2015 results on new CMAS performance assessments suggest charter schools continue to generally outperform non-charter schools, overall and with educationally disadvantaged subgroups on most assessments.**

Beginning in the 2014-2015 school year, Colorado implemented a new suite of assessments under the Colorado Measures of Academic Success (CMAS), including the PARCC English Language Arts assessment for measuring reading and writing achievement and growth and to the PARCC Mathematics assessment for measuring math achievement and growth, which are more aligned to the updated Colorado Academic Standards. Because of the switch to this new assessment, only achievement results were publicly available at the time of this report. The percentages of students meeting grade-level expectations are generally lower on these new assessments as schools and students are still acclimating to the more rigorous standards measured by this assessment.

Also new to this report is an analysis and comparison of CMAS Science and Social Studies assessments. CMAS assessments in Science and Social Studies were developed to assess student progress against the updated Colorado Academic Standards for these subject areas and were introduced during the 2013-2014 school year. The data below shows a snapshot of student performance on the CMAS Science and Social Studies assessments in the 2014-2015 school year. Students in grades five and eight are assessed with CMAS Science, and students in grades four and seven are assessed with CMAS Social Studies.

For these new assessments, achievement is measured using the percentage of students meeting or exceeding grade level benchmark expectations.

**2015 Preliminary PARCC English Language Arts Achievement:** **TABLE 16** on page 51 shows that across all grade levels the percentage of students meeting or exceeding grade level benchmark expectations was greater for charter schools than non-charter schools. Overall, across all students in all grades, the percentage of charter school students (43.7%) that met or exceeded grade level benchmark expectations exceeded non-charters (39.2%), a margin of 4.5 percentage points. While statistical significance has yet to be established, the percentage of students at benchmark is noticeably greater for charter schools in grades six through nine (margins of 3.1-8.1 percentage points).



**2015 Preliminary PARCC Math Achievement:** TABLE 18 on page 56 indicates that across all but fifth grade the percentage of students meeting or exceeding grade level benchmark expectations was greater for charter schools than non-charter schools. While statistical significance has yet to be established, the percentage of students at benchmark is noticeably greater for charter schools in grades three and seven through ten (margins of 2.7-7.3 percentage points), as well as overall (a margin of 4.6).

**2015 Preliminary CMAS Science Achievement:** TABLE 19 on page 57 indicates a greater number of non-charter fifth-grade students met benchmark expectations (a margin of 0.7 percentage points), whereas a greater number of charter eighth-grade students met benchmark expectations (a margin of 4.7 percentage points). Across all students tested on CMAS Science, charter schools exceeded non-charter schools by a margin of 1.8 percentage points on this measure. While statistical significance has yet to be established, the performance of eighth grade students in charter schools appears to be significant.

**2015 Preliminary CMAS Social Studies Achievement:** TABLE 20 on page 57 indicates a greater number of non-charter fourth-grade students met benchmark expectations (a margin of 2.2 percentage points), whereas a greater number of charter seventh-grade students met benchmark expectations (a margin of 4.0 percentage points). Across all students tested on CMAS Social Studies, charter schools exceeded non-charter schools by a margin of 0.8 percentage points on this measure.

**Performance with Free and Reduced Lunch Eligible Students:** TABLE 21 on pages 57-58 identifies the performance of students eligible for Free and Reduced Lunch on the new CMAS assessments, including PARCC. For all grade levels and overall, the percentage of students meeting benchmark expectations was greater for charter schools on PARCC English Language Arts. For PARCC Math, a greater percentage of fourth- and fifth-grade students in non-charter schools were at benchmark, whereas there was a greater percentage at benchmark in charter schools in grades three and six through ten. For CMAS Science and Social Studies, non-charter schools had a greater percentage of elementary-level students at benchmark on each assessment, whereas charter schools had a greater percentage of middle school students at benchmark. While the percentage at benchmark is not higher in every grade for Math, Science & Social Studies, the crucial secondary grades, as well as the total FRL group, do show noticeably greater percentages of charter school students at benchmark.

**Performance with Students with Disabilities:** TABLE 22 on page 59 identifies the performance of students with disabilities on the new CMAS assessments, including PARCC. For all grade levels and overall, the percentage of students meeting benchmark expectations was greater for charter schools on PARCC English Language Arts, PARCC Math, and CMAS Science, often by substantial margins (range of 0.2-6.5 percentage point advantage). For CMAS Social Studies, non-charter schools had a slightly greater, though relatively equal, percentage of students at benchmark.

**Performance with English Language Learner Students:** TABLE 23 on page 60 identifies the performance of English Language Learner students on the new CMAS assessments, including PARCC. For all grade levels and overall, the percentage of students meeting benchmark expectations was greater for charter schools on PARCC Math, CMAS Science, and CMAS Social Studies, often by substantial margins, particularly on PARCC Math (range of 2.5-11.2 percentage point advantage). However, for PARCC English Language Arts non-charter schools saw a substantially greater percentage of students at benchmark across all grades (by margins of 5-17.2 percentage points).

**Trend 7: Charter schools in aggregate perform lower than non-charter schools on Postsecondary and Workforce Readiness measures.**



The 2013 Report first identified a trend of lower performance of the charter school sector on Postsecondary and Workforce Readiness (PWR) measures. In an effort to better understand this performance gap and to better provide support to the charter school community regarding PWR, CDE's Schools of Choice Office has begun initial analysis of Graduation Rates and Postsecondary Enrollment Rates as part of its federal FY2016-2018 Charter Schools Program grant activities. High-level analysis of performance on the PWR section of the School Performance Framework (SPF) is also provided below.

**Graduation Rate:** Graduation Rates are identified by the percentage of ninth-grade students that graduate from high school in a certain number of years. **FIGURE 25** on page 66 identifies the simple Four-Year Graduation Rate for on-time, four-year completion of high school by charter and non-charter schools. On this measure, there is a significant gap in performance between charter and non-charter schools. The overall graduation rate remains lower for charters than non-charters; however, this rate has been increasing at a faster rate over time in the charter sector. Much of the difference between charters and non-charters on this measure can be understood better when broken down by type of school (traditional, online, or AEC) and in looking at the Best of Graduation Rate (as presented in **TABLE 25** on page 65). The charter school sector has a disproportionately greater representation of online and AEC schools, with the proportion of charter students in an online school being nearly 8 times higher than in non-charter schools, and a similarly high proportion of charter students in AECs. This disproportionate representation of charter students in online and Alternative Education Campus (AEC) schools suggests that the best-of graduation rate measure makes a more revealing comparison of charter and non-charter graduation rates.

**TABLE 25** identifies a steadily improving Best of Graduation Rate for traditional high schools for both charters and non-charters over 2010-2014 period. For traditional schools, charter and non-charter schools tend to have relatively similar graduation rates over time. While their overall graduation rate still remains low, online charter schools have steadily been improving on this measure, gaining nearly 30 percentage points over the past five years to close the gap to slightly exceed the rate of non-charter online schools. The rate for charter AECs, however, shows a widening gap of 18 percentage points for the past two years below the non-charter AEC graduation rate.

**Postsecondary Enrollment Rate:** The Postsecondary Enrollment Rate measure, which is collected and maintained by the Colorado Department of Higher Education, identifies the percentage of high school graduates that went on to enroll in postsecondary education options. **FIGURE 26** on page 68 provides a high-level baseline showing that performance of charter high schools as a whole on this measure is flat and lags behind non-charter high schools. While deeper analysis is needed, much of this gap, upon high-level analysis, can be explained by the significant number of AEC charter high schools and a few of the larger online charter schools. Overall, **FIGURE 26** shows the postsecondary enrollment rate for charter schools remained relatively parallel to non-charter schools between 2010-2014, with the gap slightly narrowing, and with both rates declining marginally over the past 5 years.

**PWR Measures on School Performance Frameworks:** Colorado's school performance framework (SPF) reports provide data on each school's level of attainment on Postsecondary and Workforce Readiness, including the Graduation Rate and several other measures such as college entrance exams and dropout rate. **TABLE 24** on page 61 presents the average percentage of total possible points earned by charters and non-charters in each of the four performance areas and totals across all four areas. These numbers reflect the 2014 3-year SPF results, spanning school years 2011-2012, 2012-13, and 2013-14. Differences between charters and non-charters are measured by independent t-tests. In all but Postsecondary and Workforce Readiness, charter schools earn a greater percentage of points than non-charters by a statistically significant margin. The difference in Postsecondary and Workforce Readiness was not statistically significant, but charters did lag behind non-



charters by 1.5 percentage points. While this is a noteworthy improvement over the 9 percentage point gap in this area identified in the 2013 Report, given the importance for continuation on to postsecondary study and/or meaningful workforce participation in the current and future economy, it is important to understand this gap so that appropriate support is provided to the charter sector.

## Recommendations for Further Action

### **Recommendation 1: More research is needed to understand the gap in representation of students with disabilities at charter schools.**

The reason for the gap in representation of students with disabilities in charter schools identified above remains unclear, and further research is needed to identify if this gap is merely a reflection in district policy and charter contracting practices or if additional factors are at play. Initial conversations with CDE's Exceptional Student Services Unit (ESSU) indicate that there is no agreed definition statewide or nationally on what constitutes mild, moderate or severe disability, and that data collected on student disabilities is thus not capable of designating IEPs into mild, moderate, or severe categories.

One potential remedy would be to explore what categories of disability already exist and develop better guidance for charter schools and their authorizers on how charter contract language and school/district policies concerning placement or non-placement of students with disabilities in charter schools could be more closely aligned to existing categories and their definitions. This would then also result in a clearer data picture for comparison of charter and non-charter representation and might thus result in more detailed analysis and understanding of this gap.

### **Recommendation 2: More research is needed to understand the differences in performance of students with disabilities in charter and non-charter schools.**

As identified in **Trend 6** above and in **TABLE 22** on page 59 (which identifies the performance of students with an IEP on the new CMAS assessments, including PARCC), students with disabilities collectively perform better at charter schools on PARCC ELA, PARCC Math and CMAS Science. The comparison presented in **TABLE 22** does not, however, control for the type or severity of students' specific needs. Further research, including clearer methods of categorizing disabilities of children placed in charter schools (as presented in Recommendation 1 above), is needed to control for such factors.

### **Recommendation 3: Further research is needed to better understand charter school performance on Postsecondary and Workforce Readiness (PWR) measures.**

**Trend 7** above highlights the continuation of lower performance on PWR measures by charter schools. While improvement has been made since the 2013 Report, it is important to understand PWR gaps so that appropriate support can be provided to the charter sector. More analysis and focus is needed on performance against postsecondary enrollment rate and graduation rate measures in charter schools to better identify and understand the gaps between charter and non-charter performance. Further, analysis of additional PWR measures, such as the Dropout Rate, Disaggregated Graduate Rates, and College entrance exams CO ACT (soon to switch to the CO SAT), would also be beneficial in further understanding PWR performance in the charter school sector.

### **Recommendation 4: Future reports should include any new accountability measures introduced in Colorado.**



Previous iterations of this report have not included systematic inclusion of newly added accountability measures utilized in the School Performance Frameworks in Colorado. As federal accountability assessment requirements shift with the implementation of the recently passed Every Student Succeeds Act (ESSA), measures considered in this report should include meaningful analysis of any new accountability measures introduced in Colorado as part of this process. In addition, as the state is increasing its focus on postsecondary and workforce readiness (PWR) and transitioning from the CO ACT to the SAT as the PWR accountability assessment, future iterations of this report should include analysis of all PWR accountability measures.

**Recommendation 5: Future reports should include analysis of charter school and non-charter school implementation of key Colorado school reform efforts.**

Several of Colorado's school reform efforts have not yet reached, or have only just reached, full implementation, and so analysis of charter schools in relationship to these reforms has not yet been possible. As data becomes available, areas that would merit further study, including in future iterations of this report, include:

- Charter School implementation of Educator Effectiveness
- Charter school involvement in school turnaround
- READ Act and School Readiness implementation
- Implementation of ICAP and graduation guidelines

**Recommendation 6: Future reports should consider comparison of academic and PWR measures based on comparable academic models and course structures.**

As the charter school sector is increasingly diverse in its academic models and the structure of its courses, future research should be expanded to consider comparison for each academic and PWR performance measure of charter and non-charter schools utilizing comparable academic models (for example, Montessori, STEM/STEAM, Classical, project-based, Expeditionary Learning, dual language/language immersion, etc.), as well as those utilizing comparative course structures (for example, traditional brick & mortar schools, fully online schools, alternative educational campuses, etc.). This analysis will help to identify types of structures and models that yield better results and also which structures and models are better implemented by charter schools. In turn this research may help identify some areas of best practice for consideration by charter and non-charter schools alike.

**Recommendation 7: Analyzing mobility rates by type of school, student subgroups and program type would provide a more comprehensive picture.**

Given the broad range across both charter and non-charter schools for mobility rate and mobility incidence rate identified under **Trend 2** above, it appears that different types of schools and student groups show very different ranges across these two measures. Thus analyzing student mobility by type of school (brick/mortar, online, AEC), educationally disadvantaged category, and/or type of program could provide a more comprehensive picture of how charters compare to non-charters in terms of student mobility.



## Part One: Introduction

### Purpose

The *State of Charter Schools in Colorado, 2016* report was created in accordance with §22-30.5-113, C.R.S. requires that information be reported about the success and failures of charter schools, including comparison information about performance taking into consideration of similar groups in terms of ethnic and economic factors. Statute also requires that this report include information regarding changes in charter school statute and information about waivers to statute granted by the State Board of Education to charter schools.

*The State of Charter Schools in Colorado, 2016* presents data and descriptive information about charter schools from the most recent years available. Where available, 2015-2016 demographic and characteristic data has been used. For school performance data, 2013-14 data has been used, with some preliminary presentation of available 2014-2015 data. The Executive Summary of this report identifies notable trends in charter school demographics and performance, along with recommendations for further study.

### In this Section...

- Purpose
- Methodology
- Colorado Charter School Context

### Methodology

The descriptive evaluation presented in this report is meant to be a representative review of student and school data maintained by the Colorado Department of Education (CDE). More specifically, the data analyzed in this report originated from the following sources:

- Charter school sector school and student data, including enrollment, demographics, and administrator and teacher data, was provided by CDE's Data Services team from CDE's Data Warehouse.
- Information on charter school authorizers and variety in charter school academic and operational structure was provided by CDE's Schools of Choice Office and the Colorado League of Charter Schools.
- Academic performance data related to the performance of charter school and non-charter school students on the 2013-2014 Transitional Colorado Assessment Program (TCAP) was accessed via the Data Lab at [Schoolview.org](http://Schoolview.org), maintained by the CDE's Accountability and Data Analysis Unit.
- Academic achievement data related to the performance of charter school and non-charter school students on the 2014-2015 CMAS assessments (including PARCC) was provided directly by CDE's Accountability and Data Analysis Unit.
- Academic performance data concerning the School Performance Frameworks (SPF) was accessed via <http://www.cde.state.co.us/accountability/performanceframeworkresults>, maintained by CDE's Accountability and Data Analysis Unit.
- Graduation Rate data was provided by CDE's Data Services team from CDE's Data Warehouse.
- Postsecondary Enrollment Rate data was provided by the Colorado Department of Higher Education.

Data presented in this report reflect that from the charter schools operating at the time the data were collected. The analysis of academic performance results is included in **Part Six** of this report. Further details about the methodology related to that analysis are included in the introduction to that section.



## Colorado Charter Sector Context

### Growth of Charter Schools

As shown in **TABLE 1** and **FIGURE 1**, the number of charter schools operating in Colorado has increased steadily since the General Assembly enacted the Colorado Charter Schools Act in 1993. For the 2015-2016 school year, 226 charter schools are operating in the state of Colorado. These schools serve 108,793 students in grades PK-12, an increase of 30.3% from the total number of students (83,478) reported in the 2013 Report, based on 2011-2012 student data).

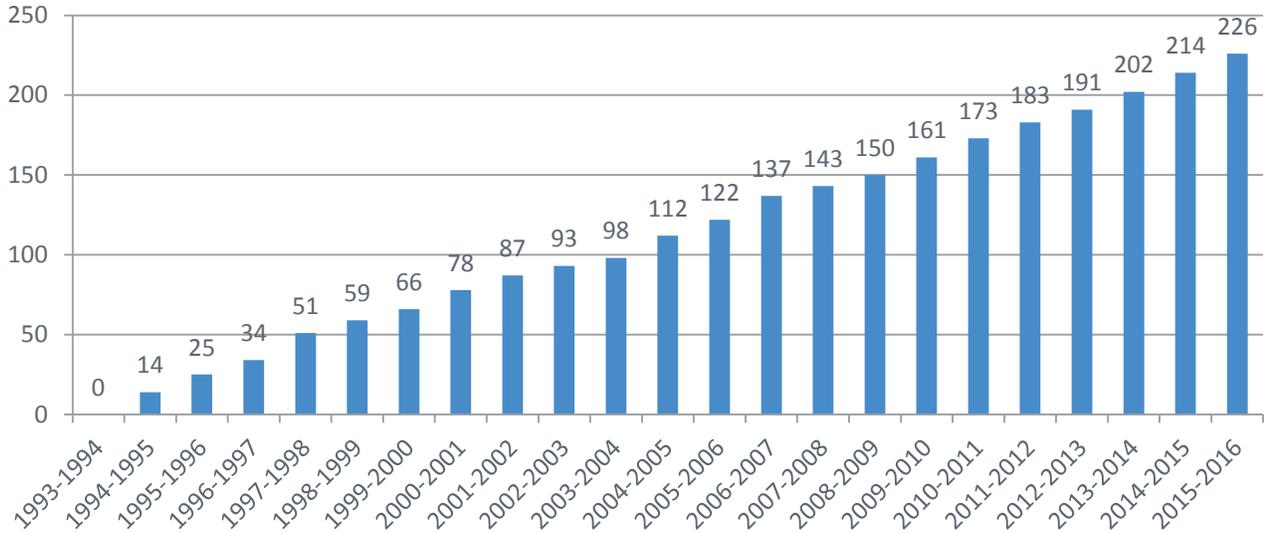
As shown in **FIGURE 2**, growth in charter school enrollment continues to increasingly outpace enrollment growth in non-charter schools, as the charter sector continues to take on an increasingly larger share of PK-12 public education in Colorado. Charter school enrollment for 2015-2016 represents 12.1% of the total PK-12 public school enrollment, which is **a larger share of public school students than any single school district in the state**. A full list of 2015-2016 charter schools, including their authorizer, location, SPF rating, date of opening, grades served, and enrollment, can be found in the Appendix in **TABLE A1**.

**TABLE 1: The Number\* of Charter Schools Operating in Colorado by School Year**

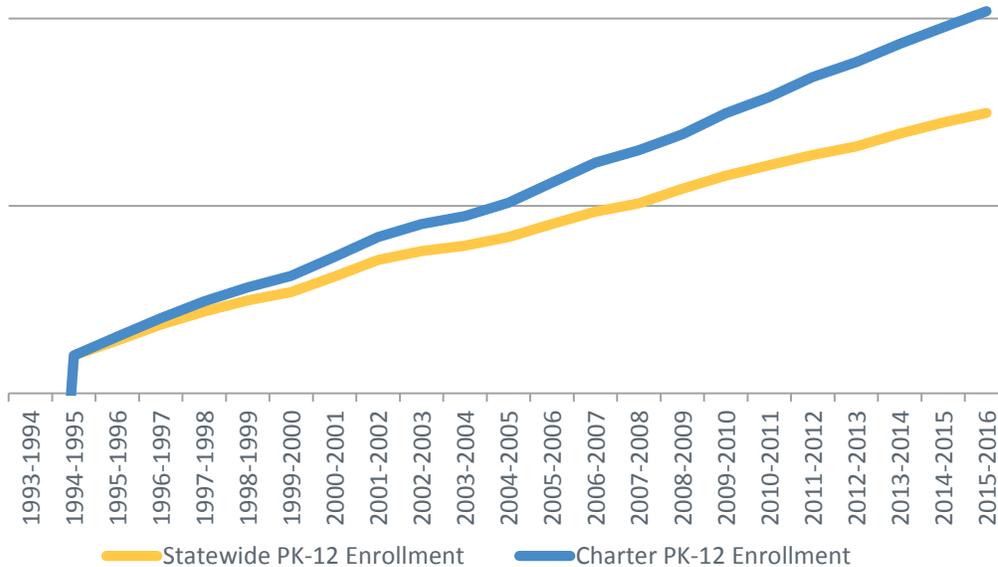
	Charter Schools Opened	Charter Schools Closed	Number* of Charter Schools Operating
1993-1994	2	0	0
1994-1995	12	0	14
1995-1996	11	0	25
1996-1997	9	0	34
1997-1998	20	3	51
1998-1999	8	0	59
1999-2000	8	1	66
2000-2001	13	1	78
2001-2002	10	1	87
2002-2003	7	1	93
2003-2004	6	1	98
2004-2005	16	2	112
2005-2006	13	3	122
2006-2007	20	5	137
2007-2008	12	6	143
2008-2009	11	4	150
2009-2010	14	3	161
2010-2011	17	5	173
2011-2012	12	2	183
2012-2013	11	3	191
2013-2014	16	5	202
2014-2015	13	1	214
2015-2016	15	3	226

\*The number of charter schools in Colorado is calculated according to the number of school codes associated with charter school contract. School codes are assigned, upon requests of the authorizer, as a school begins operating.

**FIGURE 1: THE NUMBER OF CHARTER SCHOOLS OPERATING IN COLORADO BY SCHOOL YEAR**



**FIGURE 2: GROWTH IN CHARTER SCHOOL ENROLLMENT IN COMPARISON TO NON-CHARTER SCHOOL ENROLLMENT, 1994-1995 THROUGH 2015-2016**



**Authorizing Districts**

For the 2015-2016 school year, 46 authorizers oversaw charter schools – the state Charter School Institute and 45 of the state’s 178 school districts. This represents 25.7% of potential authorizers in the state. Of these 46 authorizers, 20 authorized three or more charter schools. The combined charter school enrollment of these 20 sponsoring districts was 99,185 students, or 91.2% of the total charter school enrollment in 2015-2016.



TABLE 2 shows the number of charter schools authorized by these 20 districts, their total charter enrollment, their total district enrollment, and the percentage that charter school enrollment constitutes of their total enrollment.

**TABLE 2: Enrollment of School Districts with Three or More Charter Schools in 2015-2016**

District	Number Of Charter Schools	Charter Enrollment	District Enrollment	Charter Enrollment % of Total
Academy 20	4	3,774	25,063	15.1%
Adams 12 Five Star Schools	4	3,417	39,287	8.7%
Adams-Arapahoe 28J	6	4,302	42,230	10.2%
Boulder Valley RE 2	5	2,351	31,247	7.5%
Byers 32J	4	2,435	3,035	80.2%
Charter School Institute	36	15,061	15,061	100.0%
Cheyenne Mountain 12	3	1,286	5,104	25.2%
Colorado Springs 11	6	1,950	27,937	7.0%
Denver County 1	52	16,596	90,234	18.4%
Douglas County RE 1	16	12,600	66,896	18.8%
Falcon 49	5	7,501	20,561	36.5%
Greeley 6	6	5,243	21,505	24.4%
Harrison 2	4	2,224	11,777	18.9%
Jefferson County R-1	19	9,031	86,698	10.4%
Mesa County Valley 51	3	995	21,904	4.5%
Montezuma-Cortez RE-1	3	293	2,782	10.5%
Poudre R-1	4	2,205	29,510	7.5%
Pueblo County 70	3	826	9,582	8.6%
School District 27J	5	3,698	17,042	21.7%
St Vrain Valley RE 1J	6	3,397	31,776	10.7%



### Charter School Variety

Colorado is seeing increasing diversity across the charter school sector in terms of location, educational program, and organization/management, which are outlined below. Additional information on a variety of school characteristics and student demographics are further explored in Part Three and Part Four, respectively.

#### Variety of Locations

Most of Colorado’s charter schools exist along Front Range cities and suburbs. For the 2015-2016 school year, the Greater Denver/Boulder Metro Area has 131 charter schools, the Colorado Springs Area has 31 charter schools, and the Fort Collins Area has 17 charter schools. The state also has 35 rural charter schools in such places as Avon, Bennett, Carbondale, Clark, Cortez, Crestone, Edwards, Elizabeth, Georgetown, Granby, Guffey, Hotchkiss, Lamar, Lake George, Marble, Milliken, Montrose, Paradox, Peyton, Salida, and Strasburg.

#### Diversity in Educational Programs

**TABLE 3**, below, uses 2014-2015 self-reported data from charter schools collected by the Colorado League of Charter Schools regarding elements of their educational program to show the diversity of educational models in use across the charter school sector. The number of charter schools reporting use of each of the 26 program models is identified in the table.

**TABLE 3: Charter School Diversity of Educational Programming, 2014-2015 Colorado League of Charter Schools data**

Educational Program	Number of Charter Schools under each category
Alternative Education Campus (AEC, includes Credit Recovery programs)	22
Blended Learning	1
Character Education	9
Classical	14
College Prep	78
Core Knowledge	73
Direct Instruction	5
Dual Language / Language Immersion	7
Early College	8
Edison	3
English Language Acquisition (ELA)	3
Expeditionary Learning (a Project-based model)	9
Experiential	10



Gifted & Talented (GT)	4
Home-Based Education	3
Montessori	12
One-to-One Learning	2
Online	11
Other	7
Paragon	2
Project Based	6
Rural	11
Saxon Math	6
Single-Gender Classrooms	6
STEM / STEAM	16
Waldorf	4

**Organizations Managing Multiple Charter Schools**

While most charter schools are independent entities, a growing number of schools are managed by larger organizations, which are divided into two categories: non-profit Charter Management Organizations (CMO) and for-profit Education Management Organizations (EMO). **TABLE 4** identifies national management organizations operating charter schools in Colorado, and **TABLE 5** identifies Colorado-based CMOs operating charter schools. In general, the percentage of charter schools operated by a management organization has increased, but the trend since the 2013 report shows fewer school are operated by national organizations and an increasing number operated by locally-grown, Colorado-based organizations.

In the 2013 Report, 16 of 180 (8.9%) charter schools utilized a national-based organization in managing their school for 2011-2012. In comparison, for the 2015-2016 school year, **TABLE 5** shows the 15 of 226 (6.6%) charter schools are known to be utilizing a national-based organization.

**TABLE 4: 2015-2016 Charter Schools Operated by a National-Based Organization**

Nationally-Based Management Organization	Number of Charter Schools	Number of Authorizers operating under
Edison Learning	2	2
GEO Foundation	1	1
Imagine Schools	2	2



KIPP Public Charter Schools	5	1
Mosaica Education, Inc.	1	1
National Heritage Academies	2	1
Pansophic Learning	1	1
White Hat Management	1	1

**TABLE 5** presents the number of Colorado-based organizations that operate multiple charter schools, as defined by multiple school codes. Since the 2013 Report, there has also been a large increase in this number, with several high-performing charter schools choosing to expand or replicate to serve more students. The 2013 report presented 16 of 180 (8.9%) charter schools were a part of a Colorado-based network of charter schools. For the 2015-2016 school year, this number significantly increased to 76 of 226 (33.6%). While approximately 42% of this increase can be explained by an increased trend in authorizers requesting multiple school codes for different grade ranges (for example, a K-12 being considered three schools, with a separate school code for the Elementary, Middle, and High school levels), roughly half of this increase is from intentional expansions or replications of existing schools.

**TABLE 5: 2015-2016 Charter Schools Operated by a Colorado-Based Organization**

Colorado-Based Management Organization	Number of Charter Schools	Number of Authorizers operating under
Addenbrooke Classical Academy*	2	1
Cesar Chavez School Network	2	2
Colorado Early Colleges	3	1
ColoradoEd Collaborative	4	1
Community Leadership Academy, Inc.*	3	1
COMPASS	2	2
Compass Montessori	2	1
Denver Schools of Science and Technology	10	1
Girls Athletic Leadership Schools	2	1
Global Village Charter Collaborative	5	4
Highline Academy	2	1
Hope Online Learning Academy*	3	1



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James Irwin Charter Collaborative	4	2
Jefferson Academy*	3	1
New America Schools	3	2
Rocky Mountain Prep	2	1
STRIVE Preparatory Schools	9	1
Swallows Charter Academy*	2	1
The Career Building Academy	2	2
The Classical Academy*	4	1
The Pinnacle Charter School*	3	1
Union Colony Schools	2	1
Windsor Charter Academy	2	1

\* Indicates the network of schools is operated as one organization under one charter contract.



## Part Two: State Actions Concerning Charter Schools

This section provides background and a recent legislative history of charter schools since the 2013 Report. An overview of current statutes and procedures concerning flexibilities provided to charter schools through waivers to state statute and board rule is provided, as is an overview of charter school support and research provided through CDE's Schools of Choice Office.

### In this Section...

- Legislative Actions Regarding Charter Schools
- Waivers from State Statute
- CDE Charter School Support and Research

### Legislative Actions Regarding Charter Schools

Colorado's first public charter school opened its doors in fall 1993, a few months after Governor Roy Romer signed the Colorado Charter Schools Act (§22-30.5-101, C.R.S. of the Colorado Revised Statutes). The law defines a charter school as a public, nonsectarian, non-home based school that operates under a charter agreement with an authorizer.

Initially, only public school districts could authorize a charter school. In 2004, the legislature created the state Charter School Institute (CSI) (HB 04-1362), to serve as a statewide authorizer and local educational authority (LEA). CSI authorizes charter schools in districts without exclusive chartering authority (ECA) and within districts that have ECA with their permission. As of January 2016, CSI has 36 charter schools in its portfolio, making it the second largest charter authorizer in the state. Below is an overview of legislative actions concerning charter schools since the 2013 Report.

#### Legislation Concerning Charter School Finance

Significant changes were made concerning charter school finance in the School Finance Act (S.B. 13-213) passed in 2013; however, these changes were conditional upon passage of a ballot initiative to raise revenue. The ballot initiative failed, and the changes put forward in this bill were not implemented.

H.B. 13-1219 provided a change to charter statute by allowing charter schools to be considered a Local Educational Authority (LEA) for the purposes of applying for competitive grants. This was clean-up language related to legislation previously passed that allows charters to apply independently from their district for state and federal funds. The effective implication of this legislation is that if a charter school intends to apply for a grant that its authorizer is also intending to apply for, the charter school has the choice to seek application jointly or on its own (C.R.S 22-30.5-104(11)(c)). Should a charter school's authorizer be unsupportive of its pursuit of any state or federal non-formulaic, competitive grant program, the charter may also apply independently, or in consortium with other charter schools, with CSI serving as its fiscal agent for the purposes of that grant (C.R.S 22-30.5-104(11)(a)).

S.B. 13-143 rescinded the state Charter School Institute's authority to withhold 1% of the revenues to institute charter schools, which it had been using for the purpose of a charter school assistance fund to provide grants and loans to institute charter schools for capital construction and required that rules defining a reasonable funding emergency be adopted and maintained. The act also made changes to the authorized balance of funds that the institute may retain for administrative purposes in a budget year and requires excess funds be returned to institute charter schools on a per-pupil basis.



The board may annually adjust the limit on the assistance fund end-of-year balance. The board may adjust the limit by multiplying the total pupil enrollment of institute charter schools for the applicable budget year by a per-pupil dollar amount that the board annually sets in collaboration with a council of state charter schools.

The Student Success Act of 2014 (H.B. 14-1292) made several changes to school finance. Many of these changes, while not disproportionately favorable to charters, are supportive. Among the most helpful to charter schools was the near doubling of Charter School Capitol Construction per pupil dollars, an increased cap from \$400M to \$500M on state’s backing of charter facilities bonds, an increase in per-pupil funding by an average of \$368 per pupil, increases in funding for English Language Learners, early literacy supports, and the number of state-supported pre-school slots. Under the act, each school district that authorizes a charter school must, at the end of each budget year, provide to the charter school an accounting of the special education costs for the budget year. Further, CDE was directed to annually publish a report concerning the amounts of mill levy override revenues collected by school districts and the distribution of the revenues to the schools of the district, including charter schools.

Specifically concerning Charter School Capitol Construction Fund, the Student Success Act of 2014 directed 12.5% of the annual marijuana excise tax revenues be credited to this fund. **TABLE 6** reflects the impact of this in terms of increases in both the per pupil allocation and the overall allocation to charter schools, showing the significant jump beginning in 2014-2015 as excise tax revenues began to be applied.

**TABLE 6: Charter School Capital Construction Fund allocation increases from 2012-2013 to 2015-2016.**

	2012-2013	2013-2014	2014-2015	2015-2016
<b>Per Pupil Allocation</b>	<b>\$88.43</b>	<b>\$94.90</b>	<b>\$169.29</b>	<b>\$255.10</b>
<b>Total Statewide Allocation</b>	<b>\$6 mil</b>	<b>\$7 mil</b>	<b>\$13.5 mil</b>	<b>\$22 mil</b>

### Legislation Concerning Charter Organizations

H.B. 15-1184 added §22-30.5-104.7 to the Colorado Revised Statutes to define a charter school network as a charter school that subsequently organizes an additional charter school. In addition to other provisions, the act includes provisions relating to the operation and authority of a charter school network, including appropriate expenditures for schools in the network, the sharing of expenses among the schools in the network, and accounting for those expenditures. Further, the act requires an authorizer of a school within a charter school network to assess and report separately on the performance of each charter school within the performance framework and to hold each school independently accountable for its performance.

### Legislation Concerning Charter Authorizing Practices

The Student Success Act of 2014 (H.B. 14-1292) required Authorizers to report how much mill levy revenue they share with their charter schools, and will also be required to include their charters in any mill-planning committees. Districts will be required to provide an itemized accounting of any of its services purchased by the charter (including Special Education). Districts will be required to report by 2017 the amount of funding spent per pupil at the school level, allowing for more valuable comparison of charter and non-charter value per campus. The act also streamlined the waiver request process by allowing the State Board of Education to designate a list of low-risk waivers to be automatically granted at the time the charter contract is signed. Those not designated as automatic are still required to be reviewed by the State Board of Education to ensure their replacement plan.



## Waivers from State Statute

Colorado law allows districts to request waivers from certain areas of state statute and policy. These waivers can apply to the full district or individual schools within their district, if the waivers will enhance educational opportunity and quality (§22-2-117(1)(a), C.R.S.).

Charter schools may receive waivers in additional specified areas of statute. This flexibility is intended to provide charters with the autonomy to fully implement the school plan outlined in the school’s charter application and contract with the authorizing district. Charter school waiver requests must meet the requirements set in the Charter School Act (§22-30.5-101, C.R.S.). There are two types of waivers that apply to charter schools, automatic and non-automatic. Information on waiving of state statute for charter schools is publicly available on CDE’s charter schools webpage at <http://www.cde.state.co.us/cdechart/waivers>, where a *Waiver Requests Guidance* document (<http://www.cde.state.co.us/cdechart/waiverguidanceforcharterschools>) is also provided.

Local school boards may approve waivers to district policy for a charter within their district; these kinds of waivers do not need to be approved by the State Board of Education.

### Automatic Waivers

**Automatic waivers** are those that are automatically granted to all charter schools upon the establishment of a charter contract, or contract renewal or extension, for the term of the contract. Charter schools no longer have to formally request these types of waivers or provide any documentation to the state as they are automatic once a charter contract is in place. The current automatic waiver list is provided in **TABLE 7** below, and can also be found on CDE’s charter school waiver webpage (<http://www.cde.state.co.us/cdechart/waivers>).

Pursuant to §22-30.5-103, C.R.S., as amended by H.B. 14-1292, a charter school is no longer required to submit a Rationale and Replacement Plan (RRP) or any other documentation to the state outlining the manner in which the charter school intends to comply with the intent of the waived state statute or state board rule concerning any statutes on the automatic waiver list.

**TABLE 7: Automatic Waivers for Charter Schools, 1/1/2015**

Statutory Citation	Description
§22-32-109(1)(b), C.R.S.	Local board duties concerning competitive bidding
§22-32-109(1)(f), C.R.S.	Local board duties concerning selection of staff and pay
§22-32-109(1)(n)(II)(A), C.R.S.	Determine teacher-pupil contact hours
§22-32-109(1)(t), C.R.S.	Determine educational program and prescribe textbooks
§22-32-110(1)(h), C.R.S.	Local board powers-Terminate employment of personnel
§22-32-110(1)(i), C.R.S.	Local board duties-Reimburse employees for expenses
§22-32-110(1)(j), C.R.S.	Local board powers-Procure life, health, or accident insurance
§22-32-110(1)(k), C.R.S.	Local board powers-Policies relating the in-service training and official conduct
§22-32-110(1)(y), C.R.S.	Local board powers-Accepting gifts, donations, and grants
§22-32-110(1)(ee), C.R.S.	Local board powers-Employ teachers’ aides and other non-certificated personnel
§22-32-126, C.R.S.	Employment and authority of principals
§22-33-104(4)	Compulsory school attendance-Attendance policies and excused



	absences
<i>§22-63-301, C.R.S.</i>	Teacher Employment Act- Grounds for dismissal
<i>§22-63-302, C.R.S.</i>	Teacher Employment Act-Procedures for dismissal of teachers
<i>§22-63-401, C.R.S.</i>	Teacher Employment Act-Teachers subject to adopted salary schedule
<i>§22-63-402, C.R.S.</i>	Teacher Employment Act-Certificate required to pay teachers
<i>§22-63-403, C.R.S.</i>	Teacher Employment Act-Describes payment of salaries
<i>§22-1-112, C.R.S</i>	School Year-National Holidays

### Non-automatic Waivers

All other waivers from state statute and rule are considered non-automatic waiver requests and must go through a formal process to be reviewed and approved by the State Board of Education, as provided in §22-30.5-104(6)(b), C.R.S. To obtain these waivers, all charter schools must go through a formal process to waive out of any state statute and rule that is not considered an automatic waiver. Pursuant to §22-30.5-104(6)(d), C.R.S. , as amended by HB 14-1292, a school district that applies to the state board for a waiver on behalf of a charter school is now “only required to provide a complete copy of the signed charter contract” as its application for said waiver(s). Per the Charter Schools Act, a complete, signed copy of the charter contract should include:

- A clear start and end date of the term of the charter contract.
- Signatures of both the charter school and authorizing local board.
- A list of the non-automatic waivers from state statute and rule the school is requesting.
- A Rationale and Replacement Plan (RRP) for each waiver requested (per §22-30.5-105(2), C.R.S.) that addresses the manner in which a charter school shall comply with the intent of the state statutes and/or state board rules being waived.

Once a request for state waivers is approved by the State Board of Education, the waivers are valid through the term of the contact between the charter school and its authorizer. However, the waivers are subject to periodic review by the state board. Commonly requested non-automatic waivers for charter schools are listed in **TABLE 8**.

**TABLE 8: Non-automatic Waivers Commonly Requested for Charter Schools**

State Statute Citation	Description
<i>§22-9-106, C.R.S.</i>	Local board duties concerning performance evaluations
<i>§22-2-112(1)(q)(I), C.R.S.</i>	Commissioner Duties-concerning the reporting of performance evaluation ratings.
<i>§22-32-109(1)(n)(I), C.R.S.</i>	Local board duties concerning school calendar
<i>§22-32-109(1)(n)(II)(B), C.R.S.</i>	Adopt district calendar
<i>§22-63-201, C.R.S.</i>	Teacher Employment Act-Compensation & Dismissal Act-Requirement to hold a certificate
<i>§22-63-202, C.R.S.</i>	Teacher Employment Act- Contracts in writing, damage provision
<i>§22-63-203, C.R.S.</i>	Teacher Employment Act- Requirements for probationary teacher, renewal & nonrenewal
<i>§22-63-206, C.R.S.</i>	Teacher Employment Act-Transfer of teachers



A current, online report of how many schools have each waiver, as well as a list of waivers granted to each charter school, is maintained by the CDE Schools of Choice Office, and can be found at <http://www.cde.state.co.us/cdechart/report-waiversbycharterschool-0>.

### Areas of Statute Charters May Not Waive

The Charter School Act prohibits charter schools from seeking waivers from any of the following areas:

- Statute or rule concerning school accountability committees (§22-11-401, C.R.S.)
- Statute or rule related to the assessment required to be administered pursuant to §22-7-409, C.R.S.
- Statute or rule necessary to prepare the school performance reports (Title 22, Article 5, C.R.S.). This includes the READ Act.
- Statute or rule necessary to implement the provisions of the “Public School Finance Act of 1994” (Title 22, Article 54, C.R.S.)
- Statute or rule relating to the “Children’s Internet Protection Act” (Title 22, Article 87)
- Federal and state statute and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, sex, sexual orientation, national origin, religion, ancestry or need or special education services (§22-30.5-104(3), C.R.S.)

### CDE Charter School Support and Research

CDE’s Division of Innovation and Pathways incorporates units that contribute to assisting schools and districts with planning and implementation of innovative educational pathways that seek creative ways to continually increase learning opportunities for Colorado students. The Division oversees the Choice and Innovation Pathways Unit (including schools of choice such as charter and innovation schools, online and blended learning, and competency-based learning), Postsecondary and Workforce Pathways Unit (including postsecondary readiness and high school equivalency exams), Health and Wellness Unit, and Dropout Prevention and Reengagement Pathways (including adult education, 21<sup>st</sup> Century schools programs, and homeless and foster youth).

CDE’s Choice and Innovation Pathways Unit, of which the Schools of Choice Office is part, seeks to expand the number of high quality educational choices for Colorado families and students, and promotes thoughtful innovations that will prepare Colorado students to be 21st Century adults. The unit provides information on public school choice options like charter schools, innovation schools, and blended and online learning.

CDE’s work with charter schools and their authorizers through the Schools of Choice Office (SOC) continues to provide and coordinate information, networking opportunities, conferences and workshops, technical assistance, evaluation services, and research, along with running a subgrant program for the start-up and implementation of new, replicating and expanding charter schools. These efforts are funded exclusively through the Colorado Charter Schools Program, funded by the a 2010-2015 award, and now a new 2015-2018 federal Charter Schools Program grants to State Educational Authorities grant. In addition, maintaining data on charter schools and managing the charter school waiver process for the state board are also support by SOC.

In addition to distributing federal subgrant funding to high quality new, replication and expansion charter school projects, CDE leverages the small amount of administrative funding it receives from this federal program to “build and grow capacity among authorizers, board members, administrators, and staff at new and existing charter schools to conduct quality authorizing, exert effective school leadership, implement quality, high-impact educational practices, and engage in continuous school improvement, so that all students become educated and



productive citizens capable of succeeding in society, the workforce, and life.” As part of these CSP activities, SOC will continue to provide over the next three to four years:

- Intentionally integrate department-wide efforts concerning charter schools
- Audience-Specific technical assistance for charter school governing boards, administrators, business office staff, and planning teams.
- Increasing educationally disadvantaged students representation in charter schools
- Authorizer Supports
- Charter sector research and performance evaluation

Details about each of these key areas of charter sector support are outlined below.

### **Intentional Integration Department-Wide**

With increasing charter school market share in Colorado, support for charter schools and their authorizers is in the process of becoming intentionally integrated department-wide. SOC provides advice and technical assistance to initiatives and strategies across CDE to ensure the charter context is meaningfully considered when developing and implementing initiatives, activities, resources, tools, communications, and outreach efforts. In helping to achieve department goals and strategies, CDE, upon direction by the state legislature and State Board of Education, has been actively engaged in a multi-front reform agenda during the past several years that includes the following initiatives:

- School Readiness and Early Literacy
- New Standards, Assessments, & Learning Supports
- Educator Effectiveness
- Innovation and the Future of Learning
- Competency-Based Systems
- Alternative Education Campus (AEC) Accountability
- Postsecondary and Workforce Readiness (PWR)
- Accountability, Performance Frameworks, and Unified Improvement Planning (UIP)
- Turnaround Systems: addressing the State’s Lowest Performing Schools

Over the past several years, SOC has intentionally and systematically engaged with these teams to not only ensure the charter school context is meaningfully considered when developing and implementing initiatives, activities, resources, tools, communications, and outreach efforts but also to develop understanding and maintain knowledge of these reform efforts to meaningfully integrate relevant content into charter-specific technical assistance activities.

### **Audience-Specific Technical Assistance**

In addition to advising internally, the SOC team coordinates with key external partners (Colorado League of Charter Schools, NACSA, Charter School Support Initiative, CASE, CASB, and CASBO) to directly provide strategic support and technical assistance for charter school governing boards, administrators, business office staff, and planning teams, including events, trainings, and development and dissemination of tools, and resources they need to develop with quality, continuously improve, and provide improved outcomes and increased opportunities for their students.

### **Educationally Disadvantaged Student Representation**

Another focus of Colorado’s CSP activities is to further increase the opportunities for educationally disadvantaged students (economically disadvantaged students eligible for Free and Reduced Lunch, students with disabilities, English Language Learners, etc.) in charter schools. In pursuing this, Colorado became the first and only CSP SEA recipient approved (Spring 2015) by the federal CSP office to allow its federal subgrantee schools to institute a weighted lottery policy for educationally disadvantaged students. This allows CDE to allow



subgrantee schools and encourage existing charter schools to enroll and serve more educationally disadvantaged students by offering additional weight for students in their enrollment lottery. As academic performance of educationally disadvantaged students is higher in charter schools, by encouraging charters to serve higher proportions of these student groups overall educational outcomes for educationally disadvantaged students will be impacted.

CDE also seeks to motivate charter schools to serve more educationally disadvantaged students by providing additional priority points under CCSP grant selection criteria to schools that employ a weighted lottery or other effective recruitment tools to ensure their school meets or exceeds a locally representative population of educationally disadvantaged students.

### **Authorizer Supports**

SOC assists charter school authorizers with questions regarding their ability and responsibility to take appropriate action for their charter schools. SOC ensures that complaints about charter school compliance are appropriately passed to the school's governing board and authorizer for investigation. In partnership with the Colorado League of Charter Schools (the League) and through the support of CSP funds, SOC has developed charter school application, review, contract, renewal and closure tools and resources (available at <http://www.cde.state.co.us/cdechart/distauthinfo>) and a set of tools for annual authorizer review processes (available on the League's website at <http://coloradoleague.org/?authorizertools>).

In addition, under new federal CSP funding, the SOC has a responsibility for tracking and assessing authorizer performance annually for the performance of all their schools. SOC will be utilizing information presented on CDE's Schoolview.org and the District Performance Framework (DPF) reports to generate an annual charter portfolio performance framework (CPF) report for each charter authorizer based on the structure and measures included in the DPF report but only including the aggregate figures from the authorizer's charter schools. The initial round of these reports is being generated based on the 2014 DPF as a baseline (DPF reports were not generated for 2015 due to the change to new state assessments) and will be generated annually thereafter beginning Fall 2016. SOC will utilize these reports to assess authorizer risks and provide differentiated support and technical assistance to Authorizers in response.

### **Charter Sector Research and Performance Evaluation**

In terms of charter school research and evaluation, SOC is committed to utilizing regular evaluation and data analysis to drive continuing improvements in their support for the charter sector. Research and performance evaluation activities include:

- Maintaining data on charter schools, including the number of charter schools opening/closing/operating, charter waivers to state statute and board rule,
- Analyzing charter school quality and performance against academic and Postsecondary and Workforce Readiness (PWR) measures
- Analyzing performance of educationally disadvantaged groups in charter schools
- Collecting and analyzing data on use of weighted lotteries for educationally disadvantaged students
- Analyzing educationally disadvantaged student performance in charter schools
- Analyzing educationally disadvantaged student representation in high-quality charter schools
- Analyzing data, establishing key findings, and drafting the triennial "State of Colorado Charter Schools" report for 2016 and 2019
- Analyzing PWR data (including graduation rate, postsecondary enrollment, ICAP usage, and other measures) by charter/non-charter and type of school (brick/mortar, online, AEC) to identify areas for improvement and case studies on best practice.



- Collect, review, and analyze survey data from technical assistance activities and determine progress toward the objectives and key activities of the Colorado CSP efforts.

## Part Three: Characteristics of Colorado Charter Schools

This section of the report looks at key characteristics of Colorado charter schools and their service to students and families. The data points included present an overall picture of charter school programs in Colorado for the 2015-2016 school year.

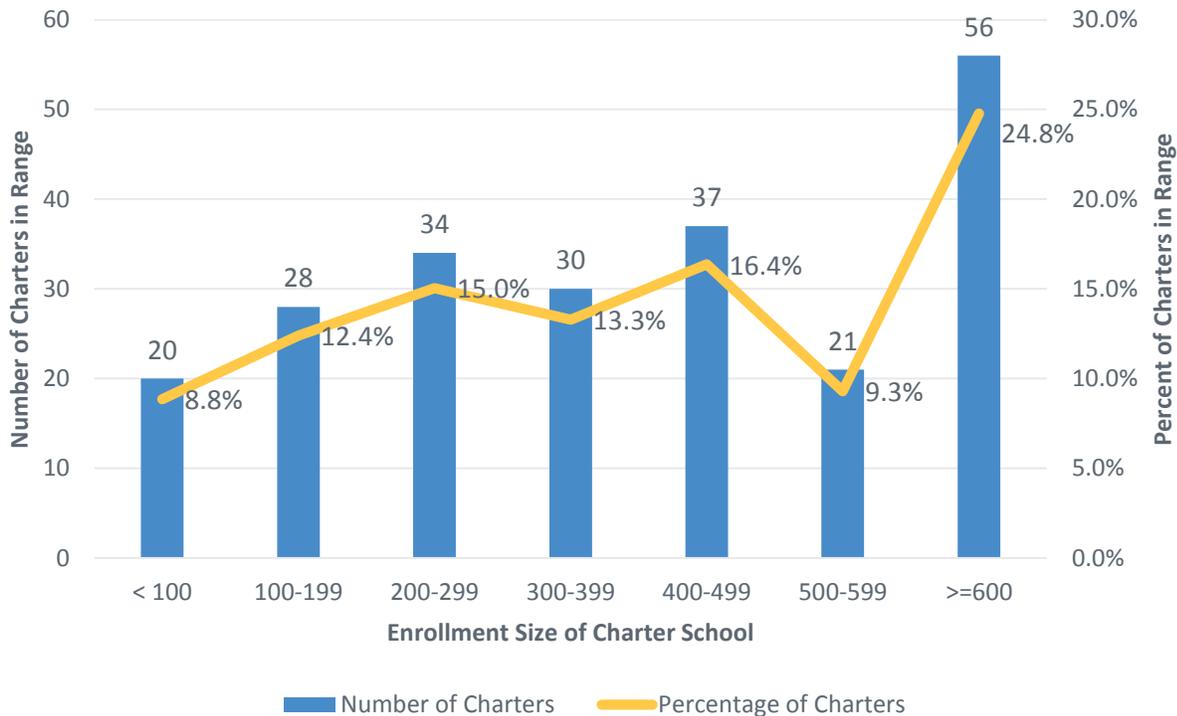
### In this Section...

- Charter School Size
- Grade Level Configurations
- Student-to-Teacher Ratios
- Student Mobility

### Charter School Size

The charter schools included in this study ranged widely in size, depending on their location, the grade levels served, and educational philosophy (see **FIGURE 3**).

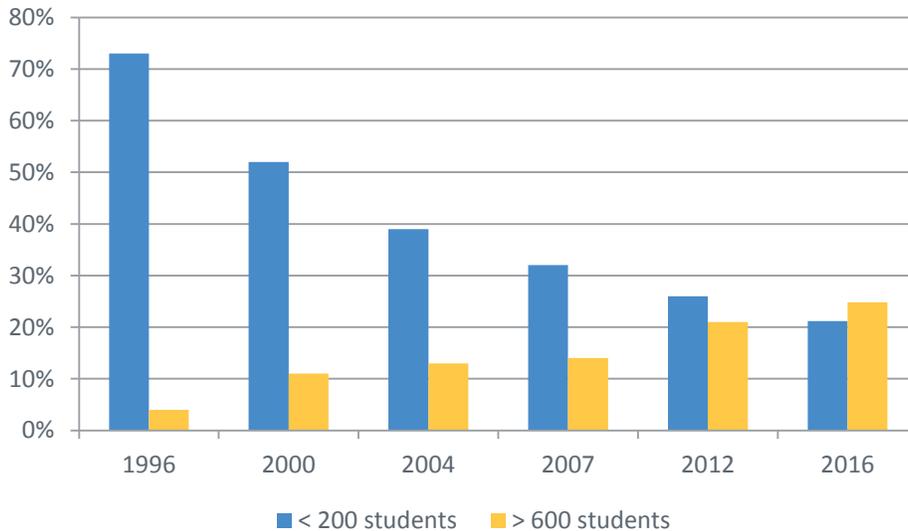
**FIGURE 3: ENROLLMENT SIZE OF CHARTER SCHOOLS, 2015-2016**



Only 36.2 percent of charter schools enroll less than 300 students, down from 40% in the 2013 report and 47% in the 2009 report. Moreover, the mean enrollment was 481 students, compared to 469 in the 2013 report and 398 in the 2009 report.

Over time, the enrollment patterns of charter schools have changed, showing an increase in average size of charter schools. As **FIGURE 4** illustrates, in the middle 1990s more than 70% of charter schools enrolled fewer than 200 students; by 2016 that percentage has fallen to 21.2%. Meanwhile, only 4% of charters enrolled more than 600 students in 1996, but that number grew to 24.8% by 2016.

**FIGURE 4: CHARTER SCHOOL ENROLLMENT SIZE OVER TIME, 1996-2016**

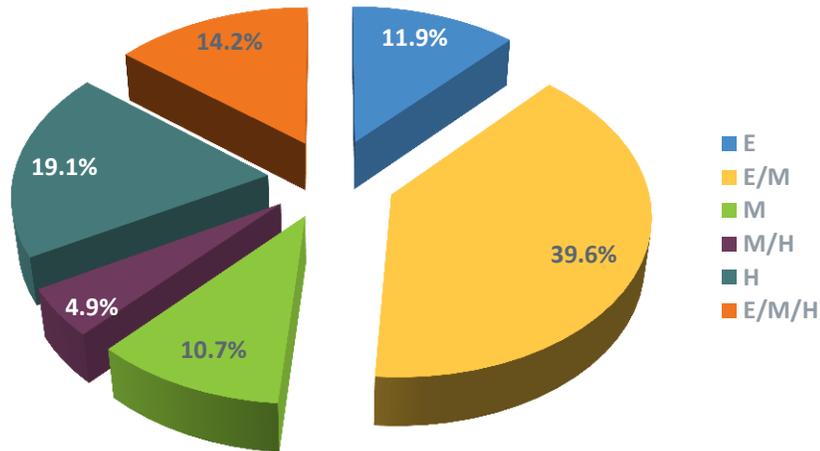


The number of students enrolled in each charter school for 2015-2016 ranged from 10 students (Prairie Creeks Charter School) to 4,070 students (GOAL Academy, an online school), with the median being 404 students. The largest brick-and-mortar school is The Classical Academy with 2,152 students K-12.

### Grade Level Configuration

58.7% of charter schools that operated in 2015-2016 (132 of 226 schools) fell outside of the traditional grade-level configuration of elementary, middle, or high schools. These charter schools offered a program that served students continuously from elementary through middle school, from middle school through secondary school, or throughout the entire public school experience.

**FIGURE 5** illustrates the percentage of charter schools operating in 2015-2016 for each grade level configuration, elementary grades only (E), elementary & middle grades (E/M), middle school grades only (M), middle and high school grades (M/H), high school grades only (H), and combined elementary through high school (E/M/H) grade levels. The most prevalent configuration is elementary and middle grades combined (39.6%), followed by stand-alone high schools (19.1%).

**FIGURE 5: GRADE LEVEL CONFIGURATION OF CHARTER SCHOOLS, 2015-2016**


Although some school grade configurations have remained basically stable since the late 1990s (see **TABLE 9**), such as elementary schools and elementary/middle schools, a few demonstrate notable differences. For example, the percentage of middle/high schools has declined over time, whereas the percentage of both middle schools and high schools has increased over time. The percentage of K-12 schools was at its lowest in 2012.

**TABLE 9: Charter School Grade Configurations Over Time**

	1997	2001	2004	2007	2012	2016
Elementary	12%	15%	14%	14%	16%	11.6%
Elementary/ Middle	41%	38%	40%	41%	47%	39.6%
Middle	16%	6%	5%	6%	5%	10.7%
Middle/High	12%	12%	8%	4%	6%	4.9%
High	3%	12%	16%	20%	17%	19.1%
(P)K-12	16%	17%	11%	14%	10%	14.2%

## Student-to-Teacher Ratios

Of charters operating in 2015-2016, the average student to teacher ratio is 18.4, with a median of 17.3, compared with an average ratio of 17.4, with a median of 16.7, in non-charter schools. This is down from 2011-2012 charter ratios (an average of 21), but above ratios for 2007-2008 (an average 18) and 2003-2004 (an average of 16).



## Student Mobility

For charter schools in 2015-2016, the average student mobility rate was 18%, while the mobility incidence rate was 17% (see footnote for definition of mobility rate and incidence).<sup>1</sup> While mobility rates have been nearly halved on average for all public schools, both charter and non-charter, this is a significant shift from the 2011-2012 rates of 39% and 42% respectively. The student mobility rate ranged in individual charter schools from a low of 2.5% to a high of 83.3%. The mobility incidence rate ranged from a low of 2.5% to a high of 112.5%.

As **TABLE 10** shows, charter schools appear to now see lower mobility compared to non-charter schools, a dramatic shift from the 2011-2012 data in the 2013 report, which saw higher rates in both mobility measures for charter schools. Non-charter schools report, on average, a 19% student mobility rate and 20% mobility incidence rate. For non-charters, the mobility rate ranged from 0% to 100% and the mobility incidence rate ranged from 0% to 286.4%.

**TABLE 10: Student Mobility in Charter Schools and Non-Charter Public Schools**

	Average Mobility Rate	Mobility Incidence Rate	Mobility Rate Range	Mobility Incidence Range
Charter	18%	17%	2.5% - 83.3%	2.5% - 112.5%
Non-Charter	19%	20%	0% - 100%	0% - 286.4%

### Recommendation

Given the broad range across both charter and non-charter schools for mobility rate and mobility incidence rate, it appears that different types of schools and student groups show very different ranges across these two measures. Thus analyzing student mobility by type of school (brick/mortar, online, AEC), educationally disadvantaged category, and/or type of program could provide a more comprehensive picture of how charters compare to non-charters in terms of student mobility.

<sup>1</sup> According to CDE, “a student is considered mobile any time he or she enters or exits a school or district in a manner that is not part of the normal educational progression” (<http://www.cde.state.co.us/cdereval/mobility-stabilitycurrent.htm>). CDE calculates mobility rates in two different ways. The “student mobility rate” is an unduplicated count, where a student is counted mobile only once in a given year. The “mobility incidence rate” is a duplicated count, where students who move in and out of a school multiple times will be counted as mobile multiple times.

## Part Four: Characteristics of Colorado Charter School Students

Charter schools operating in 2015-2016 are more racially and economically diverse than in prior years but continued to serve a slightly smaller percentage of students eligible for Free or Reduced-Price Lunch than the state public school average.

### In this Section...

- Racial/Ethnic Minorities
- Students Eligible for Free or Reduced-Priced Lunch
- Students with Disabilities
- English Language Learner Students

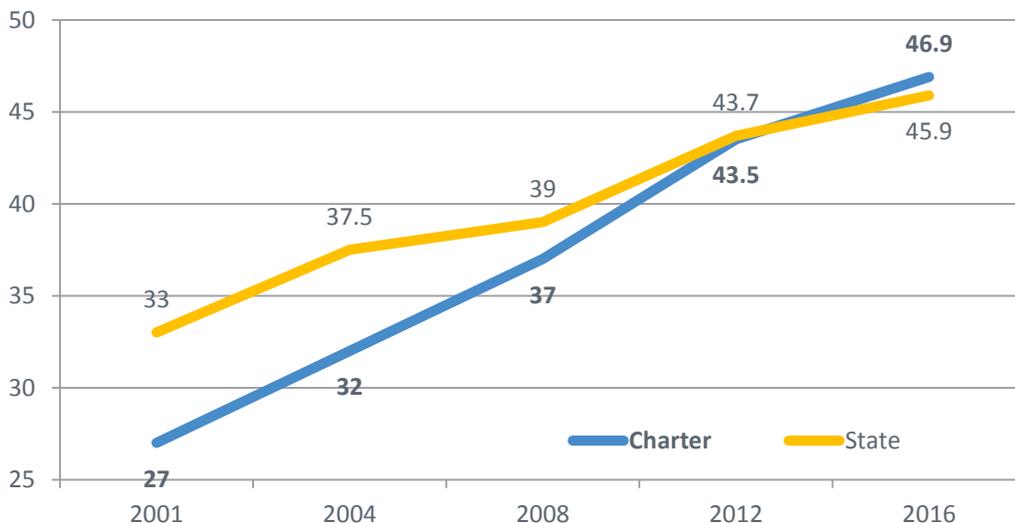
### Racial/Ethnic Minorities

As indicated by **TABLE 11**, the charter schools operating in 2015-2016 served 51,052 racial/ethnic minority students, representing 46.9% of the total charter school enrollment. The non-charter average was 45.7%. As **TABLE 11** and **FIGURE 6** illustrate, the percent of racial/ethnic minority students enrolled in charter schools has increased over time from 27% in 2001, and is now slightly higher than the non-charter and state averages.

**TABLE 11: Percentage of Minority Students in Charters, Non-Charters, and Statewide, 2015-2016**

	Percent Minority	Minority Student Count	Student Count
Charter	46.90%	51,052	108,793
Non-Charter	45.70%	361,204	361,204
Statewide	45.90%	412,256	899,045

**FIGURE 6: PERCENTAGE OF MINORITY STUDENTS IN CHARTERS AND STATEWIDE, 2001 TO 2016**

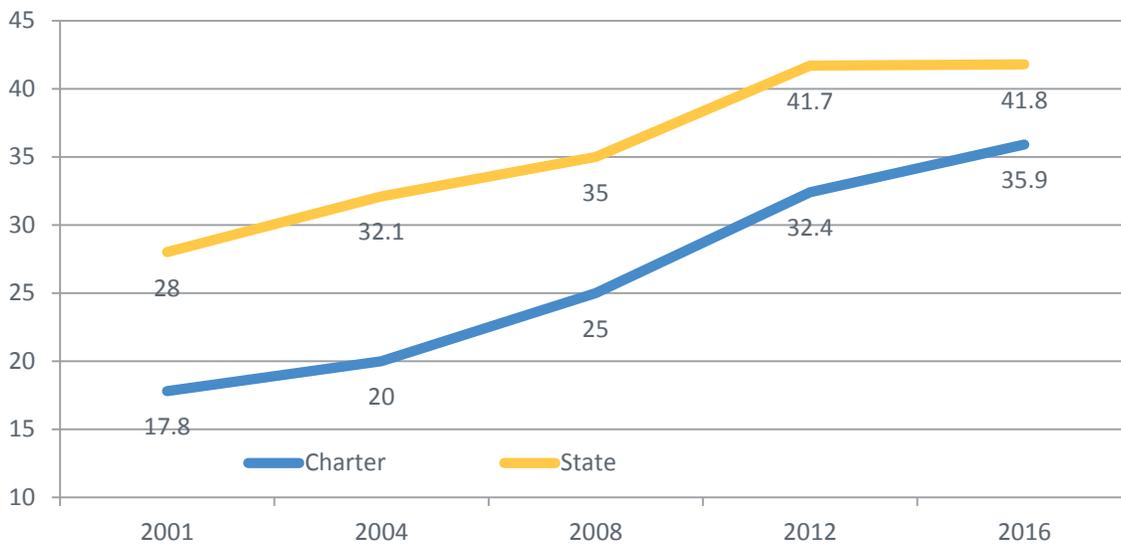


## Students Eligible for Free or Reduced-Price Lunch

The charter schools operating in 2015-2016 served 39,057 students who were eligible for Free or Reduced-Price Lunch, representing 35.9% of the combined enrollment of these schools. As **FIGURE 7** indicates, the percentage of charter students who qualify for free or reduced lunch has grown steadily compared to prior years, cutting the gap in representation by half between 2008 and 2016.

The percentage representation of students eligible for Free or Reduced-Price Lunch in 2015-2016 ranges by charter school from 0% to 79.3%.

**FIGURE 7: PERCENTAGE OF STUDENTS ELIGIBLE FOR FREE OR REDUCED LUNCH IN CHARTERS AND STATEWIDE, 2001 TO 2016**



## Students with Disabilities

For students with disabilities, student populations are looked at in terms of students with a non-cognitive disability (students with a 504 plan), students needing special education accommodations, and students with an individualized education plan (IEP). These numbers are combined to represent the total disabled student population. **TABLE 12** identifies the percentage and count of students for these groups for the 2015-2016 school year, by charter, non-charter, and statewide. **FIGURE 8** shows how just the percentage of students receiving special education in charter schools and statewide has changed over time from 2001 to 2016. Further, **FIGURE 9** identifies representation of students with an IEP in charter schools and state wide over the past several years.

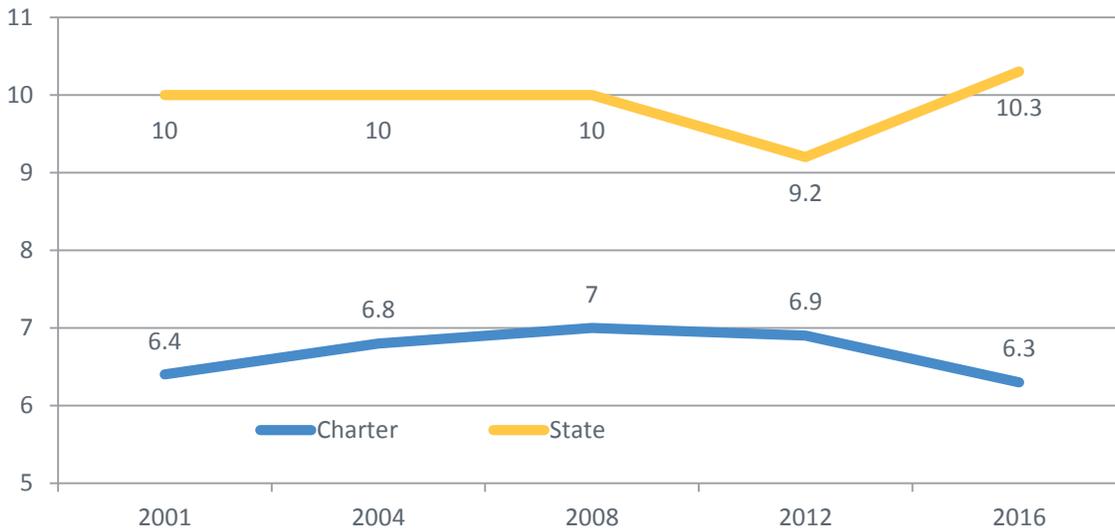
From **TABLE 12** we see that charter schools serve similar percentages of students with 504 plans, but serve lower proportions of students with special education needs. For the 2015-2016 school year, students with disabilities represented 8.0% (or 8,755 students) of the charter school population, of this figure 6.3% were students needing special education support. By comparison, the non-charter population was 12.7% for students with disabilities, and 10.3% were students receiving special education services.



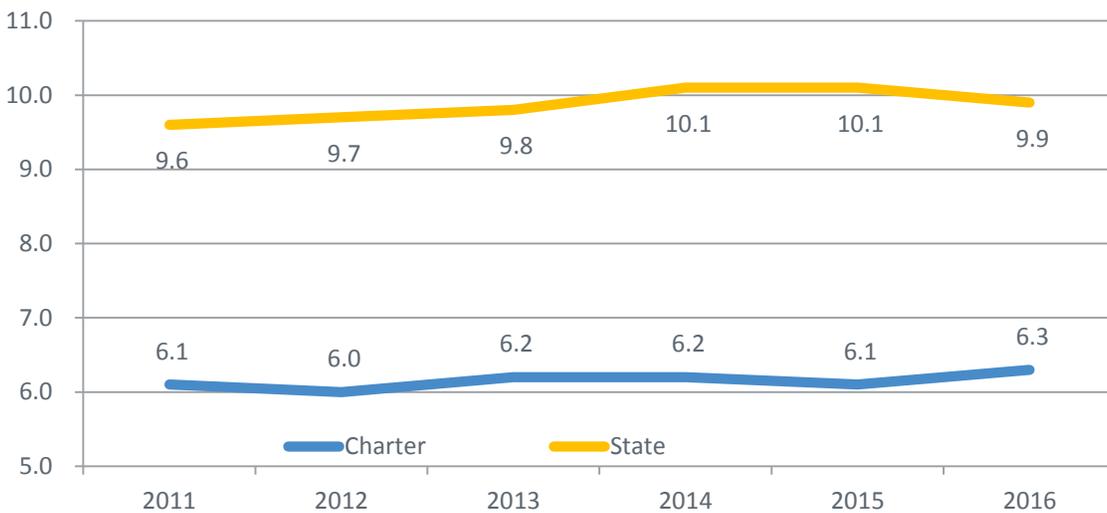
**TABLE 12: Percentage and Count of Students with a 504 Plan or in Special Education in Charters, Non-Charters, and Statewide, 2015-2016**

	Charter		Non-Charter		Statewide	
	Percentage	Count	Percentage	Count	Percentage	Count
Students w/ 504	1.7%	1,837	1.8%	14,213	1.8%	16,050
Students in Special Ed	6.3%	6,918	10.9%	85,756	10.3%	92,674
<b>Total</b>	<b>8.0%</b>	<b>8,755</b>	<b>12.7%</b>	<b>99,969</b>	<b>12.1%</b>	<b>108,724</b>

**FIGURE 8: PERCENTAGE OF SPECIAL EDUCATION STUDENTS IN CHARTERS AND STATEWIDE, 2001 TO 2016**



**FIGURE 9: PERCENTAGE OF STUDENTS WITH AN INDIVIDUALIZED EDUCATION PROGRAM (IEP) IN CHARTERS AND STATEWIDE, 2011 TO 2016**



**FIGURES 8 & 9** both indicate that percentages of representation of special education students and students with an IEP have remained relatively steady over time, with charter schools continuing to see a gap in representation of 3.5-4 percentage points.

**Recommendation:**

The reason for this gap in representation remains unclear, and further research is needed to identify if this gap is merely a reflection in district policy and charter contracting practices that prohibit certain special education students from being served by charter schools (for example, most charter schools are allowed to only serve “mild or moderate” learning disabilities), or if additional factors are at play. Initial conversations with CDE’s Exceptional Student Services Unit (ESSU) indicate that there is no agreed definition statewide or nationally on what constitutes mild, moderate or severe disability, and that data collected on student disabilities is thus not capable of designating IEPs into mild, moderate, or severe categories.

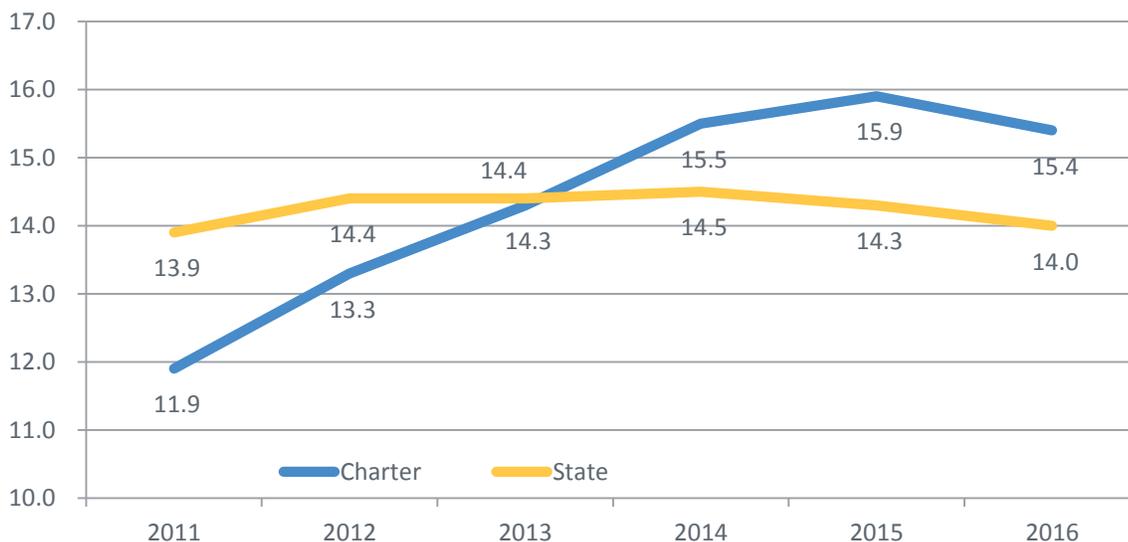
One potential remedy would be to explore what categories of disability already exist and develop better guidance for charter schools and their authorizers on how charter contract language and school/district policies concerning placement or non-placement of students with disabilities in charter schools could be more closely aligned to existing categories and their definitions. This would then also result in a clearer data picture for comparison of charter and non-charter representation, and might thus result in more detailed analysis and understanding of this gap.

**English Language Learner Students**

New to this report is the inclusion of representation of English Language Learner (ELL) students in Charter Schools. As this data was not presented in previous reports, only figures for 2011 through 2016 have been included as these are the years for which data was most readily available. As presented in **FIGURE 10** below, representation levels for English Language Learners in charter schools has exceeded representation levels in non-charter schools and the statewide representation for several years. Meanwhile, charter schools have also been showing stronger academic performance of English Language Learners than seen in non-charter schools (see **Part Six** for further detail).

During the 2015-2016 school year, ELL students represented 15.4% (or 16,789 students) of the charter school population. By comparison, the statewide population was 13.87%. **FIGURE 10** indicates both the state and charter school percentages declined slightly in 2016 compared to prior years, although the statewide representation of ELL students has remained relatively static over the past 5 years.

**FIGURE 10: PERCENTAGE OF ENGLISH LANGUAGE LEARNER STUDENTS IN CHARTERS AND STATEWIDE, 2011 TO 2016**



## Part Five: Characteristics of Colorado Charter School Teachers and Administrators

This section reports on characteristics of charter school administrators and teachers, including salary, experience, and qualifications. Data from 2015-2016 were utilized.

### Administrator Salaries

Data on 2015-2016 administrator salaries was available for 213 of the 226 charter schools. The average salary for charter school principals and assistant principals (or lead administrators by another title) was \$72,453. The median salary was \$72,018. The average administrator salary in charter schools ranged from \$35,348 to \$149,545.

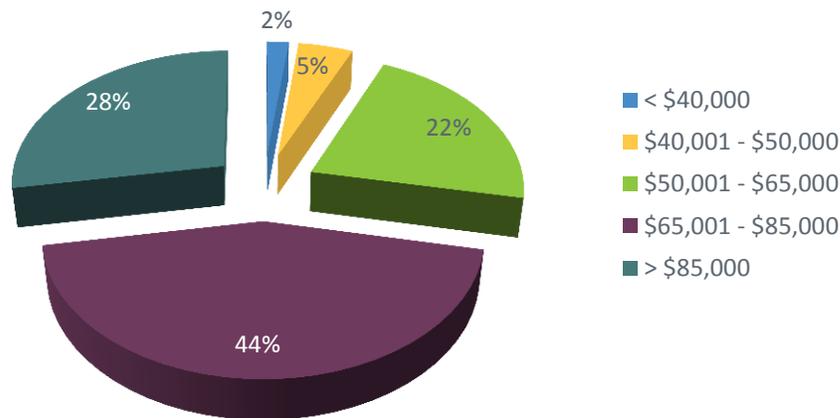
The average salary of administrators in respective districts was \$89,685, which makes for a gap of \$17,232. This gap is greater than 2012 (\$15,064), 2007 (\$11,753), and 2004 (\$16,288).

#### In this Section...

- Administrator Salaries
- Teacher Salaries
- Teacher Experience
- Highly Qualified Teachers

**FIGURE 11** indicates the percentage of 213 charter schools within certain ranges for their average administrator salary. The greatest percentage of schools has average administrative salaries in the range of \$65,001 - \$85,000.

**FIGURE 11: AVERAGE CHARTER SCHOOL ADMINISTRATOR SALARIES, 2015-2016**



### Teacher Salaries

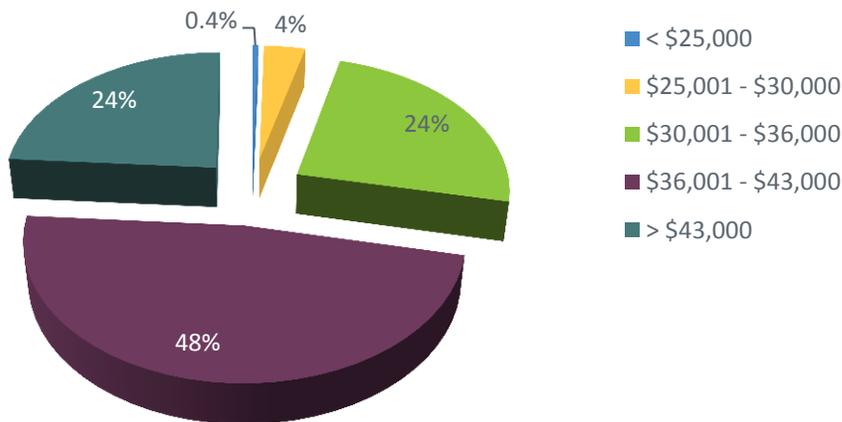
Data about 2015-2016 teacher salary was available for all 226 charter schools. The average teacher salary in charter schools was \$39,052, ranging from \$21,963 to \$64,182. The median salary was \$38,805.

The average teacher salary in the respective districts was \$54,465, which means charter teachers made an average of \$15,413 less than non-charter teachers. As indicated below in **TABLE 13**, this gap is greater than the gaps reported in the prior four reports.

**TABLE 13: Average Teacher Salaries in Charter and Non-Charter Schools**

	Charter	Non-Charter	Gap
2016	\$39,052	\$54,465	\$15,413
2012	\$35,537	\$51,150	\$15,210
2008	\$34,657	\$45,950	\$11,293
2004	\$29,266	\$43,319	\$14,053
2001	\$29,601	\$40,659	\$11,058

**FIGURE 12** indicates the percentage of 226 charter schools within certain ranges for their average teacher salary. The greatest percentage of schools has average teacher salaries in the range of \$36,001 - \$43,000.

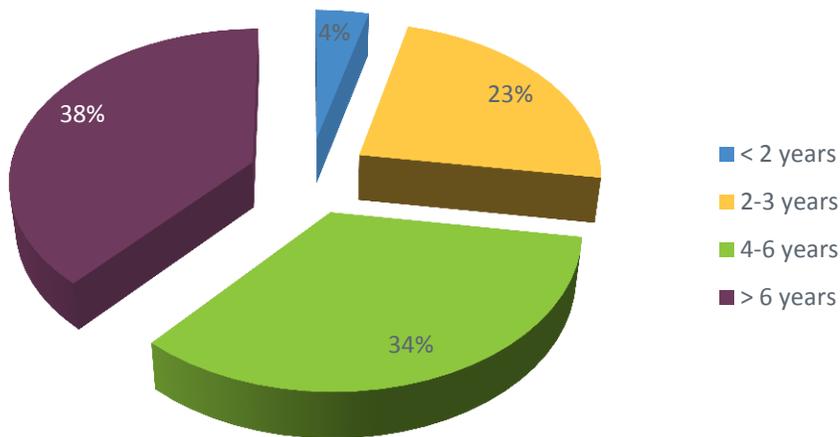
**FIGURE 12: AVERAGE CHARTER SCHOOL TEACHER SALARIES, 2015-2016**


## Teacher Experience

The average experience of teachers in Colorado charter schools is 6.24 years for 2015-2016, with individual charter schools having a range of average teacher experience from 0.04 to 19 years. The median experience of teachers in Colorado charter schools was six years. The average teaching experience of teachers in the respective districts was 10.62 years.

The average years of teaching experience of Colorado charter school teachers has decreased slightly since the 2013 report, in contrast to the steady increase seen across the 2001, 2004, 2007, and 2012 years, as recorded in previous reports. In 2012, the average experience was seven years, in 2007 it was 6.53 years, in 2004 it was 6.1 years, and in 2001 5.2 years.

**FIGURE 13** shows the percentage of charter schools within each range of years of teaching experience. The greatest percentage of charter schools has teachers with an average of greater than six years of teaching experience. 72 percent of charter schools have teaching staff with an average of four or more years of experience.

**FIGURE 13: AVERAGE YEARS OF TEACHER EXPERIENCE IN CHARTER SCHOOLS, 2015-2016**

## Highly Qualified Teachers

The federal Elementary and Secondary Education Act (ESEA) identifies that while charter school teachers are not required to be licensed, they are required to be “highly qualified” (HQ) with a minimum amount of higher education training aligned to the classes they are teaching. The most recent HQ data is available from school/district self-reporting for the 2014-2015 school year. Of the 213 charter schools for which data was available, the average school had 89.28% of teachers meeting HQ requirements. For non-charter schools statewide, the average number of teachers meeting HQ/licensure requirements was 98.65%. The average in districts where charter schools are physically located was 98.64%.



## Part Six: Charter School Academic Performance

Results in this section draw on two types of data—Transitional Colorado Assessment Program (TCAP) assessment results from 2013-2014 and the 2014-2015 results for the four Colorado Measures of Academic Success (CMAS) assessments: PARCC English Language Arts, PARCC Math, CMAS Science, and CMAS Social Studies.

### Data Analysis

The Colorado Charter Schools Act specifically directs that this report “shall compare the performance of charter school pupils with the performance of ethnically and economically comparable groups of pupils in other public schools who are enrolled in academically comparable courses.” To respond to this mandate, student data were broadly separated into two groups based on eligibility for the federal Free or Reduced-Price Lunch Program. Within those two groups, student data were further disaggregated into five sub-groups based on race/ethnicity—Asian, Black/African American, Hispanic, White, and other, which includes Native American, Hawaiian/Pacific Islander, and Multi-Race/Multi-Ethnic. The performance scores of charter and non-charter public school students were then compared within the groups and sub-groups. Finally, differences in proficiency rates between charter and non-charter students within the respective groups were subjected to tests to determine statistical significance, using a significance level of  $p < .05$ .<sup>1</sup> Statistically significant performance differences are noted with an asterisk (\*) in the tables that follow. Differences between Median Growth Percentiles are included and labeled throughout.

### 2014 TCAP Achievement and Growth

The Transitional Colorado Assessment Program (TCAP) is a statewide assessment designed to transition between the previous Colorado Academic Standards under and its predecessor assessment, the Colorado Student Assessment Program (CSAP), and new Colorado Academic Standards that are now measured by the Colorado Measures of Academic Success (CMAS). The data used in this report were at the student level drawn from TCAP tests administered in reading, math, and writing for grades three through ten.

TCAP reports student performance using four levels:

- Unsatisfactory
- Partially proficient—does not meet the standards
- Proficient—meets the standards
- Advanced—exceeds the standards

Proficiency results reported below collapse these four categories into two—Proficient/Advanced and Not Proficient. The tables below report the percentages of charter or non-charter public school students who achieved at the Proficient/Advanced level.

Median Growth Percentiles are measures the state uses to determine the average growth of students in a school. Students receive individual growth percentiles, which measure how much growth a student makes in relation to the Colorado Academic Standards relative to their “academic peers”. Student growth percentiles are

### In this Section...

- Data Analysis
- English Language Arts Achievement and Growth
- Math Achievement and Growth
- Science and Social Studies Achievement
- Performance with Educationally Disadvantaged Students
- School Performance Frameworks



then aggregated at the school level. The median of a school's distribution is reported by the state on the School Performance Framework. A Median Growth Percentile of 50 indicates that the school is showing typical growth in comparison to other schools with similar academic peers. A Median Growth Percentile below 50 indicates the school is making less than typical growth, and a Median Growth Percentile above 50 indicates the school has higher growth than is typical.

In the tables below, the percentage or growth percentile is highlighted in green for the student group, charter or non-charter, that has the higher rate.

### **Preliminary 2014-2015 CMAS Achievement**

Colorado assessments are changing in order to accurately assess student mastery of the new Colorado Academic Standards. With the standards being more focused, coherent and rigorous, assessments must adapt to align with them. The Transitional Colorado Assessment Program (TCAP) has been replaced by the Colorado Measures of Academic Success, the state's new English language arts, math, science and social studies assessments.

In compliance with legislation, Colorado joined the Partnership for Assessment of Readiness for College and Career (PARCC) consortium as a governing member in August 2012. PARCC is a multi-state assessment consortium that has developed shared English Language Arts (ELA) and Math assessments. About 10 states participate in the consortium. As a governing member, Colorado began utilizing the PARCC assessment system for grades three through ten for the 2014-2015 school year, and will utilize it for grades three through nine going forward.

New state science and social studies assessments measuring the Colorado Academic Standards were administered online in Colorado for the first time in the 2013-2014 school year. These assessments were developed collaboratively by the Colorado Department of Education, the assessment contractor Pearson, and Colorado educators. Elementary (fourth grade social studies and fifth grade science) and middle school (seventh grade social studies and eighth grade science) assessments were administered in the spring of 2014.

As the transition to these new assessments remains fairly recent, only flat achievement data was available for analysis at the time this report was drafted. As a result, the report only presents preliminary analysis of the achievement data for these new assessments to give an indication of how charters may be fairing in comparison to their non-charter counterparts as they transition to this new assessment.

### **School Performance Framework Analysis**

Colorado's School Performance Framework (SPF) serves to:

- 1) hold schools accountable for performance on the same, single set of indicators and measures; and
- 2) inform a differentiated approach to state support based on performance and need.

These aims are a central part of CDE's Statewide System of Accountability and Support and the goals outlined in The Education Accountability Act of 2009 (SB 09-163). The performance frameworks measure attainment on the four key performance indicators identified in SB 09-163 as the measures of educational success: academic achievement, academic longitudinal growth, academic growth gaps and postsecondary and workforce readiness. State identified measures and metrics for each of these performance indicators are combined to arrive at an overall evaluation of a school's performance.

This report utilizes 2013-2014 performance, as reported in the 2014 SPFs, to compare the overall performance of charter and non-charter schools across various measures and metrics from the SPF.



## English Language Arts Achievement and Growth

English Language Arts are broken down into two separate Reading and Writing assessments under TCAP, but are combined under one assessment in PARCC. Charter schools generally outperform non-charter schools across most grades for both achievement and growth, overall and disaggregated by economic status and race/ethnicity, on both the TCAP and PARCC assessments.

### 2014 TCAP Reading Achievement and Growth

There were 55,249 students from charter schools reporting TCAP Reading scores for the 2014-2015 school year, compared to 449,043 students in non-charter public schools.

TABLE 14A shows the percentages and counts of charter school and non-charter school students scoring at the proficient and advanced level in each grade. In all but 10<sup>th</sup> grade, a greater percentage of charter school students scored at proficient or advanced as compared to those in non-charter public schools. Overall, across all students in all grades, a higher percentage of charter school students met or exceeded proficiency expectations, in comparison to students in non-charter schools, by a margin of 4.7 percentage points. These performance results are relatively consistent with those presented in the 2013 Report.

**TABLE 14A: PERCENTAGE OF CHARTER AND NON-CHARTER STUDENTS AT PROFICIENT OR ADVANCED ON TCAP READING, 2014-2015**

Grade	Charter		Non-Charter	
	Percentage	Count	Percentage	Count
3*	76.4	7,505	71.0	55,906
4*	72.8	7,070	66.8	57,094
5*	75.0	7,201	70.6	57,410
6*	76.1	8,903	70.7	54,658
7*	72.8	8,219	68.1	55,088
8*	72.8	7,321	65.6	54,930
9	67.2	4,698	66.1	57,951
10	67.7	4,332	69.0	56,006
<b>Overall</b>	<b>73.2</b>	<b>55,249</b>	<b>68.5</b>	<b>449,043</b>

\* Difference was significant at  $p < .05$

(Welch two sample t-test on merged school-level data)

TABLE 14B shows the Median Growth Percentiles (MGP) of charter schools and non-charter schools. In grades six through ten, charter schools had higher MGP than non-charter schools. In grades four and five, performance was reversed with non-charter schools achieving a higher MGP than charter schools. Overall, across all students in all grades, charter school MGP was higher than non-charter school students by a statistically significant margin. These results are relatively consistent with those presented in the 2013 Report, but with charter school performance improving by 1-2 percentile points for grade levels six through ten – thus indicating that charter schools are increasingly achieving higher levels of growth for older students.



**TABLE 14B: MEDIAN GROWTH PERCENTILES FOR CHARTER AND NON-CHARTER STUDENTS ON TCAP READING, 2014-2015**

Grade	Charter		Non-Charter	
	Median Growth Percentile (MGP)	Count	Median Growth Percentile (MGP)	Count
4	48	6,690	50	52,153
5	46	6,860	51	53,722
6	53	8,334	50	51,020
7	53	7,689	50	50,948
8	53	6,950	50	51,283
9	58	3,957	50	51,994
10	55	3,856	50	51,052
Overall	52	44,336	50	362,172

FIGURES 14 AND 15 show the results of the comparisons within grades, racial/ethnic groups, and free/reduced lunch status for 2014-2015 TCAP Reading proficiency results (full results are presented in table form in the Appendix, TABLES A2-A5).

FIGURE 14 includes only students who were not eligible for Free or Reduced-Price Lunch. Charter and non-charter school students generally performed similarly on the TCAP Reading assessment in grades three through five. For some groups and in some grades, non-charter percentages were greater, and in others charter percentages exceeded those of non-charters. However, scores began to show consistent differences beginning in grade six and continued into high school, with charter schools consistently outperforming non-charter schools across all groups with one exception in tenth grade. These results vary from figures presented in the 2013 report in that charter schools have begun exceeding non-charter performance beginning in sixth grade (instead of seventh grade in the previous report) and with Hispanic students in grades eight through ten.

**FIGURE 14: PERCENTAGE OF CHARTER AND NON-CHARTER STUDENTS NOT ELIGIBLE FOR FREE OR REDUCED-PRICE LUNCH THAT ARE PROFICIENT OR ADVANCED ON TCAP READING, MATCHED BY RACE/ETHNICITY, 2013-2014**



**FIGURE 15** includes proficiency results for students eligible for Free or Reduced-Price Lunch. In all but one comparison, charter students show equal or greater percentages of proficient or advanced. The lone exception was with tenth grade White students, where charter percentages were relatively equal to non-charter. These results also show a slightly improved position for charter schools from the 2013 Report, where three additional comparisons were higher for non-charter schools.

**FIGURE 15: PERCENTAGE OF CHARTER AND NON-CHARTER STUDENTS ELIGIBLE FOR FREE OR REDUCED-PRICE LUNCH THAT ARE PROFICIENT OR ADVANCED ON TCAP READING, MATCHED BY RACE/ETHNICITY, 2013-2014**



### 2014 TCAP Writing Achievement and Growth

There were 55,224 students from charter schools reporting TCAP Writing scores for the 2014-2015 school year, compared to 449,126 students in non-charter public schools.

TABLE 15A shows the percentages and counts of charter school and non-charter school students scoring at the proficient and advanced level in each grade. In all grades, a greater percentage of charter school students scored at proficient or advanced as compared to those in non-charter public schools, with the advantage being statistically significant for grades three through eight. Overall, across all students in all grades, the percentage of charter school students that met or exceeded proficiency expectations exceeded by a margin of 5.6 percentage points. These performance results show an improved position for charter schools, in comparison to those presented in the 2013 report, in that charter performance improved in grades nine and ten to now exceed non-charter performance.



**TABLE 15A: Percentage of Charter and Non-Charter Students at Proficient or Advanced on TCAP Writing, 2013-2014**

Grade	Charter		Non-Charter	
	Percentage	Count	Percentage	Count
3*	54.7	7,480	50.6	55,957
4*	56.4	7,070	51.2	57,097
5*	58.6	7,201	55.2	57,421
6*	64.4	8,903	55.5	54,661
7*	65.8	8,219	60.2	55,090
8*	63.8	7,321	55.2	54,931
9	54.3	4,698	54.0	57,957
10	49.2	4,332	48.5	56,012
<b>Overall</b>	<b>59.4</b>	<b>55,224</b>	<b>53.8</b>	<b>449,126</b>

\* Difference was significant at  $p < .05$

(*Welch two sample t-test* on merged school-level data)

TABLE 15B shows the Median Growth Percentiles (MGP) of charter schools and non-charter schools. In all grades, charter schools had an equal or higher MGP in comparison to non-charter schools. While grades four and five saw relatively similar growth in charters and non-charters, grades six through ten showed remarkably higher growth for charter school students. Overall, across all students in all grades, charter school MGP was higher than non-charter school students by a statistically significant margin of four percentile points. These results show increased growth for students in grades five, six & ten for charter schools in comparison to those presented in the 2013 Report.

**TABLE 15B: Median Growth Percentiles for Charter and Non-Charter Students on TCAP Writing, 2013-2014**

Grade	Charter		Non-Charter	
	Median Growth Percentile (MGP)	Count	Median Growth Percentile (MGP)	Count
4	51	6,704	50	52,283
5	50	6,850	50	53,628
6	59	8,291	49	50,899
7	55	7,680	50	51,428
8	55	6,931	50	51,197
9	56	3,955	50	52,003
10	55	3,858	50	51,131



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Overall	54	44,269	50	362,569
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**FIGURES 16 AND 17** show the results of the comparisons within grades, racial/ethnic groups, and free/reduced lunch status for 2014-2015 TCAP Writing proficiency results (full results are presented in table form in the Appendix, **TABLES A6-A9**).

**FIGURE 16** includes only students who were not eligible for Free or Reduced-Price Lunch. Charter and non-charter school students performance is mixed on the TCAP Writing assessment in grades three through five. For some groups and in some grades, non-charter percentages were greater, and in others charter percentages exceeded those of non-charters. However, scores began to again show consistent differences beginning in grade six and continued into high school, with charter schools consistently outperforming non-charter schools across all groups with one exception in tenth grade. These results vary from figures presented in the 2013 report in that performance of Hispanic students in grades nine and ten in charter schools have significantly improved and now exceed those of non-charters.

**FIGURE 16: PERCENTAGE OF CHARTER AND NON-CHARTER STUDENTS NOT ELIGIBLE FOR FREE OR REDUCED-PRICE LUNCH THAT ARE PROFICIENT OR ADVANCED ON TCAP WRITING, MATCHED BY RACE/ETHNICITY, 2013-2014**



FIGURE 17 includes proficiency results for students eligible for Free or Reduced-Price Lunch. In all but one comparison, charter students show equal or greater percentages of proficient or advanced. The lone exception was with tenth grade white students, where charter percentage is relatively equal to non-charter. These results also show a slightly improved position for charter schools from the 2013 Report, where five additional comparisons were higher for non-charter schools. Asian students seem to have particularly higher proficiency percentages in charter schools than non-charter schools.

**FIGURE 17: PERCENTAGE OF CHARTER AND NON-CHARTER STUDENTS ELIGIBLE FOR FREE OR REDUCED-PRICE LUNCH THAT ARE PROFICIENT OR ADVANCED ON TCAP WRITING, MATCHED BY RACE/ETHNICITY, 2013-2014**



### 2015 Preliminary PARCC English Language Arts Achievement

Beginning in the 2014-2015 school year, Colorado switched to the PARCC English Language Arts assessment for measuring reading and writing achievement and growth, which is also tied to updated Colorado Academic Standards. Because of the switch to this new assessment, only achievement results were publicly available at the time of this report. **TABLE 16** identifies these results in terms of the percentage of students meeting grade-level expectations on this new combined assessment. The percentages of students meeting grade-level expectations is generally lower on this new assessment as schools and students are still acclimating to the more rigorous standards measured by this assessment. However, across all grade levels the percentage of students meeting or exceeding grade level benchmark expectations was greater for charter schools than non-charter schools. While statistical significance has yet to be established, the percentage of students at benchmark is noticeably greater for charter schools in grades six through nine.



**TABLE 16: Percentage of Charter and Non-Charter Students meeting or exceeding their grade-level benchmark on PARCC English Language Arts, 2014-2015**

Grade	Charter		Non-Charter	
	Percentage	Count	Percentage	Count
3	43.9	7,231	37.5	55,423
4	43.6	6,761	41.5	55,533
5	40.9	6,623	40.5	55,296
6	41.8	8,707	38.7	52,089
7	46.4	7,866	40.2	49,411
8	48.1	6,898	40.0	47,571
9	44.2	3,991	37.2	41,800
10	38.8	3,485	37.3	34,792
<b>Overall</b>	<b>43.7</b>	<b>51,562</b>	<b>39.2</b>	<b>55,906</b>

Statistical Significance not yet available as data is preliminary and not fully validated.

## Math Achievement and Growth

Charter schools generally outperform non-charter schools across most grades for both achievement and growth in Math on both the TCAP and PARCC assessments.

### 2014 TCAP Math Achievement and Growth

There were 55,234 students from charter schools reporting TCAP Math scores for the 2014-2015 school year, compared to 450,624 students in non-charter public schools.

**TABLE 17A** shows the percentages and counts of charter school and non-charter school students scoring at the proficient and advanced level in each grade. In all grades except tenth a greater percentage of charter school students scored at proficient or advanced as compared to those in non-charter public schools, with the advantage being statistically significant for grades three through eight. Overall, across all students in all grades, the percentage of charter school students that met or exceeded proficiency expectations exceeded by a margin of 5.6 percentage points. These performance results show an improved position for charter schools, in comparison to those presented in the 2013 Report, in that charter performance improved in ninth grade to now exceed non-charter performance, and has nearly caught up to non-charter performance in tenth grade.



**TABLE 17A: Percentage of Charter and Non-Charter Students at Proficient or Advanced on TCAP Math, 2013-2014**

Grade	Charter		Non-Charter	
	Percentage	Count	Percentage	Count
3*	75.9	7,485	71.1	57,332
4*	75.3	7,075	71.1	57,256
5*	67.6	7,198	64.3	57,404
6*	64.3	8,903	60.6	54,656
7*	58.0	8,219	54.1	55,094
8*	58.1	7,319	51.7	54,934
9	39.9	4,701	39.7	57,943
10	32.3	4,334	33.2	56,005
<b>Overall</b>	<b>61.4</b>	<b>55,234</b>	<b>55.8</b>	<b>450,624</b>

\* Difference was significant at  $p < .05$

(*Welch two sample t-test on merged school-level data*)

TABLE 17B shows the Median Growth Percentiles (MGP) of charter schools and non-charter schools. In all grades but fourth charter schools had an equal or higher MGP in comparison to non-charter schools. While fifth grade saw similar growth in charters and non-charters, grades six through ten showed significantly higher growth for charter school students, with remarkably higher growth in high school grades. Overall, across all students in all grades, charter school MGP was higher than non-charter school students by a statistically significant margin of two percentile points. These results show increased growth for students in grades five & eight through ten for charter schools in comparison to those presented in the 2013 Report.



**TABLE 17B: Median Growth Percentiles for Charter and Non-Charter Students on TCAP Math, 2013-2014**

Grade	Charter		Non-Charter	
	Median Growth Percentile (MGP)	Count	Median Growth Percentile (MGP)	Count
4	48	6,717	50	53,541
5	50	6,830	50	53,871
6	52	8,352	50	51,140
7	53	7,726	50	51,513
8	52	6,916	50	51,393
9	57	3,964	50	52,186
10	55	3,856	50	51,198
Overall	52	44,361	50	364,842

FIGURES 18 AND 19 show the results of the comparisons within grades, racial/ethnic groups, and free/reduced lunch status for 2014-2015 TCAP Math proficiency results (full results are presented in table form in the Appendix, TABLES A10-A13).

FIGURE 18 includes only students who were not eligible for Free or Reduced-Price Lunch. Charter and non-charter school students performance is quite mixed on the TCAP Math assessment in grades three through five and nine through ten. For some groups and in some grades, non-charter percentages were greater, and in others charter percentages exceeded those of non-charters. However, scores began to show consistent differences in middle school grades, with charter schools consistently outperforming non-charter schools across all groups. Percentages were consistently higher for Black students attending charter schools in grades six through ten. These results vary from figures presented in the 2013 report in that performance of middle school students in charter schools consistently exceed those of non-charters.

**FIGURE 18: PERCENTAGE OF CHARTER AND NON-CHARTER STUDENTS NOT ELIGIBLE FOR FREE OR REDUCED-PRICE LUNCH THAT ARE PROFICIENT OR ADVANCED ON TCAP MATH, MATCHED BY RACE/ETHNICITY, 2013-2014**



**FIGURE 19** includes proficiency results for students eligible for Free or Reduced-Price Lunch. In all but two comparisons, charter students show equal or greater percentages of proficient or advanced. The exceptions were with fifth-grade Black students and tenth-grade White students, where the charter percentages were relatively equal to non-charter. These results also show a slightly improved position for charter schools from the 2013 Report, where three additional comparisons were higher for non-charter schools.

**FIGURE 19: PERCENTAGE OF CHARTER AND NON-CHARTER STUDENTS ELIGIBLE FOR FREE OR REDUCED-PRICE LUNCH THAT ARE PROFICIENT OR ADVANCED ON TCAP MATH, MATCHED BY RACE/ETHNICITY, 2013-2014**



### 2015 Preliminary PARCC Math Achievement

Beginning in the 2014-2015 school year, Colorado switched to the PARCC Math assessment for measuring achievement and growth, which is also tied to updated Colorado Academic Standards. Because of the switch to this new assessment, only achievement results were publicly available at the time of this report. **TABLE 18** identifies these results in terms of the percentage of students meeting grade-level expectations on this new assessment. The percentages of students meeting grade-level expectations are generally lower on this new assessment, perhaps as a result of schools and students acclimating to the new assessment. Results displayed in **TABLE 18** indicate that across all but fifth-grade the percentage of students meeting or exceeding grade-level benchmark expectations was greater for charter schools than non-charter schools. While statistical significance has yet to be established, the percentage of students at benchmark is noticeably greater for charter schools in grades three and seven through ten, as well as overall.



**TABLE 18: Percentage of Charter and Non-Charter Students meeting or exceeding their grade-level benchmark on PARCC Math, 2014-2015**

Grade	Charter		Non-Charter	
	Percentage	Count	Percentage	Count
3	42.5	7,220	36.0	56,523
4	32.6	6,766	29.9	55,527
5	29.0	6,620	30.2	55,264
6	34.5	8,679	31.3	52,022
7	34.0	7,837	28.7	49,277
8	37.9	6,875	30.6	47,487
9	32.8	4,019	25.5	41,335
10	24.0	3,456	19.7	33,930
<b>Overall</b>	<b>34.2</b>	<b>51,472</b>	<b>29.6</b>	<b>391,365</b>

Statistical Significance not yet available as data is preliminary and not fully validated.

## Science and Social Studies Achievement

CMAS assessments in Science and Social Studies were developed to assess student progress against the updated Colorado Academic Standards for these subject areas, and were introduced during the 2013-2014 school year. The data below show a snapshot of student performance on the CMAS Science and Social Studies assessments in the 2014-2015 school year. Students in grades five and eight are assessed with CMAS Science, and students in grades four and seven are assessed with CMAS Social Studies.

### 2015 Preliminary CMAS Science Achievement

TABLE 19 identifies these results in terms of the percentage of students meeting grade-level expectations on the CMAS Science assessment. Results indicate a greater number of non-charter fifth-grade students met benchmark expectations (by a margin of 0.7 percentage points), whereas a greater number of charter eighth-grade students met benchmark expectations (by a margin of 4.7 percentage points). Across all students tested on CMAS Science, charter schools exceeded non-charter schools by a margin of 1.8 percentage points on this measure. While statistical significance has yet to be established, the performance of eighth-grade students in charter schools appears to be significant.

**TABLE 19: Percentage of Charter and Non-Charter Students meeting or exceeding their grade-level benchmark on CMAS Science, 2014-2015**

Grade	Charter		Non-Charter	
	Percentage	Count	Percentage	Count
5	34.2	6,763	34.9	56,056
8	33.2	7,205	28.5	50,612
<b>Overall</b>	<b>33.7</b>	<b>13,968</b>	<b>31.9</b>	<b>106,668</b>

Statistical Significance not yet available as data is preliminary and not fully validated.



### 2015 Preliminary CMAS Social Studies Achievement

TABLE 20 identifies these results in terms of the percentage of students meeting grade-level expectations on the CMAS Social Studies assessment. Results indicate a greater number of non-charter fourth-grade students met benchmark expectations (by a margin of 2.2 percentage points), whereas a greater number of charter seventh-grade students met benchmark expectations (by a margin of 4.0 percentage points). Across all students tested on CMAS Social Studies, charter schools exceeded non-charter schools by a margin of 0.8 percentage points on this measure.

**TABLE 20: Percentage of Charter and Non-Charter Students meeting or exceeding their grade-level benchmark on CMAS Social Studies, 2014-2015**

Grade	Charter		Non-Charter	
	Percentage	Count	Percentage	Count
4	19.9	6,900	22.1	56,305
7	21.0	8,127	17.0	51,527
Overall	20.5	15,027	19.7	107,832

Statistical Significance not yet available as data is preliminary and not fully validated.

### Performance with Educationally Disadvantaged Students

Charter service of educationally disadvantaged students has become a focus of the Schools of Choice Office and its federally-supported Colorado Charter Schools Program in recent years, including comparing charter schools and non-charter schools academic performance with key educationally disadvantaged student groups. That analysis has been provided below concerning the 2015 CMAS & PARCC assessments for Free and Reduced Lunch Eligible students, Students with Disabilities, and English Language Learners.

#### Free and Reduced Lunch Eligible

TABLE 21 identifies the performance of students eligible for Free and Reduced Lunch on the new PARCC and CMAS assessments, in terms of the percentage of students meeting or exceeding grade-level benchmark expectations at charter and non-charter schools. For all grade levels and overall, the percentage of students meeting benchmark expectations was greater for charter schools on PARCC English Language Arts. For PARCC Math, a greater percentage of fourth- and fifth-grade students in non-charter schools were at benchmark, whereas there was a greater percentage at benchmark in charter schools in grades three and six through ten. For CMAS Science and Social Studies, non-charter schools had a greater percentage of elementary-level students at benchmark on each assessment, whereas charter schools had a greater percentage of middle school students at benchmark. While the percentage at benchmark is not higher in every grade for Math, Science & Social Studies, the crucial secondary grades, as well as the total FRL group, do show noticeably greater percentages of charter school students at benchmark.

**TABLE 21: Percentage of Charter and Non-Charter Students Eligible for Free and Reduced Lunch that Meet or Exceed Grade-Level Benchmark on CMAS Assessments, including PARCC, 2014-2015**

Assessment	Grade	Charter		Non-Charter	
		Percentage	Count	Percentage	Count
PARCC ELA	3	25.6	2,220	21.0	25,446
PARCC ELA	4	24.4	1,944	23.7	25,791
PARCC ELA	5	24.1	2,034	22.2	25,113



PARCC ELA	6	27.1	3,418	21.0	22,928
PARCC ELA	7	29.0	3,102	23.0	21,798
PARCC ELA	8	33.4	2,695	23.4	20,228
PARCC ELA	9	31.0	1,863	22.1	17,354
PARCC ELA	10	25.7	1,636	22.9	13,893
PARCC English Language Arts	Overall	27.8	18,912	22.4	172,551
PARCC Math	3	23.9	2,220	19.8	26,537
PARCC Math	4	14.3	1,947	14.9	25,830
PARCC Math	5	13.8	2,027	15.0	25,110
PARCC Math	6	19.6	3,431	14.6	22,896
PARCC Math	7	19.5	3,103	13.2	21,782
PARCC Math	8	24.8	2,689	15.0	20,204
PARCC Math	9	22.9	1,852	12.2	17,180
PARCC Math	10	13.4	1,610	8.2	13,633
PARCC Math	Overall	19.4	18,879	14.6	173,172
CMAS Science	5	14.8	2,174	16.2	25,674
CMAS Science	8	17.0	2,853	12.3	21,672
CMAS Science	Overall	16.0	5,027	14.4	47,346
CMAS Social Studies	4	6.9	2,097	8.6	26,437
CMAS Social Studies	7	9.1	3,289	6.6	22,704
CMAS Social Studies	Overall	8.2	5,386	7.7	49,141

Statistical Significance not yet available as data is preliminary and not fully validated.

### Students with Disabilities

TABLE 22 identifies the performance of students with disabilities on the new CMAS assessments, in terms of the percentage of students meeting or exceeding grade-level benchmark expectations at charter and non-charter schools. For all grade levels and overall, the percentage of students meeting benchmark expectations was greater for charter schools on PARCC English Language Arts, PARCC Math, and CMAS Science, often by substantial margins. For CMAS Social Studies, non-charter schools had a slightly greater, though relatively equal, percentage of students at benchmark.

Note: TABLE 22 indicates outcomes for all students with an IEP that sat each assessment. It does not, however, control for the type or severity of students' specific needs. Knowing that charter schools are often not able to meet the needs of (or are not allowed by their authorizer to serve) high-needs disabilities, it would stand to reason that the percentage at benchmark would be expected to present higher in charter schools. Further research would be needed to control for such factors, which lies outside the expertise of the CDE Schools of Choice Office.



**TABLE 22: Percentage of Charter and Non-Charter Students with Disabilities that Meet or Exceed Grade-Level Benchmark on CMAS Assessments, including PARCC, 2014-2015**

Assessment	Grade	Charter		Non-Charter	
		Percentage	Count	Percentage	Count
PARCC ELA	3	12.3	479	8.1	5,657
PARCC ELA	4	8.4	465	8.2	6,059
PARCC ELA	5	7.7	444	6.6	6,178
PARCC ELA	6	7.6	657	5.4	5,707
PARCC ELA	7	10.7	628	5.6	5,141
PARCC ELA	8	12.1	577	5.6	4,812
PARCC ELA	9	10.9	384	5.7	3,875
PARCC ELA	10	11.9	295	6.6	3,213
PARCC English Language Arts	Overall	10.1	3,929	6.5	40,642
PARCC Math	3	12.7	490	9.7	5,778
PARCC Math	4	7.0	473	6.6	6,057
PARCC Math	5	6.3	446	5.6	6,202
PARCC Math	6	6.5	660	5.1	5,682
PARCC Math	7	8.2	633	4.5	5,140
PARCC Math	8	10.4	578	4.8	4,817
PARCC Math	9	10.9	376	4.5	3,817
PARCC Math	10	6.5	279	3.6	3,137
PARCC Math	Overall	8.6	3,935	5.8	40,630
CMAS Science	5	10.5	448	7.8	6,108
CMAS Science	8	5.5	507	4.0	4,728
CMAS Science	Overall	7.9	955	6.2	10,836
CMAS Social Studies	4	3.8	475	3.9	6,000
CMAS Social Studies	7	1.5	540	1.6	5,190
CMAS Social Studies	Overall	2.6	1,015	2.8	11,190

Statistical Significance not yet available as data is preliminary and not fully validated.

### English Language Learners

TABLE 23 identifies the performance of English Language Learner students on the new CMAS assessments, in terms of the percentage of students meeting or exceeding grade-level benchmark expectations at charter and non-charter schools. For all grade levels and overall, the percentage of students meeting benchmark expectations was greater for charter schools on PARCC Math, ELA, CMAS Science, and CMAS Social Studies, often by substantial margins.



**TABLE 23: Percentage of Charter and Non-Charter English Language Learner Students that Meet or Exceed Grade-Level Benchmark on PARCC and CMAS Assessments, 2014-2015**

Assessment	Grade	Charter		Non-Charter	
		Percentage	Count	Percentage	Count
PARCC ELA	3	25.7	1,342	17.7	10,731
PARCC ELA	4	24.3	1,240	20.0	11,780
PARCC ELA	5	25.6	1,349	19.7	11,444
PARCC ELA	6	27.4	2,355	18.5	10,215
PARCC ELA	7	31.1	2,114	20.5	9,928
PARCC ELA	8	33.0	1,856	21.8	9,402
PARCC ELA	9	32.2	1,168	19.1	8,699
PARCC ELA	10	28.8	987	20.5	7,078
PARCC English Language Arts	Overall	28.7	12,411	19.7	79,277
PARCC Math	3	27.4	1,330	19.1	11,866
PARCC Math	4	19.1	1,244	14.5	11,851
PARCC Math	5	18.4	1,349	15.9	11,458
PARCC Math	6	21.8	2,352	14.7	10,191
PARCC Math	7	21.4	2,107	13.7	9,959
PARCC Math	8	26.2	1,849	16.2	9,429
PARCC Math	9	24.3	1,167	13.1	8,635
PARCC Math	10	16.2	973	8.3	6,977
PARCC Math	Overall	22.1	12,371	14.8	80,366
CMAS Science	5	13.6	1,357	12.8	11,541
CMAS Science	8	16.5	1,881	10.7	9,712
CMAS Science	Overall	15.3	3,238	11.9	21,253
CMAS Social Studies	4	8.7	1,247	7.6	11,938
CMAS Social Studies	7	10.7	2,114	7.2	10,134
CMAS Social Studies	Overall	10.0	3,361	7.4	22,072

Statistical Significance not yet available as data is preliminary and not fully validated.

## School Performance Frameworks

Colorado’s school performance framework (SPF) reports provide data on each school's level of attainment on Academic Achievement, Growth, Growth Gaps, and Postsecondary and Workforce Readiness. In each of these areas, schools are assigned a performance score, which can be converted to a percentage (i.e., the number of points earned by a school out of the total possible points).

TABLE 24 includes the average percentage of total possible points earned by charters and non-charters in each of the four performance areas and totals across all four areas. These numbers reflect the 2014 three-year SPF



results, spanning school years 2011-2012, 2012-13, and 2013-14. Differences between charters and non-charters are measured by independent t-tests.

**TABLE 24: Average Percentage of Points Earned in each Performance Area by Charters and Non-Charter, 2014 3-Year SPF**

	Mean		Standard Deviation	
	Charter	Non-Charter	Charter	Non-Charter
Achievement*	67.03	60.73	22.26	20.70
Growth*	68.90	65.64	19.39	16.49
Growth Gaps*	64.54	58.46	18.74	14.94
Postsecondary and Workforce Readiness	66.92	68.42	28.42	22.38
Total Points*	67.31	63.09	18.61	16.11

\* Difference was significant at  $p < .05$

(*Welch two sample t-test*)

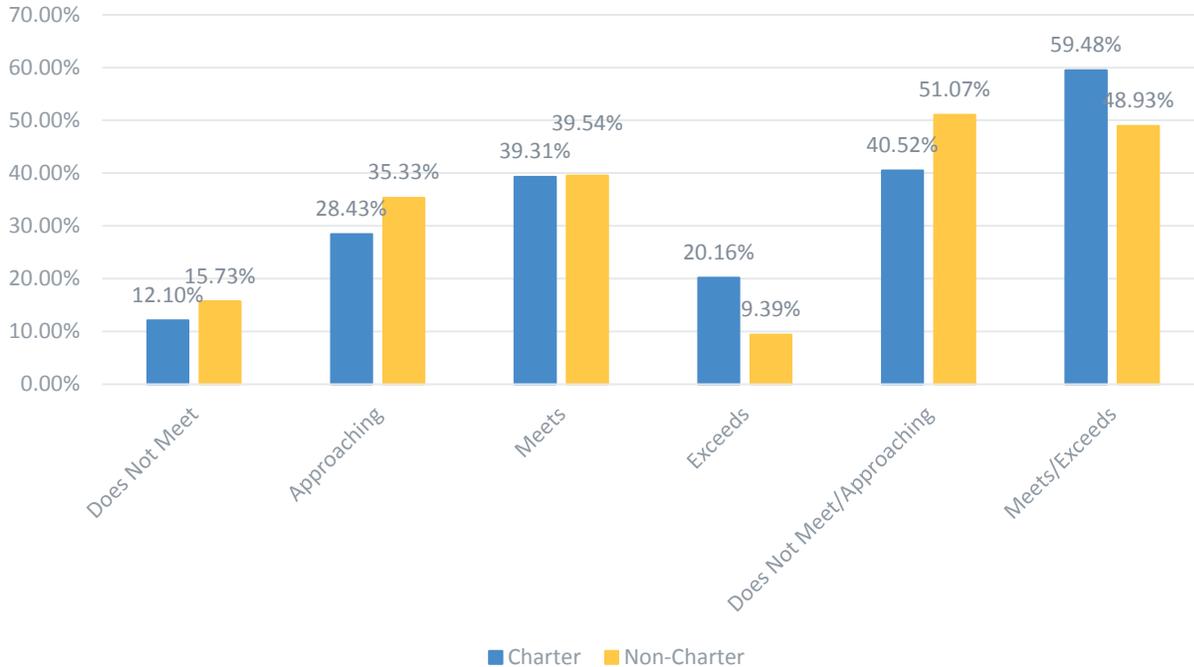
In all but Postsecondary and Workforce Readiness, charter schools earn a greater percentage of points than non-charters by a statistically significant margin. The difference in Postsecondary and Workforce Readiness was not statistically significant, but charters did lag behind non-charters by 1.5 percentage points, a noteworthy improvement over the nine percentage point gap in this area identified in the 2013 report. As noted by the standard deviations—a measure of variability in the data—the non-charter points tend to be more consistent as compared to charters. That is, the distribution of charter scores appears to include schools with scores farther away from the average, either above or below, as compared to the distribution of non-charter schools, which was also observed in the 2013 Report.

In further comparison to the 2013 Report, charter schools continued to maintain a lead in mean achievement and growth gaps scores, with scores increasing from 2012 to 2014, while the non-charter mean scores for these measures remained static. The mean score for growth for charter schools was also higher than non-charters in the 2013 report, but this advantaged has since increased from 0.91 to 3.26 points, which is now a statistically significant level.

Further detail on charter and non-charter performance in each of the four SPF areas is included in **FIGURES 20 - 23**. These figures show the percentages of schools Exceeding, Meeting, Approaching, or Not Meeting performance thresholds in each of the areas. In addition, each figure condenses the four categories into two and indicates the percentages of schools Meeting/Exceeding or Approaching/Not Meeting thresholds.

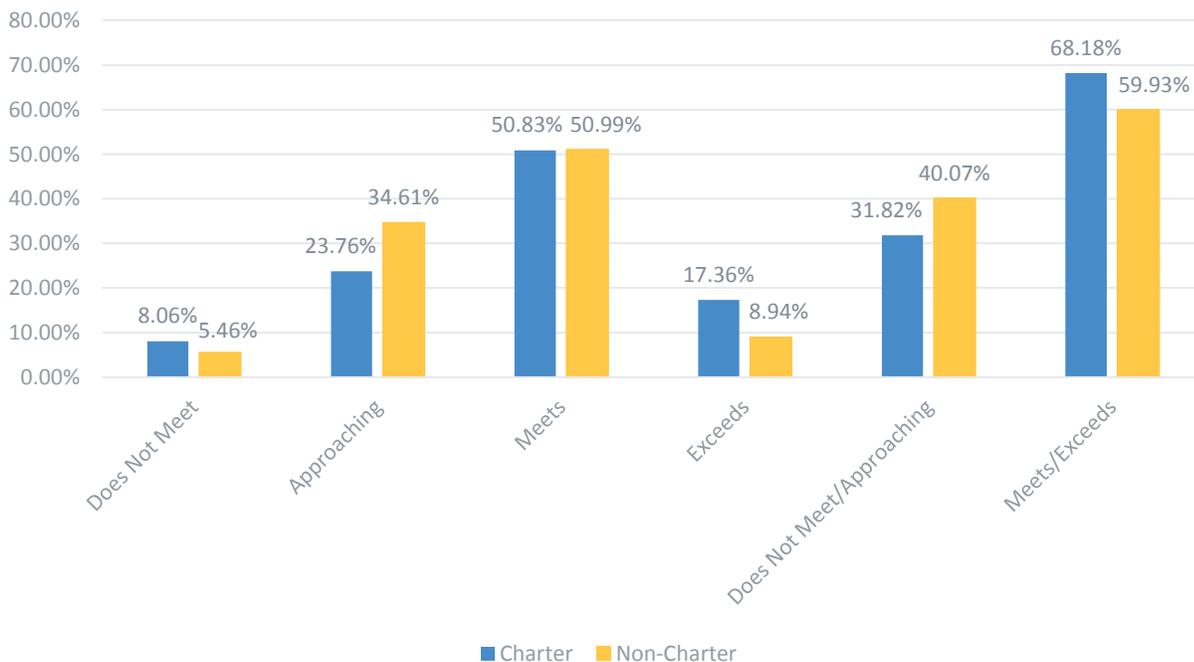
In achievement (see **FIGURE 20**), a greater percentage of charters are exceeding performance expectations, while an overall lesser number are falling short of them. The percentages of schools meeting expectations are similar between charters and non-charters.

**FIGURE 20: SCHOOLS EXCEEDING, MEETING, APPROACHING, OR NOT MEETING PERFORMANCE THRESHOLDS IN ACHIEVEMENT, 2014 3-YEAR SPF**



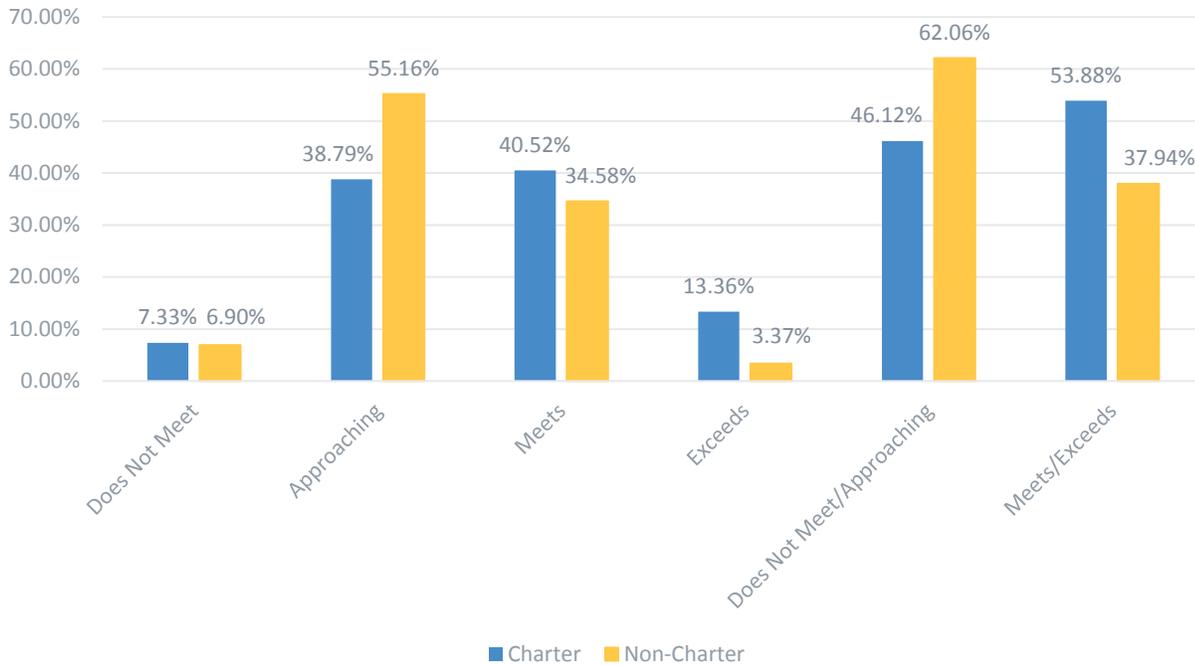
A similar trend is apparent for the growth performance area. As illustrated in **FIGURE 21**, a greater percentage of charters were at “Exceeds” and a comparable percentage at “Meets;” however, a greater number of charter schools were at “Does Not Meet” in this category. Overall, there was a higher percentage of charter schools meeting or exceeding expectations.

**FIGURE 21: SCHOOLS EXCEEDING, MEETING, APPROACHING, OR NOT MEETING PERFORMANCE THRESHOLDS IN GROWTH, 2014 3-YEAR SPF**



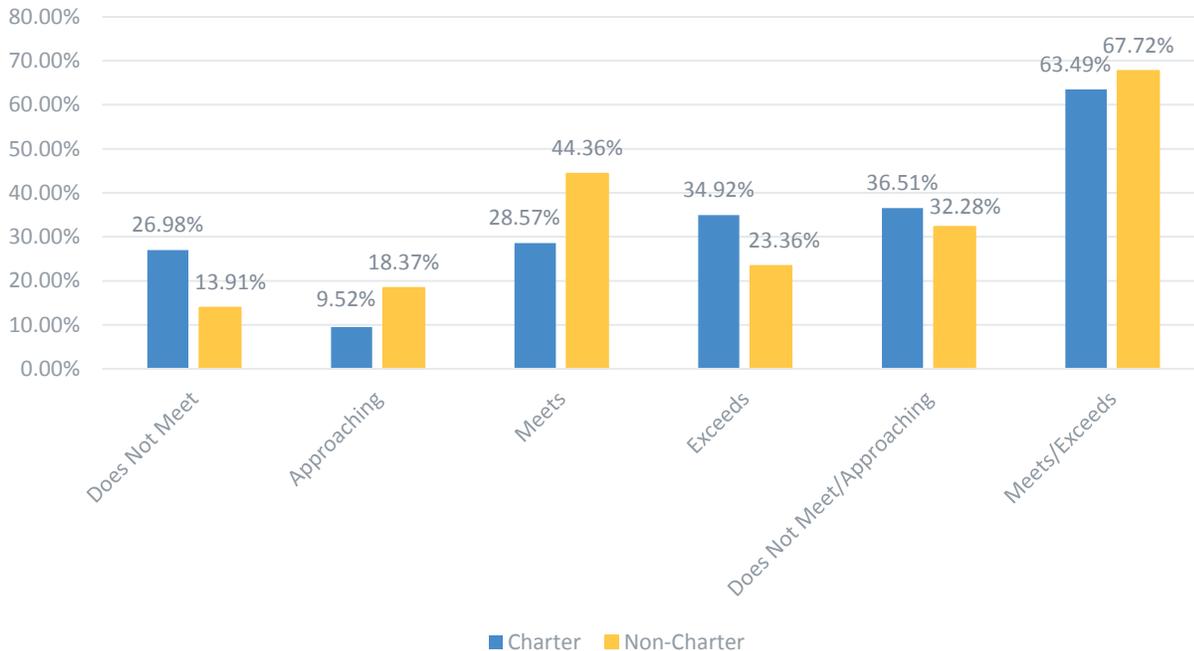
In growth gaps (see **FIGURE 22**), a greater percentage of charters as compared to non-charters are seen in both the “Meets” and “Exceeds” categories, and the percentage of “Does Not Meet” is also slightly higher for charter schools. Overall, the trend continues that a higher percentage of charter schools are meeting or exceeding expectations.

**FIGURE 22: SCHOOLS EXCEEDING, MEETING, APPROACHING, OR NOT MEETING PERFORMANCE THRESHOLDS IN GROWTH GAPS, 2014 3-YEAR SPF**



Trends in the Postsecondary Education and Workforce Readiness (PWR) performance area (see **FIGURE 23**) differ from the other three areas. While the percentages of schools that “Exceeds” is substantially higher for charter schools, charter school percentages are substantially worse than non-charters with lower percentages at “Meets” and a higher percentage at “Does Not Meet.” Overall, this results in non-charter schools presenting a greater percentage of schools meeting or exceeding PWR expectations.

**FIGURE 23: SCHOOLS EXCEEDING, MEETING, APPROACHING, OR NOT MEETING PERFORMANCE THRESHOLDS IN POSTSECONDARY EDUCATION AND WORKFORCE READINESS, 2014 3-YEAR SPF**

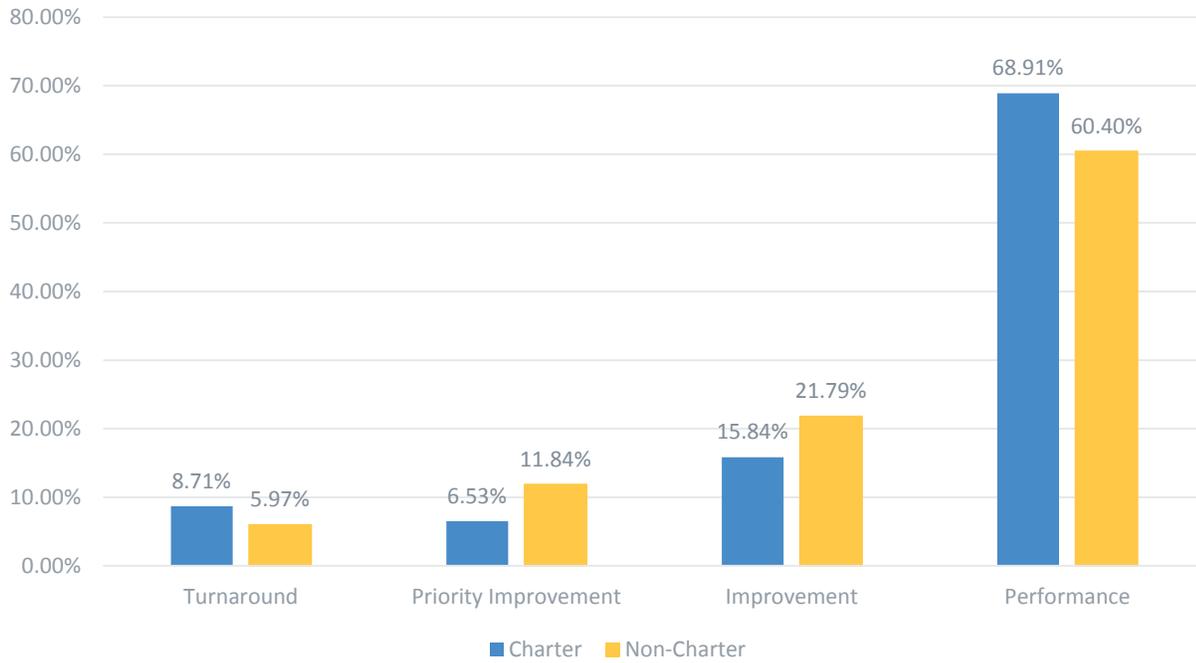


A school’s performance in the four performance areas leads to the assignment of one of four types of improvement plan on their SPF:

- *Performance Plan*: The school meets or exceeds statewide attainment on the performance indicators and is required to adopt and implement a Performance Plan.
- *Improvement Plan*: The school is required to adopt and implement an Improvement Plan.
- *Priority Improvement Plan*: The school is required to adopt and implement a Priority Improvement Plan.
- *Turnaround Plan*: The school is required to adopt and implement a Turnaround Plan.

As **FIGURE 24** indicates, the overwhelming majority of charters and non-charters in Colorado are at the Performance Plan level, with charters outpacing non-charters. For Improvement Plan and Priority Improvement Plan status, a greater percentage non-charter schools have been classified as such, while more charters have been assigned to Turnaround status. Compared to the 2013 Report (utilizing the 2012 SPF), the percentage of charters with a Performance Plan is up by 3.2 percentage points, and non-charters are down slightly on this measure. Likewise, the percentage of charter schools on a Turnaround Plan is down by 1.58 percentage points, while non-charters are up over a point on this measure in comparison to the 2012 SPF.

**FIGURE 24: PERCENTAGE OF SCHOOLS ASSIGNED TO PERFORMANCE PLAN STATUS, 2014 3-YEAR SPF**





## Part Seven: Charter School Postsecondary and Workforce Readiness Performance

The 2013 Report firsts identified a trend of lower performance of the charter school sector on Postsecondary and Workforce Readiness (PWR) measures. In an effort to better understand this performance gap and to better provide support to the charter school community regarding PWR, CDE’s Schools of Choice Office has begun initial analysis of graduation rates and postsecondary enrollment rates as part of its federal FY2016-2018 Charter Schools Program grant activities. The details of that analysis are outlined below.

### In this section...

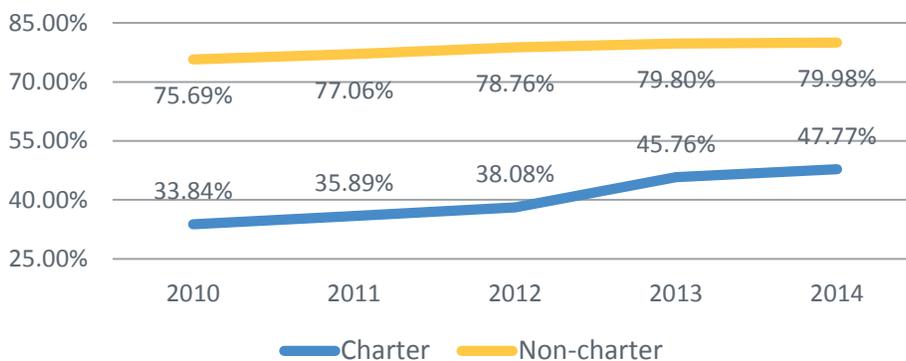
- Graduation Rate
- Postsecondary Enrollment Rate
- Recommendation

### Graduation Rate

The Graduation Rates are identified by the percentage of ninth-grade students that graduate from high school. This is a relatively new set of measures that CDE’s Schools of Choice office has been specifically looking at from a charter school perspective, in conjunction with the recently-secured federal FY2016-2018 Charter Schools Program grant.

**FIGURE 25** identifies the simple Four-Year graduation rate for on-time, four-year completion of high school by charter and non-charter schools. On this measure, there is a significant gap in performance between charter and non-charter schools. While the overall graduation rate remains lower for charters than non-charters, the rate has been increasing at a faster rate over time in the charter sector than in non-charters. Much of the difference between charters and non-charters on this measure can be understood better when broken down by type of school (traditional, online, or AEC) and in looking at the “best of” graduation rate (See **TABLE 25** below), as a disproportionately greater percentage of charter schools fall into the online and AEC categories than do non-charter schools.

**FIGURE 25: 4-YEAR GRADUATION RATE – PERCENTAGE OF 9TH GRADER STUDENTS GRADUATING IN 4 YEARS BY CHARTERS AND NON-CHARTERS, 2010-2014**



Colorado’s School Performance Framework reports look at the four-, five-, six- and seven-year graduation rates for each school and their disaggregated student groups (FARM, minority students, students with disabilities, and ELL), and utilize the best of the four-, five-, six- and seven-year graduation rates for the purpose of determining the school’s graduation rate. Utilization of the best-of rate allows Colorado’s accountability system to value the contribution of certain models that allow additional time in high school to address differentiated student needs – re-engage dropouts and non-traditional students, concurrent enrollment, etc. The charter school sector has a



disproportionately greater representation of online and AEC schools, with the proportion of charter students in an online school being nearly eight times higher than in non-charter schools, and a similarly high proportion of charter students in AECs. This disproportionate representation of charter students in online and AEC schools suggests that the “best-of” graduation rate measure makes a more revealing comparison of charter and non-charter graduation rates.

**TABLE 25** identifies these best-of graduation rates for both charters and non-charters by type of school: Traditional (not online or AEC), Online, and AEC (alternative education campus). These results show a steadily improving graduation rate for traditional high schools for both charters and non-charters over 2010-2014 period. For traditional schools, charter and non-charter schools tend to have relatively similar graduation rates over time. While the overall graduation rate still remains low, online charter schools have steadily been improving on this measure, gaining nearly 30 percentage points over the past five years to close the gap and exceed the rate of non-charter online schools. The rate for charter AECs, however, shows a widening gap of 18 percentage points for the past two years below the non-charter AEC graduation rate.

**TABLE 25: Best of Graduation Rate by Type of School and by Charters and Non-charters – Percentage of 9th Grade Students Graduating in 4, 5, 6, or 7 years, 2010-2014**

	Traditional Schools		Online Schools		AEC Schools	
	Charter	Non-charter	Charter	Non-charter	Charter	Non-charter
2010	71.3%	69.6%	22.0%	33.8%	24.2%	25.8%
2011	66.1%	72.3%	19.1%	28.9%	20.3%	26.2%
2012	89.4%	84.4%	30.9%	47.3%	34.5%	49.1%
2013	87.6%	88.3%	34.6%	48.8%	34.4%	52.3%
2014	84.2%	89.4%	51.1%	49.0%	34.9%	52.9%

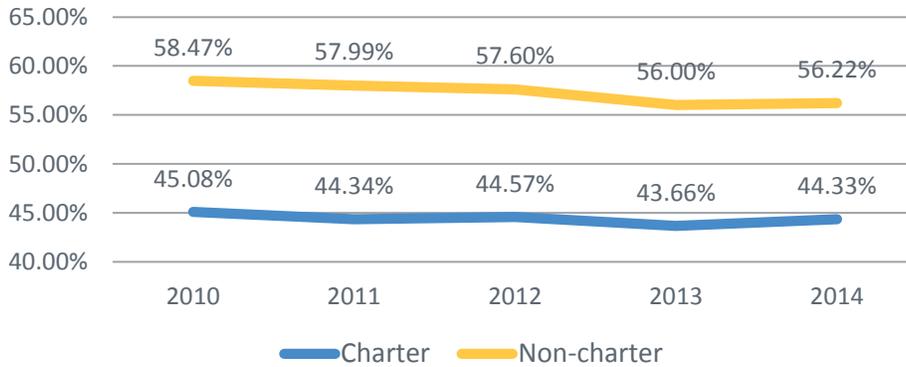
## Postsecondary Enrollment Rate

The Postsecondary Enrollment Rate measure, which is collected and maintained by the Colorado Department of Higher Education, identifies the percentage of high school graduates that went on to enroll in postsecondary education options. CDE’s Schools of Choice Office has also recently gained access to this measure from a charter school perspective in conjunction with its recently secured federal FY2016-2018 Charter Schools Program grant activities.

**FIGURE 26** provides a high-level baseline showing that charter high schools as a whole are flat and lag behind non-charter high schools in terms of postsecondary enrollment of their graduates. While deeper analysis is needed, much of this gap, upon high-level analysis, can be explained by the significant number of AEC charter high schools and a few of the larger online charter schools. Overall, **FIGURE 26** shows the postsecondary enrollment rate for charter schools remained relatively parallel to non-charter schools between 2010-2014, with the gap slightly narrowing, and with both rates declining somewhat over the past 5 years.



**FIGURE 26: POSTSECONDARY ENROLLMENT RATE - % HS GRADUATES ENROLLED IN POSTSECONDARY EDUCATION**



### Recommendation

More analysis and focus is needed on performance against postsecondary enrollment rate and graduation rate measures in charter schools to better identify and understand the gaps between charter and non-charter performance. Further, analysis of additional PWR measures, such as the dropout rate, disaggregated graduate rates, and college entrance exams CO ACT (soon to switch to the CO SAT), would be beneficial in further understanding PWR performance in the charter school sector.



## Appendices

### In this section...

- **TABLE A1: Colorado Charter Schools Included in This Report, by Authorizer, Location, SPF Rating, Date Opened, Grades Served & Enrollment**
- **TABLES A2 – A13: Percentage of Charter and Non-Charter Students Achievement and Growth, Matched by those Eligible/Not-Eligible for Free or Reduced-Price Lunch and Race/Ethnicity, 2013-2014 TCAP Reading, Writing & Math**

For **TABLES A2 - A13**, results are color-coded for ease of reading.

In tables that report the percentage of students at proficient or advanced on TCAP, scores are coded as follows:

$\geq 90\%$ =	Blue
80-89% =	Green
70-79% =	Buff
60-69% =	Gold
$< 60\%$ =	Orange

In tables that report Median Growth Percentiles, scores are coded as follows:

$\geq 60$ =	Blue
50-59 =	Green
40-49 =	Gold
$< 40$ =	Orange



**TABLE A1: Colorado Charter Schools Included in This Report, by Authorizer, Location, SPF Rating, Date Opened, Grades Served & Enrollment**

Authorizer	School Name	Location	2015-2016 SPF Rating	Date Opened	Grades Served	2015-2016 Enrollment
ACADEMY 20	TCA COLLEGE PATHWAYS	Online	Performance Plan	1997	7-12	505
ACADEMY 20	THE CLASSICAL ACADEMY CHARTER	Colorado Springs	Performance Plan	1994	K-6	2152
ACADEMY 20	THE CLASSICAL ACADEMY HIGH SCHOOL	Colorado Springs	Performance Plan	1994	9-12	648
ACADEMY 20	THE CLASSICAL ACADEMY MIDDLE SCHOOL	Colorado Springs	Performance Plan	1994	7-8	469
ADAMS 12 FIVE STAR SCHOOLS	GLOBAL VILLAGE ACADEMY	Northglenn	Performance Plan	2011	K-8	976
ADAMS 12 FIVE STAR SCHOOLS	PROSPECT RIDGE ACADEMY	Broomfield	Performance Plan	2011	K-10	1153
ADAMS 12 FIVE STAR SCHOOLS	STARGATE CHARTER SCHOOL	Thornton	Performance Plan	1994	K-9	837
ADAMS 12 FIVE STAR SCHOOLS	WESTGATE CHARTER	Thornton	Performance Plan	2009	K-12	451
ADAMS-ARAPAHOE 28J	AURORA ACADEMY CHARTER SCHOOL	Aurora	Performance Plan	2000	K-8	543
ADAMS-ARAPAHOE 28J	AXL ACADEMY	Aurora	Performance Plan	2008	PK-8	569
ADAMS-ARAPAHOE 28J	GLOBAL VILLAGE ACADEMY AURORA	Aurora	Improvement Plan	2007	K-8	1179
ADAMS-ARAPAHOE 28J	LOTUS SCHOOL FOR EXCELLENCE	Aurora	Performance Plan	2006	K-12	839
ADAMS-ARAPAHOE 28J	VANGUARD CLASSICAL SCHOOL - EAST	Aurora	Performance Plan	2014	K-11	678



ADAMS-ARAPAHOE 28J	VANGUARD CLASSICAL SCHOOL - WEST	Aurora	Performance Plan	2007	K-8	494
ASPEN 1	ASPEN COMMUNITY CHARTER SCHOOL	Woody Creek	Performance Plan	2002	K-8	134
BOULDER VALLEY RE 2	BOULDER PREP CHARTER HIGH SCHOOL	Boulder	AEC: Improvement Plan	1997	9-12	122
BOULDER VALLEY RE 2	HORIZONS K-8 SCHOOL	Boulder	Improvement Plan	1991	K-8	348
BOULDER VALLEY RE 2	JUSTICE HIGH CHARTER SCHOOL	Lafayette	AEC: Priority Improvement Plan (Y3)	2006	9-12	82
BOULDER VALLEY RE 2	PEAK TO PEAK CHARTER SCHOOL	Lafayette	Performance Plan	2000	K-12	1446
BOULDER VALLEY RE 2	SUMMIT MIDDLE CHARTER SCHOOL	Boulder	Performance Plan	1996	6-8	353
BYERS 32J	COLORADO DIGITAL ACADEMY - ELEMENTARY	Online	Performance Plan	2014	K-6	496
BYERS 32J	COLORADO DIGITAL ACADEMY - MIDDLE	Online	Improvement Plan	2014	7-8	219
BYERS 32J	COLORADO VIRTUAL ACADEMY (COVA)	Online	Improvement Plan	2003	9-12	487
BYERS 32J	ELEVATE ACADEMY	Online	Performance Plan	2014	K-12	1233
CANON CITY RE-1	MOUNT VIEW CORE KNOWLEDGE CHARTER SCHOOL	Canon City	Performance Plan	1996	K-8	252
CHARTER SCHOOL INSTITUTE	ACADEMY OF CHARTER SCHOOLS	Westminster	Performance Plan	1994	K-12	1819
CHARTER SCHOOL INSTITUTE	ANIMAS HIGH SCHOOL	Durango	Performance Plan	2009	9-12	299
CHARTER SCHOOL INSTITUTE	CAPROCK ACADEMY	Grand Junction	Performance Plan	2007	K-12	773



CHARTER SCHOOL INSTITUTE	COLORADO EARLY COLLEGE FORT COLLINS	Fort Collins	Performance Plan	2012	6-12	761
CHARTER SCHOOL INSTITUTE	COLORADO EARLY COLLEGES DOUGLAS COUNTY	Parker	Performance Plan	2014	9-12	419
CHARTER SCHOOL INSTITUTE	COLORADO SPRINGS CHARTER ACADEMY	Colorado Springs	Performance Plan	2005	K-8	483
CHARTER SCHOOL INSTITUTE	COLORADO SPRINGS EARLY COLLEGES	Colorado Springs	Performance Plan	2007	9-12	639
CHARTER SCHOOL INSTITUTE	COMMUNITY LEADERSHIP ACADEMY	Commerce City	Performance Plan	2005	PK-5	563
CHARTER SCHOOL INSTITUTE	CROWN POINTE CHARTER ACADEMY	Westminster	Performance Plan	1997	K-8	468
CHARTER SCHOOL INSTITUTE	EARLY COLLEGE OF ARVADA	Arvada	Improvement Plan	2008	6-12	341
CHARTER SCHOOL INSTITUTE	EARLY LEARNING CENTER AT NEW LEGACY CHARTER SCHOOL	Aurora		2015	PK	14
CHARTER SCHOOL INSTITUTE	FRONTIER CHARTER ACADEMY	Calhan	Improvement Plan	2001	K-8	66
CHARTER SCHOOL INSTITUTE	GLOBAL VILLAGE ACADEMY - COLORADO SPRINGS	Colorado Springs	Improvement Plan	2013	K-7	416
CHARTER SCHOOL INSTITUTE	GLOBAL VILLAGE ACADEMY - FORT COLLINS		Performance Plan	2013	K-7	314
CHARTER SCHOOL INSTITUTE	HIGH POINT ACADEMY	Aurora	Improvement Plan	2006	PK-8	751
CHARTER SCHOOL INSTITUTE	JAMES IRWIN CHARTER ACADEMY	Colorado Springs	Performance Plan	2013	K-5	312
CHARTER SCHOOL INSTITUTE	MONTESORRI DEL MUNDO CHARTER SCHOOL	Aurora	Performance Plan	2014	K-3	267
CHARTER SCHOOL INSTITUTE	MOUNTAIN MIDDLE SCHOOL	Durango	Performance Plan	2011	6-8	180



CHARTER SCHOOL INSTITUTE	MOUNTAIN SONG COMMUNITY SCHOOL	Colorado Springs	Turnaround Plan (Y1)	2013	K-7	310
CHARTER SCHOOL INSTITUTE	NEW AMERICA SCHOOL - LOWRY	Denver	AEC: Improvement Plan	2005	9-12	527
CHARTER SCHOOL INSTITUTE	NEW AMERICA SCHOOL - THORNTON	Thornton	AEC: Priority Improvement Plan (Y4)	2004	9-12	409
CHARTER SCHOOL INSTITUTE	NEW LEGACY CHARTER HIGH SCHOOL	Aurora	New School	2015	9-12	85
CHARTER SCHOOL INSTITUTE	PIKES PEAK PREP	Colorado Springs	Improvement Plan	2005	K-12	342
CHARTER SCHOOL INSTITUTE	RICARDO FLORES MAGON ACADEMY	Denver	Improvement Plan	2007	K-8	351
CHARTER SCHOOL INSTITUTE	ROSS MONTESSORI SCHOOL	Carbondale	Performance Plan	2005	K-8	262
CHARTER SCHOOL INSTITUTE	SALIDA MONTESSORI CHARTER SCHOOL	Salida	New School	2015	K-8	73
CHARTER SCHOOL INSTITUTE	STONE CREEK SCHOOL	Edwards	Improvement Plan	2006	K-8	291
CHARTER SCHOOL INSTITUTE	T.R. PAUL ACADEMY OF ARTS & KNOWLEDGE	Fort Collins	Priority Improvement Plan	2006	K-5	255
CHARTER SCHOOL INSTITUTE	THE PINNACLE CHARTER SCHOOL ELEMENTARY	Federal Heights	Priority Improvement Plan	1997	K-5	1006
CHARTER SCHOOL INSTITUTE	THE PINNACLE CHARTER SCHOOL HIGH	Federal Heights	Performance Plan	1997	9-12	539
CHARTER SCHOOL INSTITUTE	THE PINNACLE CHARTER SCHOOL MIDDLE	Federal Heights	Improvement Plan	1997	6-8	554
CHARTER SCHOOL INSTITUTE	THOMAS MACLAREN STATE CHARTER SCHOOL	Colorado Springs	Performance Plan	2009	6-12	392



CHARTER SCHOOL INSTITUTE	TWO RIVERS COMMUNITY SCHOOL	Glenwood Springs	Improvement Plan	2014	K-8	212
CHARTER SCHOOL INSTITUTE	VICTORY PREPARATORY ACADEMY HIGH STATE CHARTER SCHOOL	Aurora	Performance Plan	2013	9-11	139
CHARTER SCHOOL INSTITUTE	VICTORY PREPARATORY ACADEMY MIDDLE STATE CHARTER SCHOOL	Aurora	Performance Plan	2013	6-8	254
CHARTER SCHOOL INSTITUTE	YOUTH & FAMILY ACADEMY CHARTER	Pueblo	AEC: Improvement Plan	1997	7-12	189
CHERRY CREEK 5	CHERRY CREEK CHARTER ACADEMY	Englewood	Performance Plan	1995	K-8	569
CHEYENNE MOUNTAIN 12	THE VANGUARD SCHOOL (ELEMENTARY)	Colorado Springs	Performance Plan	1995	K-6	800
CHEYENNE MOUNTAIN 12	THE VANGUARD SCHOOL (HIGH)	Colorado Springs	Performance Plan	2006	9-12	282
CHEYENNE MOUNTAIN 12	THE VANGUARD SCHOOL (MIDDLE)	Colorado Springs	Performance Plan	2006	7-8	204
CLEAR CREEK RE-1	GEORGETOWN COMMUNITY SCHOOL	Georgetown	Performance Plan	2006	PK-6	123
COLORADO SPRINGS 11	ACADEMY FOR ADVANCED AND CREATIVE LEARNING	Colorado Springs	Performance Plan	2010	K-8	305
COLORADO SPRINGS 11	CIVA CHARTER ACADEMY	Colorado Springs	Performance Plan	1997	9-12	185
COLORADO SPRINGS 11	COMMUNITY PREP CHARTER SCHOOL	Colorado Springs	AEC: Performance Plan	1995	9-12	264
COLORADO SPRINGS 11	GLOBE CHARTER SCHOOL	Colorado Springs	Performance Plan	1996	K-6	192



COLORADO SPRINGS 11	LIFE SKILLS CENTER OF COLORADO SPRINGS	Colorado Springs	AEC: Priority Improvement Plan (Y2)	2004	9-12	286
COLORADO SPRINGS 11	ROOSEVELT EDISON CHARTER SCHOOL	Colorado Springs	Improvement Plan	1996	K-5	718
COLORADO SPRINGS 11	SPACE TECHNOLOGY AND ARTS ACADEMY (STAR ACADEMY)	Colorado Springs	CLOSED	2007		0
DELTA COUNTY 50(J)	DELTA VISION SCHOOL	Delta	Performance Plan		K-12	446
DENVER COUNTY 1	ACADEMY 360	Denver	Improvement Plan	2013	PK-4	164
DENVER COUNTY 1	ACADEMY OF URBAN LEARNING	Denver	AEC: Improvement Plan	2005	9-12	126
DENVER COUNTY 1	ACE COMMUNITY CHALLENGE SCHOOL	Denver	AEC: Improvement Plan	2000	8-10	133
DENVER COUNTY 1	CESAR CHAVEZ ACADEMY DENVER	Denver	Improvement Plan	2009	K-8	381
DENVER COUNTY 1	COLORADO HIGH SCHOOL CHARTER	Denver	AEC: Priority Improvement Plan (Y5)	2002	9-12	254
DENVER COUNTY 1	COMPASS ACADEMY	Denver	New School	2015	6	122
DENVER COUNTY 1	DENVER LANGUAGE SCHOOL	Denver	Performance Plan	2010	K-7	659
DENVER COUNTY 1	DOWNTOWN DENVER EXPEDITIONARY SCHOOL	Denver	Performance Plan	2013	K-4	359
DENVER COUNTY 1	DSST COLLEGE VIEW HIGH SCHOOL	Denver	New School	2015	9	138
DENVER COUNTY 1	DSST: BYERS MIDDLE SCHOOL	Denver	Performance Plan	2013	6-8	448
DENVER COUNTY 1	DSST: COLE HIGH SCHOOL	Denver	Performance Plan	2014	9-10	281
DENVER COUNTY 1	DSST: COLE MIDDLE SCHOOL	Denver	Performance Plan	2011	6-8	440
DENVER COUNTY 1	DSST: COLLEGE VIEW MIDDLE SCHOOL	Denver	Performance Plan	2012	6-8	450



DENVER COUNTY 1	DSST: CONSERVATORY GREEN MIDDLE SCHOOL	Denver	Performance Plan	2014	6-7	298
DENVER COUNTY 1	DSST: GREEN VALLEY RANCH HIGH SCHOOL	Denver	Performance Plan	2010	9-12	518
DENVER COUNTY 1	DSST: GREEN VALLEY RANCH MIDDLE SCHOOL	Denver	Performance Plan	2010	6-8	455
DENVER COUNTY 1	DSST: STAPLETON HIGH SCHOOL	Denver	Performance Plan	2004	9-12	523
DENVER COUNTY 1	DSST: STAPLETON MIDDLE SCHOOL	Denver	Performance Plan	2004	6-8	458
DENVER COUNTY 1	GIRLS ATHLETIC LEADERSHIP SCHOOL HIGH SCHOOL	Denver	Performance Plan	2014	9-10	93
DENVER COUNTY 1	GIRLS ATHLETIC LEADERSHIP SCHOOL MIDDLE SCHOOL	Denver	Performance Plan	2010	6-8	245
DENVER COUNTY 1	HIGHLINE ACADEMY NORTHEAST	Denver	Performance Plan	2014	PK-2	253
DENVER COUNTY 1	HIGHLINE ACADEMY SOUTHEAST	Denver	Performance Plan	2004	K-8	504
DENVER COUNTY 1	JUSTICE HIGH SCHOOL DENVER	Denver	AEC: Priority Improvement Plan (Y4)	2009	9-12	80
DENVER COUNTY 1	KIPP DENVER COLLEGIATE HIGH SCHOOL	Denver	Performance Plan	2009	9-12	380
DENVER COUNTY 1	KIPP MONTBELLO COLLEGE PREP	Denver	Performance Plan	2011	5-8	439
DENVER COUNTY 1	KIPP MONTBELLO COLLEGIATE HIGH SCHOOL	Denver	New School	2015	9	136
DENVER COUNTY 1	KIPP MONTBELLO ELEMENTARY SCHOOL	Denver	New School	2015	K-1	156
DENVER COUNTY 1	KIPP SUNSHINE PEAK ACADEMY	Denver	Performance Plan	2002	5-8	393
DENVER COUNTY 1	MONARCH MONTESSORI	Denver	Improvement Plan	2012	K-5	256
DENVER COUNTY 1	ODYSSEY SCHOOL OF DENVER	Denver	Performance Plan	1998	K-8	234
DENVER COUNTY 1	OMAR D BLAIR CHARTER SCHOOL	Denver	Performance Plan	2004	K-8	804



DENVER COUNTY 1	PIONEER CHARTER SCHOOL	Denver	Improvement Plan	1997	PK-8	320
DENVER COUNTY 1	REACH CHARTER SCHOOL	Denver	New School	2015	PK-2	100
DENVER COUNTY 1	RIDGE VIEW ACADEMY CHARTER SCHOOL	Watkins	AEC: Improvement Plan	2001	9-12	204
DENVER COUNTY 1	RISEUP COMMUNITY SCHOOL	Denver	New School	2015	9-12	119
DENVER COUNTY 1	ROCKY MOUNTAIN PREP CREEKSIDE	Denver	Performance Plan	2012	PK-4	452
DENVER COUNTY 1	ROCKY MOUNTAIN PREP SOUTHWEST	Denver	New School	2015	PK-1	130
DENVER COUNTY 1	ROOTS ELEMENTARY	Denver	New School	2015	K-1	89
DENVER COUNTY 1	SIMS FAYOLA INTERNATIONAL ACADEMY DENVER	Denver	CLOSED	2012		0
DENVER COUNTY 1	SOAR AT GREEN VALLEY RANCH	Denver	Turnaround Plan (Y2)	2010	K-5	452
DENVER COUNTY 1	SOUTHWEST EARLY COLLEGE	Denver	Priority Improvement Plan (Y3)	2004	9-12	209
DENVER COUNTY 1	STRIVE PREP - EXCEL	Denver	Improvement Plan	2013	9-11	294
DENVER COUNTY 1	STRIVE PREP - FEDERAL	Denver	Performance Plan	2006	6-8	359
DENVER COUNTY 1	STRIVE PREP - GVR	Denver	Performance Plan	2012	6-8	379
DENVER COUNTY 1	STRIVE PREP - LAKE	Denver	Improvement Plan	2010	6-8	362
DENVER COUNTY 1	STRIVE PREP - MONTBELLO	Denver	Performance Plan	2012	6-8	355
DENVER COUNTY 1	STRIVE PREP - RUBY HILL	Denver	Performance Plan	2014	K-2	261
DENVER COUNTY 1	STRIVE PREP - SMART ACADEMY	Denver	Improvement Plan	2012	9-12	501
DENVER COUNTY 1	STRIVE PREP - SUNNYSIDE	Denver	Performance Plan	2010	6-8	328
DENVER COUNTY 1	STRIVE PREP - WESTWOOD	Denver	Performance Plan	2009	6-8	365
DENVER COUNTY 1	UNIVERSITY PREPARATORY SCHOOL	Denver	Performance Plan	2011	K-5	363
DENVER COUNTY 1	VENTURE PREP HIGH SCHOOL	Denver	Improvement Plan	2009	9-12	261
DENVER COUNTY 1	VENTURE PREP MIDDLE SCHOOL	Denver	CLOSED	2009		0
DENVER COUNTY 1	WYATT ACADEMY	Denver	Turnaround Plan (Y3)	1998	K-8	513



DOUGLAS COUNTY RE 1	ACADEMY CHARTER SCHOOL	Castle Rock	Performance Plan	1993	K-8	728
DOUGLAS COUNTY RE 1	AMERICAN ACADEMY	Castle Pines North	Performance Plan	2005	K-8	1782
DOUGLAS COUNTY RE 1	ASPEN VIEW ACADEMY	Castle Rock	Performance Plan	2013	K-8	847
DOUGLAS COUNTY RE 1	BEN FRANKLIN ACADEMY	Highlands Ranch	Performance Plan	2011	PK-8	896
DOUGLAS COUNTY RE 1	CHALLENGE TO EXCELLENCE CHARTER SCHOOL	Parker	Performance Plan	2002	K-8	498
DOUGLAS COUNTY RE 1	DC MONTESSORI CHARTER SCHOOL	Castle Pines North	Performance Plan	1997	PK-8	552
DOUGLAS COUNTY RE 1	GLOBAL VILLAGE ACADEMY - DOUGLAS COUNTY	Online	New School	2015	K-5	291
DOUGLAS COUNTY RE 1	HOPE ONLINE LEARNING ACADEMY ELEMENTARY	Online	Turnaround Plan	2005	K-5	1150
DOUGLAS COUNTY RE 1	HOPE ONLINE LEARNING ACADEMY HIGH SCHOOL	Online	AEC: Performance Plan	2005	9-12	458
DOUGLAS COUNTY RE 1	HOPE ONLINE LEARNING ACADEMY MIDDLE SCHOOL	Online	Turnaround Plan	2005	6-8	530
DOUGLAS COUNTY RE 1	NORTH STAR ACADEMY	Parker	Performance Plan	2006	K-8	665
DOUGLAS COUNTY RE 1	PARKER CORE KNOWLEDGE CHARTER SCHOOL	Parker	Performance Plan	2015	K-8	651
DOUGLAS COUNTY RE 1	PLATTE RIVER CHARTER ACADEMY	Highlands Ranch	Performance Plan	1997	K-8	607
DOUGLAS COUNTY RE 1	SKYVIEW ACADEMY	Highlands Ranch	Performance Plan	2010	K-12	1239
DOUGLAS COUNTY RE 1	STEM MIDDLE & HIGH SCHOOL	Highlands Ranch	Performance Plan	2011	5-12	1296



DOUGLAS COUNTY RE 1	WORLD COMPASS ACADEMY	Castle Rock	New School	2015	K-5	410
EAGLE COUNTY RE 50	EAGLE COUNTY CHARTER ACADEMY	Edwards	Performance Plan	1994	K-8	346
EAST GRAND 2	INDIAN PEAKS CHARTER SCHOOL	Granby	Improvement Plan	2000	K-8	27
ELIZABETH C-1	LEGACY ACADEMY	Elizabeth	Improvement Plan	1997	K-8	434
FALCON 49	BANNING LEWIS RANCH ACADEMY	Colorado Springs	Performance Plan	2006	K-8	752
FALCON 49	GOAL ACADEMY	Online	AEC: Improvement Plan	2008	9-12	4070
FALCON 49	IMAGINE INDIGO RANCH	Colorado Springs	Performance Plan	2008	K-8	773
FALCON 49	PIKES PEAK SCHOOL EXPEDITIONARY LEARNING	Falcon	Performance Plan	1999	K-8	439
FALCON 49	ROCKY MOUNTAIN CLASSICAL ACADEMY	Colorado Springs	Performance Plan	2006	K-8	1467
GREELEY 6	FRONTIER CHARTER ACADEMY	Greeley	Performance Plan	1997	K-12	1597
GREELEY 6	SALIDA DEL SOL ACADEMY	Greeley	Performance Plan	2014	K-8	706
GREELEY 6	UNION COLONY ELEMENTARY SCHOOL	Greeley	Priority Improvement Plan	1997	K-5	438
GREELEY 6	UNION COLONY PREPARATORY SCHOOL	Greeley	Performance Plan	1997	6-12	485
GREELEY 6	UNIVERSITY SCHOOLS	Greeley	Performance Plan	1999	K-12	1784
GREELEY 6	WEST RIDGE ACADEMY	Greeley	Performance Plan	2011	K-8	233
GUNNISON WATERSHED RE1J	MARBLE CHARTER SCHOOL	Marble	Performance Plan	1995	K-8	43
HARRISON 2	ATLAS PREPARATORY SCHOOL	Colorado Springs	Improvement Plan	2009	5-11	814
HARRISON 2	JAMES IRWIN CHARTER ELEMENTARY SCHOOL	Colorado Springs	Performance Plan	2000	K-5	540



HARRISON 2	JAMES IRWIN CHARTER HIGH SCHOOL	Colorado Springs	Performance Plan	2000	9-12	422
HARRISON 2	JAMES IRWIN CHARTER MIDDLE SCHOOL	Colorado Springs	Performance Plan	2000	6-8	448
JEFFERSON COUNTY R-1	ADDENBROOKE CLASSICAL ACADEMY	Lakewood	Priority Improvement Plan (Y1)	2013	6-12	192
JEFFERSON COUNTY R-1	ADDENBROOKE CLASSICAL GRAMMAR SCHOOL	Lakewood	New School	2014	k-5	213
JEFFERSON COUNTY R-1	COLLEGIATE ACADEMY OF COLORADO	Littleton	Performance Plan	1994	K-12	354
JEFFERSON COUNTY R-1	COMPASS MONTESSORI - GOLDEN CHARTER SCHOOL	Golden	Performance Plan	2000	PK-12	404
JEFFERSON COUNTY R-1	COMPASS MONTESSORI - WHEAT RIDGE CHARTER SCHOOL	Wheat Ridge	Performance Plan	1998	PK-6	284
JEFFERSON COUNTY R-1	EXCEL ACADEMY CHARTER SCHOOL	Arvada	Performance Plan	1995	K-8	517
JEFFERSON COUNTY R-1	FREE HORIZON MONTESSORI CHARTER SCHOOL	Golden	Performance Plan	2002	PK-8	399
JEFFERSON COUNTY R-1	GOLDEN VIEW CLASSICAL ACADEMY	Golden	New School	2015	K-10	496
JEFFERSON COUNTY R-1	JEFFERSON ACADEMY	Broomfield	Performance Plan	1994	K-12	897
JEFFERSON COUNTY R-1	JEFFERSON ACADEMY ELEMENTARY	Broomfield	Performance Plan	1994	K-6	697
JEFFERSON COUNTY R-1	JEFFERSON ACADEMY HIGH SCHOOL	Broomfield	Performance Plan	1994	9-12	414
JEFFERSON COUNTY R-1	LINCOLN CHARTER ACADEMY	Arvada	Performance Plan	1997	PK-8	694



JEFFERSON COUNTY R-1	MONTESSORI PEAKS CHARTER ACADEMY	Littleton	Performance Plan	1997	PK-7	557
JEFFERSON COUNTY R-1	MOUNTAIN PHOENIX COMMUNITY SCHOOL	Wheat Ridge	Performance Plan	2011	PK-8	616
JEFFERSON COUNTY R-1	NEW AMERICA SCHOOL	Lakewood	AEC: Priority Improvement Plan (Y4)	2006	9-12	290
JEFFERSON COUNTY R-1	ROCKY MOUNTAIN ACADEMY OF EVERGREEN	Evergreen	Performance Plan	2001	PK-8	429
JEFFERSON COUNTY R-1	ROCKY MOUNTAIN DEAF SCHOOL	Golden	AEC: Performance Plan	1997	PK-12	69
JEFFERSON COUNTY R-1	TWO ROADS CHARTER SCHOOL	Arvada	Performance Plan	2010	K-12	626
JEFFERSON COUNTY R-1	WOODROW WILSON CHARTER ACADEMY	Westminster	Performance Plan	2000	PK-8	883
JOHNSTOWN-MILLIKEN RE-5J	KNOWLEDGE QUEST ACADEMY	Milliken	Performance Plan	2002	K-8	410
LAMAR RE-2	ALTA VISTA CHARTER SCHOOL	Lamar	Performance Plan	1998	K-6	122
LEWIS-PALMER 38	MONUMENT CHARTER ACADEMY	Monument	Performance Plan	1996	PK-8	953
LITTLETON 6	LITTLETON ACADEMY	Littleton	Performance Plan	1996	K-8	465
LITTLETON 6	LITTLETON PREP CHARTER SCHOOL	Littleton	Performance Plan	1998	PK-8	621
MESA COUNTY VALLEY 51	INDEPENDENCE ACADEMY	Grand Junction	Performance Plan	2004	K-8	365
MESA COUNTY VALLEY 51	JUNIPER RIDGE COMMUNITY SCHOOL	Grand Junction	Turnaround Plan (Y1)	2013	K-8	262
MESA COUNTY VALLEY 51	MESA VALLEY COMMUNITY SCHOOL	Grand Junction	Performance Plan	2014	K-12	368
MOFFAT 2	CRESTONE CHARTER SCHOOL	Crestone	Performance Plan	1995	K-12	82



MONTEZUMA-CORTEZ RE-1	BATTLE ROCK CHARTER SCHOOL	Cortez	Improvement Plan	1994	K-6	39
MONTEZUMA-CORTEZ RE-1	CHILDREN'S KIVA MONTESSORI SCHOOL	Cortez	Performance Plan	2014	K-7	110
MONTEZUMA-CORTEZ RE-1	SOUTHWEST OPEN CHARTER SCHOOL	Cortez	AEC: Improvement Plan	1999	9-12	144
MONTROSE COUNTY RE-1J	PASSAGE CHARTER SCHOOL	Montrose	AEC: Improvement Plan	1998	9-12	16
MONTROSE COUNTY RE-1J	VISTA CHARTER SCHOOL	Montrose	AEC: Performance Plan	2004	9-12	156
PARK COUNTY RE-2	GUFFEY CHARTER SCHOOL	Guffey	Performance Plan	1996	K-8	25
PARK COUNTY RE-2	LAKE GEORGE CHARTER SCHOOL	Lake George	Performance Plan	1999	PK-8	121
PEYTON 23 JT	CAREER BUILDING ACADEMY	Peyton	Performance Plan	2014	9-12	60
POUDRE R-1	FORT COLLINS MONTESSORI SCHOOL	Ft. Collins	Performance Plan	2014	PK-4	83
POUDRE R-1	LIBERTY COMMON CHARTER SCHOOL	Fort Collins	Performance Plan	1997	K-12	1101
POUDRE R-1	MOUNTAIN SAGE COMMUNITY SCHOOL	Fort Collins	Turnaround Plan (Y1)	2013	K-7	232
POUDRE R-1	RIDGEVIEW CLASSICAL CHARTER SCHOOLS	Ft Collins	Performance Plan	2001	K-12	789
PUEBLO CITY 60	CHAVEZ/HUERTA K-12 PREPARATORY ACADEMY	Pueblo	Performance Plan	2009	K-12	1033
PUEBLO CITY 60	PUEBLO CHARTER SCHOOL FOR THE ARTS & SCIENCES	Pueblo	Performance Plan	1994	K-8	452
PUEBLO COUNTY 70	SWALLOWS CHARTER ACADEMY	Pueblo	Performance Plan	1996	K-8	409
PUEBLO COUNTY 70	SWALLOWS CHARTER ACADEMY HIGH SCHOOL	Pueblo	Performance Plan	1996	9-12	147
PUEBLO COUNTY	THE CONNECT CHARTER SCHOOL	Pueblo	Performance Plan	1993	6-8	270



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ROARING FORK RE-1	CARBONDALE COMMUNITY CHARTER SCHOOL	Carbondale	Performance Plan	1995	K-8	134
SCHOOL DISTRICT 27J	BELLE CREEK CHARTER SCHOOL	Henderson	Performance Plan	2003	K-8	707
SCHOOL DISTRICT 27J	BROMLEY EAST CHARTER SCHOOL	Brighton	Performance Plan	2001	K-8	970
SCHOOL DISTRICT 27J	EAGLE RIDGE ACADEMY	Brighton	Performance Plan	2010	9-12	503
SCHOOL DISTRICT 27J	FOUNDATIONS ACADEMY	Brighton	Performance Plan	2010	K-8	751
SCHOOL DISTRICT 27J	LANDMARK ACADEMY AT REUNION	Commerce City	Performance Plan	2007	K-8	767
ST VRAIN VALLEY RE 1J	ASPEN RIDGE PREPARATORY SCHOOL	Erie	Performance Plan	2011	K-6	390
ST VRAIN VALLEY RE 1J	CARBON VALLEY ACADEMY	Frederick	Performance Plan	2005	PK-8	306
ST VRAIN VALLEY RE 1J	FLAGSTAFF CHARTER ACADEMY	Longmont	Performance Plan	2005	K-8	891
ST VRAIN VALLEY RE 1J	IMAGINE CHARTER	Firestone	Performance Plan	2008	PK-8	597
ST VRAIN VALLEY RE 1J	ST. VRAIN COMMUNITY MONTESSORI SCHOOL	Longmont	Performance Plan	2009	PK-8	231
ST VRAIN VALLEY RE 1J	TWIN PEAKS CHARTER ACADEMY	Longmont	Performance Plan	1997	K-12	982
STEAMBOAT SPRINGS RE-2	NORTH ROUTT CHARTER SCHOOL	Steamboat Springs	Performance Plan	2001	K-8	95
STRASBURG 31J	PRAIRIE CREEKS CHARTER SCHOOL	Strasburg	AEC: Performance Plan	1998	11-12	10
THOMPSON R2-J	LOVELAND CLASSICAL SCHOOL	Loveland	Performance Plan	2011	K-12	728
THOMPSON R2-J	NEW VISION CHARTER SCHOOL	Loveland	Performance Plan	2006	K-8	471



WELD COUNTY SCHOOL DISTRICT RE-3J	CARDINAL COMMUNITY ACADEMY CHARTER SCHOOL	Keenesburg	Performance Plan	2000	K-8	173
WEST END RE-2	PARADOX VALLEY CHARTER SCHOOL	Paradox	Performance Plan	1999	PK-12	69
WIDEFIELD 3	JAMES MADISON CHARTER ACADEMY SCHOOL	Colorado Springs	Performance Plan	2004	K-6	159
WINDSOR RE-4	WINDSOR CHARTER ACADEMY ELEMENTARY SCHOOL	Windsor	Performance Plan	2001	K-5	565
WINDSOR RE-4	WINDSOR CHARTER ACADEMY MIDDLE AND EARLY COLLEGE HIGH SCHOOL	Windsor	New School	2001	6-10	300



**TABLE A2: Percentage of Charter and Non-Charter Students at Proficient or Advanced, Matched by those Not Eligible for Free or Reduced-Price Lunch and Race/Ethnicity, 2013-2014 TCAP Reading**

Grade	Race/Ethnicity	Proficient or Advanced			
		Charter		Non-Charter	
		Percentage	Count	Percentage	Count
3	Asian	89.0	292	83.9	1,096
	Black	74.8	159	67.9	695
	Hispanic	75.5	731	72.9	4,376
	Other	80.2	235	81.0	1,528
	White	84.9	3,903	86.3	22,160
4	Asian	81.7	240	83.9	1,164
	Black	64.3	140	65.0	718
	Hispanic	72.9	776	69.1	4,473
	Other	80.5	214	79.7	1,363
	White	82.4	3,652	84.5	22,941
5	Asian	89.9	268	87.5	1,153
	Black	70.6	160	69.1	716
	Hispanic	71.2	718	73.8	4,707
	Other	89.1	205	82.7	1,487
	White	85.4	3,638	86.6	23,105
6	Asian	91.6	320	87.6	1,134
	Black	73.7	175	65.0	731
	Hispanic	77.4	879	72.5	4,512
	Other	85.9	244	83.3	1,309
	White	88.8	3,806	86.5	22,485
7	Asian	88.6	237	86.4	1,104
	Black	66.7	168	61.9	759
	Hispanic	73.0	825	69.2	4,754
	Other	86.2	213	80.1	1,452
	White	86.4	3,524	84.1	23,154
8	Asian	90.2	245	85.6	1,126
	Black	63.1	176	58.1	857
	Hispanic	72.4	845	63.8	5,016
	Other	81.3	191	75.9	1,398
	White	85.8	3,231	83.1	23,393
9	Asian	86.4	110	82.9	1,168
	Black	71.1	128	61.4	972
	Hispanic	66.9	537	62.5	6,139
	Other	81.7	98	75.3	1,636
	White	83.4	1,767	81.2	25,545
10	Asian	86.4	88	85.7	1,242
	Black	64.9	97	62.0	1,104



	Hispanic	64.4	519	63.6	6,035
	Other	72.7	93	78.5	1,475
	White	83.8	1,672	82.1	25,865

**TABLE A3: Median Growth Percentiles of Charter and Non-Charter Students, Matched by those Not Eligible for Free or Reduced-Price Lunch and Race/Ethnicity, 2013-2014 TCAP Reading**

Grade	Race/Ethnicity	Median Growth Percentile			
		Charter		Non-Charter	
		Median	Count	Median	Count
4	Asian	53.0	228	62.0	1,085
	Black	53.0	130	51.0	633
	Hispanic	50.0	732	51.0	4,122
	Other (Raw Mean)	47.0	197	49.8	1,260
	Other (Weighted Mean)	47.0	197	55.9	1,260
	White	51.0	3,477	56.0	21,508
5	Asian	58.0	260	62.0	1,076
	Black	52.0	153	48.0	657
	Hispanic	44.0	689	50.0	4,385
	Other (Raw Mean)	49.5	201	48.0	1,370
	Other (Weighted Mean)	52.3	201	52.3	1,370
	White	47.0	3,467	54.0	21,738
6	Asian	53.0	307	59.0	1,068
	Black	59.0	161	47.0	647
	Hispanic	53.0	810	48.0	4,187
	Other (Raw Mean)	49.8	234	51.0	1,198
	Other (Weighted Mean)	51.6	234	51.8	1,198
	White	53.0	3,566	53.0	21,073
7	Asian	59.0	230	62.0	1,037
	Black	55.0	149	51.5	652
	Hispanic	54.0	762	51.0	4,408
	Other (Raw Mean)	56.5	208	50.3	1,337
	Other (Weighted Mean)	52.2	208	50.4	1,337
	White	51.0	3,305	49.0	21,731
8	Asian	64.0	238	65.0	1,055
	Black	53.0	166	51.0	763
	Hispanic	51.5	798	48.0	4,655
	Other (Raw Mean)	61.5	166	46.2	1,296
	Other (Weighted Mean)	61.5	166	50.0	1,296
	White	54.0	3,062	52.0	22,073
9	Asian	69.5	106	61.0	1,074
	Black	70.0	99	54.0	825
	Hispanic	55.0	448	49.0	5,448



	Other (Raw Mean)	56.5	70	50.2	1,449
	Other (Weighted Mean)	56.5	70	49.8	1,449
	White	57.5	1,488	49.0	23,117
10	Asian	61.0	78	61.0	1,161
	Black	49.5	84	50.0	938
	Hispanic	53.5	464	49.0	5,482
	Other (Raw Mean)	58.5	62	54.3	1,320
	Other (Weighted Mean)	58.5	62	51.2	1,320
	White	59.0	1,512	51.0	23,971

**TABLE A4: Percentage of Charter and Non-Charter Students at Proficient or Advanced, Matched by those Eligible for Free or Reduced-Price Lunch and Race/Ethnicity, 2013-2014 TCAP Reading**

Grade	Race/Ethnicity	Proficient or Advanced			
		Charter		Non-Charter	
		Percentage	Count	Percentage	Count
3	Asian	68.1	47	59.1	623
	Black	56.5	253	49.1	1,866
	Hispanic	50.5	1,161	49.8	14,125
	Other	73.7	84	59.3	1,192
	White	74.5	616	68.9	8,220
4	Asian	72.7	44	51.5	585
	Black	50.5	214	44.7	1,809
	Hispanic	47.4	1,127	42.6	14,862
	Other	60.2	53	52.8	1,169
	White	67.1	562	63.1	7,940
5	Asian	71.1	38	59.6	641
	Black	53.3	259	47.6	1,781
	Hispanic	49.1	1,215	48.6	14,736
	Other	61.1	69	56.5	1,157
	White	71.5	592	65.9	7,907
6	Asian	87.3	71	58.7	583
	Black	51.6	370	47.8	1,621
	Hispanic	54.4	2,255	47.3	13,340
	Other	66.9	99	58.4	1,073
	White	78.4	672	67.5	7,855
7	Asian	84.9	53	55.2	585
	Black	51.3	376	43.9	1,597
	Hispanic	51.3	2,108	44.1	12,957
	Other	66.9	79	52.3	1,119
	White	72.1	606	64.0	7,578
8	Asian	77.3	44	50.8	559
	Black	55.4	280	37.8	1,641



	Hispanic	49.1	1,691	38.9	12,672
	Other	64.2	68	52.5	1,030
	White	71.0	538	61.3	7,207
9	Asian	76.2	42	53.3	559
	Black	53.5	215	40.8	1,849
	Hispanic	44.6	1,302	41.8	12,002
	Other	61.2	41	52.3	939
	White	67.8	438	60.4	7,104
10	Asian	83.9	31	58.7	576
	Black	50.7	146	44.0	1,622
	Hispanic	48.3	1,166	46.2	10,820
	Other	58.0	51	56.3	868
	White	63.3	450	63.9	6,356

**TABLE A5: Median Growth Percentile of Charter and Non-Charter Students, Matched by those Eligible for Free or Reduced-Price Lunch and Race/Ethnicity, 2013-2014 TCAP Reading**

Grade	Race/Ethnicity	Median Growth Percentile			
		Charter		Non-Charter	
		Median	Count	Median	Count
4	Asian	45.0	42	54.0	511
	Black	45.0	203	41.0	1,600
	Hispanic	40.0	1,055	44.0	13,125
	Other (Raw Mean)	38.5	48	44.7	1,026
	Other (Weighted Mean)	38.5	48	42.9	1,026
	White	45.0	533	45.0	7,276
	5	Asian	46.0	37	60.0
Black		48.0	246	47.0	1,633
Hispanic		42.0	1,162	48.0	13,953
Other (Raw Mean)		39.0	65	49.7	1,042
Other (Weighted Mean)		39.0	65	46.2	1,042
White		40.5	546	45.0	7,286
6		Asian	63.0	68	58.0
	Black	50.0	343	47.0	1,477
	Hispanic	54.0	2,130	45.0	12,641
	Other (Raw Mean)	66.5	90	48.7	973
	Other (Weighted Mean)	62.9	90	46.4	973
	White	53.0	615	48.0	7,218
	7	Asian	64.0	50	65.0
Black		57.0	347	47.0	1,311
Hispanic		56.0	1,976	49.0	12,058
Other (Raw Mean)		60.5	74	56.3	995
Other (Weighted Mean)		60.5	74	50.1	995



	White	52.0	561	47.0	6,895
8	Asian	61.0	44	60.0	513
	Black	46.0	262	43.0	1,464
	Hispanic	50.0	1,619	47.0	11,948
	Other (Raw Mean)	49.0	50	50.7	924
	Other (Weighted Mean)	49.0	50	48.8	924
	White	54.0	499	49.0	6,575
9	Asian	62.0	38	63.0	493
	Black	70.0	179	54.0	1,597
	Hispanic	54.0	1,123	50.0	10,807
	Other (Raw Mean)	63.0	37	51.2	799
	Other (Weighted Mean)	63.0	37	48.4	799
	White	53.0	343	47.0	6,364
10	Asian	71.0	29	61.0	510
	Black	51.5	116	47.0	1,407
	Hispanic	50.0	1,042	48.0	9,848
	Other (Raw Mean)	56.0	29	48.3	744
	Other (Weighted Mean)	56.0	29	48.2	744
	White	53.0	392	49.0	5,646

**TABLE A6: Percentage of Charter and Non-Charter Students at Proficient or Advanced, Matched by those Not Eligible for Free or Reduced-Price Lunch and Race/Ethnicity, 2013-2014 TCAP Writing**

Grade	Race/Ethnicity	Proficient or Advanced			
		Charter		Non-Charter	
		Percentage	Count	Percentage	Count
3	Asian	74.7	289	70.5	1,100
	Black	47.8	159	48.0	704
	Hispanic	51.4	731	51.6	4,397
	Other	59.9	236	62.2	1,529
	White	63.3	3,887	67.3	22,208
4	Asian	75.4	240	74.4	1,164
	Black	44.3	140	47.6	718
	Hispanic	53.7	776	51.5	4,473
	Other	62.2	214	62.4	1,362
	White	66.0	3,652	69.3	22,943
5	Asian	76.9	268	79.4	1,154
	Black	51.9	160	52.1	716
	Hispanic	54.6	718	54.4	4,708
	Other	75.9	205	68.2	1,487
	White	68.5	3,638	72.7	23,110
6	Asian	85.6	320	82.0	1,134
	Black	62.9	175	51.4	731



	Hispanic	63.6	879	55.1	4,513
	Other	71.8	244	68.2	1,309
	White	76.6	3,806	72.2	22,485
7	Asian	89.0	237	84.6	1,104
	Black	58.3	168	55.3	759
	Hispanic	64.8	825	61.0	4,755
	Other	72.2	213	72.8	1,452
	White	80.1	3,524	76.9	23,154
8	Asian	86.9	245	77.6	1,126
	Black	59.1	176	49.1	857
	Hispanic	63.8	845	52.9	5,016
	Other	73.5	191	67.3	1,398
	White	75.3	3,231	72.4	23,393
9	Asian	85.5	110	76.7	1,168
	Black	55.5	128	46.8	971
	Hispanic	53.4	537	49.4	6,140
	Other	66.2	98	63.4	1,636
	White	71.5	1,767	70.9	25,545
10	Asian	80.7	88	73.8	1,242
	Black	53.6	97	39.9	1,104
	Hispanic	42.8	519	41.5	6,036
	Other	47.4	93	57.3	1,475
	White	64.7	1,672	63.1	25,867

**TABLE A7: Median Growth Percentiles of Charter and Non-Charter Students, Matched by those Not Eligible for Free or Reduced-Price Lunch and Race/Ethnicity, 2013-2014 TCAP Writing**

Grade	Race/Ethnicity	Median Growth Percentile			
		Charter		Non-Charter	
		Median	Count	Median	Count
4	Asian	66.5	228	67.0	1,086
	Black	51.0	131	48.5	634
	Hispanic	51.0	732	50.0	4,129
	Other (Raw Mean)	55.0	198	58.0	1,259
	Other (Weighted Mean)	55.0	198	56.6	1,259
	White	54.0	3,480	55.0	21,522
5	Asian	60.5	260	60.0	1,073
	Black	49.0	153	45.5	656
	Hispanic	44.0	691	49.0	4,374
	Other (Raw Mean)	46.5	201	45.5	1,364
	Other (Weighted Mean)	49.3	201	52.6	1,364
	White	51.0	3,459	54.0	21,694
6	Asian	61.0	304	61.0	1,065



	Black	67.0	161	49.0	645
	Hispanic	56.0	808	48.0	4,182
	Other (Raw Mean)	51.3	234	52.0	1,197
	Other (Weighted Mean)	59.3	234	52.0	1,197
	White	57.0	3,559	51.0	21,030
7	Asian	64.0	229	60.0	1,047
	Black	59.0	151	53.0	682
	Hispanic	51.5	762	51.0	4,444
	Other (Raw Mean)	51.0	208	50.2	1,349
	Other (Weighted Mean)	55.7	208	54.0	1,349
	White	56.0	3,287	51.0	21,784
8	Asian	55.0	237	56.0	1,052
	Black	55.5	168	49.0	759
	Hispanic	56.0	797	50.0	4,647
	Other (Raw Mean)	61.0	165	49.8	1,295
	Other (Weighted Mean)	61.0	165	51.7	1,295
	White	55.0	3,040	50.0	22,008
9	Asian	65.5	106	56.0	1,074
	Black	63.0	99	48.0	826
	Hispanic	58.0	448	49.0	5,457
	Other (Raw Mean)	62.5	70	52.3	1,449
	Other (Weighted Mean)	62.5	70	51.2	1,449
	White	60.0	1,485	52.0	23,113
10	Asian	73.0	78	58.0	1,160
	Black	60.5	84	47.0	939
	Hispanic	52.0	463	48.0	5,490
	Other (Raw Mean)	61.5	62	51.5	1,325
	Other (Weighted Mean)	61.5	62	50.9	1,325
	White	58.5	1,514	50.0	24,006

**TABLE A8: Percentage of Charter and Non-Charter Students at Proficient or Advanced, Matched by those Eligible for Free or Reduced-Price Lunch and Race/Ethnicity, 2013-2014 TCAP Writing**

Grade	Race/Ethnicity	Proficient or Advanced			
		Charter		Non-Charter	
		Percentage	Count	Percentage	Count
3	Asian	46.8	47	40.5	629
	Black	33.6	253	29.3	1,863
	Hispanic	32.9	1,154	30.1	14,113
	Other	51.9	84	34.0	1,193
	White	45.5	616	43.2	8,192
4	Asian	63.6	44	44.8	585
	Black	35.5	214	30.3	1,810



	Hispanic	32.7	1,127	28.9	14,863
	Other	35.8	53	31.9	1,169
	White	48.4	562	42.5	7,940
5	Asian	65.8	38	49.0	641
	Black	34.0	259	31.7	1,781
	Hispanic	35.6	1,215	34.2	14,738
	Other	56.6	69	38.9	1,157
	White	49.3	592	45.9	7,909
6	Asian	84.5	71	49.7	583
	Black	39.5	370	32.8	1,621
	Hispanic	46.1	2,255	33.4	13,340
	Other	45.8	99	36.7	1,073
	White	58.6	672	46.7	7,857
7	Asian	75.5	53	53.8	585
	Black	42.6	376	39.1	1,597
	Hispanic	43.5	2,108	35.9	12,957
	Other	64.8	79	38.8	1,119
	White	65.0	606	52.3	7,579
8	Asian	77.3	44	44.7	559
	Black	47.1	280	31.9	1,641
	Hispanic	42.8	1,691	31.5	12,672
	Other	48.2	68	41.3	1,030
	White	56.7	538	45.5	7,208
9	Asian	57.1	42	43.6	559
	Black	34.9	215	27.1	1,849
	Hispanic	31.7	1,302	28.6	12,004
	Other	46.6	41	36.3	939
	White	52.5	438	45.1	7,108
10	Asian	71.0	31	43.1	576
	Black	38.4	146	25.1	1,622
	Hispanic	31.7	1,166	25.1	10,820
	Other	38.9	51	29.9	868
	White	38.7	450	38.7	6,359

**TABLE A9: Median Growth Percentiles of Charter and Non-Charter Students, Matched by those Eligible for Free or Reduced-Price Lunch and Race/Ethnicity, 2013-2014 TCAP Writing**

Grade	Race/Ethnicity	Median Growth Percentile			
		Charter		Non-Charter	
		Median	Count	Median	Count
4	Asian	50.5	42	63.0	513
	Black	38.0	207	43.0	1,609
	Hispanic	39.0	1,059	44.0	13,165



	Other (Raw Mean)	40.5	48	43.2	1,034
	Other (Weighted Mean)	40.5	48	42.9	1,034
	White	46.0	534	44.0	7,325
5	Asian	67.0	37	57.5	574
	Black	41.5	246	46.0	1,629
	Hispanic	46.0	1,159	48.0	13,933
	Other (Raw Mean)	44.0	65	47.7	1,039
	Other (Weighted Mean)	44.0	65	45.5	1,039
	White	47.0	545	46.0	7,287
6	Asian	74.0	65	62.5	524
	Black	60.5	344	45.0	1,475
	Hispanic	64.0	2,098	48.0	12,591
	Other (Raw Mean)	70.0	92	45.3	976
	Other (Weighted Mean)	66.0	92	42.3	976
	White	52.0	616	45.0	7,205
7	Asian	59.5	50	63.0	536
	Black	52.0	349	50.0	1,429
	Hispanic	52.0	1,980	46.0	12,198
	Other (Raw Mean)	62.0	74	46.5	1,013
	Other (Weighted Mean)	62.0	74	47.3	1,013
	White	55.0	563	48.0	6,939
8	Asian	67.0	44	56.5	512
	Black	57.5	262	48.0	1,459
	Hispanic	55.0	1,621	51.0	11,961
	Other (Raw Mean)	53.5	50	52.3	926
	Other (Weighted Mean)	53.5	50	51.0	926
	White	53.0	501	46.0	6,561
9	Asian	65.5	38	58.0	492
	Black	63.0	179	50.0	1,599
	Hispanic	49.0	1,120	47.0	10,812
	Other (Raw Mean)	59.0	37	50.2	797
	Other (Weighted Mean)	59.0	37	46.8	797
	White	53.0	347	48.0	6,362
10	Asian	67.0	29	57.0	509
	Black	65.0	115	48.0	1,417
	Hispanic	52.0	1,043	50.0	9,860
	Other (Raw Mean)	47.0	29	43.0	743
	Other (Weighted Mean)	47.0	29	46.9	743
	White	50.0	393	48.0	5,657

**TABLE A10: Percentage of Charter and Non-Charter Students at Proficient or Advanced, Matched by those Not Eligible for Free or Reduced-Price Lunch and Race/Ethnicity, 2013-2014 TCAP Math**



Grade	Race/Ethnicity	Proficient or Advanced			
		Charter		Non-Charter	
		Percentage	Count	Percentage	Count
3	Asian	91.7	290	86.9	1,100
	Black	71.1	159	63.5	704
	Hispanic	71.6	732	72.6	4,479
	Other	79.4	235	80.1	1,528
	White	84.4	3,888	86.0	22,202
4	Asian	92.9	240	88.1	1,165
	Black	62.1	140	62.4	720
	Hispanic	73.7	778	71.1	4,497
	Other	83.3	215	82.0	1,362
	White	83.6	3,651	87.0	22,953
5	Asian	85.4	267	87.8	1,152
	Black	53.8	160	56.9	715
	Hispanic	62.3	718	63.9	4,704
	Other	79.8	205	76.9	1,488
	White	78.4	3,627	81.9	23,107
6	Asian	89.1	320	84.8	1,135
	Black	55.4	175	51.6	730
	Hispanic	63.0	879	58.8	4,515
	Other	75.6	245	72.6	1,309
	White	76.7	3,808	78.5	22,480
7	Asian	85.2	236	82.7	1,103
	Black	47.9	167	41.2	762
	Hispanic	52.1	825	51.8	4,758
	Other	71.8	216	67.6	1,452
	White	72.9	3,523	73.2	23,149
8	Asian	84.5	245	79.7	1,125
	Black	42.9	175	36.5	855
	Hispanic	52.9	843	47.2	5,010
	Other	68.3	192	59.8	1,399
	White	71.8	3,232	70.4	23,402
9	Asian	68.2	110	70.3	1,169
	Black	37.2	129	25.5	975
	Hispanic	30.4	539	32.3	6,143
	Other	49.5	99	47.6	1,635
	White	55.2	1,766	56.6	25,535
10	Asian	64.8	88	66.8	1,240
	Black	35.1	97	18.1	1,101
	Hispanic	24.9	519	23.9	6,033
	Other	19.5	94	41.0	1,478
	White	46.6	1,671	47.7	25,862



**TABLE A11: Median Growth Percentiles of Charter and Non-Charter Students, Matched by those Not Eligible for Free or Reduced-Price Lunch and Race/Ethnicity, 2013-2014 TCAP Math**

Grade	Race/Ethnicity	Median Growth Percentile			
		Charter		Non-Charter	
		Median	Count	Median	Count
4	Asian	60.0	228	62.0	1,087
	Black	45.5	130	44.0	634
	Hispanic	49.0	735	48.0	4,179
	Other (Raw Mean)	46.5	198	52.7	1,263
	Other (Weighted Mean)	46.5	198	53.8	1,263
	White	53.0	3,483	56.0	21,558
	5	Asian	65.0	257	62.0
Black		46.0	153	49.0	656
Hispanic		46.0	689	48.0	4,390
Other (Raw Mean)		47.5	201	54.3	1,377
Other (Weighted Mean)		48.7	201	55.5	1,377
White		52.0	3,439	53.0	21,758
6		Asian	57.0	307	60.0
	Black	54.0	160	47.0	646
	Hispanic	49.0	808	47.0	4,199
	Other (Raw Mean)	47.8	235	55.0	1,202
	Other (Weighted Mean)	48.8	235	53.4	1,202
	White	50.0	3,565	54.0	21,124
	7	Asian	62.5	230	61.0
Black		60.0	150	52.0	686
Hispanic		51.0	771	49.0	4,450
Other (Raw Mean)		49.0	209	50.2	1,351
Other (Weighted Mean)		52.1	209	52.0	1,351
White		54.0	3,319	53.0	21,817
8		Asian	58.0	237	60.0
	Black	59.0	165	47.0	763
	Hispanic	51.0	794	49.0	4,654
	Other (Raw Mean)	54.0	165	48.5	1,300
	Other (Weighted Mean)	54.0	165	49.9	1,300
	White	55.0	3,044	52.0	22,093
	9	Asian	64.5	106	62.0
Black		67.5	100	51.0	834
Hispanic		51.0	450	48.0	5,482
Other (Raw Mean)		61.0	70	47.5	1,456
Other (Weighted Mean)		61.0	70	48.5	1,456
White		62.0	1,491	51.0	23,175



10	Asian	65.0	78	59.0	1,163
	Black	63.0	84	48.0	942
	Hispanic	53.0	465	47.0	5,503
	Other (Raw Mean)	67.0	63	53.3	1,327
	Other (Weighted Mean)	67.0	63	52.4	1,327
	White	60.0	1,512	52.0	24,039

**TABLE A12: Percentage of Charter and Non-Charter Students at Proficient or Advanced, Matched by those Eligible for Free or Reduced-Price Lunch and Race/Ethnicity, 2013-2014 TCAP Math**

Grade	Race/Ethnicity	Proficient or Advanced			
		Charter		Non-Charter	
		Percentage	Count	Percentage	Count
3	Asian	78.7	47	68.2	628
	Black	54.2	253	43.3	1,861
	Hispanic	53.3	1,157	53.0	15,414
	Other	68.0	83	58.8	1,195
	White	72.0	617	68.7	8,195
4	Asian	72.7	44	64.4	587
	Black	50.5	214	46.3	1,813
	Hispanic	52.7	1,130	50.9	15,005
	Other	67.9	53	54.1	1,170
	White	73.5	562	68.1	7,962
5	Asian	71.1	38	62.9	642
	Black	37.6	258	38.0	1,780
	Hispanic	44.4	1,214	42.3	14,733
	Other	59.5	69	46.8	1,158
	White	61.9	603	57.7	7,903
6	Asian	87.3	71	59.9	584
	Black	37.0	370	32.9	1,619
	Hispanic	44.1	2,255	36.5	13,336
	Other	52.3	103	41.7	1,074
	White	64.5	665	54.1	7,859
7	Asian	73.6	53	52.3	587
	Black	31.1	376	25.9	1,601
	Hispanic	38.0	2,108	27.5	12,952
	Other	50.6	81	33.6	1,119
	White	52.3	604	46.4	7,585
8	Asian	68.2	44	50.4	559
	Black	35.7	280	22.6	1,641
	Hispanic	38.0	1,690	26.8	12,678
	Other	39.5	68	34.3	1,030
	White	48.3	538	42.7	7,208



9	Asian	54.8	42	40.7	558
	Black	23.8	214	13.2	1,846
	Hispanic	25.1	1,301	15.5	12,002
	Other	34.1	44	24.9	938
	White	32.5	437	29.4	7,103
10	Asian	61.3	31	34.5	574
	Black	23.8	147	10.5	1,621
	Hispanic	17.1	1,167	10.7	10,825
	Other	30.5	51	16.2	867
	White	21.3	450	22.6	6,359

**TABLE A13: Median Growth Percentile of Charter and Non-Charter Students, Matched by those Eligible for Free or Reduced-Price Lunch and Race/Ethnicity, 2013-2014 TCAP Math**

Grade	Race/Ethnicity	Median Growth Percentile			
		Charter		Non-Charter	
		Median	Count	Median	Count
4	Asian	56.5	42	57.0	516
	Black	34.0	206	44.0	1,614
	Hispanic	37.0	1,069	44.0	14,288
	Other (Raw Mean)	38.0	48	39.7	1,040
	Other (Weighted Mean)	38.0	48	43.6	1,040
	White	44.0	533	47.0	7,354
5	Asian	72.0	37	60.0	579
	Black	44.0	247	50.0	1,638
	Hispanic	46.0	1,159	48.0	14,048
	Other (Raw Mean)	49.0	64	51.7	1,045
	Other (Weighted Mean)	49.0	64	44.4	1,045
	White	47.0	551	44.0	7,296
6	Asian	53.0	67	59.0	533
	Black	58.0	343	50.0	1,476
	Hispanic	58.0	2,153	45.0	12,675
	Other (Raw Mean)	63.8	93	47.7	973
	Other (Weighted Mean)	61.6	93	46.8	973
	White	43.0	612	47.0	7,234
7	Asian	68.0	50	61.0	539
	Black	52.0	350	50.0	1,435
	Hispanic	51.0	1,977	44.0	12,208
	Other (Raw Mean)	58.5	76	47.8	1,010
	Other (Weighted Mean)	58.5	76	45.9	1,010
	White	49.0	566	48.0	6,961
8	Asian	64.5	44	60.0	513
	Black	54.5	262	47.0	1,467



	Hispanic	45.0	1,611	47.0	12,004
	Other (Raw Mean)	54.0	49	50.3	925
	Other (Weighted Mean)	54.0	49	49.6	925
	White	52.0	499	48.0	6,606
9	Asian	68.0	38	60.0	495
	Black	63.0	177	49.0	1,610
	Hispanic	50.0	1,123	47.0	10,848
	Other (Raw Mean)	74.5	38	44.3	801
	Other (Weighted Mean)	74.5	38	44.6	801
	White	53.0	346	49.0	6,387
10	Asian	72.0	29	61.5	514
	Black	62.5	118	46.0	1,410
	Hispanic	47.0	1,038	47.0	9,866
	Other (Raw Mean)	66.0	28	50.0	748
	Other (Weighted Mean)	66.0	28	48.6	748
	White	47.0	393	48.0	5,660