

# Measuring Charter Performance:

A Review of Public Charter School Achievement Studies

Sixth Edition



The National Alliance for Public Charter Schools is the leading national nonprofit organization committed to advancing the charter school movement. Our mission is to lead public education to unprecedented levels of academic achievement for all students by fostering a strong charter sector.

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## Introduction

The ultimate sign of any school's success and the indicator by which all others are measured is academic performance. There are many studies on charter school achievement, some of which seem to contradict each other. To provide a full and fair picture of how public charter schools are performing, the National Alliance for Public Charter Schools prepares an extensive review of the available research on charter school achievement. Now in its sixth edition, this report lists the charter achievement studies published since charters began in 1992. It categorizes each study according to its rigor and method. We hope that this review will continue to serve as a resource for navigating the quality and content of the numerous charter school studies.

The number of studies examining charter school achievement continues to grow. This year we added 63 studies to bring the total number of eligible studies to 203. However, only 14 of the new studies use longitudinal student-level data and rigorous research strategies to estimate the impact of attending a public charter school on student performance. In future years we would like to see a greater percentage of newly released studies on charter school achievement use longitudinal, student-level data.

The past year was also notable for three studies that examined charter schools at the national level, as well as a handful of studies that used the gold standard lottery research design method. From these seven studies we learned:

Three national studies, University of Stanford Center for Research on Education Outcomes's 16-state study (CREDO, 2009) and two studies by Mathematica looking at 22 KIPP schools in ten states (Tuttle et al, 2010) and 36 middle schools in 15 states (Gleason et al, 2010), showed that the impact of charter schools on student performance when aggregated to the national level is mixed.

- The CREDO study found negative but small effect sizes in math and reading.
- The Mathematica middle schools study found negative but statistically insignificant results in math and reading.
- The Mathematica KIPP study found positive and relatively large effect sizes in math and reading.

While each of the studies claimed to present a “national” impact of charter schools, each had sample limitations that should remind us that no study presents a definitive answer regarding charter school outcomes.

A National Bureau of Economic Research sponsored, lottery study of the New York City charter schools (Hoxby et al, 2010), found positive and large effect sizes for students who won the lottery to attend charter schools, when compared with students who lost the lottery and enrolled in the traditional public schools. The study circumvented the common criticism of lottery studies—that result implications cannot be generalized—because they are limited to oversubscribed schools because 93 percent of students enrolled in New York City charters were included in the study. However, the findings should not be generalized beyond the successes of charter schools in New York City.

Three additional lottery studies examined individual charter schools: KIPP Academy Lynn (Angrist et al,

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<sup>1</sup> Supovitz and Rikoon's study presents only one year of performance data, but the authors plan to update the study in future years with additional longitudinal student-level data.

2010), the Harlem Children's Zone Promise Academies (Dobbie & Fryer, 2009), and the Harlem Success Academy<sup>1</sup> (Supovitz & Rikoon, 2010). Each of the three studies found positive and very large effect sizes for students who won lotteries and attended the charter schools compared with students who lost lotteries and attended traditional public schools. These studies provide empirical results to support the powerful anecdotes about each school's success. However, because each of the studies examine only one charter school, the findings should not be generalized to other charter schools, even charter schools that have the same mission and vision or instructional strategies.

The high-quality studies from this past year continue to illustrate no single study should be considered definitive for answering the question of how charter schools are performing in a district, state or at the national level. Each study contributes to the growing body of evidence about student achievement in charter schools. Given the limited number of high-quality studies on charter school achievement, the field needs even more studies using similar data and different research strategies at the district, state and national levels.

## Studies Included in the Review

Of the 284 studies examining charter school achievement, 203 studies<sup>2</sup> are included in this review based on the following eligibility criteria: they compare charter school achievement with that of traditional public schools<sup>3</sup>, they use serious research methods<sup>4</sup> and they examine a significant segment of the charter sector.

The eligible studies differ from one another in many ways, but probably the most important differences are based on the type of data and the way in which data are analyzed. In this review, we group the studies into the following three categories and sort by state:

**Panel studies** use longitudinally-linked student-level data to look at gains or growth in achievement. The studies follow individual students over time and typically control for prior achievement and other student characteristics, as well as school characteristics. These studies provide the best indicators of how public charter schools are performing compared with traditional public schools. There are 47 studies that use student panel data. For detailed descriptions of the panel studies, see Appendix A.

**Cohort change studies** look at performance changes over time, but through some method other than following individual students. For example, these studies may look at changes in average school-wide test scores from year to year. These studies are not as powerful as the panel studies for comparing public charter schools with traditional public schools because any change could be due to differences in student composition rather than how much learning the school produces. There are 78 studies that use cohort change data. For detailed descriptions of the cohort change studies, see Appendix B.

**Snapshot studies** look at school performance at one point in time. While some of these studies attempt to control for student or school characteristics, the snapshot studies are unable to gauge how much value public charter schools or traditional public schools add to student learning. There are 102 studies that use snapshot data. For detailed descriptions of the snapshot studies, see Appendix C.

<sup>2</sup> The number of studies in each category adds up to more than 203 because several studies report findings based on more than one type of data (e.g., cohort and snapshot findings) and are included in more than one category.

<sup>3</sup> The National Charter School Research Project's meta-analysis of charter school studies is still the most solid review to date of the empirical research on how public charter schools perform compared to traditional public schools: Betts, Julian R. and Y. Emily Tang. *Value added and experimental studies of the effect of charter schools on student achievement*. Seattle, WA: National Charter School Research Project, Center on Reinventing Public Education, University of Washington Bothell.

<sup>4</sup> Research methodology is a highly complex field and this report does not attempt to touch on the intricacies of method that might arise in a study of charter achievement. The following report is an excellent resource for understanding how to judge the strengths and limitations of various research design strategies: Charter School Achievement Consensus Panel. (2006). *Key issues in studying charter schools and achievement: A review and suggestions for national guidelines*. Seattle, WA: National Charter School Research Project, Center on Reinventing Public Education, University of Washington.

## Key Findings

**Notable Evidence of Added Value.** Of 203 studies in this review, 47 studies use longitudinally linked, student-level data to look at gains or growth in achievement while controlling for prior achievement as well as student and school characteristics. Table 1 presents a summary of research findings from the panel studies<sup>5</sup>. Seventy-eight of the remaining studies examine schools over time but lack linked student-level data, and 102 look only at a snapshot of performance at one point in time. While the studies that look at school performance over time are an improvement on the snapshot studies, neither provides definitive evidence to draw conclusions about the effectiveness of charter schools.

The findings presented in Table 1 suggest that more often than not charter school students are experiencing similar or greater achievement gains than students in traditional public schools. In mathematics, the high-quality research studies indicate that public charter school students experience similar or greater achievement gains in 64 instances compared with 44

instances of smaller gains. In reading, public charter school students have similar or higher achievement gains in 73 instances compared with 38 instances of smaller gains.

The findings in Table 1 are consistent with the National Charter School Research Project's meta-analysis of charter school studies. The meta-analysis indicated that studies that use the best data and the most sophisticated research techniques show charters outperforming comparable traditional public schools.

Fourteen of the 47 high-quality panel studies (30 percent) use a majority of data from the academic years prior to 2001-02. Moreover, the studies that use data from earlier years are concentrated in a handful of states (Ariz., Calif., Fla., N.C., Texas and Wis.), whereas the studies with newer data include a wider range of states. When the results are broken out by the years of academic data in the studies (see Tables 2 and 3), it becomes dramatically clear that studies examining public charter schools in more recent academic years show that charter schools produce more instances of larger achievement gains in both math and reading when compared to the traditional public schools.

	Math				Reading			
	Larger Gains	Comparable Gains	Mixed Gains	Smaller Gains	Larger Gains	Comparable Gains	Mixed Gains	Smaller Gains
Elementary School	5	6	3	17	7	8	3	13
Middle School	11	8	3	7	11	10	1	7
High School	9	4	2	8	12	4	0	7
Overall	16	5	1	12	12	9	2	11
<b>Total</b>	<b>41</b>	<b>23</b>	<b>9</b>	<b>44</b>	<b>42</b>	<b>31</b>	<b>6</b>	<b>38</b>

<sup>5</sup> Number of research findings adds up to more than the 47 panel studies because most studies report out more than one finding (e.g., math and reading, elementary and middle school, etc.).

**Positive Findings Exist for Charter School Performance by Length of Time Students are Enrolled.** Several studies examine the achievement of students who have stayed at a charter school for an extended period of time compared with traditional public school students. Of the 33 studies that look at this question, 21 find that charter school students

show larger gains the longer they are enrolled in the charter, compared with traditional public school students. Eleven studies find similar or mixed results. Only one study of students in Ohio demonstrated smaller gains for students who stayed in charter schools for longer periods of time.

**Table 2: Summary of Charter School Math Achievement, by Years of Data in Studies**

	Pre 2001				Post 2001			
	Larger Gains	Comparable Gains	Mixed Gains	Smaller Gains	Larger Gains	Comparable Gains	Mixed Gains	Smaller Gains
Elementary School	0	2	1	12	5	4	2	5
Middle School	1	2	1	4	10	6	2	3
High School	2	0	1	4	7	4	1	4
Overall	1	0	1	2	15	5	0	10
<b>Total</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>22</b>	<b>37</b>	<b>19</b>	<b>5</b>	<b>22</b>

**Table 3: Summary of Charter School Reading Achievement, by Years of Data in Studies**

	Pre 2001				Post 2001			
	Larger Gains	Comparable Gains	Mixed Gains	Smaller Gains	Larger Gains	Comparable Gains	Mixed Gains	Smaller Gains
Elementary School	2	6	1	7	5	2	2	6
Middle School	2	4	0	3	9	6	1	4
High School	3	2	0	3	9	2	0	4
Overall	0	0	2	2	12	9	0	9
<b>Total</b>	<b>7</b>	<b>12</b>	<b>3</b>	<b>15</b>	<b>35</b>	<b>19</b>	<b>4</b>	<b>23</b>

**Mixed Findings for Charter School Performance by Age of School.** Eleven studies explicitly examine the question of whether charter schools get better as they age. The findings are mixed. Four studies show that charter schools perform better when they are farther along in their life cycle than newer schools, while three studies show mature schools perform worse, two find similar results and two have mixed findings.

**Large Gaps in the Research Persist.** Even though panel studies provide the best indicators of how public charter schools are performing, they represent the fewest number of charter school achievement studies published (23 percent of eligible studies in this review). While more and more school-level data are available to researchers due to No Child Left Behind, student-level data continues to be difficult and expensive to obtain, which is the primary reason for the dearth of panel studies. However, a host of questions still need to be answered about how different types of charter schools are performing, and researchers should pursue these research questions with state-wide, longitudinal, student-level data.

As stated earlier in this report, no single study should be considered definitive for answering the question of how charter schools are performing in a district, state or at the national level. Each study contributes to the growing body of evidence about student achievement in charter schools. For a clearer picture of the impact of charter schools to emerge, we need more studies in districts, states and at the national level to replicate previous studies or analyze similar data using different research methodologies. These are gold-standard practices in any research field.

Just as important as building the body of evidence about overall charter school achievement is the need for additional research that unpacks and explores the conditions that create successful charter schools. Charter schools tend to be lumped into a homogeneous group, although they vary widely in terms of instructional strategies, instructional time in school,

governance structures, use and type of management organizations, authorizer practices, facilities and legislative conditions and other factors. There are a handful of high-quality studies on the horizon, but in general the empirical research indicating the factors that lead to increased performance is thin.

## Recommendations

A number of conclusions about the state of charter school research—and how to improve it—emerge from this review:

The limited number of high-quality, longitudinal, student-level studies continues to hold back our ability to determine the types of charter schools that have the greatest positive impact on student performance. We need more studies in more states using more recent longitudinal student-level data to empirically assess how well students in public charter schools are performing. Moreover, in the states where we have high-quality studies, we need researchers to replicate the results in order to confirm the findings using different research strategies and overlapping data.

Very few studies empirically examine the impact of instructional strategies or the policy and educational context of charter schools on student performance. We need more and better research to explain the conditions by which some public charter schools perform so much better than other charter and non-charter schools.

Charter schooling represents an increasingly effective part of public education—and transparency in the data will allow for refinement to improve quality further over time.

*Anna Nicotera of the National Alliance for Public Charter Schools led the production of this edition of the report. Timothy Hartman provided research assistance.*

## Appendix A: Panel Studies

For a given charter school, what we really want to know is whether students are better off for having attended it. The best way to find out is to examine the learning of individual students over time, seeking to determine how much value schools are adding to student learning.

Panel studies use longitudinally linked, student-level data to look at gains or growth in achievement. The panel studies follow individual students over time

and typically control for prior achievement and other student characteristics, as well as school characteristics. These studies provide the best indicators of how public charter schools are performing compared with traditional public schools.

The following tables in Appendix A describe the research design and key findings for each of the eligible panel studies.

Research Design	
Year	The span of academic years included in the study's analyses.
State	The state or city examined by the study. If a state abbreviation is indicated, the study included a majority of the state's charter schools. If a city is indicated, the study included charter schools in that city.
Lottery	The study examines students who participate in lotteries to enroll in charter schools. Students who win the lottery and attend public charter schools are compared with students who lose the lottery and attend traditional public schools. The lottery acts as a random assignment mechanism to minimize the differences between charter school attendees and non-attendees. This research design is considered the "gold standard" for evaluating the impact of charter schools.
Fixed-Effects	The study examines performance gains for students who have attended both traditional public schools and public charter schools. Because the same student is compared at different points in time, the research design significantly reduces the unobserved differences that may be introduced when comparisons are made between students without random assignment.
Multivariate	The study uses a regression model to estimate the difference in achievement between students who attend public charter schools and students who attend traditional public schools. The research design controls for student and/or school characteristics.
Pre-Post	The study calculates the average difference in achievement over time between students who attend public charter schools and students who attend traditional public schools.
Proficiency	The study uses data indicating that a student is proficient on state standards-based assessments. Proficiency includes a large span of test scores. If proficiency is not marked, the study uses scale scores.
Student-Level	The study uses student-level performance data.
School-Level	The study uses school-level performance data.
Student Controls	The study includes student-level control variables, such as prior achievement and student demographics.
School Controls	The study includes school-level control variables, such as school size and school demographics.

Key Findings	
Larger Gains (+)	Students who attend public charter schools have larger achievement gains than comparable students who attend traditional public schools.
Comparable Gains (↔)	Students who attend public charter schools experience similar achievement gains as comparable students who attend traditional public schools.
Mixed Gains (+/-)	Students who attend public charter schools have larger achievement gains than comparable students who attend traditional public schools in selected grades and/or subject areas and smaller achievement gains in other grades and/or subject areas.
Smaller Gains (-)	Students who attend public charter schools have smaller achievement gains than comparable students who attend traditional public schools.
Subject Area	Math: Study examines performance data from a math assessment. Reading: Study examines performance data from a reading or Language Arts assessment. Composite: Study examines performance data from combined math and reading assessments. Other (Graduation Rate): Study examines graduation rate data.
Grade Level	Elementary: Study examines performance data from elementary school grades. Middle: Study examines performance data from middle school grades. High School: Study examines performance data from high school grades. Overall: Study examines performance data using combined grade levels.

These studies provide the best indicators of how public charter schools are performing compared with traditional public schools

Report Authors	School Years	State	Research Design	Key Findings			
				Subject Area		Grade Level	
CREDO, 2009a  (This report also analyzes data in AR, AZ, CA, CO, DC, FL, GA, IL, LA, MA, MN, MO, NC, NM, NYC, OH, TX)	2000-2001 to 2007-2008	National	Lottery	Math	✓	Elem	↔
			Fixed-Effects			Middle	+
			Multivariate			High	-
			Pre-Post			Overall	-
			Proficiency	Read	✓	Elem	+
			Student-Level			Middle	+
			School-Level			High	-
			Student Controls	Composite		Elem	
			School-Level			Middle	
			School Controls			High	
	Other		Grad Rate				
Tuttle, Teh, Nichols-Barrer, Gill, & Gleason, 2010	2001-2002 to 2008-2009	National (KIPP)	Lottery	Math	✓	Elem	
			Fixed-Effects			Middle	+
			Multivariate			High	
			Pre-Post			Overall	
			Proficiency	Read	✓	Elem	
			Student-Level			Middle	+
			School-Level			High	
			Student Controls	Composite		Elem	
			School-Level			Middle	
			School Controls			High	
	Other		Grad Rate				
Gleason, Clark, Tuttle, & Dwoyer, 2010	2005-2006 to 2007-2008	National	Lottery	Math	✓	Elem	
			Fixed-Effects			Middle	↔
			Multivariate			High	
			Pre-Post			Overall	
			Proficiency	Read	✓	Elem	
			Student-Level			Middle	↔
			School-Level			High	
			Student Controls	Composite		Elem	
			School-Level			Middle	
			School Controls			High	
	Other		Grad Rate				

Findings: Positive (+), Negative (-), Comparable (↔), Mixed (+/-)

Report Authors	School Years	State	Research Design	Key Findings			
				Subject Area	Grade Level		
CREDO, 2009b  (This report also analyzes data in AZ, CA, CO, DC, FL, GA, IL, LA, MA, MN, MO, NC, NM, NYC, OH, TX, and National)	2003-2004 to 2007-2008	AR	Lottery	Math	✓	Elem	
			Fixed-Effects			Middle	
			Multivariate ✓			High	
			Pre-Post Proficiency	Read	✓	Overall	+
			Student-Level ✓			Elem	
			School-Level			Middle	
			Student Controls ✓	High			
			School Controls ✓	Composite		Overall	
						Grad Rate	
			Solmon, Paark, & Garcia, 2001	1997-1998 to 1999-2000	AZ	Lottery	Math
Fixed-Effects ✓	Middle						
Multivariate ✓	High						
Pre-Post Proficiency	Read	✓				Overall	+/-
Student-Level ✓						Elem	
School-Level						Middle	
Student Controls ✓	Composite					High	
School Controls ✓						Overall	
	Other	Grad Rate					
Solmon & Goldschmidt, 2004	1997-1998 to 1999-2000	AZ				Lottery	Math
			Fixed-Effects ✓	Middle			
			Multivariate ✓	High			
			Pre-Post Proficiency	Read	✓	Overall	
			Student-Level ✓			Elem	+
			School-Level			Middle	↔
			Student Controls ✓	Composite		High	-
			School Controls			Overall	
				Other	Grad Rate		

Findings: Positive (+), Negative (-), Comparable (↔), Mixed (+/-)

Report Authors	School Years	State	Research Design	Key Findings			
				Subject Area	Grade Level		
Garcia, Barber, & Molnar, 2009	2000-2001 to 2002-2003	AZ	Lottery	Math	✓	Elem	+
			Fixed-Effects ✓			Middle	
			Multivariate ✓	Read	✓	High	↔
			Pre-Post Proficiency			Elem	
Student-Level ✓	Composite		Middle	Overall			
School-Level			High				
Student Controls ✓			Overall				
School Controls ✓	Other		Grad Rate				
CREDO, 2009c  (This report also analyzes data in AR, CA, CO, DC, FL, GA, IL, LA, MA, MN, MO, NC, NM, NYC, OH, TX, and National)	2004-2005 to 2007-2008	AZ	Lottery	Math	✓	Elem	
			Fixed-Effects			Middle	
			Multivariate ✓	Read	✓	High	-
			Pre-Post Proficiency			Elem	
Student-Level ✓	Composite		Middle	Overall			
School-Level			High				
Student Controls ✓			Overall				
School Controls ✓	Other		Grad Rate				
CREDO, 2009d  (This report also analyzes data in AR, AZ, CO, DC, FL, GA, IL, LA, MA, MN, MO, NC, NM, NYC, OH, TX, and National)	2005-2006 to 2007-2008	CA	Lottery	Math	✓	Elem	
			Fixed-Effects			Middle	
			Multivariate ✓	Read	✓	High	-
			Pre-Post Proficiency			Elem	
Student-Level ✓	Composite		Middle	Overall			
School-Level			High				
Student Controls ✓			Overall				
School Controls ✓	Other		Grad Rate				

Findings: Positive (+), Negative (-), Comparable (↔), Mixed (+/-)

Report Authors	School Years	State	Research Design	Key Findings				
				Subject Area	Grade Level			
Zimmer, Buddin, Chau, Daley, Gill, Guarino, Hamilton, Krop, McCaffrey, Sandler, & Brewer, 2003	1997-1998 to 2001-2002	Chula Vista, CA	Lottery	Math	✓	Elem	-	
			Fixed-Effects			✓	Middle	
			Multivariate			✓	High	
			Pre-Post Proficiency				Overall	
		Student-Level	Read	✓	Elem	-		
		School-Level			Middle			
		Student Controls			High			
		School Controls			Overall			
		Student-Level	Composite		Elem			
		School-Level			Middle			
		Student Controls			High			
		School Controls			Overall			
	Other		Grad Rate					
Fresno, CA	Lottery	Math	✓	Elem	-			
	Fixed-Effects			✓	Middle			
	Multivariate			✓	High			
	Pre-Post Proficiency				Overall			
Student-Level	Read	✓	Elem	-				
School-Level			Middle					
Student Controls			High					
School Controls			Overall					
Student-Level	Composite		Elem					
School-Level			Middle					
Student Controls			High					
School Controls			Overall					
	Other		Grad Rate					
Los Angeles, CA	Lottery	Math	✓	Elem	↔			
	Fixed-Effects			✓	Middle			
	Multivariate			✓	High			
	Pre-Post Proficiency				Overall			
Student-Level	Read	✓	Elem	↔				
School-Level			Middle					
Student Controls			High					
School Controls			Overall					
Student-Level	Composite		Elem					
School-Level			Middle					
Student Controls			High					
School Controls			Overall					
	Other		Grad Rate					

Findings: Positive (+), Negative (-), Comparable (↔), Mixed (+/-)

Report Authors	School Years	State	Research Design	Key Findings				
				Subject Area	Grade Level			
Zimmer, Buddin, Chau, Daley, Gill, Guarino, Hamilton, Krop, McCaffrey, Sandler, & Brewer, 2003	1997-1998 to 2001-2002	Napa, CA	Lottery	Math	✓	Elem	-	
			Fixed-Effects			✓	Middle	
			Multivariate			✓	High	
			Pre-Post Proficiency				Overall	
		Student-Level	Read	✓	Elem	-		
		School-Level			Middle			
		Student Controls			High			
		School Controls			Overall			
		Student-Level	Composite		Elem			
		School-Level			Middle			
		Student Controls			High			
		School Controls			Overall			
	Other		Grad Rate					
Zimmer, Buddin, Chau, Daley, Gill, Guarino, Hamilton, Krop, McCaffrey, Sandler, & Brewer, 2003	1997-1998 to 2001-2002	San Diego, CA	Lottery	Math	✓	Elem	-	
			Fixed-Effects			✓	Middle	
			Multivariate			✓	High	
			Pre-Post Proficiency				Overall	
		Student-Level	Read	✓	Elem	+		
		School-Level			Middle			
		Student Controls			High			
		School Controls			Overall			
		Student-Level	Composite		Elem			
		School-Level			Middle			
		Student Controls			High			
		School Controls			Overall			
	Other		Grad Rate					
Zimmer, Buddin, Chau, Daley, Gill, Guarino, Hamilton, Krop, McCaffrey, Sandler, & Brewer, 2003	1997-1998 to 2001-2002	West Covina, CA	Lottery	Math	✓	Elem	-	
			Fixed-Effects			✓	Middle	
			Multivariate			✓	High	
			Pre-Post Proficiency				Overall	
		Student-Level	Read	✓	Elem	↔		
		School-Level			Middle			
		Student Controls			High			
		School Controls			Overall			
		Student-Level	Composite		Elem			
		School-Level			Middle			
		Student Controls			High			
		School Controls			Overall			
	Other		Grad Rate					

Findings: Positive (+), Negative (-), Comparable (↔), Mixed (+/-)

Report Authors	School Years	State	Research Design	Key Findings					
				Subject Area		Grade Level			
Zimmer & Buddin, 2006  Reports using data with same findings:  Zimmer & Buddin, 2005	1997-1998 to 2001-2002	Los Angeles, CA	Lottery	Math	✓	Elem	-		
			Fixed-Effects ✓			Middle	+		
			Multivariate ✓			High	+		
			Pre-Post			Overall			
			Proficiency			Read	✓	Elem	↔
			Student-Level ✓					Middle	↔
		School-Level	Composite		High	↔			
		Student Controls ✓			Grad Rate				
		School Controls ✓			Middle				
					High				
			Other		Overall				
					Grad Rate				
Zimmer & Buddin, 2005	1997-1998 to 2001-2002	San Diego, CA	Lottery	Math	✓	Elem	-		
			Fixed-Effects ✓			Middle	-		
			Multivariate ✓			High	-		
			Pre-Post			Overall			
			Proficiency			Read	✓	Elem	-
			Student-Level ✓					Middle	+
		School-Level	Composite		High	+			
		Student Controls ✓			Elem				
		School Controls ✓			Middle				
					High				
			Other		Overall				
					Grad Rate				
Tang & Betts, 2006  Reports using data with same findings:  Betts, Rice, Zau, Tang, & Koedel, 2006; Tang, 2008	1997-1998 to 2001-2002	San Diego, CA	Lottery	Math	✓	Elem	+/-		
			Fixed-Effects ✓			Middle	+/-		
			Multivariate ✓			High	+/-		
			Pre-Post			Overall			
			Proficiency			Read	✓	Elem	+/-
			Student-Level ✓					Middle	-
			School-Level	Composite		High	↔		
			Student Controls ✓			Elem			
			School Controls ✓			Middle			
						High			
				Other		Overall			
						Grad Rate			

Findings: Positive (+), Negative (-), Comparable (↔), Mixed (+/-)

Report Authors	School Years	State	Research Design	Key Findings			
				Subject Area		Grade Level	
Zimmer, Gill, Booker, Lavertu, Sass, & Witte, 2009  (This report also analyzes data in CO, FL, OH, PA, TX, WI)	1997-1998 to 2006-2007	San Diego, CA	Lottery	Math	✓	Elem	↔
			Fixed-Effects ✓			Middle	
			Multivariate ✓			High	
			Pre-Post	Read	✓	Elem	↔
			Proficiency			Middle	
			Student-Level ✓			High	
			School-Level	Composite		Elem	↔
			Student Controls ✓			Middle	
			School Controls ✓			High	
				Other		Grad Rate	
Woodworth, David, Guha, Wang, & Lopez-Torkos, 2008	2003-2004 to 2006-2007	Bay Area, CA	Lottery	Math	✓	Elem	+
			Fixed-Effects			Middle	
			Multivariate ✓			High	
			Pre-Post ✓	Read	✓	Elem	+
			Proficiency			Middle	
			Student-Level ✓			High	
			School-Level	Composite		Elem	+
			Student Controls ✓			Middle	
			School Controls			High	
				Other		Grad Rate	
CREDO, 2009e  (This report also analyzes data in AR, AZ, CA, DC, FL, GA, IL, LA, MA, MN, MO, NC, NM, NYC, OH, TX, and National)	2003-2004 to 2007-2008	CO	Lottery	Math	✓	Elem	+
			Fixed-Effects			Middle	
			Multivariate ✓			High	
			Pre-Post	Read	✓	Elem	+
			Proficiency			Middle	
			Student-Level ✓			High	
			School-Level	Composite		Elem	+
			Student Controls ✓			Middle	
			School Controls ✓			High	
				Other		Grad Rate	

Findings: Positive (+), Negative (-), Comparable (↔), Mixed (+/-)

Report Authors	School Years	State	Research Design	Key Findings			
				Subject Area		Grade Level	
Carpenter & Kafer, 2009	2006-2007 to 2007-2008	CO	Lottery	Math	✓	Elem	-
			Fixed-Effects			Middle	+/-
			Multivariate ✓	Read	✓	High	+/-
			Pre-Post Proficiency ✓			Overall	
Student-Level ✓	Composite		Elem	-			
School-Level ✓			Middle	+/-			
Student Controls ✓			High	-			
School Controls ✓	Other		Overall				
				Grad Rate			
Zimmer, Gill, Booker, Lavertu, Sass, & Witte, 2009  (This report also analyzes data in CA, FL, OH, PA, TX, WI)	2001-2002 to 2005-2006	Denver, CO	Lottery	Math	✓	Elem	
			Fixed-Effects ✓			Middle	
			Multivariate ✓	Read	✓	High	
			Pre-Post Proficiency			Overall	+
Student-Level ✓	Composite		Elem				
School-Level			Middle				
Student Controls ✓			High				
School Controls ✓	Other		Overall	↔			
				Grad Rate			
CREDO, 2009f  (This report also analyzes data in AR, AZ, CA, CO, FL, GA, IL, LA, MA, MN, MO, NC, NM, NYC, OH, TX, and National)	2005-2006 to 2007-2008	DC	Lottery	Math	✓	Elem	
			Fixed-Effects			Middle	
			Multivariate ✓	Read	✓	High	
			Pre-Post Proficiency			Overall	↔
Student-Level ✓	Composite		Elem				
School-Level			Middle				
Student Controls ✓			High				
School Controls ✓	Other		Overall	↔			
				Grad Rate			

Findings: Positive (+), Negative (-), Comparable (↔), Mixed (+/-)

Report Authors	School Years	State	Research Design	Key Findings			
				Subject Area		Grade Level	
Miron, Cullen, Applegate, Farrell, 2007	2002-2003 to 2005-2006	DE	Lottery	Math	✓	Elem	-
			Fixed-Effects			Middle	+
			Multivariate			High	+
			Overall				
			Pre-Post	Read	✓	Elem	-
			Proficiency			Middle	+
			Student-Level	Composite		High	+
			School-Level			Overall	
			Student Controls				
			School Controls	Other		Grad Rate	
OPPAGA, 2005a  Reports using data with same findings:  OPPAGA, 2005b	1998-1999 to 2003-2004	FL	Lottery	Math	✓	Elem	-
			Fixed-Effects			Middle	↔
			Multivariate			High	+
			Overall				
			Pre-Post	Read	✓	Elem	↔
			Proficiency			Middle	↔
			Student-Level	Composite		High	+
			School-Level			Overall	
			Student Controls				
			School Controls	Other		Grad Rate	
Florida Department of Education, 2006	2001-2002 to 2004-2005	FL	Lottery	Math	✓	Elem	-
			Fixed-Effects			Middle	↔
			Multivariate			High	↔
			Overall				
			Pre-Post	Read	✓	Elem	-
			Proficiency			Middle	↔
			Student-Level	Composite		High	↔
			School-Level			Overall	
			Student Controls				
			School Controls	Other		Grad Rate	

Findings: Positive (+), Negative (-), Comparable (↔), Mixed (+/-)

Report Authors	School Years	State	Research Design	Key Findings			
				Subject Area		Grade Level	
Sass, 2006	1999-2000 to 2002-2003	FL	Lottery	Math	✓	Elem	-
			Fixed-Effects ✓			Middle	-
			Multivariate ✓			High	-
			Pre-Post Proficiency			Overall	
Booker, Sass, Gill, & Zimmer, 2008  (This report also analyzes data for Chicago, IL)  Reports using data with same findings:  Zimmer, Gill, Booker, Lavertu, Sass, & Witte, 2009	1997-1998 to 2004-2005	FL	Lottery	Math		Elem	
			Fixed-Effects			Middle	
			Multivariate ✓			High	
			Pre-Post Proficiency			Overall	
CREDO, 2009g  (This report also analyzes data in AR, AZ, CA, CO, DC, GA, IL, LA, MA, MN, MO, NC, NM, NYC, OH, TX, and National)	2000-2001 to 2007-2008	FL	Student-Level ✓	Read		Elem	
			School-Level			Middle	
			Student Controls ✓			High	
			School Controls ✓			Overall	
Sass, 2006	1999-2000 to 2002-2003	FL	Student-Level ✓	Composite		Elem	
			School-Level			Middle	
			Student Controls ✓			High	
			School Controls ✓			Overall	
Booker, Sass, Gill, & Zimmer, 2008  (This report also analyzes data for Chicago, IL)  Reports using data with same findings:  Zimmer, Gill, Booker, Lavertu, Sass, & Witte, 2009	1997-1998 to 2004-2005	FL	Student-Level ✓	Other		Grad Rate	
			School-Level				
			Student Controls ✓				
			School Controls ✓				
CREDO, 2009g  (This report also analyzes data in AR, AZ, CA, CO, DC, GA, IL, LA, MA, MN, MO, NC, NM, NYC, OH, TX, and National)	2000-2001 to 2007-2008	FL	Lottery	Math	✓	Elem	
			Fixed-Effects			Middle	
			Multivariate ✓			High	
			Pre-Post Proficiency			Overall	-
Sass, 2006	1999-2000 to 2002-2003	FL	Student-Level ✓	Read		Elem	
			School-Level			Middle	
			Student Controls ✓			High	
			School Controls ✓			Overall	-
Booker, Sass, Gill, & Zimmer, 2008  (This report also analyzes data for Chicago, IL)  Reports using data with same findings:  Zimmer, Gill, Booker, Lavertu, Sass, & Witte, 2009	1997-1998 to 2004-2005	FL	Student-Level ✓	Composite		Elem	
			School-Level			Middle	
			Student Controls ✓			High	
			School Controls ✓			Overall	
CREDO, 2009g  (This report also analyzes data in AR, AZ, CA, CO, DC, GA, IL, LA, MA, MN, MO, NC, NM, NYC, OH, TX, and National)	2000-2001 to 2007-2008	FL	Student-Level ✓	Other		Grad Rate	
			School-Level				
			Student Controls ✓				
			School Controls ✓				

Findings: Positive (+), Negative (-), Comparable (↔), Mixed (+/-)

Report Authors	School Years	State	Research Design	Key Findings							
				Subject Area	Grade Level						
<p>CREDO, 2009h</p> <p>(This report also analyzes data in AR, AZ, CA, CO, DC, FL, IL, LA, MA, MN, MO, NC, NM, NYC, OH, TX, and National)</p>	<p>2003-2004 to 2007-2008</p>	<p>GA</p>	<p>Lottery</p> <p>Fixed-Effects</p> <p>Multivariate ✓</p> <p>Pre-Post</p> <p>Proficiency</p>	<p>Math</p> <p>✓</p>	<p>Elem</p> <p>Middle</p> <p>High</p> <p>Overall ↔</p>						
			<p>Student-Level ✓</p> <p>School-Level</p> <p>Student Controls ✓</p> <p>School Controls ✓</p>		<p>Read</p> <p>✓</p>	<p>Elem</p> <p>Middle</p> <p>High</p> <p>Overall -</p>					
			<p>Student-Level ✓</p> <p>School-Level</p> <p>Student Controls ✓</p> <p>School Controls ✓</p>	<p>Composite</p>		<p>Elem</p> <p>Middle</p> <p>High</p> <p>Overall</p>					
			<p>Other</p>		<p>Grad Rate</p>						
			<p>Ballou, Teasley, &amp; Zeidner, 2008</p> <p>Reports using data with same findings:</p> <p>Ballou, Teasley, &amp; Zeidner, 2006</p>	<p>2002-2003 to 2004-2005</p>	<p>ID</p>	<p>Lottery</p> <p>Fixed-Effects ✓</p> <p>Multivariate ✓</p> <p>Pre-Post</p> <p>Proficiency</p>	<p>Math</p> <p>✓</p>	<p>Elem +</p> <p>Middle -</p> <p>High -</p> <p>Overall</p>			
						<p>Student-Level ✓</p> <p>School-Level</p> <p>Student Controls ✓</p> <p>School Controls ✓</p>		<p>Read</p>	<p>Elem</p> <p>Middle</p> <p>High</p> <p>Overall</p>		
						<p>Student-Level ✓</p> <p>School-Level</p> <p>Student Controls ✓</p> <p>School Controls ✓</p>	<p>Composite</p>		<p>Elem</p> <p>Middle</p> <p>High</p> <p>Overall</p>		
						<p>Other</p>		<p>Grad Rate</p>			
						<p>Hoxby &amp; Rockoff, 2004</p> <p>Reports using data with same findings:</p> <p>Rockoff, 2004; Hoxby &amp; Rockoff, 2005</p>	<p>2000-2001 to 2002-2003</p>	<p>Chicago, IL</p>	<p>Lottery ✓</p> <p>Fixed-Effects ✓</p> <p>Multivariate ✓</p> <p>Pre-Post</p> <p>Proficiency</p>	<p>Math</p> <p>✓</p>	<p>Elem +</p> <p>Middle ↔</p> <p>High</p> <p>Overall</p>
									<p>Student-Level ✓</p> <p>School-Level</p> <p>Student Controls ✓</p> <p>School Controls</p>		<p>Read</p> <p>✓</p>
<p>Student-Level ✓</p> <p>School-Level</p> <p>Student Controls ✓</p> <p>School Controls</p>	<p>Composite</p>	<p>Elem</p> <p>Middle</p> <p>High</p> <p>Overall</p>									
<p>Other</p>		<p>Grad Rate</p>									

Findings: Positive (+), Negative (-), Comparable (↔), Mixed (+/-)

Report Authors	School Years	State	Research Design	Key Findings			
				Subject Area		Grade Level	
Booker, Gill, Zimmer, & Sass, 2007  Reports using data with same findings:  Zimmer, Gill, Booker, Lavertu, Sass, & Witte, 2009	1997-1998 to 2006-2007	Chicago, IL	Lottery	Math	✓	Elem	↔
			Fixed-Effects			Middle	↔
			Multivariate ✓			High	↔
			Pre-Post Proficiency			Overall	
Booker, Sass, Gill, & Zimmer, 2008  (This report also analyzes data for FL)  Reports using data with same findings:  Zimmer, Gill, Booker, Lavertu, Sass, & Witte, 2009	1997-1998 to 2005-2006	Chicago, IL	Student-Level ✓	Read	✓	Elem	-
			School-Level			Middle	-
			Student Controls ✓			High	+
			School Controls ✓			Overall	
CREDO, 2009i  (This report also analyzes data in AR, AZ, CA, CO, DC, FL, GA, LA, MA, MN, MO, NC, NM, NYC, OH, TX, and National)	2004-2005 to 2007-2008	IL	Student-Level ✓	Composite		Elem	
			School-Level			Middle	
			Student Controls ✓			High	
			School Controls ✓			Overall	
				Other	✓	Grad Rate	+

Findings: Positive (+), Negative (-), Comparable (↔), Mixed (+/-)

Report Authors	School Years	State	Research Design	Key Findings			
				Subject Area		Grade Level	
Ball State University, 2004	2003-2004 (fall to spring)	IN	Lottery	Math	✓	Elem	+/-
			Fixed-Effects			Middle	+
			Multivariate			High	-
			Pre-Post	Read	✓	Elem	-
			Proficiency			Middle	-
			Student-Level	Composite		High	+
			School-Level			Overall	
			Student Controls			Elem	
			School Controls			Middle	
				Other		High	
			Overall				
			Grad Rate				
Ball State University, 2005	2003-2004 to 2004-2005	IN	Lottery	Math	✓	Elem	-
			Fixed-Effects			Middle	-
			Multivariate			High	-
			Pre-Post	Read	✓	Elem	+/-
			Proficiency			Middle	-
			Student-Level	Composite		High	+
			School-Level			Overall	
			Student Controls			Elem	
			School Controls			Middle	
				Other		High	
			Overall				
			Grad Rate				
Finch, Baker-Boudissa, & Cross, 2007	2003-2004 to 2005-2006	IN	Lottery	Math	✓	Elem	
			Fixed-Effects			Middle	
			Multivariate			High	
			Pre-Post	Read		Elem	
			Proficiency			Middle	
			Student-Level	Composite	✓	High	
			School-Level			Overall	
			Student Controls			Elem	
			School Controls			Middle	
				Other		High	
			Overall	+			
			Grad Rate				

Findings: Positive (+), Negative (-), Comparable (↔), Mixed (+/-)

Report Authors	School Years	State	Research Design	Key Findings			
				Subject Area		Grade Level	
Akey, Plucker, Hansen, Michael, Branon, Fagen, & Zhou, 2008	2005-2006 to 2006-2007	IN	Lottery	Math	✓	Elem	↔
			Fixed-Effects			Middle	↔
			Multivariate			High	↔
			Pre-Post			Overall	
Ratterman & Reid, 2009	2006-2007 to 2007-2008	IN	Proficiency	Read	✓	Elem	↔
			Student-Level			Middle	↔
			School-Level			High	↔
			Student Controls			Overall	
Nicotera, Mendiburo, & Berends, 2009	2002-2003 to 2005-2006	Indy, IN	School Controls	Composite		Elem	
			Student Controls			Middle	
			School Controls			High	
			Other			Overall	
Reports using data with same findings:						Grad Rate	-
Berends, Mendiburo, & Nicotera, 2008			Lottery	Math	✓	Elem	
			Fixed-Effects			Middle	
			Multivariate			High	
			Pre-Post			Overall	+
Reports using data with same findings:			Proficiency	Read	✓	Elem	
			Student-Level			Middle	
			School-Level			High	
			Student Controls			Overall	+
Berends, Mendiburo, & Nicotera, 2008			School Controls	Composite		Elem	
			Student Controls			Middle	
			School Controls			High	
			Other			Overall	
						Grad Rate	

Findings: Positive (+), Negative (-), Comparable (↔), Mixed (+/-)

Report Authors	School Years	State	Research Design	Key Findings		
				Subject Area	Grade Level	
City of Indianapolis, 2004	2003-2004 (fall to spring)	Indy, IN	Lottery	Math		Elem
			Fixed-Effects			Middle
			Multivariate	Read		High
			Pre-Post Proficiency ✓			Overall
			Student-Level	Composite	✓	Elem
School-Level ✓	Middle					
Student Controls	High					
School Controls	Overall	+				
			Other		Grad Rate	
City of Indianapolis, 2005	2004-2005 (fall to spring)	Indy, IN	Lottery	Math		Elem
			Fixed-Effects			Middle
			Multivariate	Read		High
			Pre-Post Proficiency ✓			Overall
			Student-Level	Composite	✓	Elem
School-Level ✓	Middle	+/-				
Student Controls	High	+/-				
School Controls	Overall	+				
			Other		Grad Rate	
City of Indianapolis, 2006	2005-2006 (fall to spring)	Indy, IN	Lottery	Math		Elem
			Fixed-Effects			Middle
			Multivariate	Read		High
			Pre-Post Proficiency ✓			Overall
			Student-Level	Composite	✓	Elem
School-Level ✓	Middle	+/-				
Student Controls	High	↔				
School Controls	Overall	+				
			Other		Grad Rate	

Findings: Positive (+), Negative (-), Comparable (↔), Mixed (+/-)

Report Authors	School Years	State	Research Design	Key Findings			
				Subject Area	Grade Level		
City of Indianapolis, 2007	2006-2007 (fall to spring)	Indy, IN	Lottery	Math		Elem	
			Fixed-Effects			Middle	
			Multivariate	Read		High	
			Pre-Post Proficiency ✓			Overall	
			Student-Level	Composite	✓	Elem	↔
School-Level ✓	Middle	↔					
Student Controls	High	+/-					
School Controls	Overall	+					
	Other		Grad Rate				
City of Indianapolis, 2008	2007-2008 (fall to spring)	Indy, IN	Lottery	Math	✓	Elem	+
			Fixed-Effects			Middle	+
			Multivariate	Read	✓	High	+
			Pre-Post Proficiency ✓			Overall	+
			Student-Level	Composite	✓	Elem	+
School-Level ✓	Middle	+					
Student Controls	High	+					
School Controls	Overall	+					
	Other		Grad Rate				
City of Indianapolis, 2009	2008-2009 (fall to spring)	Indy, IN	Lottery	Math	✓	Elem	+/-
			Fixed-Effects			Middle	+/-
			Multivariate	Read	✓	High	↔
			Pre-Post Proficiency ✓			Overall	↔
			Student-Level	Composite	✓	Elem	+/-
School-Level ✓	Middle	↔					
Student Controls	High	+					
School Controls	Overall	+					
	Other		Grad Rate	↔			

Findings: Positive (+), Negative (-), Comparable (↔), Mixed (+/-)

Report Authors	School Years	State	Research Design	Key Findings					
				Subject Area	Grade Level				
CREDO, 2009j  (This report also analyzes data in AR, AZ, CA, CO, DC, FL, GA, IL, MA, MN, MO, NC, NM, NYC, OH, TX, and National)	2000-2001 to 2007-2008	LA	Lottery Fixed-Effects Multivariate ✓ Pre-Post Proficiency	Math	✓	Elem Middle High Overall +			
			Student-Level ✓ School-Level Student Controls ✓ School Controls ✓			Read	✓	Elem Middle High Overall +	
				Composite				Elem Middle High Overall	
					Other		Grad Rate		
			CREDO, 2009k  (This report also analyzes data in AR, AZ, CA, CO, DC, FL, GA, IL, LA, MN, MO, NC, NM, NYC, OH, TX, and National)	2004-2005 to 2006-2007	MA	Lottery Fixed-Effects Multivariate ✓ Pre-Post Proficiency	Math	✓	Elem Middle High Overall +
						Student-Level ✓ School-Level Student Controls ✓ School Controls ✓			Read
							Composite		
	Other					Grad Rate			

Findings: Positive (+), Negative (-), Comparable (↔), Mixed (+/-)

Report Authors	School Years	State	Research Design	Key Findings					
				Subject Area	Grade Level				
<p>Abdulkadiroglu, Angrist, Cohodes, Dynarski, Fullerton, Kane, &amp; Pathak, 2009</p> <p>Reports using data with same findings:</p> <p>Abdulkadiroglu, Angrist, Dynarski, Kane, &amp; Pathak, 2009</p>	<p>2001-2002 to 2006-2007</p>	<p>Boston, MA</p>	<p>Lottery ✓</p> <p>Fixed-Effects</p> <p>Multivariate ✓</p> <p>Pre-Post Proficiency</p>	<p>Math</p>	<p>✓</p>	<p>Elem</p> <p>Middle +</p> <p>High +</p> <p>Overall</p>			
			<p>Student-Level ✓</p> <p>School-Level</p> <p>Student Controls ✓</p> <p>School Controls</p>			<p>Read</p>	<p>✓</p>	<p>Elem</p> <p>Middle +</p> <p>High +</p> <p>Overall</p>	
			<p>Student-Level ✓</p> <p>School-Level</p> <p>Student Controls ✓</p> <p>School Controls</p>	<p>Composite</p>				<p>Elem</p> <p>Middle</p> <p>High</p> <p>Overall</p>	
						<p>Other</p>		<p>Grad Rate</p>	
			<p>Lottery</p> <p>Fixed-Effects</p> <p>Multivariate ✓</p> <p>Pre-Post Proficiency</p>	<p>Math</p>	<p>✓</p>	<p>Elem ↔</p> <p>Middle +</p> <p>High +</p> <p>Overall</p>			
			<p>Student-Level ✓</p> <p>School-Level</p> <p>Student Controls ✓</p> <p>School Controls</p>			<p>Read</p>	<p>✓</p>	<p>Elem +</p> <p>Middle +</p> <p>High +</p> <p>Overall</p>	
			<p>Student-Level ✓</p> <p>School-Level</p> <p>Student Controls ✓</p> <p>School Controls</p>	<p>Composite</p>				<p>Elem</p> <p>Middle</p> <p>High</p> <p>Overall</p>	
						<p>Other</p>		<p>Grad Rate</p>	
			<p>Angrist, Dynarski, Kane, Pathak, &amp; Walters, 2010</p>	<p>2005-2006 to 2008-2009</p>	<p>Boston, MA (1 KIPP School)</p>	<p>Lottery ✓</p> <p>Fixed-Effects</p> <p>Multivariate ✓</p> <p>Pre-Post Proficiency</p>	<p>Math</p>	<p>✓</p>	<p>Elem</p> <p>Middle +</p> <p>High</p> <p>Overall</p>
						<p>Student-Level ✓</p> <p>School-Level</p> <p>Student Controls ✓</p> <p>School Controls</p>			<p>Read</p>
						<p>Student-Level ✓</p> <p>School-Level</p> <p>Student Controls ✓</p> <p>School Controls</p>	<p>Composite</p>		
									<p>Other</p>

Findings: Positive (+), Negative (-), Comparable (↔), Mixed (+/-)

Report Authors	School Years	State	Research Design	Key Findings		
				Subject Area	Grade Level	
<p>CREDO, 2009i</p> <p>(This report also analyzes data in AR, AZ, CA, CO, DC, FL, GA, IL, LA, MA, MO, NC, NM, NYC, OH, TX, and National)</p>	<p>2004-2005 to 2007-2008</p>	<p>MN</p>	<p>Lottery</p> <p>Fixed-Effects</p> <p>Multivariate ✓</p> <p>Pre-Post</p> <p>Proficiency</p>	<p>Math</p> <p>✓</p>	<p>Elem</p> <p>Middle</p> <p>High</p> <p>Overall -</p>	
			<p>Student-Level ✓</p> <p>School-Level</p> <p>Student Controls ✓</p> <p>School Controls ✓</p>	<p>Read</p> <p>✓</p>	<p>Elem</p> <p>Middle</p> <p>High</p> <p>Overall -</p>	
				<p>Composite</p>	<p>Elem</p> <p>Middle</p> <p>High</p> <p>Overall</p>	
				<p>Other</p>	<p>Grad Rate</p>	
<p>CREDO, 2009m</p> <p>(This report also analyzes data in AR, AZ, CA, CO, DC, FL, GA, IL, LA, MA, MN, NC, NM, NYC, OH, TX, and National)</p>	<p>2005-2006 to 2007-2008</p>	<p>MO</p>	<p>Lottery</p> <p>Fixed-Effects</p> <p>Multivariate ✓</p> <p>Pre-Post</p> <p>Proficiency</p>	<p>Math</p> <p>✓</p>	<p>Elem</p> <p>Middle</p> <p>High</p> <p>Overall +</p>	
			<p>Student-Level ✓</p> <p>School-Level</p> <p>Student Controls ✓</p> <p>School Controls ✓</p>	<p>Read</p> <p>✓</p>	<p>Elem</p> <p>Middle</p> <p>High</p> <p>Overall +</p>	
				<p>Composite</p>	<p>Elem</p> <p>Middle</p> <p>High</p> <p>Overall</p>	
				<p>Other</p>	<p>Grad Rate</p>	
<p>CREDO, 2009o</p> <p>(This report also analyzes data in AR, AZ, CA, CO, DC, FL, GA, IL, LA, MA, MN, MO, NC, NYC, OH, TX, and National)</p>	<p>2004-2005 to 2007-2008</p>	<p>NM</p>	<p>Lottery</p> <p>Fixed-Effects</p> <p>Multivariate ✓</p> <p>Pre-Post</p> <p>Proficiency</p>	<p>Math</p> <p>✓</p>	<p>Elem</p> <p>Middle</p> <p>High</p> <p>Overall -</p>	
			<p>Student-Level ✓</p> <p>School-Level</p> <p>Student Controls ✓</p> <p>School Controls ✓</p>	<p>Read</p> <p>✓</p>	<p>Elem</p> <p>Middle</p> <p>High</p> <p>Overall -</p>	
				<p>Composite</p>	<p>Elem</p> <p>Middle</p> <p>High</p> <p>Overall</p>	
				<p>Other</p>	<p>Grad Rate</p>	

Findings: Positive (+), Negative (-), Comparable (↔), Mixed (+/-)

Report Authors	School Years	State	Research Design	Key Findings			
				Subject Area	Grade Level		
Hoxby, Murarka, & Kang, 2009  Reports using data with same findings:  Hoxby & Murarka, 2007a; Hoxby & Murarka, 2007b; Hoxby & Murarka, 2008	2000-2001 to 2007-2008	NYC, NY	Lottery ✓ Fixed-Effects Multivariate ✓ Pre-Post Proficiency	Math	✓	Elem	
						Middle	
				High	+		
			Overall	+			
			Student-Level ✓ School-Level Student Controls ✓ School Controls	Read	✓	Elem	
		Middle					
		High	+				
		Overall	+				
				Composite		Elem	
						Middle	
				High			
				Overall			
				Other	✓	Grad Rate	+
CREDO, 2010  (This report also analyzes data in AR, AZ, CA, CO, DC, FL, GA, IL, LA, MA, MN, MO, NC, NM, OH, TX, and National)	2003-2004 to 2008-2009	NYC, NY	Lottery Fixed-Effects Multivariate ✓ Pre-Post Proficiency	Math	✓	Elem	
						Middle	
				High			
			Overall	+			
			Student-Level ✓ School-Level Student Controls ✓ School Controls ✓	Read	✓	Elem	
		Middle					
		High					
		Overall	+				
				Composite		Elem	
						Middle	
				High			
				Overall			
				Other		Grad Rate	
Dobbie & Fryer, 2009	2003-2004 to 2007-2008	NYC, NY (HCZ)	Lottery ✓ Fixed-Effects Multivariate ✓ Pre-Post Proficiency	Math		Elem	+
						Middle	+
				High			
			Overall				
			Student-Level ✓ School-Level Student Controls ✓ School Controls	Read		Elem	+
		Middle	+				
		High					
		Overall					
				Composite		Elem	
						Middle	
				High			
				Overall			
				Other		Grad Rate	

Findings: Positive (+), Negative (-), Comparable (↔), Mixed (+/-)

Report Authors	School Years	State	Research Design	Key Findings				
				Subject Area		Grade Level		
Noblit & Dickson, 2001	1997-1998 to 2000-2001	NC	Lottery	Math	✓	Elem	↔	
			Fixed-Effects			Middle	↔	
			Multivariate	Read	✓	High		
			Pre-Post			✓	Elem	↔
			Proficiency			Middle	↔	
Student-Level	✓	High						
School-Level		Overall						
Student Controls	✓	Composite	Elem					
School Controls	✓		Middle					
		High						
		Overall						
		Other	Grad Rate					
Bifulco & Ladd, 2006	1995-1996 to 2001-2002	NC	Lottery	Math	✓	Elem	-	
			Fixed-Effects			✓	Middle	-
			Multivariate	✓	High	-		
			Pre-Post	Read	✓	Elem	-	
			Proficiency			Middle	-	
Student-Level	High	-						
School-Level	✓	Overall						
Student Controls	✓	Composite	Elem					
School Controls	✓		Middle					
		High						
		Overall						
		Other	Grad Rate					
CREDO, 2009n	2002-2003 to 2006-07	NC	Lottery	Math	✓	Elem		
			Fixed-Effects			Middle		
			Multivariate	✓	High			
			Pre-Post	Read	✓	Elem		
			Proficiency			Middle		
Student-Level	High							
School-Level	✓	Overall	+					
Student Controls	✓	Composite	Elem					
School Controls	✓		Middle					
		High						
		Overall						
		Other	Grad Rate					

Findings: Positive (+), Negative (-), Comparable (↔), Mixed (+/-)

Report Authors	School Years	State	Research Design	Key Findings		
				Subject Area	Grade Level	
Zimmer, Gill, Booker, Lavertu, Sass, & Witte, 2009  (This report also analyzes data in CA, CO, FL, PA, TX, WI)	2004-2005 to 2007-2008	OH	Lottery Fixed-Effects ✓ Multivariate ✓	Math	✓	Elem Middle High Overall -
			Pre-Post Proficiency			Read
			Student-Level ✓ School-Level ✓ Student Controls ✓ School Controls ✓	Composite	✓	
			Other			Grad Rate
CREDO, 2009p  (This report also analyzes data in AR, AZ, CA, CO, DC, FL, GA, IL, LA, MA, MN, MO, NC, NM, NYC, TX, and National)	2004-2005 to 2007-2008	OH	Lottery Fixed-Effects ✓ Multivariate ✓	Math	✓	Elem Middle High Overall -
			Pre-Post Proficiency			Read
			Student-Level ✓ School-Level ✓ Student Controls ✓ School Controls ✓	Composite	✓	
			Other			Grad Rate
Zimmer, Blanc, Gill, & Christman, 2008  Reports using data with same findings:  Zimmer, Gill, Booker, Lavertu, Sass, & Witte, 2009	2000-2001 to 2006-2007	Philly, PA	Lottery Fixed-Effects ✓ Multivariate ✓	Math	✓	Elem - Middle - High + Overall ↔
			Pre-Post Proficiency			Read
			Student-Level ✓ School-Level ✓ Student Controls ✓ School Controls ✓	Composite	✓	
			Other			Grad Rate

Findings: Positive (+), Negative (-), Comparable (↔), Mixed (+/-)

Report Authors	School Years	State	Research Design	Key Findings			
				Subject Area		Grade Level	
Gronberg & Jansen, 2001	1997-1998 to 1999-2000	TX	Lottery	Math		Elem	
			Fixed-Effects			Middle	
			Multivariate			High	
			Pre-Post	Read	✓	Elem	
			Proficiency			Middle	
			Student-Level			High	
			School-Level	Composite		Overall	-
			Student Controls			Elem	
			School Controls			Middle	
				Other		High	
						Overall	
						Grad Rate	
			Lottery	Math		Elem	
			Fixed-Effects			Middle	
Multivariate	High						
Pre-Post	Read		Elem				
Proficiency			Middle				
Student-Level			High				
School-Level	Composite	✓	Overall				
Student Controls			Elem				
School Controls			Middle				
	Other		High				
			Overall	-			
			Grad Rate				
Booker, Gilpatric, Gronberg, & Jansen, 2007  Reports using data with same findings:  Booker, Gilpatric, Gronberg, & Jansen, 2004	1995-1996 to 2001-2002	TX	Lottery	Math	✓	Elem	
			Fixed-Effects			Middle	
			Multivariate			High	
			Pre-Post	Read	✓	Elem	
			Proficiency			Middle	
			Student-Level			High	
			School-Level	Composite		Overall	-
			Student Controls			Elem	
			School Controls			Middle	
				Other		High	
	Overall						
	Grad Rate						

Findings: Positive (+), Negative (-), Comparable (↔), Mixed (+/-)

Report Authors	School Years	State	Research Design	Key Findings			
				Subject Area	Grade Level		
Hanushek, Kain, Rivkin, & Branch, 2007  Reports using data with same findings:  Hanushek, Kain, & Rivkin, 2002	1995-1996 to 2001-2002	TX	Lottery	Math		Elem	
			Fixed-Effects ✓			Middle	
			Multivariate ✓	Read		High	
			Pre-Post Proficiency			Overall	
			Student-Level ✓	Composite	✓	Elem	
			School-Level			Middle	
			Student Controls ✓			High	
			School Controls ✓	Other		Overall	-
						Grad Rate	
			Maloney, 2005b  Reports using data with same findings:  Maloney, 2005a	1998-1999 to 2001-2002	TX	Lottery	Math
Fixed-Effects	Middle						
Multivariate ✓	Read					High	
Pre-Post Proficiency						Overall	
Student-Level ✓	Composite					Elem	
School-Level						Middle	
Student Controls ✓						High	
School Controls	Other	✓				Overall	
						Grad Rate	-
Gronberg & Jansen, 2005	2002-2003 to 2003-2004	TX				Lottery	Math
			Fixed-Effects	Middle	↔		
			Multivariate ✓	Read	✓	High	-
			Pre-Post Proficiency			Overall	
			Student-Level ✓	Composite		Elem	
			School-Level			Middle	↔
			Student Controls ✓			High	-
			School Controls	Other		Overall	
						Grad Rate	

Findings: Positive (+), Negative (-), Comparable (↔), Mixed (+/-)

Report Authors	School Years	State	Research Design	Key Findings		
				Subject Area		Grade Level
Zimmer, Gill, Booker, Lavertu, Sass, & Witte, 2009  (This report also analyzes data in CA, CO, FL, OH, PA, WI)	9495 to 2003-2004	TX	Lottery Fixed-Effects ✓ Multivariate ✓ Pre-Post Proficiency	Math	✓	Elem Middle High Overall -
			Student-Level ✓ School-Level Student Controls ✓ School Controls ✓	Read	✓	Elem Middle High Overall -
				Composite		Elem Middle High Overall
				Other		Grad Rate
CREDO, 2009q  (This report also analyzes data in AR, AZ, CA, CO, DC, FL, GA, IL, LA, MA, MN, MO, NC, NM, NYC, OH, and National)	2002-2003 to 2006-07	TX	Lottery Fixed-Effects Multivariate ✓ Pre-Post Proficiency	Math	✓	Elem Middle High Overall -
			Student-Level ✓ School-Level Student Controls ✓ School Controls ✓	Read	✓	Elem Middle High Overall -
				Composite		Elem Middle High Overall
				Other		Grad Rate
Witte, Weimer, Shober, & Schlomer, 2007	1998-1999 to 2001-2002	WI	Lottery Fixed-Effects ✓ Multivariate ✓ Pre-Post Proficiency	Math	✓	Elem Middle High Overall +
			Student-Level ✓ School-Level Student Controls ✓ School Controls	Read	✓	Elem Middle High Overall +/-
				Composite	✓	Elem Middle High Overall +
				Other		Grad Rate

Findings: Positive (+), Negative (-), Comparable (↔), Mixed (+/-)

Report Authors	School Years	State	Research Design	Key Findings			
				Subject Area	Grade Level		
Zimmer, Gill, Booker, Lavertu, Sass, & Witte, 2009  (This report also analyzes data in CA, CO, FL, OH, PA, TX)  Reports using data with same findings:  Lavertu & Witte, 2009	2000-2001 to 2006-2007	WI	Lottery	Math	✓	Elem	+
			Fixed-Effects ✓			Middle	
			Multivariate ✓			High	
			Pre-Post Proficiency	Read	✓	Elem	↔
			Student-Level ✓			Middle	
			School-Level	Composite		Elem	
			Student Controls ✓			Middle	
			School Controls ✓			High	
				Other		Grad Rate	
			Imberman, 2007b  Reports using data with same findings:  Imberman, 2007a	1998-1999 to 2004-2005	Anon. District	Lottery	Math
Fixed-Effects ✓	Middle						
Multivariate ✓	High						
Pre-Post Proficiency	Read	✓				Elem	-
Student-Level ✓						Middle	
School-Level	Composite					Elem	
Student Controls ✓						Middle	
School Controls ✓						High	
	Other					Grad Rate	

Findings: Positive (+), Negative (-), Comparable (↔), Mixed (+/-)

These studies are not as powerful as the panel studies for comparing public charter schools with traditional public schools because any change could be due to differences in student composition rather than how much learning the school produces.

## Appendix B: Cohort Change Studies

The following set of studies look at performance changes over time, but through some method other than following individual students. For example, these studies may look at changes in average school-wide test scores from year to year. If the study uses student-level data, it does not have data that is linked, so cannot follow the same student from year to year. While these studies contain more information about the effects of public charter schools compared with

traditional public schools than do studies that look at one point in time, they are not as powerful as the panel studies. Change over time in school-level averages could well be due to changes in student composition rather than how much learning the schools produce.

The following tables in Appendix B describe the research design and key findings for each of the eligible studies that look at change over time.

Research Design	
Year	The span of academic years included in the study's analyses.
State	The state or city examined by the study. If a state abbreviation is indicated, the study included a majority of the state's charter schools. If a city is indicated, the study included charter schools in that city.
Control Variables	Study includes control variables for student or school characteristics.
Key Findings	
Larger Gains (+)	Students who attend public charter schools have larger achievement gains than comparable students who attend traditional public schools.
Comparable Gains (↔)	Students who attend public charter schools experience similar achievement gains as comparable students who attend traditional public schools.
Mixed Gains (+/-)	Students who attend public charter schools have larger achievement gains than comparable students who attend traditional public schools in selected grades and/or subject areas and smaller achievement gains in other grades and/or subject areas.
Smaller Gains (-)	Students who attend public charter schools have smaller achievement gains than comparable students who attend traditional public schools.
Subject Area	Math: Study examines performance data from a math assessment. Reading: Study examines performance data from a reading or Language Arts assessment. Composite: Study examines performance data from combined math and reading assessments. Other (Graduation Rate): Study examines graduation rate data.
Grade Level	Elementary: Study examines performance data from elementary school grades. Middle: Study examines performance data from middle school grades. High School: Study examines performance data from high school grades. Overall: Study examines performance data using combined grade levels.

Report Authors	Year to Year	State	Math				Read				Composite				Other Grad Rate
			Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	
Loveless, 2002*	1998-99 2000-01	National												-	
Loveless, 2003*	1999-00 2001-02	National												+	
Greene, Forster, & Winters, 2003*	2000-01 2001-02	National				+				+					
Mulholland, 1999	1996-97 1997-98	AZ	+/-	+/-	+/-		+/-	+/-	+/-						
Loveless, 2002*	1998-99 2000-01	AZ												↔	
Greene, Forster, & Winters, 2003*	2000-01 2001-02	AZ				↔				↔					
Loveless, 2002*	1998-99 2000-01	CA												↔	
Zimmer, Buddin, Chau, Daley, Gill, Guarino, Hamilton, Krop, McCaffrey, Sandler, & Brewer, 2003*	1997-98 2001-02	CA	-	-	-		↔	-	-						
Raymond, 2003*	1999-00 2001-02	CA									↔	↔	+		
Rogosa, 2002*	1999-00 2001-02	CA												-	
Slovacek, Kunnan, & Kim, 2002*	1999-00 2001-02	CA												+	
Rogosa, 2003*	1999-00 2002-03	CA												-	
Greene, Forster, & Winters, 2003*	2000-01 2001-02	CA				↔				↔					
CACS, 2008	2006-07 2007-08	CA										+			
Woodworth, David, Guha, Wang, & Lopez-Torkos, 2008	2002-03 2006-07	Bay Area, CA		+/-				+/-							

Findings: Positive (+), Negative (-), Comparable (↔), Mixed (+/-)

Report Authors	Year to Year	State	Math				Read				Composite				Other Grad Rate
			Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	
CACS, 2007	2005-06 2006-07	Fresno, CA												+	
CACS, 2008	2006-07 2007-08	Fresno, CA												+	
Toney & Murdock, 2008* Reports using data with same findings: CACS, 2007	2005-06 2006-07	Los Angeles, CA									+	+	+		
CACS, 2008	2006-07 2007-08	Los Angeles, CA												-	
CACS, 2007	2005-06 2006-07	Oakland, CA												+	
Toney, 2009*	2005-06 2007-08	Oakland, CA									+	+	+	+	
CACS, 2008	2006-07 2007-08	Oakland, CA												+	
CACS, 2008	2006-07 2007-08	San Bernardino, CA												-	
CACS, 2007	2005-06 2006-07	San Diego, CA												-	
CACS, 2008	2006-07 2007-08	San Diego, CA												-	
Ziebarth, 2005	1996-97 2003-04	CO									+	+	+		
Loveless, 2002*	1998-99 2000-01	CO												+	
Miron & Horn, 2002	1997-98 1999-00	CT	↔	+			+	+			↔	↔			
Miron & Horn, 2002	1997-98 2001-02	CT	+/-	+	↔		+/-	+/-	↔						
Miron & Horn, 2002	1998-99 2000-01	CT	↔	↔			+	+			+	↔			
Miron & Horn, 2002	1999-00 2001-02	CT	↔	-			+	↔			+	↔			

Findings: Positive (+), Negative (-), Comparable (↔), Mixed (+/-)

Report Authors	Year to Year	State	Math				Read				Composite				Other Grad Rate
			Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	
Miron, 2005	2000-01 2003-04	CT	+	+	+		+	+	-						
ConnCAN, 2006	2004-05 2005-06	CT									+	+			
ConnCAN, 2007	2005-06 2006-07	CT									+	+			
ConnCAN, 2008	2006-07 2007-08	CT									-	-			
Henig, Holyoke, Lacireno-Paquet, & Moser, 2001*	1998-99 1999-00	DC				-									
D.C. Kids Count, 2007	2005-06 2006-07	DC				↔									
D.C. Kids Count, 2008 Reports using data with same findings: D.C. Kids Count, 2009	2006-07 2007-08	DC				+									
Miron, 2004*	1999-00 2003-04	DE	↔	↔	+		-	↔	↔						
Miron, Wygant, Cullen, & Applegate, 2006*	1999-00 2004-05	DE	+	-	+		-	+	+						
Miron, Wygant, Cullen, & Applegate, 2006*	1999-00 2004-05	DE	-	↔	+		↔	+	+						
Loveless, 2002*	1998-99 2000-01	FL												↔	
Greene, Forster, & Winters, 2003*	2000-01 2001-02	FL				+									
FL Department of Education, 2004	2000-01 2002-03	FL				+									
FL Department of Education, 2006	2001-02 2005-06	FL	↔	↔	↔		↔	↔	↔						

Findings: Positive (+), Negative (-), Comparable (↔), Mixed (+/-)

Report Authors	Year to Year	State	Math				Read				Composite				Other Grad Rate
			Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	
FL Department of Education, 2009	2001-02 2007-08	FL	↔				+	+	+						
GA Department of Education, 2008	2005-06 2007-08	GA			+	+			+	+					
Miller, 2003	2000-01 2001-02	ID	-				-							+/-	
Wang, 2009	2002-03 2007-08	ID	+	+	+		+	+	+						
Miron, Coryn, & Mackety, 2007*	2001-02 2005-06	IL	+	+	+		+	+	+						
Wong & Shen, 2008*	1997-98 2004-05	Chicago, IL				↔				+					
Chicago Public Schools, 2008	2002-03 2007-08	Chicago, IL									+		↔		
Chicago Public Schools, 2009	2003-04 2008-09	Chicago, IL												+	
Chicago Catalyst, 2007	2004-05 2005-06	Chicago, IL												+	+
Brown & Gutstein, 2009	2005-06 2007-08	Chicago, IL											-		
Ball State University, 2004	2001-02 2003-04	IN				+/-								+/-	
Miron, Coryn, & Mackety, 2007*	2002-03 2006-07	IN	+	+	-		+	+	+						
Akey, Plucker, Hansen, Michael, Branon, Fagen, & Zhou, 2008*	2005-06 2006-07	IN													-
City of Indianapolis, 2007	2005-06 2006-07	Indy, IN												+	
City of Indianapolis, 2008	2006-07 2007-08	Indy, IN	+												
Scott S. Cowen Institute, 2009	2006-07 2007-08	New Orleans, LA												+	

Findings: Positive (+), Negative (-), Comparable (↔), Mixed (+/-)

Report Authors	Year to Year	State	Math				Read				Composite				Other Grad Rate
			Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	
Loveless, 2002*	1998-99 2000-01	MA												-	
MA Department of Education, 2006*	2000-01 2004-05	MA				+				+					
Horn & Miron, 2000 Reports using data with same findings: Miron & Nelson, 2002	1995-96 1998-99	MI	-	-			-	-							
Khouri, Kleine, White, & Cummings, 1999	1996-97 1997-98	MI				-				↔					
Bettinger, 2005* Reports using data with same findings: Bettinger, 1999; Bettinger, 2000	1996-97 1998-99	MI	↔				↔								
Eberts & Hollenbeck, 2002* Reports using data with same findings: Eberts & Hollenbeck, 2001	1996-97 2000-01	MI	-				-								
Loveless, 2002*	1998-99 2000-01	MI												-	
Miron, Coryn, & Mackety, 2007*	2002-03 2006-07	MI	+	+	-		+	+	+						
MAPSA, 2005	2004-05 2005-06	MI	+	+			+	+							
Central Michigan University, 2008*	2005-06 2006-07	MI	+	+			+	+							
Central Michigan University, 2009*	2007-08 2008-09	MI	+	+			+	+							

Findings: Positive (+), Negative (-), Comparable (↔), Mixed (+/-)

Report Authors	Year to Year	State	Math				Read				Composite				Other Grad Rate
			Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	
MAPSA, 2005	2004-05 2005-06	Detroit, MI	+	-			-	+							
MAPSA, 2005	2004-05 2005-06	Flint, MI	-	-			+	+							
MAPSA, 2005	2004-05 2005-06	Grand Rapids, MI	+	+			+	+							
MAPSA, 2005	2004-05 2005-06	Lansing, MI	+	-			-	+							
Metis, 2004	1999-00 2001-02	Kansas City, MO	-	-			-	-							
Loveless, 2002*	1998-99 2000-01	MN												-	
Miron, Coryn, & Mackety, 2007*	2001-02 2005-06	MN	+	+	+		+	-	+						
Noblit & Dickson, 2001	1997-98 2000-01	NC				-				-					
Greene, Forster, & Winters, 2003*	2000-01 2001-02	NC				↔				↔					
KPMG, 2001	1998-99 1999-00	NJ				+				+					
Barr, 2007*	1998-99 2005-06	NJ				-				-					
Barr, Sadovnik, & Visconti, 2006*	2002-03 2003-04	NJ	↔				-								
Public Impact, 2009	2001-02 2008-09	OH				↔				↔				↔	
Carr & Staley, 2005*	2001-02 2003-04	OH	+				+								
Miron, Coryn, & Mackety, 2007*	2001-02 2005-06	OH	+	+	-		+	+	+						
Hassel, 2007*	2001-02 2006-07	OH				-				+/-					
OAPCS, 2008	2005-06 2006-07	OH												+	
OAPCS, 2009	2006-07 2007-08	OH												+	

Findings: Positive (+), Negative (-), Comparable (↔), Mixed (+/-)

Report Authors	Year to Year	State	Math				Read				Composite				Other Grad Rate
			Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	
OH Department of Education, 2009	2007-08 2008-09	OH				↔				↔				↔	
Loveless, 2002*	1998-99 2000-01	PA												↔	
Miron, Nelson, & Risley, 2002*	1997-98 2001-02	PA												-	
School District of Philadelphia, 2008	2001-02 2006-07	Phila., PA													
Zoblotsky, Qian, Ross, & McDonald, 2008*	2005-06 2006-07	TN	+/-				+								
Zoblotsky, Ross, Qian, & McDonald, 2008*	2001-02 2006-07	TN		+/-	+/-			+/-	+/-						
Ross, McDonald, Alberg, & McSparrin-Gallagher, 2007*	2001-02 2002-03	Memphis, TN		+				+							
McDonald, Ross, Bol, & McSparrin-Gallagher, 2007*	2002-03 2003-04	Memphis, TN	+	+	+		+	+	+						
Ross, McDonald, Layton, Zoblotsky, & Bol, 2008* Reports using data with same findings: Ross, McDonald, McSparrin-Gallagher, & Slawson, 2006	2002-03 2004-05	Memphis, TN	+/-	+	+		+	+	+						
Ross, McDonald, & McSparrin-Gallagher, 2005*	2002-03 2003-04	Memphis, TN				+				+					

Findings: Positive (+), Negative (-), Comparable (↔), Mixed (+/-)

Report Authors	Year to Year	State	Math				Read				Composite				Other Grad Rate
			Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	
McDonald, Ross, Abney, & Zoblotsky, 2008*	2002-03 2005-06	Memphis, TN		+/-				+/-							
Ross, McDonald, & McSparrin-Gallagher, 2005*	2002-03 2003-04	Nashville, TN								↔					
Loveless, 2002*	1998-99 2000-01	TX												-	
Greene, Forster, & Winters, 2003*	2000-01 2001-02	TX				+				+					
TCER, 2000*	1996-97 1998-99	TX				-				-				-	
TCER, 2001*	1997-98 1999-00	TX				-				-					
TCER, 2002*	1998-99 2000-01	TX				-				-					
TCER, 2002	1998-99 2000-01	TX				-				-					
TCER, 2003*	1999-00 2001-02	TX				-				-					
TCER, 2003	1999-00 2001-02	TX				+/-				+/-					
TCER, 2006*	2002-03 2004-05	TX				+/-				+/-					-
TCER, 2007*	2002-03 2005-06	TX				-				-					-
TCER, 2008*	2002-03 2006-07	TX				-				-					-
Loveless, 2002*	1998-99 2000-01	WI	-	+	-		+	+	+						↔
Miron, Coryn, & Mackety, 2007*	2000-01 2004-05	WI													

Findings: Positive (+), Negative (-), Comparable (↔), Mixed (+/-)

Report Authors	Year to Year	State	Math				Read				Composite				Other Grad Rate
			Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	
University of Wisconsin-Milwaukee, 2009* Reports using data with same findings: University of Wisconsin-Milwaukee, 2008*	2003-04 2007-08	Milwaukee, WI	↔	+			↔	+							
* Study controls for student-level or school-level characteristics															

Findings: Positive (+), Negative (-), Comparable (↔), Mixed (+/-)

Charter schooling represents an increasingly effective part of public education – and transparency in the data will allow for refinement to improve quality further over time.

## Appendix C: Snapshot Studies

The following set of studies look at performance at a snapshot of one point in time. While some of these studies attempt to control for student or school characteristics, the snapshot studies are unable to

gauge how much value public charter schools or traditional public schools are adding. The following tables in Appendix C describe the key findings for each of the eligible snapshot studies.

Research Design	
Year	The span of academic years included in the study's analyses.
State	The state or city examined by the study. If a state abbreviation is indicated, the study included a majority of the state's charter schools. If a city is indicated, the study included charter schools in that city.
Control Variables	Study includes control variables for student or school characteristics.
Key Findings	
Positive (+)	Students who attend public charter schools have higher test scores than comparable students who attend traditional public schools.
Comparable (↔)	Students who attend public charter schools have similar test scores as comparable students who attend traditional public schools.
Mixed (+/-)	Students who attend public charter schools have higher test scores than comparable students who attend traditional public schools in selected grades and/or subject areas and lower test scores in other grades and/or subject areas.
Negative (-)	Students who attend public charter schools have lower test scores than comparable students who attend traditional public schools.
Subject Area	Math: Study examines performance data from a math assessment. Reading: Study examines performance data from a reading or Language Arts assessment. Composite: Study examines performance data from combined math and reading assessments. Other (Graduation Rate): Study examines graduation rate data.
Grade Level	Elementary: Study examines performance data from elementary school grades. Middle: Study examines performance data from middle school grades. High School: Study examines performance data from high school grades. Overall: Study examines performance data using combined grade levels.

Report Authors	Year to Year	Year	Math				Read				Composite				Other Grad Rate
			Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	
Hoxby, 2004b	2002-03	National	+				+								
Roy, 2005*	2002-03	National	↔				↔								
KIPP, 2007	2006-07	National		+				+							
KIPP, 2008	2007-08	National		+	+			+	+						
Braun, Jenkins, Grigg, & Tirre, 2006*	2002-03	NAEP	-				-								
Lubienski & Lubienski, 2006*	2002-03	NAEP	-	↔											
Nelson, Rosenberg, & Van Meter, 2004*	2002-03	NAEP	-	↔			-	↔							
U.S. Department of Education, 2004*	2002-03	NAEP	-				↔								
Nelson & Van Meter, 2005*	2004-05	NAEP	-	-			↔	-							
Huron Mountain Research Services, 2006	2004-05	AR	-	+/-			-	+/-							
Hoxby, 2004b	2002-03	AK	+				+								
Hoxby, 2004b	2002-03	AZ	+				+								
Roy, 2005*	2002-03	AZ	↔				↔								
Hassel & Godard Terrell, 2004	2003-04	AZ												+	
Raymond, 2003*	1999-00	CA				-					-				-
Zimmer & Buddin, 2007*	2001-02	CA	↔	-	-		+	-	-						
Hoxby, 2004b	2002-03	CA	+				+								
Roy, 2005*	2002-03	CA	↔				+								

Findings: Positive (+), Negative (-), Comparable (↔), Mixed (+/-)

Report Authors	Year to Year	Year	Math				Read				Composite				Other Grad Rate
			Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	
Watkins & Armor, 2004*	2002-03	CA		-				+/-							
EdSource, 2005	2003-04	CA	+	+			+	+	+		+	+	+		
Rhim, Faulkner, & McLaughlin, 2006*	2003-04	CA				+				↔					
EdSource, 2006	2004-05	CA									+	+	↔		
EdSource, 2007	2005-06	CA	-	+	-		+	+	+		+	+	+		
EdSource, 2008	2006-07	CA	-	+	-		+	+	+						
David, Woodworth, Grant, Guha, Lopez-Torkos, & Young, 2006	2004-05	Bay Area, CA		↔				↔							
Woodworth, David, Guha, Wang, & Lopez-Torkos, 2008	2006-07	Bay Area, CA		+/-				+/-							
McClure & Morales, 2004	2002-03	San Diego, CA			↔				↔						
McClure, Strick, Jacob-Almeida, & Reicher, 2005	2004-05	San Diego, CA			+/-				+/-						
McClure & Reicher, 2007	2005-06	San Diego, CA			↔				↔						
Toney, 2009	2007-08	Oakland, CA									+	+	+	+	
CO Department of Education, 1997	1996-97	CO												+/-	
CO Department of Education, 1998	1997-98	CO												+/-	
CO Department of Education, 2002	2000-01	CO					+		-					+	

Findings: Positive (+), Negative (-), Comparable (↔), Mixed (+/-)

Report Authors	Year to Year	Year	Math				Read				Composite				Other Grad Rate
			Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	
CO Department of Education, 2003	2001-02	CO		+	-		+	+	-						
Finnigan, Adelman, Anderson, Cotton, Donnelly, & Price, 2004*	2001-02	CO												↔	
Hoxby, 2004b	2002-03	CO	+				+								
Roy, 2005*	2002-03	CO	↔				↔								
CO Department of Education, 2006	2004-05	CO	↔	↔	-		+	↔	-						
Brodsky, Medler, & Schoals, 2006*	2004-05	CO												+	
Carpenter & Kafer, 2009	2007-08	CO	+	+	-		+	+	-						
Esposito & Cobb, 2008*	2005-06	CT	↔		↔										
Henig, Holyoke, Lacireno-Paquet, & Moser, 2001*	2002-03	DC				-									
Hoxby, 2004b	2002-03	DC	+				+								
D.C. Kids Count, 2006	2005-06	DC				+/-				+/-					
Crew & Anderson, 2003	1999-00	FL	-	-	-		-	-	-						
FL Department of Education, 2004	2002-03	FL	↔	↔	↔		↔	↔	↔					+	
Hoxby, 2004b	2002-03	FL	↔				+								
Roy, 2005*	2002-03	FL	↔				-								

Findings: Positive (+), Negative (-), Comparable (↔), Mixed (+/-)

Report Authors	Year to Year	Year	Math				Read				Composite				Other Grad Rate
			Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	
Hassel, Godard Terrell, & Kowal, 2006	2004-05	FL												+/-	
Shay, 2006	2004-05	FL	↔	↔	↔		↔	↔	+/-						
GA Department of Education, 2002	2001-02	GA	+	+	+		+	+	+						
GA Department of Education, 2004	2002-03	GA	↔	+	+		+	+	+						
Hoxby, 2004b	2002-03	GA	↔				+								
GA Department of Education, 2006b	2003-04	GA			-	↔			-	-					+
GA Department of Education, 2006a	2004-05	GA			+	↔			+	+					
Plucker, Eckes, Rapp, Ravert, Hansen, & Trotter, 2005*	2004-05	GA	-	+			-	+							
GA Department of Education, 2006b	2005-06	GA			+	+			+	+					+
GA Department of Education, 2007	2006-07	GA			+	+			+	+					+
Kana'iaupuni & Ishibashi, 2005	2002-03	HI	+	↔	+		↔	↔	+						
Hoxby, 2004b	2002-03	HI	+				+								
Roy, 2005*	2002-03	HI	↔				+								
Kamehameha Schools, 2005	2002-03	HI	↔	-	+		↔	-	+						
Geiger & Roccograndi, 2002	2001-02	ID	+	+			+								

Findings: Positive (+), Negative (-), Comparable (↔), Mixed (+/-)

Report Authors	Year to Year	Year	Math				Read				Composite				Other Grad Rate	
			Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall		
Gallant, 2004	2002-03	ID													+/-	
Roy, 2005*	2002-03	ID	↔				↔									
Nelson & Miron, 2002	2000-01	IL													↔	
Finnigan, Adelman, Anderson, Cotton, Donnelly, & Price, 2004*	2001-02	IL													+/-	
Hoxby, 2004b	2002-03	IL	+				+									
Miron, Coryn, & Mackety, 2007*	2005-06	IL														
Nelson & Miron, 2002	2000-01	Chicago, IL													+	
Chicago Public Schools, 2006*	2004-05	Chicago, IL													+	
Chicago Public Schools, 2007*	2005-06	Chicago, IL													+	
Chicago Public Schools, 2009	2008-09	Chicago, IL												+		+
Ball State University, 2005	2004-05	IN	-	-	-		-	-	-							
Ball State University, 2006	2002-03	IN	-	-	-		-	-	-							
Ball State University, 2006	2003-04	IN	-	-	-		-	-	-							
Ball State University, 2006	2004-05	IN	-	-	-		-	-	-							
Ball State University, 2006	2005-06	IN	-	-	-		-	-	-							

Findings: Positive (+), Negative (-), Comparable (↔), Mixed (+/-)

Report Authors	Year to Year	Year	Math				Read				Composite				Other Grad Rate
			Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	
Miron, Coryn, & Mackety, 2007*	2006-07	IN	-	-	-		-	-	-						
City of Indianapolis, 2003	2002-03	Indy, IN	-	-			-	-							
City of Indianapolis, 2007	2006-07	Indy, IN												-	
City of Indianapolis, 2008	2007-08	Indy, IN												-	
KS Department of Education, 2006	2004-05	KS			-	+			-	-					
Hoxby, 2004b	2002-03	LA	+				+								
Scott S. Cowen Institute, 2009	2006-07	New Orleans, LA	+	+			+	+							
Hatfield, 2009	2008-09	New Orleans, LA	+	+			+	+							
Finnigan, Adelman, Anderson, Cotton, Donnelly, & Price, 2004*	2001-02	MA												↔	
Hoxby, 2004b	2002-03	MA	+				+								
Roy, 2005*	2002-03	MA	↔				↔								
Hoxby, 2004b	2002-03	MI	↔				↔								
Roy, 2005*	2002-03	MI	↔				↔								
Mead, 2006*	2005-06	MI				+				+					
MI Department of Education, 2006*	2005-06	MI				+				+					

Findings: Positive (+), Negative (-), Comparable (↔), Mixed (+/-)

Report Authors	Year to Year	Year	Math				Read				Composite				Other Grad Rate
			Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	
MI Department of Education, 2007*	2006-07	MI				+					+				
Miron, Coryn, & Mackety, 2007*	2006-07	MI	-	-	-		-	-	-						
MAPSA, 2007	2006-07	MI	+	+			+	+							
MI Department of Education, 2008*	2007-08	MI			-	+			-		+				
MAPSA, 2007	2006-07	Detroit, MI	+	+			+	+							
MAPSA, 2007	2006-07	Flint, MI	+	+/-			+/-	+/-							
MAPSA, 2007	2006-07	Grand Rapids, MI	+	+			+	+							
MAPSA, 2007	2006-07	Lansing, MI	+/-	-			+	+/-							
Gronberg & Jansen, 2009	2007-08	Kansas City, MO	+	+	-		+/-	+	-						
Gronberg & Jansen, 2009	2007-08	St. Louis, MO	-	-	-		-	-	-						
Roy, 2005*	2002-03	MN	-				-								
Miron, Coryn, & Mackety, 2007*	2005-06	MN	-	-	-		-	-	-						
Randall, 2008*	2006-07	MN				-					-				
Institute on Race & Poverty, 2008*	2007-08	Mpls / St. Paul, MN	-				-								
Finnigan, Adelman, Anderson, Cotton, Donnelly, & Price, 2004*	2001-02	NC												-	
Hoxby, 2004b	2002-03	NC	-				-								

Findings: Positive (+), Negative (-), Comparable (↔), Mixed (+/-)

Report Authors	Year to Year	Year	Math				Read				Composite				Other Grad Rate
			Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	
Roy, 2005*	2002-03	NC	↔				↔								
Watkins & Armor, 2004*	2002-03	NC		-				-							
Hoxby, 2004b	2002-03	NJ	↔				+								
Roy, 2005*	2002-03	NJ	↔				↔								
Baker, 2009	2007-08	NJ												+/-	
NYC Center for Charter School Excellence, 2007	2005-06	NYC, NY	+	+			+/-	+							
Meyer, 2009	2008-09	Albany, NY (Brighter Choice)									+	+			
Supovitz & Rikoon, 2010*	2008-09	NYC, NY (Harlem Success Academy)	+				+								
Andreson, 2004	2002-03	NM	+	↔	+		-	+	+						
Roy, 2005*	2002-03	NM	↔				↔								
Andreson, Casey, & Yelverton, 2005	2003-04	NM	-	+	+		+	+	+						
Roy, 2005*	2002-03	NY	↔				↔								
Stevens, 2006	2004-05	NY	+	+				+							
LEOE, 2003	2001-02	OH	-	+/-			-	-							
Jenkins, 2005	2002-03	OH	-	-			-	-							
Roy, 2005*	2002-03	OH	↔				↔								

Findings: Positive (+), Negative (-), Comparable (↔), Mixed (+/-)

Report Authors	Year to Year	Year	Math				Read				Composite				Other Grad Rate
			Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	
Miron, Coryn, & Mackety, 2007*	2005-06	OH	-	-	-		-	-	-						
Thomas B. Fordham Foundation, 2006	2005-06	OH	+	+		+	+	+	+						
Hassel, 2007	2006-07	OH				-				-					
Thomas B. Fordham Foundation, 2007	2006-07	OH	+/-	+		+	+/-	↔		-					
Thomas B. Fordham Foundation, 2008	2007-08	OH	+/-	+/-		+	+	+		+					
Thomas B. Fordham Foundation, 2009	2008-09	OH	+	+/-		+	+/-	+		+					
Public Impact, 2009	2008-09	OH				-				↔					
Public Impact, 2009	2008-09	Akron, OH				-				-					
Public Impact, 2009	2008-09	Canton, OH				-				-					
Porch, Phillips-Schwartz, & Ryan, 2005	2004-05	Cincinnati, OH	-	-			-	+/-							
Public Impact, 2009	2008-09	Cincinnati, OH				↔				↔					
Porch, Phillips-Schwartz, & Ryan, 2005	2004-05	Cleveland, OH	+/-	+/-			+/-	+/-							
Public Impact, 2009	2008-09	Cleveland, OH				+				+					
Porch, Phillips-Schwartz, & Ryan, 2005	2004-05	Columbus, OH	-	-			-	-							
Public Impact, 2009	2008-09	Columbus, OH				-				-					

Findings: Positive (+), Negative (-), Comparable (↔), Mixed (+/-)

Report Authors	Year to Year	Year	Math				Read				Composite				Other Grad Rate
			Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall	
Porch, Phillips-Schwartz, & Ryan, 2005	2004-05	Dayton, OH	+/-	+/-			+/-	+/-							
Public Impact, 2009	2008-09	Dayton, OH				+					+				
Public Impact, 2009	2008-09	Toledo, OH				-					↔				
Public Impact, 2009	2008-09	Youngstown, OH				-					-				
Hoxby, 2004b	2002-03	OR					+								
OR Department of Education, 2004	2003-04	OR												↔	
Bates & Guile, 2005	2004-05	OR	+	-	-		+	-	-					-	
Bates & Guile, 2006	2005-06	OR	+/-	↔	-		+/-	↔	↔					-	
Bates & Guile, 2007	2006-07	OR												-	
OR Department of Education, 2008	2007-08	OR												↔	
Hoxby, 2004b	2002-03	PA					+								
Roy, 2005*	2002-03	PA	↔				↔								
Enkishev, 2002	1999-00	Phily, PA				-					-				
Enkishev, 2002	2000-01	Phily, PA				-					-				
TCER, 1998	1997-98	TX										-	-	-	
TCER, 2000*	1998-99	TX													-

Findings: Positive (+), Negative (-), Comparable (↔), Mixed (+/-)

Report Authors	Year to Year	Year	Math				Read				Composite				Other Grad Rate		
			Elem	Middle	High	Overall	Elem	Middle	High	Overall	Elem	Middle	High	Overall			
Finnigan, Adelman, Anderson, Cotton, Donnelly, & Price, 2004*	2001-02	TX														-	
Hoxby, 2004b	2002-03	TX	-														
Roy, 2005*	2002-03	TX	-				↔										
Watkins & Armor, 2004*	2002-03	TX		-				↔									
TCER, 2005	2003-04	TX	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TCER, 2007*	2005-06	TX				-				↔							
TCER, 2008*	2006-07	TX				↔				+							
Was & Kristjansson, 2006*	2003-04	UT	+	+	-		+	+	-								
Molnar et al, 2001	1998-99	WI		↔	↔		+	↔	↔								
Witte, Weimer, Shober, & Schlomer, 2007*	2000-01	WI	↔	-			+	↔									
Witte, Weimer, Shober, & Schlomer, 2007*	0102	WI	↔	+			+	+									
Roy, 2005*	2002-03	WI	+				+										
Miron, Coryn, & Mackety, 2007*	2005-06	WI	-	-	-		-	-	-								

\* Study controls for student-level or school-level characteristics.

Findings: Positive (+), Negative (-), Comparable (↔), Mixed (+/-)

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The National Alliance for Public Charter Schools (Alliance) is the national nonprofit organization committed to advancing the charter school movement. The Alliance works to increase the number of high-performing charter schools available to all families, particularly low-income families who currently do not have access to quality public schools. The Alliance provides assistance to state charter school associations and resource centers, develops and advocates for improved public policies, and serves as the united voice for this large and diverse movement. More than 1.6 million students attend nearly 5,000 charter schools in 40 states and the District of Columbia.

