

# Diverse Charter Schools

**Can Racial and Socioeconomic Integration Promote  
Better Outcomes for Students?**



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**Cover photo:** Aaron (left), Jaiden (center), and Jayla (right), first graders at Community Roots Charter School in Brooklyn, New York, enjoy a book together. Photo by Sahba Rohani.

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## EXECUTIVE SUMMARY

The education policy and philanthropy communities to date have placed a premium on funding charter schools that have high concentrations of poverty and large numbers of minority students. This report asks: Might it make more sense for foundations and policymakers to embrace a variety of approaches, including efforts to demonstrate the feasibility and value of racially and economically integrated charter schools?

### I. THE CURRENT PRIORITY ON HIGH-POVERTY, RACIALLY ISOLATED SCHOOLS

As a result of the current focus of public policies and philanthropic priorities, the nation's charter schools are more likely than traditional public schools to be high poverty (51–100 percent of students receiving free and reduced-price lunch), extremely high poverty (76–100 percent free and reduced-price lunch), or racially isolated for minorities (90–100 percent of students are racial minorities).

- In theory, charter schools, as schools of choice, could be far more integrated than traditional neighborhood public schools and could achieve this integration through voluntary parent choice.
- Public policy, however, generally does not encourage the creation of socioeconomically and racially diverse schools. In fact, to the contrary, many state charter laws provide an incentive to create high-poverty charter schools. Plus, current federal law requires charters to use blind lotteries for admissions in order to qualify for start-up funds; this takes away some tools (such as income-based lotteries and geographic weighting) that could aid the creation of racially diverse and mixed-income schools.

### II. RATIONALES FOR CREATING SOCIOECONOMICALLY DIVERSE CHARTER SCHOOLS AS WELL

While focusing charter school efforts on high-needs students has merit, there is strong evidence to suggest that the current tilt in the policy and philanthropic communities toward supporting charter schools that educate low-income and at-risk children in high-poverty settings results in an overly narrow approach. Widening the focus so that it also supports charter schools that provide high-needs students with a racially and economically diverse educational setting makes sense for a number of reasons:

- *Civic, Social, and Cognitive Benefits for All Students.* Socioeconomically and racially integrated schools are beneficial to all students who attend them, because integration in public schools is important to fostering tolerant adults and good citizens. Students educated in diverse settings have been shown to develop higher-level critical thinking and cognitive skills. And when low-income students graduate and search for jobs, those in economically mixed schools have access to valuable networks that facilitate employment.
- *Resources for Improving Academic Performance.* Integrated charter schools hold particular promise for students currently in low-performing schools. Data show that many of the nation's charter schools, which on the whole are disproportionately high-poverty and racially isolated, still struggle to post significant academic gains for students. Numerous studies have shown that low-income students generally perform better in middle-class schools. Investing more heavily in socioeconomically and

racially integrated charter schools would provide low-income students with the documented benefits of peer-to-peer contact with a more diverse group of students, along with other resources related to school quality that, at least in the traditional public school context, are associated with increased school diversity.

- *A Chance to Experiment and Broaden the Base.* Socioeconomically and racially diverse charter schools would foster experimentation with new pedagogical approaches for addressing the needs of diverse groups of students under a single roof. For charter school supporters, socioeconomically integrated schools would broaden the political constituency for charters to include middle-class suburban parents.

### III. SUCCESSFUL EXAMPLES OF INTEGRATED CHARTER SCHOOLS

Today, some innovative charter schools already have pursued efforts consciously to integrate students from different racial and economic backgrounds. This report highlights the experiences of seven academically successful charter schools that educate substantial numbers of low-income students and students of color in diverse student bodies, revealing a variety of approaches to making racial and economic integration work.

- *Intentional Location.* Some charter schools we studied increased their chances of attracting a diverse student population by locating in an area accessible to parents of different incomes and races.
- *Targeted Student Recruitment.* In order to create racially and economically diverse student bodies, most of the schools that we identified use recruitment strategically, targeting underrepresented populations.
- *Weighted Admissions.* Most of the charter schools we studied use weighted lotteries based on family income or geography to ensure diverse enrollment.
- *Thoughtful Pedagogies and Academic Success.* The schools that we studied employ a variety of curricula and pedagogies, showing that diverse schools are not limited to one educational model. Common among them, however, is a focus on academic quality.
- *School Cultures That Embrace Diversity.* The charter schools we identified instituted community programs, classroom practices, and staff training to ensure that all students have equitable educational opportunities and all cultures or backgrounds are respected.

### IV. PROPOSED POLICY AND FUNDING CHANGES

To expand the presence of integrated charter schools, we need to explore the possibility of stronger federal and state policies, as well as increased private funding.

- *Federal Policy.* Federal policy could do more to encourage diversity in charter schools. Possible policy changes include creating incentives for locating charter schools strategically to combat racial and

socioeconomic isolation, increasing the funding priority in the U.S. Department of Education's Charter Schools Program for schools that promote diversity, and making federal start-up funds, which currently are limited to charters that use a blind lottery, available to schools that use a variety of methods (such as income-based lotteries) to create diverse student bodies.

- *State and Local Policy.* A number of states currently have laws that make it more difficult to form integrated charter schools because they provide priority for schools with high concentrations of low-income or at-risk students. Proposed changes to state laws that could encourage diversity include allowing for regional or inter-district charter schools in states that currently restrict charters to a single district, and creating incentives for racially and economically integrated schools comparable to the priority currently given in some states to schools with concentrations of at-risk or low-income students.
- *Foundation Support.* Foundations should consider supporting a diverse portfolio of charter schools, including not only those that serve only high-poverty student populations, but also those that serve low-income children by educating them in socioeconomically and racially integrated student bodies.

## INTRODUCTION

The education policy and philanthropy communities, to date, have placed a premium on funding charter schools that have high concentrations of poverty and large numbers of minority students. On one level, this is understandable. Focusing on efforts to maximize the number of at-risk children served in charter schools would seem to yield the greatest bang for the buck. And yet, questions about the educational effects of concentrated poverty and racial isolation remain. High-performing, high-poverty charter schools demonstrate beyond a doubt that low-income children, given the right environment, can learn at high levels. However, many other high-poverty charter schools still struggle academically.

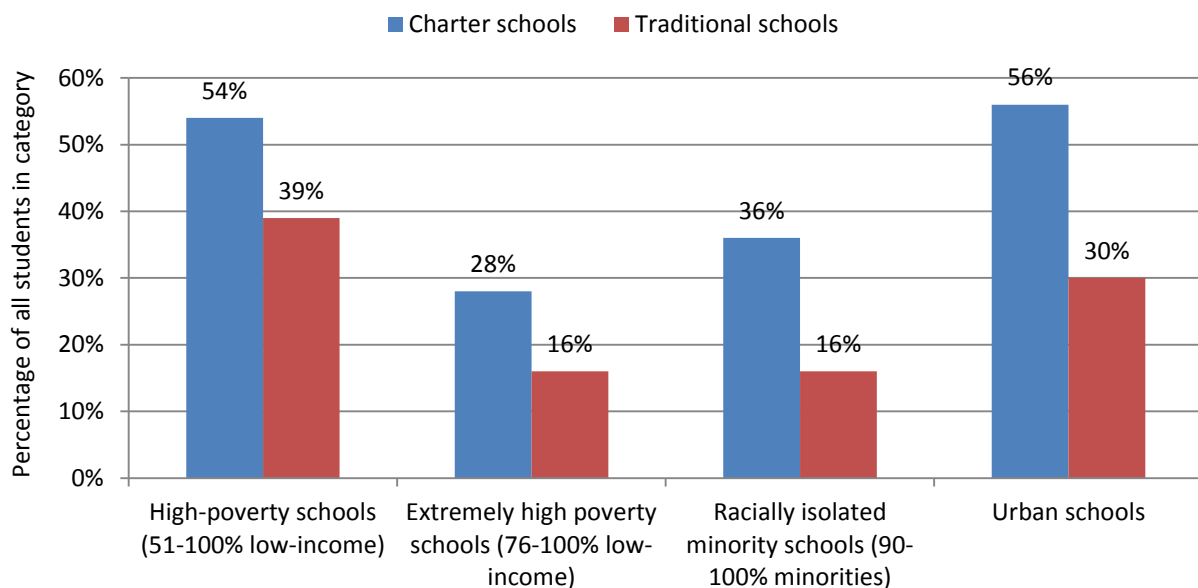
This report starts with the premise that racial and economic diversity is an important value in education, and that traditional public schools have largely failed to achieve this goal, for a variety of reasons. The charter school movement is uniquely positioned to lead innovation in this area and demonstrate both the feasibility and benefit of an integrated learning model—even in areas where public schools are constrained by residential segregation. At the same time, we believe there is value in trying different approaches to innovation in charter schools, rather than pursuing a one-size-fits-all approach. This report (1) outlines the current priority given to high-poverty charter schools in public policy and among funders; (2) considers rationales for adding to this approach charter schools that explicitly seek diversity; (3) provides examples of successful integrated charter schools; and (4) sketches some proposed policy and funding changes.



## I. THE CURRENT PRIORITY ON HIGH-POVERTY, RACIALLY ISOLATED SCHOOLS

As a result of a combination of public policies and philanthropic priorities, the nation's charter schools are more likely than traditional public schools to be urban, high poverty (51–100 percent of students receiving free and reduced-price lunch), extremely high poverty (76–100 percent free and reduced-price lunch), or racially isolated for minorities (90–100 percent of students are racial minorities). A majority (56 percent) of the nation's charter school students attend schools that are located in cities, compared to 30 percent of traditional public school students. Using the above definitions, 54 percent of charter school students are in high-poverty schools compared with 39 percent of public school students. Meanwhile, 28 percent of charter school students are in extremely high poverty schools, compared with 16 percent of traditional public school students. Similarly, 36 percent of charter school students are enrolled in schools where at least 90 percent of students are racial minorities, compared to 16 percent of traditional public school students. (See Figure 1.)

**Figure 1. Concentration of Poverty in Charter Schools, 2007–08**



*Source:* Erica Frankenberg, Genevieve Siegel-Hawley, and Jia Wang, *Choice without Equity: Charter School Segregation and the Need for Civil Rights Standards* (Los Angeles, Calif.: The Civil Rights Project at UCLA, January 2010), Table 20, p. 58, Table 22, p. 62, and Table 30, p. 72. Data are from the 2007–08 National Center for Education Statistics Common Core of Data.

The data on poverty and race cited in Figure 1 are not without controversy. Some argue that the proper comparison should be between charter schools and urban public schools, which also have relatively high concentrations of school poverty and racial isolation.<sup>1</sup> Indeed, as Figure 1 shows, charter school students are almost twice as likely as traditional public schools to attend schools located in cities. But this begs the larger point: policymakers could allow charter schools to be located anywhere; it is a choice to favor those in urban areas, prioritizing what turns out to be a concentration of at-risk students. In theory, charter schools, as schools of choice, could be far more integrated than traditional neighborhood public schools and could achieve this integration through voluntary parent choice rather than compulsory measures that involve

mandatory assignment. They consciously could be placed in economically and racially mixed neighborhoods. Inter-district charters could draw upon urban and suburban students at once. Oversubscribed schools could recruit and provide an admissions priority to students from geographic areas that are likely to enhance diversity.<sup>2</sup> These are all options not available to traditional neighborhood schools.



Renaya (fourth grade) and Ella (first grade) work together as part of the buddy program at Community Roots Charter School in Brooklyn, New York. Ella (left) shows her buddy the work she has done in art. Photo by Sahba Rohani.

Public policy, however, generally does not encourage the creation of socioeconomically and racially diverse schools. Laws in roughly a dozen states, including Illinois, North Carolina, and Virginia, prioritize charter school funding for at-risk or low-income students or, in Connecticut's case, students in districts in which members of racial or ethnic minorities constitute 75 percent or more of enrolled students.<sup>3</sup> If these laws were coupled with an emphasis on diversity, they could encourage charter schools that would provide low-income students with high-quality education in a racially and socioeconomically diverse setting. However, without special consideration of diversity, state laws are likely to continue to favor funding for high-poverty charter schools over charter schools serving diverse student bodies.

Similarly, the recently proposed All-STAR Act, sponsored by Senators Dick Durbin (D-IL) and Mark Kirk (R-IL) along with Representatives Jared Polis (D-CO) and Erik Paulsen (R-MN), would prioritize federal charter school funding for low-income students currently enrolled in underperforming schools. Prioritizing resources for low-income children is an admirable goal that need not be incompatible with promoting diversity; however, the All-STAR ACT would explicitly favor applications from schools that, among other criteria, serve a greater percentage of low-income students, making it unlikely that charters serving low-income students as part of diverse student bodies would receive funding.<sup>4</sup>



Other state laws restrict attendance zones for charter schools, making it more difficult for charters to attract a diverse population from a wide geographic area. New Jersey law, for example, encourages the formation of charter schools in urban areas, and New York requires charter schools to grant a lottery preference to students living within the district lines already in place for traditional public schools.<sup>5</sup> Current federal law requires charters to use blind lotteries for admissions in order to qualify for start-up funds, which takes away some other tools (such as income-based lotteries and geographic weighting) that could aid the creation of racially diverse and mixed-income schools. In addition, the Obama administration has not supported positive incentives to encourage integration in charter schools (other than allowing for a small competitive funding preference—up to 4 points added to a base maximum of 100—for schools that promote diversity).<sup>6</sup>

Finally, philanthropists often prioritize funding for education projects in high-poverty locations, providing incentives for charter school creators to maximize the proportion of low-income students in a school in order to gain funding. The Walton Family Foundation, for example, focuses specifically on selected “Market Share Demonstration Sites,” which are all districts with high concentrations of low-income students, and the Broad Foundation focuses generally on urban school districts.<sup>7</sup> Some of the charter school chains that have received the most generous philanthropic support pride themselves on their ability to educate pupils in schools with high concentrations of low-income and/or minority students. KIPP schools, for example, boast that “Eighty percent of our students are from low-income families and eligible for the federal free and reduced price meals program, and 90 percent are African American or Latino.”<sup>8</sup>

This focus by policymakers and philanthropists on high-poverty and sometimes racially isolated charter schools seems to stem from the belief that such a strategy is the best way to help at-risk students and close the achievement gap. Given scarce federal, state, and philanthropic dollars, funding a racially and economically mixed school that includes not only substantial numbers of low-income and minority students but also substantial numbers of middle-class and white students may be seen as diluting funding for at-risk students. Based on similar logic, charter school authorizers may choose to prioritize applications for schools located in the areas with fewest high-quality educational opportunities, which are often communities with concentrated poverty.

Those who advocate keeping low-income students isolated may believe that many of these students need a different set of pedagogical approaches than middle-class students. If that is true, it might be more efficient to educate them in separate environments from middle-class students. Highly routinized, “no excuses” schools set rigorous academic standards but also emphasize “non-cognitive skills,” such as self-discipline, and seek to develop an all-encompassing school climate to combat the culture of poverty and the streets from which their students come. Paul Tough, author of a book about the Harlem Children’s Zone, describes the philosophy behind “no excuses” secondary schools that target at-risk students: “The schools reject the notion that all that these struggling students need are high expectations; they do need those, of course, but they also need specific types and amounts of instruction, both in academics and attitude, to compensate for everything they did not receive in their first decade of life.”<sup>9</sup>

It makes sense that charter schools began with a focus on improving the prospects of high-needs students. However, thus far, this focus has resulted in prioritizing high-poverty charter schools over all others, which

research suggests may not be the most effective way of serving all at-risk students. Educating low-income students in high-poverty settings may provide the opportunity to implement pedagogies and structures specifically designed for at-risk students, but there are reasons to be concerned about the effects of concentrated poverty on student outcomes. It may be time to broaden our approach to consider other models that have proven to work in educating low-income children.

## **II. RATIONALES FOR CREATING SOCIOECONOMICALLY AND RACIALLY DIVERSE CHARTER SCHOOLS AS WELL<sup>10</sup>**

There is strong evidence to suggest that the current tilt in the policy and philanthropic communities toward charter schools that educate low-income and at-risk children in high-poverty settings results in an overly narrow approach. Part of the rationale for charter schools has always been to explore different ways to address educational challenges. There is a large body of research suggesting that socioeconomic and racial integration provide educational benefits for all students—especially at-risk students—that are worth pursuing.

### **CIVIC, SOCIAL, AND COGNITIVE BENEFITS FOR ALL STUDENTS**

It is essential to emphasize that all students—middle class and poor, of all races and ethnicities—benefit from diversity. Numerous studies have shown that integration in public schools is important for fostering tolerant adults and good citizens.<sup>11</sup> Children are at risk of developing stereotypes about racial groups if they live in and are educated in racially isolated settings. Diverse schools, however, can help prevent bias and counter stereotypes.<sup>12</sup> When school settings contain students from multiple racial groups, students become more comfortable with people of other races, which leads to a dramatic decrease in discriminatory attitudes and prejudices.<sup>13</sup> Research also has shown that students who attend racially diverse high schools are more likely to live in diverse neighborhoods five years after graduation.<sup>14</sup> As Justice Thurgood Marshall noted in one desegregation case, “unless our children begin to learn together, then there is little hope that our people will ever learn to live together.”<sup>15</sup>

Racial isolation in American schools extends beyond charter schools, and it includes concentrations of students from racial minorities as well as concentrations of white students. Not only do 36 percent of charter school students (and 16 percent of traditional public school students) attend schools at which 90–100 percent of students are racial minorities, 21 percent of traditional public school students (and 7 percent of charter school students) attend schools at which 90–100 percent of students are white.<sup>16</sup> However, charter schools could play a large part in the effort to break up this isolation and create diverse communities, given some flexibility in where they locate and which students they recruit.

Integrated schools also can help position students to succeed in a twenty-first-century economy. At the college level, students educated in diverse settings have been shown to develop higher-level critical thinking and cognitive skills.<sup>17</sup> Recent studies also have confirmed academic achievement gains associated with racial and economic integration in K–12 settings.<sup>18</sup>

In addition, when low-income students graduate and search for jobs, those in economically mixed schools have access to valuable networks that facilitate employment. Research confirms the adage that who you know matters as much as what you know, and studies find that one of the greatest benefits to blacks of attending desegregated schools came when seeking employment.<sup>19</sup> Indeed, University of California–Berkeley researcher Claude Fischer and colleagues found that, even after controlling for individual ability and family home environment, attending a middle-class school reduced the chances of adult poverty by more than two-thirds (4 percent versus 14 percent).<sup>20</sup>



As part of their Photography unit in art at Community Roots Charter School in Brooklyn, New York, Oliver, Kaya, and Arielle (fifth grade, left to right) edit the photographs they took on the computer. Photo by Sahba Rohani.

### **RESOURCES FOR IMPROVING ACADEMIC PERFORMANCE**

In addition to offering these benefits for all students, socioeconomic and racial integration hold particular promise for students in low-performing schools. Data show that many of the nation’s charter schools, which on the whole are disproportionately high-poverty and racially isolated, still struggle to post significant academic gains for students.<sup>21</sup> Investing more heavily in socioeconomically and racially integrated charter schools would provide low-income students with resources even more important than money that have been shown to increase achievement: academically engaged peers, an actively involved parental community, and strong teachers with high expectations.

Research suggests that students learn a great deal from their peers, so it is an advantage to have classmates who are academically engaged and aspire to go on to college. Peers in middle-income schools are more likely to do homework, attend class regularly, and graduate—all of which have been found to influence the

behavior of classmates. Middle-class schools report disorder problems half as often as low-income schools, so more learning goes on. Students at lower-poverty schools also are more likely on average to have the advantage of learning alongside high-achieving peers, whose knowledge is shared informally with classmates all day long. Middle-class peers come to schools with twice the vocabulary of low-income children, for example, so any given child is more likely to expand his vocabulary in a middle-class school through informal interaction.<sup>22</sup>

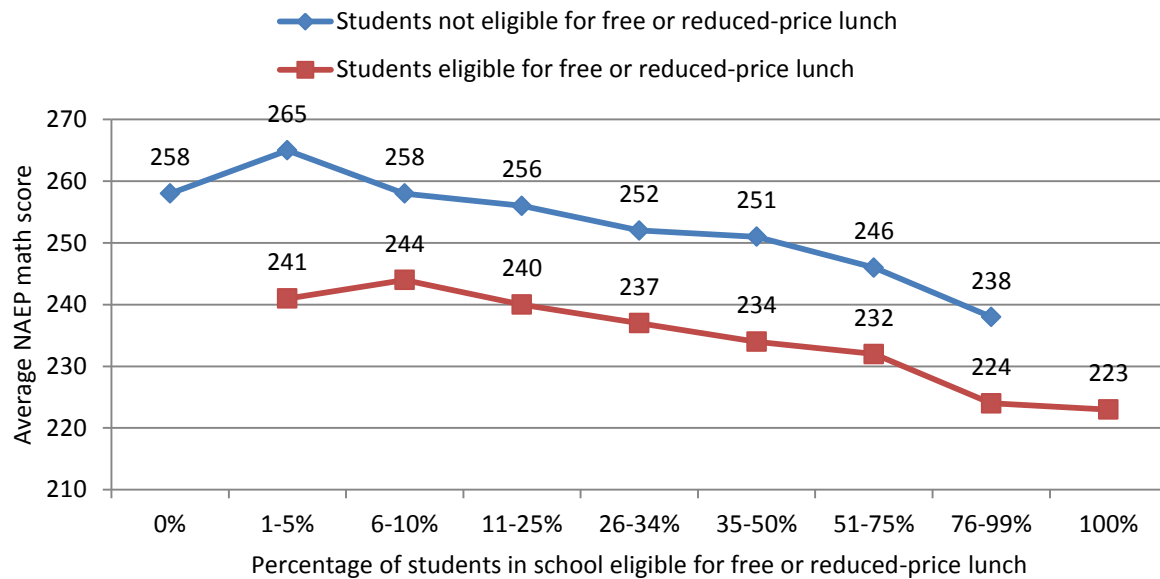
Parents are also an important part of the school community. Research shows that when parents are actively involved, volunteer in the classroom, and hold school officials accountable, the average achievement of all students in the school increases, regardless of their own parents' level of involvement. There is some evidence that charter schools have greater levels of parental involvement than traditional public schools with similar demographics, due to both institutional differences—such as smaller sizes—and a selection bias for parents with above-average participation.<sup>23</sup> However, numerous studies have shown that socioeconomic status is a main predictor of parental involvement. Middle-class parents are less likely to face some of the challenges that make school involvement difficult, such as inflexible work schedules, lack of transportation, or unreliable phone and Internet access. Middle-class parents are four times as likely to be members of the PTA. As a result, having a sizable population of middle-class parents can produce positive effects for all students in the school.<sup>24</sup> Thus, high-poverty charter schools—even those with greater parental involvement than demographically similar traditional public schools—might be able to further improve parental involvement and increase achievement for students of all income levels by expanding to serve a socioeconomically mixed population.

Likewise, while high-achieving charters have placed a premium on attracting excellent teachers with high expectations and have had considerable success in doing so, many charters continue to struggle in attracting and retaining high-quality teachers in high-poverty environments.<sup>25</sup> Research finds that the best teachers, at least as measured by traditional criteria, tend to be attracted to schools with a significant number of middle-class students. Teachers in schools without high concentrations of poverty are more likely to be licensed, to be teaching in their field of expertise, to have high teacher test scores, to have more teaching experience, and to have more formal education. Moreover, teachers in schools with lower levels of poverty are more likely to have high expectations. Research has found that the grade of *C* in a low-poverty school is the same as a grade of *A* in a high-poverty school, as measured by standardized test results. Economically mixed schools are also more likely to offer AP classes and high-level math.<sup>26</sup> Those charter schools that currently struggle to attract high-quality teachers might have more success if they were to serve a socioeconomically mixed student body.

It is possible to create an environment with academically engaged peers, involved parents, and strong teachers in a high-poverty school, but high-poverty schools that achieve these goals—and the ultimate goal of high academic achievement—are the exception rather than the rule. Data show that low-income students generally perform better in middle-class schools. On the 2011 National Assessment of Educational Progress (NAEP) given to fourth graders in math, for example, low-income students attending more-affluent schools scored substantially higher (244) than low-income students in high-poverty schools (224). This twenty-point difference is the equivalent of roughly two years' learning. Indeed, low-income students given a chance to

attend more-affluent schools performed more than half a year better, on average, than middle-income students who attend high-poverty schools (238).<sup>27</sup> (See Figure 2.)

**Figure 2. National Assessment of Educational Progress 2011, Fourth Grade Math Results**



*Source:* U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessments of Educational Progress (NAEP), 2011 Math Assessment, Grade 4.

Of course, the NAEP results may in part reflect self-selection (motivated low-income parents may find ways to have their children enrolled in middle-class schools), but studies seeking to control for this phenomenon still show favorable outcomes. For example, in 2005, University of California professor Russell Rumberger and his colleague Gregory J. Palardy found that a school's socioeconomic status had as much impact on the achievement growth over time of high school students as a student's individual economic status.<sup>28</sup> In addition, a 2010 Century Foundation study of public schools in Montgomery County, Maryland, found that low-income elementary students randomly assigned to public housing units in lower-poverty neighborhoods and who attend low-poverty schools perform far better than those assigned to higher-poverty neighborhoods and schools, despite extra investments in the latter for smaller class sizes, extended learning time, and better professional development for teachers.<sup>29</sup>

### **A CHANCE TO EXPERIMENT AND BROADEN THE BASE**

Socioeconomically and racially diverse charter schools also would foster experimentation with new pedagogical approaches for addressing the needs of diverse groups of students under a single roof. They could provide important lessons for public schools on how to make diverse schools work, without degenerating into rigid tracks for different ethnic, racial, or socioeconomic groups.

For charter school supporters, socioeconomically integrated schools also would broaden the political constituency for charters to include middle-class suburban parents.



### III. SUCCESSFUL EXAMPLES OF INTEGRATED CHARTER SCHOOLS

While it is true that creating socioeconomically and racially integrated charter schools is logistically and politically challenging, it is not impossible to do. For one thing, the old stereotype of low-income urban areas surrounded by middle-class suburbs is giving way to a new reality: more poor people now live in suburbs than in cities.<sup>30</sup>

Moreover, charter schools, like public magnet schools, are uniquely suited to create integrated student bodies. As schools of choice, they are not as constrained by residential segregation as are most public schools. And as schools created from scratch, with particular visions, they have the potential to draw interest from diverse income, racial, and ethnic groups. Indeed, charter schools could draw upon the experience of magnet schools, which have learned to successfully recruit parents across a wide range of communities and create schools that meet the demands of diverse consumers.<sup>31</sup>

Today, some innovative charter schools have pursued efforts to consciously integrate students from different racial and economic backgrounds. The examples that we highlight in this report include elementary, middle, and high schools, schools from the east coast, the west coast, and in between.

Each of these schools is striving to serve diverse student bodies that include large numbers of low-income students and students of color. Their racial/ethnic and socioeconomic demographics vary considerably, but all of the schools we studied avoid the extremes of very low poverty, very high poverty, or racial isolation. For example, all of the flagship campuses are within plus or minus 20 percentage points of a 50 percent low-income, 50 percent middle-class mix, and four of the seven flagships have over 40 percent of students receiving free or reduced price lunch. Six of the seven flagships we studied are over 50 percent nonwhite, and no single racial/ethnic group at any of the seven exceeds 51 percent of the student body.

Furthermore, we specifically chose schools that are high-achieving. DSSST: Stapleton High School, for example, was selected as one of three top finalists from a pool of over one thousand schools in the 2010 national Race to the Top Commencement Challenge. E. L. Haynes has won three EPIC awards, granted by the New Leaders' Effective Practice Incentive Community (EPIC) to urban schools showing the greatest student achievement gains. High Tech High boasts a 100 percent college admittance rate for their graduates and 99 percent college enrollment rate during the fall after graduation.

The experiences of these academically successful charter schools with diverse student bodies reveal a variety of approaches to making racial and economic integration work.<sup>32</sup> (Additional data on each of the schools are available in the school profiles in the Appendix at the end of the report.)

#### INTENTIONAL LOCATION

Some of the charter schools we studied laid the foundations for diversity in the locations they chose. By locating in an area accessible to parents of different incomes and races, charter schools can increase their chances of attracting a diverse student population. Capital City Public Charter School in Washington, D.C., and Community Roots Charter School in Brooklyn, N.Y., were both intentionally planned for mixed-income neighborhoods. Capital City's current campuses lie at the nexus of three Washington, D.C.,

neighborhoods—Adams Morgan, Mt. Pleasant, and Columbia Heights—with diverse socioeconomic and racial makeup. In order to serve all grades in one campus, Capital City will move in fall 2012 to a new location near the neighborhoods of Brightwood and Takoma, which also is a racially and economically diverse area. Similarly, founders of Community Roots Charter School specifically pitched their charter proposal for Fort Greene, a mixed-income neighborhood in Brooklyn, because of its economic and racial diversity.



High school students at DSST Public Schools: Green Valley Ranch in Denver, Colorado. Photo by Megan Helseth, 2011.

Blackstone Valley Prep Mayoral Academy—the flagship network of the Rhode Island Mayoral Academies, a nonprofit organization that designs socioeconomically diverse charter schools—offers another example of how intentional location can facilitate diversity. Rather than targeting a particular neighborhood, founders of Blackstone Valley Prep planned their location on a broader scale, choosing an attendance zone with considerable socioeconomic and racial diversity. As a regional charter school network, Blackstone Valley Prep serves students from four Rhode Island communities: two higher-income suburban communities (Cumberland and Lincoln) and two lower-income urban communities (Pawtucket and Central Falls). Blackstone Valley Prep’s three schools are currently located in Cumberland, but each one offers seats evenly to urban and suburban students, resulting in diverse student bodies. Executive Director Jeremy Chiappetta said that he expects Rhode Island Mayoral Academies to add additional urban locations as they expand. Achievement First Mayoral Academy has been approved to open in fall 2013.

## TARGETED STUDENT RECRUITMENT

In order to create racially and economically diverse student bodies, most of the schools that we identified use recruitment strategically, targeting underrepresented populations.

Since its founding, E. L. Haynes Public Charter School in Washington, D.C., has conducted extensive recruitment drives at a variety of neighborhood locations. “When we first got started, we recruited from in front of grocery stores, to coffee shops, to preschools,” said Jennifer Niles, the school’s founder and head of school. “If there was a community organization that I could find, I would go to it.” Now that E. L. Haynes is a top-ranked charter school in the city and receives many applications from families who hear about the school through its reputation, E. L. Haynes focuses all of its recruitment efforts on low-income and non-English-speaking families, who may have less access to information about local schools.

Karen Dresden, head of school at Capital City Public Charter School, described her school’s successful efforts to increase the number of Latino families, a demographic that was underrepresented during the school’s first few years. Capital City partnered with community organizations that provide other services, such as health care or after-school programs, and capitalized on the trust that these organizations had already built with members of the Latino community.

At the Larchmont Charter Schools, a pair of schools in Los Angeles, school leaders adjust their recruitment strategies on a monthly basis. With two schools and campuses in three neighborhoods—Hollywood, Koreatown, and West Hollywood—the Larchmont Schools are located in some of the most diverse communities in Los Angeles. But despite the diversity of these communities, few schools in the area serve diverse student bodies, according to Larchmont Schools’ senior academic officer, Brian Johnson. A group of parents from Hollywood started the first Larchmont School in 2005, with the hope of making a public school that was as diverse as their community at large. School leaders at each school look at census and Nielsen data for the school’s surrounding neighborhood and set the goal of having their student bodies mirror that diversity. Students are not chosen based on their individual race or ethnicity. Rather, each school designs a recruitment plan at the beginning of the year outlining their strategies and the community groups with which they plan to partner. Every month, school leaders look at the racial, ethnic, and socioeconomic breakdown of the lottery pool to measure their progress and adjust strategies if needed.

## WEIGHTED ADMISSIONS

In addition to targeted recruitment, most of the charter schools we studied use weighted lotteries to ensure diverse enrollment. This strategy of achieving diversity is complicated by a number of factors. The 2007 Supreme Court ruling in *Parents Involved in Community Schools v. Seattle School District No. 1* raised questions about individualized admissions policies targeting race. Recently released federal guidelines from the U.S. Department of Justice and the U.S. Department of Education outline ways in which schools may consider race in student assignments in order to promote diversity and avoid racial isolation; however, the guidelines also state that “school districts should consider approaches that do not rely on the race of individual students before adopting approaches that do.”<sup>33</sup> As a result, lotteries that rely on an individual student’s race or ethnicity may not be an option for charter schools. Furthermore, some states prohibit charter schools from using weighted lotteries, and even in states where they are permitted, charter schools using weighted

lotteries are not eligible for federal startup funds, an important funding source for many charter schools during their first three years of operation.<sup>34</sup> Still, lotteries not based on individual race—that weight students based on family income, geography, parents’ educational status, or the racial makeup of a neighborhood, for example—can be a powerful tool for creating a diverse student body.

Several of the charter schools we studied have lottery preferences based on family income. Blackstone Valley Prep simply reserves the first 50 percent of seats in their lottery for low-income students. At Larchmont Charter School, the lottery mechanism is more complicated, but the outcome is similar. School leaders use a carefully designed algorithm that is updated each year, depending on what percentage of that year’s lottery pool qualifies for free and reduced-price lunch. The algorithm adjusts the weight given to qualifying students in order to help reach the school’s target of 42 percent free and reduced-price lunch students.<sup>35</sup>

Other charter schools use geographic markers in their lottery to ensure diversity. High Tech High, a network of eleven elementary, middle, and high schools in San Diego, California, uses a lottery that weights only by zip code, seeking an even distribution of students from across the area. Because of the residential segregation in the area, the result of the zip code lottery is a socioeconomically and racially diverse student body. Community Roots Charter School also recently added an address-based preference in the school’s lottery. As the popularity of the school has grown, Community Roots has seen a decrease in the percentage of low-income students. In particular, students living in three large public housing complexes near the school have had a slimmer chance of getting into the school as the lottery pool has grown. Starting with enrollment for 2012–13, Community Roots will reserve 40 percent of the spaces in their incoming kindergarten class for students living in public housing.

DSST Public Schools, a network of charter middle and high schools in Denver, Colorado, uses a hybrid of income- and geography-based preferences. DSST works with the school district to determine the enrollment preference at each campus based on the communities in which the schools are located and with the goal of having diverse student bodies at each school. Some DSST schools then hold a separate lottery for students who are eligible for free and reduced-price lunch or who reside in a particular geographic region.

### **THOUGHTFUL PEDAGOGIES AND ACADEMIC SUCCESS**

Although targeted recruitment and lottery preferences can help create diverse student bodies, in a system of school choice, successful recruitment ultimately relies on having a high-quality school that attracts parents’ attention. The schools that we studied employ a variety of curricula and pedagogies, showing that diverse schools are not limited to one educational model. Common among them, however, is a focus on academic quality and in-demand content specialties.





Third grade students at E. L. Haynes Public Charter School in Washington, D.C. Photo by James Roy.

Capital City Public Charter School, for example, uses a model called Expeditionary Learning—for which they were recently named as a mentor school—that engages students through in-depth investigations in science and social studies topics. In addition, the school emphasizes its social curriculum and has strong arts and fitness programs. “Our school values a whole child approach and offers a broad range of programs and supports for students, and that is valued by families of all demographics,” said Karen Dresden, describing the school’s decision to offer a variety of arts and physical education classes as well as an array of after-school activities. In 2009, Capital City was named the top charter school in Washington, D.C., by the Fight for Children Quality Schools Initiative, a nonprofit organization dedicated to improving education in Washington, D.C.

DSST Public Schools and High Tech High each focus on STEM (science, technology, engineering, and math) and offer project-based, applied learning.

Larry Rosenstock, CEO and founding principal of High Tech High, describes his network’s method as “bringing the pedagogy of voc ed [vocational education] to academics.” High Tech High students create projects covering a wide range of subjects—from an alphabet book about ancient Egypt written by sixth graders to essays by high school juniors reflecting on internship experiences—that they publish on websites and in books. DSST Public Schools has also been extremely successful with its own variety of project-based, STEM-focused learning. DSST: Stapleton High School, the first DSST school to open, was the only high school to receive a “Distinguished” rating from Denver Public Schools in 2011 and was selected as one of three top finalists from a pool of over one thousand schools in the 2010 national Race to the Top Commencement Challenge.

E. L. Haynes Public Charter School offers a rigorous curriculum that Jennifer Niles describes as “a combination of curricular resources and instructional methods drawn from outstanding schools to provide our students with a rigorous, joyful, engaging program typically found only in schools serving our America’s wealthiest families. We’re not tied to a specific philosophy or approach—we use whatever works for our students.” The school uses an “AP for All” model that requires students to complete eleven AP courses in order to graduate. E. L. Haynes operates with a year-round calendar and year-round programming. Through optional intersession programs that occur during the breaks in the regular academic calendar, students can attend educational programs at the school for 47 out of 52 weeks in the year. Like Capital City, E. L. Haynes was a winner of the Fight for Children Quality Schools Initiative. For three years in a row, E. L. Haynes has



also earned EPIC awards, granted by the New Leaders' Effective Practice Incentive Community (EPIC) to urban schools showing the greatest student achievement gains.

### **SCHOOL CULTURES THAT EMBRACE DIVERSITY**

Creating a successful diverse charter school requires more than ensuring diversity of students who walk through the front door. In order to reap the academic, social, and cognitive benefits of diversity, schools must ensure that all students have equitable educational opportunities and all cultures or backgrounds are respected. As Larry Rosenstock explained, "It's not just diversity in admissions. It's also integration in practice once they've arrived." In order to make sure that the school is integrated at the classroom level, High Tech High uses a full immersion special education model, supporting special education students in regular classroom settings and only pulling them out for specialized instruction during non-academic times. In addition, rather than separating honors students and regular students, High Tech High offers classes with a two-tiered syllabus: all students take the class together, and those opting for honors complete extra assignments.

Leaders at the Larchmont Schools use data to monitor how well they are serving all segments of their student body. The administration looks at data on academic achievement as well as a variety of other measures—retention of families, satisfaction survey results, and volunteerism rates, for example. For each of these datasets, the school breaks down data into racial, ethnic, and socioeconomic subgroups. "Everything that we do, we are constantly breaking it down and saying, are we serving all kids of all backgrounds equally well and are we serving all families equally well?" said Brian Johnson, senior academic officer at Larchmont Schools. "That's just been an overall obsession."

Creating a school culture that fosters respect for all voices requires getting teachers and parents involved. E. L. Haynes Public Charter School requires all new staff to participate in race and equity training seminars. At Blackstone Valley Prep, the Family Leadership Council (similar to a PTO) is co-led by one urban and one suburban parent to help ensure that voices from across the community are heard and to encourage parents of different backgrounds to interact. "I believe that a lot of our cross-cultural family conversations and connections that happen are the beginning of what could be a really great positive social influence," said Jeremy Chiappetta.

Community Roots Charter School hired a director of community development who is specifically charged with making sure that the school is serving all parts of the school community. Co-director Allison Keil said that failing to put someone in charge of making sure that all voices in the school community are heard is a "common pitfall" in diverse schools. "We can bring people together, and it can look like a really nice picture, and then when you don't push on it, certain parts of the population feel like they have more access or less access," Keil said. "We have lots of programming here specific to pushing on that." The school also offers a number of programs designed to facilitate interaction between students and parents of all backgrounds outside of school hours. For example, PALS (Play and Learning Squads) organizes small, teacher-selected groups of Community Roots students and parents to go on weekend or afternoon excursions.



Middle school students at E. L. Haynes Public Charter School in Washington, D.C., collaborate on a computer-based project. Photo by James Roy.

### **EXPANSION**

Many of the schools on our list have expanded significantly since their founding. Their growth suggests that there is strong demand for high-quality, diverse charter schools and that expanding this model is possible.

After starting with a single campus in 2000, Capital City now has two campuses that together serve grades Pre-K–12 and will increase enrollment at a new campus starting in fall 2012. Likewise, the success of the original Larchmont Charter School inspired a second school, Larchmont Charter School–West Hollywood, to open in 2008, three years after the opening of the first school.

DSST Public Schools and High Tech High are even further along in the process of expanding. After starting with one school in 2000, the High Tech High network now includes eleven elementary, middle, and high schools across San Diego as well as an in-house teacher certification program and a new Graduate School of Education.

The original Denver School of Science and Technology (now DSST: Stapleton) opened in 2004. DSST Public Schools now contains five middle and high schools, with plans to expand to ten schools on five campuses. Most recently, DSST took on a new challenge by opening a school in a building formerly occupied by a public school that was notorious for its low performance. In fall 2011, DSST: Cole Middle School opened in the old Cole Middle School building, enrolling students from the low-income, high-crime neighborhood surrounding the school as well as additional students from across Denver. “It’s one thing to open a school in a middle-upper-income neighborhood that low-income kids come to. It’s another to open

it in a really challenging neighborhood that then middle- and upper-income families come to,” said Bill Kurtz, CEO of DSST Public Schools. Kurtz sees the school’s success thus far as a testament to the strength of DSST’s model. “I think it demonstrates the brand that we’ve been able to establish and that people want what we have to offer and are willing to do things they may not otherwise have done because of the promise of great education and the promise of a really vibrant learning community.”

The schools we studied all provide an intriguing alternative to the charter school model that seeks to make only high-poverty schools work. Diverse schools provide the opportunity, as E. L. Haynes’ Jennifer Niles phrased it, “to demonstrate that all students can achieve at high levels all together.” And, as American society becomes increasingly diverse and globally connected, the experience of learning in a diverse school setting is more important than ever. In the words of Brian Johnson of Larchmont Schools, “In order to prepare our kids to participate and lead in the twenty-first century diverse society, we’ve got to be giving them opportunities to learn from and with children who have different experiences than they do, from the very beginning.” We think the playing field should be leveled so that diverse charter schools attract the support of the policy and philanthropic communities alongside high-poverty charters.

## **IV. PROPOSED POLICY AND FUNDING CHANGES**

Some charter schools are already succeeding in educating diverse student bodies, but we need to explore the possibility of stronger federal and state policies, as well as increased private funding, that would help expand the presence of integrated charter schools.

### **FEDERAL POLICY**

Current federal law does little to encourage diversity in charter schools or prevent charter schools from increasing socioeconomic and racial isolation. Starting in FY2011, the U.S. Department of Education’s Charter Schools Program application includes a competitive preference for schools that “promote student diversity, including racial and ethnic diversity, or avoid racial isolation.”<sup>36</sup> While this is a step in the right direction, federal policy could do more to encourage socioeconomically and racially diverse charter schools. The following proposed changes are drawn largely from recommendations by the National Coalition on School Diversity:<sup>37</sup>

- Any new federal law should provide incentives for locating charter schools strategically to combat racial and socioeconomic isolation and incentives for charter schools, regardless of location, to recruit a racially and economically diverse student body.
- The Charter Schools Program of the Elementary and Secondary Education Act of 1965 (ESEA) should include among the criteria for determining which charter schools are “high-quality” consideration of whether the school promotes diversity.

- The competitive preference priority in the Charter Schools Program for schools that promote diversity, currently up to 4 points out of 100, should be increased to equal the weight of the priority given to schools serving a low-income demographic, which is currently 9 points out of 100.
- Federal start-up funds, which are currently limited to charters that use a blind lottery, should be made available to schools that use income- or geography-based lotteries to create socioeconomically and racially diverse student bodies.
- The U.S. Department of Education should remind charter schools that they fall under the “Guidance on the Voluntary Use of Race to Achieve Diversity and Avoid Racial Isolation in Elementary and Secondary Schools,” released jointly by the U.S. Departments of Education and Justice in December 2011. This guidance emphasizes that socioeconomic options are legal and that the careful consideration of race is also permitted.

### **STATE AND LOCAL POLICY**

A number of states currently have laws that make it more difficult to form integrated charter schools because they provide priority for schools with concentrations of low-income or at-risk students. The following changes to state laws could encourage diversity in charter schools:

- States with laws that currently require charter schools to operate within a district could create provisions for regional or inter-district charter schools.
- States could create incentives for racially and economically integrated schools comparable to the priority currently given in some states to schools with concentrations of at-risk or low-income students.
- Charter school authorizers could work to close failing high-poverty charter schools and apply heightened scrutiny to applications for new charter schools from operators of high-poverty schools that struggle academically.

### **FOUNDATION SUPPORT**

Foundations should consider supporting a diverse portfolio of charter schools, including not only those with pedagogies targeted specifically at low-income students, but also those that serve low-income children in socioeconomically and racially integrated student bodies.

- A consortium of foundations might consider supporting a pilot initiative to fund applications for charter schools committed to socioeconomic and racial diversity coupled with a rigorous evaluation component to study the outcomes for low-income students.

## **APPENDIX: PROFILES OF DIVERSE CHARTER SCHOOLS**

### **NOTES ON METHODOLOGY**

The sources for demographic and achievement data and the most recent year of data available vary depending on the charter school and state in which it is located. We have preserved the demographic classifications used in the original data sources, including minor variations in the labeling of groups.

In cases where charter school operators run more than one school or campus, we have chosen to highlight the original school/campus in our data, with the rationale that these flagship campuses have been operating for the longest time and thus have the best data available.

We have provided achievement data that factor in as many grade levels as possible. When composite results across grade levels were not available, we have chosen data from the highest grade level available, with the rationale that, usually, students in upper grades have spent more time at that school than those in the lower grades.

### **BLACKSTONE VALLEY PREP MAYORAL ACADEMY**

*Cumberland, Rhode Island*

*<http://www.blackstonevalleyprep.org/>*

The flagship of the Rhode Island Mayoral Academies, a nonprofit organization that designs socioeconomically diverse charter schools, Blackstone Valley Prep is a regional network of charter elementary and middle schools. Blackstone Valley Prep uses a “high expectations” educational model. The schools in the network implement a strict discipline system, have a longer school day and longer school year, offer summer and Saturday school programs, and label student cohorts for their projected college graduation year (for example, current kindergartners are the class of 2028). Blackstone Valley Prep also has strong fine arts and music programs. In 2011, 100 percent of Blackstone Valley Prep’s kindergarten and first grade students met the benchmark for proficiency on the Developmental Reading Assessment—a test required for a subset of elementary schools in Rhode Island—which was unprecedented in the state.

Blackstone Valley Prep’s lottery is open to students from four communities in Rhode Island that span both urban and suburban districts. The school enrolls equal numbers of urban and suburban students, and the first 50 percent of seats in the lottery are reserved for low-income students. As a result, Blackstone Valley Prep serves a socioeconomically and racially diverse group of students. In addition, 40 percent of students speak a language other than English at home.

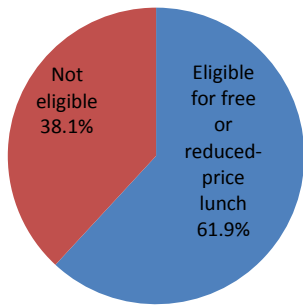


**ENROLLMENT**

For the 2011–12 school year, Blackstone Valley Prep enrolled 522 students in three schools: Elementary School 1 consists of kindergarten through second grade, Elementary School 2 has kindergarten, and Middle School 1 serves fifth and sixth graders. Each of these schools is in the process of expanding, and the network plans eventually to grow into a feeding pattern of two elementary schools, two middle schools, and one high school.

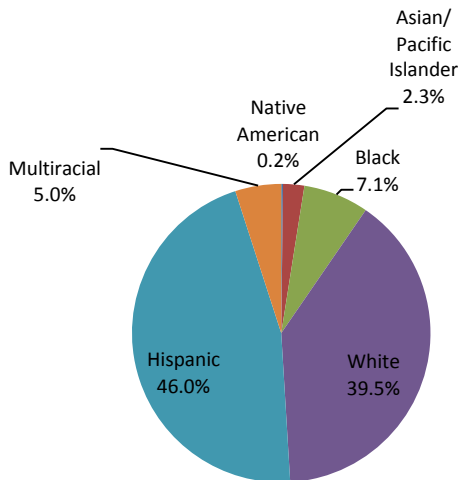
*Source:* 2011–2012 October Enrollment for Blackstone Valley Prep, a RI Mayoral Academy—All Schools, School and District Statistics, Rhode Island Department of Elementary and Secondary Education, <http://www.ride.ri.gov/applications/statistics.aspx>.

**DEMOGRAPHIC AND ACHIEVEMENT DATA**



**Figure A-1. Free or Reduced-Price Lunch Eligibility**

*Source:* “2011–2012 October Enrollment for Blackstone Valley Prep, a RI Mayoral Academy—All Schools,” School and District Statistics, Rhode Island Department of Elementary and Secondary Education, <http://www.ride.ri.gov/applications/statistics.aspx>.



**Figure A-2. Race and Ethnicity**

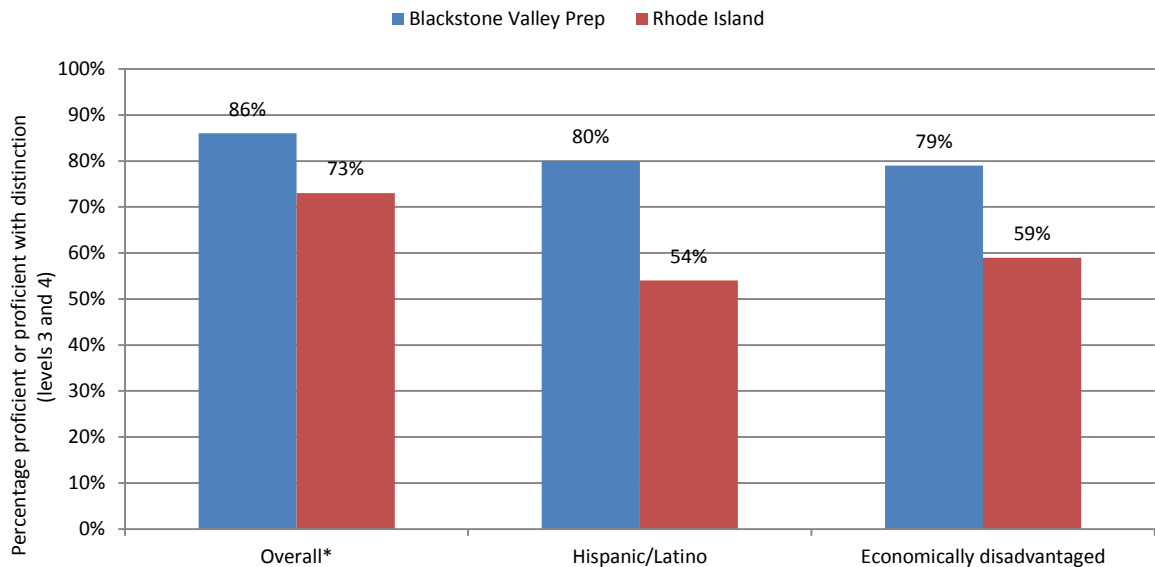
*Source:* “2011–2012 October Enrollment for Blackstone Valley Prep, a RI Mayoral Academy—All Schools,” School and District Statistics, Rhode Island Department of Elementary and Secondary Education, <http://www.ride.ri.gov/applications/statistics.aspx>.

**Table A-1. Percentage of Students with Classifications**

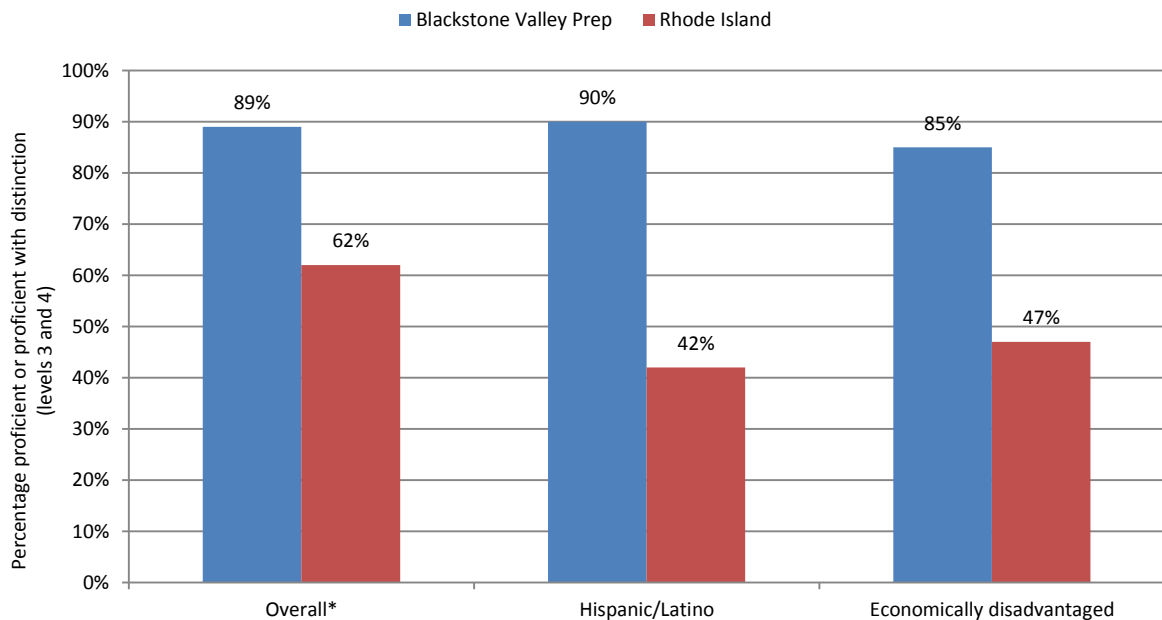
Limited English Proficient	12
Students with Individualized Education Programs	8

*Source:* “2011–2012 October Enrollment for Blackstone Valley Prep, a RI Mayoral Academy—All Schools,” School and District Statistics, Rhode Island Department of Elementary and Secondary Education, <http://www.ride.ri.gov/applications/statistics.aspx>.

**Figure A-3. Grade 6 Reading Scores, New England Common Assessment Program, Fall 2011**



**Figure A-4. Grade 6 Math Scores, New England Common Assessment Program, Fall 2011**



\*62 percent of sixth grade students tested at Blackstone Valley Prep in fall 2011 were economically disadvantaged, compared to 47 percent of sixth graders tested in the state of Rhode Island.

*Note:* Sixth grade was selected because it was the highest grade level at Blackstone Valley Prep in 2011–12 and the only grade for which test results reflecting student learning at Blackstone Valley Prep are currently available. The data for Blackstone Valley Prep include only those sixth graders who were enrolled at the school as fifth graders the previous year (2010–11), the first year that Blackstone Valley Prep offered fifth grade. The data for Rhode Island include all sixth graders in the state enrolled in fall 2011. Subgroup data is not available for 2010–11 fifth grade students in the following subgroups at Blackstone Valley Prep because the cohorts were too small: black or African American, not Hispanic or Latino; current LEP students; and students with an IEP.

*Source:* “Fall 2011 Beginning of Grade 6 NECAP Tests, Grade 5 Students in 2010–2011, Blackstone Valley Prep,” and “Fall 2011 Beginning of Grade 6 NECAP Tests, Grade 6 Students in 2011–2012,” Office of Instruction, Assessment, and Curriculum, Rhode Island Department of Elementary and Secondary Education, <http://www.ride.ri.gov/assessment/results.aspx>.

## CAPITAL CITY PUBLIC CHARTER SCHOOL

Washington, D.C.

<http://www.ccpcs.org/>

A charter school serving Pre-K through twelfth grade students, Capital City uses the project-based Expeditionary Learning model, offers strong art and fitness programs, and emphasizes the importance of both social and academic curricula. Capital City was recently named an Expeditionary Learning “Mentor School,” an honor that recognizes the school as one of the highest performing Expeditionary Learning schools and gives it the chance to showcase best practices to other Expeditionary Learning schools. In 2009, President Obama, along with Mrs. Obama, visited Capital City and called the school “an example of how all schools should be.” That same year, the school won the Fight for Children Quality Schools Initiative award, granted each year to outstanding schools in Washington, D.C. In 2011, the District of Columbia Public Charter School Board ranked Capital City as a “Tier 1” (highest performance) charter school.

The student body at Capital City is remarkably diverse. As the first parent-founded charter school in Washington, D.C., Capital City was strategically located between the Adams Morgan, Mt. Pleasant, and Columbia Heights neighborhoods as a way of producing racial and economic diversity. The school has a long waiting list and makes aggressive efforts to recruit a diverse applicant pool, including reaching out to Spanish-speaking families. Capital City will move to a new location in fall 2012 in order to house all grades in one campus and expand enrollment in the elementary grades. The school’s new campus, near the neighborhoods of Brightwood and Takoma, is also in a racially and economically diverse area.

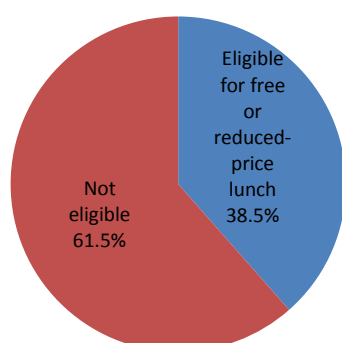
### ENROLLMENT

Capital City has a Lower Campus, which was founded in 2000, as well as an Upper Campus, which opened in 2008. In 2010–11, the Lower Campus served 244 students in grades PreK–8, while the Upper Campus served 294 students in grades 6–11. As of 2011–12, the Upper Campus has expanded through grade 12.

*Source:* District of Columbia Public Charter School Board, “School Performance Report 2010–2011: Capital City PCS Lower School,” [http://www.dcpubliccharter.com/data/images/capcity\\_lower\\_esms10-11.pdf](http://www.dcpubliccharter.com/data/images/capcity_lower_esms10-11.pdf) and “School Performance Report 2010–2011: Capital City PCS Upper School,” [http://www.dcpubliccharter.com/data/images/capcity\\_high\\_hs10-11.pdf](http://www.dcpubliccharter.com/data/images/capcity_high_hs10-11.pdf)

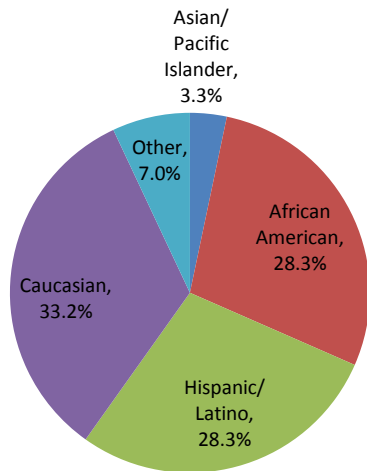
### DEMOGRAPHIC AND ACHIEVEMENT DATA

*Note:* The data below are for Capital City Public Charter School Lower Campus only, since that is the founding campus.



**Figure A-5. Free or Reduced-Price Lunch Eligibility**

*Source:* District of Columbia Public Charter School Board, “School Performance Report 2010–2011: Capital City PCS Lower School,” [http://www.dcpubliccharter.com/data/images/capcity\\_lower\\_esms10-11.pdf](http://www.dcpubliccharter.com/data/images/capcity_lower_esms10-11.pdf).



**Figure A-6. Race and Ethnicity**

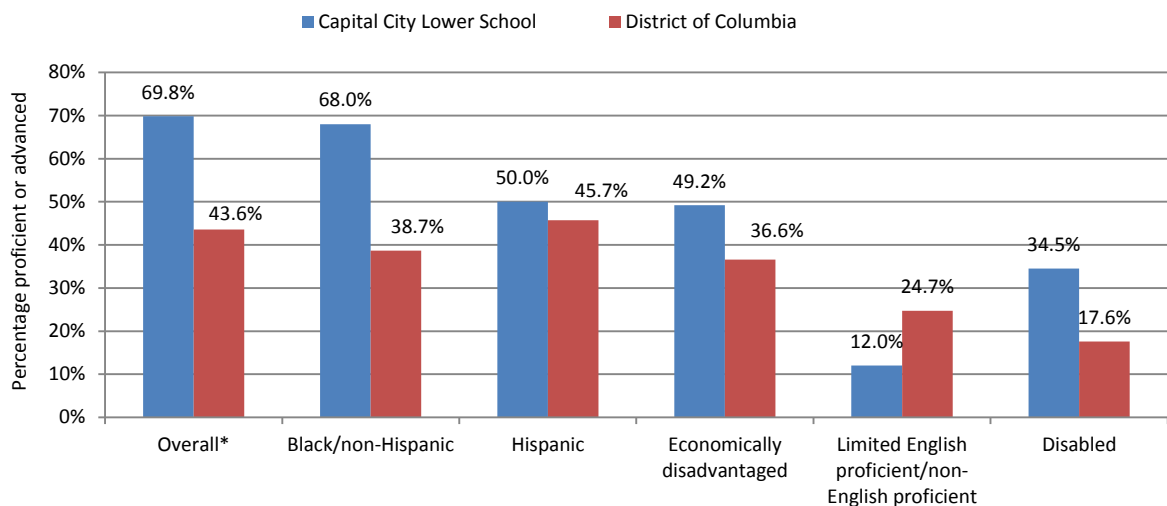
Source: District of Columbia Public Charter School Board, "School Performance Report 2010–2011: Capital City PCS Lower School," [http://www.dcpubliccharter.com/data/images/capcity\\_lower\\_esms10-11.pdf](http://www.dcpubliccharter.com/data/images/capcity_lower_esms10-11.pdf).

**Table A-2. Percentage of Students with Classifications**

Limited English Proficient	18.4
Special Education	14.3

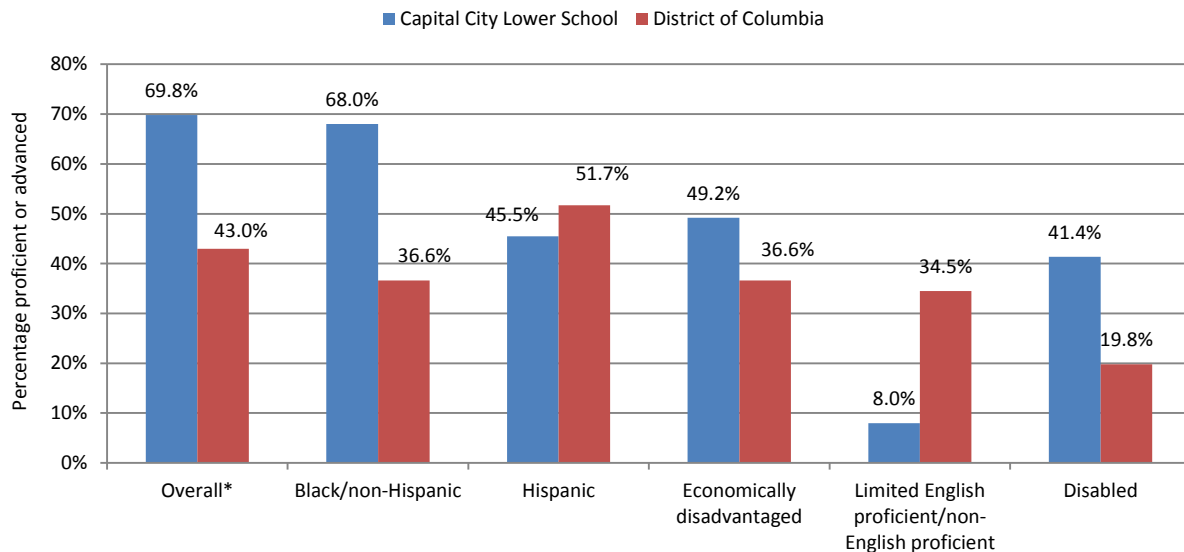
Source: District of Columbia Public Charter School Board, "School Performance Report 2010–2011: Capital City PCS Lower School," [http://www.dcpubliccharter.com/data/images/capcity\\_lower\\_esms10-11.pdf](http://www.dcpubliccharter.com/data/images/capcity_lower_esms10-11.pdf).

**Figure A-7. Grades 3–8 Reading Scores, D.C. Comprehensive Assessment System, 2010–11**



\*41 percent of students tested at Capital City Lower School in 2010–11 were economically disadvantaged, compared to 72 percent of elementary school students tested in the District of Columbia.

Source: "Capital City PCS – Lower School, 2011," and "State Report Card - Elementary, 2011," District of Columbia Assessment and Accountability Data Reports, <http://nclb.osse.dc.gov/>.

**Figure A-8. Grades 3–8 Math Scores, D.C. Comprehensive Assessment System, 2010–11**

\*41 percent of students tested at Capital City Lower School in 2010–11 were economically disadvantaged, compared to 72 percent of elementary school students tested in the District of Columbia.

Source: "Capital City PCS – Lower School, 2011," and "State Report Card - Elementary, 2011," District of Columbia Assessment and Accountability Data Reports, <http://nclb.osse.dc.gov/>.

## COMMUNITY ROOTS CHARTER SCHOOL

*Brooklyn, New York*

<http://www.communityroots.org/>

Strategically located in the mixed-income neighborhood of Fort Greene and drawing students from across Brooklyn, Community Roots is a racially and socioeconomically diverse K–5 charter school. Community Roots uses an integrated studies approach to instruction, placing social studies at the center of the curriculum and offering rich arts and music programs. Community Roots also considers students with special needs an important part of their diversity and uses an inclusive model for delivering special education services, pairing a general-education teacher and a special-education teacher in each classroom.

Community Roots targets recruitment efforts on Head Start, public housing, and special needs preschool programs. As popularity of the school has grown, Community Roots has seen a decrease in the percentage of low-income students. In particular, students living in three large public housing complexes near the school have had a slimmer chance of getting into the school as the lottery pool has grown. Starting with enrollment for 2012–13, Community Roots will reserve 40 percent of the spaces in their incoming kindergarten class for students living in public housing.

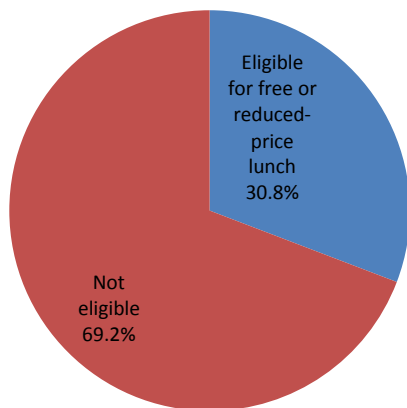


## ENROLLMENT

Community Roots enrolled 250 students in grades K–4 in 2009–10. The school has now expanded through fifth grade and has plans to add a middle school. The first class of sixth graders will enroll in fall 2012.

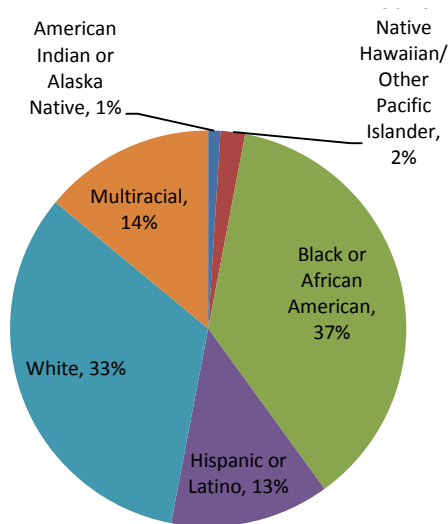
*Source:* Common Core of Data, 2009–10 school year, Community Roots Charter School, National Center for Education Statistics, [http://nces.ed.gov/ccd/schoolsearch/school\\_detail.asp?Search=1&InstName=community+roots&SchoolType=1&SchoolType=2&SchoolType=3&SchoolType=4&SpecificSchTypes=all&IncGrade=-1&LoGrade=-1&HiGrade=-1&ID=360015905898](http://nces.ed.gov/ccd/schoolsearch/school_detail.asp?Search=1&InstName=community+roots&SchoolType=1&SchoolType=2&SchoolType=3&SchoolType=4&SpecificSchTypes=all&IncGrade=-1&LoGrade=-1&HiGrade=-1&ID=360015905898).

## DEMOGRAPHIC AND ACHIEVEMENT DATA



**Figure A-9. Free or Reduced-Price Lunch Eligibility**

*Source:* Common Core of Data, 2009–2010 school year, Community Roots Charter School, National Center for Education Statistics, [http://nces.ed.gov/ccd/schoolsearch/school\\_detail.asp?Search=1&InstName=community+roots&SchoolType=1&SchoolType=2&SchoolType=3&SchoolType=4&SpecificSchTypes=all&IncGrade=-1&LoGrade=-1&HiGrade=-1&ID=360015905898](http://nces.ed.gov/ccd/schoolsearch/school_detail.asp?Search=1&InstName=community+roots&SchoolType=1&SchoolType=2&SchoolType=3&SchoolType=4&SpecificSchTypes=all&IncGrade=-1&LoGrade=-1&HiGrade=-1&ID=360015905898).



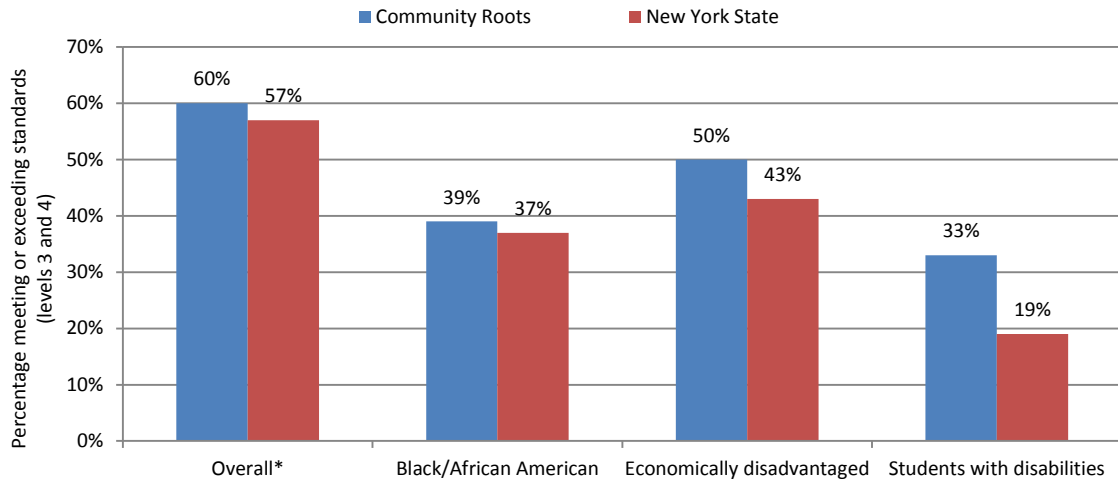
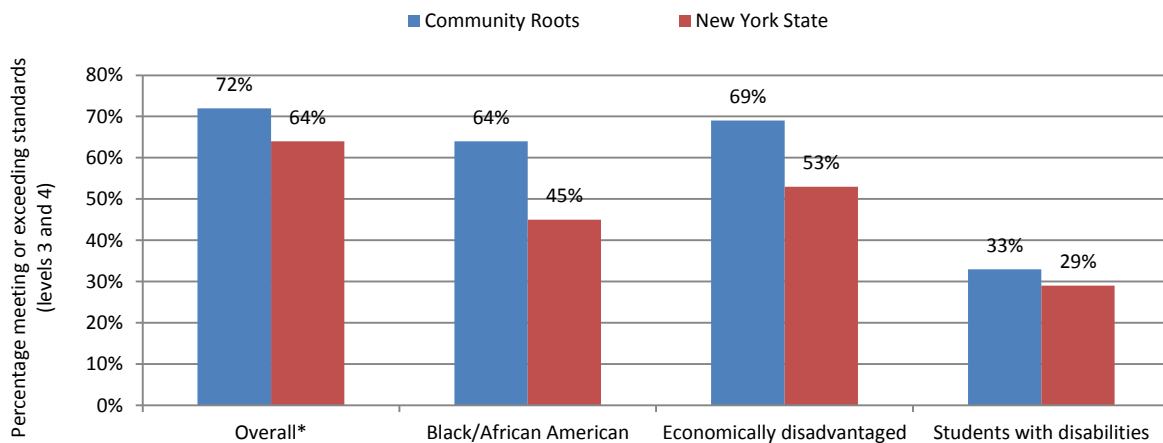
**Figure A-10. Race and Ethnicity**

*Source:* New York State Education Department, The New York State School Report Card, 2009–10, Community Roots Charter School, <https://reportcards.nysed.gov/files/2009-10/AOR-2010-331300860893.pdf>.

**Table A-3. Percentage of Students with Classifications**

Limited English Proficient	1
Special Needs	15–20

*Source:* Data for English proficiency from New York State Education Department, The New York State School Report Card, 2009–10, Community Roots Charter School, <https://reportcards.nysed.gov/files/2009-10/AOR-2010-331300860893.pdf>; data for special needs was not publicly available on the New York State Education Department website, but came from Allison Keil, co-director of Community Roots Charter School, e-mail to Halley Potter, February 25, 2012.

**Figure A-11. Grade 4 English Language Arts Scores, New York State Assessment, 2009–10****Figure A-12. Grade 4 Math Scores, New York State Assessment, 2009–10**

\*32 percent of fourth graders tested at Community Roots in 2009–10 were economically disadvantaged, compared to 54 percent of fourth graders tested in the State of New York.

*Note:* Fourth grade was selected because it was the highest grade at Community Roots Charter School in 2009–10. Subgroup data is not available for Hispanic or Latino fourth grade students at Community Roots Charter School in 2009–10 because the cohort was too small. There were no Limited English Proficient fourth graders tested at Community Roots Charter School in 2009–10.

*Source:* New York State Education Department, The New York State School Report Card, 2009–2010, Community Roots Charter School, <https://reportcards.nysed.gov/files/2009-10/AOR-2010-331300860893.pdf>, and New York State, <https://reportcards.nysed.gov/statewide/2010statewideAOR.pdf>.

## DSST PUBLIC SCHOOLS

*Denver, Colorado*

<http://dsstpublicschools.org/>

A network of five public charter middle and high schools, DSST Public Schools educates over 1,500 students in a values-driven environment with a focus on STEM (science, technology, engineering, and math). Thus far, 100 percent of DSST graduates have been accepted to four-year colleges. DSST: Stapleton High School, the first DSST school to open, was the only high school to receive a “Distinguished” rating from Denver Public Schools in 2011 and was selected as one of three top finalists from a pool of over 1,000 schools in the 2010 national Race to the Top Commencement Challenge.

Integration and diversity have been part of the guiding philosophy at DSST Public Schools since its founding. DSST Public Schools has been very successful attracting families of all economic backgrounds to its lottery and has a goal that at least 50 percent of students be eligible for free or reduced-price lunch. DSST works with the school district to determine the enrollment preference at each campus based on the communities in which the schools are located and with the goal of having diverse student bodies at each school. Some DSST schools then hold a separate lottery for students who are eligible for free and reduced-price lunch or who reside in a particular geographic region. Currently, over 50 percent of students across five schools are economically disadvantaged. DSST Public Schools is planning to expand to ten schools on five campuses with the socioeconomic integration model intact.

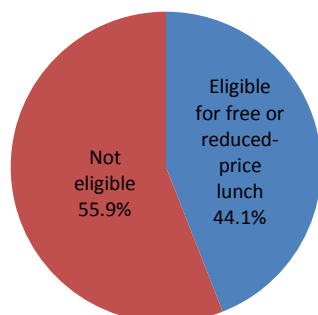
### ENROLLMENT

In 2011–12, DSST Public Schools operated two middle schools and three high schools. DSST: Stapleton includes a high school, opened in 2004 as the Denver School of Science and Technology, and a middle school, added in 2008. The Stapleton campus enrolled 874 students in grades 6–12 in 2010–11.

*Source:* 2010–11 student data for Denver School of Science and Technology, Colorado Department of Education, The SchoolView Data Center, <http://www.schoolview.org/performance.asp>.

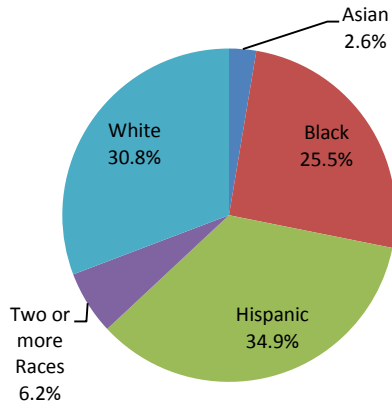
### DEMOGRAPHIC AND ACHIEVEMENT DATA

*Note:* The data below are for DSST: Stapleton Middle and High Schools only, since those two schools make up the founding campus.



**Figure A-13. Free or Reduced-Price Lunch Eligibility**

*Source:* 2010–11 student data for Denver School of Science and Technology, Colorado Department of Education, The SchoolView Data Center, <http://www.schoolview.org/performance.asp>.



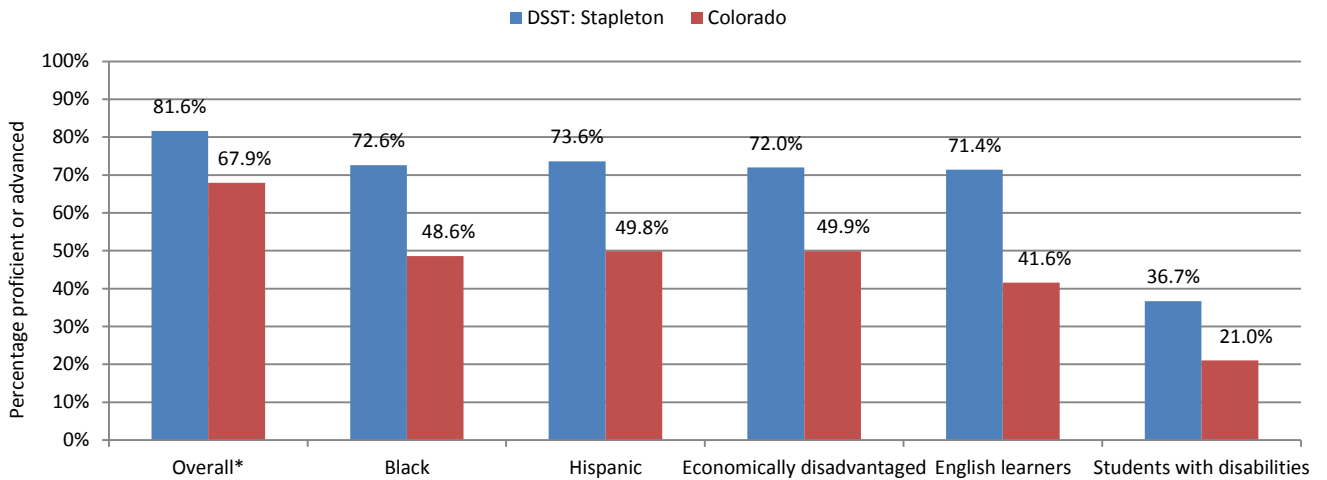
**Figure A-14. Race and Ethnicity**

Source: 2010–11 student data for Denver School of Science and Technology, Colorado Department of Education, The SchoolView Data Center, <http://www.schoolview.org/performance.asp>.

Limited English Proficient	26
Students with Disabilities	4

Source: 2010–2011 student data for Denver School of Science and Technology, Colorado Department of Education, The SchoolView Data Center, <http://www.schoolview.org/performance.asp>.

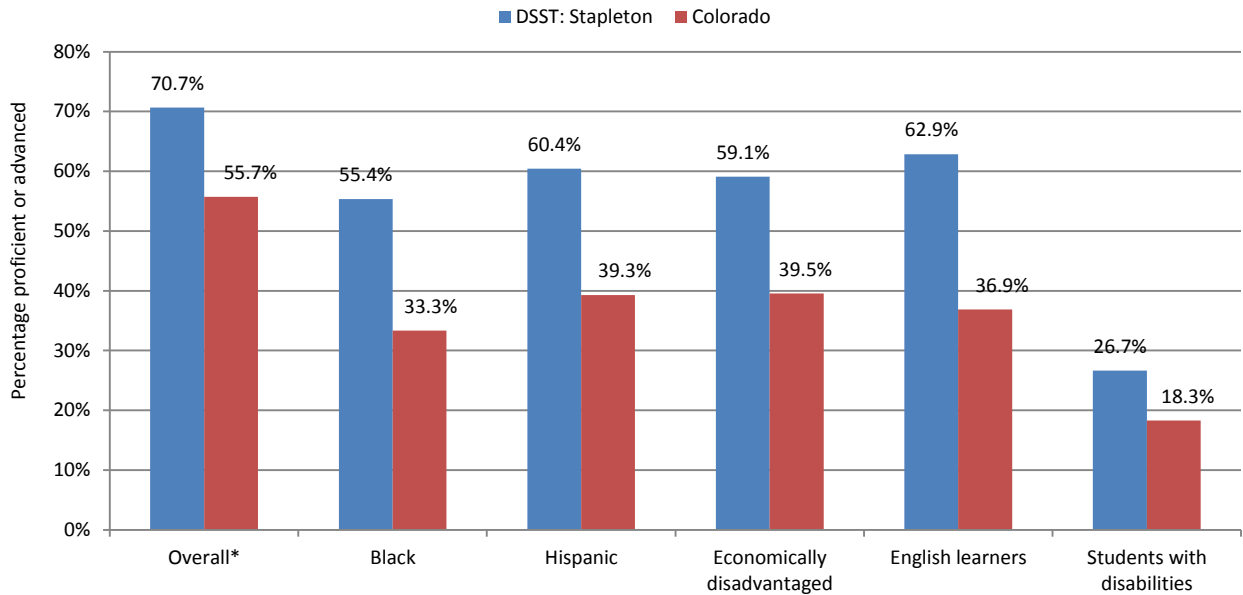
**Figure A-15. Grades 6–10 Reading Scores, Colorado Student Assessment Program, 2011**



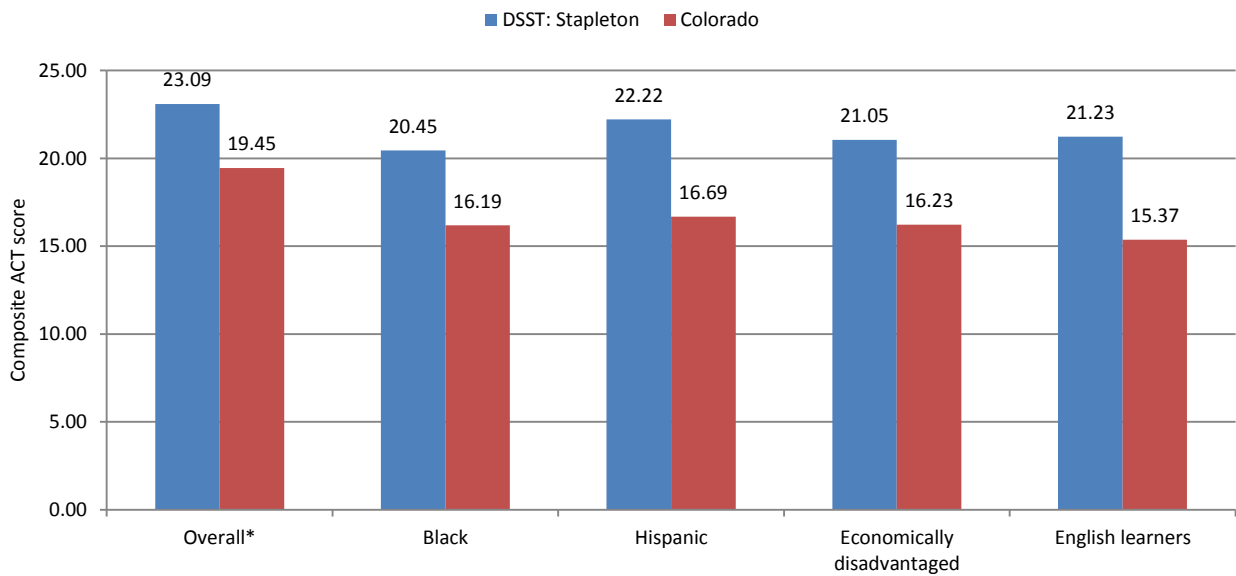
\*44.05 percent of students enrolled at DSST: Stapleton in 2010–11 were economically disadvantaged, compared to 40.22 percent of all students in the state of Colorado. In 2009–10, DSST: Stapleton was 47.25 percent economically disadvantaged, compared to 38.62 percent in Colorado.

Source: Performance data for Denver School of Science and Technology, Colorado Department of Education, The SchoolView Data Center, <http://www.schoolview.org/performance.asp>.

**Figure A-16. Grades 6–10 Math Scores, Colorado Student Assessment Program, 2011**



**Figure A-17. Grade 11 Composite ACT Scores, 2011**

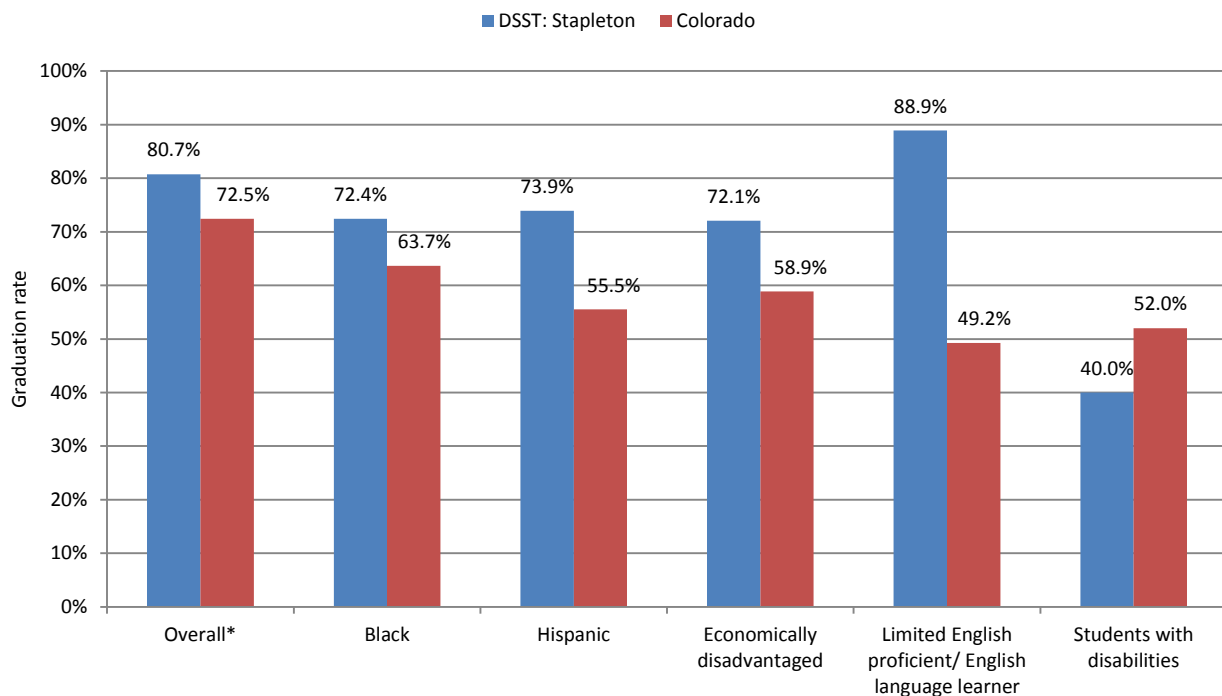


\*44.05 percent of students enrolled at DSST: Stapleton in 2010–11 were economically disadvantaged, compared to 40.22 percent of all students in the state of Colorado. In 2009–10, DSST: Stapleton was 47.25 percent economically disadvantaged, compared to 38.62 percent in Colorado.

*Note:* The Composite ACT Score is the average of scores on the English, math, reading, and science sections of the test, each scored on a scale of 1–36. In Colorado, the ACT is administered to eleventh graders statewide. Data is not available for ACT scores of students with disabilities at DSST: Stapleton in 2011.

*Source:* Performance data for Denver School of Science and Technology, Colorado Department of Education, The SchoolView Data Center, <http://www.schoolview.org/performance.asp>.



**Figure A-18. Graduation Rates, 2010**

\*44.05 percent of students enrolled at DSST: Stapleton in 2010–11 were economically disadvantaged, compared to 40.22 percent of all students in the state of Colorado. In 2009–10, DSST: Stapleton was 47.25 percent economically disadvantaged, compared to 38.62 percent in Colorado.

*Note:* Colorado calculates graduation rates using an “on-time” methodology that includes as graduates only those students who graduate high school within four years or fewer.

*Source:* Performance data for Denver School of Science and Technology, Colorado Department of Education, The SchoolView Data Center, <http://www.schoolview.org/performance.asp>.

## **E. L. HAYNES PUBLIC CHARTER SCHOOL**

*Washington, D.C.*

<http://www.elhaynes.org/>

Located in the Petworth neighborhood in Washington, D.C., E. L. Haynes Public Charter School offers a rigorous, standards-based curriculum to students in preschool through grade 9 (with plans to expand through grade 12). Through the school’s “AP for All” program, all students must complete eleven AP courses in order to graduate. E. L. Haynes uses a year-round calendar, spacing breaks throughout the year rather than having one long summer break. During the intersession weeks, E. L. Haynes offers optional enrichment programming—which charges tuition on a sliding scale that is free for students who qualify for free and reduced-price lunch—on topics ranging from ancient Egypt to filmmaking. In 2008, E. L. Haynes was the first-ever charter school winner of the Fight for Children Quality Schools Initiative, and in 2010 it won the inaugural Strong Schools Award from the CityBridge Foundation. Both awards are granted each year to outstanding schools in Washington, D.C. For three years in a row, E. L. Haynes also earned EPIC awards, granted by the New Leaders’ Effective Practice Incentive Community (EPIC) to urban schools showing the greatest student achievement gains. According to Jennifer Niles, the school’s founder and head of school, E. L. Haynes has increased student achievement on the D.C. Comprehensive Assessment System by 47 percentage points in math and 23 percentage points in reading over six years. In 2010–11, 75 percent

of the school's eighth graders scored proficient or advanced in reading and 90 percent scored proficient or advanced in math. In 2011, the District of Columbia Public Charter School Board ranked E. L. Haynes as a "Tier 1" (highest performance) charter school.

Diversity has been central to E. L. Haynes since its founding. Niles said that one of the school's goals is "to demonstrate that all students can achieve at high levels all together." The student body at E. L. Haynes is extremely diverse in terms of race, income, and home language. Since E. L. Haynes is a top-ranked charter school in the city and receives many applications from families who hear about the school through its reputation, E. L. Haynes focuses all of its recruitment efforts on low-income and non-English-speaking families, who may have less access to information about local schools.

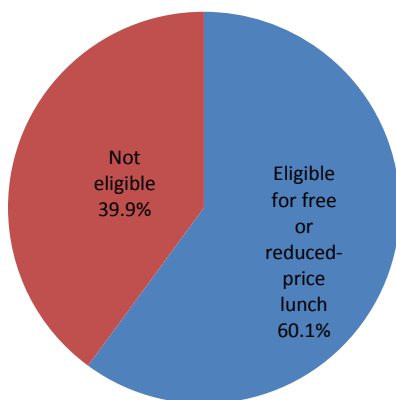
### ENROLLMENT

In 2009–10, E. L. Haynes served 460 students in grades Pre-K through 7. In 2011–12, the school has expanded through grade 9 and nearly doubled in enrollment. It will continue expanding by one grade each year through grade 12, reaching an enrollment of 1,100 students.

*Source:* Common Core of Data, 2009–10 school year, E. L. Haynes PCS, National Center for Education Statistics, [http://nces.ed.gov/ccd/schoolsearch/school\\_detail.asp?Search=1&InstName=e.l.+haynes&SchoolType=1&SchoolType=2&SchoolType=3&SchoolType=4&SpecificSchlTypes=all&IncGrade=-1&LoGrade=-1&HiGrade=-1&ID=110004300274](http://nces.ed.gov/ccd/schoolsearch/school_detail.asp?Search=1&InstName=e.l.+haynes&SchoolType=1&SchoolType=2&SchoolType=3&SchoolType=4&SpecificSchlTypes=all&IncGrade=-1&LoGrade=-1&HiGrade=-1&ID=110004300274).

### DEMOGRAPHIC AND ACHIEVEMENT DATA

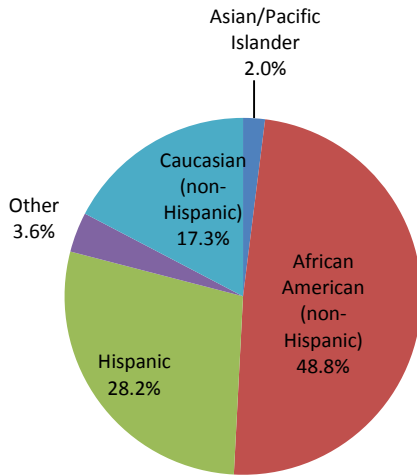
*Note:* The most recent whole-school demographic data available for E. L. Haynes from the Common Core of Data is from 2009–10. Because E. L. Haynes' student body has grown significantly since that year, we have used demographic data provided by the school in their Annual Report.



**Figure A-19. Free or Reduced-Price Lunch Eligibility**

*Source:* E. L. Haynes Public Charter School, "Annual Report 2010–2011," e-mailed by Richard Pohlman to Halley Potter on February 24, 2012.

**Figure A-20. Race and Ethnicity**



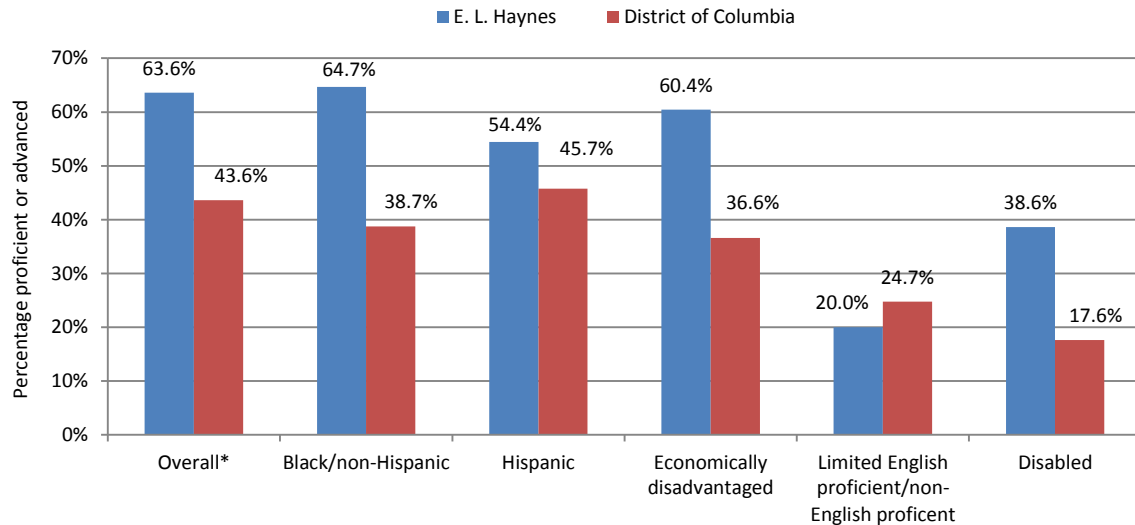
Source: E. L. Haynes Public Charter School, "Annual Report 2010–2011," e-mailed by Richard Pohlman to Halley Potter on February 24, 2012.

**Table A-5. Percentage of Students with Classifications**

Limited and Non-English Proficient	15.64
Individualized Education Programs	12.21

Source: E. L. Haynes Public Charter School, "Annual Report 2010–2011," e-mailed by Richard Pohlman to Halley Potter on February 24, 2012.

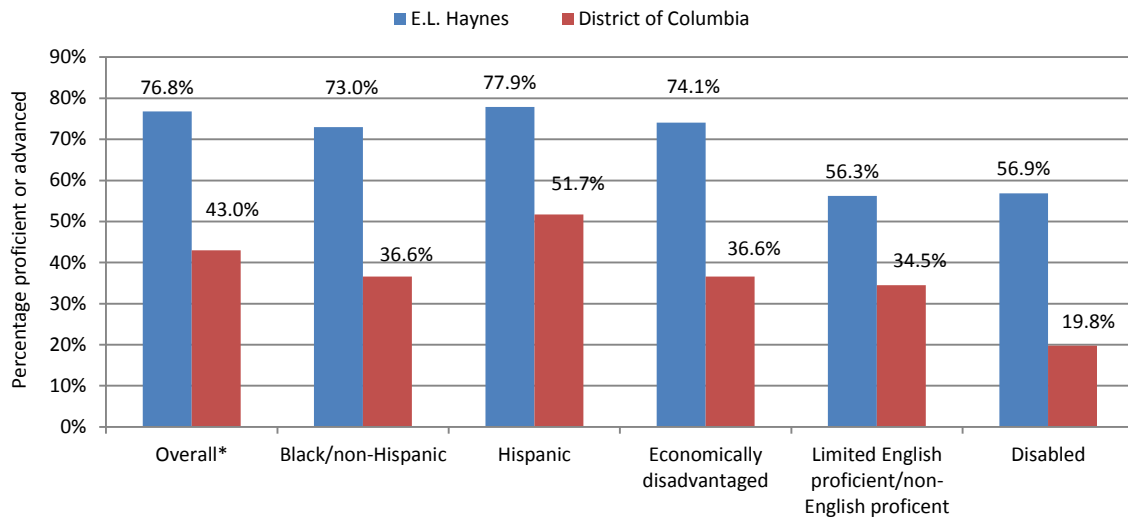
**Figure A-21. Grades 3–8 Reading Scores, D.C. Comprehensive Assessment System, 2010–11**



Note: The District of Columbia Assessment and Accountability Data Report for DC-CAS reading scores at E. L. Haynes contains errors that the Office of the State Superintendent of Education of the District of Columbia acknowledged. This above graph uses the corrected scores, supplied by E. L. Haynes administrators.

Source: Richard Pohlman, e-mail to Halley Potter, February 28, 2012.

**Figure A-22. Grades 3–8 Math Scores, D.C. Comprehensive Assessment System, 2010–11**



\*69 percent of students tested at E. L. Haynes in 2010–11 were economically disadvantaged, compared to 72 percent of elementary school students tested in the District of Columbia.

Source: “E. L. Haynes PCS, 2011,” and “State Report Card - Elementary, 2011,” District of Columbia Assessment and Accountability Data Reports, <http://nclb.osse.dc.gov/>.

## HIGH TECH HIGH

*San Diego, California*

<http://www.hightechhigh.org/>

A network of eleven elementary, middle, and high schools, High Tech High serves an ethnically and socioeconomically diverse population. Focusing on math, science, and engineering, the school teaches through an experiential method employing expeditionary, applied, group learning. One hundred percent of High Tech High’s graduates have been admitted to college, and 99 percent of students attend college in the fall after graduation. About 35 percent of these graduates are first-generation college students. In 2007, High Tech High was the first California public school organization to open its own Graduate School of Education to train and credential teachers.

Larry Rosenstock, CEO and founding principal of High Tech High and dean of the High Tech High Graduate School of Education, says that integration is the network’s “number one objective.” High Tech High schools use a lottery that weights only by zip code, seeking an even distribution of students from across the area. Because of the residential segregation in the area, the result of the zip code lottery is a socioeconomically and racially diverse student body. In order to make sure that the school is integrated at the classroom level, High Tech High uses a full immersion special education model, supporting special education students in regular classroom settings and only pulling them out for specialized instruction during non-academic portions of the daily schedule. In addition, rather than separating honors students and regular students, High Tech High offers classes with a two-tiered syllabus: all students take the class together, and those opting for honors complete extra assignments.

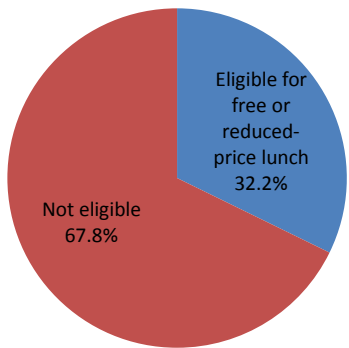
**ENROLLMENT**

The High Tech High network includes eleven elementary, middle, and high schools. The Gary and Jerri-Ann Jacobs High Tech High, the first High Tech High school, enrolled 549 students in grades 9–12 in 2009–10.

*Source:* Common Core of Data, 2009–10 school year, High Tech High, National Center for Education Statistics, [http://nces.ed.gov/ccd/schoolsearch/school\\_detail.asp?Search=1&InstName=high+tech+high&City=san+diego&SchoolType=1&SchoolType=2&SchoolType=3&SchoolType=4&SpecificSchlTypes=all&IncGrade=-1&LoGrade=-1&HiGrade=-1&ID=063432008599](http://nces.ed.gov/ccd/schoolsearch/school_detail.asp?Search=1&InstName=high+tech+high&City=san+diego&SchoolType=1&SchoolType=2&SchoolType=3&SchoolType=4&SpecificSchlTypes=all&IncGrade=-1&LoGrade=-1&HiGrade=-1&ID=063432008599).

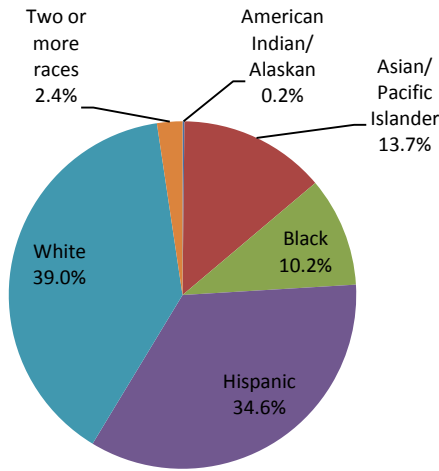
**DEMOGRAPHIC AND ACHIEVEMENT DATA**

*Note:* The data below is for The Gary and Jerri-Ann Jacobs High Tech High only, since that is the original High Tech High school.



**Figure A-23. Free or Reduced-Price Lunch Eligibility**

*Source:* Common Core of Data, 2009–10 school year, High Tech High, National Center for Education Statistics, [http://nces.ed.gov/ccd/schoolsearch/school\\_detail.asp?Search=1&InstName=high+tech+high&City=san+diego&SchoolType=1&SchoolType=2&SchoolType=3&SchoolType=4&SpecificSchlTypes=all&IncGrade=-1&LoGrade=-1&HiGrade=-1&ID=063432008599](http://nces.ed.gov/ccd/schoolsearch/school_detail.asp?Search=1&InstName=high+tech+high&City=san+diego&SchoolType=1&SchoolType=2&SchoolType=3&SchoolType=4&SpecificSchlTypes=all&IncGrade=-1&LoGrade=-1&HiGrade=-1&ID=063432008599).



**Figure A-24. Race and Ethnicity**

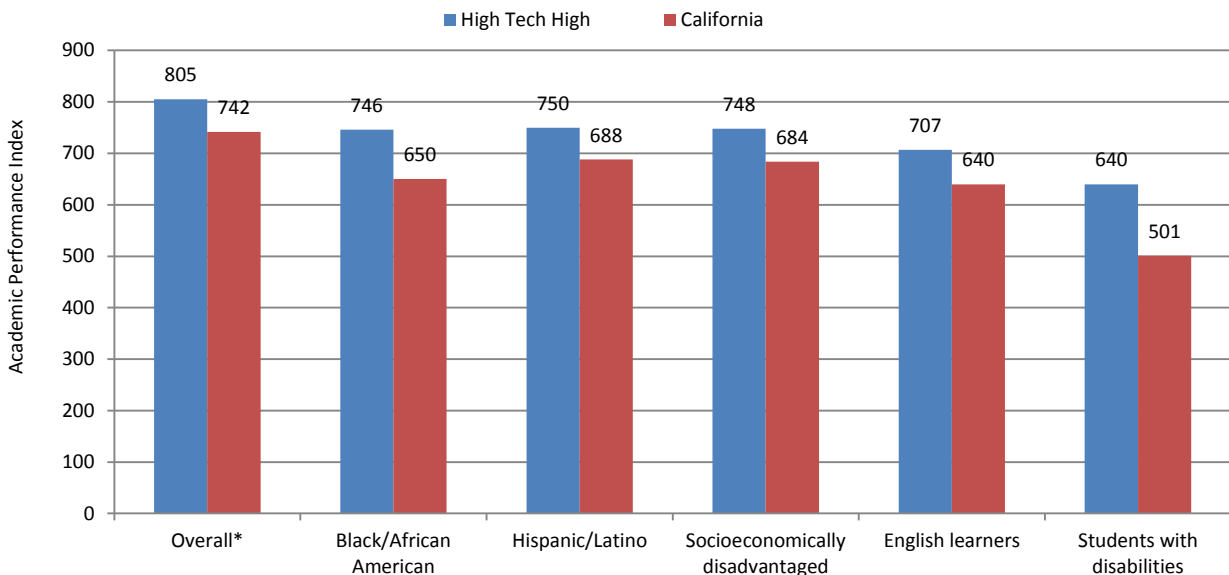
*Source:* Common Core of Data, 2009–10 school year, High Tech High, [http://nces.ed.gov/ccd/schoolsearch/school\\_detail.asp?Search=1&InstName=high+tech+high&City=san+diego&SchoolType=1&SchoolType=2&SchoolType=3&SchoolType=4&SpecificSchlTypes=all&IncGrade=-1&LoGrade=-1&HiGrade=-1&ID=063432008599](http://nces.ed.gov/ccd/schoolsearch/school_detail.asp?Search=1&InstName=high+tech+high&City=san+diego&SchoolType=1&SchoolType=2&SchoolType=3&SchoolType=4&SpecificSchlTypes=all&IncGrade=-1&LoGrade=-1&HiGrade=-1&ID=063432008599).

<b>Table A-6. Percentage of Students with Classifications</b>	
English Learners	11
Disabilities	11

*Source:* “2011 High Tech High School Report – API Growth and Targets Met,” 2010–11 Accountability Progress Reporting, State of California Department of Education, <http://api.cde.ca.gov/Acnt2011/2011GrowthSch.aspx?allcds=37683383731247> (data is for grades 9–11 in 2010–11).



**Figure A-25. Grades 9–11, Academic Performance Index (API), 2010–11**

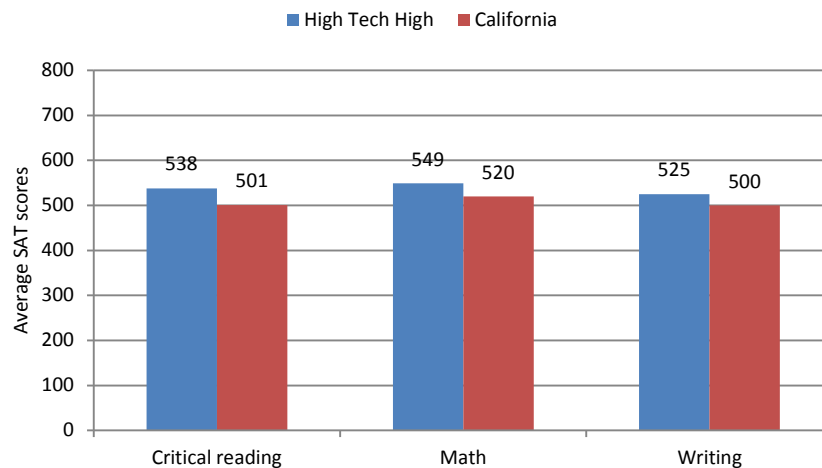


\*34 percent of students included in the 2010–11 API score for High Tech High were socioeconomically disadvantaged, compared to 53 percent of students included in the grades 9–11 API score for the state of California.

*Note:* The State of California assigns each school, Local Education Agency, and subgroup an Academic Performance Index (API) from 200 to 1000 to reflect the overall academic performance and growth of that group. The API is calculated using student performance data from statewide assessments across different subjects. The state uses the API to measure improvement as well as to rank schools. In 2010, The Gary and Jerri-Ann Jacobs High Tech High ranked in the eighth decile (seventy-first to eightieth percentiles) out of all high schools in California and the third decile (twenty-first through thirtieth percentiles) out of a group of 100 schools with similar student demographics, teacher credentials, and organizational characteristics.

*Source:* “2011 State Report – Growth API,” <http://api.cde.ca.gov/Acnt2011/2011GrthStAPI.aspx>, “2011 High Tech High School Report—API Growth and Targets Met,” Accountability Progress Reporting, State of California Department of Education, <http://api.cde.ca.gov/Acnt2011/2011GrowthSch.aspx?allcids=37683383731247>, and “2010 Base High Tech High Similar Schools Report,” <http://api.cde.ca.gov/Acnt2011/2010BaseSchSS.aspx?allcids=37-68338-3731247&c=R>, 2010-11 .

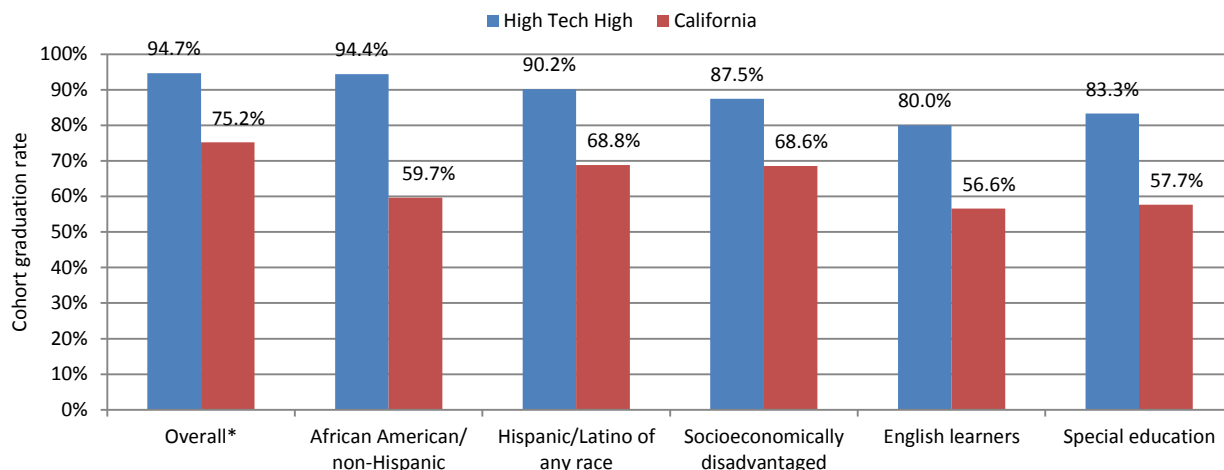
**Figure A-26. SAT Scores, 2009–10**



*Note:* 89.92 percent of students at High Tech High took the SAT in 2009–10, compared to 33.36 percent of students across the state of California. SAT scores for student subgroups were not available.

*Source:* SAT Test Results, 2009–10, State of California Department of Education, <http://www.cde.ca.gov/ds/sp/ai/>.

Figure A-27. Graduation Rates, 2010



\*30 percent of students in the 2009–10 cohort at High Tech High were socioeconomically disadvantaged, compared to 59 percent of students in the cohort for the state of California.

*Note:* California counts only those students who graduate in four years or less in their cohort graduation rates.

*Source:* Student Demographics—Graduates, Cohort Outcome Data, 2009–10, State of California Department of Education, <http://dq.cde.ca.gov/dataquest/>.

## LARCHMONT SCHOOLS

*Los Angeles, California*

<http://www.larchmontcharter.org/> and

<http://www.larchmontcharterweho.org>

The Larchmont Schools family includes two successful charter schools in Los Angeles, California: Larchmont Charter School (LCS) and Larchmont Charter School–West Hollywood (LCW). The Larchmont Schools use constructivist teaching methods, providing children with highly differentiated instruction, small class sizes, and project-based learning. Both schools are among the thirty highest-performing public schools in the Los Angeles Unified School District (out of over 800). In 2009, Larchmont Schools was handpicked by Chez Panisse restaurateur Alice Waters to be one of the founding sites for the new Edible Schoolyard Program. In 2010, one of LCS’s teachers was a winner of the “Teacher of the Year” award from the Los Angeles Unified School District.

With two schools and campuses in three neighborhoods—Hollywood, Koreatown, and West Hollywood—the Larchmont Schools are located in some of the most diverse communities in Los Angeles. But despite the diversity of these communities, few schools in the area serve diverse student bodies, according to Larchmont Schools’ senior academic officer, Brian Johnson. A group of parents from Hollywood started the first school, LCS, in 2005 with the hope of making a public school that was as diverse as their community at large. School leaders at each school look at census and Nielsen data for the school’s surrounding neighborhood and set the goal of having their student bodies mirror that socioeconomic and racial/ethnic diversity. Each school designs a recruitment plan and weights the admissions lottery using a carefully designed algorithm that adjusts the weight given to low-income students in order to help reach the school’s target percentage of free and reduced-price lunch. At LCS, for example, school leaders estimated

that 42 percent of families in the area earn an income that would qualify for free or reduced-price lunch, so they set that as their school's target.

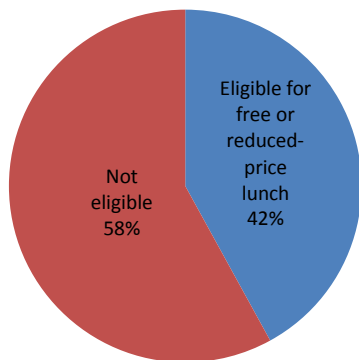
### ENROLLMENT

Founded in 2005, LCS served 448 students in grades K–6 in 2009–10 and expanded through eighth grade for the 2011–12 school year. LCW opened in 2008 and enrolled 114 students in grades K–2 in 2009–10. It has grown to serve students through fifth grade in 2011–12 and plans to continue expanding into a full K–8 school.

*Source:* Common Core of Data, 2009–10 school year, Larchmont Schools, National Center for Education Statistics, [http://nces.ed.gov/ccd/schoolsearch/school\\_detail.asp?Search=1&InstName=larchmont+charter&SchoolType=1&SchoolType=2&SchoolType=3&SchoolType=4&SpecificSchlTypes=all&IncGrade=-1&LoGrade=-1&HiGrade=-1&ID=062271010870](http://nces.ed.gov/ccd/schoolsearch/school_detail.asp?Search=1&InstName=larchmont+charter&SchoolType=1&SchoolType=2&SchoolType=3&SchoolType=4&SpecificSchlTypes=all&IncGrade=-1&LoGrade=-1&HiGrade=-1&ID=062271010870) and [http://nces.ed.gov/ccd/schoolsearch/school\\_detail.asp?Search=1&InstName=larchmont+charter&SchoolType=1&SchoolType=2&SchoolType=3&SchoolType=4&SpecificSchlTypes=all&IncGrade=-1&LoGrade=-1&HiGrade=-1&ID=062271012307](http://nces.ed.gov/ccd/schoolsearch/school_detail.asp?Search=1&InstName=larchmont+charter&SchoolType=1&SchoolType=2&SchoolType=3&SchoolType=4&SpecificSchlTypes=all&IncGrade=-1&LoGrade=-1&HiGrade=-1&ID=062271012307).

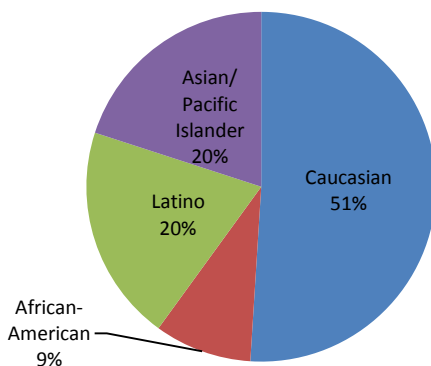
### DEMOGRAPHIC AND ACHIEVEMENT DATA

*Note:* The data below is for Larchmont Charter School only, since that was the first school in the Larchmont Schools family. Because the student demographics of Larchmont Charter School have changed significantly since 2009–10, the most recent year available from the Common Core of Data, we have used demographic data provided by school administrators.



**Figure A-28. Free or Reduced-Price Lunch Eligibility**

*Source:* "Larchmont Charter School Diversity Update November 2011," e-mailed by Brian Johnson to Halley Potter on November 28, 2011.



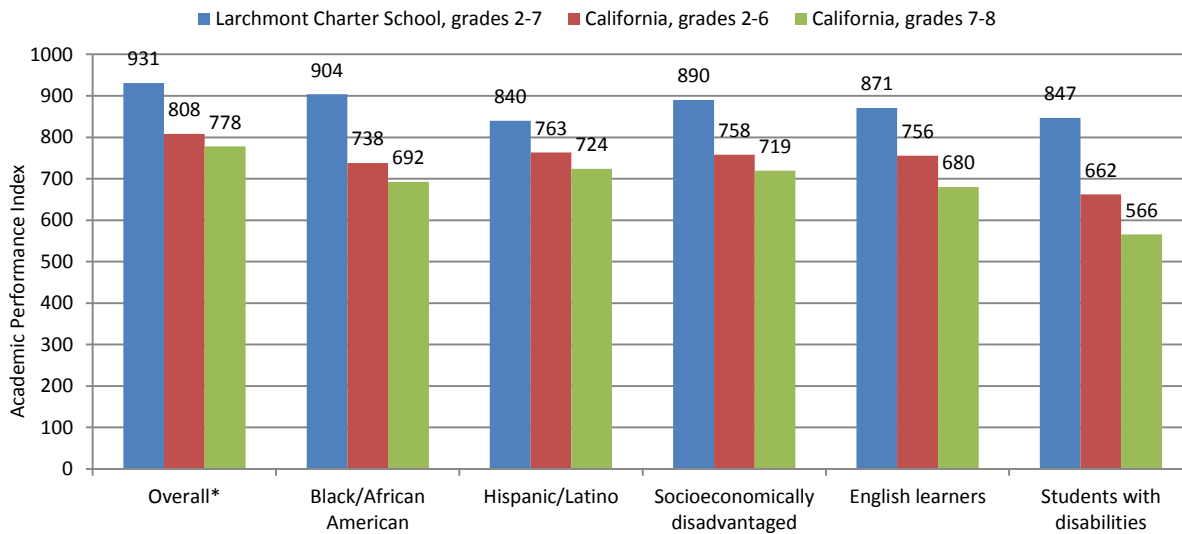
**Figure A-29. Race and Ethnicity**

*Source:* "Larchmont Charter School Diversity Update November 2011," e-mailed by Brian Johnson to Halley Potter on November 28, 2011.

**Table A-7. Percentage of Students with Classifications**

English Language Learners	8
Individualized Education Programs	10.5

Source: "Larchmont Charter School Diversity Update November 2011," e-mailed by Brian Johnson to Halley Potter on November 28, 2011.

**Figure A-30. Grades 2–7, Academic Performance Index (API), 2010–11**

\*34 percent of students included in the 2010–11 API score for Larchmont Charter School were socioeconomically disadvantaged, compared to 61 percent of students included in the grades 2–6 API score and 58 percent of students included in the grades 7–8 API score for the state of California.

Note: The State of California assigns each school, Local Education Agency, and subgroup an Academic Performance Index (API) from 200 to 1000 to reflect the overall academic performance and growth of that group. The API is calculated using student performance data from statewide assessments across different subjects. The state uses the API to measure improvement as well as to rank schools. In 2010, Larchmont Charter School ranked in the ninth decile (eighty-first to ninetieth percentiles) out of all elementary schools in California and in the tenth decile (ninety-first to ninety-ninth percentiles) out of a group of 100 schools with similar student demographics, teacher credentials, and organizational characteristics.

Source: "2011 State Report—Growth API," Accountability Progress Reporting, State of California Department of Education, <http://api.cde.ca.gov/Acnt2011/2011GrthStAPI.aspx>, "2011 Larchmont Charter School Report—API Growth and Targets Met," <http://api.cde.ca.gov/Acnt2011/2011GrowthSch.aspx?allcids=19-64733-0108928>, and "2010 Base Larchmont Charter School Similar Schools Report," <http://api.cde.ca.gov/Acnt2011/2010BaseSchSS.aspx?allcids=19-64733-0108928&c=R, 2010-11>.

## NOTES

<sup>1</sup> Gary Ritter, Nathan Jensen, Brian Kisida, and Joshua McGee, “A Closer Look at Charter Schools and Segregation,” *Education Next*, Summer 2010.

<sup>2</sup> *Parents Involved in Community Schools v. Seattle School District #1*, 551 U.S. 701 (2007), endorsed a variety of constitutionally permissible approaches to achieve the “compelling government interest” in creating school diversity and reducing racial isolation. See also The National Coalition on School Diversity, “Federally Funded Charter Schools Should Foster Diversity,” Issue Brief 2, March 2010, <http://www.school-diversity.org/pdf/DiversityIssueBriefNo2.pdf>.

<sup>3</sup> The Education Commission of the States, “School or Student Preference” database, 2010, <http://mb2.ecs.org/reports/Report.aspx?id=79>. States that prioritize charter school funding for at-risk, low-income, or minority students include:

- Arkansas—“The state board of education must give preference to applications for charters schools: (1) Located in school districts where the percentage of students who qualify for free or reduced price lunches is above the state average.”
- California—“Priority in the approval process must be given to schools designed to serve low-achieving students.”
- Colorado—“Greater consideration must be given to charter school applications designed to increase the educational opportunities of at-risk pupils.”
- Connecticut—“The state board of education must give preference to applicants that will serve students who reside in a priority district or in a district in which 75% or more of the enrolled students are members of racial or ethnic minorities.”
- Illinois—“In evaluating submitted charter school proposals, the local school board is required to give perverse to proposals that: . . . (3) Are designed to enroll and serve a substantial proportion of at-risk children.”
- Missouri—“Priority must be given to charter school applicants proposing a school oriented to high-risk students and to the re-entry of dropouts into the school system.”
- New York—“Applications that demonstrate the capability to provide comprehensive learning experiences to students identified by the applicants as at risk of academic failure may be given preference in the application process.”
- North Carolina—“The state law encourages chartering entities to give preference to applications focused on serving students at risk of academic failure.”
- Rhode Island—“Charter schools designed to serve at-risk students must be given preference in the application process.”
- Tennessee—“Charter schools may only serve students who . . . (2) Were assigned to, or previously enrolled in a school failing to make adequate yearly progress (AYP), as defined by the state’s accountability system, giving priority to at-risk students.”
- Virginia—“Local school boards must give priority to charter school applications designed to increase the educational opportunities of at-risk students, and at least 1/2 of the charter schools per division must be for at-risk students.”
- Wisconsin—“Charter school authorizers must give preference in awarding charters to charter schools that serve children at risk.”

(Quotations are taken from the Education Commission of the States database, paraphrasing state laws.) Without added consideration of whether or not a school encourages diversity, these laws are likely to prioritize funding for high-poverty charter schools.

<sup>4</sup> *All-STAR Act of 2011*, S. 809, 112<sup>th</sup> Cong., 1<sup>st</sup> sess., introduced April 13, 2011. See section (e)(1)(D)(ii)(II)(aa), prioritizing funding for schools serving a greater percentage of low-income children.

<sup>5</sup> The Education Commission of the States and Article 56 New York State Law 2854(2)(b).

<sup>6</sup> “Application for New Awards; Charter School Program (CSP); Grants for Replication and Expansion of High-Quality Charter Schools,” *Federal Register* 77, no. 44 (March 6, 2012): 13304–11, <http://www.gpo.gov/fdsys/pkg/FR-2012-03-06/pdf/2012-5427.pdf>.



<sup>7</sup> “Market Share Demonstration Sites,” The Walton Family Foundation, <http://www.waltonfamilyfoundation.org/educationreform/market-share-demonstration-sites>; and “Mission and Overview,” The Broad Foundation—Education, <http://broadeducation.org/about/overview.html>.

<sup>8</sup> Knowledge Is Power Program (KIPP) website, available at <http://www.kipp.org/about-kipp>.

<sup>9</sup> Paul Tough, “What It Takes To Make a Student,” *The New York Times*, November 26, 2006. See also David Whitman, *Sweating the Small Stuff: Inner-City Schools and the New Paternalism* (Washington, D.C.: Thomas B. Fordham Institute Press, 2008). See also George F. Will, “Where Paternalism Makes the Grade,” *Washington Post*, August 21, 2008.

<sup>10</sup> In addition to the rationales based on student performance and political viability provided in this section, there are also compelling legal reasons to review educational equity and diversity practices in charter schools. For an overview of the concept of equal educational opportunity in the law and its application to charter schools, see Julie F. Mead and Preston C. Green III, *Chartering Equity: Using Charter School Legislation and Policy to Advance Equal Educational Opportunity* (Boulder, Colo.: National Education Policy Center, 2012), [http://nepc.colorado.edu/files/PB-CharterEquity\\_0.pdf](http://nepc.colorado.edu/files/PB-CharterEquity_0.pdf).

<sup>11</sup> See e.g., Amy Stuart Wells and Robert L. Crain, “Perpetuation Theory and the Long-Term Effects of School Desegregation,” *Review of Educational Research* 64, no. 4 (1994): 531–55.

<sup>12</sup> Rebecca Bigler and L. S. Liben, “A Developmental Intergroup Theory of Social Stereotypes and Prejudices,” *Advances in Child Development and Behavior* 34 (2006): 67; and Thomas F. Pettigrew and Linda R. Tropp, “A Meta-Analytic Test of Intergroup Contact Theory,” *Journal of Personality and Social Psychology* 90, no. 5 (2006): 751–83. See also Greg J. Duncan et al., “Empathy or Antipathy? The Consequences of Racially and Socially Diverse Peers on Attitudes and Behaviors,” Working paper, Joint Center for Policy Research, Northwestern University, 2003, [http://www.ipr.northwestern.edu/jcpr/workingpapers/wpfiles/Duncan\\_et\\_al\\_peer\\_paper.pdf](http://www.ipr.northwestern.edu/jcpr/workingpapers/wpfiles/Duncan_et_al_peer_paper.pdf), looking at the behaviors and attitudes of white college students with roommates from different socioeconomic and racial backgrounds.

<sup>13</sup> Melanie Killen and Clark McKown, “How Integrative Approaches to Intergroup Attitudes Advance the Field,” *Journal of Applied Developmental Psychology* 26 (2005): 618, 620; Adam Rutland, Lindsey Cameron, Laura Bennett, and Jennifer Ferrell, “Interracial Contact and Racial Constancy: A Multi-site Study of Racial Intergroup Bias in 3–5 Year Old Anglo-British Children,” *Journal of Applied Developmental Psychology* 26 (2005): 699–713; and Heidi McGlothlin and Melanie Killen, “Children’s Perceptions of Intergroup and Intragroup Similarity and the Role of Social Experience,” *Journal of Applied Developmental Psychology* 26 (2005): 680–98.

<sup>14</sup> Kristie J. R. Phillips, Robert J. Rodosky, Marco A. Muñoz, and Elisabeth S. Larsen, “Integrated Schools, Integrated Futures? A Case Study of School Desegregation in Jefferson County, Kentucky,” in *From the Courtroom to the Classroom: The Shifting Landscape of School Desegregation*, ed. Claire E. Smrekar and Ellen B. Goldring (Cambridge, Mass.: Harvard Education Press, 2009), 239–70.

<sup>15</sup> *Milliken v. Bradley*, 414 U.S. 717, 783 (1974) (Marshall, J., dissenting).

<sup>16</sup> Erica Frankenberg, Genevieve Siegel-Hawley, and Jia Wang, *Choice without Equity: Charter School Segregation and the Need for Civil Rights Standards* (Los Angeles, Calif.: Civil Rights Project at UCLA, January 2010), 62, Tables 22 and 23. Data are from the 2007–08 NCES Common Core of Data.

<sup>17</sup> Brief of 553 Social Scientists as Amici Curiae in Support of Respondents, *Parents Involved v. Seattle School District*, No. 05-908, and *Meredith v. Jefferson County*, No. 05-915 (2006), [http://www.aera.net/uploadedFiles/News\\_Media/553SocialScientistsBrief.pdf](http://www.aera.net/uploadedFiles/News_Media/553SocialScientistsBrief.pdf); see also Patricia Marin, “The Educational Possibility of Multi-Racial/Multi-Ethnic College Classrooms,” in *Does Diversity Make a Difference? Three Research Studies on Diversity in College Classrooms*, ed. American Council on Education & American Association of University Professors (Washington, D.C.: ACE & AAUP, 2000): 61–68, <http://www.aaup.org/NR/rdonlyres/97003B7B-055F-4318-B14A-5336321FB742/0/DIVREP.PDF>, a qualitative study of multi-racial/multi-ethnic college classrooms; and Anthony Lising Antonio, et al., “Effects of Racial Diversity on Complex Thinking in College Students,” *Psychological Science* 15, no. 8 (2004): 507–10, an experimental study showing positive effects on the integrative complexity of white college students’ discussion contributions when they were in racially integrated discussion groups and when they reported having diverse friends and classmates.

<sup>18</sup> See e.g., Mark Berends and Roberto V. Penalzoza, “Increasing Racial Isolation and Test Score Gaps in Mathematics: A 30-Year Perspective,” *Teachers College Record* 112, no. 4 (2010): 978–1007. See also the “Research Briefs” series published by the National Coalition on School Diversity, [www.school-diversity.org](http://www.school-diversity.org).

<sup>19</sup> Richard D. Kahlenberg, *All Together Now: Creating Middle-Class Schools through Public School Choice* (Washington, D.C.: Brookings Institution Press, 2001), 61.

<sup>20</sup> Claude S. Fischer et al., *Inequality by Design: Cracking the Bell Curve Myth* (Princeton: Princeton University Press, 1996), 84.

<sup>21</sup> "Multiple Choice: Charter School Performance in 16 States," Center for Research on Education Outcomes (CREDO), Stanford University, Stanford, California, June 2009, 44, Table 9; and *The Nation's Report Card: America's Charter Schools. Results from the NAEP 2003 Pilot Study* (Washington, D.C.: U.S. Department of Education, Institute of Education Sciences, December 2004), <http://nces.ed.gov/nationsreportcard/pdf/studies/2005456.pdf>.

<sup>22</sup> Kahlenberg, *All Together Now*, 50–58.

<sup>23</sup> Robert Bifulco and Helen F. Ladd, "Institutional Change and Coproduction of Public Services: The Effect of Charter Schools on Parental Involvement," *Journal of Public Administration Research and Theory* 16, no. 4 (2006): 553–76.

<sup>24</sup> Kahlenberg, *All Together Now*, 62–64.

<sup>25</sup> See Gary Miron and Brooks Applegate, *Teacher Attrition in Charter Schools* (Tempe, Ariz: Education Policy Research Unit, Arizona State University, 2007), <http://epsu.asu.edu/epru/documents/EPSSL-0705-234-EPRU.pdf>; Celeste K. Carruthers, "Do Charter Schools Attract Better Teachers than Traditional Public Schools?" National Center for Analysis of Longitudinal Data in Educational Research, Working Paper no. 27, June 2010, [http://www.urban.org/uploadedpdf/1001285\\_thequalifications.pdf](http://www.urban.org/uploadedpdf/1001285_thequalifications.pdf); David Stuit and Thomas M. Smith, *Teacher Turnover in Charter Schools: Research Brief* (Nashville, Tenn.: National Center on School Choice, Vanderbilt University, Peabody College, 2010), [http://www.vanderbilt.edu/schoolchoice/documents/briefs/brief\\_stuit\\_smith\\_ncspe.pdf](http://www.vanderbilt.edu/schoolchoice/documents/briefs/brief_stuit_smith_ncspe.pdf); Marisa Cannata, *Charter Schools and the Teacher Job Search: Research Brief* (Nashville, TN: National Center on School Choice, Vanderbilt University, Peabody College, 2010), [http://www.vanderbilt.edu/schoolchoice/documents/briefs/brief\\_teacher\\_job\\_search.pdf](http://www.vanderbilt.edu/schoolchoice/documents/briefs/brief_teacher_job_search.pdf); Xiaoxia A. Newton, Rosario Rivero, Bruce Fuller, and Luke Dauter, "Teacher Stability and Turnover in Los Angeles: The Influence of Teacher and School Characteristics," Los Angeles School Infrastructure Project Working Paper (Berkeley, Calif.: Policy Analysis for California Education, 2011), <http://www.stanford.edu/group/pace/cgi-bin/wordpress/2563> (accessed July 28, 2011).

<sup>26</sup> Kahlenberg, *All Together Now*, 67–74.

<sup>27</sup> National Center of Education Statistics, NAEP Data Explorer, 2008; and Christopher Lubienski and Sarah Theule Lubienski, "Charter, Private, Public Schools and Academic Achievement: New Evidence from NAEP Mathematics," National Center for the Study of Privatization in Education, Teachers College, Columbia University, January 2006, p. 5.

<sup>28</sup> R. W. Rumberger and G. J. Palardy, "Does Segregation Still Matter? The Impact of Student Composition on Academic Achievement in High School," *Teachers College Record* 107, no. 9 (2005): 1999–2045.

<sup>29</sup> Heather Schwartz, *Housing Policy Is School Policy* (New York: The Century Foundation, 2010), <http://tcf.org/publications/2010/10/housing-policy-is-school-policy>.

<sup>30</sup> Carol Morello, "Suburbs Taking On More Diverse Look," *Washington Post*, May 9, 2010, C1.

<sup>31</sup> See, for example, the 29 regional magnet schools overseen by the Regional School Choice Office in Hartford, <http://www.choiceeducation.org/>.

<sup>32</sup> Some of the examples are drawn from Michael J. Petrilli, *The Progressive Parents' Dilemma* (forthcoming). Additional information on the charter schools highlighted in this paper comes from interviews with the schools' leaders: Jeremy Chiappetta (executive director of Blackstone Valley Prep, a Rhode Island Mayoral Academy), e-mail to Halley Potter, November 26, 2011, and phone interview with Halley Potter, November 30, 2011; Karen Dresden (head of school at Capital City Public Charter School), phone interview with Halley Potter, November 16, 2011; Brian C. Johnson (senior academic officer at Larchmont Schools), phone interview with Halley Potter, November 23, 2011; Allison Keil (co-director of Community Roots Charter School), phone interview with Halley Potter, December 15, 2011; Bill Kurtz (chief executive officer of DSST Public Schools), phone interview with Halley Potter, December 13, 2011; Jennifer Niles (founder and head of school at E.L. Haynes Public Charter School), phone interview with Halley Potter, December 19, 2011; and Larry Rosenstock (chief executive officer and founding principal of High Tech High and dean of the High Tech High Graduate School of Education), phone interview with Halley Potter, December 5, 2011.

<sup>33</sup> *Parents Involved in Community Schools v. Seattle School District #1*, and U.S. Department of Justice, Civil Rights Division, and U.S. Department of Education, Office for Civil Rights, "Guidance on the Voluntary Use of Race to Achieve Diversity and Avoid Racial Isolation in Elementary and Secondary Schools," December 2, 2011, <http://www.justice.gov/crt/about/edu/documents/guidanceelem.pdf>. Like the *Parents Involved* decision on which it

is based, in addition to generally discouraging the use of individual student race as a factor in assignment, the Guidance also lists a number of different approaches that can be used to achieve racial and economic diversity without using the race of individual students. In discussing these approaches, the guidance goes slightly beyond the *Parents Involved* plurality, by suggesting that districts model or test race-neutral policies (such as purely socioeconomic factors) to see if they would achieve racial diversity, before moving on to use more race-conscious measures (like geographic weighting of neighborhoods based on their racial demographics, and so on).

<sup>34</sup> For example, Georgia prohibits the use of weighted lotteries in charter schools. “Frequently Asked Questions about Charter Schools,” State of Georgia Department of Education, [http://www.doe.k12.ga.us/pea\\_charter.aspx?PageReq=CIIAPCharterFAQS](http://www.doe.k12.ga.us/pea_charter.aspx?PageReq=CIIAPCharterFAQS). The federal Charter Schools Program does not allow charter schools to use weighted lotteries except “when they are necessary to comply with title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, the equal protection clause of the Constitution, or applicable State law” or when used to give preference to “students seeking to change schools under the public school choice provisions of title I, part A of the ESEA for the limited purpose of providing greater choice to students covered by those provisions.” Charter Schools Program, Title V, Part B of the ESEA, Nonregulatory Guidance, U.S. Department of Education, April 2011, section E-3, <http://www2.ed.gov/programs/charter/nonregulatory-guidance.doc>.

<sup>35</sup> See the school profiles at the end of the report for information on how leaders at Larchmont Charter School set 42 percent as the school’s target.

<sup>36</sup> “Application for New Awards; Charter School Program (CSP); Grants for Replication and Expansion of High-Quality Charter Schools,” *Federal Register* 76, no. 133 (July 12, 2011): 40890–98, <http://federalregister.gov/a/2011-17490>.

<sup>37</sup> See The National Coalition on School Diversity, “Federally Funded Charter Schools Should Foster Diversity,” Issue Brief 2, March 2010, <http://www.school-diversity.org/pdf/DiversityIssueBriefNo2.pdf>.

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