COLORADO DEPARTMENT *of* EDUCATION

The State of Charter Schools

Submitted to:
Colorado General Assembly

By:
The Schools of Choice Office
Data analysis provided by Dick M. Carpenter II, PhD and Krista Kafer

April 2013

Innovation, Choice and Engagement Division/Choice and Innovation Unit/ Schools of Choice Office
201 E. Colfax Ave., Denver, CO 80203
303-866-6740
morgan_g@cde.state.co.us

Table of Contents

Executive Summary

The State of Charter Schools in Colorado: 2013 presents data and descriptive information about charter schools from the 2011-2012 school year. This Executive Summary identifies notable trends in charter school demographics and performance.

Notable Trends Include:

1. Charter schools continue to serve larger numbers of students and offer a wide range of options.
2. Charter schools currently serve a population more similar to state averages than in years past, but still lag behind in numbers of special education students enrolled.
3. Teachers and administrators in charter schools earn less than peers in non-charter settings.
4. In 2012, charter schools in Colorado generally outperformed non-charter schools on state performance measures.

Each of these trends is described in the Executive Summary. Please see the full report for detailed data across the full set of measures identified in the Table of Contents.

Trend 1: Charter schools continue to serve larger numbers of students and offer a wide range of options.

During 2012, 180 charter schools operated in the state of Colorado, although the numbers in this report represent 178 schools with data available at the time of analyses.[i] These schools served 83,478 students, an increase of 67% from the total number of students (56,188) reported in the 2009 triennial report (2007-2008 data). Charter school enrollment in 2011-2012 represented 10% of the total public school enrollment. If all of the charter schools were combined into an imaginary district, the enrollment of that district would be the second largest in the state.

First authorized 20 years ago, the number and types of charter schools have grown considerably. While most of Colorado's charter schools exist in Front Range cities and suburbs, the state also has a number of rural charter schools in mountain and plains communities. Colorado charter schools vary considerably in their pedagogical methods and curricula. Most Colorado charter schools are independent, standalone operations; however, a growing number are managed by Education Management Organizations (EMOs) and Charter Management Organizations (CMOs).

Trend 2: Charter schools currently serve a population more similar to state averages than in years past, but still lag behind in numbers of special education students enrolled.

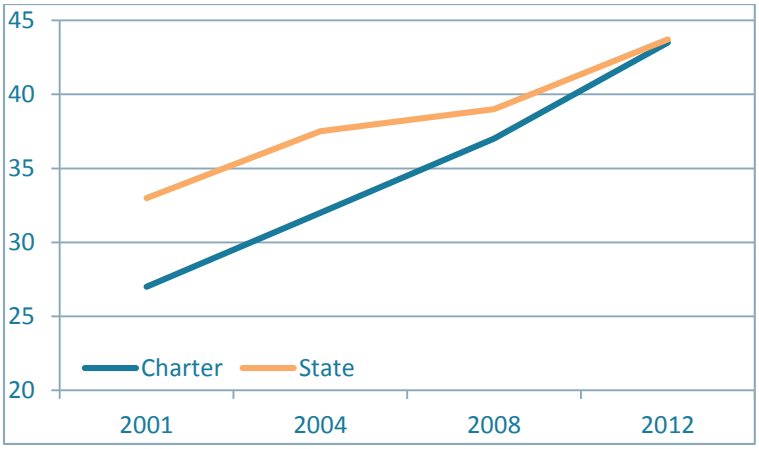
Racial/Ethnic Minorities

The charter schools operating in 2011-2012 served 20,659 racial/ethnic minority students. As shown in Table 1 and Figure 1, the percentage of racial/ethnic minority students enrolled in charter schools has increased over time from 27% in 2001 to 43.5% in 2012, and is now virtually identical to the state average of 43.7%.

TABLE 1: Racial/Ethnic Minorities

	Percentage of racial/ethnic minority students
Charter Schools 2001	**27%**
Charter Schools 2012	**43.5%**
Statewide Average 2012	**43.7%**

FIGURE 1: Percentage of Minority Students in Charter Schools and Statewide, 2001 to 2012



Student Mobility

For charter schools in 2011-12, the average student mobility rate was 39%, while the mobility incidence rate was 42% (see endnotes for definition of mobility rate and incidence).[i] The student mobility rate ranged in individual charter schools from a low of 5% to a high of 96%. The mobility incidence rate ranged from a low of 5% to a high of 119%. As Table 2 shows, compared to their non-charter peers, charter schools appear to see greater mobility. Non-charter public schools report, on average, a 32% student mobility rate and 33% mobility incidence rate. For both measures, the rates ranged from 0% to 100%.

TABLE 2: Student Mobility in Charter Schools and Non-Charter Public Schools

	Average Mobility Rate	Mobility Incidence Rate	Mobility Rate Range	Mobility Incidence Range
Charter Schools	**39%**	**42%**	**5%-96%**	**5%-119%**
Statewide	**32%**	**33%**	**0%-100%**	**0%-100%**

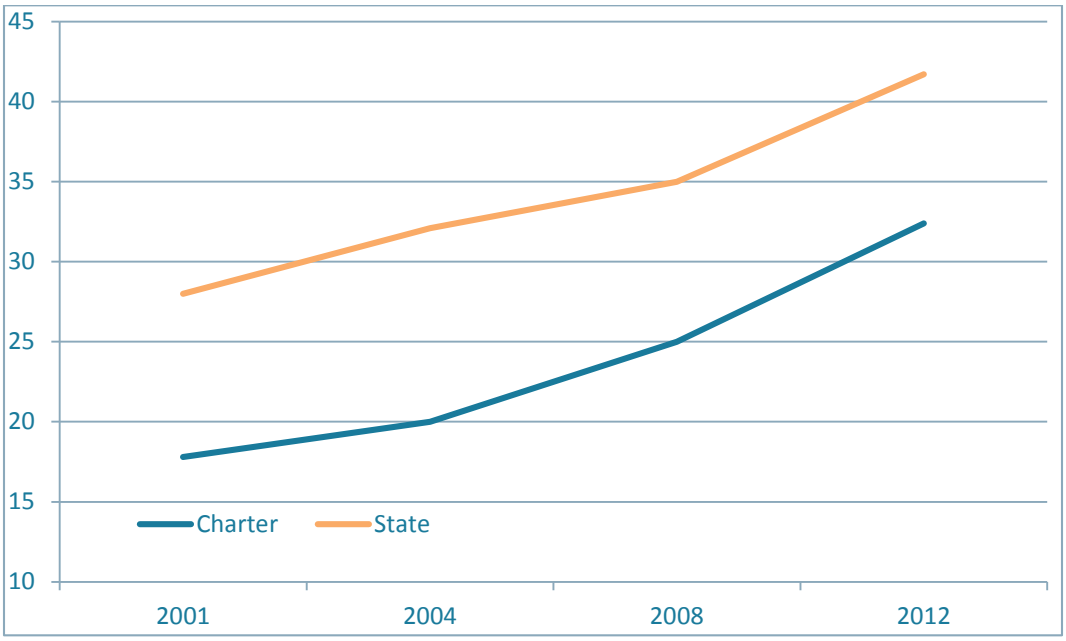
Student Eligibility for Free or Reduced-Price Lunch

The charter schools operating in 2011-2012 served 15,421 students who were eligible for Free or Reduced-Price Lunch, representing 32.4% of the total enrollment of the schools. As Figure 2 indicates, the percentage of charter students who qualify for free or reduced lunch has grown steadily compared to prior years. As Table 3 indicates, the total percent of FRL students served by charters has remained approximately 10 percentage points lower than the state's average each year despite gains made over the past decade.

TABLE 3: Percentage of Students Eligible for Free or Reduced Lunch in Charters and Statewide

	Percentage of Students Eligible for Free and Reduced Lunch
Charter Schools 2001	**17.8%**
Charter Schools 2012	**32.4%**
Statewide Average 2012	**41.7%**

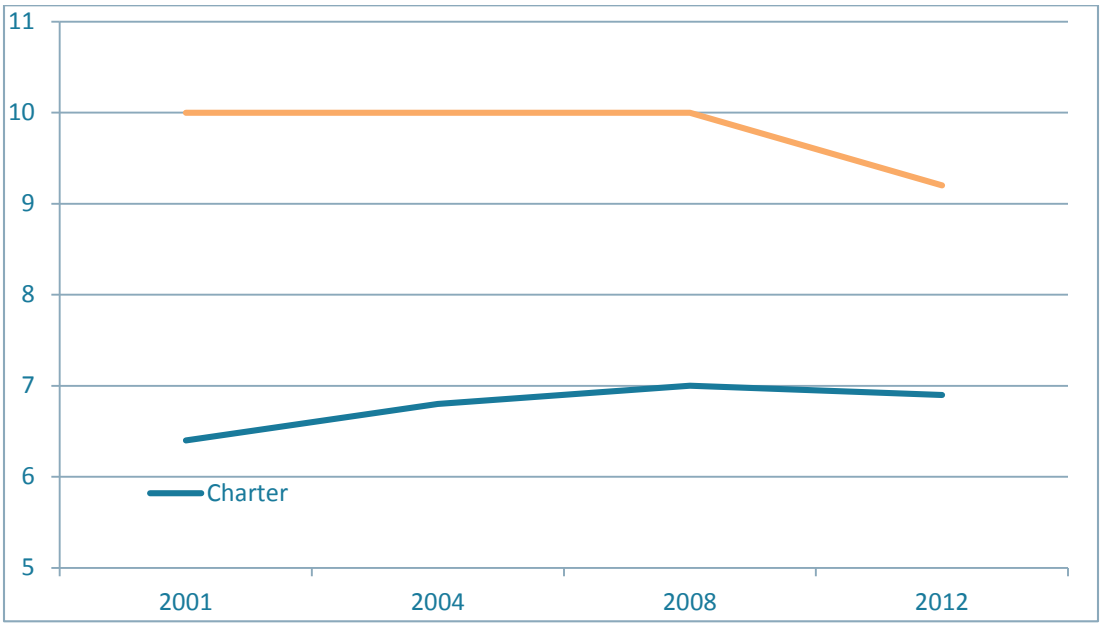
FIGURE 2: Percentage of Students Eligible for Free or Reduced Lunch in Charters and Statewide, 2001 to 2012



Students with Disabilities

During the 2011-2012 school year, students with disabilities represented 6.9% (or 3,296 students) of the charter school population. By comparison, the statewide population was 9.2%. Figure 3 indicates both the state and charter school percentages declined slightly in 2012 compared to prior years. Although the numbers have remained essentially static over time, the gap between charters and non-charters has narrowed some over time.

FIGURE 3: Percentage of Special Education Students in Charters and Statewide, 2001 to 2012



Trend 3: Teachers and administrators in charter schools earn less than peers in non-charter settings.

Teacher Salary

Data about teacher salary were available for 178 charter schools. The average teacher salary in charter schools was $35,537, ranging from $24,269 to $55,439. The median salary was $35,940. The average teacher salary in districts in which those charters reside was $51,150, which means charter teachers made an average of $15,210 less than non-charter teachers. As indicated in Table 4, this gap is greater than the gaps reported in the prior three reports.

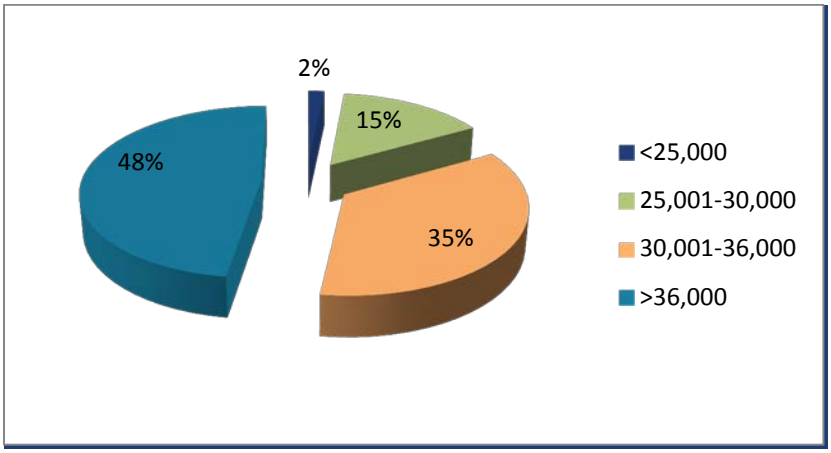
TABLE 4: Teacher Salaries at Charter and Non-Charter Public Schools over Time

	Charter	Non-Charter	Gap
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**

A gap in teacher salary persists even after controlling for years of experience. As indicated below, charter schools tend to employ teachers with less experience than non-charter public schools. When this factor is taken into account, average charter school salaries still lag their non-charter peers by a little more than $9,700.[ii]

Figure 4 indicates the percentage of 178 charter schools within certain salary ranges. The largest percentage of schools has average teacher salaries of greater than $36,000.

FIGURE 4: Average Charter School Teacher Salaries, 2011-2012

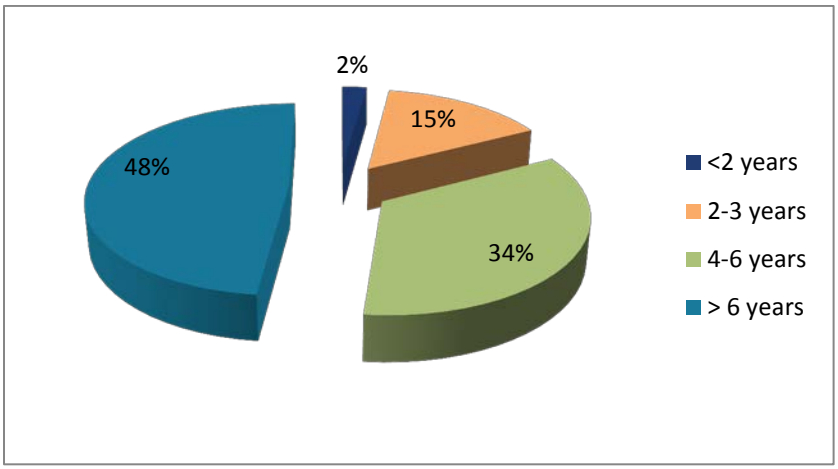


Teacher Experience

The average experience of teachers in Colorado charter schools was 7 years, ranging from no experience to 19 years. The median experience of teachers in Colorado charter schools was 6 years. The average teaching experience of teachers in the respective districts was 10 years.

The average years of teaching experience of Colorado charter school teachers has increased slightly over time. In 2007, the average experience was 6.53 years, in 2004 it was 6.1 years, and in 2001 5.2 years. Figure 5 shows the percentage of schools within years of teaching experience categories. The greatest percentage of schools has average years of teacher experience greater than 6 years.

FIGURE 5: Average Years of Teacher Experience in Charter Schools, 2011-2012



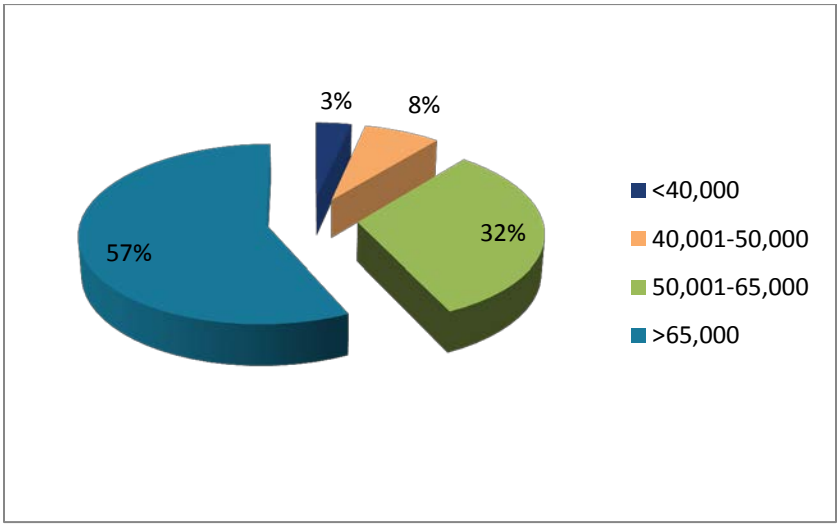
Charter School Administrator Salaries

Data on administrator salaries were available for 172 of the 178 charter schools. The average salary of charter school administrators was $69,606. The median salary was $67,861. The average administrator salary in charter schools ranged from $35,321 to $214,332.The average salary of administrators in districts where those charter

schools reside was $84,670, which makes for a gap of $15,064. This gap is greater than 2007 ($11,753) but less than 2004 ($16,288).

The gap in 2011-2012 persisted even after controlling for size of school. Generally speaking, administrators of larger schools bear more responsibility and might be expected to earn more as a result. When school size is taken into account, the salary gap between charters and non-charter public schools is $14,757.[iii] Figure 6 indicates the percentage of 172 charter schools within certain salary ranges. The greatest percentage of schools has average administrative salaries of greater than $65,000.

FIGURE 6: Average Charter School Administrator Salaries, 2011-2012



Trend 4: In 2012, charter schools in Colorado generally outperformed non-charter schools on state performance measures.

Charter School Performance

In keeping with its legislative mandate, this report compares 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. The report makes these comparisons both in terms of proficiency rates and median grown percentiles.

Proficiency: Proficiency rates describe the percent of students scoring at or above a specific level on the TCAP. For the purposes of this report, **p**roficiency results reported below collapsed the four performance categories (unsatisfactory, partially proficient, proficient, advanced) into two—Proficient/Advanced and Not Proficient. The tables report the percentages of charter or non-charter public school students who achieved at the Proficient/Advanced level.

Median Growth Percentile(MGP): Median Growth Percentiles are measures the state uses to determine the average growth of students in a school. Students receive individual growth percentiles which are 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 the same amount of growth as the state average. A median growth percentile below 50 indicates the school is making less than average growth

and a median growth percentile above 50 indicates the school is making above average growth. The tables below report the Median Growth percentiles for charter and non-charter schools by grade level in the areas of reading, math and writing.

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 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 for charter and non-charter students within the respective groups were subjected to tests to determine statistical significance, using a significance level of $p<.05$.[iv] Statistically significant performance differences are noted with an asterisk (*) in the tables that follow and also those included in the Appendix. Differences between Median Growth Percentiles are included and labeled throughout. However, CDE has not yet identified sound statistical methods to determine significance when making these comparisons. As a result, differences in MGPs are not labeled in terms of statistical significance.

Reading Proficiency and Growth

There were 46,659 students from charter schools reporting TCAP reading scores for the 2011-2012 school year, compared to 440,230 students in non-charter public schools.

Table 5A 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 10th grade, a greater percentage of charter school students scored at proficient or advanced as compared to those in non-charter public schools.

TABLE 5A: Percentage of Charter and Non-Charter Students at Proficient or Advanced in Reading, 2011-2012

	Charter		Non-Charter	
Grade	**Percentage**	**Count**	**Percentage**	**Count**
3*	**78.2**	5,263	**73.4**	42,274
4*	**74.1**	4,653	**66.4**	37,675
5*	**74.8**	4,556	**69.4**	39,015
6*	**77.1**	6,000	**72.9**	39,364
7*	**73.1**	4,977	**68.1**	36,586
8*	**71.8**	4,191	**67.1**	35,984
9	**68.9**	2,618	**68.4**	37,839
10*	**66.4**	2,219	**70.2**	37,164

* Difference was significant $p<.05$

Table 5B shows the Median Growth Percentiles of charter schools and non-charter schools. In grades 6-10, charter schools had higher Median Growth Percentiles (MGP) than non-charter schools. In grades 4 and 5, performance was reversed with non-charter schools achieving a higher MGP than charter schools.

TABLE 5B: Median Growth Percentiles for Charter and Non-Charter Students in Reading, 2011-2012

	Charter		Non-Charter	
Grade	**Median Growth Percentile MGP**	**Count**	**Median Growth Percentile MGP**	**Count**
4	**48**	5,904	**50**	52,042
5	**47**	5,729	**50**	53,052
6	**53**	7,227	**50**	50,819
7	**52**	6,394	**50**	50,591
8	**52**	5,468	**50**	50,677
9	**57**	3,162	**50**	50,420
10	**53**	2,873	**50**	49,463

Notable Details Regarding Reading Performance in the Full Report:

Figures 34 and 35 in the main report show detailed comparisons within grades, racial/ethnic groups, and free/reduced lunch status for TCAP results (full results are presented in table form in the Appendix, Tables A2-A5).

Non-FRL Data: The data for non-free and reduced lunch students generally shows charter and non-charter schools performing similarly to one another. However, scores began to show consistent differences beginning in grade seven and continued into high school. With only a couple of exceptions, charters always showed greater percentages of proficient or advanced across groups.

FRL Data: Also notable, in almost all comparisons of free and reduced lunch students, charter students tend to show greater percentages of proficient or advanced.

Math Proficiency and Growth

For math tests 46,924 charter school students and 440,319 non-charter students reported scores.
As Table 6A indicates, charter students in almost all grades showed greater percentages of proficient or advanced but smaller percentages in 9th and 10th grade—a trend similar to reading scores.

TABLE 6A: Percentage of Charter and Non-Charter Students at Proficient or Advanced in Math, 2011-2012

	Charter		Non-Charter	
Grade	**Percentage**	**Count**	**Percentage**	**Count**
3*	**75.7**	**5,110**	**70.6**	**40,742**
4*	**76.1**	**4,782**	**71.2**	**40,420**
5*	**67.3**	**4,266**	**64.4**	**36,207**
6*	**64.1**	**4,989**	**61.5**	**33,075**
7*	**56.7**	**3,852**	**53.0**	**28,513**
8*	**53.9**	**3,147**	**51.6**	**27,717**
9*	**35.9**	**1,358**	**38.3**	**21,099**
10*	**28.3**	**948**	**33.7**	**17,934**

* Difference was significant $p<.05$

As Table 6B indicates (below), charter schools outperformed non-charter schools in math growth in grades 6, 7 and 9. However, in grades 4, 5 and 10 charter schools not only performed below non-charters, but also below the 50th percentile, indicating less than an average year of growth. Charter and non-charter schools both had a MGP of 50 for 10th grade.

TABLE 6B: Median Growth Percentiles for Charter and Non-Charter Students in Math, 2011-2012

	Charter		Non-Charter	
Grade	**Median Growth Percentile MGP**	**Count**	**Median Growth Percentile MGP**	**Count**
4	47	5,931	50	53,377
5	47	5,990	50	53,116
6	54	7,229	50	50,657
7	56	6,386	50	50,688
8	48	5,477	50	50,776
9	53	3,150	50	50,209
10	50	2,891	50	49,706

Notable Details Regarding Math Performance in the Full Report:

Figures 36 and 37 in the main report show detailed comparisons within grades, racial/ethnic groups, and free/reduced lunch status for TCAP (full results are presented in table form in the Appendix, Tables A6-A9).

Non-FRL Data: Among this student population, percentages of proficient or advanced were mixed between grades, but for some groups there were some evident tendencies. Percentages were always greater for White students in non-charter schools, and almost always so for Hispanic students. For Black students, however, the percentages were almost always greater in charter schools.

FRL Data: Among this student population, charter students more frequently showed greater percentages of proficient or advanced, although there were a few exceptions across grades. Those exceptions were most often manifest for Black students, where in three of the eight grades tested, non-charter percentages exceeded those of charters.

Writing Proficiency and Growth

For writing tests 46,715 charter school students and 440,125 non-charter students reported scores.

As Table 7A indicates, a greater percentage of charter students scored at the proficient or advanced level from grades 3-8, but more non-charter students scored proficient or advanced in high school.

TABLE 7A: Percentage of Charter and Non-Charter Students at Proficient or Advanced in Writing, 2011-2012

	Charter		Non-Charter	
Grade	**Percentage**	**Count**	**Percentage**	**Count**
3*	**55.3**	**3,733**	**52.5**	**30,212**
4*	**55.7**	**3,493**	**48.8**	**27,644**
5*	**62.5**	**3,925**	**58.2**	**32,764**
6*	**61.1**	**4,759**	**55.7**	**30,042**
7*	**67.9**	**4,624**	**61.4**	**32,987**
8*	**62.5**	**3,643**	**54.6**	**29,174**
9	**50.6**	**1,844**	**52.0**	**28,806**
10*	**46.1**	**1,543**	**49.7**	**26,355**

* Difference was significant $p<.05$

As Table 7B indicates, charter and non-charter schools both have a MGP of 50 in 4th grade. Non-charter schools had a higher MGP than charter schools in grade 5, and charter schools had higher MGPs for grades 6-10.

TABLE 7B: Median Growth Percentiles for Charter and Non-Charter Students in Writing, 2011-2012

	Charter		Non-Charter	
Grade	**Median Growth Percentile MGP**	**Count**	**Median Growth Percentile MGP**	**Count**
4	**50**	5,911	**50**	52,264
5	**47**	5,913	**51**	53,033
6	**55**	7,222	**50**	50,765
7	**54**	6,387	**50**	50,601
8	**53**	5,461	**50**	50,524
9	**55**	3,021	**50**	50,453
10	**52**	2,881	**50**	49,538

Notable Details Regarding Writing Performance in the Full Report:
Figure 18 and 39 in the main report show detailed comparisons within grades, racial/ethnic groups, and free/reduced lunch status for TCAP (full results are presented in table form in the Appendix, Tables A10-A13).

Non-FRL Data: Among this student population, trends are generally mixed.

FRL Data: Among this student population, the percentage of proficient or advanced tended to be greater for charter students, with a some exceptions in the elementary grades and a few in high school. The exceptions were most often evident among Black students in the elementary grades, where non-charter percentages exceeded those of charters.

School Performance Frameworks

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 8 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 three year SPF results, spanning school years 2009-10, 2010-11, and 2011-12. Differences between charters and non-charters are measured by independent t-tests.

TABLE 8: Average Percentage of Points Earned in Each Performance Area by Charters and Non-Charters

	Mean		Standard Deviation	
	Charter	**Non-Charter**	**Charter**	**Non-Charter**
Achievement*	**64.85**	60.75	23.13	20.14
Growth	**67.17**	66.26	17.68	16.04
Growth Gaps*	**62.66**	58.18	17.99	15.14
Postsecondary and Workforce Readiness*	56.21	**65.22**	27.81	21.41
Total Points	**64.69**	63.12	18.39	15.58

* Difference was significant $p<.05$

In all but Postsecondary and Workforce Readiness, charter schools earn a greater percentage of points than non-charters. In two of those areas—Achievement and Growth Gaps—the difference is statistically significant. The difference in Postsecondary and Workforce Readiness is also significant, but in this area, charters lag behind non-charters by nine percentage points. 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 further away from the average, either above or below, as compared to the distribution of non-charter schools.

See the full report for further detail on charter and non-charter performance, including changes in School Performance categories since 2010. A summary table including other growth data (Catch Up, Keep Up, Move Up) can also be found in the Appendix Table A14.

Part One: Introduction

Purpose

The State of Charter Schools in Colorado was created in accordance with 22-30.5-113 C.R.S. Statute 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 granted to charter schools.

The State of Charter Schools in Colorado: 2013 presents data and descriptive information about charter schools from the 2011-2012 school year related to:

- Characteristics of Colorado charter schools
- Characteristics of Colorado charter school students
- Charter school performance
- Colorado charter school teachers and administrators

Methodology

This descriptive evaluation represents a 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:

- The Colorado Department of Education Data Warehouse provided data regarding student enrollment; school demographics; administrator salary; and teacher salary, education, and experience.
- The Colorado Department of Education Assessment Unit provided data related to the performance of charter school and non-charter school students on the Transitional Colorado Assessment Program (TCAP).

The analysis of TCAP results is included in Part Five of this report. Further details about the methodology related to that analysis are included in the introduction to that section.

Growth of Charter Schools in Colorado

As shown in Table 9, the number of charter schools operating in Colorado has increased steadily since the General Assembly enacted the Colorado Charter Schools Act in 1993. During the 2011-2012 school year, 180 charter schools operated in the state of Colorado. However, when the analyses for this report began, data were available for only 178. Other numbers throughout this report represent the 178. These schools served 83,478 students, an increase of 67% from the total number of students (56,188) reported in the 2009 triennial report (2007-2008 data). Charter school enrollment in 2011-2012 represented 10% of the total public school enrollment. If all of the charter schools were combined into an imaginary district, the enrollment of that district would be the second largest in the state. Charter schools, their date of opening, enrollment, grade span, and SPF plan designation, are shown in the Appendix, Table A15.

TABLE 9: The Number of Charter Schools 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**	**1**	**53**
1998-1999	**9**	**0**	**62**
1999-2000	**8**	**1**	**69**
2000-2001	**11**	**1**	**79**
2001-2002	**9**	**1**	**87**
2002-2003	**6**	**2**	**91**
2003-2004	**5**	**2**	**94**
2004-2005	**13**	**0**	**107**
2005-2006	**12**	**2**	**117**
2006-2007	**14**	**3**	**128**
2007-2008	**10**	**3**	**135**
2008-2009	**6**	**0**	**141**
2009-2010	**13**	**0**	**154**
2010-2011	**16**	**0**	**170**
2011-2012	**12**	**2**	**180**

Authorizing Districts

In 2011-2012, 46 of the state's 178 school districts (25.4%) authorized charter schools. Of those 46 districts, 13 authorized three or more charter schools. The combined charter school enrollment of these 13 sponsoring districts was 65,874 students, or 79% of the total charter school enrollment in 2011-2012.

The following table shows the number of charter schools authorized by these 13 districts, their total charter enrollment, their total district enrollment, and the percentage that charter school enrollment constitutes of their total enrollment.

TABLE 10: Enrollment of School Districts with Three or More Charter Schools in 2011-2012

District	Number of Charter Schools	Charter Enrollment	District Enrollment	Charter Enrollment % of Total
Adams-Arapahoe 28J	6	3,628	39,835	**9%**
Adams 12	6	8,598	43,268	**20%**
Boulder Valley RE2	5	2,336	30,041	**8%**
Brighton 27J	5	3,200	16,163	**20%**
Charter School Institute	23	10,506	n/a	**n/a**
Colorado Springs 11	7	2,223	28,993	**8%**
Denver County 1	31	9,945	83,377	**12%**
Douglas County RE1	11	9,007	64,657	**14%**
Falcon 49	4	2,832	15,478	**18%**
Greeley 6	4	3,267	19,821	**16%**
Jefferson County R1	14	6,501	85,508	**8%**
Pueblo City 60	3	680	17,692	**4%**
St Vrain Valley RE1J	6	3,151	29,382	**11%**

Charter School Variety

Most of Colorado's charter schools exist along Front Range cities and suburbs. The Denver Metro Area has 71 charter schools and Colorado Springs has 23 charter schools. The state also has a number of rural charter schools in such places as Avon, Carbondale, Windsor, Gypsum, Lamar, Marble, Georgetown, Cortez, Montrose, Granby, and Paradox.

While most charter schools are independent entities, a growing number of schools are managed by national Charter Management Organizations (CMO) and Education Management Organizations (EMO; see Table 11) and Colorado homegrown CMOs and EMOs (see Table 12).

TABLE 11: 2011-2012 Schools Operated by a Nationally Based Organization

Education Management Organization/Charter Management Organization	Number of Colorado Charter Schools
EdisonLearning	**2**
Greater Educational Opportunities Foundation	**1**
Mosaica Education	**3**
National Heritage Academies	**2**
White Hat Management	**1**
Rite of Passage	**1**
KIPP	**3**
Imagine Schools	**2**
COVA (K-12)	**1**

TABLE 12: 2011-2012 Schools Operated by a Colorado Based Organization

Colorado Based Charter Management Organization	Number of Colorado Charter Schools
SOAR Schools	**2**
Strive Preparatory Schools	**4**
New America Schools	**3**
Denver School of Science and Technology	**5**
Global Village Charter Collaborative	**2**

Charter School Profiles

To provide examples of the diversity of charter schools in Colorado, seven schools were selected from around the state. Each school has a meets or exceeds designation in terms of academic achievement and a performance plan rating on its SPF. One school is a project-based school located in a small Western Slope city. Another is a school network in the state's capital. Of the two schools located in Colorado Springs, one provides a classical education and the other, the opportunity to attend college courses on campus. A fifth school is a Montessori school located in a mountain town and the sixth, a Core Knowledge school in the suburbs.

ANIMAS HIGH SCHOOL
High school in Durango
www.animashighschool.com

Animas High School is a college preparatory, project-based school modeled after High Tech High in California. Hands-on projects are designed so that students can gain a deeper understanding of the subjects they learn. Teachers strive to individualize learning according to student needs, make connections between the learning and the real world, emphasize critical thinking and problem-solving skills, and incorporate technology in a meaningful way.

In all of its classes, Animas High School works to inculcate the following "Habits Of Heart And Mind" perspective: advocacy, perseverance, and refinement. Students should develop a point of view based on evidence

and respect the views of others. They should advocate for themselves and others by asking for help when they need it. Students should endure and surmount challenges and strive for excellence.

During their junior year, students engage in a three-week long internship where they complete an academically rigorous project under the direction of a professional mentor.

The school earned an "exceeds" in academic achievement and a "meets" in academic growth on the 2011 School Performance Index. The school also received the John Irwin School of Excellence Award.

COLORADO SPRINGS EARLY COLLEGES
High school in Colorado Springs
www.csec914.org/

Colorado Springs Early Colleges (CSEC) is one of a small number of charter high schools in Colorado that enables students to graduate with a high school diploma and an Associates of Arts or Science Degree. The school's 600 students earn high school credits and college credits at Colorado Technical University, which shares its campus with CSEC, as well as Pikes Peak Community College or the University of Colorado Colorado Springs.

Upon enrolling in the school, every student is assessed with the Accuplacer test to determine the degree to which they are college ready in each major subject. Students address academic gaps by taking high school level courses and progress on to college-level courses when ready. Students may enroll in one of three options: Emergent Studies where they earn an Associates in Applied Science such as welding or culinary arts, Ascent where they earn an Associates of Arts or Sciences, and Aspire where they earn credits toward a four year degree. Students earn, on average, 43 semester hours of college credit. Some students go far beyond the expected Associates Degree. The school's 2011 valedictorian earned a high school diploma and a four year electrical engineering degree. All students are guaranteed by the school to not need remediation if they go to college.

The school's founder, State Senator Keith King, has received approval from the Charter School Institute to open two additional campuses. King opened the first school when it became apparent to him that students in Colorado Springs had few options beyond the comprehensive high school experience. The nearest early colleges charter schools were in Denver. "There was a market in need of a breakthrough innovation," says King, and he was willing to pursue it.

DENVER SCHOOL OF SCIENCE AND TECHNOLOGY
Network of middle and high schools in the Denver Public School District
http://dsstpublicschools.org/

Since the first Denver School of Science and Technology (DSST) opened its doors in 2001, the school network has grown to four middle schools and two high schools. The network's flagship Stapleton campus earned an "exceeds" designation for both academic achievement and academic growth on the 2011 School Performance Index. Thus far, all DSST graduates have been accepted to four year colleges. Half of such students were the first in their family to go to college. DSST Stapleton's college remediation rate is the lowest in Denver Public Schools and 5th lowest statewide.

The DSST Public Schools currently provide more than 1,500 students with an excellent education with a STEM (Science, Technology, Engineering, and Mathematics) emphasis. When fully built out, the network will serve more than 4,500 students in ten schools on five campuses. The student population is 65-84% minority and 45-74%

low-income, depending on the campus. The student diversity of DSST is a core part of the model and is helping reintegrate public schools in Denver.

DSST is able to achieve such impressive student results because of its principles: High expectations for all students, high-accountability school culture centered on six core values, academic support for all students, a balanced pedagogy, and daily use of data to drive student learning. DSST provides students with the support they need to master college preparatory curriculum. Student success is regularly recognized and celebrated.

Of DSST's inception, Bill Kurtz, Chief Executive Officer, says, "We opened to DSST in 2004 to provide students with a world-class education where all students, regardless of their economic, academic or racial background could be prepared to succeed in four year college while being grounded in a set of life-long values."

LITTLETON ACADEMY
K-8 school in Littleton
http://www.littletonacademy.net/

Since 1996, Littleton Academy has provided students a high quality "traditional" education. In addition to receiving the John Irwin School of Excellence Award and the Governor's Distinguished Improvement Award, the school has the distinction of placing first in the state on the most recently released eighth grade TCAP reading assessment and was first in the district in multiple TCAP subjects in grades four through eight. On the School Performance Index, Littleton Academy earned an "exceeds" designation for academic achievement and a "meets" designation for academic growth in 2011.

Littleton Academy uses the Core Knowledge scope and sequence and Saxon Math. Students also take music, art, physical education, and foreign language classes. Support programs are available for students with academic gaps; however, students are expected to achieve mastery over content and skills in order to move forward. The school readily acknowledges that memorization and mastery through drills are components of their instructional paradigm.

Principal Shelly Russell says that "Littleton Academy doesn't strive to be trendy, but to be true to the school's mission, vision, and principles." She credits the success of the school not just to the academic programs but to the teachers who work diligently to build each student's character and intellect. "Every child is known by every teacher," says Principal Russell. This is particularly important at the middle school level where students really benefit from interacting with teachers in small classes. Although former Littleton Academy students account for only 2% of the student body of the district's three high schools (Heritage, Littleton, Arapahoe), they account for 10% of the honor roll.

THOMAS MACLAREN
6-12 school in Colorado Springs
www.MacLarenSchool.org

In 2011, Thomas MacLaren School received the John Irwin School of Excellence Award and the Governor's Distinguished Improvement Award. It was also one of only a few schools where an entire grade scored proficient or advanced on the TCAP writing assessment. On the School Performance Index, the school earned an "exceeds" designation for both academic achievement and academic growth.

Thomas MacLaren School, which serves students in grades six through twelve, has many unique characteristics. The school provides a "classical education" in which students move through the grammar, logic, and rhetoric

curricular-levels. While at the grammar level, students in grades six to eight master the basics. Logic courses in the ninth and tenth grades focus on the implications of ideas and their relationships. During the final two "rhetoric" years students work on synthesizing and relating the concepts they mastered during previous years.

In addition to core subjects, all students take four years of Latin and three years of a modern language. Students also take four years of drawing and painting, two years of drama, and seven years of music. In grades nine to twelve, students take humane letters seminar courses where they carefully read and discuss original texts by authors such as Plato, Aristotle, Austen, Twain, Dickens, and Shakespeare. While MacLaren is a co-ed school, most courses are taught in single-sex classrooms.

MacLaren was founded by a group of parents who had either been students or teachers at a set of award-winning private schools, the Trinity Schools, from which they developed MacLaren's curriculum. Mary Faith Hall, one of the founders and the current Head of School, explained the reason they started MacLaren: "We knew from experience that this educational program was one of the best in the nation. We wanted to offer it as a public charter school in the heart of Colorado Springs so that students of every socio-economic and racial background could receive the sort of education that wealthy families pay a lot of money for at the best private schools in the country."

ROSS MONTESSORI CHARTER SCHOOL
K-8 school in Carbondale
www.rossmontessori.org/

Ross Montessori, located in the beautiful Roaring Fork Valley town of Carbondale since 2005, serves 225 students in grades kindergarten through eighth grade. As the name implies, the school employs a philosophy of Dr. Maria Montessori. Dr. Montessori, an Italian physician, developed this educational method a century ago with the aim of cultivating a child's natural love of learning. Students learn in multi-age classrooms (ages 5-6, 6-8, 9-11, and 12-14) with the support of a Montessori teacher and teaching assistant. Much of the work is hands-on and students learn at their own pace individually or in small groups for extended work block of 3 hours each morning. Afternoons are spent in enrichment activities.
Students develop self-motivation, a deep love of learning, and respect for themselves, fellow students, and the classroom environment. The teacher and teaching assistant guide students and encourage independent yet cooperative learning. Dr. Montessori believed, "The greatest sign of success for a teacher... is to be able to say, 'the children are now working as if I did not exist.'" All teachers at the school are Montessori trained and provide an authentic Montessori experience.
On the state's School Performance Index, the school earned a "meets" designation for both academic achievement and academic growth. Head of School Sonya Hemmen attributes the success students experience mastering state standards to the Montessori philosophy. Students learn sensorially in an environment where they are exposed to different ways to learn material.

UNIVERSITY PREP
Urban k-5 School
http://uprepschool.org/

Opening in fall 2010 near Denver's historic Five Points neighborhood, University Prep serves 185 "scholars" in grades k-2 with a full build out projection of 350 in grades k-5. About half of the student body is African American and the other half Hispanic. The majority of students qualify for the federal Free and Reduced Lunch Program.

The mission of the school "is to educate every child for college, ensuring they have the skills, knowledge and character to earn a four-year degree and go on to access life's opportunities" in a city where only typically one low-income student earns a four-year college degree out of every 10 who enter kindergarten. The founder and Head of School David Singer is alum of the Building Excellent Schools Fellowship and the school bears many of the attributes of other BES schools in the state—rigorous academics, direct instruction, student support, and college focus. There is a palpable sense of urgency in every classroom to maximize each moment for learning so that students who entered school behind reach grade level mastery and continue to progress.

University Prep uses a rotational blended learning classroom instruction model that results in over three hours of daily literacy instruction. During a two-hour window, students receive small group instruction in the fundamentals of reading development – fluency and comprehension. Children engage with targeted computer programs such as Destination Reading focused on essential foundational skills such as phonemic awareness and work with teachers in small groups for guided reading, reading comprehension and reading accuracy/fluency lessons.

University Prep second graders will take the TCAP next school year in third grade. In the meanwhile, Singer is encouraged by the date points they have seen so far: "Whether it's 100% of our inaugural ELL kindergarten scholars reading at or above grade level after a single year, our original kindergarten cohort performing in the 79th percentile nationally in mathematics on the Terra Nova, or an average daily attendance rate of over 95%, we are confident that our relentless efforts today are going to create limitless opportunities for our children and their families tomorrow."

Part Two: Legislative History of Charter Schools

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 (Colorado Revised Statutes [C.R.S.] 22-30.5-101). 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 Charter School Institute (HB 04-1362), a statewide authorizer. CSI authorizes charter schools in districts without exclusive chartering authority (ECA) and within districts that have ECA with their permission. As of January 2013, the CSI has 23 schools in its portfolio making it the second largest authorizer.

During the 2010 legislative session, Governor Ritter signed House Bill 10-1036, the Public School Financial Transparency Act, which requires public schools to post online financial information such as the annual budget, audited financial statements, salary schedules, check registers, and credit/debit card statements.

He also signed Senate Bill 10-161 to enable charter schools to form multi-school "collaboratives." Today there are several networks of charter schools such as the Global Village Charter Collaborative schools share operations such as grant writing, data and assessment management, legal services, curricular development, and accounting.

Governor Ritter signed Senate Bill 10-191, which requires districts and schools to adopt an evaluation system that annually evaluates principals and teachers based on student learning and statewide quality standards defining what it means to be an effective teacher or principal. Although charter schools and innovation schools may waive section 22-9-106, C.R.S., which outlines requirements for local personnel evaluation systems, they also must specify in their charter contract or innovation application how they will comply with the intent of the waived statute by including their own unique plan.

Governor Ritter also signed into law House Bill 10-1412 to create a 13 member review committee to make recommendations to the State Board of Education and legislative education committees regarding standards for charter school authorizers and charter schools. The 1412 Committee, as it was known, met nine times and heard presentations from charter school operators, authorizers, parents, and students. Members also consulted research and best practices, including the National Association of Charter School Authorizer's (NACSA's) Principles and Standards of Quality Charter School Authorizing. The 1412 Committee presented its final report to the State Board and General Assembly on August 1, 2011. *The Charter School and Charter School Authorizer Standards Review Committee: Report & Recommendations* makes recommendations regarding streamlining the charter school application and renewal processes, authorizer standards, performance contracts, oversight and evaluation, education service providers, online education, ethical issues (e.g., excess benefits, executive compensation, nepotism, and conflicts of interest), accountability, and federal and state anti-discrimination laws.

In 2012, lawmakers took many of the recommendations into account when they wrote SB 12-061, a bill that revised the application requirements and process, lengthened the period of initial charter contracts from three to four years, established requirements for Education Management Provider (EMP) performance contracts, and revised deadlines. The law also requires yearly authorizer review of a charter schools' School Performance Framework (SPF) and most recent financial audit, and guides authorizers in handling turnaround and closing charter schools.

Waivers

Colorado law allows districts to request waivers from certain areas of state statue and rule. 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 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.)

Any waivers from state statute or rule must be reviewed and approved by CDE staff and if the school is requesting waivers from statutes that are not identified as automatic waivers, the school's waiver request must also be approved by the State Board of Education. Schools may not waive statutes regarding school accountability committees, state testing and reporting, internet protection, school performance reports, or the Public School Finance Act of 1994. More information on waivers can be found in the following guide: http://www.cde.state.co.us/cdechart/download/WaiverGuidance_121312.pdf

The State Board has identified 23 automatic waivers. Automatic Waivers are waivers from state statute and rule that do not require approval of the state board of education. These waivers have been identified over time as those that should be easier to receive either because they contradict the intent of the Charter School Act in terms of autonomies offered to charter schools, or have been requested so frequently that it is deemed more efficient for both the state and local boards. The automatic waivers include:

22-9-106 Local Board Duties Concerning Performance Evaluations
22-32-109(1)(b) Local Board Duties Concerning Competitive Bidding
22-32-109(1)(f) Local Board Duties Concerning Selection of Staff, and Pay
22-32-109(1)(n)(I) Local Board Duties Concerning School Calendar
22-32-109(1)(n)(II)(A) Determine teacher-pupil contact hours
22-32-109(1)(n)(II)(B) Adopt district calendar
22-32-109(1)(t) Local Board Duties Concerning Textbooks and Curriculum
22-32-126 Employment and Authority of Principals
22-32-110(1)(h) Local Board Powers-Terminate employment of personnel
22-32-110(1)(i) Local Board Powers-Reimburse employees for expenses
22-32-110(1)(j) Local Board Powers-Procure life, health, or accident insurance
22-32-110(1)(k) Local Board Powers-Policies relating to in service training and official conduct
22-32-110(1)(ee) Local Board Powers-Employ teachers' aides and other non-certificated personnel
22-33-104(4) Compulsory School Attendance-Attendance policies and excused absences
22-63-2011 Teacher Employment Act - Compensation & Dismissal Act-Requirement to hold a certificate
22-63-202 Teacher Employment Act - Contracts in writing, damage provision
22-63-203 Teacher Employment Act-Requirements for probationary teacher, renewal & nonrenewal
22-63-206 Teacher Employment Act-Transfer of teachers
22-63-301 Teacher Employment Act-Grounds for dismissal
22-63-302 Teacher Employment Act-Procedures for dismissal of teachers
22-63-401 Teacher Employment Act-Teachers subject to adopted salary schedule
22-63-402 Teacher Employment Act-Certificate required to pay teachers
22-63-403 Teacher Employment Act-Describes payment of salaries

Charter Application, Renewal, and Appeal

A charter application is submitted to the local school board by October 1 to be eligible for consideration to open in the following school year. The charter applicant and local school board may jointly waive any timelines set forth in the Colorado Charter Schools Act. The school district may establish local procedures for submitting and considering applications, but may not charge an application fee. An approved charter application must serve as the basis for a contract between the charter school and the school board.

Before the school board formally approves or denies the application, it must first be reviewed by the district accountability advisory committee pursuant to the district's guidelines. The school board must also hold a series of community meetings, and then, within 60 days after receiving the formal application, make a decision about granting a charter. It is the charter applicant's responsibility to obtain a copy of the district's application procedures from the administrative office of the school district.

Whether the charter is denied or approved, an appeal process to the State Board of Education is provided pursuant to Section 22-30.5-108 C.R.S. The State Board may also, upon its own motion, decide to review any charter decision of a local board of education. Under the act, the State Board has the authority to direct the local board to grant, deny, or revoke the charter. The timelines for the consideration and appeal processes are built into the act.

Over the past three years, the State Board has upheld a local board decision on the first appeal six times, remanded the decision five times, and once overturned a local board's decision to revoke a charter (see Table 13).

TABLE 13: Disposition of Charter School Appeals by the State Board of Education

Resolution	00	01	02	03	04	05	06	07	08	09	10	11	12	Total
Upheld local board decision on first appeal	**32**	**3**	**2**	**2**	**4**	**2**	**3**	**2**	**1**		**3**	**3**		**57**
Remanded decision back to local board of education for reconsideration	**21**	**3**	**2**	**2**	**3**	**4**	**3**	**2**			**1**	**1**	**3**	**45**
Ordered the establishment of a charter school after the second appeal of a local board's decision	**3**	**1**		**1**	**2**		**2**	**1**			**1**			**11**
Overturned a local board's decision to revoke a charter	**1**											**1**		**2**
Dismissed the appeal because the parties settled the issues in dispute	**5**			**1**	**1**	**4**	**4**							**15**
Dismissed the appeal because of legal defects in the appeal	**22**	**4**					**2**							**28**
TOTAL	**84**	**11**	**4**	**6**	**10**	**10**	**14**	**4**	**1**	**0**	**5**	**5**	**3**	**157**

Court Decisions Regarding Charter Schools

The State Board's ability to override districts' decisions regarding charter schools was the subject of a lawsuit brought by the Denver Public Schools district, which contended that it had a constitutional right to determine education delivery within its boundaries. The case made it all the way to the Colorado Supreme Court, which upheld the State Board's authority in 1999 (*Board of Education School District No. 1 v. Booth*).

The State Board's authority to make a final decision on contract disputes between charter schools and their school districts was clarified by the General Assembly and the Colorado Supreme Court in 1999. In House Bill 99-1274, the legislature clarified its intent that the State Board had such authority. In *Academy of Charter Schools v. Adams County School District No. 12*, the Colorado Supreme Court further clarified this issue. Contract disputes involving service agreements, the Court ruled, are voluntary contractual provisions that can be enforced judicially. The State Board has authority to decide over disputes between charter schools and their districts regarding governing policy agreements.

Shortly after the enactment of the law authorizing the state's second charter school authorizer, the Boulder Valley School District, the Poudre School District, and the Westminster 50 School District filed suit (*Boulder Valley School District Re-2 v. Colorado State Board of Education).* Poudre and Westminster 50 subsequently dropped out of the lawsuit. A district court decision ruled in favor of the constitutionality of the Charter School Institute and later that decision was affirmed by the Court of Appeals.

Colorado Department of Education Schools of Choice Office Support and Research

Since the publication of the previous the triennial report, the CDE created a Division of Innovation, Choice and Engagement, which focuses on expanding learning opportunities for each student by looking beyond the typical school building, day, and calendar. It is also a priority of the division to increase strategically the supply of quality online and blended learning options, support new choice schools and programs, and replicate those with proven track records of success. The division also identifies policy or system changes needed within CDE and across the state in order to meet the needs of 21st century learners. The Division oversees dropout prevention, online and blended learning, libraries, health and wellness initiatives, innovation schools, adult education, and charter schools.

The Colorado Department of Education Schools of Choice Office continues to provide information, networking opportunities, conferences and workshops, technical assistance, evaluation services, and research to Colorado charter schools. In 2010, the Unit published *Charter School Leadership in Colorado,* which examines the leadership landscape in Colorado's charter schools using an extensive survey of charter administrators/principals.

Part Three: Characteristics of Colorado Charter Schools

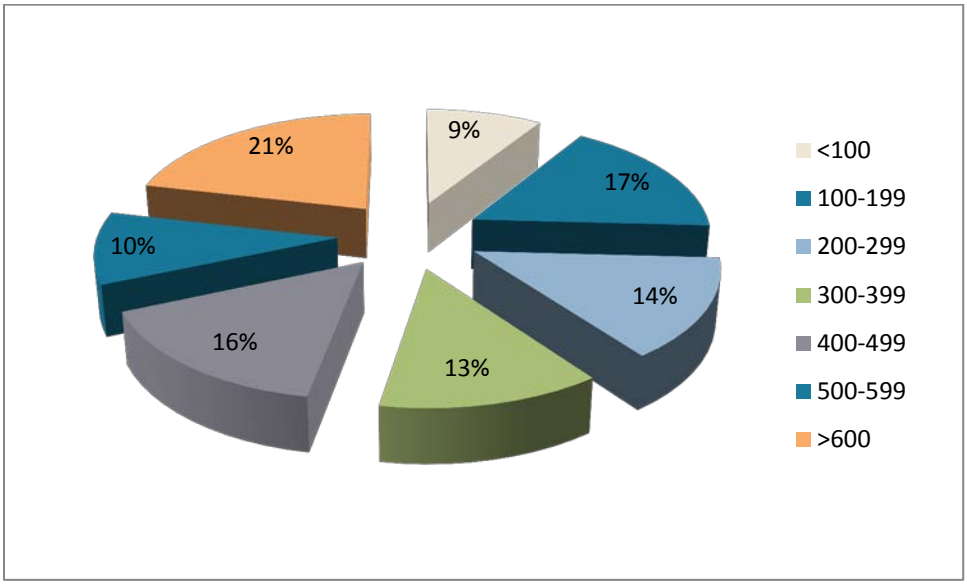
This section of the report looks at key characteristics of Colorado charter schools and the students and families they served. These data present an overall picture of the charter school program in Colorado during the 2011-2012 school year.

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 7). Of the 178 schools in this report:

- 9% (16 schools) served less than 100 students;
- 17% (30 schools) served between 101 and 199 students;
- 14% (25 schools) served between 200 and 299 students;
- 13% (23 schools) served between 300 and 399 students;
- 16% (28 schools) served between 400 and 499 students;
- 10% (18 schools) served between 500 and 599 students; and
- 21% (38 schools) served more than 600 students.

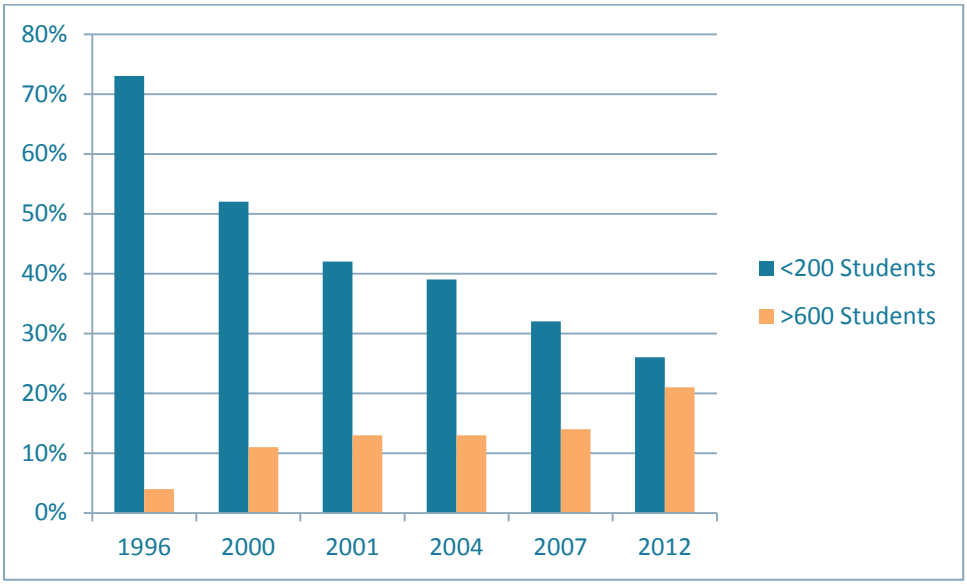
FIGURE 7: Enrollment of Charter Schools, 2011-2012



Forty percent of charter schools enroll less than 300 students, down from 47% in the 2009 report. Moreover, the mean enrollment was 469 students, compared to 398 in the prior report, and statewide the number of students in charter schools grew from 56,188, as indicated in 2009 report, to 83,478 during the 2011-2012 school year.

Over time, the enrollment patterns of charter schools have changed, showing an increase in the size of charter schools. As Figure 8 illustrates, in the middle 1990s, more than 70% of charter schools enrolled fewer than 200 students; by 2012 that percentage fell to 26%.Meanwhile, only 4% of charters enrolled more than 600 students in 1996, but that number grew to 21% by 2012.

Figure 8: Charter School Enrollments over Time



The number of charter students enrolled in 2011-2012 ranged from eight students (Prairie Creeks Charter School) to 5,013 students (Colorado Virtual Academy). The largest brick-and-mortar school is The Classical Academy with 2,051 students.

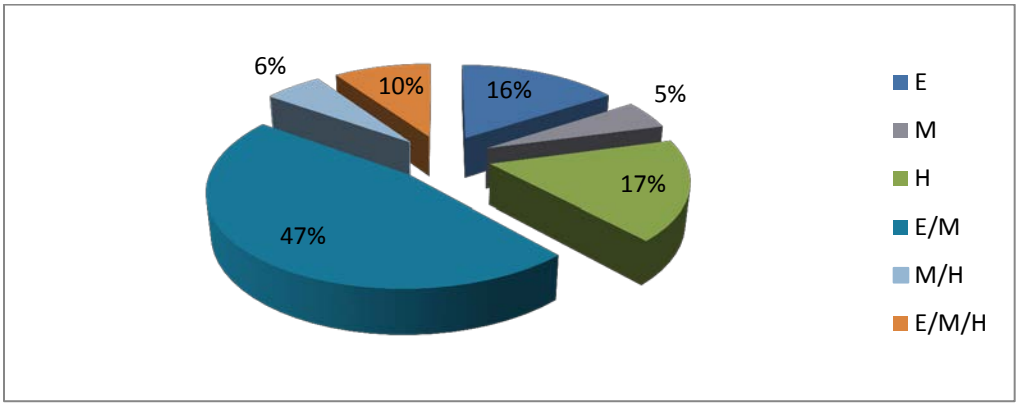
Grade Level Configuration

Sixty-two percent of charter schools that operated in 2011-2012 (110 of 178 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 their public school experience.

As illustrated in Figure 9, of the charter schools operating in 2011-2012:

- 16% (28 schools) served the elementary grades;
- 47% (83 schools) served elementary and middle school grades;
- 5% (9 schools) served the middle school grades;
- 6% (10 schools) served the middle and high school grades;
- 17% (31 schools) served the high school grades; and
- 10% (17 schools) served elementary, middle and high school grade levels.

FIGURE 9: Grade Level Configuration of Charter Schools, 2011-2012



Although some school grade configurations have remained basically stable since the late 1990s (see Table 14), such as elementary schools, a few demonstrate notable differences. The percentage of high schools, for example, increased over time. The percentage of elementary/middle schools increased in 2012 over 2007, and the percentage of K-12 schools was at its lowest in 2012.

TABLE 14: Charter School Grade Configurations Over Time

	1997	2001	2004	2007	2012
Elementary	**12%**	**15%**	**14%**	**14%**	**16%**
Elementary/ Middle	**41%**	**38%**	**40%**	**41%**	**47%**
Middle	**16%**	**6%**	**5%**	**6%**	**5%**
Middle/High	**12%**	**12%**	**8%**	**4%**	**6%**
High	**3%**	**12%**	**16%**	**20%**	**17%**
K-12	**16%**	**17%**	**11%**	**14%**	**10%**

Student-to-Teacher Ratio

Of charters operating in 2011-2012, the average student to teacher ratio was 21, with a median of 17. This was up slightly from 2007-2008, which had an average ratio of 18, and 2003-2004, which had an average of 16. Statewide, the average student to teacher ratio is 58, with a median of 17. Using the more stable of these numbers—the median—it appears charters and non-charters operate at equivalent student to teacher ratios.[v]

Student Mobility

For charter schools in 2011-12, the average student mobility rate was 39%, while the mobility incidence rate was 42% (see endnotes for definition of mobility rate and incidence).[vi] The student mobility rate ranged in individual charter schools from a low of 5% to a high of 96%. The mobility incidence rate ranged from a low of 5% to a high of 119%. Compared to their non-charter peers, charter schools appear to see greater mobility. Non-charter public

schools report, on average, a 32% student mobility rate and 33% mobility incidence rate. For both measures, the rates ranged from 0% to 100%.

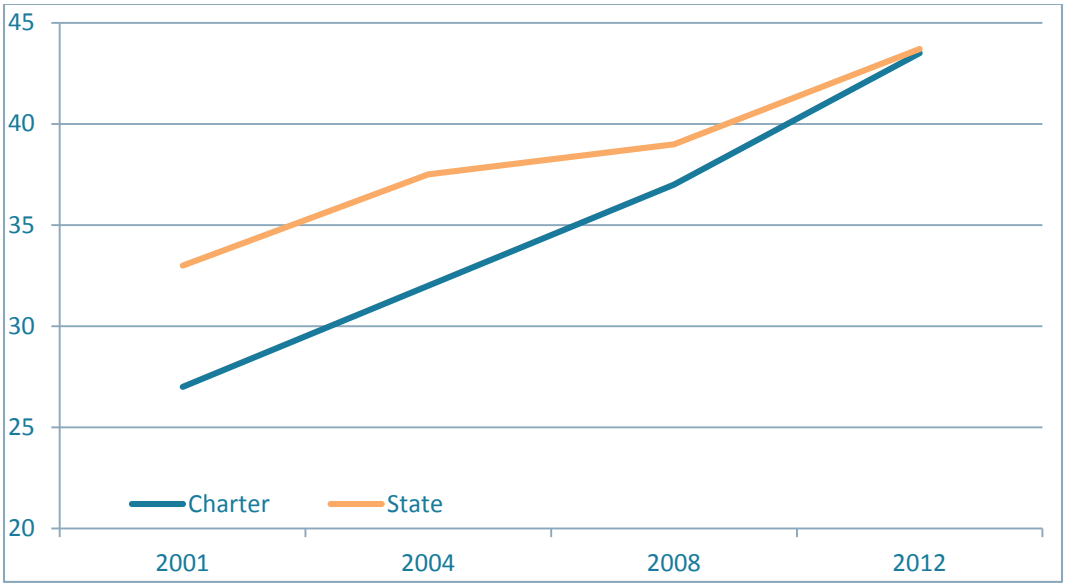
Part Four: Characteristics of Colorado Charter School Students

Charter schools operating in 2011-2012 were more racially and economically diverse than in prior years but continued to serve a slightly smaller percentage of racial/ethnic minority students and students eligible for Free or Reduced-Price Lunch than the state public school average.

Racial/Ethnic Minorities

The charter schools operating in 2011-2012 served 20,659 racial/ethnic minority students, representing 43.5% of the total charter school enrollment. The state average was 43.7%. As Figure 10 illustrates, the percent of racial/ethnic minority students enrolled in charter schools has increased over time from 27% in 2001, and is now virtually identical to the state average.

FIGURE 10: Percentage of Minority Students in Charters and Statewide, 2001 to 2012

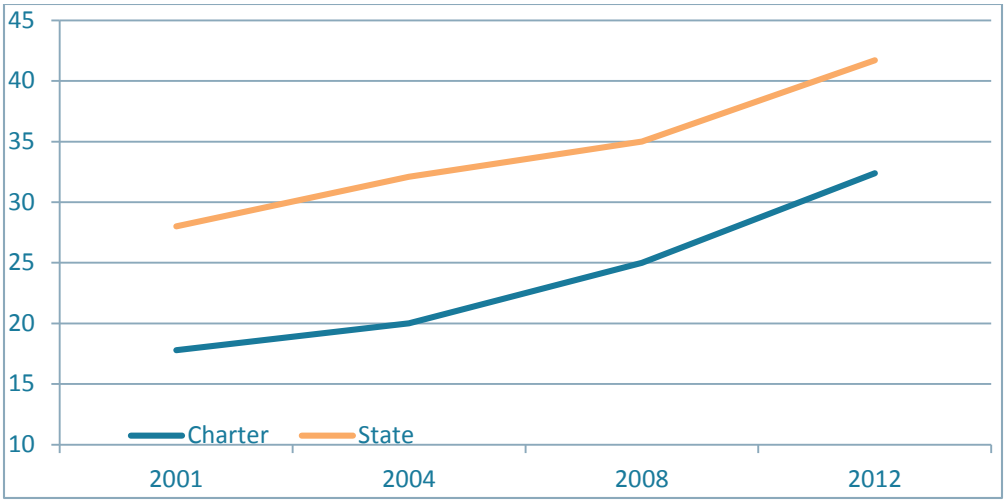


Student Eligibility for Free or Reduced-Price Lunch

The charter schools operating in 2011-2012 served 15,421 students who were eligible for Free or Reduced-Price Lunch, representing 32.4% of the total enrollment of the schools. As Figure 11 indicates, the percentage of charter students who qualify for free or reduced lunch has grown steadily compared to prior years. Despite this increase, however, the total percent of FRL students served by charters has remained approximately 10 points lower than the state's average each year.

The percentage of students eligible for Free or Reduced-Price Lunch served by the charter schools in fall 2011 ranged from 0% to 100%, with seven schools reporting 0% and three schools reporting 100%. Table A1 in the Appendix shows the percentage of students eligible for Free and Reduced-Price Lunch and the percentage of minority students for all charter schools and their authorizing districts.

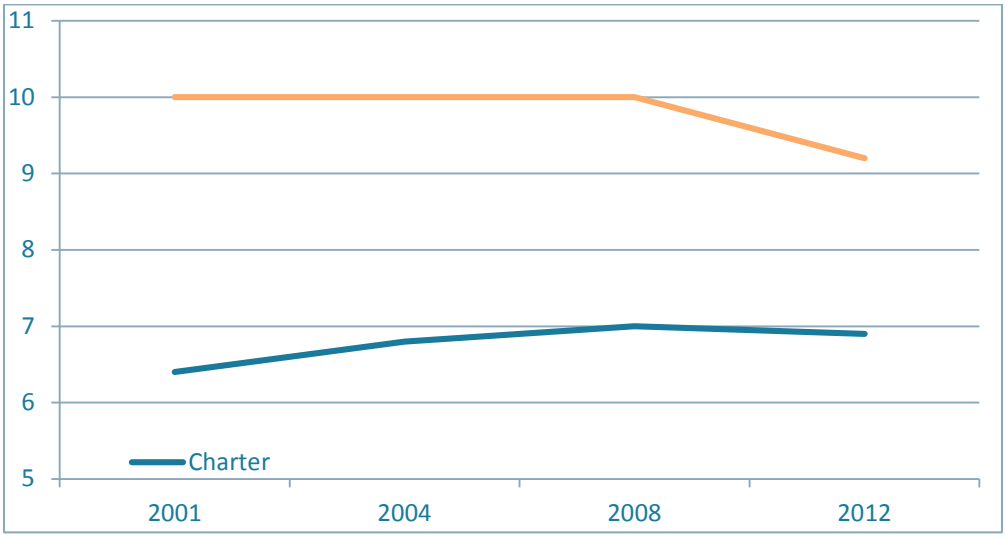
FIGURE 11: Percentage of Students Eligible for Free or Reduced Lunch in Charters and Statewide, 2001 to 2012



Students with Disabilities

During the 2011-2012 school year, students with disabilities represented 6.9% (or 3,296 students) of the charter school population. By comparison, the statewide population was 9.2%. Figure 12 indicates both the state and charter school percentages declined slightly in 2012 compared to prior years. Although the numbers have remained essentially static over time, the gap between charters and non-charters has narrowed some over time.

FIGURE 12: Percentage of Special Education Students in Charters and Statewide, 2001 to 2012

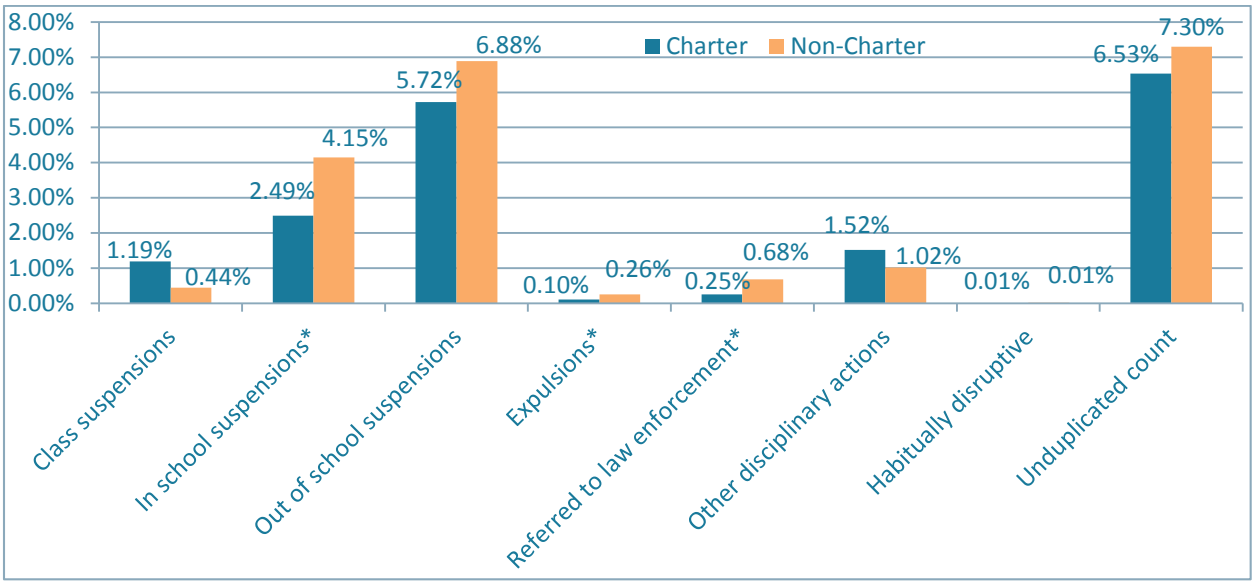


Disciplinary Incidents

Each year, schools report disciplinary incidents in eight categories: Class suspensions, In school suspensions, Out of school suspensions, Expulsions, Referred to law enforcement, Other disciplinary actions, Habitually disruptive, and Unduplicated count.[vii] Comparisons among schools of the total number of disciplinary incidents can be misleading because schools vary in size so dramatically. To adjust for school size, the total number of disciplinary incidents reported by each school were divided by the school's enrollment to produce a rate of disciplinary incidents.

Figure 13 compares rates in all eight categories between charters and non-charters. For charter schools, the disciplinary action type with the greatest rate was Out of school suspensions, at 5.7%. The next highest category, In school suspensions, was reported at approximately half that rate. The category with the smallest rate was Habitually disruptive. Comparing charters to non-charters, the latter saw greater rates in five of eight categories. Charter rates exceeded those of non-charters in Class suspensions and Other disciplinary actions.

FIGURE 13: Disciplinary Actions in Charters and Non-Charters, 2011-2012



* Difference was significant $p<.05$

Part Five: Charter School Performance

Results in this section draw on two types of data—Transitional Colorado Assessment Program (TCAP) test results and the Colorado Growth Model (CGM), the latter of which draws upon the former for its construction.

Transitional Colorado Assessment Program

The TCAP (formerly CSAP) is a statewide assessment aligned with the state model content standards. The data used in this report were at the student level drawn from TCAP tests administered in reading, math, and writing for grades 3 through 10.

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 collapsed these four categories into two—Proficient/Advanced and Not Proficient. The tables 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 are 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 the same amount of growth as the state average. A median growth percentile below 50 indicates the school is making less than average growth and a median growth percentile above 50 indicates the school is making above average growth.

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 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 $p<.05$.[viii] Statistically significant performance differences are noted with an asterisk (*) in the tables that follow and also those included in the Appendix. Differences between Median Growth Percentiles are included and labeled throughout. However, CDE has not yet identified sound statistical methods to determine significance when making these comparisons. As a result, differences in MGPs are not labeled in terms of statistical significance.

Reading Proficiency and Growth

There were 46,659 students from charter schools reporting TCAP reading scores for the 2011-2012 school year, compared to 440,230 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 but 10th grade, a greater percentage of charter school students scored at proficient or advanced as compared to those in non-charter public schools.

Table 15B shows the Median Growth Percentiles of charter schools and non-charter schools. In grades 6-10, charter schools had higher Median Growth Percentiles (MGP) than non-charter schools. In grades 4 and 5, performance was reversed with non-charter schools achieving a higher MGP than charter schools.

TABLE 15A: Percentage of Charter and Non-Charter Students at Proficient or Advanced in Reading, 2011-2012

	Charter		Non-Charter	
Grade	**Percentage**	**Count**	**Percentage**	**Count**
3*	**78.2**	5,263	**73.4**	42,274
4*	**74.1**	4,653	**66.4**	37,675
5*	**74.8**	4,556	**69.4**	39,015
6*	**77.1**	6,000	**72.9**	39,364
7*	**73.1**	4,977	**68.1**	36,586
8*	**71.8**	4,191	**67.1**	35,984
9	**68.9**	2,618	**68.4**	37,839
10*	**66.4**	2,219	**70.2**	37,164

* Difference was significant $p<.05$

TABLE 15B: Median Growth Percentiles for Charter and Non-Charter Students in Reading, 2011-2012

	Charter		Non-Charter	
Grade	**Median Growth Percentile MGP**	**Count**	**Median Growth Percentile MGP**	**Count**
4	**48**	5,904	**50**	52,042
5	**47**	5,729	**50**	53,052
6	**53**	7,227	**50**	50,819
7	**52**	6,394	**50**	50,591
8	**52**	5,468	**50**	50,677
9	**57**	3,162	**50**	50,420
10	**53**	2,873	**50**	49,463

Figures 34 and 35 show the results of the comparisons within grades, racial/ethnic groups, and free/reduced lunch status for TCAP 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 six. 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 seven and continued into high school. With only a couple of exceptions, charters always showed greater percentages of proficient or advanced across groups. The exceptions were Hispanic students in 8th, 9th, and 10th grades, where non-charter percentages exceeded those of charters.

FIGURE 14: Percentage of Charter and Non-Charter Students at Proficient or Advanced on TCAP in Reading, Matched by those Not Eligible for Free or Reduced-Price Lunch and Race/Ethnicity, 2011-2012

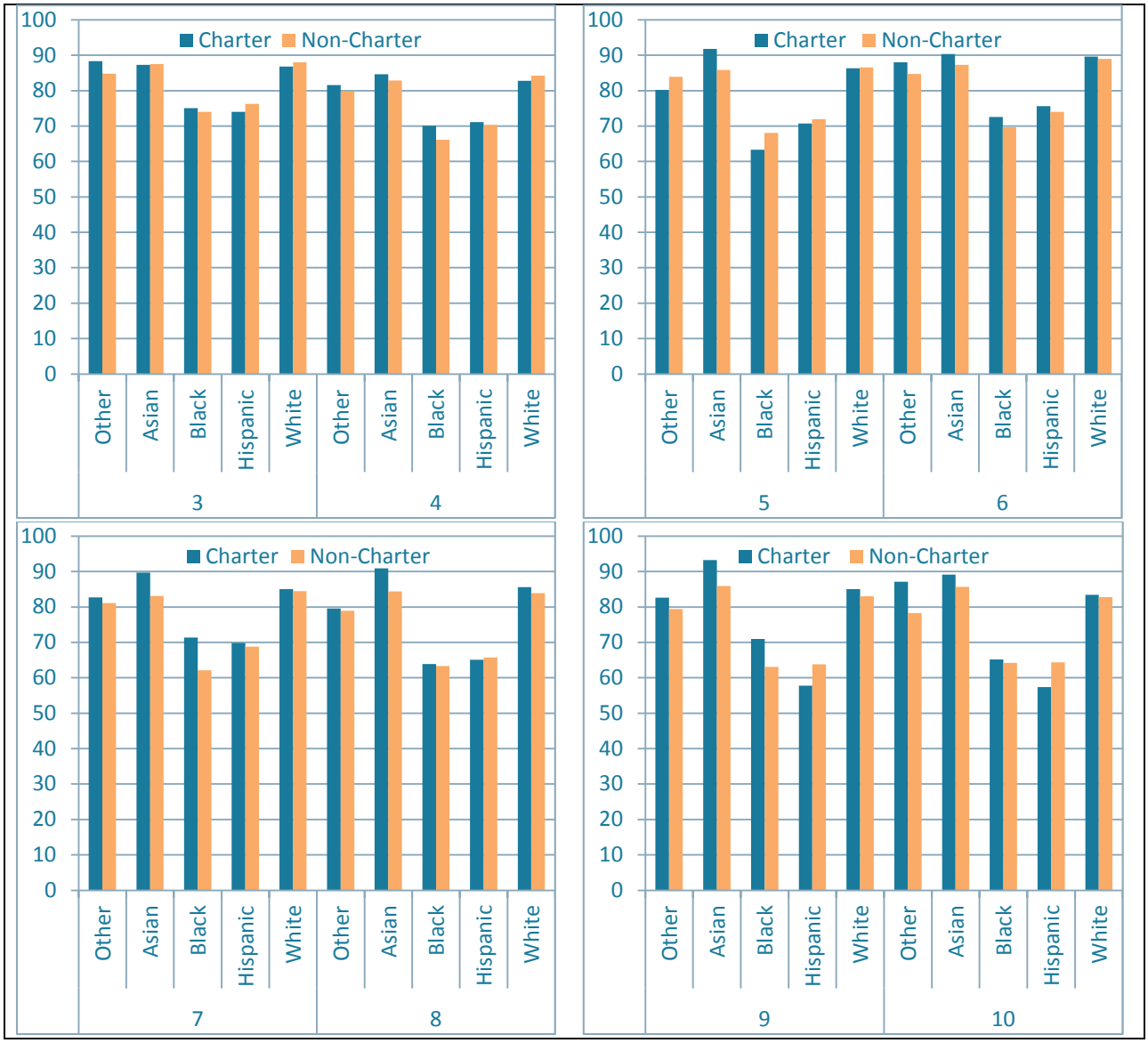
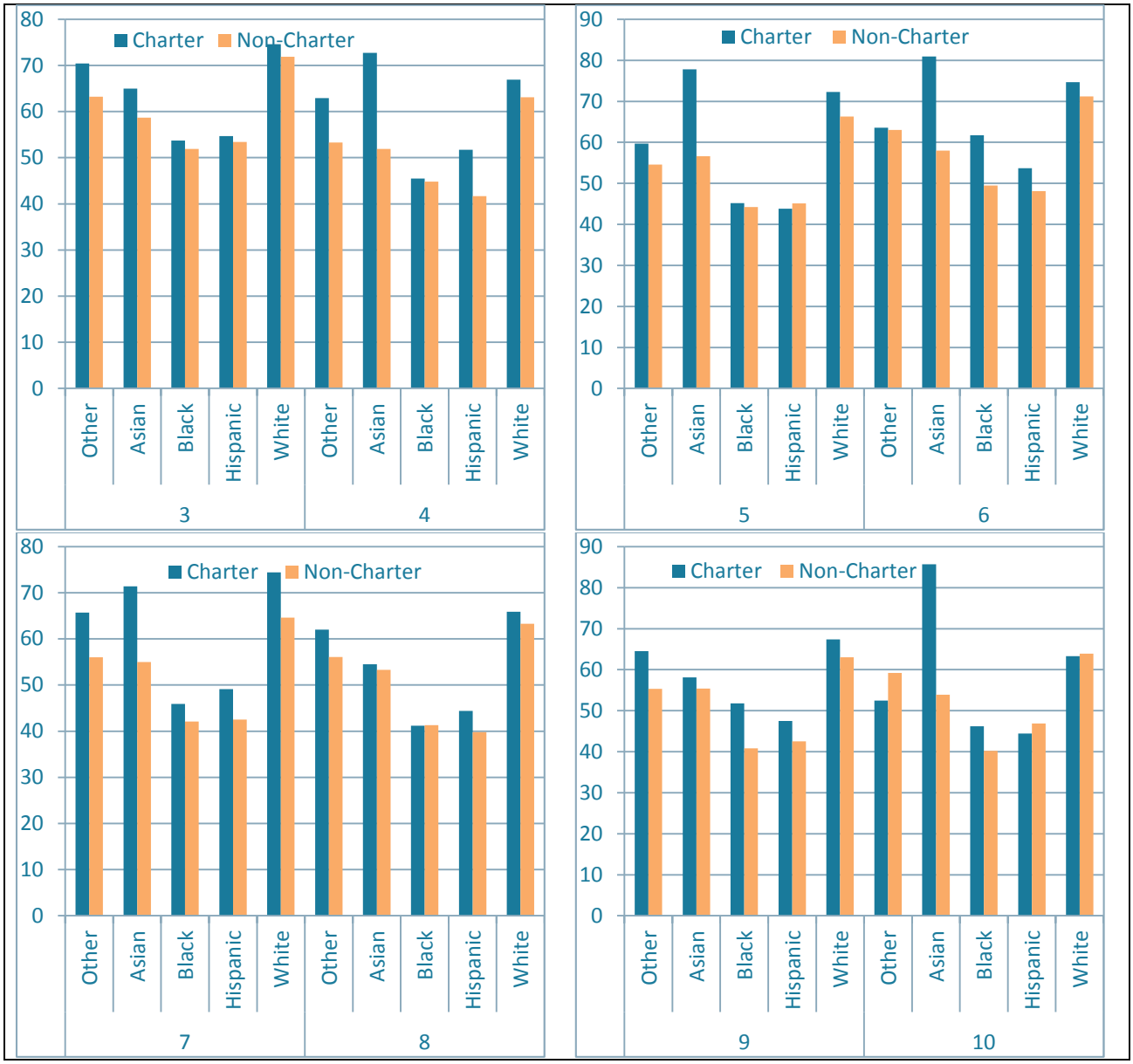


Figure 15 includes results for students eligible for Free or Reduced-Price Lunch. In almost all comparisons, charter students tend to show greater percentages of proficient or advanced. The most consistent exception is in 10th grade, where non-charter students in three groups—Hispanic, White, and Other—showed greater percentages.

FIGURE 15: Percentage of Charter and Non-Charter Students at Proficient or Advanced on TCAP in Reading, Matched by those Eligible for Free or Reduced-Price Lunch and Race/Ethnicity, 2011-2012



Math Proficiency and Growth

For math tests 46,924 charter school students and 440,319 non-charter students reported scores.

As Table 16A indicates, charter students in almost all grades showed greater percentages of proficient or advanced but smaller percentages in 9th and 10th grade—a trend similar to reading scores.

As Table 16B indicates, charter schools outperformed non-charter schools in math growth in grades 6, 7 and 9. However, in grades 4, 5 and 8 charter schools not only performed below non-charters, but also below the 50th percentile, indicating less than an average year of growth. Charter and non-charter schools both had a MGP of 50 for 10th grade.

TABLE 16A: Percentage of Charter and Non-Charter Students at Proficient or Advanced in Math, 2011-2012

	Charter		Non-Charter	
Grade	**Percentage**	**Count**	**Percentage**	**Count**
3	**75.7**	5,110	**70.6**	40,742
4	**76.1**	4,782	**71.2**	40,420
5	**67.3**	4,266	**64.4**	36,207
6	**64.1**	4,989	**61.5**	33,075
7	**56.7**	3,852	**53.0**	28,513
8	**53.9**	3,147	**51.6**	27,717
9	**35.9**	1,358	**38.3**	21,099
10	**28.3**	948	**33.7**	17,934

All differences were significant $p<.05$

TABLE 16B: Median Growth Percentiles for Charter and Non-Charter Students in Math, 2011-2012

	Charter		Non-Charter	
Grade	**Median Growth Percentile MGP**	**Count**	**Median Growth Percentile MGP**	**Count**
4	**47**	5,931	**50**	53,377
5	**47**	5,990	**50**	53,116
6	**54**	7,229	**50**	50,657
7	**56**	6,386	**50**	50,688
8	**48**	5,477	**50**	50,776
9	**53**	3,150	**50**	50,209
10	**50**	2,891	**50**	49,706

Figure 16 includes only students who were not eligible for Free or Reduced-Price Lunch (full results are presented in table form in the Appendix, Tables A6-A9). Among this student population, percentages of proficient or advanced were mixed between grades, but for some groups there were some evident tendencies. Percentages were always greater for White students in non-charter schools, and almost always so for Hispanic students. For Black students, however, the percentages were almost always greater in charter schools.

FIGURE 16: Percentage of Charter and Non-Charter Students at Proficient or Advanced on TCAP in Math, Matched by those Not Eligible for Free or Reduced-Price Lunch and Race/Ethnicity, 2011-2012

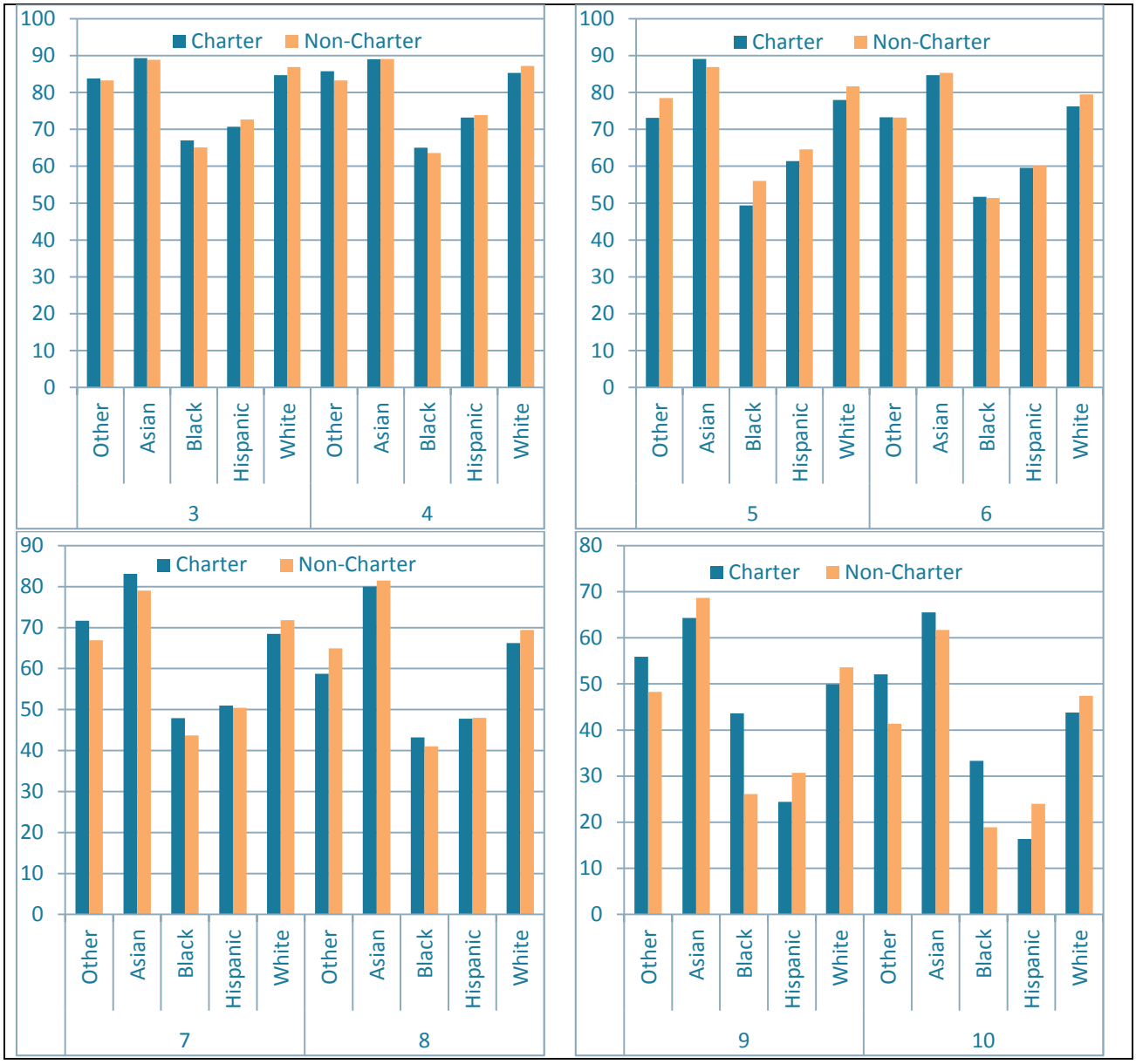
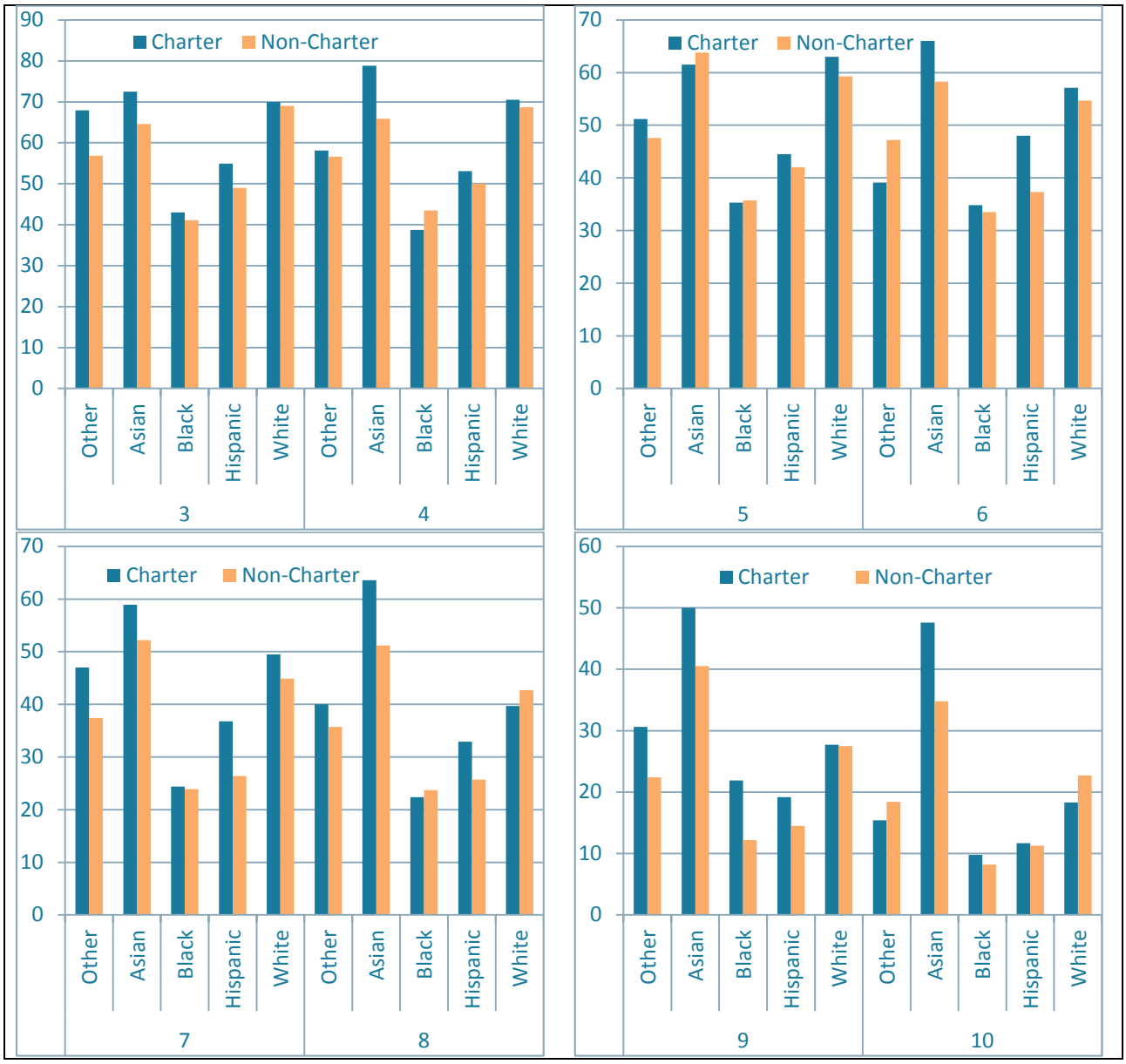


Figure 17 includes math scores for students eligible for Free or Reduced-Price Lunch. As indicated, charter students more frequently showed greater percentages of proficient or advanced, although there were a few exceptions across grades. Those exceptions were most often manifest for Black students, where in three of the eight grades tested, non-charter percentages exceeded those of charters.

FIGURE 17: Percentage of Charter and Non-Charter Students at Proficient or Advanced on TCAP in Math, Matched by those Eligible for Free or Reduced-Price Lunch and Race/Ethnicity, 2011-2012



Writing Proficiency and Growth

For writing tests 46,715 charter school students and 440,125 non-charter students reported scores.

As Table 17A indicates, a greater percentage of charter students scored at the proficient or advanced level from grades 3-8, but more non-charter students scored proficient or advanced in high school.

As Table 17B indicates, charter and non-charter schools both have a MGP of 50 in 4th grade. Non-charter schools had a higher MGP than charter schools in grade 5, and charter schools had higher MGPs for grades 6-10.

TABLE 17A: Percentage of Charter and Non-Charter Students at Proficient or Advanced in Writing, 2011-2012

	Charter		Non-Charter	
Grade	**Percentage**	**Count**	**Percentage**	**Count**
3*	**55.3**	**3,733**	**52.5**	**30,212**
4*	**55.7**	**3,493**	**48.8**	**27,644**
5*	**62.5**	**3,925**	**58.2**	**32,764**
6*	**61.1**	**4,759**	**55.7**	**30,042**
7*	**67.9**	**4,624**	**61.4**	**32,987**
8*	**62.5**	**3,643**	**54.6**	**29,174**
9	**50.6**	**1,844**	**52.0**	**28,806**
10*	**46.1**	**1,543**	**49.7**	**26,355**

* Difference was significant $p<.05$

TABLE 17B: Median Growth Percentiles for Charter and Non-Charter Students in Writing, 2011-2012

	Charter		Non-Charter	
Grade	**Median Growth Percentile MGP**	**Count**	**Median Growth Percentile MGP**	**Count**
4	**50**	5,911	**50**	52,264
5	**47**	5,913	**51**	53,033
6	**55**	7,222	**50**	50,765
7	**54**	6,387	**50**	50,601
8	**53**	5,461	**50**	50,524
9	**55**	3,021	**50**	50,453
10	**52**	2,881	**50**	49,538

Figure 18 includes students not eligible for Free or Reduced-Price Lunch (full results are presented in table form in the Appendix, Tables A10-A13). Results indicate percentages and growth scores are quite mixed across grades and school types. An examination by race/ethnicity indicates percentages are almost always greater in charter schools for Asian students. For Hispanic students, elementary and high school percentages are greater in non-charter schools but smaller in middle grades. Among the other student groups, trends are more mixed.

FIGURE 18: Percentage of Charter and Non-Charter Students at Proficient or Advanced on TCAP in Writing, Matched by those Not Eligible for Free or Reduced-Price Lunch and Race/Ethnicity, 2011-2012

Figure 19 reports results for students eligible for Free or Reduced-Price Lunch. Percentage of proficient or advanced tended to be greater for charter students, with some exceptions in the elementary grades and a few in high school. The exceptions were most often evident among Black students in the elementary grades, where non-charter percentages exceeded those of charters.

FIGURE 19: Percentage of Charter and Non-Charter Students at Proficient or Advanced on TCAP in Writing, Matched by those Eligible for Free or Reduced-Price Lunch and Race/Ethnicity, 2011-2012

Additional Growth Metrics

Please see table A14 in the Appendix for a detailed view of Catch Up, Keep Up, and Move up data by grade level for both charter and non-charter schools.

School Performance Frameworks

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 18 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 three year SPF results, spanning school years 2009-10, 2010-11, and 2011-12. Differences between charters and non-charters are measured by independent t-tests.

TABLE 18: Average Percentage of Points Earned in Each Performance Area by Charters and Non-Charters

	Mean		Standard Deviation	
	Charter	**Non-Charter**	**Charter**	**Non-Charter**
Achievement*	**64.85**	60.75	23.13	20.14
Growth	**67.17**	66.26	17.68	16.04
Growth Gaps*	**62.66**	58.18	17.99	15.14
Postsecondary and Workforce Readiness*	56.21	**65.22**	27.81	21.41
Total Points	**64.69**	63.12	18.39	15.58

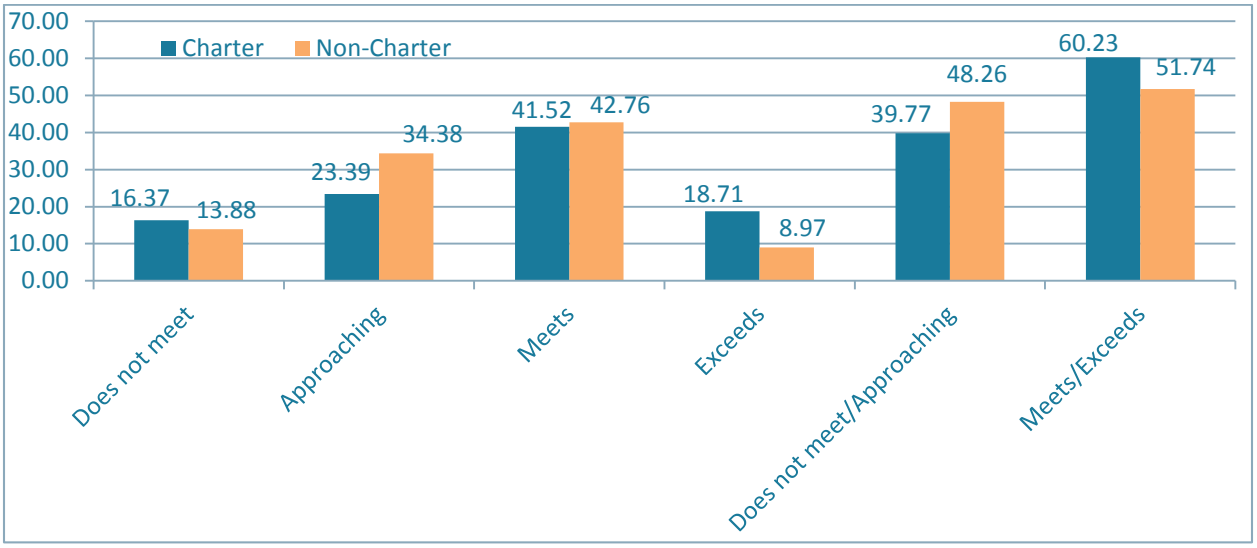
* Difference was significant $p<.05$

In all but Postsecondary and Workforce Readiness, charter schools earn a greater percentage of points than non-charters. In two of those areas—Achievement and Growth Gaps—the difference is statistically significant. The difference in Postsecondary and Workforce Readiness is also significant, but in this area, charters lag behind non-charters by nine percentage points. 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 further away from the average, either above or below, as compared to the distribution of non-charter schools.

Further detail on charter and non-charter performance in each of the four areas is included in Figures 40 through 43. The 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.

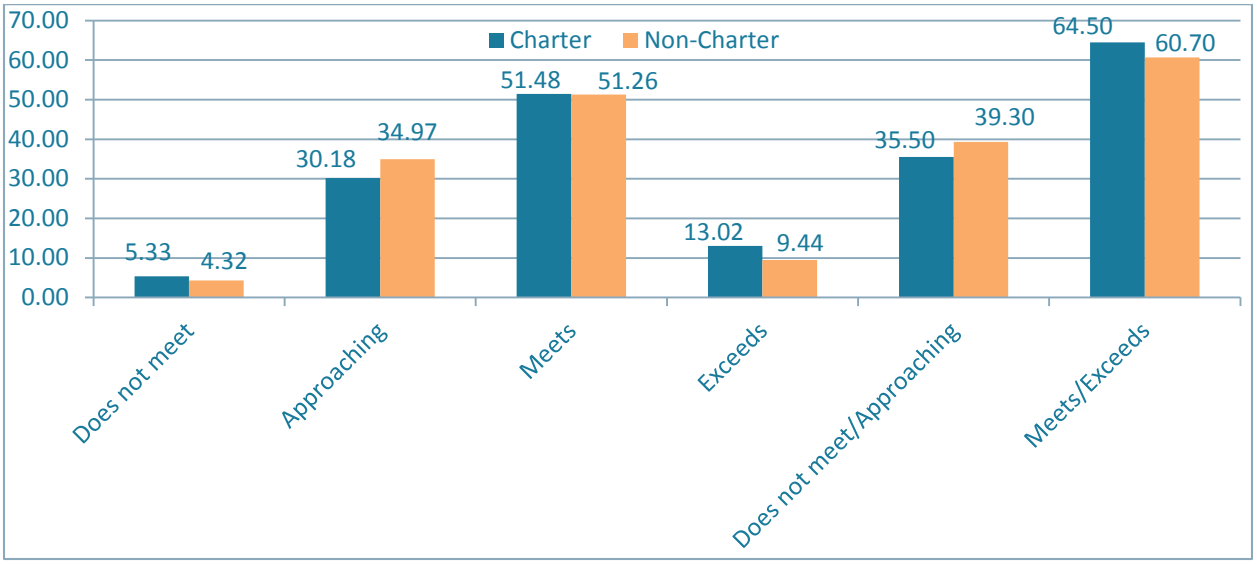
In Achievement (see Figure 20), a greater percentage of charters are exceeding performance expectations, but a greater number are also not meeting them. The percentages of schools meeting expectations are similar between charters and non-charters, but a greater percentage of non-charters are at the "approaching" level.

FIGURE 20: Schools Exceeding, Meeting, Approaching, or Not Meeting Performance Thresholds in Achievement



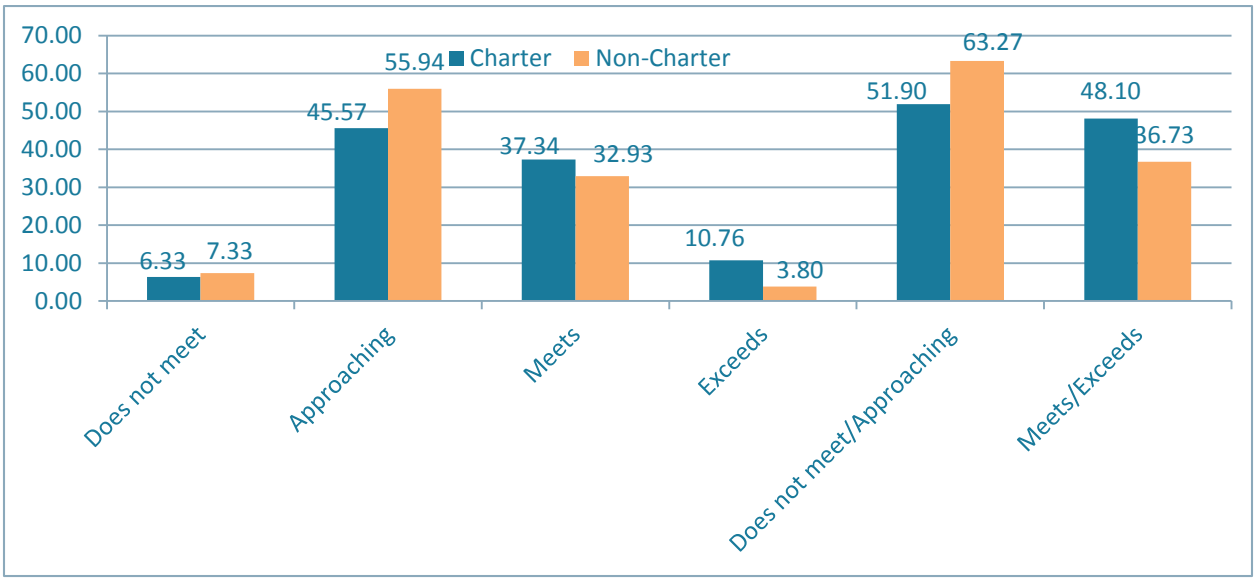
A similar trend is apparent for the Growth performance area. As illustrated in Figure 21, a greater percentage of charters were at "exceed" and "does not meet," with similar percentages meeting expectations and fewer charters approaching.

FIGURE 21: Schools Exceeding, Meeting, Approaching, or Not Meeting Performance Thresholds in Growth



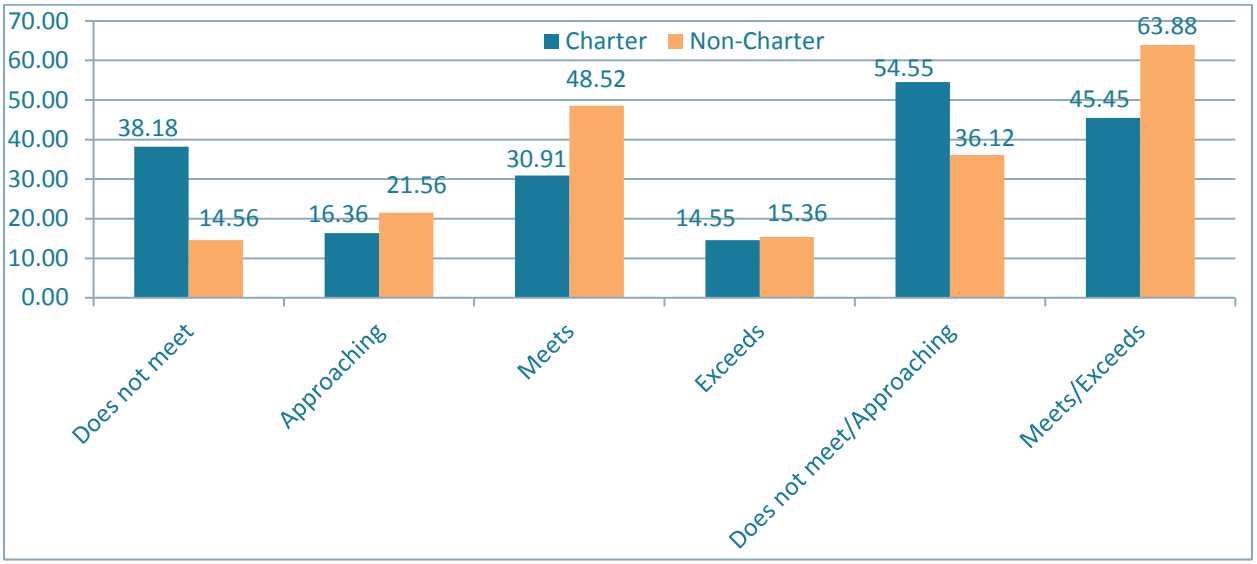
In Growth Gaps (see Figure 22), the trend differs from the prior two performance areas. Here, a greater percentage of charters as compared to non-charters are meeting or exceeding thresholds, and a smaller percentage are approaching or not meeting, although the "does not meet" percentages are within one point of each other between school types.

FIGURE 22: Schools Exceeding, Meeting, Approaching, or Not Meeting Performance Thresholds in Growth Gaps



Trends in the Postsecondary Education and Workforce Readiness performance area (see Figure 23) also differ from the other three areas. While the percentages of schools that exceed are very similar, a larger percentage of non-charters are meeting or approaching expectations. Among those at "does not meet," the percentage of charters in this category more than doubles non-charters.

FIGURE 23: Schools Exceeding, Meeting, Approaching, or Not Meeting Performance Thresholds in Postsecondary Education and Workforce Readiness

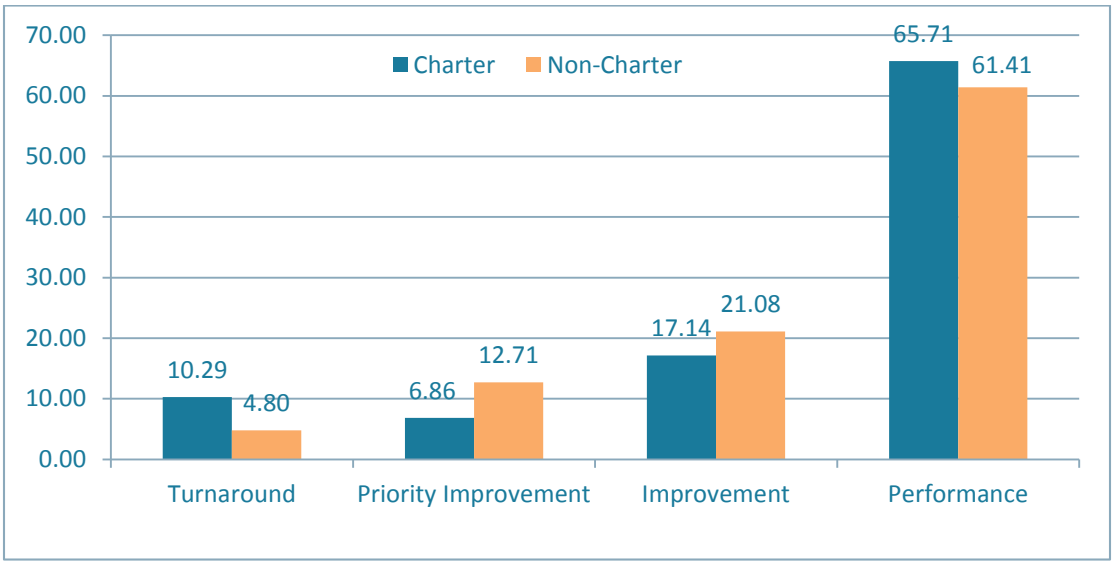


A school's performance in the four performance areas leads to the assignment of one of four types of improvement plan:

1. *Performance Plan*: The school meets or exceeds statewide attainment on the performance indicators and is required to adopt and implement a Performance Plan.
2. *Improvement Plan*: The school is required to adopt and implement an Improvement Plan.
3. *Priority Improvement Plan*: The school is required to adopt and implement a Priority Improvement Plan.
4. *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 slightly 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.

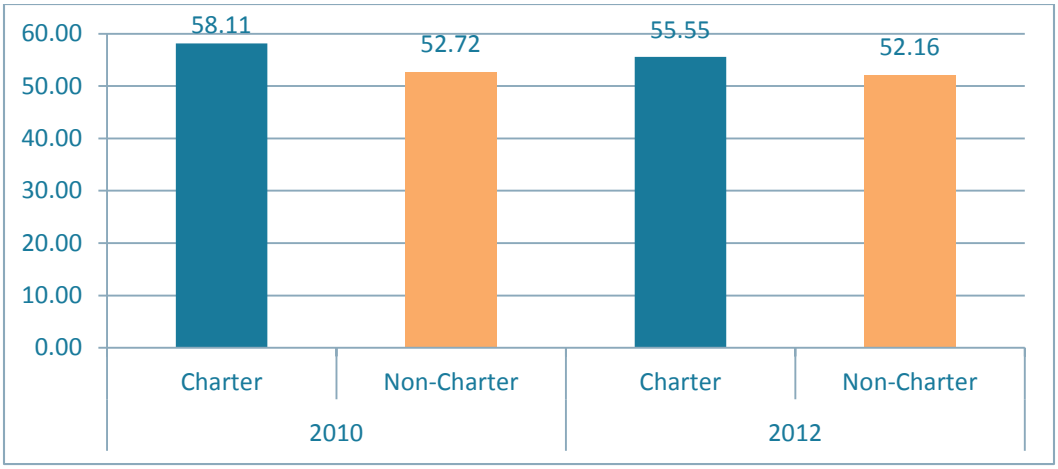
FIGURE 24: Percentage of Schools Assigned to Performance Plan Status



While the preceding figures presented results from 3-Year SPF reports, Figures 25 through 29 compare 2010 One-Year SPF report results to those from 2012, as a measure of change over time. The first four figures show the percentage of schools meeting or exceeding performance thresholds in the four performance areas.

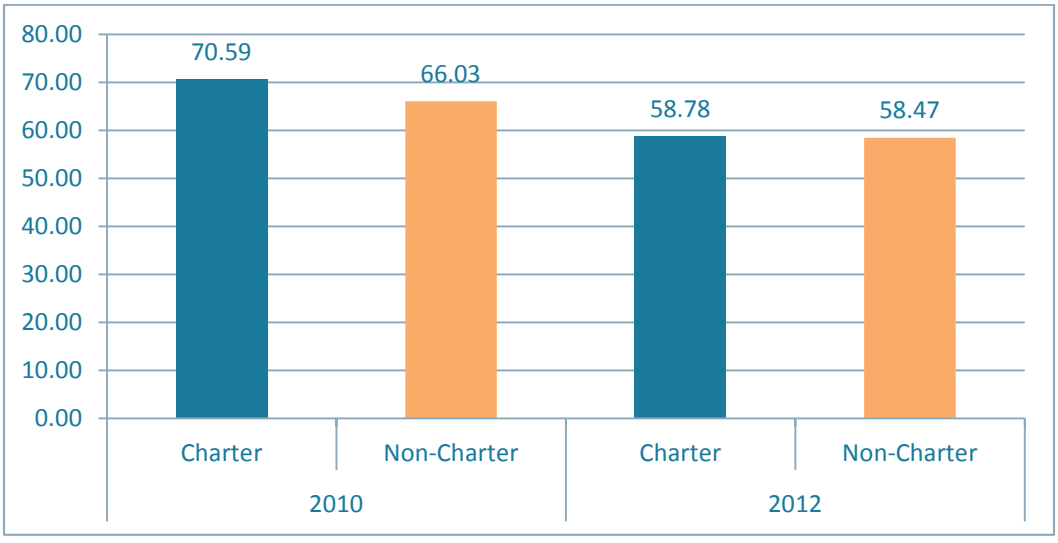
As indicated in Figure 25, from 2010 to 2012 there was a decrease in the percentage of charter schools meeting or exceeding in the Achievement performance area (58.11% to 55.55%). Whereas, non-charters showed only a slight decrease in the percentage of schools meeting or exceeding (52.72% to 52.16%).

FIGURE 25: Percentage of Schools Exceeding/Meeting Performance Thresholds in Achievement, 2010 and 2012



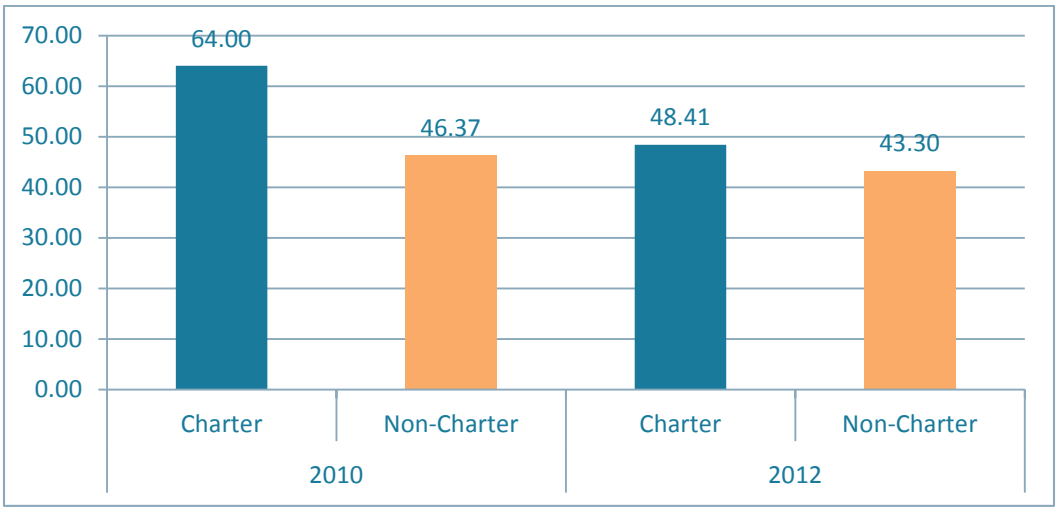
In the Growth performance category, charters and non-charters alike saw a decrease in the percentage of schools meeting or exceeding (Figure 26). The 2010 to 2012 difference was greater for charter schools at 11.81 percentage points, while for non-charters it was 7.56 percentage points.

FIGURE 26: Percentage of Schools Exceeding/Meeting Performance Thresholds in Growth, 2010 and 2012



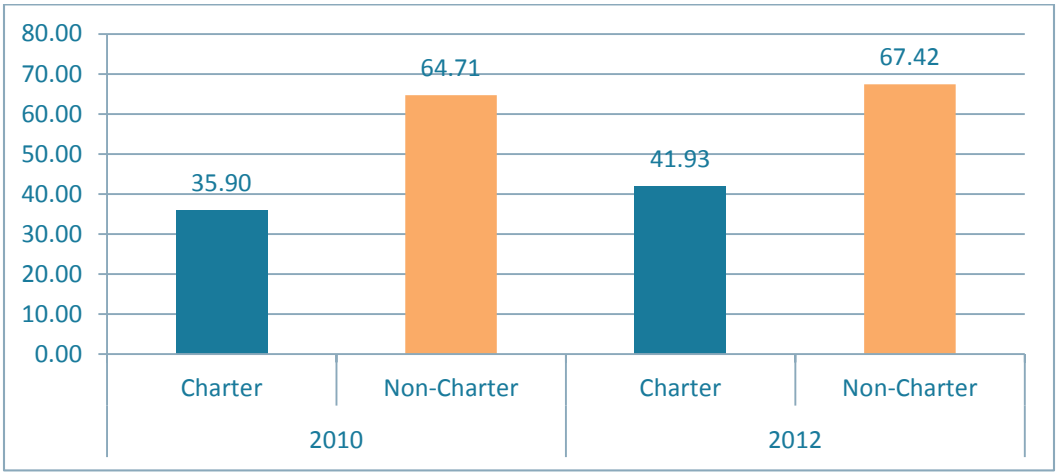
Similarly, in the Growth Gaps category, charters and non-charters saw decreases in the percentages of schools meeting or exceeding (Figure 27). And as in the Growth category, the decrease was greater for charter schools. The 2010 to 2012 difference for charters was 15.59 percentage points compared to 3.07 percentage points for non-charters.

FIGURE 27: Percentage of Schools Exceeding/Meeting Performance Thresholds in Growth Gaps, 2010 and 2012



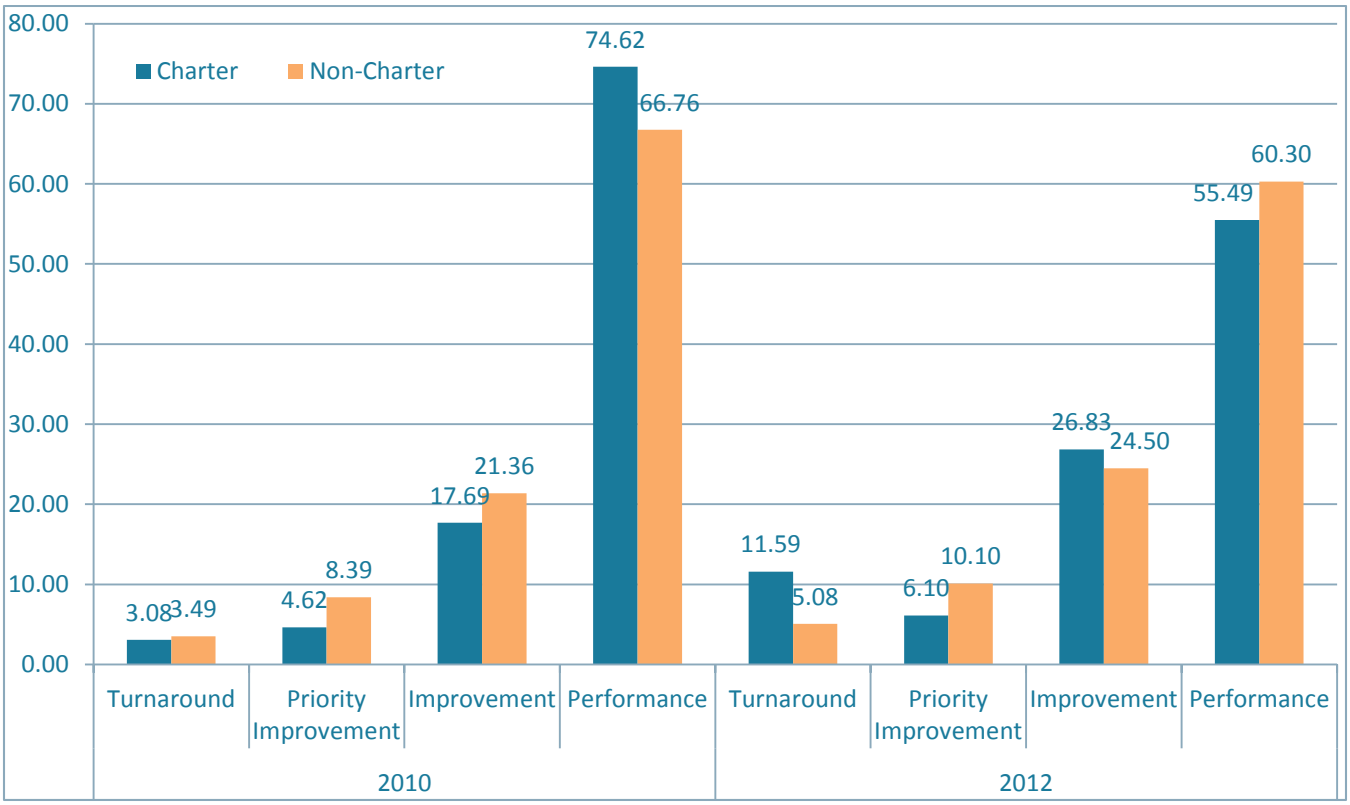
Unlike the other performance areas, Postsecondary Education and Workforce Readiness saw an increase for charters and non-charters from 2010 to 2012 in the percentage of schools meeting or exceeding (Figure 28). Charters saw a 6.03 percentage point increase, and non-charters saw a 2.71 percentage point increase.

FIGURE 28: Percentage of Schools Exceeding/Meeting Performance Thresholds in Postsecondary Education and Workforce Readiness, 2010 and 2012



Finally, Figure 29 presents the performance plan status of charters and non-charters in 2010 and 2012. Consistent with the decreasing percentages of schools meeting or exceeding in three of the four preceding performance areas, the percentages of schools at Performance status decreased from 2010 to 2012. This was true for charters and non-charters, although charters saw the greater percentage point difference. As with Figures 25-28, this chart differs from Figure 24 because it compares each year's 1-Year SPF reports, whereas Figure 24 uses 3-Year SPF reports.

FIGURE 29: Percentage of Schools Assigned to Performance Plan Status, 2010 and 2012



The 2010 to 2012 decrease in the percentage of schools on Performance plans inevitably resulted in an increase in the percentage of schools in the other status categories. The most pronounced 2010 to 2012 differences were among charter schools in the Turnaround and Improvement categories. In the former, the percentage of charter schools increased from 3.08 to 11.59, and in the latter the increase was from 17.69 to 28.83. In fact, the percentage of charter schools at Improvement status lagged behind non-charters in 2010, but in 2012 this was reversed so that the percentage of charters at Improvement status now exceeds non-charters.

Part Six: Colorado Charter School Teachers and Administrators

This section reports on characteristics of charter school teachers and administrators, including salary, experience, and qualifications.

Teacher Salary

Data about teacher salary were available for 178 charter schools. The average teacher salary in charter schools was $35,537, ranging from $24,269 to $55,439. The median salary was $35,940.

The average teacher salary in districts in which those charters reside was $51,150, which means charter teachers made an average of $15,210 less than non-charter teachers. As indicated below, this gap is greater than the gaps reported in the prior three reports.

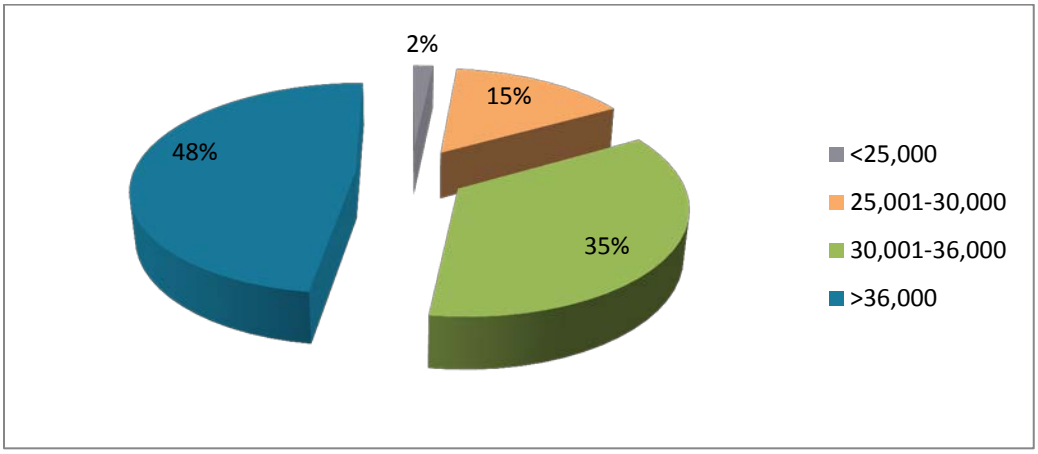
TABLE 19: Teacher Salaries in Charter and Non-Charter Schools

	Charter	Non-Charter	Gap
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**

A gap in teacher salary persists even after controlling for years of experience. As indicated below, charter schools tend to employ teachers with less experience than non-charter public schools. When this factor is taken into account, average charter school salaries still lag their non-charter peers by a little more than $9,700.[ix]

Figure 30 indicates the percentage of 178 charter schools within certain salary ranges. The greatest percentage of schools has average teacher salaries of greater than $36,000.

FIGURE 30: Average Charter School Teacher Salaries, 2011-2012



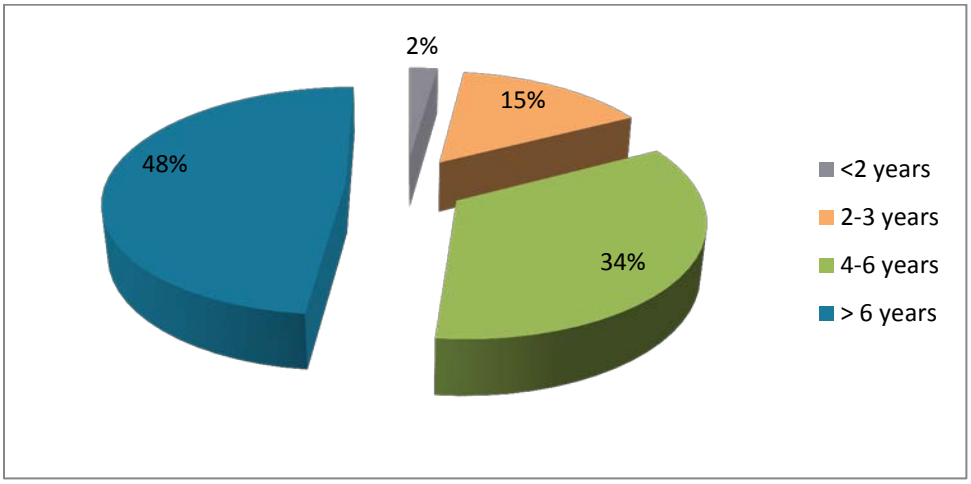
Teacher Experience

The average experience of teachers in Colorado charter schools was 7 years, ranging from no experience to 19 years. The median experience of teachers in Colorado charter schools was 6 years. The average teaching experience of teachers in the respective districts was 10 years.

The average years of teaching experience of Colorado charter school teachers has increased slightly over time. In 2007, the average experience was 6.53 years, in 2004 it was 6.1 years, and in 2001 5.2 years.

Figure 31 shows the percentage of schools within years of teaching experience categories. The greatest percentage of schools has average years of teacher experience greater than 6 years.

FIGURE 31: Average Years of Teacher Experience in Charter Schools, 2011-2012



Highly Qualified Teachers

Of the 178 charter schools studied here, the percentage of highly qualified teachers per school ranged from 73% to 100%. The average was 99.03%. The data for the districts in which those schools reside ranged from 83% to 100% of highly qualified teachers. The average was 99.76%.

Charter School Administrator Salaries

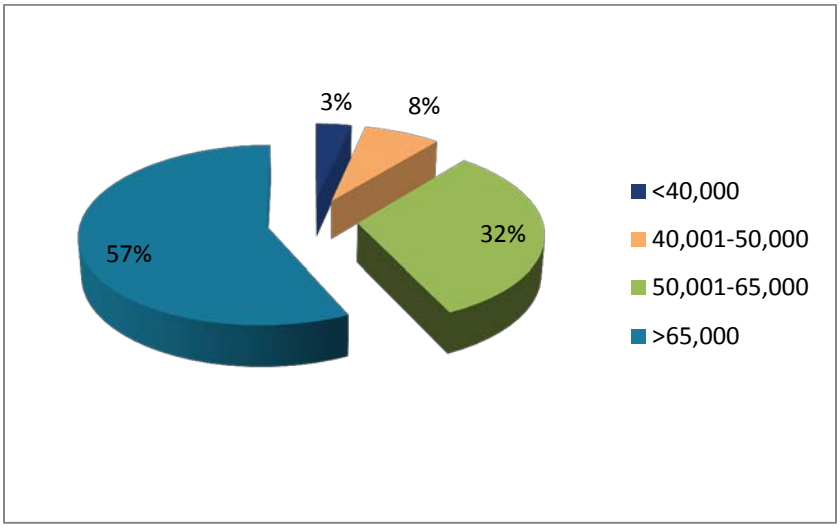
Data on administrator salaries were available for 172 of the 178 charter schools. The average salary of charter school administrators was $69,606. The median salary was $67,861. The average administrator salary in charter schools ranged from $35,321 to $214,332.

The average salary of administrators in districts where those charter schools reside was $84,670, which makes for a gap of $15,064. This gap is greater than 2007 ($11,753) but less than 2004 ($16,288).

The gap in 2011-2012 persisted even after controlling for size of school. Generally speaking, administrators of larger schools bear more responsibility and might be expected to earn more as a result. When school size is taken into account, the salary gap between charters and non-charter public schools is $14,757.[x]

Figure 32 indicates the percentage of 172 charter schools within certain salary ranges. The greatest percentage of schools has average administrative salaries of greater than $65,000.

FIGURE 32: Average Charter School Administrator Salaries, 2011-2012



Appendices

TABLE A1: Charter School and Authorizing District Demographics

Authorizer	School Name	District % Minority	District % FRL	School % Minority	School % FRL
ACADEMY 20	THE CLASSICAL ACADEMY CHARTER	24%	12%	18%	5%
	THE CLASSICAL ACADEMY MIDDLE SCHOOL			15%	6%
	THE CLASSICAL ACADEMY HIGH SCHOOL			14%	5%
	TCA COLLEGE PATHWAYS			14%	4%
ADAMS-ARAPAHOE 28J	AXL ACADEMY	79%	66%	71%	60%
	AURORA ACADEMY CHARTER SCHOOL			62%	42%
	GLOBAL VILLAGE ACADEMY			81%	56%
	LOTUS SCHOOL FOR EXCELLENCE			77%	63%
	NEW AMERICA SCHOOL			98%	63%
	VANGUARD CLASSICAL SCHOOL			73%	64%
ADAMS 12 FIVE STAR SCHOOLS	ACADEMY OF CHARTER SCHOOLS	42%	34%	36%	8%
	STARGATE CHARTER SCHOOL			31%	2%
	COLORADO VIRTUAL ACADEMY (COVA)			20%	23%
	GLOBAL VILLAGE ACADEMY			51%	18%
	PROSPECT RIDGE ACADEMY			17%	5%
	WESTGATE CHARTER			19%	4%
ASPEN 1	ASPEN COMMUNITY CHARTER SCHOOL	15%	6%	5%	2%
BENNETT 29J	CORRIDOR COMMUNITY ACADEMY	23%	31%	19%	1%
BOULDER VALLEY RE 2	BOULDER PREP CHARTER HIGH SCHOOL	29%	18%	58%	37%
	JUSTICE HIGH CHARTER SCHOOL			80%	68%
	HORIZONS K-8 SCHOOL			12%	5%
	PEAK TO PEAK CHARTER SCHOOL			25%	7%
	SUMMIT MIDDLE CHARTER SCHOOL			28%	4%
BRIGHTON 27J	BELLE CREEK CHARTER SCHOOL	51%	35%	49%	32%

	BROMLEY EAST CHARTER SCHOOL			35%	25%
	EAGLE RIDGE ACADEMY			40%	26%
	FOUNDATIONS ACADEMY			24%	13%
	LANDMARK ACADEMY AT REUNION			27%	10%
CANON CITY RE-1	MOUNT VIEW CORE KNOWLEDGE CHARTER SCHOOL	17%	52%	16%	31%
CHARTER SCHOOL INSTITUTE	FRONTIER CHARTER ACADEMY	53%	51%	4%	43%
	ANIMAS HIGH SCHOOL			17%	0%
	STONE CREEK SCHOOL			19%	9%
	THE PINNACLE CHARTER SCHOOL ELEMENTARY			72%	56%
	HIGH POINT ACADEMY			71%	50%
	T.R. PAUL ACADEMY OF ARTS & KNOWLEDGE			27%	31%
	CAPROCK ACADEMY			13%	26%
	SCHOLARS TO LEADERS ACADEMY			77%	82%
	COLORADO SPRINGS CHARTER ACADEMY			27%	30%
	COLORADO SPRINGS EARLY COLLEGES			32%	27%
	COLORADO PROVOST ACADEMY			41%	40%
	COMMUNITY LEADERSHIP ACADEMY			90%	85%
	COLORADO CALVERT ACADEMY			23%	43%
	EARLY COLLEGE HIGH SCHOOL AT ARVADA			43%	39%
	GOAL ACADEMY			59%	77%
	MOUNTAIN MIDDLE SCHOOL			6%	3%
	THE PINNACLE CHARTER SCHOOL MIDDLE			74%	58%
	THE PINNACLE CHARTER SCHOOL HIGH			70%	49%
	RICARDO FLORES MAGON ACADEMY			97%	89%
	ROSS MONTESSORI SCHOOL			25%	18%
	THOMAS MACLAREN STATE CHARTER SCHOOL			30%	28%
	PIKES PEAK PREP			63%	57%
	THE VANGUARD SCHOOL			42%	23%

	(MIDDLE)				
	THE VANGUARD SCHOOL (HIGH)			31%	18%
	YOUTH & FAMILY ACADEMY CHARTER			80%	70%
CHERRY CREEK 5	CHERRY CREEK CHARTER ACADEMY	43%	26%	34%	0%
CHEYENNE MOUNTAIN 12	CHEYENNE MOUNTAIN CHARTER ACADEMY	24%	15%	39%	26%
CLEAR CREEK RE-1	GEORGETOWN COMMUNITY SCHOOL	18%	24%	15%	11%
COLORADO SPRINGS 11	ACADEMY FOR ADVANCED AND CREATIVE LEARNING	47%	53%	21%	23%
	CIVA CHARTER ACADEMY			30%	42%
	COMMUNITY PREP CHARTER SCHOOL			62%	50%
	GLOBE CHARTER SCHOOL			43%	60%
	LIFE SKILLS CENTER OF COLORADO SPRINGS			65%	51%
	ROOSEVELT EDISON CHARTER SCHOOL			82%	86%
	SPACE TECHNOLOGY AND ARTS ACADEMY			72%	73%
DENVER COUNTY 1	RIDGE VIEW ACADEMY CHARTER SCHOOL	80%	73%	66%	100%
	ACADEMY OF URBAN LEARNING			88%	87%
	CESAR CHAVEZ ACADEMY DENVER			91%	83%
	COLORADO HIGH SCHOOL			92%	66%
	ACE COMMUNITY CHALLENGE CHARTER SCHOOL			96%	94%
	DENVER LANGUAGE SCHOOL			44%	18%
	DENVER SCHOOL OF SCIENCE AND TECHNOLOGY: GVR			90%	67%
	DENVER SCHOOL OF SCIENCE AND TECHNOLOGY			68%	43%
	DSST: COLE			84%	74%
	VENTURE PREP			92%	88%
	GIRLS ATHLETIC LEADERSHIP SCHOOL			59%	51%
	HIGHLINE ACADEMY CHARTER SCHOOL			49%	32%
	JUSTICE HIGH SCHOOL DENVER			96%	93%
	KIPP MONTBELLO COLLEGE			93%	95%

	PREP				
	KIPP DENVER COLLEGIATE HIGH SCHOOL			98%	94%
	KIPP SUNSHINE PEAK ACADEMY			100%	98%
	LIFE SKILLS CENTER OF DENVER			93%	81%
	MANNY MARTINEZ MIDDLE SCHOOL			97%	100%
	NORTHEAST ACADEMY CHARTER SCHOOL			97%	88%
	ODYSSEY CHARTER ELEMENTARY SCHOOL			44%	35%
	OMAR D BLAIR CHARTER SCHOOL			85%	57%
	PIONEER CHARTER SCHOOL			98%	92%
	SOAR			86%	67%
	WEST DENVER PREP: FEDERAL CAMPUS			99%	93%
	SOAR AT OAKLAND			94%	90%
	SOUTHWEST EARLY COLLEGE CHARTER SCHOOL			91%	79%
	UNIVERSITY PREP			91%	81%
	WEST DENVER PREP - HIGHLAND CAMPUS			96%	92%
	WEST DENVER PREP: HARVEY PARK CAMPUS			95%	90%
	WEST DENVER PREP - LAKE CAMPUS			95%	94%
	WYATT-EDISON CHARTER ELEMENTARY SCHOOL			97%	75%
DOUGLAS COUNTY RE 1	ACADEMY CHARTER SCHOOL	23%	11%	17%	5%
	BEN FRANKLIN ACADEMY			18%	1%
	AMERICAN ACADEMY AT CASTLE PINES CHARTER			17%	2%
	CHALLENGE TO EXCELLENCE CHARTER SCHOOL			22%	5%
	NORTH STAR ACADEMY			22%	0%
	CORE KNOWLEDGE CHARTER SCHOOL			13%	4%
	HOPE ON-LINE			79%	63%
	STEM MIDDLE & HIGH SCHOOL			21%	4%
	D C S MONTESSORI CHARTER SCHOOL			17%	3%

	SKYVIEW ACADEMY			27%	3%
	PLATTE RIVER CHARTER ACADEMY			22%	1%
EAGLE COUNTY RE 50	EAGLE COUNTY CHARTER ACADEMY	53%	42%	8%	1%
	NEW AMERICA CHARTER SCHOOL			92%	39%
EAST GRAND 2	INDIAN PEAKS CHARTER SCHOOL	14%	32%	9%	53%
ELIZABETH C-1	LEGACY ACADEMY	14%	17%	13%	12%
FALCON 49	BANNING LEWIS RANCH ACADEMY	35%	21%	30%	11%
	THE IMAGINE CLASSICAL ACADEMY AT INDIGO RANCH			33%	5%
	PIKES PEAK SCHOOL EXPEDITIONARY LEARNING			15%	14%
	ROCKY MOUNTAIN CLASSICAL ACADEMY			28%	12%
GREELEY 6	FRONTIER CHARTER ACADEMY	63%	60%	19%	17%
	UNIVERSITY SCHOOLS			33%	24%
	UNION COLONY PREPARATORY SCHOOL			35%	21%
	WEST RIDGE ACADEMY			32%	31%
GUNNISON WATERSHED RE1J	MARBLE CHARTER SCHOOL	19%	23%	18%	27%
HARRISON 2	ATLAS PREPARATORY SCHOOL	67%	70%	75%	77%
	JAMES IRWIN CHARTER HIGH SCHOOL			46%	33%
	JAMES IRWIN CHARTER MIDDLE SCHOOL			57%	44%
	JAMES IRWIN CHARTER ELEMENTARY SCHOOL			47%	41%
JEFFERSON COUNTY R-1	COMPASS MONTESSORI - WHEAT RIDGE CHARTER	32%	33%	22%	0%
	COMPASS MONTESSORI - GOLDEN CHARTER			20%	0%
	EXCEL ACADEMY CHARTER SCHOOL			19%	18%
	FREE HORIZON MONTESSORI CHARTER SCHOOL			21%	17%
	JEFFERSON ACADEMY CHARTER SCHOOL			18%	13%
	JEFFERSON CHARTER ACADEMY JUNIOR HIGH SCHOOL			30%	20%

	JEFFERSON CHARTER ACADEMY SENIOR HIGH SCHOOL			25%	14%
	LINCOLN CHARTER ACADEMY			30%	19%
	ROCKY MOUNTAIN DEAF SCHOOL			44%	46%
	MONTESSORI PEAKS CHARTER ACADEMY			16%	10%
	MOUNTAIN PHOENIX COMMUNITY SCHOOL			20%	11%
	NEW AMERICA SCHOOL			93%	77%
	ROCKY MOUNTAIN ACADEMY OF EVERGREEN			12%	1%
	COLLEGIATE ACADEMY OF COLORADO			22%	2%
	TWO ROADS CHARTER SCHOOL			17%	11%
	WOODROW WILSON CHARTER ACADEMY			20%	5%
JOHNSTOWN-MILLIKEN RE-5J	KNOWLEDGE QUEST ACADEMY	33%	36%	21%	31%
KEENESBURG RE-3(J)	CARDINAL COMMUNITY ACADEMY CHARTER SCHOOL	39%	51%	13%	18%
LAMAR RE-2	ALTA VISTA CHARTER SCHOOL	57%	67%	27%	42%
LEWIS-PALMER 38	MONUMENT CHARTER ACADEMY	18%	12%	17%	7%
LITTLETON 6	LITTLETON ACADEMY	25%	21%	27%	5%
	LITTLETON PREP CHARTER SCHOOL			35%	22%
MAPLETON 1	THE NEW AMERICA SCHOOL	69%	70%	94%	73%
MESA COUNTY VALLEY 51	INDEPENDENCE ACADEMY	27%	45%	18%	20%
	GLADE PARK COMMUNITY SCHOOL			5%	0%
MOFFAT 2	CRESTONE CHARTER SCHOOL	13%	52%	14%	29%
MONTEZUMA-CORTEZ RE-1	BATTLE ROCK CHARTER SCHOOL	47%	58%	74%	83%
	SOUTHWEST OPEN CHARTER SCHOOL			45%	58%
MONTROSE COUNTY RE-1J	PASSAGE CHARTER SCHOOL	41%	55%	73%	100%
	VISTA CHARTER SCHOOL			36%	64%
PARK COUNTY RE-2	GUFFEY CHARTER SCHOOL	15%	48%	12%	36%
	LAKE GEORGE CHARTER SCHOOL			20%	65%
POUDRE R-1	RIDGEVIEW CLASSICAL	26%	31%	25%	19%

	CHARTER SCHOOLS				
	LIBERTY COMMON CHARTER SCHOOL			17%	6%
PUEBLO CITY 60	CESAR CHAVEZ ACADEMY	72%	67%	88%	72%
	DOLORES HUERTA PREPARATORY HIGH SCHOOL			83%	68%
	PUEBLO CHARTER SCHOOL FOR THE ARTS & SCIENCES			64%	51%
PUEBLO COUNTY 70	SOUTHERN COLORADO EARLY COLLEGE	36%	41%	35%	22%
	SWALLOWS CHARTER ACADEMY			30%	20%
	THE CONNECT CHARTER SCHOOL			43%	5%
ROARING FORK RE-1	CARBONDALE COMMUNITY CHARTER SCHOOL	55%	37%	20%	15%
ST VRAIN VALLEY RE 1J	ASPEN RIDGE PREPATORY SCHOOL	35%	33%	15%	5%
	CARBON VALLEY ACADEMY			13%	15%
	FLAGSTAFF CHARTER ACADEMY			18%	7%
	IMAGINE CHARTER			19%	14%
	ST. VRAIN COMMUNITY MONTOSSORI SCHOOL			16%	7%
	TWIN PEAKS CHARTER ACADEMY			40%	25%
STEAMBOAT SPRINGS RE-2	NORTH ROUTT CHARTER SCHOOL	13%	12%	3%	0%
STRASBURG 31J	PRAIRIE CREEKS CHARTER SCHOOL	15%	25%	25%	13%
THOMPSON R2-J	LOVELAND CLASSICAL SCHOOL	23%	36%	13%	30%
	NEW VISION CHARTER SCHOOL			20%	24%
WEST END RE-2	PARADOX VALLEY CHARTER SCHOOL	12%	56%	20%	70%
WESTMINSTER 50	CROWN POINTE CHARTER ACADEMY	81%	82%	59%	47%
WIDEFIELD 3	JAMES MADISON CHARTER ACADEMY SCHOOL	47%	44%	43%	2%
WINDSOR RE-4	WINDSOR CHARTER ACADEMY	18%	20%	16%	15%

For Tables A2 through 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:

>90%=Blue
80-89%=Green
70-79%=Tan
60-69%=Orange
<60%=Gray

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

>60=Blue
50-59=Green
40-49=Orange
<40%=Gray

TABLE A2: Percentage of Charter and Non-Charter Students at Proficient or Advanced on TCAP in Reading, Matched by those Not Eligible for Free or Reduced-Price Lunch and Race/Ethnicity, 2011-2012

		Proficient or Advanced			
		Non-Charter		Charter	
Grade	Race/Ethnicity	Percentage	Count	Percentage	Count
3	Other	84.8	1,140	88.3	173
	Asian	87.5	1,035	87.3	226
	Black	74.0	520	75.1	139
	Hispanic	76.3	3,332	74.0	501
	White*	88.0	20,156	86.8	3,080
4	Other	79.8	998	81.6	160
	Asian	82.9	1,020	84.6	208
	Black	66.1	462	70.1	110
	Hispanic	70.3	3,046	71.1	438
	White*	84.2	19,124	82.8	2,763
5	Other	83.9	1,142	80.2	138
	Asian*	85.8	1,003	91.8	169
	Black	68.1	481	63.3	93
	Hispanic	71.9	3,174	70.7	435
	White	86.6	19,669	86.3	2,773
6	Other	84.7	1,068	88.0	168
	Asian	87.3	931	90.3	223
	Black	69.7	494	72.6	151
	Hispanic	74.0	3,282	75.6	669
	White	89.0	19,996	89.6	3,145
7	Other	81.1	1,055	82.7	148
	Asian*	83.1	864	89.7	191
	Black*	62.1	499	71.4	137
	Hispanic	68.8	3,211	69.8	559

	White	84.5	19,279	85.0	2,674
8	Other	78.9	962	79.6	133
	Asian*	84.4	915	90.9	159
	Black	63.3	577	63.9	108
	Hispanic	65.7	3,092	65.1	439
	White*	83.9	19,565	85.6	2,482
9	Other	79.4	1,098	82.6	57
	Asian	85.9	1,011	93.2	68
	Black	63.1	620	71.0	71
	Hispanic*	63.8	3,621	57.8	263
	White*	83.0	21,240	85.0	1,325
10	Other	78.3	1,092	87.1	61
	Asian	85.7	983	89.1	49
	Black	64.2	682	65.2	60
	Hispanic*	64.4	3,591	57.4	252
	White	82.8	21,295	83.4	1,105

* Difference was significant $p<.05$

TABLE A3: Median Growth Percentiles of Charter and Non-Charter Students in Reading, Matched by those Not Eligible for Free or Reduced-Price Lunch and Race/Ethnicity, 2011-2012

		Median Growth Percentile			
		Non-Charter		Charter	
Grade	Race/Ethnicity	Median	Count	Median	Count
4	Other*	55	1,136	49	183
	Asian	56	113	52	228
	Black	50	610	55	145
	Hispanic	51	4,006	49	572
	White*	55	21,360	49	3,134
5	Other	54	1,276	50	155
	Asian	63	1,068	57	175
	Black	50	639	49	133
	Hispanic	50	4,194	46	562
	White*	53	21,448	49	3,022
6	Other	51	1,142	51	178
	Asian	59	1,005	56	230
	Black	46	624	50	183
	Hispanic	50	4,130	50	821
	White	53	21,019	51	3,243
7	Other	53	1,200	50	173
	Asian	58	963	56	205
	Black	50	717	53	177
	Hispanic	50	4,405	50	753

	White	51	21,567	51	2,928
8	Other	49	1,129	53	156
	Asian	60	1,034	65	166
	Black	48	824	51	158
	Hispanic	48	4,418	50	641
	White	52	22,037	54	2,685
9	Other	51	1,224	60	57
	Asian	60	1,077	62	54
	Black	50	851	60	94
	Hispanic*	48	5,087	51	369
	White*	50	23,107	60	1,230
10	Other*	49	1,272	63	62
	Asian	58	1,084	64	52
	Black	50	946	62	76
	Hispanic	51	5,111	54	370
	White*	50	24,275	54	1,174

* Difference was significant $p<.05$

TABLE A4: Percentage of Charter and Non-Charter Students at Proficient or Advanced on TCAP in Reading, Matched by those Eligible for Free or Reduced-Price Lunch and Race/Ethnicity, 2011-2012

		Proficient or Advanced			
		Non-Charter		Charter	
Grade	Race/Ethnicity	Percentage	Count	Percentage	Count
3	Other	63.2	705	70.4	57
	Asian	58.7	368	65.0	26
	Black	51.9	929	53.7	130
	Hispanic	53.4	8,169	54.7	520
	White	71.9	5,907	74.6	411
4	Other	53.3	583	62.9	39
	Asian*	51.9	311	72.7	24
	Black	44.8	819	45.5	91
	Hispanic*	41.7	6,202	51.7	470
	White	63.1	5,094	66.9	347
5	Other	54.6	586	59.7	46
	Asian*	56.6	338	77.8	35
	Black	44.2	789	45.2	94
	Hispanic	45.1	6,435	43.8	396
	White*	66.3	5,384	72.3	376
6	Other	63.0	638	63.6	56
	Asian*	58.0	326	80.9	38
	Black*	49.5	842	61.7	205
	Hispanic*	48.1	6,276	53.7	909

	White	71.2	5,485	74.7	435
7	Other	56.0	528	65.7	44
	Asian*	55.0	303	71.4	40
	Black	42.1	721	45.9	118
	Hispanic*	42.5	5,269	49.1	665
	White*	64.6	4,846	74.4	401
8	Other	56.1	530	62.0	31
	Asian	53.3	302	54.5	18
	Black	41.3	700	41.2	84
	Hispanic*	39.8	4,762	44.4	464
	White	63.3	4,550	65.9	273
9	Other	55.3	454	64.5	40
	Asian	55.4	310	58.1	18
	Black*	40.8	664	51.8	71
	Hispanic*	42.5	4,591	47.5	430
	White	63.0	4,200	67.4	275
10	Other	59.2	437	52.5	21
	Asian*	53.9	312	85.7	18
	Black	40.2	587	46.2	55
	Hispanic	46.9	4,370	44.4	351
	White	63.9	3,793	63.3	247

* Difference was significant $p<.05$

TABLE A5: Median Growth Percentile of Charter and Non-Charter Students in Reading, Matched by those Eligible for Free or Reduced-Price Lunch and Race/Ethnicity, 2011-2012

		Median Growth Percentile			
		Non-Charter		Charter	
Grade	Race/Ethnicity	Median	Count	Median	Count
4	Other	47	965	49	58
	Asian	54	520	48	33
	Black	44	1,635	40	183
	Hispanic	45	12,906	43	850
	White	46	7,355	46	479
5	Other	46	979	37	73
	Asian	58	538	64	38
	Black	48	1,605	46	190
	Hispanic*	48	13,471	43	829
	White	47	7,495	46	466
6	Other	48	912	50	81
	Asian	54	489	65	44
	Black*	47	1,507	61	309
	Hispanic*	45	12,358	58	1,559

	White	48	7,046	49	532
7	Other	49	840	53	61
	Asian	60	482	56	55
	Black	52	1,561	56	236
	Hispanic*	46	11,727	53	1,284
	White*	49	6,866	53	478
8	Other	48	856	50	47
	Asian	62	504	39	29
	Black	48	1,523	51	184
	Hispanic	46	11,307	46	1,002
	White	49	6,584	47	371
9	Other	48	729	61	49
	Asian	58	479	75	26
	Black*	50	1,366	51	101
	Hispanic*	48	9,827	54	712
	White*	49	5,958	55	300
10	Other	50	654	51	29
	Asian	63	497	57	18
	Black	47	1,275	52	93
	Hispanic	51	8,594	51	654
	White	47	5,425	51	305

* Difference was significant $p<.05$

TABLE A6: Percentage of Charter and Non-Charter Students at Proficient or Advanced on TCAP in Math, Matched by those Not Eligible for Free or Reduced-Price Lunch and Race/Ethnicity, 2011-2012

		Proficient or Advanced			
		Non-Charter		Charter	
Grade	Race/Ethnicity	Percentage	Count	Percentage	Count
3	Other	83.3	1,122	83.8	165
	Asian	88.9	1,058	89.3	233
	Black	65.1	462	67.0	126
	Hispanic	72.7	3,183	70.7	484
	White*	86.9	19,954	84.7	3,006
4	Other	83.3	1,041	85.8	169
	Asian	89.1	1,100	89.0	219
	Black	63.6	445	65.0	102
	Hispanic	73.9	3,200	73.2	451
	White*	87.2	19,805	85.3	2,849
5	Other	78.5	1,071	73.1	128
	Asian	86.9	1,020	89.1	171
	Black	56.0	394	49.4	76
	Hispanic	64.6	2,849	61.4	403

	White*	81.7	18,527	78.0	2,549
6	Other	73.2	913	73.3	140
	Asian	85.3	908	84.7	210
	Black	51.4	355	51.7	107
	Hispanic	60.1	2,657	59.6	525
	White*	79.5	17,814	76.2	2,680
7	Other	66.9	872	71.7	129
	Asian	79.0	819	83.1	177
	Black	43.7	353	47.9	91
	Hispanic	50.4	2,358	51.0	407
	White*	71.8	16,388	68.5	2,158
8	Other	64.9	792	58.7	98
	Asian	81.5	883	80.0	140
	Black	41.0	372	43.2	73
	Hispanic	48.0	2,264	47.8	322
	White*	69.4	16,206	66.2	1,918
9	Other	48.3	666	55.9	38
	Asian	68.7	806	64.3	45
	Black*	26.1	257	43.6	44
	Hispanic*	30.7	1,738	24.4	111
	White*	53.6	13,606	49.9	768
10	Other	41.4	577	52.1	37
	Asian	61.7	710	65.5	36
	Black*	18.9	202	33.3	30
	Hispanic*	24.0	1,347	16.4	71
	White*	47.4	12,211	43.8	581

* Difference was significant $p<.05$

TABLE A7: Median Growth Percentiles of Charter and Non-Charter Students in Math, Matched by those Not Eligible for Free or Reduced-Price Lunch and Race/Ethnicity, 2011-2012

		Median Growth Percentile			
		Non-Charter		Charter	
Grade	Race/Ethnicity	Median	Count	Median	Count
4	Other	55	1,136	48	183
	Asian	60	113	55	228
	Black	51	610	44	145
	Hispanic	49	4,006	47	572
	White*	55	21,360	51	3,134
5	Other*	53	1,276	46	155
	Asian	61	1,068	62	175
	Black*	52	639	45	133
	Hispanic	49	4,194	50	562

	White*	53	21,448	47	3,022
6	Other	52	1,142	51	178
	Asian	63	1,005	61	230
	Black	46	624	53	183
	Hispanic	48	4,130	49	821
	White	54	21,019	53	3,243
7	Other	54	1,200	61	173
	Asian	60	963	57	205
	Black	51	717	55	177
	Hispanic	48	4,405	50	753
	White*	54	21,567	57	2,928
8	Other*	53	1,129	46	156
	Asian	60	1,034	53	166
	Black	51	824	51	158
	Hispanic	50	4,418	48	641
	White*	52	22,037	49	2,685
9	Other	53	1,224	57	57
	Asian	58	1,077	54	54
	Black*	48	851	67	94
	Hispanic	49	5,087	45	369
	White*	52	23,107	56	1,230
10	Other	51	1,272	57	62
	Asian	58	1,084	72	52
	Black	52	946	56	76
	Hispanic*	48	5,111	39	370
	White*	50	24,275	54	1,174

* Difference was significant $p<.05$

TABLE A8: Percentage of Charter and Non-Charter Students at Proficient or Advanced on TCAP in Math, Matched by those Eligible for Free or Reduced-Price Lunch and Race/Ethnicity, 2011-2012

		Proficient or Advanced			
		Non-Charter		Charter	
Grade	Race/Ethnicity	Percentage	Count	Percentage	Count
3	Other	56.8	634	67.9	55
	Asian	64.6	405	72.5	29
	Black	41.1	737	43.0	107
	Hispanic*	49.0	7,513	54.9	524
	White	69.0	5,662	70.0	381
4	Other	56.6	616	58.1	36
	Asian	65.9	394	78.8	26
	Black	43.5	798	38.7	77
	Hispanic	50.0	7,457	53.1	483

	White	68.7	5,546	70.5	368
5	Other	47.6	508	51.2	43
	Asian	63.8	381	61.5	32
	Black	35.7	639	35.3	79
	Hispanic	42.0	5,995	44.5	441
	White	59.3	4,813	63.0	344
6	Other	47.2	476	39.1	34
	Asian	58.3	326	66.0	31
	Black	33.5	558	34.8	116
	Hispanic*	37.3	4,857	48.0	814
	White	54.7	4,197	57.1	332
7	Other	37.4	354	47.0	31
	Asian	52.2	288	58.9	33
	Black	23.9	411	24.4	62
	Hispanic*	26.4	3,281	36.8	498
	White*	44.9	3,381	49.5	266
8	Other	35.7	336	40.0	20
	Asian	51.2	292	63.6	21
	Black	23.7	403	22.4	46
	Hispanic*	25.7	3,082	32.9	344
	White	42.7	3,070	39.7	165
9	Other	22.4	184	30.6	19
	Asian	40.5	226	50.0	15
	Black*	12.2	199	21.9	30
	Hispanic*	14.5	1,568	19.2	174
	White	27.5	1,838	27.7	114
10	Other	18.4	137	15.4	6
	Asian	34.8	203	47.6	10
	Black	8.2	121	9.8	12
	Hispanic	11.3	1,059	11.7	94
	White	22.7	1,357	18.3	71

* Difference was significant $p<.05$

TABLE A9: Median Growth Percentile of Charter and Non-Charter Students in Math, Matched by those Eligible for Free or Reduced-Price Lunch and Race/Ethnicity, 2011-2012

		Median Growth Percentile			
		Non-Charter		Charter	
Grade	Race/Ethnicity	Median	Count	Median	Count
4	Other	44	965	42	58
	Asian	57	520	52	33
	Black	47	1,635	41	183
	Hispanic*	45	12,906	36	850

	White*	46	7,355	39	479
5	Other	47	979	38	73
	Asian	66	538	59	38
	Black	51	1,605	45	190
	Hispanic	48	13,471	48	829
	White*	45	7,495	42	466
6	Other	45	912	46	81
	Asian	60	489	57	44
	Black	47	1,507	51	309
	Hispanic*	44	12,358	60	1,559
	White	47	7,046	47	532
7	Other	49	840	55	61
	Asian	60	482	68	55
	Black	47	1,561	48	236
	Hispanic*	42	11,727	57	1,284
	White	49	6,866	54	478
8	Other	51	856	45	47
	Asian	63	504	58	29
	Black	46	1,523	54	184
	Hispanic	48	11,307	46	1,002
	White*	49	6,584	40	371
9	Other	49	729	62	49
	Asian	56	479	64	26
	Black*	49	1,366	71	101
	Hispanic	47	9,827	48	712
	White	48	5,958	47	300
10	Other	48	654	28	29
	Asian	54	497	71	18
	Black	48	1,275	52	93
	Hispanic*	46	8,594	41	654
	White*	47	5,425	39	305

* Difference was significant $p<.05$

TABLE A10: Percentage of Charter and Non-Charter Students at Proficient or Advanced on TCAP in Writing, Matched by those Not Eligible for Free or Reduced-Price Lunch and Race/Ethnicity, 2011-2012

		Proficient or Advanced			
		Non-Charter		Charter	
Grade	Race/Ethnicity	Percentage	Count	Percentage	Count
3	Other	67.2	904	65.8	129
	Asian	73.0	870	70.1	183
	Black	53.0	376	54.5	103
	Hispanic	53.5	2,333	50.7	345

	White*	68.5	15,695	63.7	2,266
4	Other	63.5	795	64.0	126
	Asian	73.4	901	77.1	189
	Black	48.4	338	43.9	69
	Hispanic	51.2	2,215	50.9	313
	White	67.0	15,216	65.5	2,184
5	Other*	74.5	1,012	64.7	112
	Asian	80.7	946	84.7	161
	Black*	57.9	408	47.7	73
	Hispanic	60.0	2,647	58.0	374
	White*	75.4	17,142	73.6	2,392
6	Other*	68.0	855	75.9	145
	Asian	77.7	828	79.8	197
	Black	51.0	362	50.7	106
	Hispanic*	55.8	2,469	60.3	534
	White	73.4	16,466	72.9	2,559
7	Other	73.8	959	78.2	140
	Asian*	82.1	851	88.3	188
	Black	58.0	466	60.9	117
	Hispanic	61.6	2,875	65.3	522
	White	78.0	17,797	79.3	2,495
8	Other	67.7	824	68.9	115
	Asian*	77.9	841	86.3	151
	Black	50.8	463	58.9	99
	Hispanic*	53.1	2,495	57.5	387
	White*	71.8	16,684	73.7	2135
9	Other	65.3	904	66.7	42
	Asian	73.8	868	75.4	43
	Black	43.1	424	49.5	49
	Hispanic	45.5	2,583	40.9	182
	White	68.5	17,547	69.6	1,008
10	Other	59.5	830	68.6	48
	Asian	67.7	778	80.0	44
	Black*	40.8	434	52.2	48
	Hispanic*	41.2	2,299	35.6	156
	White	64.6	16,626	64.4	855

* Difference was significant $p<.05$

TABLE A11: Median Growth Percentiles of Charter and Non-Charter Students in Writing, Matched by those Not Eligible for Free or Reduced-Price Lunch and Race/Ethnicity, 2011-2012

		Median Growth Percentile			
		Non-Charter		Charter	
Grade	Race/Ethnicity	Median	Count	Median	Count
4	Other	56	1,136	50	183
	Asian	66	113	60	228
	Black	50	610	48	145
	Hispanic	50	4,006	49	572
	White	54	21,360	53	3,134
5	Other*	54	1,276	38	155
	Asian	67	1,068	61	175
	Black*	51	639	44	133*
	Hispanic	50	4,194	47	562
	White*	52	21,448	50	3,022
6	Other	52	1,142	54	178
	Asian	59	1,005	62	230
	Black	46	624	50	183
	Hispanic*	48	4,130	53	821
	White	52	21,019	54	3,243
7	Other*	52	1,200	61	173
	Asian	62	963	59	205
	Black	50	717	46	177
	Hispanic	49	4,405	52	753
	White*	52	21,567	54	2,928
8	Other	52	1,129	52	156
	Asian	58	1,034	57	166
	Black*	53	824	62	158
	Hispanic	49	4,418	56	641
	White	52	22,037	53	2,685
9	Other	52	1,224	63	57
	Asian	57	1,077	58	54
	Black	47	851	48	94
	Hispanic	47	5,087	51	369
	White*	51	23,107	57	1,230
10	Other	49	1,272	65	62
	Asian	55	1,084	49	52
	Black	49	946	60	76
	Hispanic	49	5,111	52	370
	White	51	24,275	54	1,174

* Difference was significant $p<.05$

TABLE A12: Percentage of Charter and Non-Charter Students at Proficient or Advanced on TCAP in Writing, Matched by those Eligible for Free or Reduced-Price Lunch and Race/Ethnicity, 2011-2012

		Proficient or Advanced			
		Non-Charter		Charter	
Grade	Race/Ethnicity	Percentage	Count	Percentage	Count
3	Other*	38.0	424	53.7	44
	Asian	41.8	261	46.3	19
	Black	31.0	557	28.2	70
	Hispanic	33.5	5,112	33.2	318
	White	44.8	3,674	47.1	256
4	Other	33.1	361	38.7	24
	Asian	41.4	248	54.5	18
	Black	26.6	486	24.0	48
	Hispanic*	25.7	3,830	31.6	287
	White*	40.2	3,245	45.1	234
5	Other	43.2	464	48.8	40
	Asian	50.4	300	63.3	31
	Black	36.6	655	32.1	71
	Hispanic	35.4	5,046	37.4	365
	White*	50.8	4,135	56.2	305
6	Other	40.7	412	43.2	38
	Asian*	45.8	258	66.0	31
	Black*	32.6	557	39.6	131
	Hispanic*	32.1	4,184	42.0	711
	White*	47.2	3,632	52.7	307
7	Other*	46.7	439	64.2	43
	Asian	55.4	305	67.9	38
	Black*	36.7	631	46.3	119
	Hispanic*	37.5	4,653	45.5	617
	White*	53.4	4,001	63.8	345
8	Other*	40.0	376	54.0	27
	Asian	45.4	258	64.5	20
	Black*	30.8	523	34.3	70
	Hispanic	28.7	3,435	41.0	429
	White*	45.5	3,252	50.8	210
9	Other	34.6	283	43.5	27
	Asian	41.3	231	46.7	14
	Black*	23.6	385	32.4	44
	Hispanic*	24.8	2,681	28.9	260
	White	43.1	2,883	43.4	175
10	Other	33.1	245	25.0	10

	Asian*	38.2	222	66.7	14
	Black*	20.5	301	29.8	36
	Hispanic	24.2	2,261	21.8	173
	White	39.5	2,347	40.9	159

* Difference was significant $p<.05$

TABLE A13: Median Growth Percentiles of Charter and Non-Charter Students in Writing, Matched by those Eligible for Free or Reduced-Price Lunch and Race/Ethnicity, 2011-2012

		Median Growth Percentile			
		Non-Charter		Charter	
Grade	Race/Ethnicity	Median	Count	Median	Count
4	Other	42	965	49	58
	Asian	61	520	56	33
	Black	45	1,635	38	183
	Hispanic	47	12,906	45	850
	White	43	7,355	41	479
5	Other	48	979	33	73
	Asian*	62	538	50	38
	Black	51	1,605	34	190
	Hispanic*	50	13,471	46	829
	White	45	7,495	42	466
6	Other	44	912	43	81
	Asian	59	489	61	44
	Black*	48	1,507	60	309
	Hispanic*	48	12,358	61	1,559
	White	45	7,046	48	532
7	Other*	47	840	62	61
	Asian	63	482	62	55
	Black*	51	1,561	59	236
	Hispanic*	48	11,727	52	1,284
	White*	46	6,866	54	478
8	Other	46	856	54	47
	Asian	57	504	66	29
	Black	50	1,523	52	184
	Hispanic	49	11,307	54	1,002
	White	47	6,584	42	371
9	Other	47	729	56	49
	Asian	59	479	64	26
	Black	47	1,366	55	101
	Hispanic	50	9,827	53	712
	White	48	5,958	52	300
10	Other	47	654	47	29

	Asian	61	497	69	18
	Black	49	1,275	40	93
	Hispanic	50	8,594	53	654
	White	47	5,425	51	305

* Difference was significant $p<.05$

TABLE A14: Detailed Growth Data Including Catch Up, Keep Up, and Move Up

Shading indicates the higher value when comparing charter and non-charter schools. Please note that a higher Adequate Growth percentile indicates that students are starting further behind, so that more growth is required to be adequate to catch them up.

Academic Year	Subject Name	Charter	Grade	Median Growth Percentile	Adequate Growth Percentile	Percent Catch Up	Percent Keep Up	Percent Move Up
2012	Math	Charter	Grade 4	47	44	29.8	60.4	25.4
2012	Math	Non Charter	Grade 4	50	48	28.4	62.9	27.3
2012	Math	Charter	Grade 5	47	47	16.4	60.0	23.1
2012	Math	Non Charter	Grade 5	50	51	17.8	62.1	24.3
2012	Math	Charter	Grade 6	54	60	20.2	58.9	23.9
2012	Math	Non Charter	Grade 6	50	61	15.6	56.2	19.3
2012	Math	Charter	Grade 7	56	67	13.8	58.7	21.8
2012	Math	Non Charter	Grade 7	50	68	11.0	53.5	16.6
2012	Math	Charter	Grade 8	48	67	11.3	58.3	15.2
2012	Math	Non Charter	Grade 8	50	69	11.5	60.4	16.2
2012	Math	Charter	Grade 9	53	89	7.7	61.7	6.7
2012	Math	Non Charter	Grade 9	50	84	4.1	59.5	4.1
2012	Math	Charter	Grade 10	50	98	4.2	78.0	2.6
2012	Math	Non Charter	Grade 10	50	90	4.6	77.9	1.4
2012	Reading	Charter	Grade 4	48	25	39.1	76.0	22.2
2012	Reading	Non Charter	Grade 4	50	29	36.4	76.9	22.3
2012	Reading	Charter	Grade 5	47	24	36.4	79.4	20.8
2012	Reading	Non Charter	Grade 5	50	29	37.0	80.4	20.7
2012	Reading	Charter	Grade 6	53	27	42.1	80.3	12.9
2012	Reading	Non Charter	Grade 6	50	29	34.6	77.5	13.5
2012	Reading	Charter	Grade 7	52	27	37.2	77.7	15.5
2012	Reading	Non Charter	Grade 7	50	30	32.5	75.9	13.7
2012	Reading	Charter	Grade 8	52	23	31.8	82.9	13.4
2012	Reading	Non Charter	Grade 8	50	26	32.0	80.9	11.3
2012	Reading	Charter	Grade 9	57	22	34.7	89.0	12.1
2012	Reading	Non Charter	Grade 9	50	21	29.1	85.3	8.2
2012	Reading	Charter	Grade 10	53	16	22.8	93.1	8.0
2012	Reading	Non Charter	Grade 10	50	10	23.8	91.9	8.1
2012	Writing	Charter	Grade 4	50	42	37.6	72.9	29.4
2012	Writing	Non Charter	Grade 4	50	45	36.0	71.7	28.5

2012	Writing	Charter	Grade 5	47	38	33.0	72.5	24.3
2012	Writing	Non Charter	Grade 5	51	43	33.6	72.5	25.2
2012	Writing	Charter	Grade 6	55	43	34.0	71.3	22.3
2012	Writing	Non Charter	Grade 6	50	47	26.1	67.6	18.8
2012	Writing	Charter	Grade 7	54	46	29.9	65.3	18.0
2012	Writing	Non Charter	Grade 7	50	49	24.0	63.7	16.2
2012	Writing	Charter	Grade 8	53	46	22.3	70.6	10.8
2012	Writing	Non Charter	Grade 8	50	53	18.7	66.0	8.9
2012	Writing	Charter	Grade 9	55	54	19.0	74.5	8.6
2012	Writing	Non Charter	Grade 9	50	51	16.7	72.4	6.7
2012	Writing	Charter	Grade 10	52	58	11.9	81.5	5.1
2012	Writing	Non Charter	Grade 10	50	48	12.2	80.5	4.8

TABLE A15: Charter Schools Operating in 2011-2012, Their Authorizer, Location, the Year They Opened, Enrollment, Grade Span, and 2012 SPF Plan Designation

Authorizer	School Name	Location	SPF plan	Date opened	Grades served & enrollment
Academy 20	The Classical Academy	Colorado Springs	P	1997	k-12 3498
Adams-Arapahoe 28J	AXL Academy	Aurora	P	2008	pre-k-8 450
	Aurora Academy Charter School	Aurora	P	2000	k-8 518
	Global Village Academy	Aurora	I	2007	k-8 889
	Lotus School for Excellence	Aurora	I	2006	k-12 731
	New America School	Aurora	AEC/PI	2006	9-12 531
	Vanguard Classical School	Aurora	P	2007	k-8 509
Adams 12 Five Star Schools	Academy of Charter Schools	Westminster	P	1994	k-12 1798
	Stargate Charter School	Thornton	P	1994	k-8 643
	Colorado Virtual Academy (COVA)	Northglenn (online)	PI	2003	k-12 5013
	Global Village Academy	Northglenn	P	2011	k-8 327
	Prospect Ridge Academy	Broomfield	P	2011	k-12 516
	Westgate Charter	Thornton	I	2009	k-6 301

Aspen 1	Aspen Community Charter School	Woody Creek	P	2002	k-8 129
Bennett 29J	Corridor Community Academy	Bennett	I	2004	k-8 108
Boulder Valley RE 2	Boulder Prep Charter High School	Boulder	AEC/I	1997	9-12 126
	Justice High Charter School	Lafayette	AEC/PI	2006	7-12 98
	Horizons K-8 School	Boulder	P	1991	k-8 332
	Peak to Peak Charter School	Lafayette	P	2000	k-12 1446
	Summit Middle Charter School	Boulder	P	1996	6-8 334
Brighton 27J	Belle Creek Charter School	Henderson	P	2003	k-8 699
	Bromley East Charter School	Brighton	I	2001	k-8 923
	Eagle Ridge Academy	Brighton	P	2010	9-12 302
	Foundations Academy	Brighton	P	2010	k-8 581
	Landmark Academy at Reunion	Commerce City	P	2007	k-8 695
Canon City RE-1	Mountain View Core Knowledge Charter School	Canon City	p	1996	pre-k-8 240
Charter School Institute	Frontier Charter Academy	Calhan	PI*	2001	k-8 69
	Animas High School	Durango	P*	2009	9-12 181
	Stone Creek School	Edwards	PI*	2006	k-8 138
	The Pinnacle Charter School	Federal Heights	P (I middle school only)*	1997	k-12 2029
	High Point Academy	Aurora	I*	2006	k-8 751
	T.R. Paul Academy of Arts and Knowledge	Fort Collins	P*	2006	k-8 264
	Caprock Academy	Grand Junction	P*	2007	k-12 639
	Scholars to Leaders Academy	Colorado Springs	PI*	2008	k-8 246

	Colorado Springs Charter Academy	Colorado Springs	P*	2005	k-8 417
	Colorado Springs Early Colleges	Colorado Springs	P*	2007	9-12 579
	Colorado Provost Academy	Online	PI*	2010	9-12 391
	Community Leadership Academy	Commerce City	P	2005	k-8 494
	Colorado Calvert Academy	Online	PI*	2010	k-8 180
	Early College High School of Arvada	Arvada	PI * **	2008	6-12 231
	Goal Academy	Online	AEC/PI	2008	9-12 2188
	Mountain Middle School	Durango	PI*	2011	6-8 168
	Ricardo Flores Magon Academy	Denver	P*	2007	k-8 296
	Ross Montessori School	Carbondale	P*	2005	k-8 217
	Thomas MacLaren State Charter School	Colorado Springs	P*	2009	6-12 161
	Pikes Peak Prep	Colorado Springs	P*	2005	k-12 288
	The Vanguard School	Colorado Springs	P*	2006	7-12 424
	Youth and Family Academy Charter	Pueblo	AEC/PI *	1997	7-12 155
Cherry Creek 5	Cherry Creek Charter Academy	Englewood	P	1995	k-8 487
Cheyenne Mountain 12	Cheyenne Mountain Charter Academy	Colorado Springs	P	1995	k-6 798
Clear Creek RE-1	Georgetown Community School	Georgetown	P	2006	k-6 124
Colorado Springs 11	Academy for Advanced and Creative Learning	Colorado Springs	P	2010	k-8 244
	CIVA Charter Academy	Colorado Springs	P	1997	9-12 155
	Community Prep School	Colorado Springs	AEC/P	1995	9-12 208
	Globe Charter School	Colorado Springs	P	1996	k-6 192
	Life Skills Center of Colorado Springs	Colorado Springs	AEC/I	2004	9-12 263
	Roosevelt Edison	Colorado	I	1996	k-5

	Charter School	Springs			715
	Space, Technology and Arts Academy	Colorado Springs	PI	2007	k-8 446
Denver County 1	Academy of Urban Learning	Denver	AEC/PI	2005	9-12 67
	Cesar Chavez Academy Denver	Denver	PI	2009	k-8 438
	Colorado High School	Denver	AEC/T	2002	10-12 167
	ACE Community Challenge Charter School	Denver	AEC/PI	2000	8-10 220
	Denver Language School	Denver	P	2010	k-5 356
	Denver School of Science and Technology Green Valley Ranch High School	Denver	P	2010	9-12 145
	Denver School of Science and Technology Green Valley Ranch Middle School	Denver	P	2010	6-8 285
	Denver School of Science and Technology Cole	Denver	P	2011	6-8 140
	Denver School of Science and Technology Stapleton High School	Denver	P	2004	9-12 495
	Denver School of Science and Technology Stapleton Middle School	Denver	p	2004	6-8 432
	Venture Prep	Denver	I	2009	6-12 417
	Girls Athletic Leadership School	Denver	P	2010	6-8 176
	Highline Academy Charter School	Denver	P	2004	k-8 498
	Justice High School Denver	Denver	AEC/T	2009	9-12 110
	KIPP Montbello College Prep	Denver	P	2011	5-8 99
	KIPP Denver Collegiate	Denver	P	2009	9-12

	High School				330
	KIPP Sunshine Peak Academy	Denver	P	2002	5-8 373
	Manny Martinez Middle School *closed in 2012	Denver	T	210	5-8 119
	Northeast Academy Charter School	Denver	T	2004	k-8 385
	Odyssey Charter Elementary School	Denver	P	1998	k-8 225
	Omar D Blair Charter School	Denver	P	2004	k-8 783
	Pioneer Charter School	Denver		1997	pre-k-7 393
	Ridge View Academy	Watkins	AEC/P	2001	9-12 287
	SOAR@ Oakland	Denver	New	2011	pre-k-5 232
	SOAR @ Green Valley Ranch	Denver	I	2010	k-3 306
	Southwest Early College Charter School	Denver	PI	2004	9-12 295
	University Prep	Denver	P	2011	k-5 113
	Strive Preparatory Schools Westwood	Denver	P	2009	6-8 332
	Strive Preparatory Schools Harvey Park	Denver	P	2009	6-8 319
	Strive Preparatory Schools Highlands	Denver	P	2010	6-8 222
	Strive Preparatory Schools Lake	Denver	P	2010	6-8 240
	Wyatt Academy	Denver	PI	1998	k-8 652
Douglas County RE 1	Academy Charter School	Castle Rock	P	1993	k-8 729
	Ben Franklin Academy	Highlands Ranch	P	2011	k-8 647
	American Academy at Castle Pines Charter	Castle Pines North	P	2005	k-8 892
	Challenge to Excellence Charter School	Parker	P	2002	k-8 514
	North Star Academy	Parker	P	2006	k-8 595
	Core Knowledge	Parker	P	1994	k-8

	Charter School				552
	Hope On-line	Online	PI	2005	k-12 2949
	STEM Middle and High School	Highlands Ranch	P	2011	6-12 477
	DCS Montessori Charter School	Castle Pines North	P	1997	k-8 485
	Skyview Academy	Highlands Ranch	P	2010	k-12 652
	Platte River Charter Academy	Highlands Ranch	P	1997	k-8 514
Eagle County RE 50	Eagle County Charter Academy	Edwards	P	1994	k-8 315
	New America Charter School	Gypsum	AEC/T		9-12 62
East Grand 2	Indian Peaks Charter School	Granby	I	2000	k-8 53
Elizabeth C-1	Legacy Academy	Elizabeth	P	1997	k-8 434
Falcon 49	Banning Lewis Ranch Academy	Colorado Springs	P	2006	k-8 742
	The Imagine Classical Academy at Indigo Ranch	Colorado Springs	P	2008	pre-k-8 802
	Pikes Peak School Expeditionary Learning	Falcon	P	1999	pre-k-8 396
	Rocky Mountain Classical Academy	Colorado Springs	P	2006	k-8 892
Greeley 6	Frontier Charter Academy	Greeley	P	1997	k-12 1371
	University Schools	Greeley	P	1999	k-12 1289
	Union Colony Preparatory School	Greeley	P	1997	k-12 420
	West Ridge Academy	Greeley	P	2011	k-8 187
Gunnison Watershed RE1J	Marble Charter School	Marble	P	1995	k-8 33
Harrison 2	Atlas Preparatory School	Colorado Springs	I	2009	5-8 350
	James Irwin Charter School	Colorado Springs	P	2000	k-12 1388
Jefferson County R-1	Compass Montessori Wheat Ridge	Wheat Ridge	P	1998	pre-k-12 283
	Compass Montessori	Golden	P	2000	pre-k-12

	Golden				365
	Excel Academy Charter School	Arvada	P	1995	k-8 510
	Free Horizon Montessori Charter School	Golden	I	2002	pre-k-8 425
	Jefferson Academy Charter School	Broomfield	P	1994	k-12 928
	Lincoln Charter Academy	Arvada	P	1997	pre-k-8 548
	Rocky Mountain Deaf School	Golden	AEC/P	1997	Pre-k-10 54
	Montessori Peaks Charter School	Littleton	P	1997	pre-k-6 516
	Mountain Phoenix Community School	Wheat Ridge	I	2011	pre-k-8 364
	New America School	Lakewood	AEC/PI	2006	9-12 295
	Rocky Mountain Academy of Evergreen	Evergreen	P	2001	k-8 420
	Collegiate Academy of Colorado	Littleton	P	1994	k-12 487
	Two Roads Charter School	Arvada	P	2010	k-12 650
	Woodrow Wilson Charter Academy	Westminster	P	2000	k-8 656
Johnstown-Milliken RE-5J	Knowledge Quest Academy	Milliken	P	2002	k-6 379
Keenesburg RE-3(J)	Cardinal Community Academy Charter School	Keenesburg	I	2000	k-8 164
Lamar RE-2	Alta Vista Charter School	Lamar	I	1998	k-6 130
Lewis-Palmer 38	Monument Charter Academy	Monument	P	1996	k-8 925
Littleton 6	Littleton Academy	Littleton	P	1996	k-8 465
	Littleton Prep School	Littleton	P	1998	k-8 529
Mapleton 1	The New America School	Denver	AEC/PI	2004	9-12 412
Mesa County Valley 51	Independence Academy	Grand Junction	P	2004	k-8 257
	Glade Park Community School	Glade Park	P	2011	k-5 22
Moffat 2	Crestone Charter School	Crestone	P	1995	k-12 80

Montezuma-Cortez RE-1	Battle Rock Charter School	Cortez	I	1994	k-6 35
	Southwest Open Charter School	Cortez	AEC/PI	1999	9-12 170
Montrose County RE-1J	Passage Charter School	Montrose	AEC/I	1998	9-12 22
	Vista Charter School	Montrose	AEC/I	2004	9-12 160
Park County RE-2	Guffey Charter School	Guffey	I	1996	pre-k-8 25
	Lake George Charter School	Lake George	I	1999	pre-k-8 94
Poudre-1	Ridgeview Classical Charter Schools	Ft Collins	P	2001	k-12 788
	Liberty Common Charter School	Fort Collins	p	1997	k-12 933
Pueblo City 60	Cesar Huerta Preparatory Academy	Pueblo	I	2009	k-12 1292
	Pueblo Charter School for the Arts and Sciences	Pueblo	P	1994	k-8 430
Pueblo County 70	Southern Colorado Early College	Pueblo	P	2008	9-12 153
	Swallows Charter Academy	Pueblo	P	1996	k-8 264
	The Connect School	Pueblo	P	1993	6-8 263
Roaring Fork RE-1	Carbondale Community Charter School	Carbondale	P	1995	k-8 135
St Vrain Valley RE 1J	Aspen Ridge Preparatory School	Erie	P	2011	k-5 178
	Carbon Valley Academy	Frederick	P	2005	k-8 390
	Flagstaff Academy	Longmont	P	2005	k-8 870
	Imagine Charter School at Firestone	Firestone	P	2008	k-8 624
	St. Vrain Community Montessori School	Longmont	P	2009	pre-k-5 152
	Twin Peaks Charter Academy	Longmont	P	1997	k-12 937
Steamboat Springs RE-2	North Routt Community Charter School	Steamboat Springs	P	2001	k-8 69

Strasburg 31J	Prairie Creeks Charter School	Strasburg	AEC/P	1998	9-12 8
Thompson R2-J	Loveland Classical Schools	Loveland	I	2011	k-12 535
	New Vision Charter School	Loveland	p	2006	k-8 470
West End RE-2	Paradox Valley Charter School	Paradox	P	1999	pre-k-8 56
Westminster 50	Crown Pointe Charter School	Westminster	P	1997	k-8 415
Widefield D 3	James Madison Charter Academy School	Colorado Springs	P	2004	k-6 144
Windsor RE-4	Windsor Charter Academy	Windsor	P	2001	k-8 441

* The SPF states "A coding error by the Charter School Institute resulted in the calculation and publication of inaccurate figures across CSI schools. In working closely with the Colorado Department of Education, as well as the testing vendor and the Center for Assessment, the Institute generated the corrected figures and framework reports for each school. These revised reports can be found at the CSI website via the following link: www.csi.state.co.us."

** The SPF states that "accreditation rating for this school has defaulted to Priority Improvement due to financial noncompliance. This rating is not reflective of academic performance."

Endnotes

[i] 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/rv2011MobilityLinks.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.

[ii] This difference was determined through a linear regression analysis that included teacher salary as the dependent variable and mean years of experience and school type (i.e., charter, non-charter) as the independent variables.

[iii] This difference was determined through a linear regression analysis that included administrator salary as the dependent variable and school size and school type (i.e., charter, non-charter) as the independent variables.

[iv] TCAP data were analyzed using Chi-Square.

[v] These numbers should be read with caution. The pupil to teacher ratio data reported on the CDE website appear to be inaccurate. Specifically, the number of full time teachers reported for some schools is a gross undercount. Some schools have the number of full time teachers listed at less than one, while the staff listings on these schools' websites clearly indicate many more than one teacher. The result is pupil to teacher ratios of multiple thousands.

[vi] 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/rv2011MobilityLinks.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.

[vii] See endnote iv for definitions.

[viii] TCAP data were analyzed using Chi-Square. Median Growth Percentiles were analyzed using Westenberg-Mood median testing.

[ix] This difference was determined through a linear regression analysis that included teacher salary as the dependent variable and mean years of experience and school type (i.e., charter, non-charter) as the independent variables.

[x] This difference was determined through a linear regression analysis that included administrator salary as the dependent variable and school size and school type (i.e., charter, non-charter) as the independent variables.