

# National **Charter School** **Resource** Center

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at LEARNING POINT ASSOCIATES

## Welcome to the Webinar!

## Linking High-Quality Charter Schools to Areas of Need

We will be starting soon.



**ED**.gov

The National Charter School Resource Center is funded by the U.S. Department of Education's Office of Innovation and Improvement and administered by Learning Point Associates under contract number ED-04-CO-0109/0004.



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August 18, 2010



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# Presenters

## Jose Cerda III

Vice President of Public Policy and Communications at IFF

## Greg Richmond

President and CEO of the National Association of Charter School  
Authorizers (NACSA)

# Agenda

## **Jose Cerda III**

- Describe IFF's methodology to identify communities in which students do not currently have the opportunity to attend a high-performing school.
- Highlight findings from three recent IFF reports focused on Chicago, St. Louis, and Milwaukee.

## **Greg Richmond**

- Discuss how IFF's methodology can be used by authorizers or Charter Schools Program grantees at state education agencies to increase the number of charter schools in communities that lack high-quality educational options.

# About the Charter School Center

The **U.S. Department of Education** is committed to promoting effective practices, providing technical assistance, and disseminating the resources critical to ensuring the success of charter schools across the country. To that end, the Education Department, under a contract with Learning Point Associates, has developed the **National Charter School Resource Center**.

# Methodology and Report Findings

**Jose Cerda III**

Vice President of Public Policy and Communications at IFF



Nonprofit financial and real estate resources  
**Where nonprofits come first**

# IFF Performing Schools Studies

August 18, 2010



- I. Introduction to IFF
- II. IFF's Performing Schools Research  
(Goals, Objectives, Methodology)
  - I. Analyses of Three Midwestern Cities  
(Chicago, St. Louis, Milwaukee)
  - II. Observations and Conclusions



- Nonprofit community development financial institution, founded in 1988, with over \$175 million in total assets.
- Finances real estate, equipment and vehicles for nonprofit agencies serving low-income communities.
- Has provided 800-plus loans for a total of \$290 million, leveraging more than \$850 million in capital investment.
- Serves Missouri, Illinois, Indiana, Iowa, and Wisconsin.
- Offices in Chicago, St. Louis, Milwaukee and Springfield, Illinois.

## Loan Program

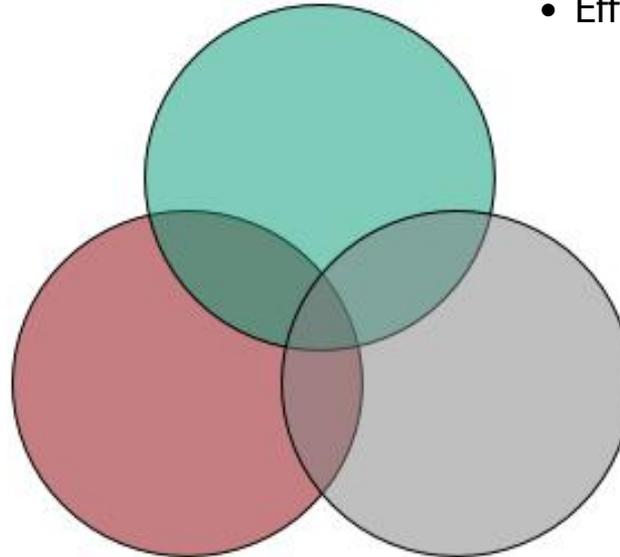
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- Accessible capital for nonprofits
- Tailored solutions for community facilities
- 15-year loans up to \$1.5 million

## Real Estate Services

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- Affordable facilities planning and project management
- Effective community development



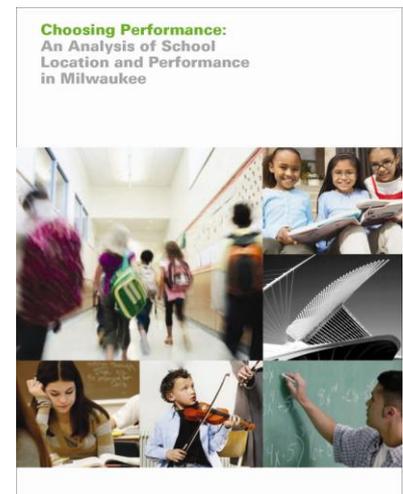
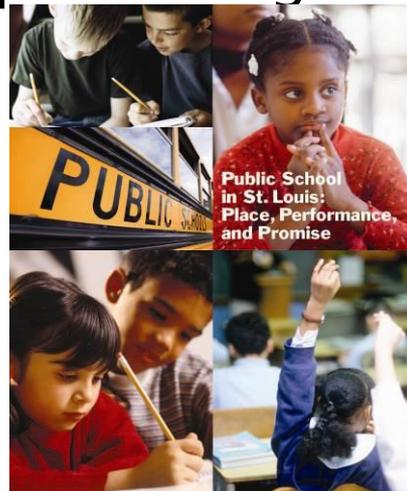
## Public Policy & Research

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- Community investment analysis
- Nonprofit financial health studies
- Public policy development

- 80 loans totaling \$44.5 million, creating 18,515 new student slots and 2.2 million sq.ft. of constructed/renovated space.
- Credit Enhanced \$150 million of tax-exempt bonds and alternative financing structures for 15 school campuses with U.S. Dept. of Education Credit Enhancement Grant.
- Financing for start up, equipment, acquisition, renovation, new construction, predevelopment on leased and owned space.
- Real Estate consulting on 40 different campus projects, including development of 15 campuses.
- Individual technical assistance and trainings to hundreds of applicants and operators.
- 14-year partnership with Chicago Public Schools to evaluate new school applications.

- Provide hard data and expert analysis needed to make informed public policy and resource allocation decisions that affect the nonprofit sector.
  - Qualitative or quantitative
  - Local, regional or statewide
  - Extensive performing schools analyses



- Goal:
  - Target resources to where they are needed most
  - Also our approach to investments in child care, health
- Objectives:
  - Identify neighborhoods with the greatest need for performing schools
  - Identify higher performing public schools
  - Determine how many children can be served by these higher performing public schools
  - Map results to show geographic concentrations of need and determine priority areas for action

- Identify the number of children enrolled in public schools residing within a geographic area.
  - Current Enrollment
  - May include magnet, suburban and charter schools
  - Geography can be community area, zip code, etc.
- Estimate the number of school-age children residing within a geographic area.
  - Potential Enrollment
  - Census estimates of all school-age children (ESRI)
  - Includes public, private, parochial and home school

- Determine the capacity of school buildings or the number of seats available.
  - School capacity as reported by district or operator
  - Adjustments or interpretation often necessary
  - Enrollment can serve as a proxy if capacity not available or inaccurate (e.g., “small schools” in large buildings)
- Apply state’s academic performance standard.
  - State standards for percentage of a school’s students required to meet/exceed on standardized test
  - If too few schools meet that standard, may need to consider additional tiers of performance (e.g., 50% or 75% of state standard)
- Aggregate number of seats in “performing” schools.

- Citywide capacity
  - Includes all performing public schools, regardless of attendance area or admissions policy
- Neighborhood capacity
  - Includes performing public schools open to all children
  - Compiled by geography
- Service Level and Gap
  - % of students with access to performing seats
  - # of students without access to a performing seat
  - Calculate for both Current and Potential Enrollment

- Rank geographic areas
  - Current enrollment service level and gap
  - Potential enrollment service level and gap
  - Other factors: Space utilization, adjoining capacity
- Calculate a weighted average
- Determine overall ranking
- Map top ranking areas with the highest need
- Develop detailed profiles of each high-need area
  - School-age population by type of school attended
  - Enrollment by type of public school
  - List of all individual schools in area, by type, grade level, capacity, utilization, and with test scores
  - Map with all schools by type and performance level

## Zip Code 63116

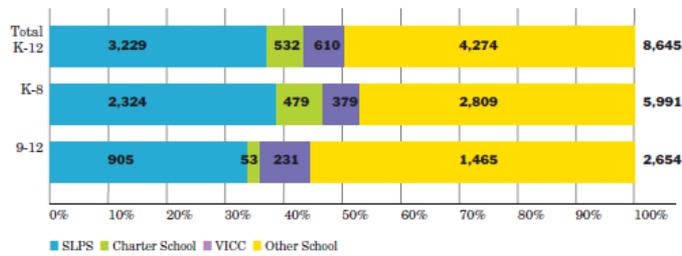
### Demographic Change, 2000-2008

- Most populous zip code in the city of St. Louis
- Increasing population - 3.7% increase in total population to approximately 51,500
- Stable population of children ages 5-17
- Declining population of children ages 5-10 (3.8% decline) offset by increases among populations of children ages 11-13 (1.1% increase) and ages 14-17 (4.0%)
- 51% of school-age children are enrolled in a public school
- This area ranks 5th in overall need for performing schools
- Benefits from the Tier 1 neighborhood

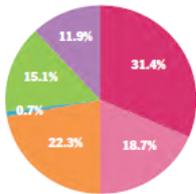
capacity of four neighborhood schools located in nearby zip codes—Mason EMINTS Elementary School (PS-6) in zip code 63139, Buder Elementary School (PS-5) in zip code 63109, Shenandoah Elementary School (PS-6), and Scruggs Elementary School (PS-6) located in zip code 63104

- Elementary students are more likely to be enrolled in neighborhood schools and less likely to be enrolled in charter schools while high school students are less likely to be enrolled in neighborhood and charter schools, but much more likely to be enrolled in magnet schools than public school students in the city overall

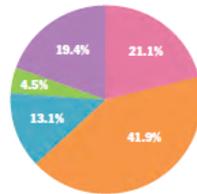
Estimated School-Age Population by Type of School Attended in 2007-2008



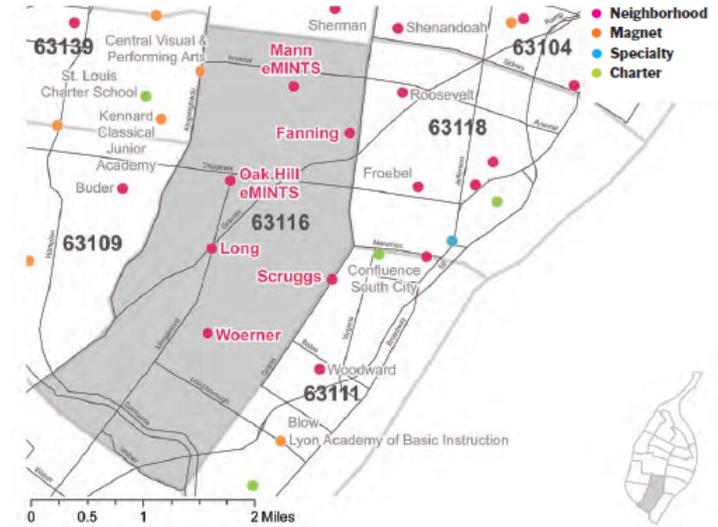
Children Enrolled in Grades K-8 by Type of Public School



Children Enrolled in Grades 9-12 by Type of Public School



- Neighborhood School Inside Zip Code
- Neighborhood School Outside Zip Code
- Magnet School
- Specialty Schools
- Charter School
- VICC



Public Schools Located in Zip Code

Type	Grades	MAP Score		K-12 Enrollment	% Students Residing in Zip Code	% Attendance Area in Zip Code	Total School Capacity	% School Utilized*	
		CA	Math						
<b>Elementary</b>									
Oak Hill EMINTS	Neighborhood	PS-5	18.0%	12.8%	349	86%	100%	363	99%
Woerner	Neighborhood	K-5	13.4%	15.6%	406	67%	51%	407	100%
Mann EMINTS	Neighborhood	PS-6	9.9%	5.9%	225	73%	100%	225	69%
<b>Middle</b>									
Long	Neighborhood	6-8	20.6%	15.6%	308	62%	54%	484	64%
Fanning	Neighborhood	6-8	10.2%	10.6%	277	26%	42%	450	62%

\* % School Utilized is calculated by dividing total K-12 enrollment by the school's total capacity

- 2007-2008 data; released in May 2009
- Standard: 62.5% of students meet/exceed on the ISAT (elementary) or PSAE (high school)
- 406 of 522 elementary schools w/attendance areas
- 275,000 elementary school students
- 380,000 elementary school-age children
- 63 of 121 high schools w/attendance areas
- 57,000 high school students
- Analyzed citywide and 77 community areas
- Aggregate capacity contributed by charters and other reform models

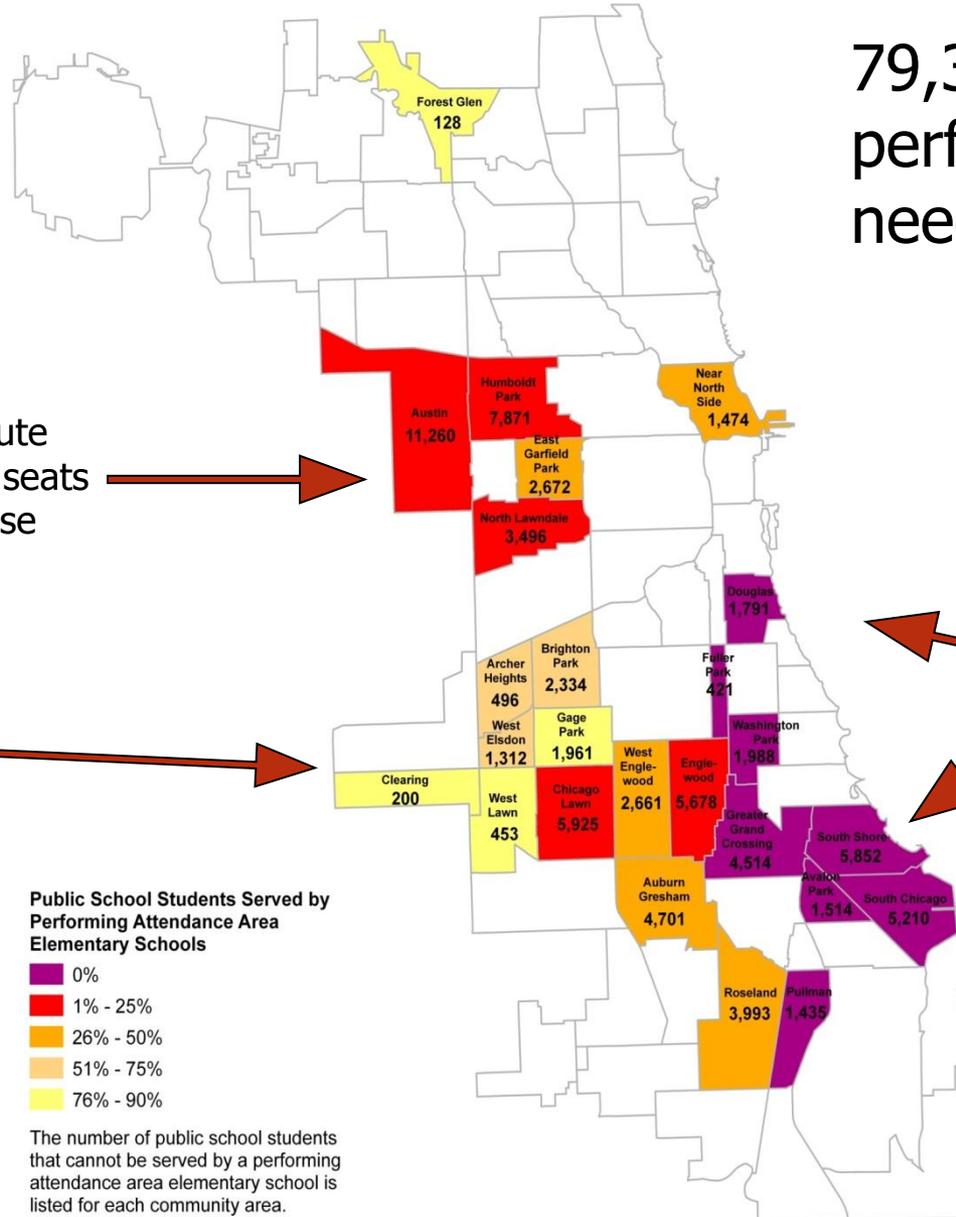
- Between 2004-08, 46,516 performing seats added to neighborhood elementary schools
- 217,830 total performing seats or enough to serve 79.3% of elementary students citywide and 57.5% of all elementary age children
- In Top 25 communities, only 34,400 performing seats or enough for 30.2% of elementary students
- 79,380 more seats needed in Top 25 communities
- No neighborhood high school met state standards
- Charter and other reform model schools added 13,845 performing seats, many in/near the Top 25

79,380 more performing seats needed in Top 25

Highest absolute need: 25,000 seats needed in these communities.

Performing schools here, but not enough to serve the growing population.

Highest relative need: No schools that meet state standards.



Public School Students Served by Performing Attendance Area Elementary Schools

- 0%
- 1% - 25%
- 26% - 50%
- 51% - 75%
- 76% - 90%

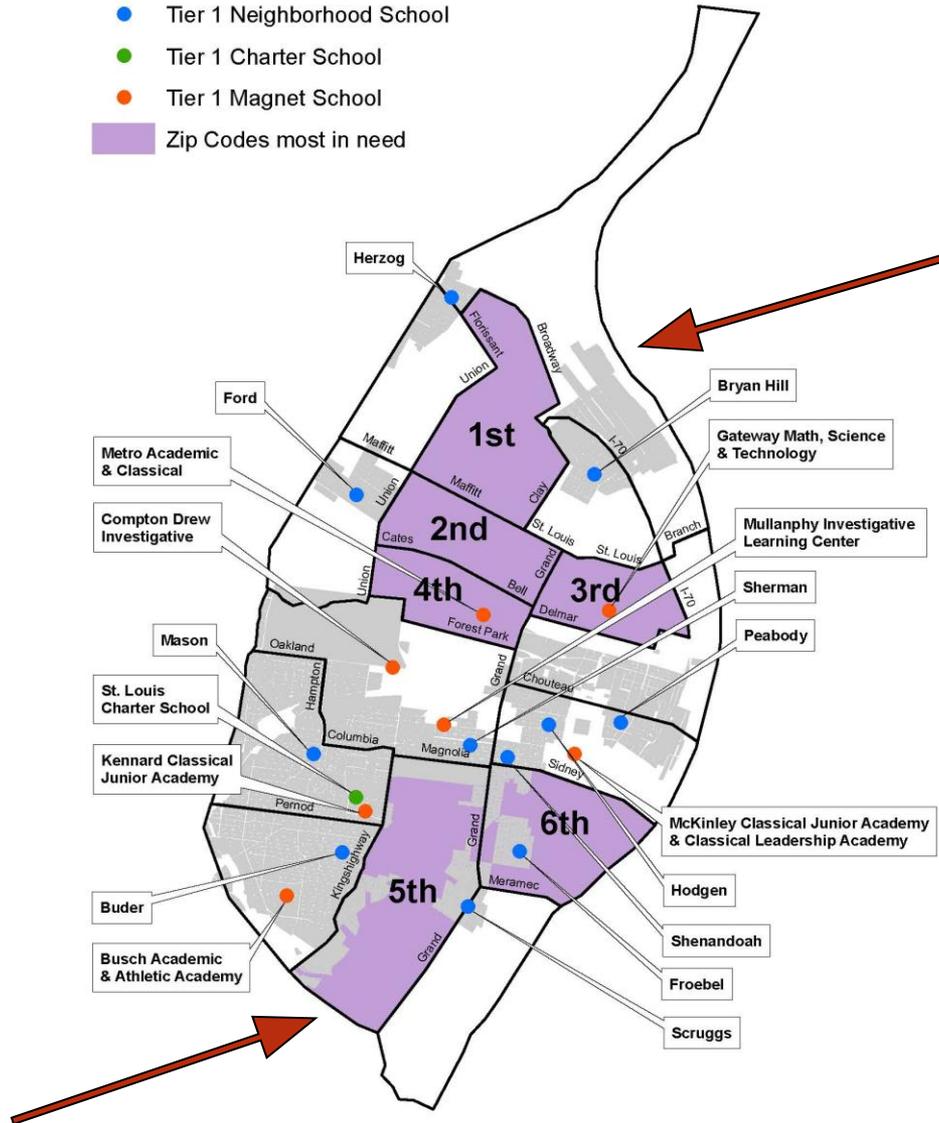
The number of public school students that cannot be served by a performing attendance area elementary school is listed for each community area.

- 2007-2008 data; released September 2009
- Standard: 51% of students proficient/advanced in Communication Arts and 45% in Math (MAP)
- Tier 1: 50% of state standard or 25.5% in Communication Arts and 22.5% in Math
- 91 SLPS (all types) and 14 charter schools
- 26,495 SLPS students and 7,692 charter students
- 7,555 in suburban schools (VICC)
- 60,642 school-age children
- Analyzed citywide and by 16 zip code areas

- St. Louis needs 26,369 performing seats
- Only four of 105 schools met state standards in 2007-08, serving 3.5% of students
- 15 schools met 50% of state standards (Tier 1), including eight magnets and one charter
- The 19 schools serve 7,818 or 22.9% of students
- There are no neighborhood middle or high schools among the 19 performing and Tier 1 schools
- 52.2 percent of this need is concentrated in Top 6 zip code areas, including 4 with no performing or Tier 1 schools

26,369 performing seats needed

- Tier 1 Neighborhood School
- Tier 1 Charter School
- Tier 1 Magnet School
- Zip Codes most in need



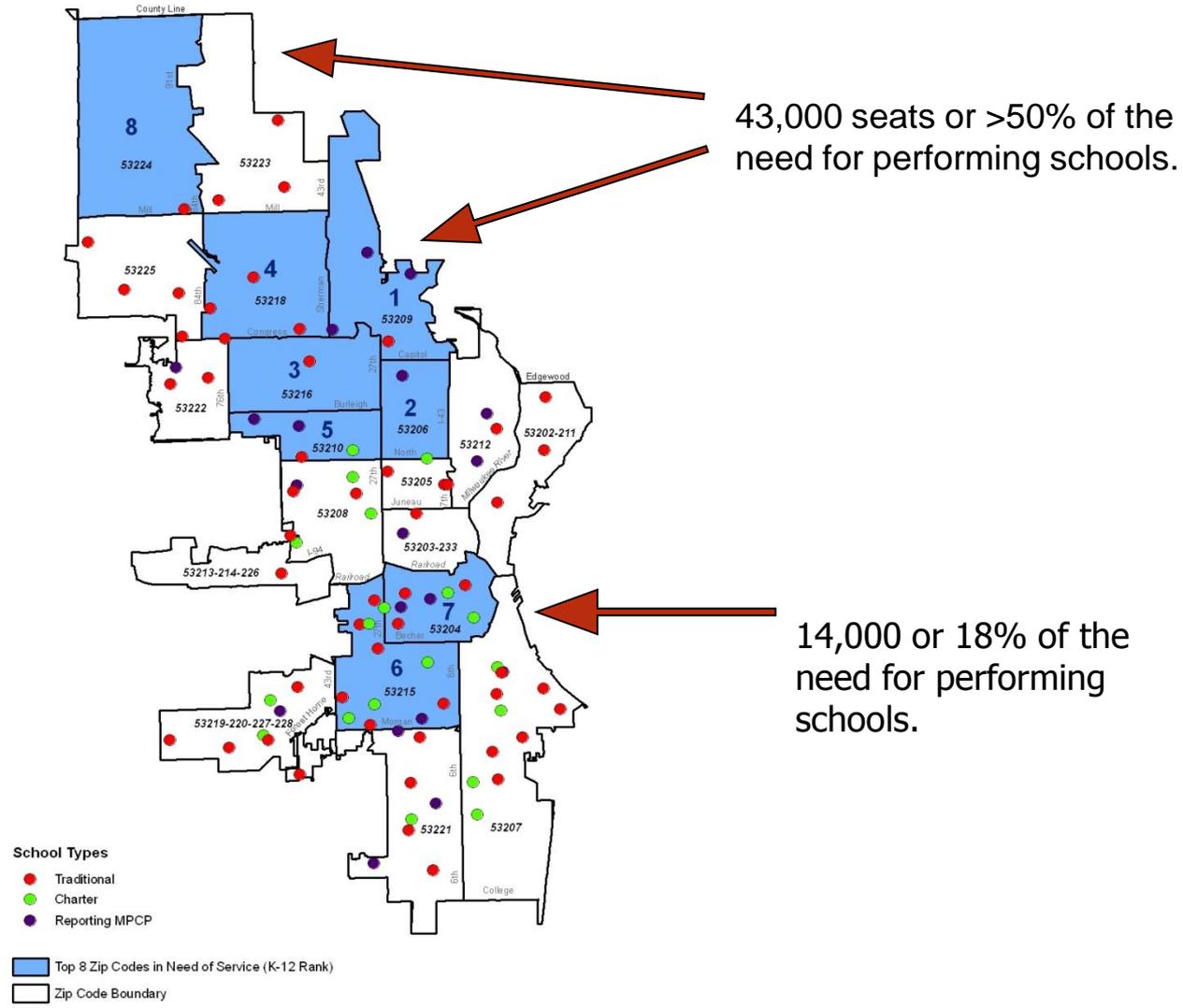
No performing neighborhood or charter schools in these 4 zip codes. 9,700 seats needed.

6,500 performing seats needed in these 2 zip codes.

- 2008-2009 data; released May 2010
- Tier I (standard): 74% proficient/better in Reading and 58% proficient/better in Math (WKCE)
- Tier II (75% of standard): 55.5% proficient/ better in Reading and 43.5% proficient/better in Math
- 199 MPS (all types) and 28 charter schools
- 88,663 MPS and charter students
- 6,910 students in suburban schools
- 27,510 in private schools, 19,947 vouchers (MPCP)
- 125,245 school-age children
- Analyzed citywide and by 20 zip code areas

- Milwaukee needs between 56,263 and 78,846 performing seats to serve its school-age population.
- 23 of 180 non-selective public and charter schools met state standards (Tier I), serving 9,625 or 10.9% of students.
- 50 public and charter schools met 75% of the state standard (Tier II).
- These 73 schools serve 37,168 or 42.3% of students.
- No non-selective high schools met state standards.
- Reporting MPCP schools contribute 4,037 Tier I and Tier II seats.
- Tier I and Tier II public, charter and MPCP schools serve about one third of Milwaukee children.

56,000 to 79,000 more performing seats needed



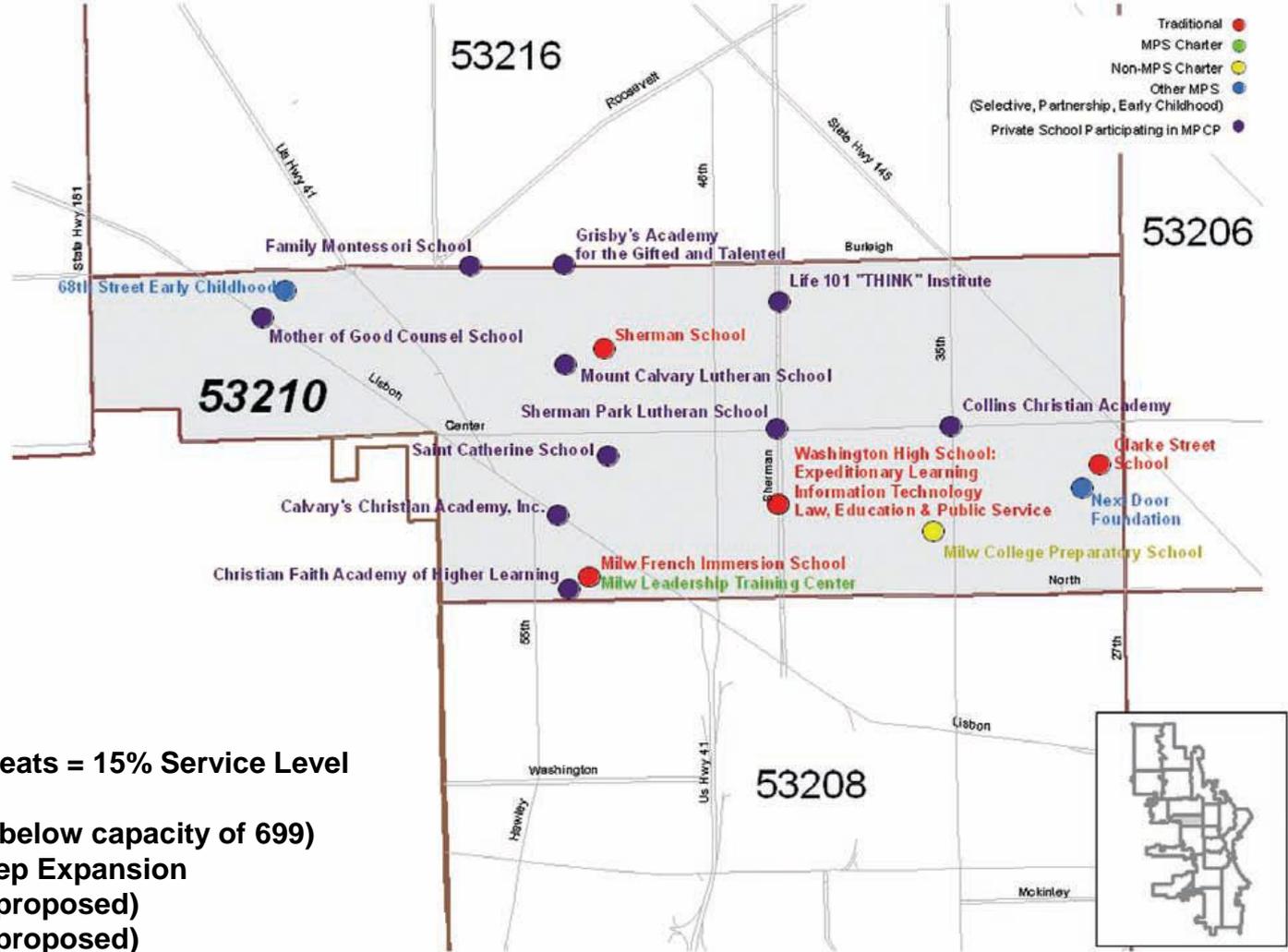
- Need for performing schools is consistently concentrated in just a few geographic areas
  - Chicago: >100% in Top 25
  - St. Louis: 52% in Top 6
  - Milwaukee: 68% in Top 8
- Areas with very low service levels (<10%) are good candidates for charter schools, other reform models
  - Chicago: 8 community areas with 0%
  - St. Louis: 4 zip codes with 0%
  - Milwaukee: 4 zip codes with <10%
- Areas with very high service gaps require broader school reform and improvement strategies

- Neighborhood high schools are not performing
  - Chicago: None meet state standards; 8 of 63 meet half the state standard
  - St. Louis: None meet even half the state standard
  - Milwaukee: None meet state standards; one meets 75 percent of state standard
- While not a focus of IFF's analysis, large numbers of high school students are dropping out, especially between 9<sup>th</sup> and 10<sup>th</sup> grade

- Excess capacity exists in better performing schools
  - St. Louis: 1,300 seats in Tier 1 schools
  - Milwaukee: 4,000 seats in Tier I and II schools
- Vacant buildings are often located in high-need areas; could be used to attract quality operators
  - Milwaukee: 14 buildings in Top 8
- Students in high-need areas more likely to travel, but not always to better performing schools
  - Milwaukee: Students in 6 neediest zip codes 60% more likely to travel to attend a Tier I or II school
  - St. Louis: Many students travel to non-selective magnets, even if better neighborhood school available
  - Denver: Relationship between choice and performance

- IFF methodology and data are specific to each city and valuable to a range of education stakeholders
  - In Chicago, used by Office of New Schools for prioritization and internal performance management
  - In St. Louis, used by Mayor's Office to inform RFP process to recruit new quality charter schools
  - In Milwaukee, used by reform-oriented stakeholders trying to add 20,000 new quality seats by 2020
  - To support the replication of quality local charters and the attraction of quality regional/national CMOs/EMOs
  - To prioritize education reform strategies, such as Dept. of Ed. School Improvement Grants
  - To inform improved charter school authorizing
  - To inform and involve, civic groups, parents, etc.

# FF Data-Driven, Neighborhood-Focused Reform

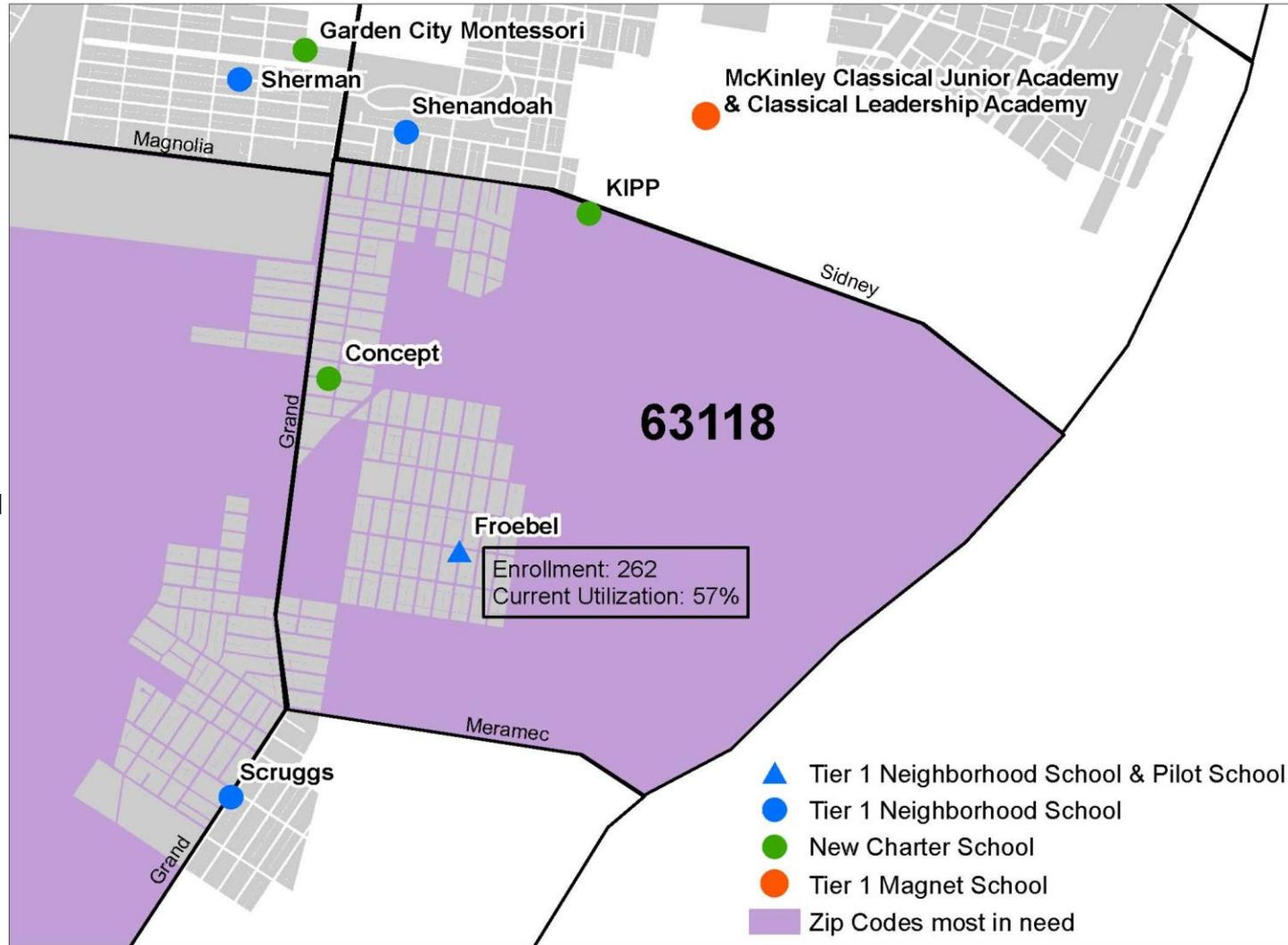


**8,136 School-Age Children**  
**1,245 Current Performing Seats = 15% Service Level**

- + 576 Clarke Street School (below capacity of 699)**
- + 450 Milwaukee College Prep Expansion**
- + 600 K-12 Charter School (proposed)**
- + 600 K-12 Charter School (proposed)**

**3,471 Potential Performing Seats = 43% Service Level**

# FF Data-Driven, Neighborhood-Focused Reform



**Froebel (PS-5): Tier 1 school with low enrollment**

**Scruggs (PS-5): Tier 1 school, closed due to poor facility condition**

**KIPP (5-8) & Concept (9-12): Good strategic location**

# ST. LOUIS POST-DISPATCH

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## **A hyper-local approach may be most practical route to lasting school reform**

“Forget about urban school reform on a grand scale. A modest, hyper-local approach may be the surest way to turn around a failed district—one that starts by asking, ‘Can’t we get one well-performing school to serve children in this neighborhood?’

Those are the implications of a study published earlier this month about the performance of St. Louis Public Schools—neighborhood, magnet and charter—by [IFF]. And they may represent St. Louis Public Schools’ best chance to achieve lasting stability.

The journeys of thousands of children can begin with a single decent school.”



Nonprofit financial and real estate resources

**Where nonprofits come first**

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# Questions?



Raise your hand or enter your question in the chat box  
on the left side of your screen.

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# NACSA Commentary

**Greg Richmond**

President and CEO of the National Association  
of Charter School Authorizers

# Questions?



Raise your hand or enter your question in the chat box  
on the left side of your screen.

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# Guiding Questions

- How do you currently identify areas of need in your state or community?
- What would be the advantages of using IFF's methodology in your state or community?
- What challenges might be associated with using IFF's methodology?

# Guiding Questions

- What strategies could authorizers or Charter Schools Program grantees use to encourage the development of high-quality charter schools in areas of need?
- For those of you who have incentivized charter school development in targeted communities, what strategies have you used, and what are your lessons learned?

# Thank you for participating.

- This webinar will be archived at the following website:  
<http://www.charterschoolcenter.org/events>  
(Click on “Past Events” at the left side of your screen.)
- The next webinar will be held on Wednesday, September 15, 2010.

# National **Charter School** **Resource Center**

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