

## Verbatim Audience Questions from April 23 Briefing on RAND Charter School Report\*

No RAND research was cited in the Governor's new education plan: the Ohio evidence based education model. What meaning do you make of this?
Because e-schl. students do nearly all work online, is this a disadvantage when it comes to paper/pencil tests like the OAT and OGT?
How does the high mobility rate in urban areas impact the data collection for this study?
Thank you for having Scott and Jennifer on the panel!
Given the mission of some charter schools to the hardest to serve child, is it fair to expect these schools to perform to predetermined standards in three years?
(1) With 80% of virtual charters constituted by districts, how can we draw the conclusion of Ohio e-Schools performing lower?
(2) Ohio e-School student size varies among the 34 e-schools - most have student enrollments less than 100 ... others are 5,000-10,000 students... how does the study takes this into affect - especially if one large school is higher or lower performing.
(3) Ohio has a growth model, developed by Dr. William Sanders from SAS Institute. Ohio eSchools, for two years, have, especially the larger ones, have performed at a level of "1 year of learning games" or "more than 1 year." How do you account for those results in favor of Ohio eSchool learning gains?
(4) Have you spoken with the North American Council for online learning regarding the Ohio eSchool results?
In looking at test scores did you look @ test scores over a <u>longer</u> period of time - if so, did it make a difference to attend a charter school?
Have you measured whether or not charters have changed students' behaviors or self esteme?
How do you factor in individual ways of learning. For example I know of families who have had tremendous success with e schools although your results show as a group they don't do as well. Kids all learn differently!
For future research: Wouldn't retention in college for a year or two be a better indicator of "college readiness" than merely enrolling in college - or expressing an intention to do so?
What do we know about the <u>parents</u> of students that attend charter school. -income family -Education -stay @ home moms -school involvement
GOVERNANCE (THE SCHOOL BOARDS) OF CHARTER SCHOOLS: -STUDIED? -IF NOT BY RAND, THEN RESEARCHED ELSEWHERE?
Under what conditions can a charter school refuse to admit a student?
-With the e-schls, other than the home-schled students, why are they performing poorly? -Is this because of the lack of face-to-face contact?
Please clarify the distinctions between "For Profit" and "Not-For Profit" charter schools.
With safety as an issue that has led some to consider charter schools; did you see any validity to the idea that charter schools are safer? Fewer incidents of violence?
Did you look @ the effect of kids switching back to traditional public schools and their test scores.
What about charter to higher ed <u>retention</u> rate? (You found higher HS graduation and college <u>attendance</u> --here I'm wondering about the <u>success</u> of those students in college, how well prepared they were for college.
A couple of years ago, the Columbus Dispatch published the cost per student in Columbus Public at \$22.8k from all sources, on books and off books. With alternatives costing in the range of \$8.0k per student, why is there so much governmental resistance to these alternatives since the saving to the tax payers would be so substantial?
BILL SANDERS, THE "FATHER OF V/A" CAUTIONS ABOUT USING V/A TO EVALUATE TEACHERS, BLDG, DISTRICTS AS A "STAND ALONE" YOUR COMMENTS

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DO CHARTER SCHOOLS IMPROVE BEHAVIOR OR REDUCE CRIME?
You concluded that charter schools in Ohio generally take students who are lower achieving/from lower achieving schools. Does this imply that the achievement of the schools these students leave then improve? In other words, Do charter schools raise achievement of traditional schools in Ohio by enrolling lower achieving students?
OHIO'S CHARTER SCHOOL EXPERIENCE HAS BEEN REplete W/ IDEOLOGY + DEMONIZATION OF "THE OTHER SIDE." DOES RAND, KIDSOHIO, OR THE COLUMBUS FOUNDATION HAVE SUGGESTIONS ABOUT HOW WE CAN MOVE BEYOND THAT + FOCUS ON STUDENTS?
Is there any information, related to the availability of extended learning opportunities such as afterschool programs and summer learning programs
Please put in historical context correlation between high stakes testing mandated by state and the proliferation of charter schools. Do you see a correlation between the movement to "standardize" education and the need for schools that a responsive to students different needs?
1) Given that your data shows very little variance between make-up + success of students in either location... has the implementation of charter school programs had any significant effect on the improvement of public education?
What about charters that serve special needs such as autism? How do you compare these?
Does college attendance for charter students necessarily translate into college "performance" or "graduation"? Is the dropout rate higher for charter students?
Has the competition from charter schools contributed to increased innovation and student achievement in traditional public schools?
Question about slide A8261c-9 - Rand Report: Does this slide mean that charter schools are just as segregated as public schools?
You opened the presentation saying "there is a <u>contentious</u> debate" about charters. What is the "Root cause" of contention? Is it the governance? Is it due to union objections? Is it the "freedom" you mentioned? Who is raising the greatest objection?
WHAT DID YOU LEARN ABOUT KIDS THAT <u>LEAVE</u> CHARTER SCHOOLS? -HOW MANY?, WHY? DEMOGRAPHICS? -SCORES?
Given the 42% of parents choose charter because of discipline, safety and dress correlate to why there are less charter schools for high school students, when these issues are most prevalent
As a 20-year member of the Ohio Technical Advisory Committee, I would like to comment on how difficult it is to measure "low performance,": Value added or Achievement.
1) Have you done any tracking on the # +/- % of students returning to traditional schools? Also: By grade levels, ethnicity + achievement levels?
Slide says: "Policymakers could improve the overall performance of charters by introducing policies to prevent the opening of <u>poorly designed charter schools</u> ." How does one define "poorly designed charter schools"?
Should Ohio allow charter schools to expand the Charter School System from urban only areas to statewide areas?
If we forget or perspectives and focus on what works for kids as we all hopefully can do: with limited funds, what would you recommend to policy makers at this point, or what further study do you recommend?
Do you see more success with male or female students.
Did you research the number or % of students that <u>switched back</u> to public schools from charter schools?

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To what extent did you study teacher/classroom practices to see whether these variables were similar or different and whether these variables were related to student outcome data?

Why do Ohio charter schools vary more in terms of achievement than charter schools in other states?

Can the "unique" population of students at e-schools be reasonably compared to a "peer" group at a traditional public school?

OK, here's the elephant in the room...what % of charter school teachers are members in the NEA?

\*All questions/comments are verbatim and unedited.