

A Secondary Analysis of the Civil Rights Data Collection to Inform Policy and Practice

Key Findings and Guiding Questions that Examine the Experiences of Students with Disabilities in Charter and Traditional Public Schools



Specialized Charter Schools

TECHNICAL BRIEF 5



Introduction

The Center for Learner Equity (CLE) is committed to ensuring that students with disabilities, particularly those in under-resourced communities, have the quality educational opportunities and choices they need to thrive and learn. We accomplish this through research, advocacy, coalition formation, and capacity building with national, state, and local partners, and recognize that successful advocacy, coalition formation, and capacity building is built on establishing and communicating the facts about educating students with disabilities in public schools.

The U.S. Civil Rights Data Collection (CRDC), maintained and released biennially by the U.S. Department of Education Office for Civil Rights (OCR) since 1968, publishes data on leading civil rights indicators related to access and barriers to education opportunities from early childhood to grade 12. The purpose of this project is to identify similarities and differences in the student populations and student experiences in public charter and traditional public schools to ensure that advocacy is designed to enable success for students with disabilities without regard to educational setting and placement. This analysis has taken on additional relevance in light of the disruption to education caused by the COVID-19 pandemic.

This brief is part of an ongoing series CLE launched in 2015 that provides insight into the enrollment and experiences of students with disabilities in different school settings. Using the 2017–2018 CRDC data released earlier this year, this brief focuses on specialized charter schools throughout the U.S. and how the student body and student experiences in specialized charter schools may differ from national trends.¹ Specialized charter schools have continued to be an interest to policymakers, parents, and other education stakeholders due to potential unintended consequences for the students they serve, including restrictive settings and limited access to peer students without disabilities.



¹ For a more detailed discussion of the methodology for analysis, please see www.centerforlearnerequity.org/news/crdc17-18/.



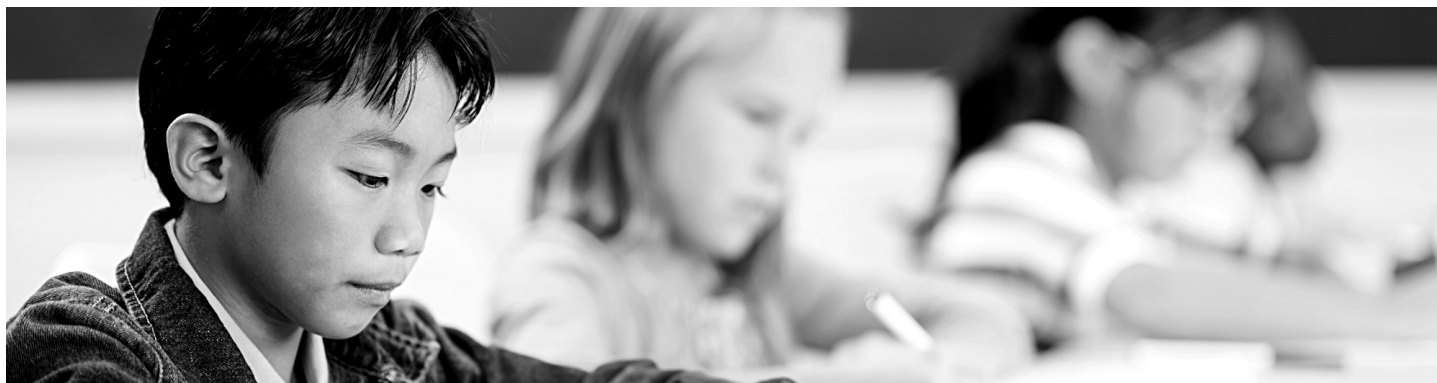
Key Takeaways

The most recent release of the CRDC provides valuable insight into the populations of students with disabilities in specialized charter schools and how this population is served in this setting.

- The number of specialized charter schools increased from 165 in 2015–2016 to 185 in 2017–2018.
- The vast majority of specialized charter schools are in Florida, Ohio, and Texas
- About 68% of specialized charter schools appear to serve students with a variety of disabilities.
- Florida reported the largest number of schools serving students with autism and two or more disabilities, while Texas reported the largest number of schools serving students with emotional disturbance.
- The enrollment of all students and students with disabilities in specialized charter schools increased from 2012 to 2018, while the proportion of students with disabilities decreased in the same timeframe.
- Specialized charters had a larger proportion of White students with disabilities and a smaller proportion of Black and Hispanic students with disabilities enrolled than all charter schools nationally.
- A larger proportion of students with disabilities are identified as having intellectual disabilities, emotional disturbances, and autism in specialized charter schools than national proportions, whereas national figures report a larger proportion of students with disabilities having speech and language impairments and specific learning disabilities than in specialized charter schools.
- The proportion of students with disabilities who spend more than 80% of the day in a regular class was substantially smaller in specialized charter schools than in all charter schools in the nation, a difference of 48.5 percentage points.
- The proportion of students with disabilities who received in-school or out-of-school suspensions in specialized charter schools generally aligned with national figures.

Key Questions for Policymakers and Researchers

- What is driving the enrollment in specialized charter schools given research indicating that students experience greater academic success in more inclusive learning environments?
- What factors have contributed to specialized schools closing?
- For schools that were previously categorized as “specialized” but are no longer due to falling below the 50% threshold, what factors drove shifts in enrollment?
- Is the creation of specialized programs an indication that traditional and charter public schools are failing to develop adequate programs and supports for some students (e.g., students on the autism spectrum)?
- Given that specialized charter schools presumably have developed specific expertise to support students with disabilities, should we expect them to have lower discipline rates than the national averages?



>> Specialized Charter Schools

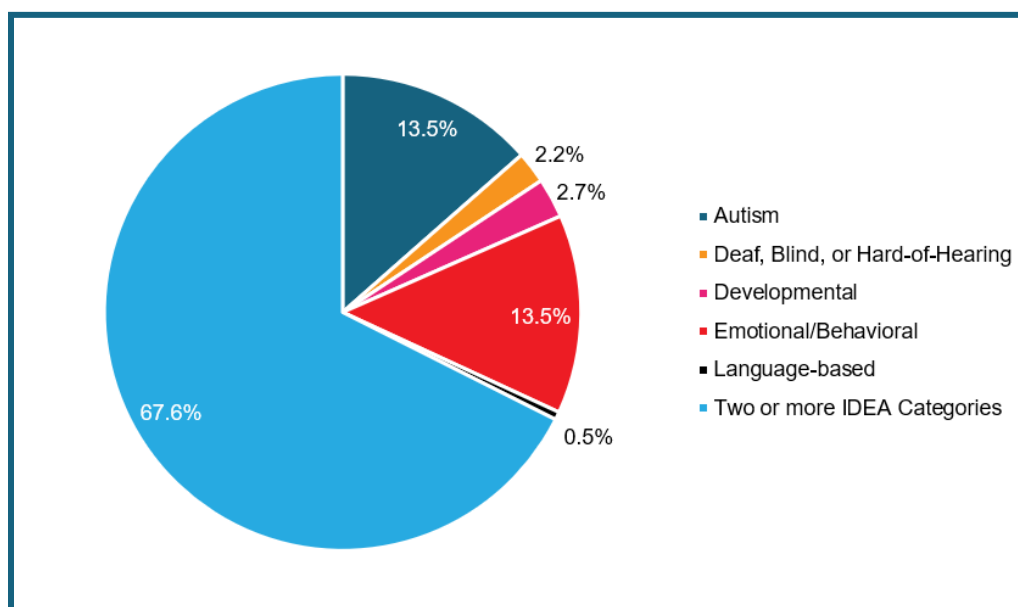
Specialized charter schools are charter schools that primarily or entirely focus on educating students with disabilities. Charter schools by nature are often given the flexibility to tailor their programs to certain populations of students, and this has resulted in charter schools that specialize in educating students with disabilities. These schools provide families access to specialized programs, but there is concern among policymakers and education stakeholders that educating students with disabilities in these settings may be restrictive given that schools may not provide appropriate access to the general education classroom for students with disabilities.² The general education classroom is the presumptive placement in line with the IDEA and Section 504, as it is the civil right of these students in addition to ensuring access to the general education curriculum.

The number of specialized charter schools has increased from 165 in 2015–2016 to 185 in 2017–2018.³ However, it is important to note that not all specialized charter schools were captured in this analysis due to errors in self-reporting to the CRDC and limited information available regarding specialized charter schools in the U.S.

>> Disability Specific Focus

Specialized charter schools typically focus on the education of students with specific disability types. Figure 1 below details the disability focus for all specialized charter schools in 2017–2018. A majority of schools advertised on their websites that they specialize in providing supports and services for students who are diagnosed with a variety of disabilities (e.g., specific learning disability or other health impairment). The second largest group of schools advertised that they specialized in serving students with autism or emotional disturbances.

Figure 1: Disability Focus in Specialized Charter Schools, 2017–18



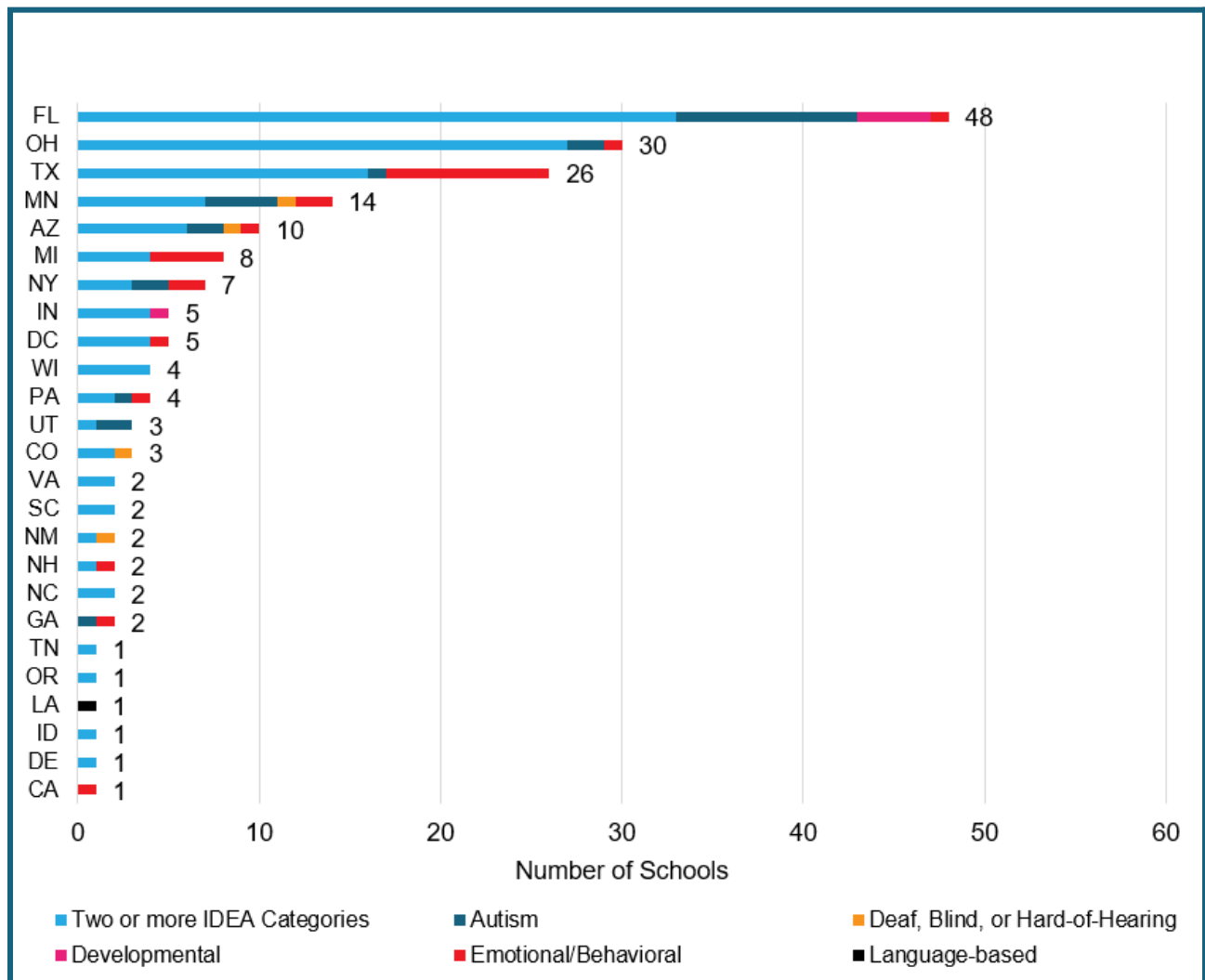
² Rhim, L. M. (n.d.). [Choice and specialization are important levers for parents of students with disabilities](#). Retrieved from Thomas B. Fordman Institute.

³ 159 of the 185 specialized charter schools were identified in the 2017–2018 CRDC data. Schools were considered specialized charter schools if either (1) the school identified itself as a charter and special education school with at least 25% of students being served under IDEA, or (2) the school identified itself as a charter school with at least 50% of students being served under IDEA. Additional schools were included based on prior knowledge or research collected. For a more detailed discussion of the methodology for analysis, please see www.centerforlearnerequity.org/news/crdc17-18/.

>> Geographic Distribution

The geographic distribution of specialized schools is also important to understanding this school type. Figure 2 below shows the number of specialized charter schools by state and disability focus in 2017–2018. Although 44 states had charter schools in the 2017–2018 CRDC, only 25 states had specialized charter schools. Florida, Ohio, and Texas had the largest numbers of specialized charter schools. However, the disability focus of these schools varied between these states. Florida reported the largest number of schools educating students with autism and two or more disabilities, while Texas reported the largest number of schools serving students with emotional disturbance. Of the 26 schools reported in Texas, 62% specialized in two or more IDEA categories. In Ohio, however, 90% of specialized charters focused on serving students with two or more disabilities. It is important to note that, of the 30 specialized charter schools in Ohio, 23 were a part of the Summit Academy network.

Figure 2: Specialized Charter School Locations by State and Disability Focus, 2017–18



Our examination of the websites of specialized charter schools documented the language used on their website as well as the organizations who started these schools. Specialized charter schools in Florida often used language regarding “open enrollment” on their websites, but they clarified the target audience of the school. Additionally, many specialized charters in Florida started from large non-profit organizations but eventually branched off and started their own group. In Texas, many of the specialized charter schools are in partnership with foster care agencies, rehabilitation centers, and residential facilities. However, there was very limited information available regarding the schools in these organizations.

Deeper Dive

>> Enrollment Variances for Specialized Charter Schools

The enrollment of students with disabilities has increased over time, so it is important to understand the setting that these students are in and the composition of these students. Variances can exist among students with disabilities in terms of race/ethnicity and the type of primary disability that is reported, and this can greatly impact the experiences of these students. Identifying students eligible for special education services can allow the provision of necessary intervention and support, but it is crucial that Black and Indigenous People of Color (BIPOC) students are not inappropriately identified since this can lead to limited access to general education. Additionally, observing the type of primary disability provides insight into the type of programming that students with disabilities receive and how student needs may differ.

Specialized charter schools reported an increasing total enrollment from 2012 to 2018. Specifically, the total enrollment of students in specialized charter schools more than doubled from 2012 to 2018. Additionally, in 2018, about 6.5% of all charter students attended a specialized charter school. Figure 3 details the enrollment of all students and students with disabilities from 2012 to 2018 for all specialized charter schools.

Figure 3: Enrollment of Students with Disabilities in Specialized Charter Schools

	2012	2014	2016	2018
Total Enrollment	9,009 (4.7%)	19,662 (8.0%)	23,248 (7.9%)	21,551 (6.5%)
IDEA Enrollment	6,940 (77.0%)	11,313 (57.5%)	12,672 (54.5%)	12,907 (59.9%)
504 Enrollment	114 (1.3%)	407 (2.1%)	611 (2.6%)	494 (2.3%)

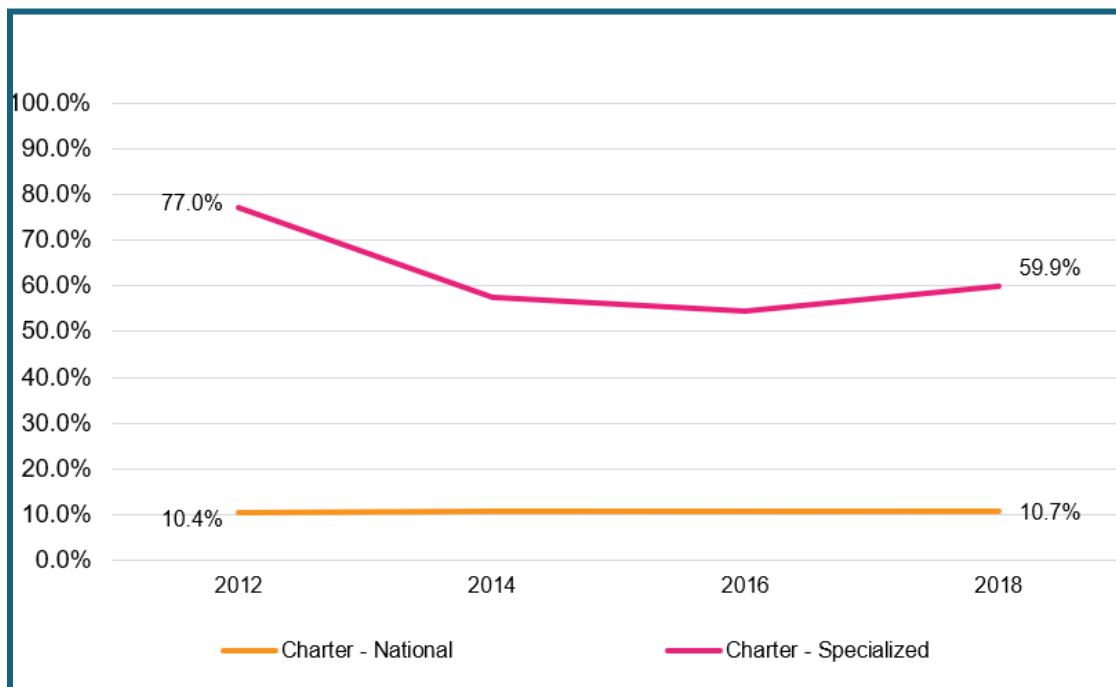
The enrollment of students with disabilities also increased with each iteration of the CRDC. From 2012 to 2018, the enrollment of students with disabilities nearly doubled in specialized charter schools. In addition to the reported differences in the enrollment of students with disabilities served in specialized charter schools, the proportions of students with disabilities varied as well. The number of students with disabilities enrolled in specialized charter schools decreased by 17.1% from 2012 to 2018.



⁴ Only the 159 specialized charter schools identified in the 2017–2018 CRDC were analyzed in this section.

Figure 4 compares the national percentage of students with disabilities served in charter schools to the percentage in specialized charter schools. In comparison to national proportions, specialized charter schools had the highest percentages of students with disabilities from 2012 to 2018. Although this may appear obvious, as specialized charter schools focus primarily or entirely on serving students with disabilities, the variation in the reported percentages over time is not observed at the national level.

Figure 4: Enrollment of Students with Disabilities in Charter Schools, 2012–2018



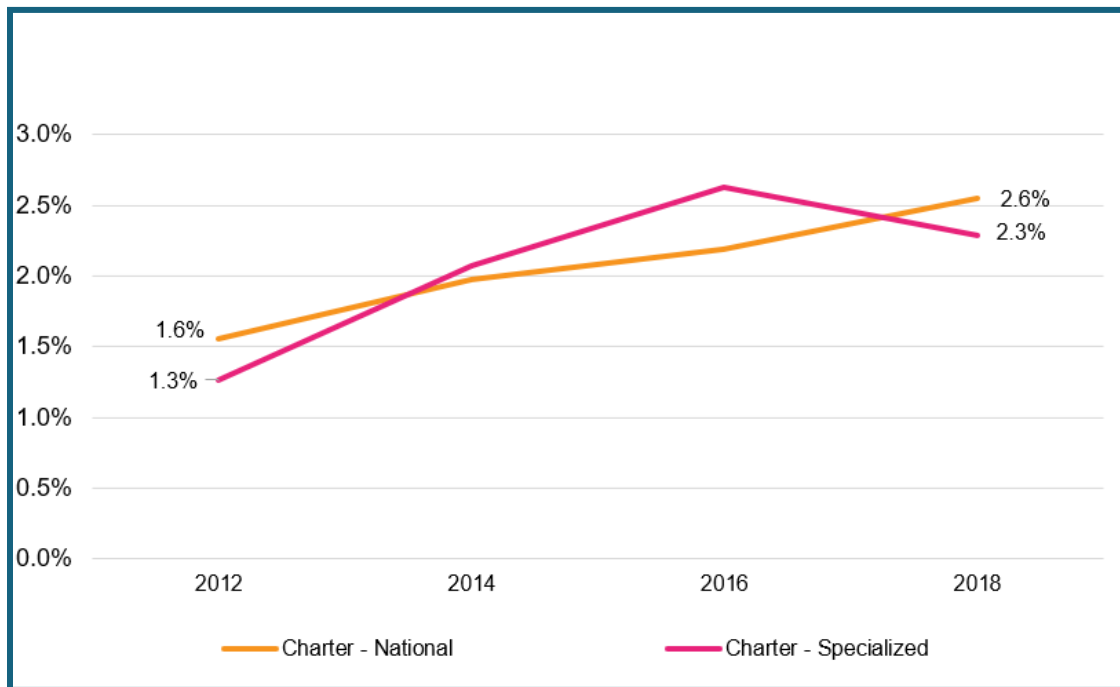
Additionally, the enrollment and proportion of students identified under Section 504 differed over time in specialized charter schools. The enrollment of students identified under Section 504 in specialized charters increased by about 500 students (436.0%) from 2012 to 2016 but experienced a decrease in 2018 of about 100 students.⁵ The proportion of students identified under Section 504 in specialized charter schools also increased from 2012 to 2016, and ultimately, decreased in 2018.



⁵ The significant increase in the enrollment of students identified under Section 504 may indicate data quality issues. It is important to acknowledge that the CRDC is self-reported, which leaves it open to error, and the sample of schools varies with each iteration of the CRDC, which can cause fluctuations in student enrollment.

Figure 5 compares the percentages of students identified under Section 504 in specialized charter schools and nationally from 2012 to 2018. It appears that the proportions of students identified under Section 504 for all charters and specialized charters were relatively similar from 2012 to 2018.

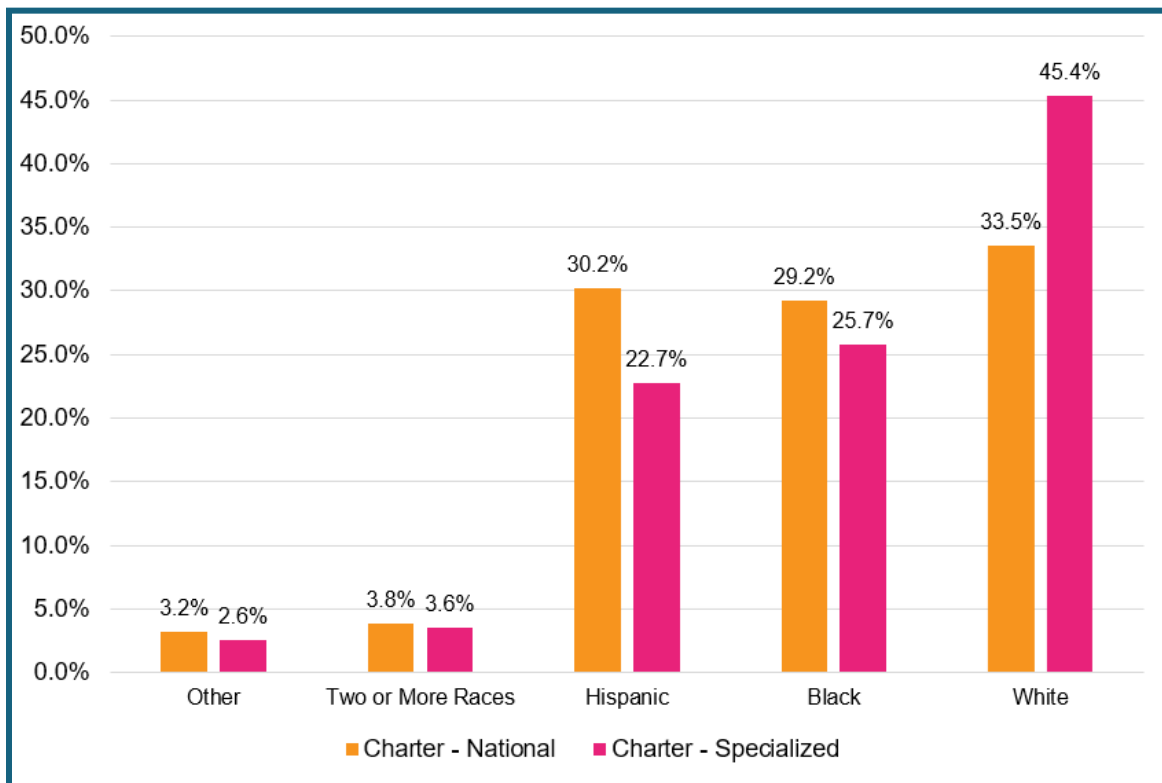
Figure 5: Enrollment of Students Identified Under Section 504 in Charter Schools, 2012–2018



Noticeable differences also exist between specialized charter schools and all charter schools in the nation in regard to student demographics. As shown in Figure 6, the demographics of students with disabilities vary depending on which group of charter schools are being observed. Specialized charters enrolled a larger proportion of White students with disabilities than all charter schools nationally based on the 2017–18 CRDC. Conversely, the national proportions of Black and Hispanic students with disabilities attending a charter school were greater than the proportions reported for specialized charter schools.



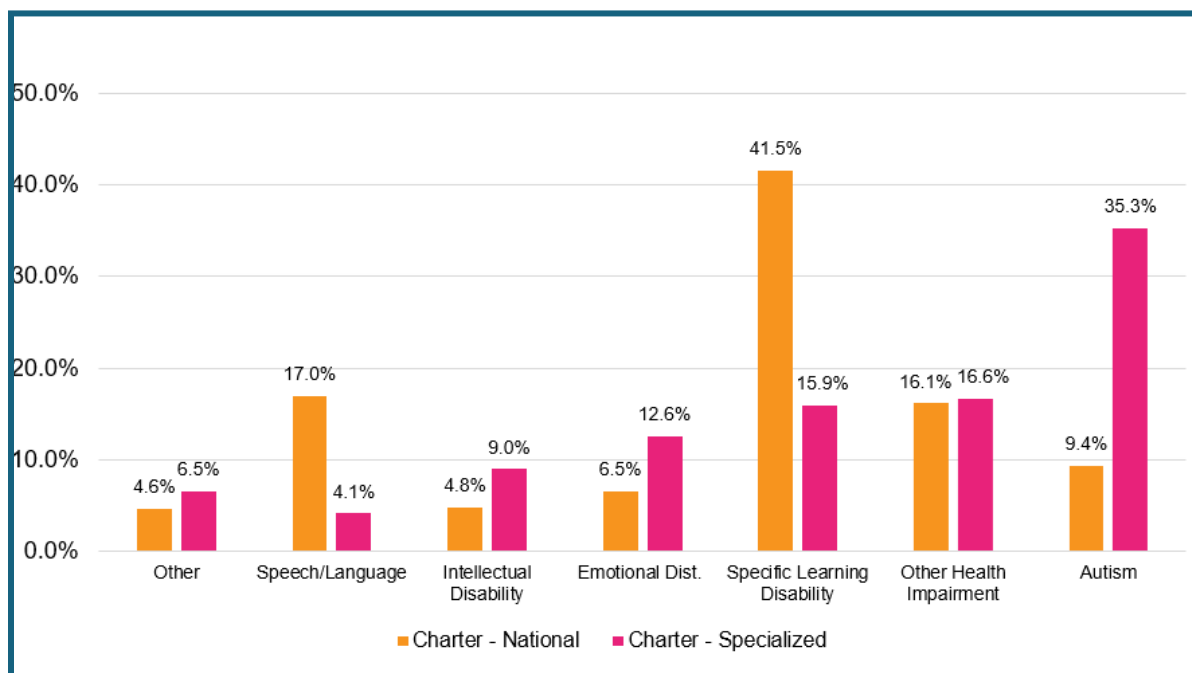
Figure 6: Students with Disabilities by Race/Ethnicity and Charter Type, 2017–18⁶



⁶ The “other” category was created to aggregate counts of student groups that each contain less than 2% of the total and includes American Indian/Alaska Native, Asian, and Native Hawaiian/Pacific Islander students.

There are also differences in the composition of student enrollment between these specialized schools and all charters when analyzing the primary disability of students. Figure 7 highlights the proportion of students with disabilities by primary disability type enrolled in specialized charters and all charters in the nation for the 2017–2018 school year. A larger proportion of students with disabilities are identified as having intellectual disabilities, emotional disturbances, and autism in specialized charter schools than national proportions. However, when observing all charter schools in the U.S., a larger proportion of students with disabilities are identified as having speech and language impairments and specific learning disabilities than students with disabilities attending a specialized charter school. This finding is aligned to the research noted previously in this brief on the disability focus of specialized charter schools.

Figure 7: Enrollment of Students with Disabilities by Primary Disability, 2017–18⁷



>> Student Experiences

Placement of Students with Disabilities in Specialized Charter Schools

An important aspect of understanding how students with disabilities are served in a specific area is analyzing how much time students in different school types spend in general education classrooms. The general education classroom (referred to in the CRDC as “regular class”) is the presumptive placement, in line with federal statutes for students with disabilities, as it is the civil right of these students in addition to ensuring access to the general education curriculum. In addition, foundational education legislation in the form of IDEA and Section 504 includes requirements that support providing these students a free appropriate public education in what is referred to as the “least restrictive environment.” Along this line, it is important to understand that student experiences in specialized charter schools differ from national findings.

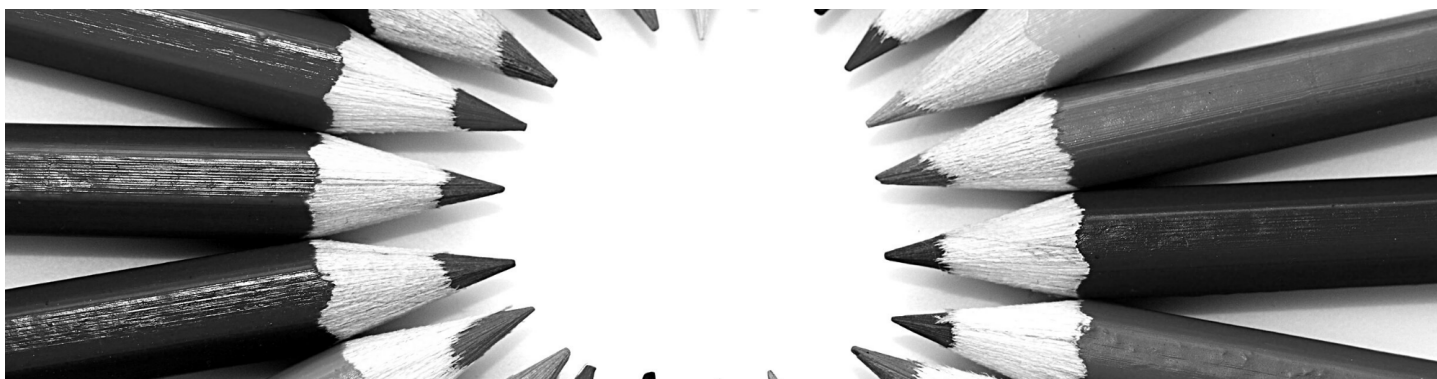
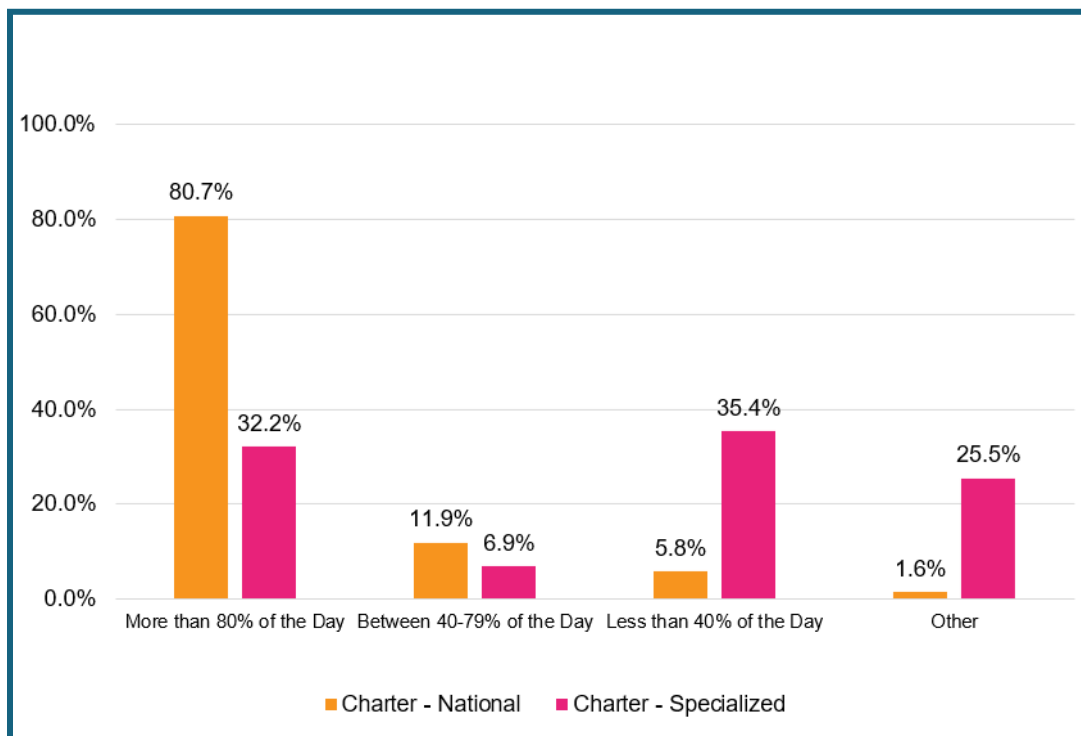
Figure 8 compares the proportion of students with disabilities in specialized and all charter schools by the amount of time spent in a “regular class” or a general education setting. Overall, the proportions of students with disabilities attending a specialized charter school by regular class time were quite different from the proportions found at the national level.

⁷ The “other” category was created to aggregate counts of student groups that each contain less than 3% of the total, and includes students with disabilities identified with visual impairments, deaf/blindness, traumatic brain injuries, orthopedic impairments, developmental delays, hearing impairments, multiple disabilities, and missing identifications.

A larger proportion of students with disabilities in specialized charter schools spent less than 40% of the day in a regular class or were educated in “other” settings in comparison to national proportions. Additionally, the percentage of students with disabilities who spend more than 80% of the day in a regular class was substantially greater when observing all charter schools rather than just specialized charter schools, a 48.5% difference.

It should be noted that there are important reasons why differences in general education class time exist, such as student identification, student needs, and student outcomes. Without data regarding how students with similar needs are experiencing the general education classroom, it is difficult to determine the precise reasons why these differences between school types exist.

Figure 8: Proportion of Students with Disabilities by Regular Class Time and Charter Type, 2017–18⁸



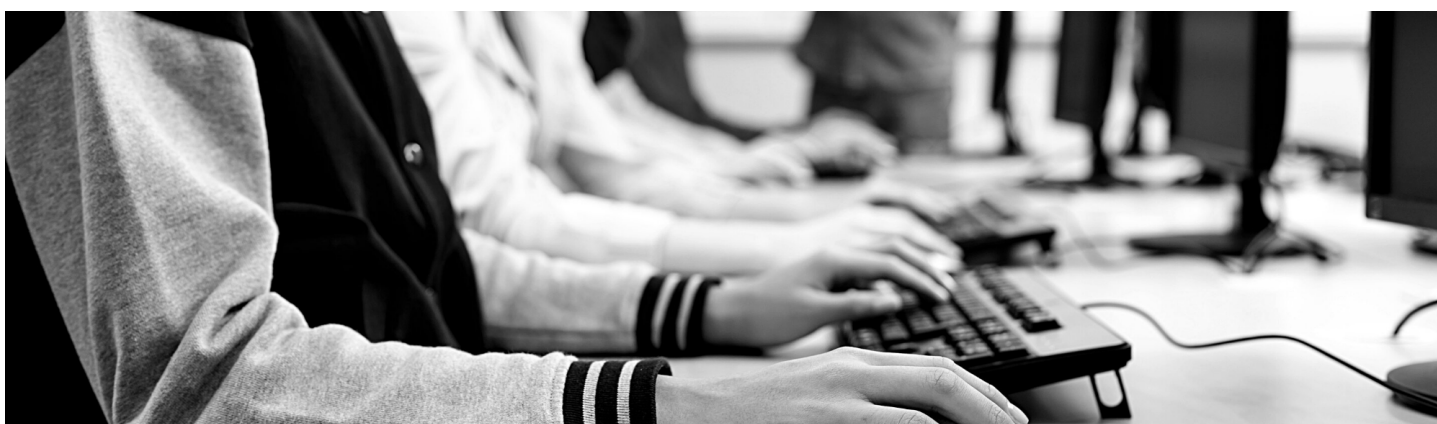
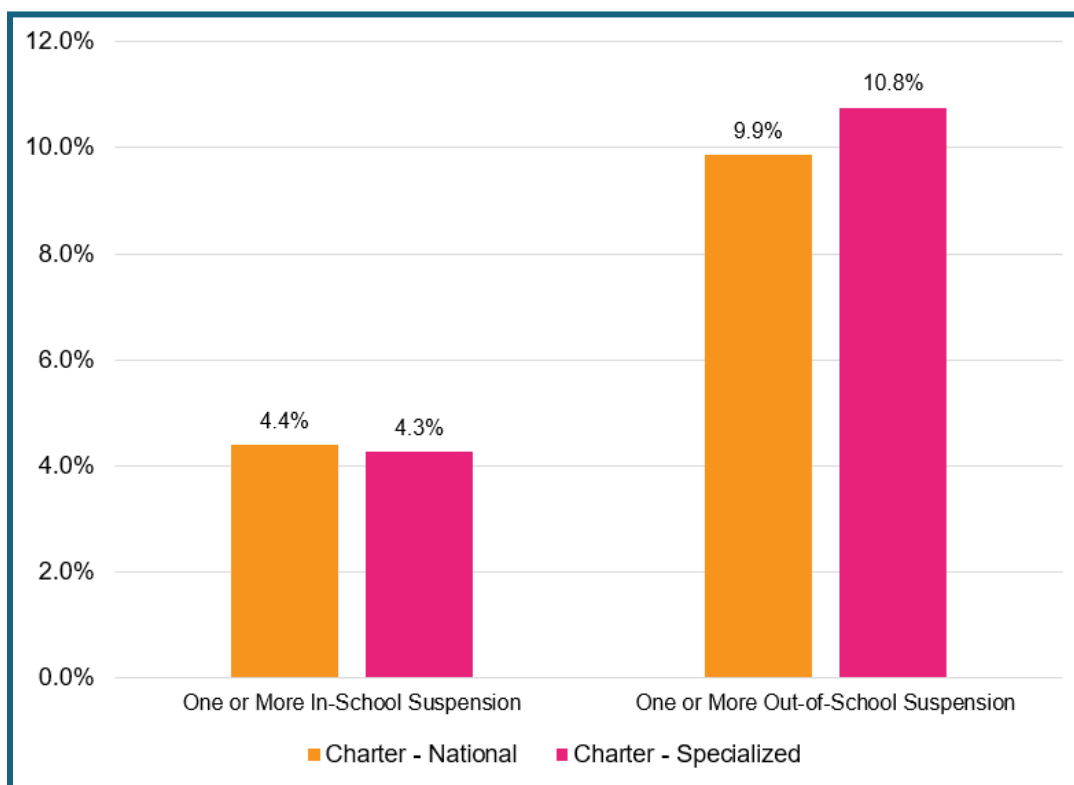
⁸ The “other” category was created for the purposes of this analysis and contains students placed in correctional facilities, homebound/hospital placements, parental placements in private schools, residential facility placements, and separate school placements per EdFacts documentation.

Suspension of Students with Disabilities in Specialized Charter Schools

Historically, students with disabilities have faced greater rates of discipline than students without disabilities. This often leads to students with disabilities losing more instruction time than their peers. The CRDC reports the number of students who receive suspension by type and student group, and this provides insight into the discipline experienced by students with disabilities in different school settings, such as specialized charter schools.

Figure 9 details the different suspension rates for students with disabilities by charter type for the 2017–2018 school year. As shown in the figure, the percentages of students with disabilities who received in-school or out-of-school suspensions in specialized charter schools were generally aligned with national figures. Specialized charter schools only reported a greater proportion than the national figure when observing students with disabilities who received out-of-school suspension.

Figure 9: Suspension Rates of Students with Disabilities by Charter Type, 2017–18



Appendix

>> 2017–2018 List of Specialized Charter Schools⁹

School Name	City	State	Focus	Grades Served	Enrollment	Enrollment of SWD
Arizona Autism Charter	Phoenix	AZ	Autism	K–4	109	96%
Arizona Autism Charter School Upper School Campus	Phoenix	AZ	Autism	5–8	69	100%
Access Charter	Orlando	FL	Autism	6–12	137	99%
Connections Education Center of the Palm Beaches	West Palm Beach	FL	Autism	PK–8	52	100%
Florida Autism Charter School of Excellence	Tampa	FL	Autism	PK–12	129	99%
Palm Beach School for Autism	Lake Worth	FL	Autism	PK–12	325	99%
Princeton House Charter	Orlando	FL	Autism	PK–5	141	100%
South Florida Autism Charter School Inc.	Hialeah	FL	Autism	K–12	220	100%
The Hope Academy for Autism	Stuart	FL	Autism	Unknown	N/A	N/A
The Hope Charter Center for Autism	Stuart	FL	Autism	Unknown	N/A	N/A
The Learning Academy	Jupiter	FL	Autism	9–12	105	98%
The Learning Center	Jupiter	FL	Autism	PK–8	136	100%
Tapestry Public Charter School	Doraville	GA	Autism	6–11	206	55%

⁹ The grades served, total enrollment, and enrollment of students with disabilities are not reported for all schools because not all schools were included in the 2017–2018 CRDC. For more information regarding the methodology, please see www.centerforlearnerequity.org/news/crdc17-18/.



School Name	City	State	Focus	Grades Served	Enrollment	Enrollment of SWD
Lionsgate Academy - Lynx Program	Minnetonka	MN	Autism	8–12	5	100%
Lionsgate Academy - Minnetonka	Minnetonka	MN	Autism	7–12	147	95%
Lionsgate Academy AIM	North St. Paul	MN	Autism	12	39	100%
Rochester Beacon Academy	Rochester	MN	Autism	6–12	172	60%
New York Center For Autism Charter School	Bronx	NY	Autism	UG	12	100%
New York City Autism Charter School	New York	NY	Autism	UG	37	100%
Autism Model School	Toledo	OH	Autism	K–12	115	100%
Oakstone Community School	Columbus	OH	Autism	Unknown	N/A	N/A
Spectrum Charter School	Monroeville	PA	Autism	UG	33	94%
The Foundation School For Autism	San Antonio	TX	Autism	PK–1	40	98%
Spectrum Academy - NSL	North Salt Lake	UT	Autism	K–12	608	86%
Spectrum Academy - Pleasant Grove	Pleasant Grove	UT	Autism	K–11	550	87%
Sequoia Deaf School	Mesa	AZ	Deaf, Blind, or Hard-of-Hearing	K–12	74	97%
Rocky Mountain Deaf School	Denver	CO	Deaf, Blind, or Hard-of-Hearing	PK–12	69	99%
Metro Deaf School	St. Paul	MN	Deaf, Blind, or Hard-of-Hearing	PK–11	102	100%
Albuquerque Sign Language Academy	Albuquerque	NM	Deaf, Blind, or Hard-of-Hearing	K–12	95	55%



School Name	City	State	Focus	Grades Served	Enrollment	Enrollment of SWD
Capstone Academy	Pensacola	FL	Developmental	Unknown	N/A	N/A
Capstone Academy - Milton	Milton	FL	Developmental	PK	9	100%
Early Beginnings Academy Civic Center	Miami	FL	Developmental	PK-2	124	98%
Seagull Academy	Riviera Beach	FL	Developmental	Unknown	N/A	N/A
Damar Charter Academy	Indianapolis	IN	Developmental	K-12	198	96%
Northern Arizona Academy for Career Development - Taylor	Taylor	AZ	Emotional/ Behavioral	9-12	48	29%
Rite of Passage	Placerville	CA	Emotional/ Behavioral	9-12	151	26%
Kingsman Academy Public Charter School	Washington, D.C.	DC	Emotional/ Behavioral	6-12	249	45%
Ed Venture Charter School	Lantana	FL	Emotional/ Behavioral	Unknown	N/A	N/A
Devereux Ackerman Academy	Kennesaw	GA	Emotional/ Behavioral	5-11	78	60%
Clara B. Ford Academy (SDA)	Dearborn Heights	MI	Emotional/ Behavioral	5-12	135	26%
Lakeside Charter School	Kalamazoo	MI	Emotional/ Behavioral	6-12	122	37%
Lighthouse Academy - Eagle Village	Grand Rapids	MI	Emotional/ Behavioral	4-12	75	35%
Lighthouse Academy - St. Johns	Grand Rapids	MI	Emotional/ Behavioral	2-12	15	47%
Minnesota Internship Center - Rondo Campus	Minneapolis	MN	Emotional/ Behavioral	9-12	168	29%
Rosa Parks Charter High School	Rochester	MN	Emotional/ Behavioral	9-12	72	42%



School Name	City	State	Focus	Grades Served	Enrollment	Enrollment of SWD
Making Community Connections Charter School - Monadnock	Amherst	NH	Emotional/ Behavioral	9–12	89	33%
John V. Lindsay Wildcat Academy Charter School	New York	NY	Emotional/ Behavioral	9–12	480	43%
John W. Lavelle Preparatory Charter School	Staten Island	NY	Emotional/ Behavioral	3–12	697	38%
Tomorrow Center	Cardington	OH	Emotional/ Behavioral	7–12	133	46%
Dr. Robert Ketterer Charter School Inc.	Latrobe	PA	Emotional/ Behavioral	6–12	168	58%
Depelchin - Richmond	Richmond	TX	Emotional/ Behavioral	K–8	14	64%
Helping Hand	Austin	TX	Emotional/ Behavioral	K–6	23	78%
John H. Wood Jr. Charter School at Afton Oaks	Fort Myers	TX	Emotional/ Behavioral	Unknown	N/A	N/A
John H. Wood Jr. Charter School at San Marcos	San Marcos	TX	Emotional/ Behavioral	Unknown	N/A	N/A
Ki Charter Academy	San Marcos	TX	Emotional/ Behavioral	2–12	179	56%
Laurel Ridge	Austin	TX	Emotional/ Behavioral	K–12	38	55%
Trinity Charter School	Canyon Lake	TX	Emotional/ Behavioral	Unknown	N/A	N/A
Trinity Charter School	Katy	TX	Emotional/ Behavioral	Unknown	N/A	N/A
University of Texas University Charter School - Pathways 3H Campus	Austin	TX	Emotional/ Behavioral	6–12	28	46%
Louisiana Key Academy	Baton Rouge	LA	Language-based	1–6	320	36%



School Name	City	State	Focus	Grades Served	Enrollment	Enrollment of SWD
Akimel O'Otham Pee Posh (3-5)	Coolidge	AZ	Two or more IDEA Categories	4-5	11	100%
Akimel O'Otham Pee Posh (K-2)	Coolidge	AZ	Two or more IDEA Categories	K-2	8	100%
Arroyo Elementary School	Glendale	AZ	Two or more IDEA Categories	K-8	577	27%
Envision High School	Tucson	AZ	Two or more IDEA Categories	10-12	7	57%
Lifelong Learning Academy	Tucson	AZ	Two or more IDEA Categories	2-8	9	89%
Sweetwater School	Glendale	AZ	Two or more IDEA Categories	K-8, UG	549	33%
Justice High Charter School	Boulder	CO	Two or more IDEA Categories	7-12	79	27%
Reach Charter School	Denver	CO	Two or more IDEA Categories	PK-4	129	31%
Monument Academy	Washington, D.C.	DC	Two or more IDEA Categories	5-7	118	60%
Positive Outcomes Charter School	Washington, D.C.	DC	Two or more IDEA Categories	7-12	128	69%
St. Coletta of Greater Washington	Washington, D.C.	DC	Two or more IDEA Categories	UG	247	100%
The Children's Guild Public Charter School	Washington, D.C.	DC	Two or more IDEA Categories	K-8	361	49%
Gateway Lab School	Wilmington	DE	Two or more IDEA Categories	3-8	191	57%



School Name	City	State	Focus	Grades Served	Enrollment	Enrollment of SWD
Achievement Academy	Lakeland	FL	Two or more IDEA Categories	PK	157	80%
Aspire Academy Charter	Orlando	FL	Two or more IDEA Categories	K-5	112	37%
Believers Academy	West Palm Beach	FL	Two or more IDEA Categories	Unknown	N/A	N/A
Chautauqua Charter School	Panama City	FL	Two or more IDEA Categories	12	48	94%
Crossroads Hope Academy	Port Charlotte	FL	Two or more IDEA Categories	6-11	21	29%
Easter Seals Charter School, Deland	Deland	FL	Two or more IDEA Categories	Unknown	N/A	N/A
Easter Seals Child Charter School, Daytona Beach	Daytona Beach	FL	Two or more IDEA Categories	PK	75	100%
Focus Academy	Temple Terrace	FL	Two or more IDEA Categories	9-12	96	99%
Gulfstream L.I.F.E. Academy	Boynton Beach	FL	Two or more IDEA Categories	10-12	75	92%
Language And Literacy Academy For Learning	Winter Haven	FL	Two or more IDEA Categories	Unknown	N/A	N/A
Montessori Academy of Early Enrichment Inc.	West Palm Beach	FL	Two or more IDEA Categories	PK-5	171	30%
Pepin Academies	Tampa	FL	Two or more IDEA Categories	3-12	765	100%
Pepin Academies Pasco	New Port Richey	FL	Two or more IDEA Categories	Unknown	N/A	N/A



School Name	City	State	Focus	Grades Served	Enrollment	Enrollment of SWD
Pepin Academies Riverview	Riverview	FL	Two or more IDEA Categories	Unknown	N/A	N/A
Pepin Academies Tampa	Tampa	FL	Two or more IDEA Categories	Unknown	N/A	N/A
Pepin Transitional School	Tampa	FL	Two or more IDEA Categories	Unknown	N/A	N/A
Potentials Charter School	Boca Raton	FL	Two or more IDEA Categories	PK–7	29	97%
South Tech Success Center, Inc (Southtech Academy)	Boynton Beach	FL	Two or more IDEA Categories	Unknown	N/A	N/A
St. Johns Community Campus	St. Augustine	FL	Two or more IDEA Categories	11–12	32	100%
The Einstein School Inc.	Gainesville	FL	Two or more IDEA Categories	2–8	100	67%
Therapeutic Learning Center	St. Augustine	FL	Two or more IDEA Categories	PK	11	100%
UCP Bailes Community Academy	Orlando	FL	Two or more IDEA Categories	Unknown	N/A	N/A
UCP Downtown/Beta Charter School	Orlando	FL	Two or more IDEA Categories	Unknown	N/A	N/A
UCP East Charter	Orlando	FL	Two or more IDEA Categories	PK–5	281	60%
UCP East Orange/Bailes Early Childhood Academy	Orlando	FL	Two or more IDEA Categories	Unknown	N/A	N/A
UCP Middle & High School Transitional Learning Academy	Orlando	FL	Two or more IDEA Categories	Unknown	N/A	N/A



School Name	City	State	Focus	Grades Served	Enrollment	Enrollment of SWD
UCP Orange Charter	Orlando	FL	Two or more IDEA Categories	PK-5	167	72%
UCP Osceola Charter School	Kissimmee	FL	Two or more IDEA Categories	PK-3	175	60%
UCP Pine Hills Charter	Orlando	FL	Two or more IDEA Categories	PK-5	153	58%
UCP Seminole Child Development	Lake Mary	FL	Two or more IDEA Categories	PK-3	129	69%
UCP Transitional Learning Academy High Charter	Orlando	FL	Two or more IDEA Categories	6-12	84	99%
UCP West Orange Charter	Winter Garden	FL	Two or more IDEA Categories	PK-5	171	71%
Victory Ridge Academy	Lake Wales	FL	Two or more IDEA Categories	PK-12	230	98%
Another Choice Virtual Charter	Nampa	ID	Two or more IDEA Categories	K-12	517	31%
Canaan Community Academy	Canaan	IN	Two or more IDEA Categories	K-6	103	47%
Options Charter School - Carmel	Carmel	IN	Two or more IDEA Categories	9-12	138	28%
Options Charter School - Noblesville	Noblesville	IN	Two or more IDEA Categories	6-12	200	52%
Rural Community Academy	Graysville	IN	Two or more IDEA Categories	K-8	177	32%
Lighthouse Academy	Grand Rapids	MI	Two or more IDEA Categories	4-12	126	49%



School Name	City	State	Focus	Grades Served	Enrollment	Enrollment of SWD
Lighthouse Academy - South	Grand Rapids	MI	Two or more IDEA Categories	Unknown	N/A	N/A
St. Clair County Intervention Academy	Port Huron	MI	Two or more IDEA Categories	6–12	68	44%
Virtual Learning Academy of St. Clair County	Port Huron	MI	Two or more IDEA Categories	6–12	140	26%
Dream Technical Academy	Willmar	MN	Two or more IDEA Categories	7–12	61	59%
Minnesota Internship Center - Downtown Campus	Minneapolis	MN	Two or more IDEA Categories	9–12	107	25%
Minnesota New Country School	Henderson	MN	Two or more IDEA Categories	7–12, UG	129	26%
Northern Lights Community School	Warba	MN	Two or more IDEA Categories	6–12	103	37%
Schoolcraft Learning Community Charter	Bemidji	MN	Two or more IDEA Categories	K–8	200	28%
Spero Academy	Minneapolis	MN	Two or more IDEA Categories	K–6	112	85%
Vermilion Country School	Tower	MN	Two or more IDEA Categories	7–12	37	32%
Grandfather Academy	Banner Elk	NC	Two or more IDEA Categories	7–12	20	60%
Williams Academy	Crossnore	NC	Two or more IDEA Categories	K–12	118	30%
Making Community Connections Charter School	Amherst	NH	Two or more IDEA Categories	6–8	31	32%

School Name	City	State	Focus	Grades Served	Enrollment	Enrollment of SWD
La Academia de Esperanza	Albuquerque	NM	Two or more IDEA Categories	6–12	325	38%
New Dawn Charter High School	Brooklyn	NY	Two or more IDEA Categories	9–12	268	60%
New Visions AIM Charter High School II	Bronx	NY	Two or more IDEA Categories	9–12	186	52%
Opportunity Charter School	New York	NY	Two or more IDEA Categories	6–12	399	66%
Foxfire Intermediate School	Zanesville	OH	Two or more IDEA Categories	K–3	29	52%
Hope Learning Academy of Toledo	Toledo	OH	Two or more IDEA Categories	K–8	66	67%
Steel Academy	Akron	OH	Two or more IDEA Categories	7–12	90	63%
Summit Academy - Youngstown	Youngstown	OH	Two or more IDEA Categories	K–7	210	57%
Summit Academy Akron Elementary School	Akron	OH	Two or more IDEA Categories	K–5	144	51%
Summit Academy Akron Middle School	Akron	OH	Two or more IDEA Categories	6–8	70	67%
Summit Academy Alternative Learners Warren Middle & Secondary	Warren	OH	Two or more IDEA Categories	8–12	90	80%
Summit Academy Community School - Cincinnati	Cincinnati	OH	Two or more IDEA Categories	K–8	146	61%
Summit Academy Community School - Columbus	Columbus	OH	Two or more IDEA Categories	K–5	80	36%



School Name	City	State	Focus	Grades Served	Enrollment	Enrollment of SWD
Summit Academy Community School - Dayton	Dayton	OH	Two or more IDEA Categories	K-8	134	56%
Summit Academy Community School - Painesville	Painesville	OH	Two or more IDEA Categories	K-8	87	46%
Summit Academy Community School - Parma	Parma	OH	Two or more IDEA Categories	K--2	185	66%
Summit Academy Community School - Warren	Warren	OH	Two or more IDEA Categories	K-7	119	65%
Summit Academy Community School Alternative Learners - Lorain	Lorain	OH	Two or more IDEA Categories	K-5	125	57%
Summit Academy Community School Alternative Learners - Xenia	Xenia	OH	Two or more IDEA Categories	K-10	194	70%
Summit Academy Community School For Alternative Learn - Canton	Canton	OH	Two or more IDEA Categories	K-8	143	47%
Summit Academy Middle And Secondary School - Lorain	Lorain	OH	Two or more IDEA Categories	6-12	149	70%
Summit Academy Middle School - Columbus	Columbus	OH	Two or more IDEA Categories	6-8	68	57%
Summit Academy Secondary - Akron	Akron	OH	Two or more IDEA Categories	9-12	81	83%
Summit Academy Secondary - Canton	Canton	OH	Two or more IDEA Categories	9-12	83	70%
Summit Academy Secondary - Youngstown	Youngstown	OH	Two or more IDEA Categories	8-12	235	64%

School Name	City	State	Focus	Grades Served	Enrollment	Enrollment of SWD
Summit Academy Secondary School - Middletown	Middletown	OH	Two or more IDEA Categories	7–12	139	68%
Summit Academy Transition High School - Cincinnati	Cincinnati	OH	Two or more IDEA Categories	9–12	81	53%
Summit Academy Transition High School - Columbus	Columbus	OH	Two or more IDEA Categories	9–12	65	71%
Summit Academy Transition High School Dayton	Dayton	OH	Two or more IDEA Categories	9–12	174	62%
Summit Acdy Comm Schl for Alternative Learners of Middletown	Middletown	OH	Two or more IDEA Categories	K–6	90	48%
The Autism Academy of Learning	Toledo	OH	Two or more IDEA Categories	1–12, UG	55	100%
Eola Hills Charter School	Amity	OR	Two or more IDEA Categories	4–12	38	26%
New Academy Charter School	Pittsburgh	PA	Two or more IDEA Categories	8–12	96	53%
Provident Charter School	Pittsburgh	PA	Two or more IDEA Categories	3–5	131	73%
Meyer Center For Special Children	Greenville	SC	Two or more IDEA Categories	Unknown	N/A	N/A
Pattison's Academy for Comprehensive Education	Charleston	SC	Two or more IDEA Categories	Unknown	N/A	N/A
Humes Preparatory Upper Academy	Memphis	TN	Two or more IDEA Categories	Unknown	N/A	N/A
Annunciation Maternity Home	Austin	TX	Two or more IDEA Categories	6–12	9	56%



School Name	City	State	Focus	Grades Served	Enrollment	Enrollment of SWD
Azleway - Chapel Hill	Austin	TX	Two or more IDEA Categories	3–12	39	64%
Azleway - Willow Bend	Austin	TX	Two or more IDEA Categories	2–12	65	57%
Big Springs Charter School	Leakey	TX	Two or more IDEA Categories	K–12	130	28%
Hill Country Youth Ranch	Ingram	TX	Two or more IDEA Categories	K–12	105	58%
Lakes Academy	Boerne	TX	Two or more IDEA Categories	2–11	54	70%
New Horizons	Goldthwaite	TX	Two or more IDEA Categories	1–11	63	51%
Pegasus School	Austin	TX	Two or more IDEA Categories	5–12	146	36%
TNC Campus (Texas Neurorehabilitation Center)	Austin	TX	Two or more IDEA Categories	K–12	54	85%
Trinity Charter School - Krause	Austin	TX	Two or more IDEA Categories	6–12	57	32%
Trinity Charter School - New Life	Austin	TX	Two or more IDEA Categories	5–12	58	28%
University of Texas University Charter School - Austin Oaks	Austin	TX	Two or more IDEA Categories	6–12	16	31%
University of Texas University Charter School - Georgetown Behavioral Health Institute	Austin	TX	Two or more IDEA Categories	6–12	27	26%



School Name	City	State	Focus	Grades Served	Enrollment	Enrollment of SWD
University of Texas University Charter School - High Point	Austin	TX	Two or more IDEA Categories	K-12	22	36%
University of Texas University Charter School - Pathfinder Camp	Driftwood	TX	Two or more IDEA Categories	K-12	19	74%
University of Texas University Charter School - Settlement Home	Austin	TX	Two or more IDEA Categories	6-12	37	65%
Pinnacle Canyon Academy	Price	UT	Two or more IDEA Categories	K-12	448	31%
Albemarle County Community Public Charter School	Charlottesville	VA	Two or more IDEA Categories	6-8	40	43%
Richmond Career Education & Employment (Charter School)	Richmond	VA	Two or more IDEA Categories	9-12	34	100%
Birchwood Blue Hills Charter School	Birchwood	WI	Two or more IDEA Categories	7-12	9	56%
Central High	Sheboygan	WI	Two or more IDEA Categories	9-12	217	28%
New Horizons for Learning	Shorewood	WI	Two or more IDEA Categories	9-12	23	57%
School for Early Development and Achievement (SEDA)	Milwaukee	WI	Two or more IDEA Categories	PK-2	81	49%





>> Endnotes

The findings shared in this brief are based on the data reported in the 2017–2018 CRDC. The 2017–2018 CRDC collected information from 97,632 schools; however, the findings in this report rely on a data cleaning methodology that selected a sample of schools from the CRDC. The methodology is outlined in an accompanying file and details the decisions made regarding data cleaning, the variables used for each calculation, manual classifications, and how the findings were reported.¹⁰

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Our Mission: We are committed to ensuring that students with disabilities, particularly those in under-resourced communities, have the quality educational opportunities and choices they need to thrive and learn. We accomplish this through research, advocacy, coalition formation, and capacity building with national, state, and local partners.

Our Vision: Students with disabilities will have the same opportunities for success as their peers.

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¹⁰ For more information, please see www.centerforlearnerequity.org/news/crdc17-18/.

