

African American Student Performance in Charter Schools Overview

Charter schools are public, free and open to all students. Learn more: www.ccsa.org/understanding

630,000

Estimated Number of Charter School Students in CA in 2017-2018

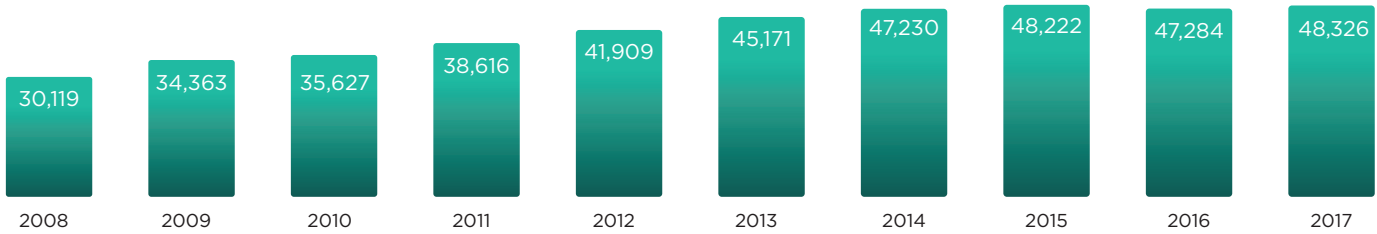
CALIFORNIA CHARTER SCHOOLS ATTENDANCE

1,275

Estimated Number of Charter Schools in CA in 2017-18

African American Charter School Student Enrollment

Statewide, the number of African American students enrolled in charter schools grew rapidly from 2008 to 2014. Enrollment has remained relatively consistent since 2014.



African American Charter School Student Enrollment by Geographic Area

In the 2016-17 academic year, African American students were more likely to attend a charter school than a traditional public school (TPS) in a majority of the school districts we analyzed.

Geographic Area	Charter	TPS
All of California	8%	5%
Los Angeles Unified (LAUSD)	9%	8%
Oakland Unified (OUSD)	20%	26%
San Francisco Unified (SFUSD)	21%	7%
Sacramento City Unified (SCUSD)	30%	14%
San Jose City*	2%	2%
San Diego Unified (SDUSD)	12%	8%
Fresno Unified (FUSD)	9%	8%
West Contra Costa Unified (WCCUSD)	12%	17%

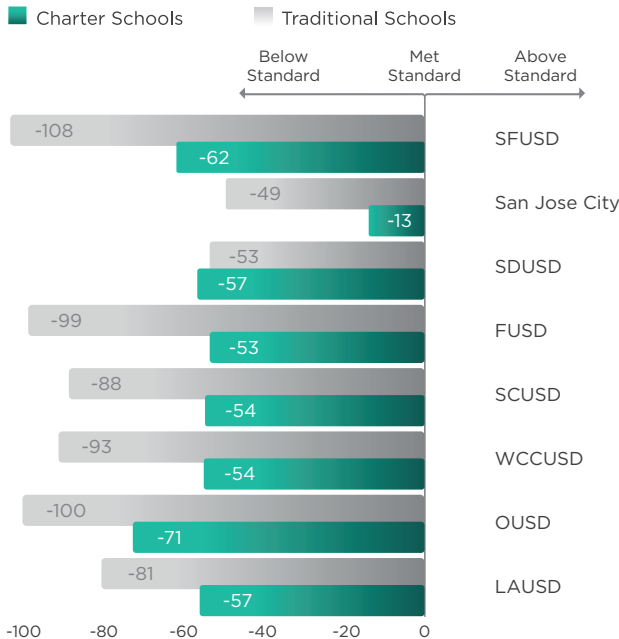
*For statistical significance we reference San Jose City, which has more schools collectively than San Jose USD.

African American Charter School Student Academic Performance

Across the state, California's charter schools need to make progress in supporting African American students to reach academic proficiency. However, the data below demonstrate that African American students in charter schools are closer to reaching grade-level proficiency than their peers in tps.

2017 Average Point Difference

According to this metric, in seven out of eight major school districts in California, charter school students are academically outperforming their peers in traditional district schools.



Average Point Difference:

CCSA has designed a measure – now adopted by the California State Board of Education – that illustrates how far above or below grade-level proficiency the average student is at a school (using SBAC scale scores).

Learn more: www.ccsa.org/advocacy/accountability/apd

Smarter Balanced Assessments:

Commonly referred to as SBAC, these computer based tests measure knowledge of California's English language arts (ELA) and mathematics standards for students in grades three through eight and grade 11. After students take the tests, their results are reported in two primary ways: Scale Scores and Achievement Levels. A Scale Score is the number that a student scored on the test, and Achievement Levels are broader proficiency categories students fall into based on their Scale Scores. Proficiency levels include: Standard Not Met, Standard Nearly Met, Standard Met and Standard Exceeded.

2017 Smarter Balanced Assessments

Another way that the state has reported SBAC scores is to look at the percent of students who meet/exceed standards. A greater percentage of African American students in charter schools meet/exceed standards in both ELA and math.

2017 SBAC % MET/EXCEEDED AFRICAN AMERICAN CHARTER SCHOOL STUDENTS

Geographic Area	ELA		Math	
	Charter	TPS	Charter	TPS
Statewide	37%	34%	22%	21%
FUSD	21%	22%	19%	16%
LAUSD	40%	29%	25%	19%
OUSD	26%	19%	17%	13%
SCUSD	31%	23%	20%	16%
SDUSD	41%	41%	22%	29%
SFUSD	40%	19%	15%	13%
WCCUSD	37%	24%	21%	14%
San Jose City	50%	48%	41%	27%

*Performance data excludes Alternative/DASS and small schools (<30 test-takers)

College Readiness

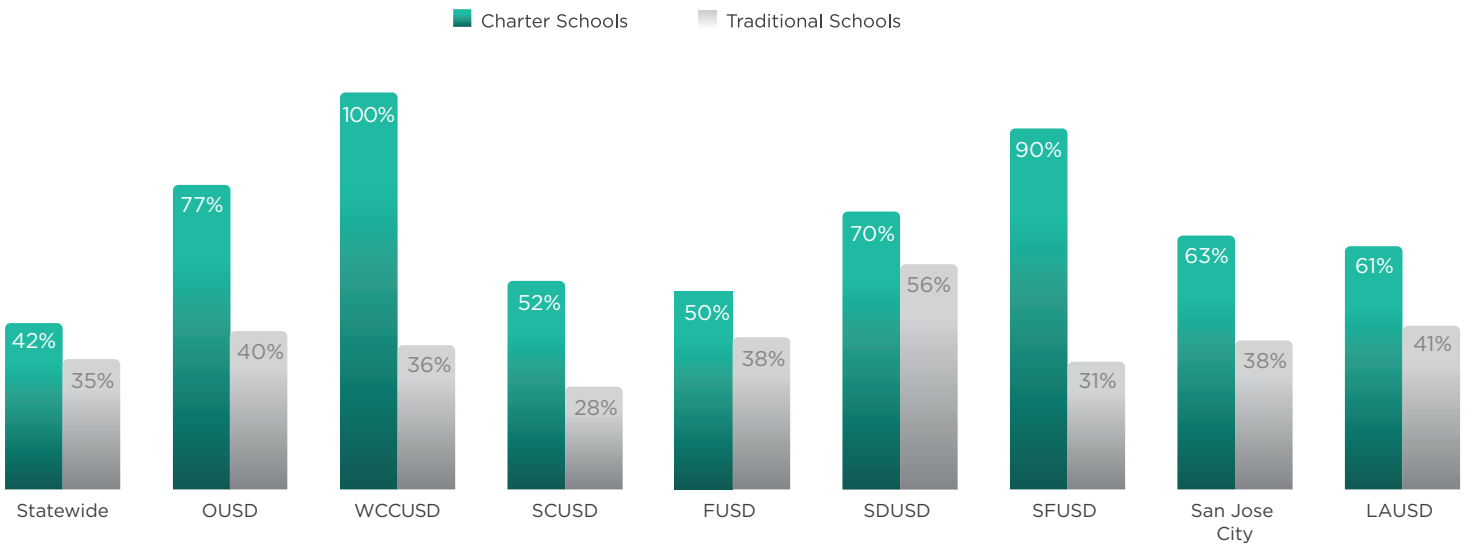
College readiness is one of the most powerful measures of academic success. By creating a college-going culture, charter schools can provide African American students access to higher education.

2015-16 A-G Completion Rates

A-G Courses are a set of 15 one-year college prep courses high school students must take to be eligible to enter either the California State University (CSU) or University of California (UC) systems.

In every school district we examined, African American charter schools students are more likely to complete A-G courses than their peers at traditional district schools. This means that African American students in charter schools graduate better prepared for four-year college admissions, making access to higher education a more attainable goal.

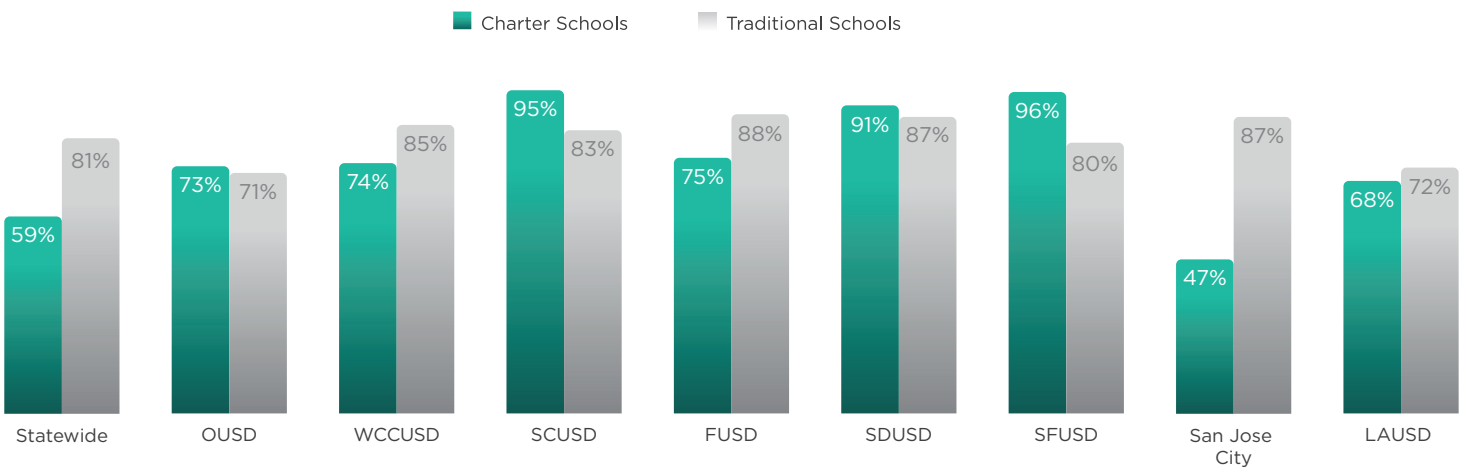
2015-16 AFRICAN AMERICAN STUDENT A-G COMPLETION RATES



2015-16 Cohort Graduation Rates

Cohort graduation rates track all students 9th grade through 12th grade, and calculate the percent of students that graduate from high school in four years. California’s charter schools need to make progress in helping African American students graduate from high school in four years. In half of the eight districts represented, below, African American charter school students are more likely to graduate from high school in four years than their peers at traditional public schools.

2015-16 AFRICAN AMERICAN STUDENT COHORT GRADUATION RATES



Additional CCSA Research

Portrait of the Movement

CCSA's 2017 [Portrait of the Movement](#) report echoes prior research and highlights strong outcomes among charter schools serving California's historically disadvantaged students. In particular, the report finds that in 2015-16, African-American charter school students are twice as likely as their traditional public school (TPS) peers to be attending a school in the top 10% statewide, and over three times as likely to be attending a top 5% school statewide.

The report also finds:

- In LAUSD, more than 20,000 (45%) African American and Latino charter students attend charter schools that perform in the top quartile of public schools statewide. In contrast, at traditional public schools, nearly 75,000 (37%) African American and Latino youth are relegated to attend some of the most underperforming schools in the state simply because of the neighborhood in which they live. [Learn more](#)
- In Oakland, African American and Latino students at charter public schools perform higher than the entire OUSD average for college preparation/college-going students. Additionally, 34% of African American and Latino OUSD charter public school students have been accepted to college, outpacing the African American and Latino students - 15% - that have been accepted from traditional OUSD schools. [Learn more](#)

African American Student Suspensions in California Charter and Traditional Public Schools

CCSA has conducted analysis of public data on suspensions in California, most recently in 2016 and again in 2017.

CCSA's analysis revealed the following.

- California's charter schools, on average, suspend students at the same or lower rates than do traditional public schools.
- When we break this down by grade level, we see similar rates for elementary schools. But for middle and high schools, we see that charters have statistically significantly lower suspension rates than do traditional public schools
- Moreover, for every racial subgroup, the average rate of suspensions for charter schools is lower than traditional schools. In some cases, the differences are dramatic. **For African American students, the out-of-school suspension rates in charter schools are only about half of traditional schools' suspension rates.**

DUPLICATED SUSPENSION RATES
(the rate of out-of-school suspensions per 100 students)

	2014			2015			2016			2017		
	Total	Charter	TPS	Total	Charter	TPS	Total	Charter	TPS	Total	Charter	TPS
Latino	5.96	3.36	6.17	5.73	3.64	5.87	5.51	2.58	5.82	5.43	2.61	5.74
African American	19.03	8.17	20.56	20.71	12.23	21.57	17.16	7.29	18.80	16.04	6.63	17.72
White	4.59	1.47	4.95	4.75	2.47	4.93	4.87	1.79	5.29	4.80	1.54	5.28
Total	5.91	3.02	6.17	6.20	4.08	6.35	5.72	2.66	6.06	5.55	2.51	5.91

<http://www.ccsa.org/operating/discipline/>

Third Party Research

Stanford University's Center for Research on Education Outcomes (CREDO)

Stanford University's Center for Research on Education Outcomes (CREDO), the nation's foremost independent analyst of charter school effectiveness, has released several comprehensive reports that offer unprecedented insight into the effectiveness of charter schools, in particular results for African American charter school students.

All of CREDO "virtual twin" studies control for similar student demographics. Findings document that charter schools' stronger outcomes are not a result of selective admissions practices but rather increased student learning with the students who enter the charter school.

Urban Charters Study 2015

This study documented that African American students in charter schools in California's urban centers gain weeks and months of additional learning as a result of being in charter schools.

The California regions studied in the report included the Bay Area (San Francisco and Oakland), Central California (Sacramento and Fresno), South Bay (greater San Jose area), and Southern California (Long Beach, Los Angeles, and San Diego).

- In the Bay Area, African American charter school students gain +3 months in reading, +4 months in math.
- In Central California, African American charter school students gain +2 months in reading, +7 weeks in math.
- In the South Bay, African American charter school students gain +4 weeks in reading, -10 weeks in math.
- In Southern California, African American charter school students gain +14 days in reading, +4 weeks in math.
- Across all urban regions nationwide, African American charter school students gain +26 days in reading and +36 days in math.

California 2014 Report

This study documented that African American students in charter schools across California (particularly African American students in poverty) gain weeks and months of additional learning as a result of being in charter schools.

- African American charter school students gain +22 days of learning in reading, +7 days in math.
- These findings document particularly strong gains in student learning for African American charter school students in poverty (+5 weeks in reading and +6 weeks in math).

Los Angeles 2014 Report

This study documented that African American students in Los Angeles charter schools (particularly African American students in poverty) gain weeks and months of additional learning as a result of being in charter schools.

- African American charter school students gain +14 days in both reading and math.
- African American charter school students in poverty gain +5 weeks in reading, +2 months in math.