



REL Southwest Ask-A-REL Response Charter School Effectiveness

July 2017

Background:

This Ask A REL request was made by the Louisiana Charter Schools Research Alliance. “This alliance brings together educators, policymakers, researchers, and others to identify and promote the characteristics of high-performing charter schools in Louisiana. Alliance seeks to identify indicators of program quality and effectiveness among charter schools. The findings will inform charter school improvement in the state.”¹

Parental involvement is “the participation of parents in every facet of children’s education and development from birth to adulthood, recognizing that parents are the primary influence in children’s lives. Parent involvement takes many forms, including:

- Two-way communication between parents and schools
- Supporting parents as children’s primary educators and integral to their learning
- Encouraging parents to participate in volunteer work
- Sharing responsibility for decision making about children’s education, health, and well-being
- Collaborating with community organizations that reflect schools’ aspirations for all children”²

Questions:

- 1. What correlations exist between parent/family involvement and (1) academic outcomes and (2) non-academic outcomes in Louisiana charter schools? Are these relationships moderated by the distance between students’ homes and their charter schools?**
- 2. Which characteristics of student support systems/services are related to student achievement?**

¹ Regional Educational Laboratories at SEDL— http://relsouthwest.sedl.org/research-alliances/louisiana_charter_schools.html

² Pennsylvania PTA. “PTA & parent involvement – background information: Definition of parent involvement.” <http://www.pta.org/programs/content.cfm?ItemNumber=1101>

Response:

Following an established REL Southwest research protocol, we conducted a search for research reports as well as descriptive study articles on charter school and parental involvement correlates. We focused on identifying resources that specifically addressed the effects of professional development on teacher performance and student outcomes in K–12 education. The sources included ERIC and other federally funded databases and organizations, research institutions, academic research databases, and general Internet search engines (For details, please see the methods section at the end of this memo.)

NOTE: Our initial search was expanded to schools that are both non-charters and outside Louisiana because a search on these topics for LA charters only did not yield relevant references.

We have not evaluated the quality of references and the resources provided in this response. We offer them only for your reference. Also, we searched the references in the response from the most commonly used resources of research, but they are not comprehensive and other relevant references and resources may exist.

Research References

Question 1: What correlations exist between parent/family involvement and (1) academic outcomes and (2) non-academic outcomes in Louisiana charter schools? Are these relationships moderated by the distance between students' homes and their charter schools?

Altschul, I. (2011). Parental involvement and the academic achievement of Mexican American youths: What kinds of involvement in youths' education matter most? *Social Work Research, 35*(3), 159-170. <https://eric.ed.gov/?id=EJ943560>

From the ERIC abstract: “Parental involvement in education is a key focus of current policies and programs aimed at improving the academic outcomes of students at risk for academic underachievement. This study examines six forms of parental involvement in education to determine which forms of involvement have the strongest relationships with youths' academic outcomes. Using nationally representative data (N = 1,609) from the National Education Longitudinal Survey, this study focuses specifically on Mexican American families and youths, a population at high risk for academic underperformance. Findings show that the positive effects of parental involvement among Mexican American parents occur through involvement in the home, whereas parental involvement in school organizations is not associated with youths' achievement. Parents' investment of financial resources in their children's education was found to have a somewhat higher impact on achievement than forms of involvement that require parents' investment of time. Findings also suggest that the impact of these forms of parental involvement occurs prior to high school.”

Carpenter, B. W., Young, M. D., Bowers, A., & Sanders, K. (2016). Family involvement at the secondary level: Learning from Texas borderland schools. *NASSP Bulletin, 100*(1), 47-70. <https://eric.ed.gov/?id=EJ1117104>

From the ERIC abstract: “The purpose of this study is to provide an understanding of how successful secondary schools located along the Texas-Mexico border, particularly those enrolling predominantly Latino students, have supported high achievement among their student population and promoted parental involvement. The roles and perspectives of parents and school community members in the family-school relationship are examined through a secondary data analysis, as we explore how different views affect both the definitions of, as well as reasons for, involvement.”

Crosby, S. A., Rasinski, T., Padak, N., & Yildirim, K. (2015). A 3-year study of a school-based parental involvement program in early literacy. *Journal of Educational Research, 108*(2), 165-172. <https://eric.ed.gov/?id=EJ1052182>

From the ERIC abstract: “Although parental involvement in children's literacy development has been recognized for its potential in helping children develop early literacy achievement, studies of the effectiveness and sustainability of school-based parent involvement programs are not numerous. This study examines the effectiveness and durability of a school-based parent involvement program that was implemented by school staff without external supervision over 3 consecutive years in a public school. Results indicate that implementation of the program was associated with higher levels of children's achievement in foundational literacy competencies. Moreover, the program has sustained over 3 years and actually grew in the levels of parental participation over time. The authors argue that effective and systemic parental involvement programs are possible and can be guided by certain principles of program development and if implemented by a committed teaching staff.”

Dotterer, A. M. & Wehrspann, E. (2016). Parent involvement and academic outcomes among urban adolescents: Examining the role of school engagement (2016). *Educational Psychology, 36*(4), 812-830. <https://eric.ed.gov/?id=EJ1098848>

From the ERIC abstract: “The present study examined the extent to which parent involvement in education was directly and indirectly (via school engagement) related to academic outcomes in an effort to more fully understand the school experiences of urban adolescents. Participants (80% racial/ethnic minority; n = 108) were in grades 6, 7 or 8. In the Fall and subsequent Spring youth completed in-school surveys with items on parental involvement in education, school engagement (affective, behavioural, cognitive engagement) and perceived academic competence. Grades were obtained from official school records. Findings showed that parental involvement was positively associated with behavioural and cognitive engagement, which in turn contributed to academic competence and achievement. Results underscore the importance of parental involvement in adolescents' engagement and academic success and highlight the importance of examining the multiple components of school engagement simultaneously, as we found differential effects for affective, behavioural, and cognitive engagement on academic competence and achievement.”

Flores de Apodaca, R., Gentling, D. G., Steinhaus, J. K., & Rosenberg, E. A. (2015). Parental involvement as a mediator of academic performance among special education middle school students. *School Community Journal*, 25(2), 35-54.

<https://eric.ed.gov/?id=EJ1085649>

From the ERIC abstract: “This study examined parental involvement as a mediator of the academic performance of middle school students with special needs. The study built on the different types of parental involvement theorized by Epstein and colleagues (2002) and studied empirically by Fan and Chen (2001). Using a specially developed questionnaire, a sample of 82 parents (representing all children enrolled in a special education program in a charter middle school in a diverse, urban environment) reported on the nature and extent of their involvement in their children's schoolwork. These ratings were then compared with their children's actual grades in four core classes over the course of the academic year. Echoing earlier findings with general population students, a significant relationship was found between parental expectations and overall GPA. Since Resource Room students had significantly lower grades than Special Day students (those in a self-contained, noninclusive classroom), parental communication and general involvement were negatively associated with academic performance in this sample, as had been the case earlier with similar groups of struggling students. Findings revealed a more complex relationship between parental involvement and academic achievement for special education students. These outcomes suggest that parental involvement with other student groups, grade levels, disabilities, and strengths may also be associated differently with other aspects of parental involvement and merit further study.”

Jeynes, W. H. (2017). A meta-analysis: The relationship between parental involvement and Latino student outcomes. *Education and Urban Society*, 49(1), 4-28.

<https://eric.ed.gov/?id=EJ1121866>

From the ERIC abstract: “This meta-analysis of 28 studies examines the relationship between parental involvement and the academic achievement and school behavior of Latino pre-kindergarten-college-age children. Analyses determined the effect sizes for parental involvement overall and specific categories of involvement. Results indicate a significant relationship between parental involvement and academic achievement and overall outcomes, but not for school behavior. This relationship between involvement and academics existed both for younger (grades K-5) and older (secondary school and college freshman) students, as well as for certain specific components of parental involvement. Parental involvement, as a whole, was associated with better school outcomes by 0.52 of a standard deviation unit. The significance of these results is discussed.”

Jung, E. & Zhang, Y. (2016). Parental involvement, children's aspirations, and achievement in new immigrant families. *Journal of Educational Research*, 109(4), 333-350.

<https://eric.ed.gov/?id=EJ1103258>

From the ERIC abstract: “The authors investigated the relationships among multiple aspects of parental involvement (English proficiency, school involvement, control and monitoring of children), children's aspirations, and achievement in new immigrant families in the United States. They used data on immigrant parents and school-age

children (N = 1,255) from the New Immigrant Survey to examine immigrant families from diverse backgrounds. Structural equation modeling analyses revealed that parental English proficiency and involvement in school education are related to children's academic achievement, cognitive development, and English language ability, directly as well as indirectly, through children's educational aspirations. Parental control and monitoring is not beneficial to immigrant children's cognitive development, although variations were found across different groups. They also observed intriguing findings regarding gender and racial or ethnic diversity. Based on their findings, they provide recommendations for the fostering of academic success and the design and implementation of educational programs and practices for immigrant children.”

Kim, S. & Hill, N. E. (2015). Including fathers in the picture: A meta-analysis of parental involvement and students' academic achievement. *Journal of Educational Psychology*, 107(4), 919-934. <https://eric.ed.gov/?id=EJ1082651>

From the ERIC abstract: “Extant research on parental involvement in education has been conducted largely without respect to which parent is involved. The implicit assumption is that family-school relationship frameworks function similarly for fathers and mothers. Although there is a growing body of research examining fathers' involvement in education, this assumption has not been tested. In this meta-analysis, we examined the relative strength of the association between educational involvement of fathers versus mothers and achievement of school-age children (kindergarten to 12th grade). The association of involvement with achievement over time (i.e., longitudinal studies) was stronger than for cross-sectional studies. Parental involvement in education was positively associated with student achievement and the relation between involvement and achievement was equally strong for fathers and mothers, although mothers' mean levels of involvement were higher than fathers'. Moderator analyses across the different types of involvement suggested that school-based involvement and intellectual enrichment at home was more strongly related to achievement for mothers than for fathers, although there were no differences in mean levels of involvement.”

Sebastian, J., Moon, J., & Cunningham, M. (2012). The relationship of school-based parental involvement with student achievement: A comparison of principal and parent survey reports from PISA. *Educational Studies*, 43(2), 123-146. <https://eric.ed.gov/?id=EJ1135075>

From the ERIC abstract: “This paper explores parental involvement using principal and parent survey reports to examine whether parents' involvement in their children's schools predicts academic achievement. Survey data from principals and parents of seven countries from the PISA 2012 database and hierarchical linear modelling were used to analyse between- and within- school variance in students' math achievement. Factor analysis of both principal and parent responses revealed three dimensions of parental involvement with schools: parent-initiated involvement, teacher-initiated involvement and parent volunteerism. Principal reports of parent-initiated involvement positively predicted between-school differences in student achievement. Within schools, parent reports of teacher-initiated involvement negatively predicted student achievement. The paper shows the importance of understanding the source of information for survey

measures. Information on parental involvement from the parent surveys of the PISA study is suitable for describing within-school variation in student achievement, whereas principal reports can be used to predict variation between schools.”

Smith, J., Wohlstetter, P., Kuzin, C. A. & De Pedro, K. (2011). Parent involvement in urban charter schools: New strategies for increasing participation. *School Community Journal*, 21(1), 71-94. <https://eric.ed.gov/?id=EJ932201>

From the ERIC abstract: “Decades of research point to the benefits of parent involvement in education. However, research has also shown that White, middle-class parents are disproportionately involved. Charter schools, as schools of choice, have been assumed to have fewer involvement barriers for minority and low-income parents, but a 2007 survey of charter leaders found that parent involvement remains a significant challenge. This qualitative study utilizes Epstein's model of family involvement to examine parent involvement programs at twelve charter schools across six U.S. states. Findings suggest that parent involvement "activities" in the study sample of urban charter schools fit Epstein's typology fairly well. However, the "strategies" used to implement these activities and to attract hard-to-reach parents are fairly innovative: Study schools offered wrap-around services, incentives, and contracts to enhance and ensure participation; utilized technology for advertising parent volunteer opportunities; and involved parents in the decision-making and governance of the school. Overall, these strategies were linked with increasing parents' self-efficacy and comfort level in participating in their children's education. (Contains 1 endnote and 3 tables.)”

Wang, M. & Sheikh-Khalil, S. (2014). Does parental involvement matter for student achievement and mental health in high school? *Child Development*, 85(2), 610-625. <https://eric.ed.gov/?id=EJ1027459>

From the ERIC abstract: “Parental involvement in education remains important for facilitating positive youth development. This study conceptualized parental involvement as a multidimensional construct--including school-based involvement, home-based involvement, and academic socialization--and examined the effects of different types of parental involvement in 10th grade on student achievement and depression in 11th grade (approximately ages 15-17 years). In addition, this study tested whether parental involvement influenced adolescent outcomes by increasing their academic engagement in school. A total of 1,056 adolescents participated in the study (51% males; 53% European American, 40% African American, and 7% other). Parental involvement was found to improve academic and emotional functioning among adolescents. In addition, parental involvement predicted adolescent academic success and mental health both directly and indirectly through behavioral and emotional engagement.”

Wang, M., Hill, N. E., & Hofkens, T. (2014). Parental involvement and African American and European American adolescents' academic, behavioral, and emotional development in secondary school. *Child Development*, 85(6), 2151-2168. <https://eric.ed.gov/?id=EJ1045789>

From the ERIC abstract: “This study examined longitudinal trajectories of parental involvement across middle and high school, and how these trajectories related to

adolescents' academic, behavioral, and emotional adjustment. In addition, ethnic and socioeconomic status differences in longitudinal associations and the potential moderating role of parental warmth were assessed. Longitudinal growth modeling technique was used to describe trajectories of different types of parental involvement and adolescent outcomes over 7th, 9th, and 11th grades (mean ages = 12.9, 14.3, and 17.2 years, respectively) on an ethnically and economically diverse sample of 1,400 adolescents (51% female, 56% African American, 39% European American, 5% others). Each aspect of parental involvement contributed differentially but significantly to adolescent outcomes. Finally, parental warmth moderated the associations between providing structure at home and adolescent grade point average and problem behavior.”

Wehrspann, E., Dotterer, A. M., & Lowe, K. (2016). The nature of parental involvement in middle school: Examining nonlinear associations. *Contemporary School Psychology*, 20(3), 193-204. <https://eric.ed.gov/?id=EJ1110746>

From the ERIC abstract: “Parental educational involvement during middle school has received increased attention from researchers and policymakers because of its links to a variety of academic outcomes. Despite this increased attention, parental involvement has been inconsistently linked to academic outcomes among adolescents, indicating different types and levels of involvement that may be more beneficial for adolescents. Therefore, this study examined the nonlinear associations between parental involvement (home-based involvement and academic socialization) and academic motivation in an effort to better understand the nature of parental involvement in middle school. Using data from an ethnically diverse (57% Black/African American, 19% multiracial, 18% White/Caucasian, 5% Hispanic or Latino, and 1% Asian American) sample of 150 adolescents (56% female) in grades 6 through 8, findings showed no associations between home-based involvement and intrinsic or extrinsic motivation. There was, however, a significant nonlinear association between academic socialization and both types of motivation. More specifically, the positive association between academic socialization and intrinsic motivation was attenuated at high levels of academic socialization. There was no association between academic socialization and extrinsic motivation at low and moderate levels, but there was a positive association at high levels of academic socialization. These findings suggest that different types of involvement and greater amounts of parental involvement may not always benefit adolescents' academic motivation.”

Question 2: Which characteristics of student support systems/services are related to student achievement?

Cheng, A., Hitt, C., Kisida, B., & Mills, J. N. (2017). “No excuses” charter schools: A meta-analysis of the experimental evidence on student achievement. *Journal of School Choice*, 11(2), 209-238. <https://eric.ed.gov/?id=EJ1139893>

From the ERIC abstract: “Many most well-known charter schools in the United States use a “No Excuses” approach. We conduct the first meta-analysis of the achievement impacts of No Excuses charter schools, focusing on experimental, lottery-based studies. We estimate that No Excuses charter schools increase student math and literacy achievement by 0.25 and 0.17, respectively, for approximately each year of attendance.

These are large and meaningful gains. Moreover, these effects are substantially larger than those of attending other kinds of charter schools. We discuss policy implications and offer necessary caveats.”

Davis, M. & Heller, B. (2017). Raising more than test scores: Does attending a “no excuses” charter high school help students succeed in college? *Education Next*, 17(1), 64-70. <https://eric.ed.gov/?id=EJ1122078>

From the ERIC abstract: “Do “no excuses” charter high schools merely help students succeed on standardized tests? Are their students more likely to succeed after they leave school behind? Is it test prep, or true learning? Little prior research is available on this question. Although there is a robust positive correlation between test performance and college enrollment, there is little existing evidence as to whether schools that increase test scores the most also help their students succeed at the next level. To shed light on these questions, Mathew Davis and Blake Heller studied Noble Street College Prep, a high-performing no-excuses charter high school in Chicago where admission is granted via randomized lottery. Student records were analyzed to estimate the effect of attending Noble on college enrollment, persistence, and quality, using success in postsecondary studies as a proxy for success in young adulthood. As no-excuses charter schools continue to expand, it is critical to understand whether the short-term academic gains they typically produce translate into long-term improvements in their students' quality of life. The authors of this article believe their findings present the strongest evidence to date of long-lasting academic benefits, and should be a cause for cautious optimism. They see three elements of this analysis that should be of interest: (1) Noble's educational model is broadly consistent with the practices of high-performing charter schools, and their secondary analysis suggests that scaling and reproducing these results is feasible. The estimated effects are large, persistent, and not driven by any particular subgroup of students; (2) The authors write that to the best of their knowledge, their results are the first to demonstrate conclusively that a high school intervention can simultaneously improve overall college enrollment, persistence, and quality; and (3) The authors contend that they demonstrate the effectiveness of an intervention that occurs relatively late in students' academic lives. While much of the public conversation around school improvement focuses on early childhood and the elementary years, in an effort to prevent or lessen inequitable outcomes for poor children, the authors believe it is clear that efforts such as Noble's intensive academic program which starts in 9th grade are never too late.”

Garcia, P. & Morales, P. Z. (2016). Exploring quality programs for English language learners in charter schools: A framework to guide future research. *Education Policy Analysis Archives*, 24(53). <https://eric.ed.gov/?id=EJ1100172>

From the ERIC abstract: “Although there has been a great deal of debate about the effectiveness of charter schools in the research literature, there has been surprisingly little attention paid to English language learners (ELLs) in charter schools. Moreover, the charter school research has predominantly focused on whether or not charter schools are effective rather than “how” or “why” high-performing charter schools work, particularly for ELLs. We contend that researchers must expand their focus beyond access and achievement and begin to grapple with questions related to the quality of programs for

ELLs in charter schools. To meet an emerging need in the field, we synthesize several strands of existing research--related to charter schools, school improvement, and ELLs in traditional public schools--to propose a five-component framework that describes essential elements of quality programs for ELLs in charter schools. We conclude with a discussion of implications of our framework for research, policy, and practice.”

Hammel, A. & Fischer, K. (2014). “It's not easy being green”: Charter schools, the arts, and students with diverse needs. *Arts Education Policy Review*, 115(2), 44-51.
<https://eric.ed.gov/?id=EJ1022567>

From the ERIC abstract: “At the heart of current education reform is the charter school movement. Charter schools, their role in the New Orleans, Louisiana, educational community, and the effect of charter schools on students with special needs are the focus of this article. New Orleans, Louisiana, has the largest number of students attending public charter schools in the nation, and the struggle of one student, Noah, will illustrate some of the gaps in services that have been created by the new system. Unclear state guidelines, potentially exclusionary acceptance practices, school performance measures that emphasize typical performance in science and language, and lack of effective guidance have led to concerns regarding the equity of services for students with special needs. Potential solutions to these problems are identified and delineated. These include the creation of a central office to oversee special services, a requirement that charter school applicants outline their plan to address creative arts needs and special education needs, an increasing emphasis on arts as a part of school performance measurements, and increasing general awareness of the importance of creative arts in a competitive educational paradigm for all students, including those with special needs.”

Hung, L., Badejo, F., & Bennett, J. (2014). A case study of student achievement in a secondary charter school. *New Horizons in Adult Education & Human Resource Development*, 26(3), 20-38. <https://eric.ed.gov/?id=EJ1033539>

From the ERIC abstract: “The quality of student learning and achievement in public schools has become a matter of public discourse and policy, thus led to the establishment of charter school concept. However, there are controversial reports on the academic performances of charter schools, inadequate information on their instructional practices, and the learning experiences of students who attend secondary charter schools. The purpose of this case study was to find correlations on instructional practices, learning activities, learner motivation, and their perception of learning at a secondary charter school that serves students in various at-risk situations that have not been described in existing research. Using a case study, the qualitative research identified instructional practices and connection between motivation, learning, and student's perception of learning. Data collected from 3 administrators, 13 teachers, and 30 students through interviews, observations of classrooms, and observation of social behaviors in the breakfast program, were subjected to inductive analysis. Findings revealed that the secondary charter school utilizes mission-oriented instructional practices to meet the educational needs of every student. Flexible school structure, rewards, support systems, positive reinforcement, and ardent student teacher relationships were motivating factors

responsible for student achievement. Students expressed satisfaction with their learning experiences at the school and able to progress to higher grade levels.”

Neumann, R. (2008). Charter Schools and Innovation: The High Tech High Model, *American Secondary Education*, 36(3), 51-69. <https://eric.ed.gov/?id=EJ809479>

From the ERIC abstract: “This article examines the High Tech High charter school, the ideas and practices that influenced its development, and the school's impact on San Diego Unified School District, which authorized the charter. The Discussion analyzes the school's program using frameworks of social bonding theory and progressive educational theory and practice. Since the program is a reflection of John Dewey-inspired progressive education, it is not an entirely novel model of innovation. The school, however, differs decidedly from conventional public high schools. High Tech High's success in producing high levels of student achievement and enrollment of graduates in higher education is attributed to progressive educational methods and certain structures and processes of organization and operation that strengthen students' bonds with the school.”

Quick, M. & Conrad, A. L. (2013). A peek into the classrooms of Indiana's best-performing charter schools. *Childhood Education*, 89(2), 105-109. <https://eric.ed.gov/?id=EJ1009922>

From the ERIC abstract: “This study focused on how successful Indiana charter schools implemented their planned goals and how their instructional strategies supported sound, research-based practices for improving student achievement. After identifying the three charter schools that consistently earned Indiana's academic designation of "exemplary progress" over a three-year period, the authors then conducted classroom walk-throughs in each of the schools. They adapted the classroom walk-through model created by Downey, Steffy, English, Frase, and Poston (2004) to focus their observations. The walk-through model consists of two- to five-minute observations in classrooms, focusing primarily on three key components for improving student achievement: student engagement, the curriculum or content being taught (and the level at which it is being taught), along with the instructional practices employed in the classroom. When observers use this model as a formative assessment, it is possible for them to detect emerging patterns after several visits to classrooms. For the purposes of this research, patterns in each school were sought, not only patterns within an individual classroom. The analysis of that observational data illuminated the factors that most contributed to these schools' effectiveness. (Contains 4 notes.)”

Scott, C. M. (2017). Un-“chartered” waters: Balancing Montessori curriculum and accountability measures in a charter school. *Journal of School Choice*, 11(1), 168-190.

<https://eric.ed.gov/?id=EJ1130578>

From the ERIC abstract: “More than 6,000 charter schools exist in the United States, and of these 120 are Montessori charter schools. When studying charter school practices, researchers often examine issues such as performance accountability measures and effectiveness of charter school curricula. In doing so, the outcomes often overlook the challenges for teachers as they attempt to blend the demands of being a charter school with performance accountability and charter school philosophies, such as the Montessori philosophy. In this longitudinal case study, I examined the ways in which teachers in a

charter Montessori school used professional development to help balance the demands for standardized testing performance and Montessori goals. The findings illustrate that significant challenges exist for teachers blending multiple educational goals but that professional development can aid teachers in filling in gaps in their existing curricula. This study encourages (1) researchers to question the ways in which teachers can be supported through professional development to meet accountability measures and (2) stakeholders to consider how accountability measures focused solely on student performance can have detrimental effects on charter school curricula implementation and teacher retention.”

Weiner, J. & Dougherty, S. M. (2016). Is the federal government in the business of improving charter schools? An investigation of the unintended consequences of ESEA waivers. *Planning and Changing*, 47(1-2), 101-117. <https://eric.ed.gov/?id=EJ1145454>

From the ERIC abstract: “This study investigates how recent policies employed under states' waivers to the Elementary and Secondary Education Act (ESEA) intersect with charter schools' purpose and functioning. By collecting and analyzing all ESEA waivers granted in 2013, we find that charter schools are disproportionately represented among schools as identified in the priority and focus areas in ESEA waiver states. Additionally, we find that the elements often argued to enable charters to be innovative are the very same ones being challenged by the ESEA waiver interventions associated with poor performance. Taken together, these findings suggest a need for further consideration of both how low performing charter schools come to persist as well as how states and districts may best intervene when such low performance occurs.”

White, J. (2014). Seeking to expand middle level success to all students: A not-so-secret recipe. *Middle School Journal (J3)*, 45(3), 11-18. <https://eric.ed.gov/?id=EJ1026462>

From the ERIC abstract: “The recipe for success of Strive Preparatory Charter School (formerly West Denver Preparatory Charter School) is not a secret. This summer program, turned four-campus, middle level phenomenon, is proving to satisfy the appetite of parents hungry for a change in their children's educational opportunities. The intent of this article is to share a set of simple, effective, and replicable practices used to defy the traditionally low odds of success for often-underserved student populations. Strive Prep teachers and administrators are successfully motivating, educating, and preparing students for present and future challenges through school culture building and implementation of specific structures for both people and time. In addition, practices that prevent discipline problems, as well as interventions when prevention is not enough, are integral to Strive Prep's effectiveness.”

Whitmire, R. (2014). Inside successful district-charter compacts. *Education Next*, 14(4), 42-48. <https://eric.ed.gov/?id=EJ1039516>

From the ERIC abstract: “This article describes the efforts of a school superintendent to bring the best of charter school practices together with public school education in order to begin a program of collaboration and professional development for teachers, as well as a way to measure student success. The superintendent visited YES Prep and KIPP (Knowledge Is Power Program) schools (schools with a comprehensive program designed to assist low-income students in preparation for success in college) and

observed the success of teacher to student growth, noting that there was a need to look beyond competing with these kinds of charter schools. The compact between public and charter schools could fill needs on both sides: school districts want to import some of the classroom culture and sense of urgency they see in charter schools, and some want charters to take more special education students or to hold low-performing charter-school operators to account. The article reports on 4 district-charter compacts in Texas, California and Colorado. The article concludes that this kind of partnership has allowed schools to expand beyond their growth models.”

Wolf, N. L. (2011). A case study comparison of charter and traditional schools in New Orleans Recovery School District: Selection criteria and service provision for students with disabilities. *Remedial and Special Education*, 32(5), 382-392.
<https://eric.ed.gov/?id=EJ938937>

From the ERIC abstract: “In post-Katrina New Orleans, Louisiana, there is a growing concentration of charter schools. The Recovery School District (RSD) has oversight of the majority of these schools. To explore charges from community advocates that RSD charter schools restricted admission and provided inadequate services for students with disabilities, the following questions were asked: Were students with disabilities admitted equally to charter and traditional schools in New Orleans? and How were the services for students with disabilities the same or different in charter and traditional schools? A case study research design that included both traditional and charter RSD schools was used. Data were gathered through examination of relevant reports from school entities and popular media. Additional data were gathered through interviews with district personnel and traditional school, charter school, and community disabilities advocates. Analysis of resultant themes indicated evidence of selective practices as well as differences in education provision for students with disabilities. (Contains 1 figure.)”

Additional Organizations to Consult

Question 1: What correlations exist between parent/family involvement and (1) academic outcomes and (2) non-academic outcomes in Louisiana charter schools? Are these relationships moderated by the distance between students’ homes and their charter schools?

The U.S. Department of Education— <https://www2.ed.gov/admins/comm/parents/pntinv.html>

From the website: The information provided at this site “is designed to assist local educational agencies, schools and parents in meeting the requirements of parental involvement provisions required under Title I, Part A. Please refer to the law for more specificity and citations.”

Available resources include:

[Engaging Parents in Education: Lessons From Five Parental Information And Resource Centers](#)—“The purpose of this guide, is to explain "how to" strategies that the Parent Information Resource Centers (PIRCs) use to improve or expand their parental involvement programs in public schools.”

[Giving Parents Options: Strategies for Informing Parents and Implementing Public School Choice And Supplemental Educational Services Under No Child Left Behind](#)—“This publication provides school districts and States with ideas and strategies for reaching parents and implementing the public school choice and SES provisions of No Child Left Behind.”

Question 2: Which characteristics of student support systems/services are related to student achievement?

Greater New Orleans Collaborative of Charter Schools—<http://www.gnocollaborative.com/>

From the website: “The Greater New Orleans Collaborative of Charter Schools – or GNOCCS – is a network of community-based public charter schools dedicated to rebuilding and reinvigorating the metropolitan area through quality education and parental choice.

As some of the first schools to open their doors after Hurricane Katrina, the founding members of GNOCCS helped clear the path for the emergence of independent public charters locally and regionally.

GNOCCS advocates for the authority, accountability, and resources necessary to meet the needs of children and their schools, and the Collaborative strives to build the capacity of charter schools to more effectively and efficiently serve their students. GNOCCS works not only to strengthen its member schools but also to network with other affiliated Louisiana charter organizations in capacity building and teacher recruitment.”

Questions 1 & 2

National Charter School Resource Center—<https://www.charterschoolcenter.org/>

From the website: “The NCSRC is dedicated to helping charter schools reach their aspirations and furthering understanding of charter schools. To meet those goals, we offer a diverse selection of objective resources on every aspect of the charter school sector. These resources are compiled from trusted sources and also originally produced by the NCSRC.”

CREDO at Stanford University— <http://credo.stanford.edu/>

From the website: “CREDO at Stanford University produces rigorous, non-partisan research and evaluation to enhance the body of empirical evidence, driving education policy decisions toward improved education outcomes for all students. Established at the University of Rochester in 1999 and relocated to Stanford University one year later, CREDO has become a leading independent voice in the discussion of how to improve education in America, with an emphasis on rigorous program and policy analysis as the means of informing and improving education decision making.

Our primary aim at CREDO is to support educators and policymakers in using the insights that come from sound research to shape program and policy development. We

focus on asking the right questions and delivering statistically sound answers as the basis for assessing the effectiveness of education initiatives. We also work to align expectations among key groups around how a quality school performs and how different stakeholders can work together to ensure accountability and academic excellence.”

The Center on Reinventing Public Education—<http://www.crpe.org/>

From the website: “The Center on Reinventing Public Education is a research and policy analysis center at the University of Washington Bothell developing systemwide solutions for K–12 public education.”

Education Research Alliance for New Orleans at Tulane University—<http://educationresearchalliancenola.org/>

From the website: “In the wake of the Hurricane Katrina tragedy, an unprecedented new system of public education was put in place. The purpose of the Education Research Alliance for New Orleans (ERA) is to understand how this new era in school reform has influenced teaching and learning in the city’s schools and what the findings mean for the future of school reform.”

Cowan Institute at Tulane University—<http://www.coweninstitute.com/>

From the website: “The mission of the Cowen Institute is to advance public education and youth success in New Orleans and beyond. Launched in 2007, we inform relevant stakeholders, decision makers, and the public at large on issues related to K-12 public education, disconnected youth, and college and career readiness. We promote the practical application of data and analysis to improve education and career pathways for youth. We also proactively develop, incubate, and operate innovative initiatives that support students and young adults. Based at Tulane University, a national research and regional anchor institution, we strive to positively impact our community and strengthen the local and regional economy.”

Methods

Keywords and Search Strings

The following keywords and search strings were used to search the reference databases and other sources:

- Charter schools and parental involvement
- Parent charter school relationships
- Parental involvement
- New Orleans charter schools
- Charter school services and achievement

Charter school case studies

Charter school practices

Databases and Resources

We searched ERIC for relevant resources. ERIC is a free online library of over 1.6 million citations of education research sponsored by the Institute of Education Sciences. Additionally, we searched Google Scholar and PsychInfo.

Reference Search and Selection Criteria

When we were searching and reviewing resources, we considered the following criteria:

Date of the publication: References and resources published for last 15 years, from 2001 to present, were include in the search and review.

Search Priorities of Reference Sources: Search priority is given to study reports, briefs, and other documents that are published and/or reviewed by IES and other federal or federally funded organizations, academic databases, including ERIC, EBSCO databases, JSTOR database, PsychInfo, PsychArticle, and Google Scholar.

Methodology: Following methodological priorities/considerations were given in the review and selection of the references: (a) study types – randomized control trials, quasi experiments, surveys, descriptive data analyses, literature reviews, policy briefs, etc., generally in this order (b) target population, samples (representativeness of the target population, sample size, volunteered or randomly selected, etc.), study duration, etc. (c) limitations, generalizability of the findings and conclusions, etc.

This memorandum is one in a series of quick-turnaround responses to specific questions posed by stakeholders in the Southwest Region (Arkansas, Louisiana, New Mexico, Oklahoma, and Texas), which is served by the Regional Educational Laboratory (REL) Southwest at SEDL. This memorandum was prepared by REL Southwest under a contract with the U.S. Department of Education's Institute of Education Sciences (IES), Contract ED-IES-12-C-0012, administered by SEDL. Its content does not necessarily reflect the views or policies of IES or the U.S. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government.