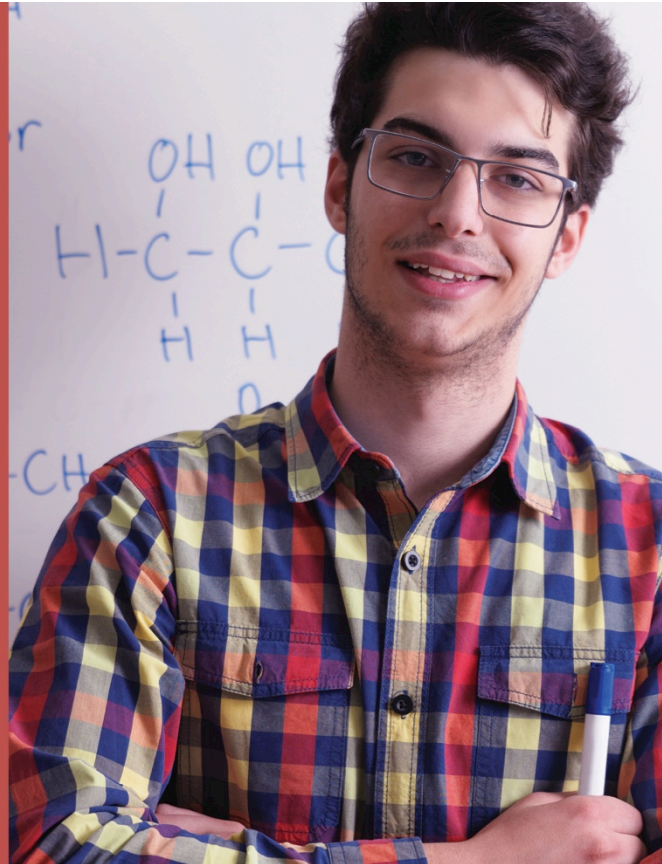


# HOW DO LATINO STUDENTS FARE IN MASSACHUSETTS CHARTER SCHOOLS?

An Analysis of Student Outcomes,  
Enrollment, Teacher Preparation,  
and Discipline Across 10 Districts



Forum on Latino Students and Charter Schools  
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Presentation Prepared by Michael Berardino  
Research by Michael Berardino, Lorna Rivera, PhD, & Trevor Mattos



WORCESTER STATE UNIVERSITY  
LATINO EDUCATION INSTITUTE

THE MAURICIO GASTÓN INSTITUTE FOR LATINO COMMUNITY DEVELOPMENT AND PUBLIC POLICY



# Background

- ▶ Massachusetts Ballot Question #2 would give the MA Board of Elementary and Secondary Education the authority to approve 12 new charter schools or to expand existing charter schools. The referendum gives priority to charter school applicants “who seek to open a charter school in public school districts that are in the bottom 25 percent in the two years before application.”
- ▶ Latino students account for 19% of all students in Massachusetts, but comprise 33% of all students in the bottom 25% districts.# Furthermore, 71% of all Latino students in Massachusetts attend school in the districts eligible for charter seat increases.
  - **This referendum will heavily impact Latino students.**
- ▶ There is still a great deal unknown about MA charter schools outside of Boston and

even less known about the experiences of Latino students in MA charter schools.

- ▶ Similarly, there is limited information on outcomes of English Language Learners in MA charter schools. Latino ELLs an important subset of Latino students as 58% of all ELLs in Massachusetts are Latino and 27% of Latino students in Massachusetts are ELLs, with an even higher proportion in many of the districts included in this analysis (e.g. 54% of Latino students in Worcester, 47% in Boston, and 43% in New Bedford).\*

#: Based on the Board of Elementary and Secondary Education's list of Districts Subject to Increases in the Charter Cap

\*: Percentages based on DESE (2016). *DART for ELLs*.

# Guiding Questions

1. Do charter school enrollments reflect the population of the communities they serve?
2. What do we know about English Language Learners in charter schools?
3. Do Latino students benefit from high achievement associated with some charter schools?
4. What are the disciplinary patterns in charter schools as compared to traditional schools?

# Research Design

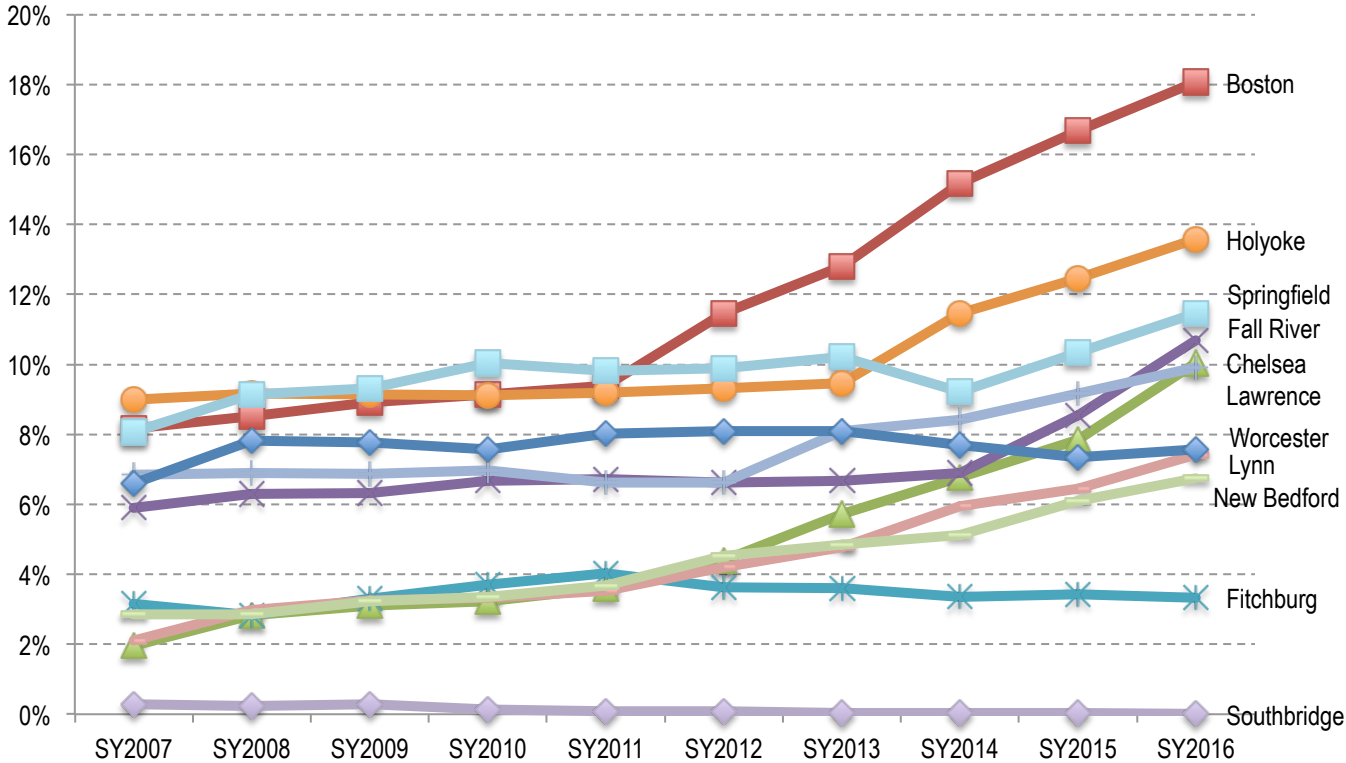
- ▶ The objective of the research was to better understand the experiences and outcomes of Latino students in Massachusetts charter schools. To reflect the diversity of the Latino population in Massachusetts, this research is built on comparisons of demographics and student outcomes between traditional public school districts and the charter schools that serve each school district.
  - For example: Charter schools serving students from Lawrence vs. Traditional public school serving students from Lawrence.
- ▶ District Selection:
  - Using the Board of Elementary and Secondary Educations' list of Districts Subject to Increases in charter school Cap, we identified districts that: (i) are likely to be affected by the statewide referendum, (ii) have large and growing Latino student populations, and (iii) represent the geographic diversity of where Latinos live in Massachusetts.
  - From the bottom 25% performing school districts, we selected 11 districts that represented the diversity of the Latino population in Massachusetts (**Boston, Chelsea, Fall River, Fitchburg, Holyoke Lawrence, Lynn, New Bedford, Southbridge, Springfield, and Worcester**).
  - As seen in subsequent slides, **no** students from Southbridge attended charter schools → 10 districts
- ▶ Charter Selection:
  - Charter schools included in analysis if at least 50% of the students in the charter school are from the sending district OR at least 40% of students are from the sending district and the charter campus is located in the sending district.
- ▶ Using DESE district profile data, this study aggregated demographics, student outcomes, and teacher characteristics for all included charters (outcomes across all included charter schools serving each sending district).

# Characteristics of Included Districts

Sending District	# of Students in Charter Schools (SY2016)	% Change in Charter Enrollment SY2007-SY2016	% of Public School Students in Charter Schools (SY2016)	Total # of Charter Schools Attended (SY2016)	Change in Number of Charter Schools SY2007-SY2016
Boston	11,812	136%	18%	37	23 → 37
Chelsea	706	536%	10%	12	6 → 12
Fall River	1,210	85%	11%	2	1 → 2
Fitchburg	179	0%	3%	3	6 → 3
Holyoke	843	36%	14%	8	3 → 8
Lawrence	1,503	68%	10%	10	6 → 10
Lynn	1,211	315%	7%	14	11 → 14
New Bedford	917	138%	7%	3	4 → 3
Southbridge	0	6 to 0 students	0%	0	1 → 0
Springfield	3,299	46%	12%	12	6 → 12
Worcester	2,055	23%	8%	4	4 → 4

Source: Authors' calculations based on Massachusetts Department of Elementary and Secondary Education (DESE) (2016). Q3 Preliminary FY16 Charter School Tuition and Enrollment data "By District" <http://www.doe.mass.edu/charter/finance/tuition/>

# Percentage of Public School Students in Each Sending District Enrolled in Charter Schools, SY2007-SY2016



Source: Authors' calculations based on DESE (2016). Q3 Preliminary FY16 Charter School Tuition and Enrollment data "By District"  
<http://www.doe.mass.edu/charter/finance/tuition/>



# Enrollment in Charter Schools Across 10 Communities

- ▶ Students from Southbridge did not attend any charter schools in SY2016 → removed from all subsequent analyses.
- ▶ Wide range of exposure to charter schools in these ten districts. In SY2016, the number of charter schools attended range from 2 for Fall River and 3 for Fitchburg and New Bedford to 14 for Lynn and 37 for Boston.
- ▶ The percentage of public school students from each community in charter schools range from 3% in Fitchburg to 14% in Holyoke and 18% in Boston.
- ▶ The number and proportion of students attending charter schools has increased consistently in some districts (Boston, Chelsea, Holyoke), but is stagnant in others (Fitchburg, Worcester).

# Question #1: Do charter school enrollments reflect the population of the communities they serve?

## Key Findings:

- ▶ The populations at charter schools that serve students from districts that are eligible for increases in the number of charter seats and also enroll large Latino populations, do not reflect the communities they serve.
- ▶ Although there have been improvements, charter schools serve lower proportions of Latino students, English Language Learners (ELLs), Students with Disabilities, and Economically Disadvantaged students than the corresponding traditional public schools.
- ▶ Furthermore, when looking at the proportion of public students within communities served at charter schools, charter schools are not serving their fair share of Latino students and ELLs.





## Select Characteristics of Charter and Traditional Public Schools, SY2016 (CS: Charter Schools; TPS: Traditional Public Schools, (#): Number of Included Charter Schools)

	Boston		Chelsea		Fall River		Fitchburg		Holyoke	
	CS (25)	TPS	CS (2)	TPS	CS (2)	TPS	CS (1)	TPS	CS (2)	TPS
<b>Total Enrollment</b>	9,745	53,530	940	6,319	1,230	10,123	355	5,192	1018	5,366
<b>African-American/Black</b>	52%	32%	11%	6%	5%	7%	3%	6%	3%	3%
<b>Latino</b>	35%	42%	77%	85%	10%	24%	17%	49%	89%	79%
<b>White</b>	8%	14%	10%	7%	80%	58%	77%	33%	6%	16%
<b>English Language Learner</b>	14%	30%	20%	27%	5%	10%	2%	10%	12%	25%
<b>Students With Disabilities</b>	17%	20%	18%	13%	13%	19%	20%	22%	16%	24%
<b>Economically Disadvantaged</b>	45%	50%	35%	50%	36%	59%	29%	53%	61%	68%

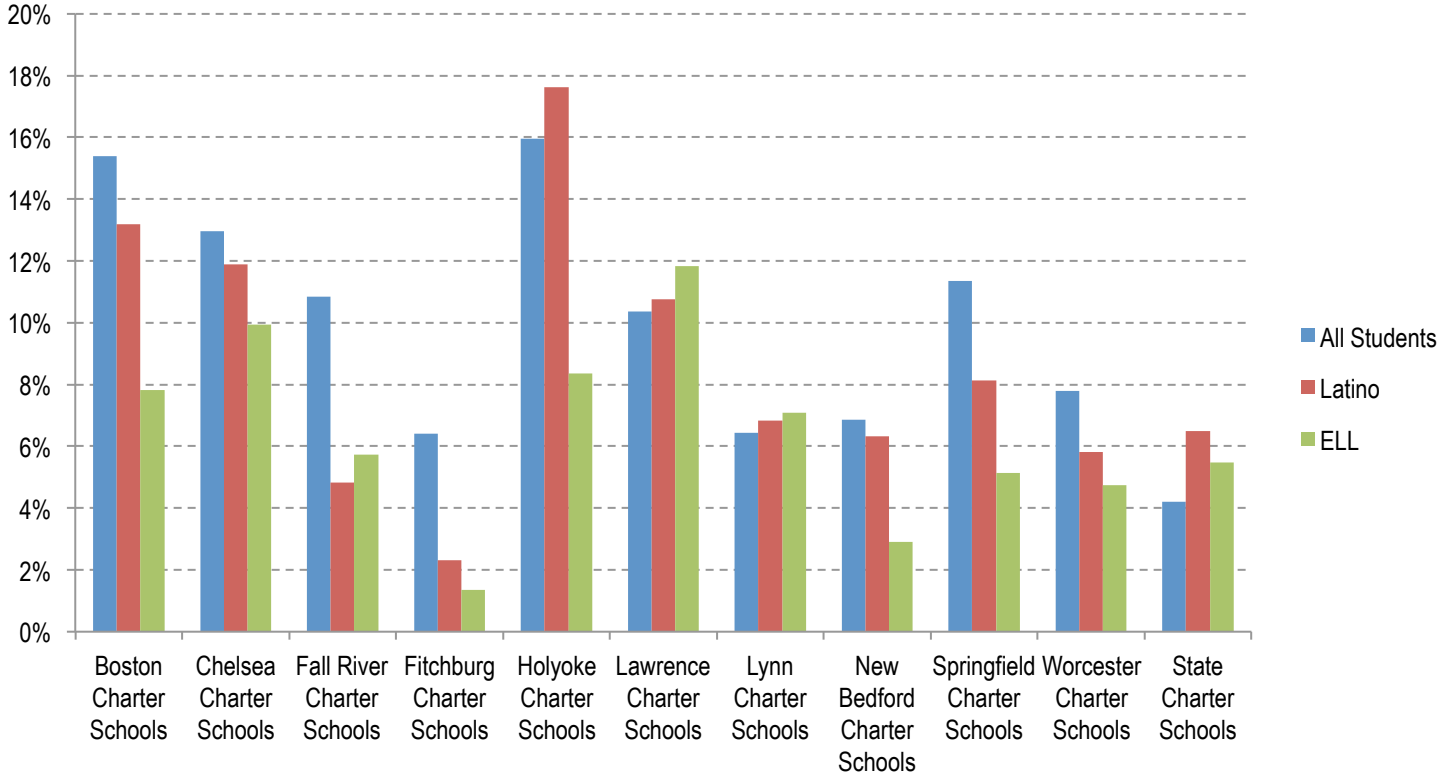
	Lawrence		Lynn		New Bedford		Springfield		Worcester	
	CS (4)	TPS	CS (1)	TPS	CS (3)	TPS	CS (7)	TPS	CS (2)	TPS
<b>Total Enrollment</b>	1,580	13,667	1,037	15,098	932	12,681	3,262	25,479	2,116	25,076
<b>African American/Black</b>	1%	2%	25%	10%	13%	11%	29%	19%	45%	15%
<b>Latino</b>	96%	92%	62%	58%	34%	37%	45%	65%	30%	41%
<b>White</b>	3%	5%	8%	18%	44%	45%	20%	12%	19%	33%
<b>English Language Learner</b>	36%	31%	24%	20%	8%	23%	7%	16%	13%	38%
<b>Students With Disabilities</b>	7%	18%	12%	15%	17%	21%	13%	20%	11%	19%
<b>Economically Disadvantaged</b>	51%	63%	44%	47%	48%	56%	46%	67%	39%	52%

Source: Authors' calculations based on DESE (2016). 2015-2016 Enrollment by Race/Gender Report [http://profiles.doe.mass.edu/state\\_report/enrollmentbyracegender.aspx](http://profiles.doe.mass.edu/state_report/enrollmentbyracegender.aspx) and DESE (2016). 2015-16 Selected Populations Report [http://profiles.doe.mass.edu/state\\_report/selectedpopulations.aspx](http://profiles.doe.mass.edu/state_report/selectedpopulations.aspx)

# Enrollment in Charter Schools Across 10 Communities

- ▶ In 7 of the 10 districts, the charter schools serve a lower proportion of Latino students than the TPS.
  - The Latino population is growing in all of the charter districts. In 9 of the 10 districts the Latino population is growing at a faster rate than all other ethno-racial groups (Worcester is the one exception)
- ▶ In 8 of the 10 districts, the charter schools serve a lower proportion of English Language Learners than the TPS.
- ▶ In 9 of the 10 districts, the charter schools serve a lower proportion of students with disabilities than the TPS.
- ▶ In 10 of 10 districts, the charter schools serve a lower proportion of Economically Disadvantaged students than the traditional public schools.

# Percentage of All Students, All Latino Students, and All English Language Learners in Each District that are Enrolled in Charter Schools, SY2016



Source: Authors' calculations based on DESE (2016). 2015-2016 Enrollment by Race/Gender Report [http://profiles.doe.mass.edu/state\\_report/enrollmentbyracegender.aspx](http://profiles.doe.mass.edu/state_report/enrollmentbyracegender.aspx) and DESE (2016). 2015-16 Selected Populations Report [http://profiles.doe.mass.edu/state\\_report/selectedpopulations.aspx](http://profiles.doe.mass.edu/state_report/selectedpopulations.aspx)



# Serving fair share of student groups

- ▶ There are only 3 districts (Holyoke, Lawrence, and Lynn) where the charter schools serve a higher proportion of all Latino students than all students.
- ▶ There are only 2 districts (Lawrence and Lynn) where the charters serve a (slightly) higher proportion of ELLs than all students.



## Question #2: What do we know about English Language Learners in Charter Schools?

### Key Findings:

- ▶ Over the past ten years, all charters have substantially increased the number and proportion of ELLs enrolled.
- ▶ In SY2007, with the exception of the Lawrence charter schools, ELLs represented fewer than 5% of all students in all charter school districts including **no ELLs** in Fall River, Fitchburg, Holyoke, New Bedford, and Springfield charter schools. By SY2016, there had been substantial increases in the number and proportions of ELLs in the charter schools.
- ▶ Despite these improvements, charter schools still underserve ELLs and the ELL population at the charter schools differs from the traditional public schools, with lower proportions of ELL-SWDs, ELLs who have been in MA schools for longer, and students with higher levels of baseline English proficiency.



# Characteristics of English Language Learners in Charter Schools (CS) and Traditional Public Schools (TPS), SY2016

	Boston		Chelsea		Fall River		Fitchburg		Holyoke	
	CS	TPS	CS	TPS	CS	TPS	CS	TPS	CS	TPS
ELLs as % of All Students	14%	30%	20%	27%	5%	10%	2%	10%	12%	25%
% of ELL classified as SPED	23%	21%	15%	7%	11%	19%	17%	20%	24%	37%
% ELLs in Grade 2-12 In Year 1 or 2	5%	18%	35%	43%	4%	28%	0%	31%	7%	16%
ACCESS Level 1-3 (All Years)	24%	53%	37%	73%	50%	64%	--	50%	53%	59%
ACCESS Level 1-3 (Only ELLs in Year 1 & 2)	44%	82%	83%	95%	71%	82%	--	74%	96%	87%

	Lawrence		Lynn		New Bedford		Springfield		Worcester	
	CS	TPS	CS	TPS	CS	TPS	CS	TPS	CS	TPS
ELLs as % of All Students	36%	31%	24%	20%	8%	23%	7%	16%	13%	38%
% of ELL classified as SPED	10%	17%	17%	5%	29%	19%	21%	25%	20%	19%
% ELLs in Grade 2-12 In Year 1 or 2	1%	30%	3%	35%	3%	25%	3%	20%	2%	17%
ACCESS Level 1-3 (All Years)	34%	63%	11%	72%	25%	59%	44%	60%	44%	47%
ACCESS Level 1-3 (Only ELLs in Years 1 & 2)	53%	85%	20%	91%	50%	84%	96%	87%	84%	78%

--: Signifies that there were insufficient numbers of students to report on the suspension rates.  
Source: Authors' calculations based on DESE (2016) DART for ELLs. Retrieved from <http://www.mass.gov/edu/docs/ese/accountability/dart/dart-english-language-learners.xlsx>



# Differences in ELL Populations

- ▶ English Language Learner Students with Disabilities:
  - In 5 of the 10 districts, the charter schools serve a higher proportion of ELLs with disabilities than the TPS.
  - However, in two of these comparisons (Chelsea and Lynn) less than 10% of ELLs in the traditional public schools are classified as students with disabilities (far below the state rate for ELLs at 17%).
- ▶ ELLs in 1st of 2nd Year in MA Schools:
  - None of the charter school districts serve a higher proportion of ELLs in their first or second year in MA schools than the TPS.
- ▶ English Proficiency Levels of ELLs:
  - For all ELLs, none of the charter schools serve a higher proportion of ELLs at ACCESS Level 1 through 3 than the TPS.
  - For ELLs in their 1st or 2nd year in MA schools, three districts (Holyoke, Springfield, and Worcester) serve a higher proportion of Year 1 and 2 ELLs at ACCESS Levels 1 through 3.

## Question #3: Do Latino students benefit from high achievement associated with some charter schools?

### Key Findings:

- ▶ Although the data are limited, Latino students and ELLs in charter schools have higher MCAS proficiency rates than the corresponding traditional public schools.
- ▶ There are White-Latino achievement gaps in most charter schools, but the gaps are substantially lower than in the traditional public schools.
- ▶ There is extremely sparse data on graduation and college enrollment rates in these 10 communities. The limited data show no clear differences in the graduation rates or college enrollments rates for Latino students in charter schools as compared to the traditional public schools.





# Grade 3 MCAS Proficiency Rates in Charter Schools (CS) and Traditional Public Schools (TPS), SY2014

(No 3<sup>rd</sup> Grade MCAS at Chelsea, Fitchburg, Lynn charter schools)

Grade 3 ELA	Boston		Fall River		Holyoke		Lawrence	
	CS	TPS	CS	TPS	CS	TPS	CS	TPS
All Students	57%	36%	58%	39%	31%	15%	66%	29%
Latino	47%	29%	--	28%	30%	11%	66%	28%
ELL	48%	26%	--	22%	--	5%	31%	11%
	New Bedford		Springfield		Worcester			
	CS	TPS	CS	TPS	CS	TPS		
All Students	69%	41%	44%	38%	45%	37%		
Latino	60%	29%	43%	34%	35%	26%		
ELL	--	3%	--	24%	14%	27%		
Grade 3 Math	Boston		Fall River		Holyoke		Lawrence	
	CS	TPS	CS	TPS	CS	TPS	CS	TPS
All Students	72%	52%	82%	48%	33%	31%	91%	57%
Latino	76%	49%	--	41%	32%	26%	92%	57%
ELL	84%	49%	--	33%	--	22%	85%	34%
	New Bedford		Springfield		Worcester			
	CS	TPS	CS	TPS	CS	TPS		
All Students	82%	56%	59%	56%	74%	46%		
Latino	75%	50%	54%	54%	62%	34%		
ELL	--	8%	--	47%	45%	38%		

--: Signifies that there were insufficient numbers of students to report on the suspension rates.  
Source: Authors' calculations based on DESE (2016). 2014 MCAS Report [http://profiles.doe.mass.edu/state\\_report/mcas.aspx](http://profiles.doe.mass.edu/state_report/mcas.aspx)



# Grade 8 MCAS Proficiency Rates in Charter Schools (CS) and Traditional Public Schools (TPS), SY2014

Grade 8 ELA	Boston		Chelsea		Fall River		Fitchburg		Holyoke	
	CS	TPS	CS	TPS	CS	TPS	CS	TPS	CS	TPS
All Students	85%	63%	100%	49%	81%	61%	70%	66%	84%	42%
Latino	66%	59%	100%	49%	--	43%	40%	57%	84%	37%
ELL	46%	29%	--	2%	--	15%	--	27%	--	13%
	Lawrence		Lynn		New Bedford		Springfield		Worcester	
	CS	TPS	CS	TPS	CS	TPS	CS	TPS	CS	TPS
All Students	92%	57%	88%	56%	71%	55%	80%	46%	78%	61%
Latino	91%	56%	90%	51%	67%	51%	80%	40%	76%	51%
ELL	--	20%	--	14%	--	11%	--	17%	--	28%
Grade 8 Math	Boston		Chelsea		Fall River		Fitchburg		Holyoke	
	CS	TPS	CS	TPS	CS	TPS	CS	TPS	CS	TPS
All Students	65%	37%	93%	33%	70%	37%	25%	29%	67%	22%
Latino	73%	32%	91%	34%	--	22%	0%	23%	65%	16%
ELL	44%	28%	--	0%	--	9%	--	6%	--	6%
	Lawrence		Lynn		New Bedford		Springfield		Worcester	
	CS	TPS	CS	TPS	CS	TPS	CS	TPS	CS	TPS
All Students	77%	35%	66%	31%	41%	24%	46%	15%	43%	30%
Latino	76%	34%	65%	25%	17%	20%	46%	11%	42%	17%
ELL	--	15%	--	2%	--	7%	--	6%	--	7%

--: Signifies that there were insufficient numbers of students to report on the suspension rates.  
 Source: Authors' calculations based on DESE (2016). 2014 MCAS Report [http://profiles.doe.mass.edu/state\\_report/mcas.aspx](http://profiles.doe.mass.edu/state_report/mcas.aspx)



# Grade 10 MCAS Proficiency Rates in Charter Schools (CS) and Traditional Public Schools (TPS), SY2014

(No 10<sup>th</sup> grade MCAS at Fall River, Holyoke, or Lawrence charter schools)

Grade 10 ELA	Boston		Chelsea		Fitchburg		Lynn	
	CS	TPS	CS	TPS	CS	TPS	CS	TPS
All Students	91%	76%	78%	77%	96%	75%	96%	78%
Latino	89%	71%	94%	77%	--	66%	94%	71%
ELL	68%	36%	--	20%	--	19%	--	23%
	New Bedford		Springfield		Worcester			
	CS	TPS	CS	TPS	CS	TPS		
All Students	89%	66%	95%	71%	95%	77%		
Latino	--	55%	98%	67%	100%	69%		
ELL	--	15%	--	28%	--	37%		
Grade 10 ELA	Boston		Chelsea		Fitchburg		Lynn	
	CS	TPS	CS	TPS	CS	TPS	CS	TPS
All Students	78%	64%	63%	56%	86%	60%	77%	58%
Latino	74%	59%	82%	57%	--	49%	72%	48%
ELL	41%	39%	--	11%	--	45%	--	18%
	New Bedford		Springfield		Worcester			
	CS	TPS	CS	TPS	CS	TPS		
All Students	79%	40%	90%	43%	82%	58%		
Latino	--	24%	90%	39%	82%	47%		
ELL	--	5%	--	17%	--	21%		

--: Signifies that there were insufficient numbers of students to report on the suspension rates.

Source: Authors' calculations based on DESE (2016). 2014 MCAS Report [http://profiles.doe.mass.edu/state\\_report/mcas.aspx](http://profiles.doe.mass.edu/state_report/mcas.aspx)

# Overview of SY2014 MCAS Results

## All Students:

- ▶ The charter schools have higher MCAS proficiency rates in Grade 3, Grade 8, and Grade 10 ELA and Math than the traditional public schools

## Latino students:

- ▶ Grade 3, 6 of 6 districts with adequate # of Latino students, the charter schools had higher proficiency rates on both ELA and Math tests than the TPS.
- ▶ Grade 8, 8 of 9 for ELA 7 of 9 in Math, Latino students at charter schools have higher proficiency rates than TPS.
- ▶ Grade 10, 5 of 5 districts with adequate # of Latino students have higher MCAS proficiency rates in charter schools than TPS.

## ELLs

- ▶ Grade 3, there were only 3 districts with adequate # of ELLs. In 2 of the 3 districts in ELA and 3 of the 3 districts in Math, ELLs in charter schools had higher proficiency rates than in TPS.

- ▶ For Grades 8 and 10, only Boston had adequate # of ELLs to report MCAS scores. ELLs in Boston charter schools had higher proficiency rates than ELLs at Boston Public Schools
- ▶ In general, ELLs in charter schools have higher proficiency rates than the traditional public schools.

## Achievement Gap

- ▶ There are White-Latino proficiency gaps in the charter schools, but they are not as large as in the TPS and in some cases (Grade 8 ELA in Lynn and Springfield, and Grade 10 ELA & Math Lynn and Springfield) Latino students have higher proficiency rates than their White peers.

# Four-Year Graduation and Dropout Rates for Charter Schools (CS) and Traditional Public Schools (TPS), SY2015

	Boston		Chelsea		Fitchburg		Holyoke	
	CS	TPS	CS	TPS	CS	TPS	CS	TPS
# of Schools	9		1		1		1	
All Students – Grad Rate	64%	71%	17%	63%	78%	73%	0%	62%
All Students – Dropout Rate	8%	12%	58%	19%	7%	11%	0%	19%
Latino Students – Grad Rate	60%	64%	15%	61%	63%	65%	0%	56%
Latino Students – Dropout Rate	12%	16%	64%	22%	13%	19%	0%	24%
	Lynn		New Bedford		Springfield		Worcester	
	CS	TPS	CS	TPS	CS	TPS	CS	TPS
# of Schools	1		1		3		1	
All Students – Grad Rate	89%	75%	89%	58%	85%	67%	93%	81%
All Students – Dropout Rate	1%	13%	3%	20%	1%	16%	4%	7%
Latino Students – Grad Rate	88%	70%	82%	40%	74%	67%	88%	75%
Latino Students – Dropout Rate	2%	16%	0%	32%	2%	17%	6%	9%

Source: Authors' calculations based on DESE (2016). 2015 Graduation Rate Report [http://profiles.doe.mass.edu/state\\_report/gradrates.aspx](http://profiles.doe.mass.edu/state_report/gradrates.aspx)



# College Enrollment Rates of High School Graduates for Charter Schools (CS) and Traditional Public Schools (TPS), SY2014

	Boston		Chelsea		Fitchburg	
	CS	TPS	CS	TPS	CS	TPS
# of Schools	9		1		1	
All Students	78%	72%	59%	69%	79%	49%
Latino Students	69%*	66%	56%	67%	--	51%
	New Bedford		Springfield		Worcester	
	CS	TPS	CS	TPS	CS	TPS
# of Schools	1		3		1	
All Students	75%	63%	83%	68%	88%	65%
Latino Students	--	55%	73%	62%	82%	54%

Source: Authors' calculations based on DESE (2016). 2013-14 Graduates Attending Institutions of Higher Education [http://profiles.doe.mass.edu/state\\_report/gradsat-tendingcollege.aspx](http://profiles.doe.mass.edu/state_report/gradsat-tendingcollege.aspx)

\*: The college enrollment rate for Latino students from Boston charters is based on only 2 charters schools. There were insufficient numbers of Latino high school graduates in the other 7 Boston charter schools to report on enrollment rates



## Question #4: What are the disciplinary patterns in charter schools as compared to traditional schools?

### Key Findings:

- ▶ There is no clear pattern in differences in Out-of-School Suspension (OSS) rates between charter schools and traditional public schools.
- ▶ In half of the communities, the charter schools have higher OSS rates for all students and for Latino students and in the other half they have lower OSS rates.
- ▶ The OSS rates for Latino students at charter schools vary widely from community to community.
- ▶ For both charter schools and traditional public schools, the OSS rate for Latino students was higher than the rate for White students.



# Out-of-School Suspension Rates in Charter Schools (CS) and Traditional Public Schools (TPS), SY2015

	Boston		Chelsea		Fall River		Fitchburg		Holyoke	
	CS	TPS	CS	TPS	CS	TPS	CS	TPS	CS	TPS
All Students	12%	5%	0%	1%	4%	10%	11%	7%	7%	5%
African-American/Black	14%	8%	1%	1%	2%	18%	--	7%	0%	4%
Latino	11%	4%	0%	0%	10%	13%	26%	9%	7%	6%
White	2%	2%	0%	1%	3%	8%	5%	6%	6%	2%
ELL	8%	4%	1%	0%	--	8%	--	8%	--	6%
SPED	18%	9%	1%	1%	3%	18%	23%	12%	15%	9%
	Lawrence		Lynn		New Bedford		Springfield		Worcester	
	CS	TPS	CS	TPS	CS	TPS	CS	TPS	CS	TPS
All Students	2%	4%	9%	8%	7%	6%	3%	9%	2%	5%
African-American/Black	0%	5%	10%	10%	10%	9%	7%	9%	2%	6%
Latino	2%	4%	10%	9%	7%	6%	6%	9%	2%	7%
White	0%	3%	4%	6%	5%	4%	2%	5%	0%	3%
ELL	2%	3%	9%	6%	--	4%	4%	8%	0%	5%
SPED	0%	9%	16%	16%	13%	7%	6%	13%	4%	11%

--: Signifies that there were insufficient numbers of students to report on the suspension rates.  
 Source: Authors' calculation based on DESE (2016). 2014-15 Student Discipline Data Report [http://profiles.doe.mass.edu/state\\_report/ssdr.aspx](http://profiles.doe.mass.edu/state_report/ssdr.aspx)





# Out-of-School Suspension Rates

- ▶ There is no clear pattern in the use of out-of-school suspension across the comparison districts.
- ▶ The charter schools in Boston, Fitchburg and Lynn had the highest suspension rates, all 9% or higher, while charters in Chelsea, Lawrence, Springfield, and Worcester had suspension rates under 3%.
- ▶ In Boston, Fitchburg, Holyoke, Lynn, and New Bedford, the charter schools had higher OSS rates for all students, for Latino students, and for ELLs as compared to the corresponding traditional public schools.
- ▶ On the other hand, the charter schools in Chelsea, Fall River, Lawrence, Springfield, and Worcester had lower OSS rates for all students and for Latino students than the corresponding traditional public schools.
- ▶ The suspension rate for students with disabilities at Boston, Fitchburg, and Lynn charter schools were especially high.
- ▶ **In all communities except for Chelsea, for both charter schools and traditional public schools, the out-of-school suspension rate for Latino students was higher than the rate for White students.**



# Charter Closures

- ▶ 19 charter schools in these ten communities have closed for various reasons. 7 closed because of a merger with another charter school, 3 were pre-opening surrenders, and the remaining 9 charters closed after operating for at least one year and are no longer in operation.
- ▶ The closed charters in Boston, Springfield, and Worcester all have higher proportions of students of color than the charter schools in good standing.
- ▶ Boston and Springfield have the highest number of closed charter schools. The charter schools that closed in these two cities for reasons other than mergers enrolled higher proportions of students of color than the charter schools that remain in operation.
- ▶ In Springfield the three closed charter schools averaged 95% students of color. In comparison, the seven open charter schools in Springfield enroll 74% students of color.
- ▶ In Boston, in the four closed charter schools, students of color comprised 98% of all students. In contrast, in the 25 remaining charter schools students of color comprise 87% of all students.

# Demographics of Select Closed Charter Schools from Last Year of Operation

Charter School	Location	Year Closed	Charter Closure Reason	% Af-Am/Black	% Latino	% White	% Non-White
Dorchester Collegiate Academy Charter School	Boston	2016	Post-Opening Surrender	73%	26%	1%	99%
Frederick Douglass Charter School	Boston	2005	Non-Renewal	89%	10%	1%	99%
Roxbury Charter High Public School	Boston	2005	Revocation	89%	8%	2%	98%
Uphams Corner Charter School	Boston	2009	Revocation	83%	13%	4%	97%
Lynn Community Charter School	Lynn	2002	Non-Renewal	25%	39%	33%	67%
New Leadership Charter School	Springfield	2013	Post-Opening Surrender	47%	44%	8%	92%
North Star Academy Charter School	Springfield	2001	Post-Opening Surrender	65%	28%	5%	95%
Robert M. Hughes Academy Charter Public School	Springfield	2010	Revocation	74%	22%	2%	98%
Spirit of Knowledge Charter School	Worcester	2013	Post-Opening Surrender	33%	48%	14%	86%

Source: Authors' calculations based on Massachusetts Department of Elementary and Secondary Education (DESE) (2016). Q3 Preliminary FY16 Charter School Tuition and Enrollment data "By District" <http://www.doe.mass.edu/charter/finance/tuition/>

# Conclusions

- ▶ There are **disparate charter school opportunities** across these ten communities.
- ▶ Despite improvements, charter schools still **serve lower proportions of Latino students, ELLs, students with disabilities, and low-income students** than the sending traditional public schools. Additionally, charter schools do not serve their fair share of Latino students and ELLs.
- ▶ **The ELL population differs greatly between the CS and TPS for all communities.** Charter schools serve lower proportions of ELLs with Disabilities, ELLs in their 1st or 2nd year in MA schools, and ELLs in charter schools have higher levels of baseline English proficiency.
- ▶ While the data are incomplete, **the achievement data suggests Latino students in charter school have superior standardized test scores than the Latino students in traditional public schools.** The graduation and college enrollment rates are similarly limited and show mixed findings on the effectiveness of charter schools for Latino students.
- ▶ **Out-of-school suspension rates vary across the charter districts and TPS districts.**

# Included Charter Schools (1)

Boston									
Charter School	% of Charter Enrollment from Boston	Charter School	% of Charter Enrollment from Boston	Charter School	% of Charter Enrollment from Boston	Charter School	% of Charter Enrollment from Boston	Charter School	% of Charter Enrollment from Boston
Academy Of the Pacific Rim Charter Public	95%	Boston Renaissance Charter Public	96%	City on a Hill Charter Public School Circuit Street	98%	Dudley Street Neighborhood Charter School (Horace Mann Charter School)	100%	MATCH Charter Public School	100%
Boston Collegiate Charter	97%	Bridge Boston Charter School	98%	City on a Hill Charter School Dudley Square	98%	Edward M. Kennedy Academy for Health Careers (Horace Mann Charter School)	100%	Neighborhood House Charter	96%
Boston Day and Evening Academy Charter (Horace Mann Charter School)	100%	Brooke Charter School East Boston	67%	Codman Academy Charter Public	97%	Excel Academy Charter	43%	Roxbury Preparatory Charter	100%
Boston Green Academy (Horace Mann Charter School )	100%	Brooke Charter School Mattapan	98%	Conservatory Lab Charter	99%	Helen Y. Davis Leadership Academy Charter Public	93%	UP Academy Charter School of Boston (Horace Mann Charter School)	100%
Boston Preparatory Charter Public	98%	Brooke Charter School Roslindale	94%	Dorchester Collegiate Academy Charter	99%	KIPP Academy Boston Charter School	99%	UP Academy Charter School of Dorchester (Horace Mann Charter School)	100%

# Included Charters (2)

Chelsea		Fall River		Fitchburg	
Charter School	% of Charter from Chelsea	Charter School	% of Charter from Fall River	Charter School	% of Charter from Fitchburg
Excel Academy Charter	53%	Argosy Collegiate	99%	Sizer School	48%
Phoenix Charter Academy	47%	Atlantis	98%		
Holyoke		Lawrence		Lynn	
Charter School	% of Charter from Holyoke	Charter School	% of Charter from Lawrence	Charter School	% of Charter from Lynn
Holyoke Community	80%	Lawrence Family Development	93%	KIPP Academy Lynn	97%
Paulo Freire Social Justice	75%	Community Day – Prospect	96%		
		Community Day – R. Kingman Webster	97%		
		Community Day – Gateway	95%		



# Included Charters (3)

New Bedford		Southbridge		Springfield		Worcester		New Bedford	
Charter School	% of Charter Population from New Bedford	Charter School	% of Charter Population from New Bedford	Charter School	% of Charter from Sending District	Charter School	% of Charter from Sending District	Charter School	% of Charter Population from New Bedford
Alma Del Mar	100%	No Students in Charter Schools	---	Baystate Academy	99%	Abby Kelley Foster	93%	Alma Del Mar	100%
City on a Hill – New Bedford	99%			Hampden CS of Science	61%	Seven Hills	98%	City on a Hill – New Bedford	99%
Global Learning	97%			Martin Luther King Jr. CS of Excellence	100%			Global Learning	97%
				Phoenix Charter Academy Springfield	97%				
				Sabis International	99%				
				Springfield Preparatory	99%				
				Veritas Preparatory	99%				



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