

**Charter Schools'
Responses to
the Pandemic
in California, New York,
and Washington State**

February 2022

ACKNOWLEDGEMENTS



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California Charter School Association
Washington Charter School Association
New York Charter Schools Association
A-Plus Association of Personalized Learning Schools and
Services



○ Introduction

- Charter Schools have more operating discretion
- COVID presented the same challenges to both sectors
- CREDO has a strong history of research on charter schools

Research questions:

- How did charter schools respond to the pandemic?
- What does the response indicate about the way charters use the discretion they hold?
- What does the response say about the charter bargain?



○ Project Approach

- Online surveys sent to all charter schools in CA, NY and WA
 - NY Charters surveyed June 2020 and May 2021
 - WA and CA charters surveyed May 2021
 - Survey included some of the questions from the June 2020 survey about the 2020 period
 - Need to consider the possibility of recall error, but the actual responses look similar
- Descriptive analysis of pooled responses
- Descriptive analysis by state

○ Survey Completion Rates

	Number of Charter Schools in the State	Number of Charter Schools Completing Survey	Response Rate	Number of Students Enrolled in Schools Completing Survey
California	1,351	285	21%	123,861
New York	354	226	64%	99,785
Washington State	13	13	100%	3,553



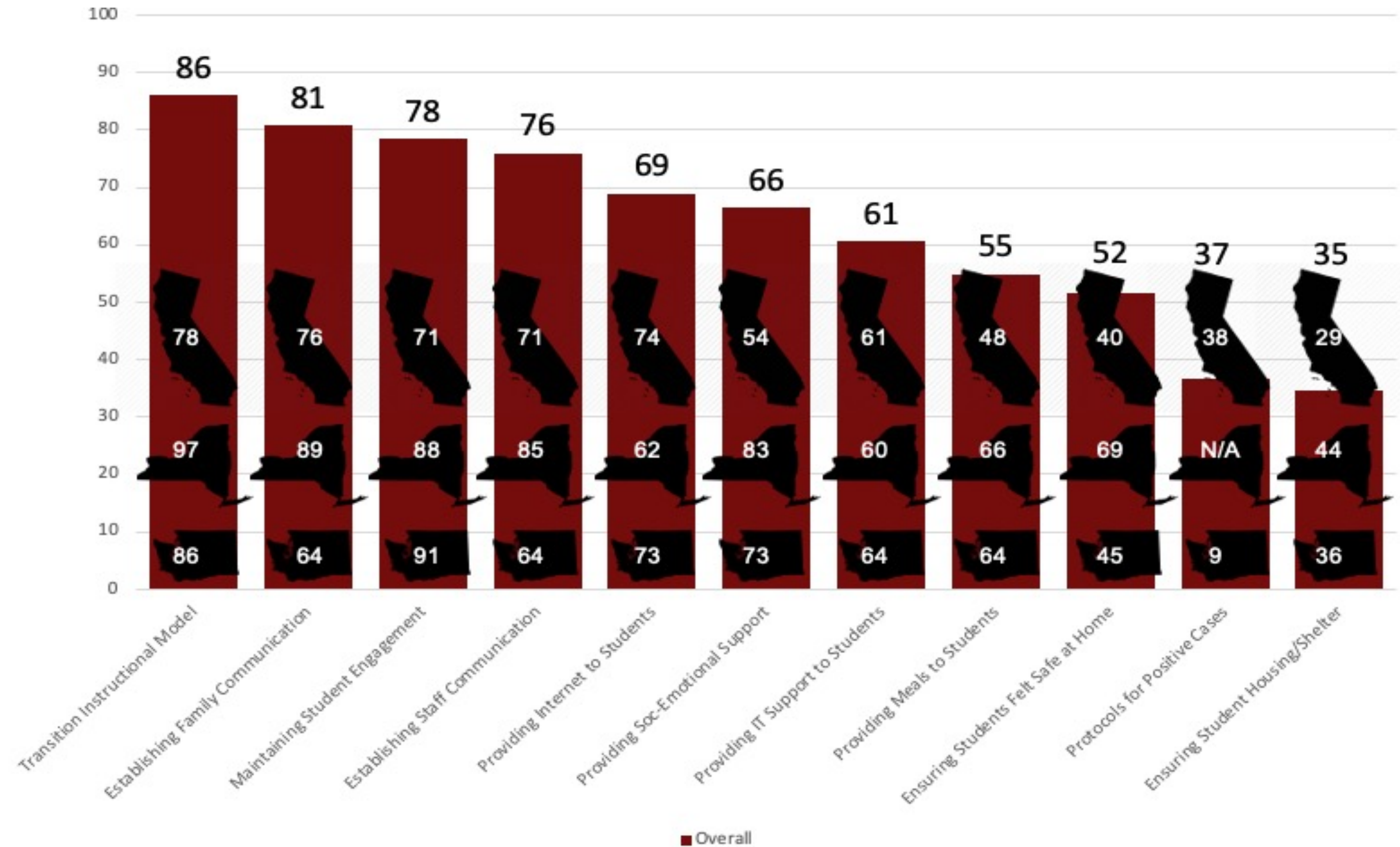
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Student Demographics

	State	Charter Schools in State	Charter Schools in Survey	State	Charter Schools in State	Charter Schools in Survey
	% Black & Hispanic			% Free & Reduced Lunch		
California	60	60	61	60	59	62
New York	44	90	86	57	79	74
Washington State	49	59	59	45	54	54
	% Students with Disabilities			% English Language Learners		
California	13	11	11	18	14	17
New York	18	19	18	10	8	7
Washington State	14	14	14	12	13	13

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What were the most important priorities reported by schools?



○ Physical Closure and Online Reopening Charters and Districts

The surveyed charter schools were able to transform to remote education delivery in less than a week.

- ❑ Washington State schools made the quickest pivot (2 days); California schools took the longest (4 days).

District schools were slower to shift, but caught up, and surpassed on breadth of services and equity of access.

- ❑ According to EdWeek- By March 25th, 2020, less than 40% of teachers had contact with their students and there was a stark disparity across poverty levels.

- ❑ The Center on Reinventing Education found that nearly 70 percent of districts nationally were not providing instruction in Spring 2020

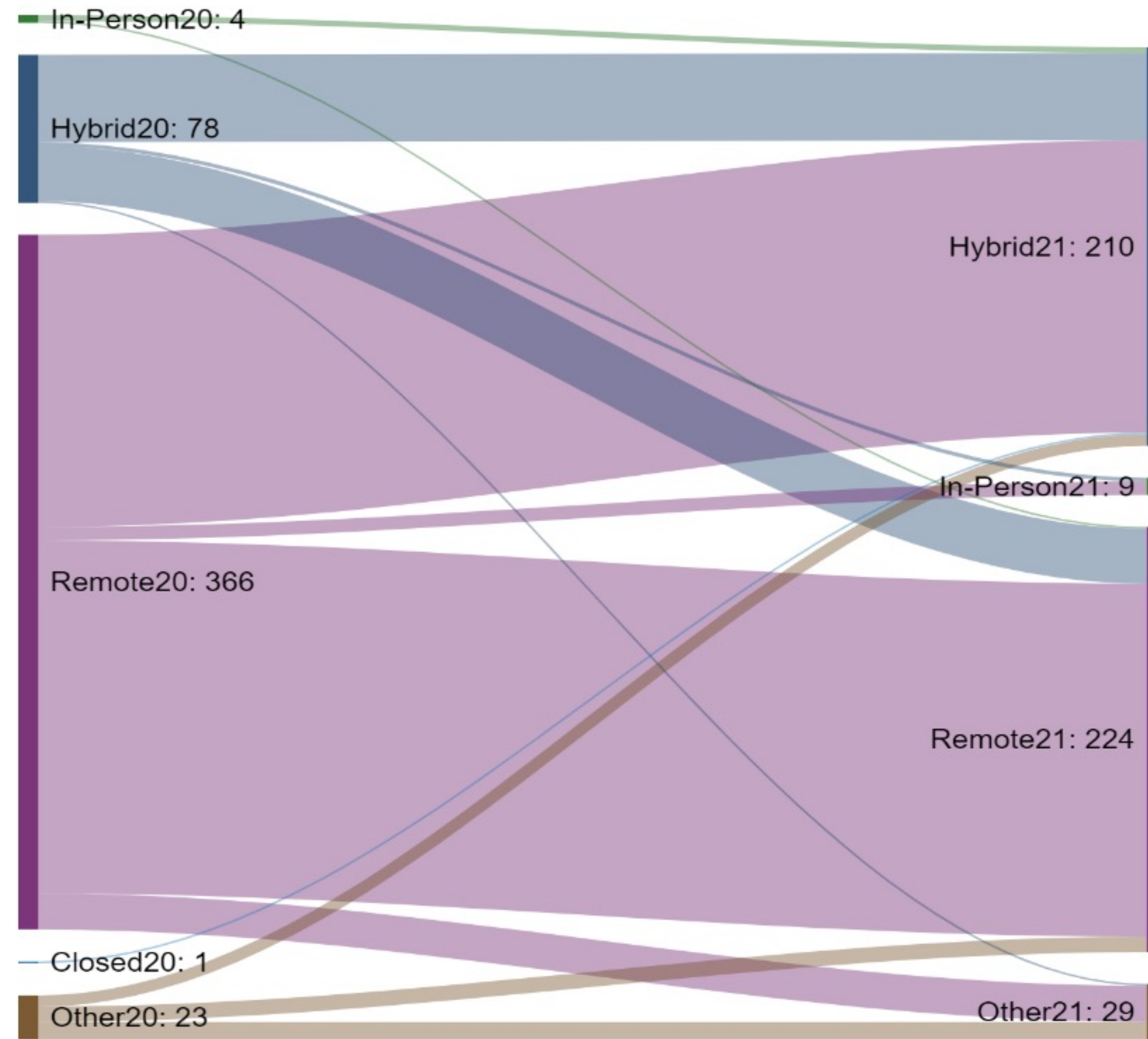
Changes in Instructional Modes: 2020 and 2021

		Percentage Distribution In 2020-21				
Numbers in 2019-2020 Indicating Instruction Mode		Other	In-Person	Hybrid	Remote	Closed
Other	23	57%	0	22%	22%	0
In-Person	4	0	25%	75%	0	0
Hybrid	78	1%	3%	51%	45%	0
Remote	366	1%	0	47%	51%	0
Closed	1	0	0	100%	0	0
Number of Schools in 2020-2021		29	9	210	224	0



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Changes in Instructional Modes: 2020 and 2021

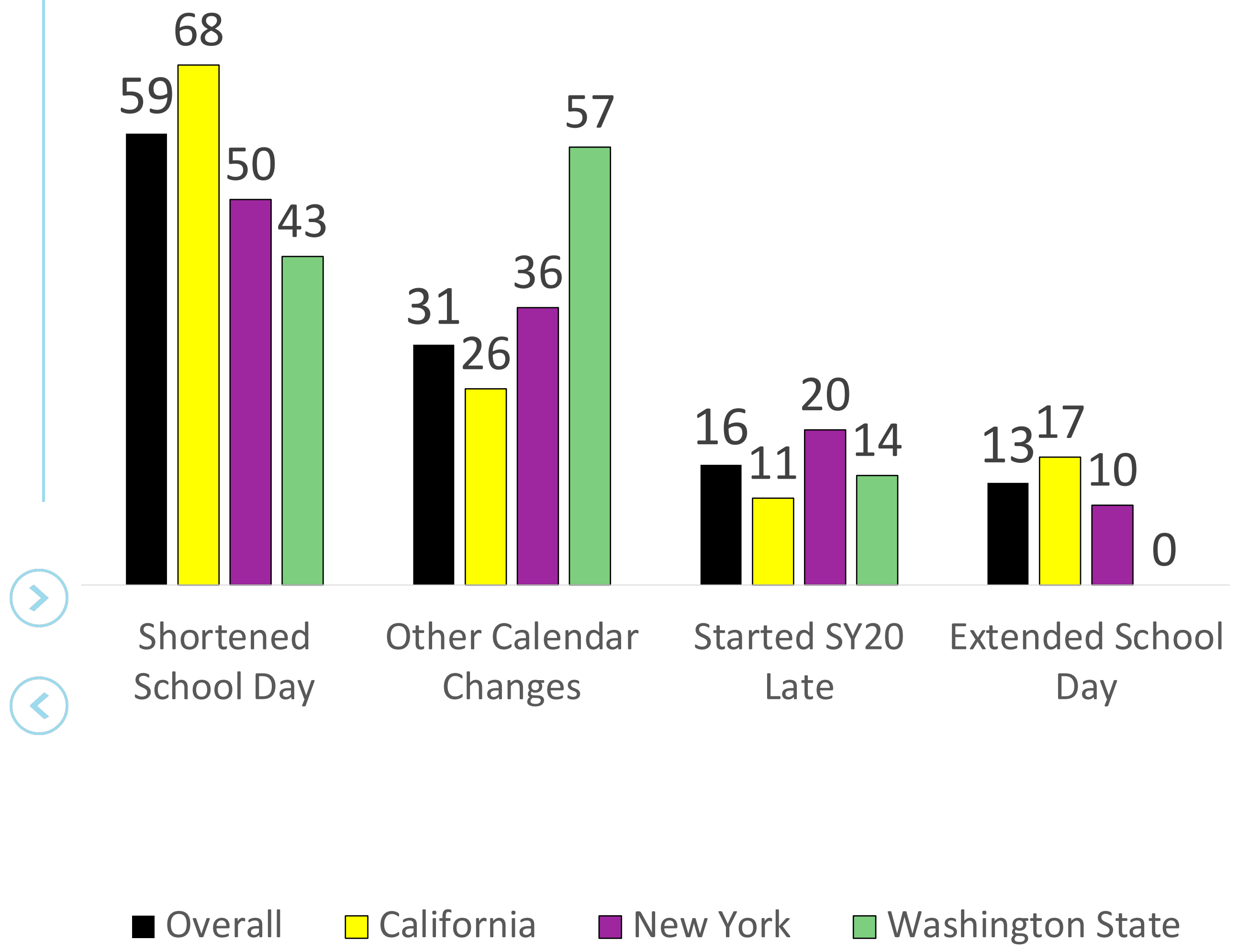


April 2020

February 2021

Changes to School Calendars for 2020-21 School Year

(values are percentages of schools responding)

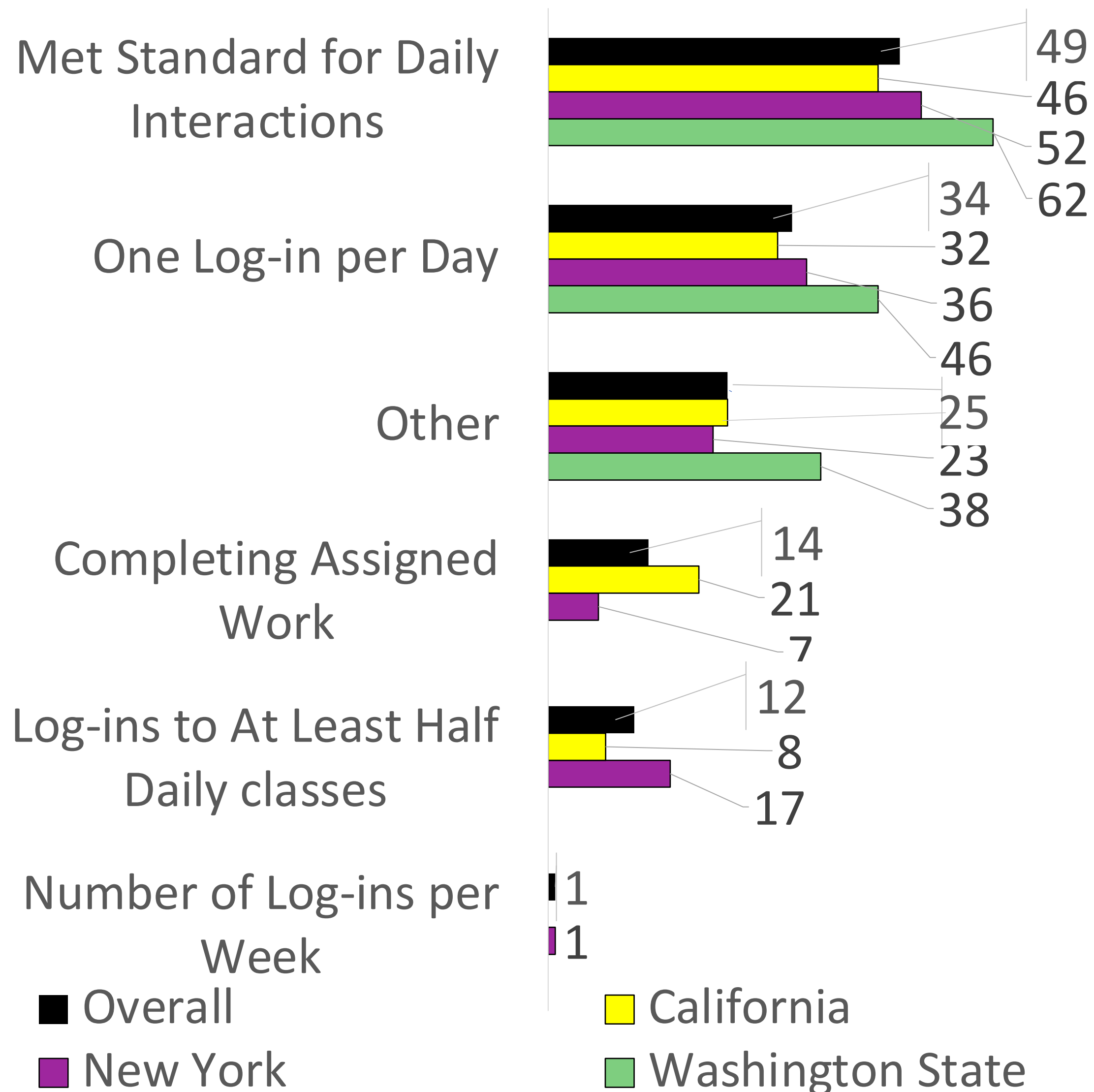


District Action

January – March 2020

- 30% shortened school day
- 20% decreased # of school days
- 17% reduced instructional minutes
- 15% cut non-core courses

Measuring Attendance: 2020-2021



District Action

- By May 2020, 30% of districts used an attendance tracking system
- 70% of schools required daily touchpoints (RAND)
- 74% of charter schools and 47% of districts expected teachers to provide instruction
- 37% of charter schools expected real-time learning, compared with 22% of districts

Changes to Academic Program: Overall

	2019-20	2020-21
Drop Courses	12%	22%
Adjust Course Goals	75%	0%
Pausing Delivery	19%	N/A
Modify Pre-requisites for Future Courses	5%	0%
Modify Graduation Requirements	13%	18%
Modify Promotion Requirements	44%	40%
Reduced Course Content	N/A	55%



○ Changes to Academic Program: California

	2019-20	2020-21
Drop Courses	11%	20%
Adjust Course Goals	80%	0%
Pausing Delivery	21%	N/A
Modify Pre-requisites for Future Courses	4%	0%
Modify Graduation Requirements	14%	12%
Modify Promotion Requirements	29%	22%
Reduced Course Content	N/A	61%



○ Changes to Academic Program: New York

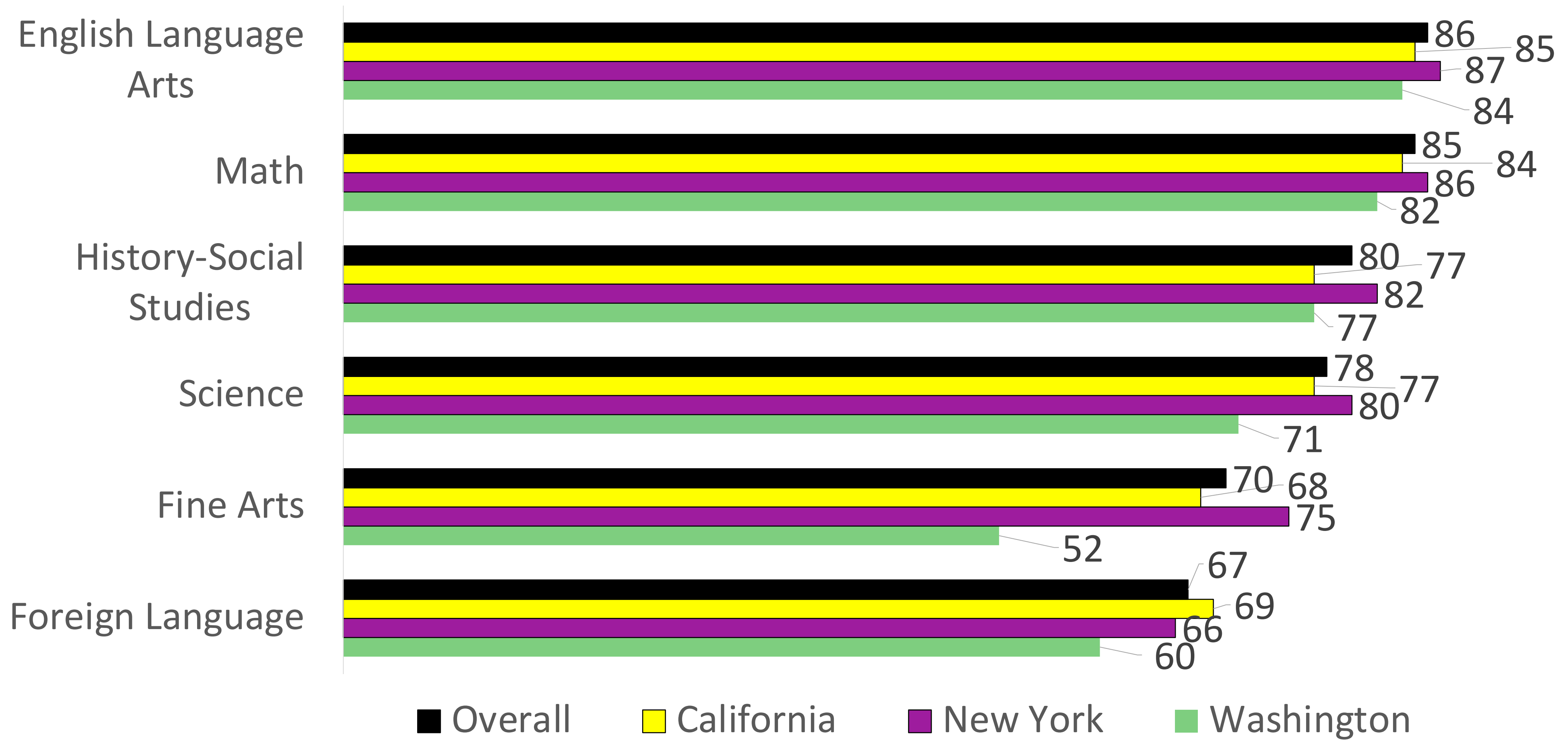
	2019-20	2020-21
Drop Courses	13%	23%
Adjust Course Goals	68%	0%
Pausing Delivery	15%	N/A
Modify Pre-requisites for Future Courses	6%	0%
Modify Graduation Requirements	12%	26%
Modify Promotion Requirements	65%	59%
Reduced Course Content	N/A	49%



Changes to Academic Program: Washington State

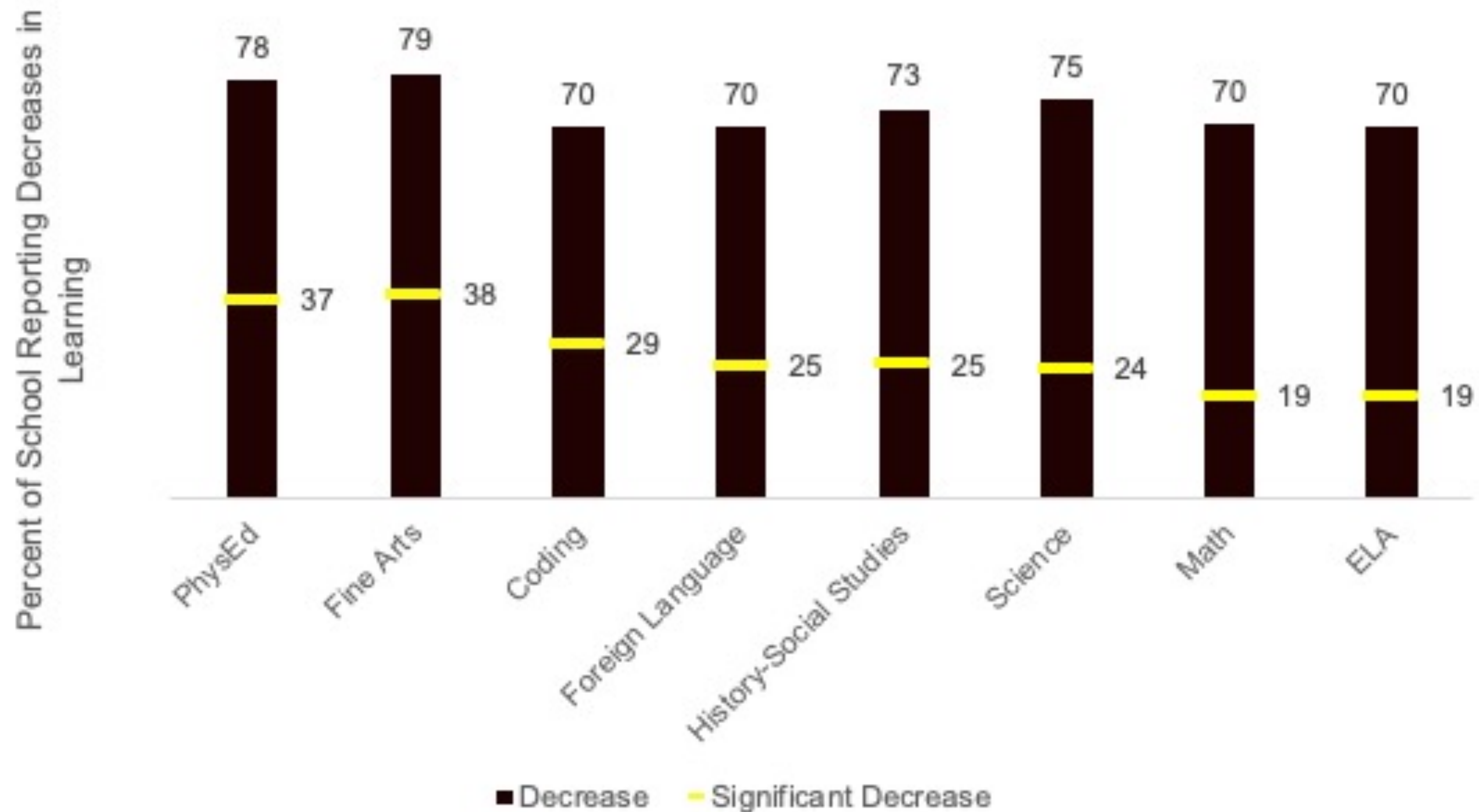
	2019-20	2020-21
Drop Courses	0%	42%
Adjust Course Goals	89%	0%
Pausing Delivery	44%	N/A
Modify Pre-requisites for Future Courses	22%	0%
Modify Graduation Requirements	11%	8%
Modify Promotion Requirements	44%	33%
Reduced Course Content	N/A	50%

Percentage of the Curriculum Covered in the 2019-20 School Year



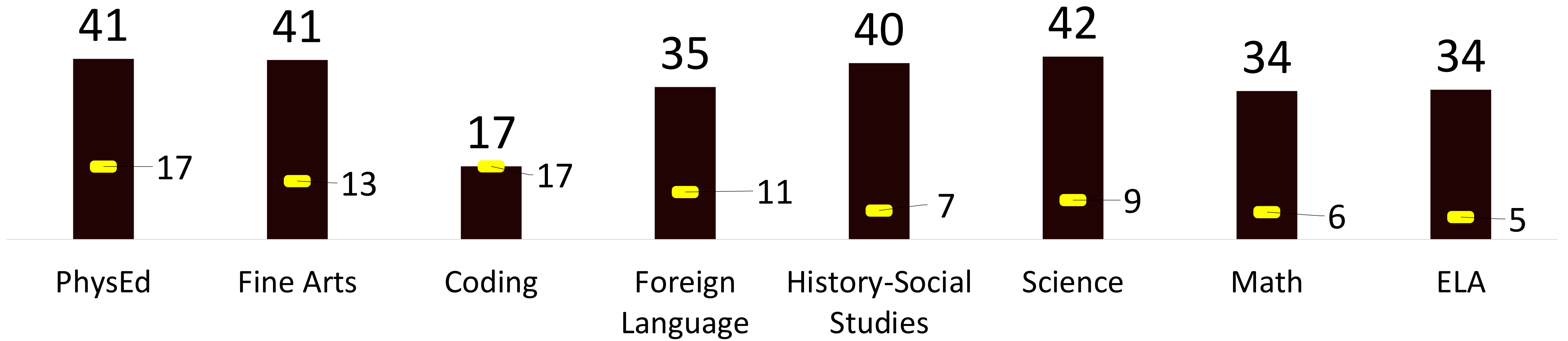
Percentage of Schools Reporting Decreases in Learning Time: Spring 2020

Figure 7: School Reporting Decreases in Learning Time: Spring 2020



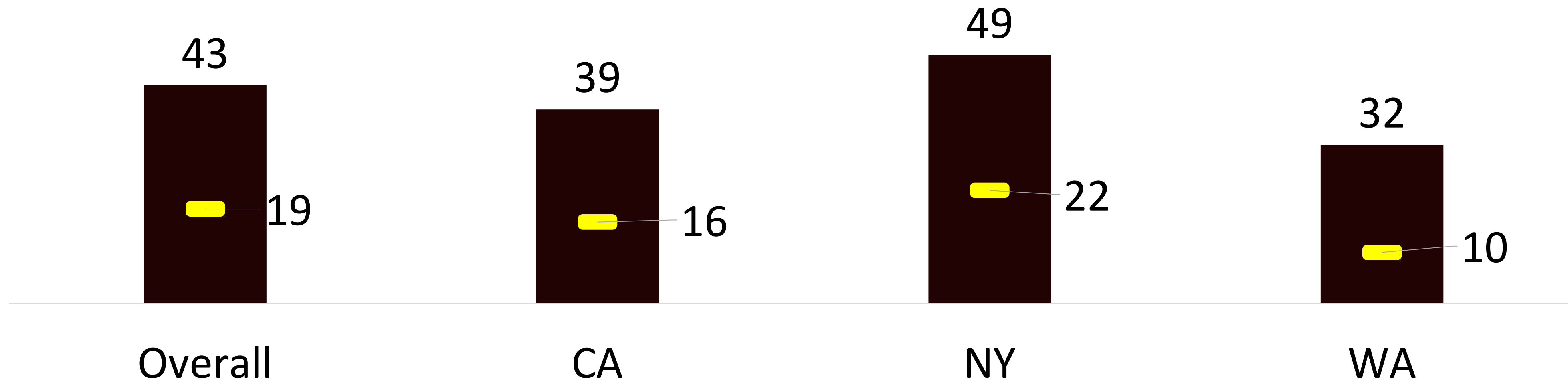
Decreases in Learning Time in School Year 2020-21 Relative to School

■ Decrease ■ Significant Decrease

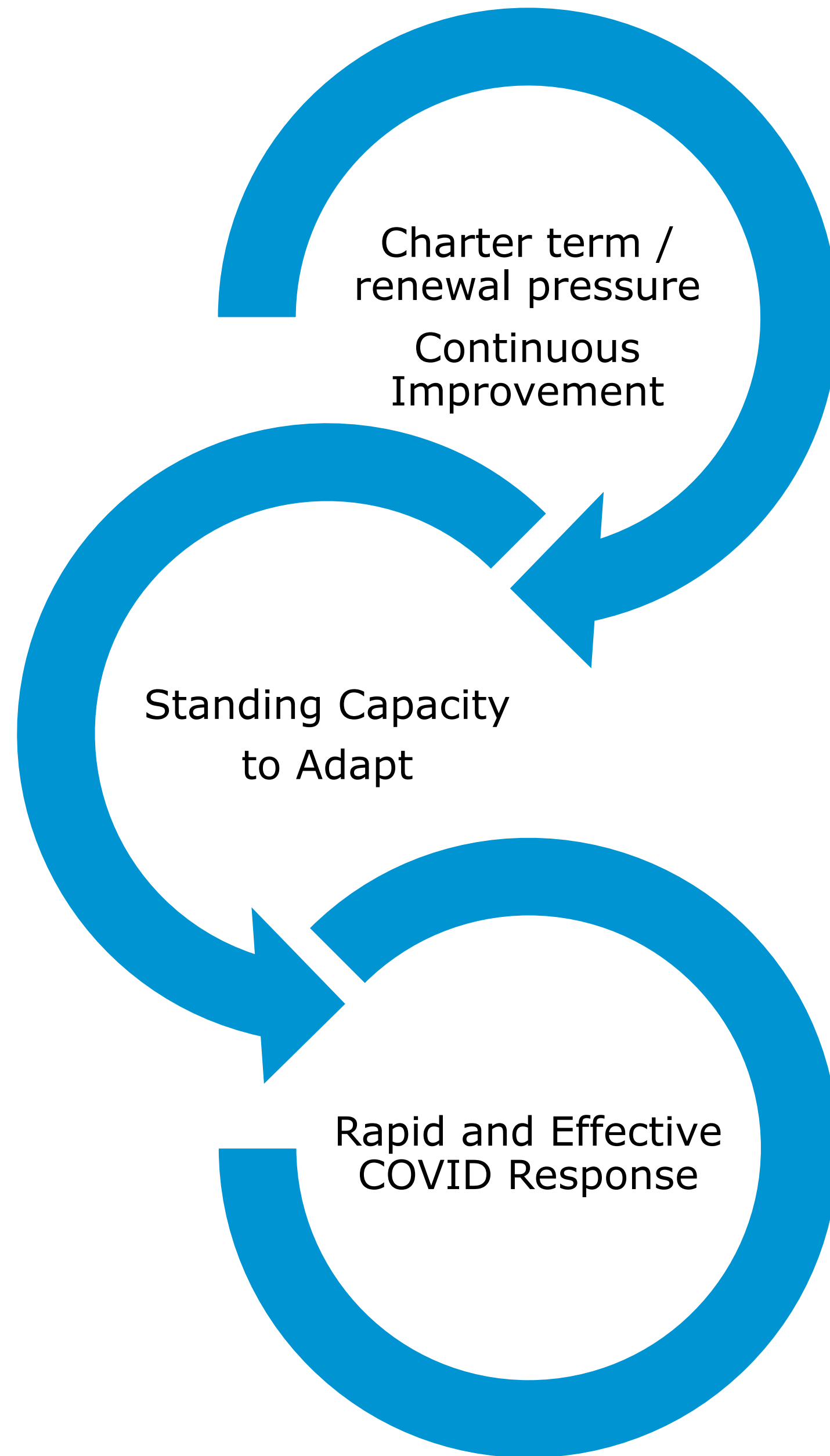


School leader estimates of considerable or major academic losses

■ Considerable or Major Loss ■ Major Loss



Inferences



THANK YOU

