

# TEXAS OPEN-ENROLLMENT CHARTER SCHOOLS

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*2005-06 Evaluation*

*March 2007*

Prepared for  
Texas Education Agency

Prepared by  
Texas Center for Educational Research

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## **CHAPTER 1**

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### **INTRODUCTION**

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Texas enacted its charter school law in 1995, and the state's first open-enrollment charter schools opened in the fall of 2006. The legislation enabling charter schools requires that they be evaluated annually and the Texas Center for Educational Research (TCER) has participated in each annual evaluation, beginning in 1996-97. The 2005-06 school year marked the ten year anniversary of charter school operations in Texas and many of the analyses presented in the 2005-06 evaluation draw on data collected across previous report years to describe how charter schools have evolved in the state. Each evaluation chapter addresses a separate aspect of charter schooling, including policy changes, parent and student satisfaction, student achievement, finances, and the effect of charters on traditional district schools. Taken together they comprise a holistic view of Texas's charter program after a decade of operation.

The introduction presented in this chapter provides an overview of the school choice movement in the United States and background on the charter school concept both nationally and in Texas. It concludes with a discussion of the evaluation's methodology, data sources, and limitations, as well as an outline of the report's structure.

### **OVERVIEW OF SCHOOL CHOICE**

Over the past several decades, arguments for increased parent and student choice have had a strong voice in the debate over how best to reform American public education. While a system of school choice had been proposed since the 1960s (Friedman, 1962), the idea gained increased momentum when the Reagan administration published *A Nation at Risk* in 1984. Focusing on the poor performance of American students on international achievement tests, *A Nation at Risk* raised concerns that America's schools were not preparing students to compete in the increasingly global marketplace and that America was "at risk" of losing its competitive edge in the world economy (National Commission on Excellence in Education, p. 7). The report called for widespread changes in public schooling and triggered a wave of reforms designed to improve public education.

The most forceful of these reforms were rooted in the idea that market-based organizational structures are better suited to the delivery of education than government bureaucracies. Arguments for market-based reform held that the market structure, with its emphasis on competition and choice, would introduce much needed incentives for public schools to improve. In the absence of competition, there was little reason for schools to be attentive to the needs of parents and students because they were ensured their enrollments irrespective of the results they produced. Pointing to the deplorable conditions of many inner-city schools, advocates of school choice convincingly argued that these schools had little incentive to do better. Low-income, inner-city parents generally were unable to exercise the choice options available to wealthier parents, such as sending their children to tuition-charging private schools or relocating to a district with better educational programs.

The strength of these arguments motivated a variety of experiments with choice-based school reform. Milwaukee, Cleveland, the state of Florida<sup>1</sup>, and Washington, D.C. have implemented programs of publicly funded vouchers that permit low-income, inner-city parents to send their children to tuition-charging private schools. Many states have initiated interdistrict open enrollment programs that allow students to attend public schools that lie outside of traditionally defined attendance zones. Forty states and the District of Columbia have introduced a new form of public school called a charter school.

An experiment in decentralized public education, charter schools are independent public schools of choice. They receive per-pupil education funding for the students who choose to attend them and they usually operate outside of traditional district structures. In order to open a charter school, interested individuals or groups apply to a state agent for a “charter” authorizing the new school. Charter school operators may be parents, educators, community groups, non-profit organizations, universities, public school districts, and some states, including Texas, permit existing private schools to convert to charter status. As a means to encourage innovation in charter programming, charter schools are exempted from many regulations that apply to district schools. The degree of exemption varies from state to state, but charters are generally excused from regulations affecting the length of the school day and year; teacher employment, salary, and certification requirements; budget and finance policies; and district-level student assessment requirements. Some states further exempt charters from regulations affecting curriculum, attendance, and student admissions (U.S. Department of Education, 2004). In exchange for this autonomy and flexibility, charter schools are expected to develop new educational approaches that attract parents and students and provide models of reform for traditional public schools.

Charters tend to be less politically divisive than vouchers, which permit parents and students to attend private schools at public expense, because charters are public schools and remain publicly accountable for their programs, policies, and student outcomes. A public agency controls the charter application and approval process, is responsible for monitoring and oversight responsibilities, and may sanction or close a school if it fails to live up to the terms of its charter.

The political appeal of charters coupled with increasing public interest in choice-based school reform has made charter schools a fast growth industry, both nationally and in Texas. Since the first charter schools opened in Minnesota in 1992, 40 states and the District of Columbia have passed charter school legislation, and in the fall of 2006, some 4,000 charters were educating over a million students nationwide (The Center for Education Reform [CER], 2006).

## **CHARTER SCHOOLS: THE NATIONAL PICTURE**

Although charter schools expanded rapidly throughout the 1990s, their rate of growth has slowed in recent years. Within states, charter schools tend to experience their most rapid growth in the years following their enabling legislation, but as charter programs gain tenure, their growth tends to level off (Hassel, 2003). To some extent, the slowed growth of charters results from state-level caps that limit the number of permissible charter schools or place restrictions on the number of students charters may enroll. Twenty-seven states and the District of Columbia have placed caps on the number of charter schools they allow, which according to one estimate left only 725

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<sup>1</sup> Florida’s voucher program was declared unconstitutional by the state’s Supreme Court in January of 2006.

available slots for charter schools nationwide in 2005 (Lake & Hill, 2005). While some policy makers endorse the use of caps until charter schools prove to be a sustainable and effective approach to school reform, others, such as Margaret Spellings, the U.S. Secretary of Education, argue that caps are “rationing opportunity by limiting the number of charter schools” (2006). State imposed caps, however, are not the only reason for the slowed growth of charter schools. A lack of individuals and organizations with the interest, resources, and skill sets needed to start new schools, as well as increasingly stringent state and federal accountability provisions also restrict the expansion of charters (Hassel, 2003).

Charter school authorization processes tend to vary widely across states. More than half of the nation’s charters are granted by the boards of local school districts. In addition, charter schools are frequently authorized by state boards of education, post-secondary educational institutions, and some states, such as Arizona, have created government agencies devoted solely to charter authorization (NCES, 2005). If approved, the charter is generally issued for 3 to 5 years and its terms spell out the school’s mission, governance, academic approach, curricular structure, performance standards, and so on. Most states that currently authorize charter schools limit authorization to not-for-profit entities, although many states permit charter operators, once authorized, to contract services from for-profit educational management organizations (EMOs).

Charter authorizers are responsible for oversight and monitoring duties and, in theory, schools are closed if they fail to meet the terms of their charters. In practice, however, most authorizers report using less severe sanctions, such as written notification of deficiencies, campus improvement plans, and probation rather than nonrenewal or charter revocation. Only 4 percent of the charter authorizers surveyed for the U.S. Department of Education’s (2004) report on charter schools indicated that they had failed to renew a charter and only 6 percent stated that they had revoked a charter (p. xvii). Political, financial, and public relations pressures, as well as concern for the authorizer’s own reputation may make some charter authorizers reluctant to close failing schools (Hassel & Herdman, 2000; Hess, 2006; Hill et al., 2001; Vergari, 2001). Many authorizers report they lack the resources to adequately fulfill their monitoring and oversight obligations (U.S. Department of Education, 2004).

Most charter schools are located in urban areas and are generally smaller than traditional district schools. Charter schools may serve students across grade levels and may use a variety of grade configurations and instructional approaches. Some charters offer programs tailored to particular academic or cultural interests. Others design programs to serve the needs of low-income students or students at risk of failure or dropping out. Many states have underscored the importance of serving at-risk and low-income students in their charter school legislation. The charter school laws of Arkansas, California, Colorado, Delaware, Florida, Illinois, Louisiana, Missouri, New York, North Carolina, Oklahoma, Rhode Island, Tennessee, Virginia, and Wisconsin express preferences for charters that serve low-income or low-performing students (Education Commission of the States, 2007). In a U.S. Department of Education survey of charter school operators nationwide, 28 percent of charter schools reported targeting at-risk and low-income students and 74 percent reported attracting such students irrespective of their educational missions (2004, p. 26).

Because charter schools offer different kinds of programs and attract different kinds of students than traditional district schools, it is difficult to make fair comparisons between charter and traditional district schools' student achievement outcomes. Student achievement is affected by many factors, including parental education and income levels, neighborhood characteristics, and students' academic talents and prior levels of education, that are not necessarily related to the quality of a school's educational program. And comparisons of average test scores across charter and traditional district schools that do not account for student differences may produce biased estimates of school outcomes that penalize or reward charters for the types of students they serve. In addition, comparisons of average test scores do not measure how schools influence the academic growth of the students who attend them. The evidence on student achievement in charter schools has been mixed at best, and some studies have provoked heated debate about the methods used to compare charter and traditional district student outcomes (Carnoy et al., 2005; Nelson, Rosenberg, & Van Meter, 2004). In response, researchers increasingly have called for the use of value-added methodologies to assess the performance of charter schools (Betts & Hill, 2006; Miron & Nelson, 2001). Value-added assessments, also known as growth models, measure how much students learn once they arrive in a particular school and provide a means to distill the effect of schooling on students' academic achievement. Charter advocates argue that value-added assessments will provide a more accurate measure of the effect of charter schools on the students they serve. Arguments for the use of growth modeling to assess school performance are not limited to charter schools. In response to federal accountability provisions mandated by the No Child Left Behind Act of 2001, representatives of traditional district schools are also pushing for the use of value-added assessments in order to more fairly measure the effect of schools on student achievement.

Questions of fairness have also been raised with respect to states' methods of funding charter schools. National and state-level analyses of charter school finance consistently report that charter schools receive less funding than traditional district schools (Fordham Institute 2005; Osberg, 2006; TCER, 2003, 2005, 2006; Zimmer et al., 2003). And while funding differences vary across states and across regions within states, the lack of access to local and facilities funding are the primary sources of revenue disparities for charters nationwide (Fordham Institute 2005; Osberg, 2006). Because charter schools are not able to levy local property taxes, they do not have the same access to local funding sources as traditional district schools. Some states, including Texas, attempt to offset differences created by the absence of local funds by providing charters with additional revenue from state sources, but these efforts generally do not make up for the lack of a local tax base (Fordham Institute, 2005). In addition, most states do not provide charters with funding for facilities, which means that some charters must divert instructional resources in order to pay for facilities.

Many charter schools address funding challenges by tapping private revenue sources and engaging in fundraising activities. In addition, charters have access to a broad range of state and federal grants designed to assist the new schools. In particular, the U.S. Department of Education has provided a variety of incentive grant programs designed to assist charter schools in procuring facilities and developing innovative educational programs.

## CHARTER SCHOOLS IN TEXAS

In 2005-06, 194 Texas open-enrollment charter schools enrolled more than 70,000 students statewide, making Texas the nation's fifth largest charter school program in terms of enrollment and the number of schools operated (CER, 2006).<sup>2</sup> In spite of Texas's ranking among charter programs nationally, its charter schools remain a relatively small component of the state's system of public education, enrolling less than 2 percent of the more than 4.4 million students who attend Texas public schools. Like charter schools nationally, Texas's charter schools are generally located in urban communities and tend to be small schools (226 students, on average). Texas open-enrollment charters enroll larger proportions of African American students and smaller proportions of White students than the state's traditional district schools. Although Texas's charter school law does not include preferences for programs designed for low-income or at-risk students, Texas charters enroll substantially larger proportions of low-income students than traditional district schools (71 percent versus 55 percent). Half of the open-enrollment charter schools operating in Texas during the 2005-06 school year were registered as alternative education campuses and offered programs designed to support students at risk of failure or dropping out.

As in other parts of the country, Texas's charter school legislation came about during a time when many saw a need for public school reform aimed at improving student achievement. George W. Bush backed school choice in his campaign for the governorship in 1994 and the Texas Legislature enacted the state's charter school law in 1995. Texas's charter school law provides for three classes of charter schools: home-rule charters, campus charters, and open-enrollment charters (TEC §12.002). Although the regulatory provisions vary by class, each type of charter operates relatively free of most state and local school requirements.

A home-rule charter is established when an entire school district elects to convert to charter status. Home-rule proposals may be adopted if approved by majority vote in an election in which at least 25% of the district's registered voters participate (TEC §§12.021-12.022). As of this writing, no Texas public school district has adopted home-rule charter status.

Campus charters enable individual district schools to convert to charter status. The parents of the majority of students in the school and the majority of the school's teachers must sign a petition requesting conversion. The petition is presented to the district's governing board, which may not arbitrarily deny the request. Campus charters remain the legal responsibility of the district school board and receive state and local funding (TEC §§ 12.051-12.065). In the fall of 2006, the Texas Education Agency (TEA) reported that 47 active campus charters operated in Texas. Most of these were elementary school programs and more than 60 percent were located within the Houston Independent School District.

Texas's open-enrollment charters are entirely new public schools created by "eligible entities," such as nonprofit organizations, universities, or local government groups (TEC § 12.101). Open-enrollment charters are sponsored by the State Board of Education (SBOE) and are authorized for a period of five years. Charters receive state funding and are eligible for federal categorical programs, such as special education and Title 1 funding for disadvantaged students. Because

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<sup>2</sup> CER includes both Texas open-enrollment and campus charters in its summations for national rankings.

open-enrollment charters have no taxable property, they do not receive local property tax revenues and are more reliant on state funding sources than traditional district schools. Although Texas charters are prohibited from discriminating in their enrollment policies, they are permitted to exclude students with documented histories of discipline problems, criminal offenses, or adjudication (TEC § 12.111(6)). The charter school's governing board retains legal responsibility for the management, operation, and accountability of the school (TEC § 12.121) and is permitted to contract school management and instructional services from for-profit educational vendors (TEC § 12.125). This evaluation is limited to open-enrollment charter schools and is conducted in compliance with legislative provisions requiring annual evaluations of the state's open-enrollment charters (TEC §12.118). The term "charter school" in the context of this report refers to Texas's open-enrollment charters.

The 1995 legislation enabling Texas charter schools allowed for the authorization of 20 open-enrollment charter schools, and 17 of the new schools opened in the fall of 2006. According to former state senator Bill Ratliff, the Chair of the Senate Education Committee at the time of Texas's initial charter legislation, the State Board of Education (SBOE) scrutinized these applications to ensure that applicants had the financial resources and professional backgrounds necessary to successfully operate a school. In subsequent years, however, the SBOE and the Legislature adopted the attitude that if "a little bit is good, a whole lot is better" and lowered the barriers to authorization, opening the door for unqualified applicants to obtain charters (comments made at the Charter School Policy Institute [CSPI] forum "A Decade of Charter Schools," April 19, 2006). From the 1997-98 to 1998-99 school years, the number of Texas charter schools increased more than fourfold, from 19 to 89. And by 2000-01, 160 charter schools operated statewide. Many of these schools had been authorized under 1997 legislation permitting an unlimited number of charter schools that enrolled 75 percent or more students at risk of failure or dropping out—designated "75 Percent Rule" charters. According to Ratliff, the reduced scrutiny given to charter school authorization during this period resulted in a "black eye" for the state's charter program, when financial improprieties in some charters caught the public's attention (comments made at the CSPI forum "A Decade of Charter Schools," April 19, 2006).

Reports of financial mismanagement and poor academic achievement in charter schools raised public concerns about the oversight of the new schools and, in response, the Legislature introduced more stringent financial reporting and accounting requirements for charters in 2001. In addition, it eliminated the 75 Percent Rule designation and capped the number of permissible charters at 215. In the same year, the SBOE revised its charter school authorization policies and began implementing more rigorous selection processes for potential charter school operators. These changes are discussed in detail in Chapter 4 of this report.

Although the Legislature's and the SBOE's changes to Texas's charter school policy and authorization procedures substantially increased the accountability of charter school operators, scrutiny of charter schools' fiscal management and academic outcomes continued. In 2004, the Texas Sunset Advisory Commission reviewed TEA's monitoring of charter schools and faulted the agency for its failure to provide effective oversight. The Commission's review called for the TEA to implement a financial accountability rating system, finding that "without adequate, periodic assessment, some charter schools have gone bankrupt and may have inappropriately used state funds" (p. 17). The Commission also found that the TEA needed to more closely

monitor alternative education charter schools (43% of all charter campuses in 2004), many of which had never received an accountability rating from the state (p. 18). In keeping with the state's overarching plan for increased school accountability, the TEA established separate accountability standards and procedures for alternative education campuses and began issuing ratings for alternative education campuses in 2005.

## **EVALUATION OF TEXAS CHARTER SCHOOLS**

Texas Education Code (TEC) Chapter 12.118 calls for the Commissioner of Education to designate an impartial organization with experience evaluating school choice programs to conduct an annual evaluation of Texas open-enrollment charter schools. The TEA selected the Texas Center for Educational Research (TCER) to evaluate the state's charter schools for the 2005-06 school year. Responding to state statutes, the research team has considered:

- Student scores on assessment instruments;
- Student attendance, grades, and discipline;
- Socioeconomic data on students' families;
- Students' satisfaction with their schools; and
- Costs incurred by charter schools for instruction, administration, and transportation.

The charter school evaluation set out in the Texas statute does not constitute a compliance review of charter schools. Evaluators do not examine whether charter schools fulfill their missions or whether they comply with the terms of their charters. The role of the evaluation team is to prepare an informational report about Texas open-enrollment charter schools.

## **METHODOLOGY**

### **Study Approach**

This study builds on previous Texas open-enrollment charter school evaluations. For the 2005-06 school year, researchers continued to use a research design that reduces the paperwork burden on charter schools and maximizes available resources. The evaluation relies on data available through the TEA's Public Education Information Management System (PEIMS) and Academic Excellence Indicator System (AEIS) for all of the 194 charter schools in operation the majority of the 2005-06 school year. This year's analysis differs somewhat from recent evaluations in that it includes a survey about the effects of charter schools on traditional districts and a survey addressing parents' perceptions of charters. This year's evaluation also includes an examination of the evolution of Texas's charter school policies and procedures over the ten years charters have operated in the state.

In each chapter of this report, a detailed methodological explanation is provided for data collection events undertaken to address the study's primary research questions:

- What are the characteristics of Texas open-enrollment charter schools and how do they differ from traditional public schools?
- How do the revenues and expenditures of charter schools differ from those of traditional district schools?

- How have charter school policies and procedures evolved over the first decade of charter school operation in Texas?
- What is the nature of charter school leadership and academic environments?
- How have charter schools affected traditional district schools?
- What are parents' perceptions of charter schools?
- What are the experiences of charter school students and their perceptions of the schools they attend?
- What are the academic outcomes for students in charter schools and how does the academic achievement of charter students compare with students in traditional district schools?
- What are the major findings and policy implications?

## Data Sources

The evaluation encompasses a variety of data sources including:

- Analysis of PEIMS and AEIS data for schools and campuses;
- Surveys of charter school directors, charter students, traditional district representatives, and parents of students enrolled in charter and traditional district schools; and
- Analyses of Texas Assessment of Knowledge and Skills (TAKS) scores and other outcome measures for charter school students and a comparison group of traditional public school students.

Some analyses consider charter schools as a group, but in many cases, an aggregate result fails to capture the wide variation among schools. In particular, additional analyses examine data by school type (membership in the standard or alternative education accountability system) and length of charter school operation.

## Data Analysis

**Analysis by accountability procedures.** The 2005-06 evaluation disaggregates its analyses by charter schools evaluated under standard and alternative education accountability procedures. Standard procedures guide the assignment of ratings to standard campuses (including non-registered alternative education campuses) whereas alternative education accountability procedures govern the assignment of ratings to registered alternative education campuses (AECs) designed to serve the needs of at-risk students. The new accountability procedures recognize that alternative education programs often confront different educational challenges than schools that enroll proportionately fewer at-risk students.

**Analysis by years of operation.** Charter schools also are examined by their longevity. For this report, years of operation refers to the number of school years that a charter campus has operated. Analyses related to charter schools' length of operation include comparisons for campuses in operation for one, two, three, four, five, and six or more years.

## Study Limitations

Several factors complicate the analysis of charter school data. The first issue is data accuracy. With the exception of the TAKS, the majority of data are self-reported. Thus, information often reflects respondents' perceptions. In past years, the accuracy of charter school PEIMS data was an issue; however, the Person Identification Database (PID) error rates for charter districts have improved substantially in the last two years. The charter PID error rate was 4.6 percent in 2003-04 but only 0.33 percent in 2005-06. Yet that rate was still about double the state average of 0.15 percent.

Second, student mobility continues to reduce the number of charter school students included in the state accountability system and available for analysis. Only 67 percent of charter school students are included compared to 89 percent of students in traditional public schools.

Third, the TEA categorizes charter schools both as charter operators (i.e., districts) and campuses, so analyses involve both categories. In some comparisons, the unit of analysis is the charter school "district," while in other cases the unit of analysis is the charter school "campus." As a result, reported numbers of charter schools may vary. Additionally, for some student performance indicators the "student" is the analysis unit. For school-level analyses, each school or campus receives equal weight, whereas with the student as the unit, schools with larger student enrollments receive more weight in calculations. In general, the reader must consider study limitations when interpreting the reported information.

## EVALUATION REPORT

The 2005-06 evaluation of charter schools is organized as follows:

- Chapter 1 provides the contextual background on the charter school movement nationally and in Texas. Catherine Maloney prepared this section.
- Chapter 2 presents information on the characteristics of open-enrollment charter schools. Daniel Sheehan prepared this section.
- Chapter 3 examines revenues and expenditures in open-enrollment charter schools. This section was prepared by Catherine Maloney and Moak, Casey & Associates, LLP.
- Chapter 4 examines the evolution of Texas's charter school policy and procedures over the first decade of charter school operation. Briana Huntsberger prepared this section.
- Chapter 5 presents findings from surveys of the directors of open-enrollment charter schools. Catherine Maloney prepared this section.
- Chapter 6 presents finding from surveys of traditional district representatives about the effects of charter schools on district operations. Catherine Maloney prepared this section.
- Chapter 7 presents findings from a survey of parents of students enrolled in charter schools and parents of students enrolled in traditional district schools. Fanny Caranikas-Walker prepared this section.
- Chapter 8 presents findings from satisfaction surveys of students enrolled in open-enrollment charter schools. This section was prepared by Briana Huntsberger.

- Chapter 9 presents student performance data for charter school students. Daniel Sheehan prepared this section.
- Chapter 10 presents commentary on the 2005-06 evaluation findings. Catherine Maloney, Selena Caldera, Dan Sheehan, Briana Huntsberger, and Fanny Caranikas-Walker contributed to this section.
- Appendix A includes the statutory provisions governing open-enrollment charter schools (TEC §§ 12.101-156).
- Appendix B includes basic information and the classification system for the open-enrollment charter schools operating for the entire 2005-06 school year.
- Appendix C includes copies of the survey instruments used to collect information from charter school directors, teachers, and students.
- Appendix D includes the hierarchical linear modeling (HLM) analyses of the effect of charter schooling on TAKS achievement.
- Appendix E includes accountability ratings for individual campuses.
- Appendix F includes student performance indicators for individual campuses.
- Appendix G includes data on the 2004-05 revenues and expenditures of Texas charter schools.

## CHAPTER 2

### CHARACTERISTICS OF TEXAS OPEN-ENROLLMENT CHARTER SCHOOLS

In Texas, 194 open-enrollment charter schools and 313 charter school campuses operated for the majority of the 2005-06 school year. In this state, a sponsoring entity receives a charter to open a charter school, the rough equivalent of a traditional public school district. A single charter school may have one or more campuses associated with the approved charter. Charter operators can petition the Commissioner of Education for permission to add grade levels or open new campuses. Thus, while the growth of charter schools has slowed in the state since 2001-02 (only 14 new charter schools operating), an additional 72 campuses have been added to existing charters.

In this chapter, characteristics are reported for both charter schools and campuses. Unless otherwise indicated, the data source is the Texas Education Agency's (TEA) 2005-06 Academic Excellence Information System (AEIS). TEA provides aggregate statistics for charter schools through AEIS reports. Evaluators conducted additional analyses to examine data by school type (charters rated with the standard accountability procedures [standard AP] and charters rated under alternative education accountability procedures [alternative education AP]) and length of charter school operation (one or two years through six or more years). In some cases, the unit of analysis is the district or "charter school," while in other cases, the analysis unit is the "campus." Information to follow describes charter characteristics, student demographics, and staff and teacher characteristics. Information for individual campuses is provided in Appendix B.

#### CHARTER SCHOOLS AND CAMPUSES

Since the first Texas charter school opened in 1996, the number of charter schools operating in the state and students enrolled in these schools has risen dramatically (Table 2.1).

**Table 2.1**  
**Number of Texas Open-Enrollment Charter Schools and Students Served, 1997-2006**

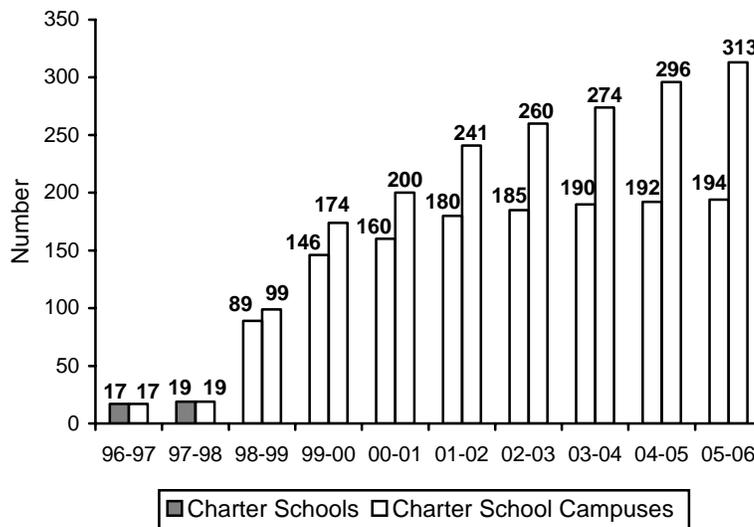
School Year	Total Charter Schools in Operation	Number of 75% Rule Charters <sup>a</sup>	Number of Students Enrolled	Average Campus Enrollment
1996-97	17	--	2,498	147
1997-98	19	--	4,135	217
1998-99	89	45	17,616	198
1999-00	146	46	25,687	156
2000-01	160	51	37,696	188
2001-02	180	--	46,304	192
2002-03	185	--	53,156	204
2003-04	190	--	60,748	222
2004-05	192	--	66,073	223
2005-06	194	--	70,861	226

Sources: TEA AEIS data files. Open-enrollment evaluation reports, years one to eight ([www.tcer.org](http://www.tcer.org)).

<sup>a</sup>The 75 Percent Rule charter designation was authorized in 1997 and eliminated in 2001.

As summarized in Table 2.1, 17 open-enrollment charter schools operated during the 1996-97 school year, and two more schools were in operation the following year. As Legislative provisions in 1997 raised the cap on the number of open-enrollment charter schools, the number of charter schools jumped in 1998-99 to 89, of which 45 were designated as 75 Percent Rule.<sup>1</sup> Charter schools numbered 146 in the 1999-00 school year, and the number of charters reached 160 in the following school year. Charter school growth then slowed as Legislative modifications eliminated the 75 Percent Rule charter school designation in 2001 and capped the number of charter schools at 215. Still, the number of new charter school campuses associated with existing charters has increased and expansion has continued at a steady pace.

In 2001-02, 180 charter schools and 241 charter campuses were in operation. The numbers increased to 185 charter schools and 260 campuses in 2002-03, to 190 charter schools and 274 campuses in 2003-04, to 192 charter schools and 296 campuses in 2004-05, and to 194 charter schools and 313 campuses in 2005-06. (Figure 2.1 displays the increasing number of charter schools and campuses across school years.) In 2005-06, 141 (73 percent) charter schools consisted of a single campus, 31 (16 percent) had 2 campuses, 6 (3 percent) had 3 campuses, 8 (4 percent) had 4 campuses, 2 (1 percent) had 5 campuses, 4 (2 percent) had 6 campuses, 1 (1 percent) had 7 campuses, and 1 charter school was made up of 19 campuses (1 percent).



**Figure 2.1. Number of Texas open-enrollment charter schools and campuses, 1997-2006.**

The number of students enrolled in charter schools has also increased significantly, from 2,498 in 1996-97 to 70,861 in 2005-06. Yet, the total number of students enrolled in charter schools still represents less than 2 percent of the nearly 4.4 million public school students in Texas. Charter schools are typically small, with an average 2005-06 campus enrollment of 226, and a median enrollment of 170. Three-fourths of charter school campuses enroll less than 300 students. The 2005-06 campus enrollment ranges from 2 students to 1,217 students. Although charter schools

<sup>1</sup> In 1997, legislative modifications allowed for an unlimited number of 75 Percent Rule charter schools that were required to maintain an enrollment of 75 percent or more at-risk students TEC §12.101(a)(2). Subsequent changes in the education code eliminated this designation.

are generally small, average student enrollment has been trending up over the past five school years (192, 204, 222, 223, and 226 students).

As of the 2005-06 school year, 249 Texas charters have been awarded. Ten of these have been revoked, rescinded, or renewal denied. The rates for revoking charters, rescinding charters, and denying renewals are 2.4 percent, 0.4 percent, and 1.2 percent, respectively. Another 31 charters either returned their charters (25 charters), let the charter expire (3 charters), or they merged with another charter (2 charters). For the 2005-06 school year, there were 208 active charters. Of these, 14 had been awarded, but they were not operational. As Table 2.1 indicates, there were 194 active and operational charters during the 2005-06 school year (TEA, 2006).

## CLASSIFICATION BY SCHOOL TYPE AND YEARS OF OPERATION

To learn more about school characteristics, we examined charters by school type and length of operation. For this report, “school type” refers to charter schools that received ratings under standard accountability procedures or alternative education accountability procedures. While school type can be used to classify both charter schools and charter campuses, “years of operation” is a campus-level variable (as opposed to district-level). It is based on TEA-reported start dates for each charter campus. Length of operation comparisons include campuses in operation for one to six or more years.

### School Type

Table 2.2 shows that of the 313 charter school campuses operating in 2005-06, 156 (50 percent) were standard campuses, while 157 (50 percent) were alternative education campuses. Average student enrollment for charter school campuses (226 students) varied by school type, with standard campuses (266 students) tending to be larger than alternative education campuses (187 students). Average campus enrollment was about 39 percent of the average student enrollment in traditional public schools (580 students).

**Table 2.2**  
**Number of Charter School Campuses by School Type, 2005-06**

Campuses/ Enrollment	Standard AP	Alternative Education AP	All Charter Campuses	Texas Public Schools
Number of campuses	156	157	313	7,643
Average enrollment	266	187	226	580
<b>Total students</b>	<b>41,450</b>	<b>29,411</b>	<b>70,861</b>	<b>4,434,711</b>

*Source:* Texas Education Agency and 2006 AEIS data files.

*Notes.* AP means accountability procedures. Charter schools are removed from state totals.

### Years of Charter School Operation

Table 2.3 reveals that slightly more than half (163 or 52 percent) of charter campuses have existed for six or more years. About 14 percent of campuses (43) have been operating five years, 8 percent of campuses (25) have been operating four years, 9 percent (28) have been operating three years, 9 percent (29) have been operating two years, and 8 percent (25) are in their first year of operation. Duration of charter school operation varied only slightly by the type of charter school.

**Table 2.3**  
**Charter Campuses by School Type and Years of Charter School Operation, 2005-06**

Years of Operation	Standard AP		Alternative Education AP		All Charter Campuses	
	N	%	N	%	N	%
Six or more	78	50.0	85	54.2	163	52.1
Five	19	12.2	24	15.3	43	13.7
Four	8	5.1	17	10.8	25	8.0
Three	14	9.0	14	8.9	28	8.9
Two	18	11.5	11	7.0	29	9.3
One	19	12.2	6	3.8	25	8.0
<b>Total</b>	<b>156</b>	<b>100.0</b>	<b>157</b>	<b>100.0</b>	<b>313</b>	<b>100.0</b>

Source: 2005-06 Texas Education Agency data.

Note. AP means accountability procedures.

## STUDENT DEMOGRAPHICS

Table 2.4 reports the distribution of students across grades for charter schools and traditional public schools statewide. Compared to other public schools, there are proportionately more charter school students at pre-kindergarten and grades 9 through 12. There are proportionately fewer charter school students at kindergarten and grades 1 through 8. Standard charter schools have relatively more students at pre-kindergarten, kindergarten, and at grades 1 through 7. Conversely, alternative education charters have proportionately more students at grades 8 through 12. While charters are fairly evenly split across school types, standard accountability charters enroll a larger proportion of students (58.5 percent of all charter students).

**Table 2.4**  
**Grade Level Disaggregation by School Type, 2005-06**

Grade Level	Standard AP		Alternative Education AP		All Charters		Public Schools Statewide	
	N	%	N	%	N	%	N	%
Early Childhood	33	0.1	0	0.0	33	0.0	13,201	0.3
Pre-K	6,250	15.1	1,390	4.7	7,640	10.8	173,780	3.9
K	4,507	10.9	681	2.3	5,188	7.3	344,560	7.8
1	4,002	9.7	615	2.1	4,617	6.5	354,389	8.0
2	3,607	8.7	633	2.2	4,240	6.0	340,201	7.7
3	3,215	7.8	542	1.8	3,757	5.3	336,770	7.6
4	2,858	6.9	567	1.9	3,425	4.8	326,373	7.4
5	3,060	7.4	640	2.2	3,700	5.2	333,223	7.5
6	3,352	8.1	821	2.8	4,173	5.9	319,697	7.2
7	2,965	7.2	1,397	4.7	4,362	6.2	334,369	7.5
8	2,385	5.8	1,728	5.9	4,113	5.8	331,493	7.5
9	1,753	4.2	6,884	23.4	8,637	12.2	383,318	8.6
10	1,428	3.4	5,399	18.4	6,827	9.6	315,888	7.1
11	1,101	2.7	4,831	16.4	5,932	8.4	275,337	6.2
12	934	2.3	3,283	11.2	4,217	6.0	252,112	5.7
<b>Total</b>	<b>41,450</b>	<b>100.3</b>	<b>29,411</b>	<b>100.0</b>	<b>70,861</b>	<b>100.0</b>	<b>4,434,711</b>	<b>100.0</b>

Source: Charter and other public school data from AEIS 2006 campus data file.

Notes. Shaded cells denote proportionately more charter school students compared to state averages. AP means accountability procedures. Charter schools are removed from state totals.

Table 2.5 summarizes student demographic information for 313 charter campuses. Major differences in student racial/ethnic group categories exist between charter schools and the state average. African-American students make up 36 percent of Texas charter schools' student population, whereas this group constitutes approximately 14 percent of students in Texas public schools overall. The percentage of Hispanic students in charter schools (45 percent) is the same as the state average, but the percentage of White students (17 percent) is less than half the state average (37 percent). The percentage of economically disadvantaged students in charter schools (71 percent) is greater than the state average (55 percent).

**Table 2.5**  
**Student Demographic Information, 2005-06**

Student Group	Charter Schools		State Average	Difference
	N Students	Percent	Percent	
African-American	25,861	36	14	22
Hispanic	31,818	45	45	0
White	11,712	17	37	-20
Other	1,470	2	3	-1
Economically disadvantaged	50,194	71	55	16
Special education	7,950	11	11	0
Limited-English proficient	8,960	13	16	-3

Source: AEIS 2006 campus data file.

Note. Charter schools are removed from state totals.

The percentage of students in charter schools classified as limited-English proficient (13 percent) is lower in charter schools than statewide (16 percent), and the percentage of students receiving special education services (11 percent) is the same as the state average.

### Student Characteristics by School Type

Table 2.6 compares student characteristics for all charter schools and traditional public schools as well as for standard and alternative education charter campuses.

**Table 2.6**  
**Student Demographic Information by School Type, 2005-06**

Group	Standard AP %	Alternative Education AP %	All Charter Schools %	Texas Public Schools %
African American	43	27	36	14
Hispanic	39	53	45	45
White	15	18	17	37
Other	3	1	2	3
Economically disadvantaged	69	73	71	55
Special education	8	16	11	11
Limited-English proficient	13	13	13	16
Number of students	41,450	29,411	70,861	4,434,711

Source: AEIS 2006 campus data file.

Notes. AP means accountability procedures. Charter schools are removed from state totals.

Standard charter campuses have proportionately more African American students (43 percent versus 27 percent). Alternative education charter campuses have proportionately more Hispanic students (53 percent versus 39 percent). Surprisingly, standard and alternative education campuses have approximately equal percentages of economically disadvantaged students (69 percent versus 73 percent). Alternative education charter campuses have proportionately more special education students (16 percent versus 8 percent).

### Student Characteristics by Years of Charter School Operation

Table 2.7 presents student demographic information by years of charter campus operation. Percentages of White students are slightly higher in the charter campuses that have been in operation six or more years. Relatively new charter campuses (one, two, or three years) have the highest percentages of African-American students (38 percent). The percentages of Hispanic students are lowest in the newest charters (40 percent in charters one, two, or three years old). The percentage of economically disadvantaged students does not vary much by years of operation. Special education students represent a lower percentage of students in the most tenured charter campuses. The percentage of limited-English proficient students is largest for more tenured campuses. The average school size increases for schools with greater longevity, with new campuses (one, two, or three years) about two-thirds the size of more established schools (six or more years).

**Table 2.7**  
**Student Demographic Information by Years of Charter Campus Operation, 2005-06**

Student Group	Number of Years Charter Campus in Operation <sup>a</sup>		
	Six or More	Four or Five	One, Two, or Three
African American	30.6	30.8	37.5
Hispanic	44.2	45.2	39.5
White	23.3	22.4	21.3
Other	1.9	1.5	1.7
Economically disadv.	69.7	73.4	71.4
Special education	14.3	20.0	19.2
Limited-English profic.	11.8	8.6	8.0
Average school size	265	194	176
Number of students	43,265	13,201	14,395

Source: 2005-06 AEIS data file.

<sup>a</sup>One charter campus did not have start date data.

### Student Characteristics Over Time

Table 2.8 summarizes data from evaluation reports for 1996-97 through 2005-06. During the first four school years, charter schools enrolled increasing percentages of African-American students and decreasing percentages of Hispanic students. However, data for 2001-02 through 2005-06 suggest that African American percentages have peaked and are starting to decrease, while Hispanic percentages are increasing. The percentage of White students peaked in 1997-98 and has declined in subsequent years.

**Table 2.8**  
**Student Demographic Information, 1997-2006 (Percent)**

Year	African-American		Hispanic		White		Economically Disadvantaged	
	Charter	State	Charter	State	Charter	State	Charter	State
1996-97	27	14	52	37	20	46	51	48
1997-98	29	14	45	38	24	45	36	49
1998-99	34	14	43	38	22	45	53	49
1999-00	39	14	38	40	22	42	52	49
2000-01	41	14	37	41	20	42	54	49
2001-02	40	14	38	42	20	41	58	51
2002-03	40	14	40	43	19	40	61	52
2003-04	39	14	41	44	18	39	63	53
2004-05	37	14	43	45	18	38	68	55
2005-06	36	14	45	45	17	37	71	55

*Sources:* AEIS campus data files. Open-enrollment charter schools evaluation reports, years one to seven ([www.tcer.org](http://www.tcer.org)).

*Note.* Charter schools are removed from state totals.

Compared to traditional public schools, African-American students have been consistently over-represented in charter schools. Hispanic students, which were initially over-represented in charter schools, are now represented in the same proportion as they are in traditional public schools. The percentages of White students in charter schools are consistently lower than traditional public schools. In 2005-06, Hispanic students were more heavily concentrated in alternative education charter schools, and White students were slightly more heavily concentrated in alternative education charter schools. In contrast, larger proportions of African-American students were enrolled in standard charter schools.

## STAFF CHARACTERISTICS

Table 2.9 shows staff data for charter schools and traditional public schools. For charter schools, 4 percent of staff is central administration and 9 percent is campus administration. This compares to 2 percent central administration and 4 percent campus administration in other Texas public schools. Because charter schools are generally smaller than most traditional districts, percentages of staff members listed as administrators are greater than overall public school averages, given economies of scale.

Charter school central and campus administrators earn considerably less than their peers in traditional public schools. Central administrators statewide earn an average salary of about \$74,000, while central administrators in charter schools average about \$63,900, a difference of about \$10,100. Campus administrators statewide earn about \$62,800, on average, while charter campus administrators average about \$48,200, a difference of about \$14,600. Likewise, charter school teachers earn about \$9,300 less than teachers in other Texas public schools (about \$31,600 compared to about \$40,900). Because charter schools are much smaller than other public schools, the average number of teacher full-time equivalents (FTEs) in charter schools is about 14 compared to about 40 in other Texas public schools. There are similar percentages of teachers in charter schools and traditional public schools, but, on average, the student-teacher ratio is higher in charters (16.1 versus 14.1).

Table 2.9 also compares staff characteristics for standard and alternative education charters. Percentages of central administration are about equal (3.7 percent in standard charters versus 3.5 percent in alternative education charters). However, alternative education charters have a higher percentage of school administration (11 percent versus 7 percent). Standard charters tend to have more staff (23 staff FTEs versus 18 staff FTEs) and more teachers (17 teacher FTEs versus 12 teacher FTEs). Teacher-student ratios are about equal (16.2 in standard charters versus 16.0 in alternative education charters). Pay is higher in standard charters, with central administrators being paid on average \$8,500 more, campus administrators \$6,100 more, and teachers \$3,300 more. Surprisingly, the percentage of staff who are teachers is smaller in alternative education charter schools (66 percent) compared to standard charters (76 percent).

**Table 2.9**  
**Charter School and Campus Staff Characteristics, 2005-06**

Staff Characteristic	Charter Schools				Texas Public Schools
	N	Standard AP	Alternative Education AP	All Charter Schools	
% Central administration <sup>a</sup>	194	3.7%	3.5%	3.6%	1.8%
% Campus administration	308	7.2%	10.6%	8.9%	4.3%
Average central administrator <sup>a</sup> salary	142	\$67,199	\$58,740	\$63,863	\$74,095
Average campus administrator salary	256	\$51,451	\$45,319	\$48,217	\$62,846
Average teacher salary	308	\$33,306	\$29,982	\$31,633	\$40,935
Average staff FTE	308	23.4	17.6	20.5	54.8
Average teacher FTE	308	17.3	11.6	14.4	40.3
% Teachers	308	76.3%	65.8%	71.0%	72.4%
Students per teacher	305	16.2	16.0	16.1	14.1

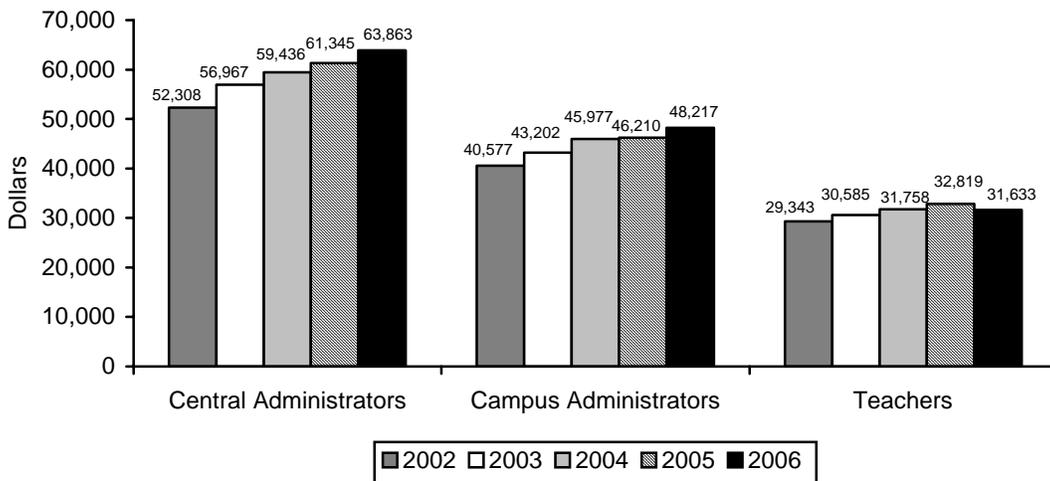
Source: 2006 TEA AEIS campus data file.

Notes. Data for Texas Public Schools exclude charters. AP means accountability procedures.

<sup>a</sup>2006 TEA AEIS district data file.

Figure 2.2 illustrates the change in charter school salaries from 2002 through 2006. Over that period, average charter central administrators' salaries increased from \$52,308 to \$63,863, or an increase of 22.1 percent. Average charter school campus administrators' salaries increased from \$40,577 to \$48,217, or an increase of 18.8 percent. Teacher salaries grew at a slower rate over the same period. Teacher salaries increased from \$29,343 to \$31,633, or an increase of 7.8 percent. However, teachers' salaries actually decreased in 2005-06 by \$1,186, or 3.6 percent.

As a frame of reference, from 2002 through 2006, the salary increases across the state of Texas were 11.3 percent, 7.3 percent, and 6.1 percent for central administrators, campus administrators, and teachers, respectively. While the charter salary increases were larger percentage-wise than increases statewide, charter salaries still trail state averages by approximately \$10,000 for central administrators, \$15,000 for campus administrators, and \$9,000 for teachers.



**Figure 2.2. Charter school administrator and teacher salaries, 2002 through 2006.**

Table 2.10 shows that compared to other Texas public schools, charter schools employ higher percentages of African American teachers (31 percent compared to 8 percent) and lower percentages of White teachers (46 percent compared to 72 percent). The lower average salaries for teachers in charter schools may partially be accounted for by charter teachers' relative inexperience. As Table 2.10 illustrates, the percentage of beginning teachers in charter schools is much higher than the state average (26 percent versus 7 percent). On average, charter teachers have about half as many years experience as teachers statewide (6 versus 12 years). Charter school teachers' experience is slightly higher in 2005-06 (5.6 years versus 5.4 years for 2002-03 through 2004-05). Teacher tenure, a measure of how much time the teacher has been employed in the district, is low in charter schools (1 year versus 8 years in other public schools). This may reflect the relative newness of some charter schools. The 2005-06 turnover rate for teachers in charter schools (44 percent) is much higher than the state average (16 percent).

Table 2.10 also illustrates differences and similarities between standard and alternative education charters. Standard charters have a higher percentage of African-American teachers, but a lower percentage of Hispanic teachers. The alternative education charters have a slightly higher percentage of teachers with no college degree, a higher percentage of teachers with advanced degrees, and a slightly higher level of teacher experience. They also have a slightly higher teacher turnover rate. There are only modest differences between these two groupings of charter schools in teacher tenure.

**Table 2.10**  
**Charter School Teacher Characteristics, 2005-06**

Teacher Characteristic	Charter Schools				Texas Public Schools
	N	Standard AP	Alt. Ed. AP	All Charter Schools	
% Minority teachers	308	51.6%	49.5%	50.6%	26.9%
% African-American	308	36.2%	26.6%	31.4%	8.1%
% Hispanic	308	15.5%	22.9%	19.2%	18.8%
% White	308	44.5%	47.6%	46.0%	71.8%
Teacher average years of experience	308	5.1	6.2	5.6	11.7
Teacher tenure in years	308	1.3	1.2	1.2	7.7
% Beginning teachers	308	26.9%	24.3%	25.6%	7.2%
% 1-5 years experience	308	44.2%	41.9%	43.0%	27.6%
% 6-10 years experience	308	14.9%	15.4%	15.1%	19.2%
% 11-20 years experience	308	8.9%	10.3%	9.6%	25.3%
% More than 20 years experience	308	5.2%	8.2%	6.7%	20.4%
% Teachers with no degree <sup>a</sup>	194	6.9%	7.3%	7.1%	0.7%
% Teachers with advanced degrees <sup>a</sup>	194	15.1%	19.1%	16.9%	16.4%
Teacher annual turnover rate <sup>a</sup>	188	43.4%	45.7%	44.4%	16.4%

Source: 2006 TEA AEIS campus data file.

Note. Data for Texas Public Schools exclude charters. AP means accountability procedures.

<sup>a</sup>2006 TEA AEIS district data file.

## SUMMARY

The number of charter schools in Texas has climbed steadily since the first 17 schools opened in the 1996-97 school year. In 2005-06, the number of charter schools in operation reached 194. Concurrently, across the ten-year period, student enrollment increased from 2,498 to 70,861. Of the 313 charter school campuses operating in 2005-06, half (156 or 50 percent) were standard charters, while half (157 or 50 percent) were alternative education charters. Most charter campuses have existed for a brief time. About half (52 percent or 163 campuses) have been operating six or more years.

Compared to other public schools, charters have proportionately more students at grades 9 through 12 and at pre-kindergarten. Standard charter schools have relatively more students at pre-kindergarten, kindergarten, and at grades 1 through 7. Conversely, the alternative education charters have proportionately more students at grades 8 through 12.

Texas charter schools serve larger proportions of low-income and African-American students than public schools statewide. Within traditional public school districts, 14 percent of students are African-American, whereas this group comprises 36 percent of the charter school student population. The percentage of Hispanic students in charter schools (45 percent) is equal to the state average (45 percent), and the percentage of White students (17 percent) is less than half the state average (37 percent). Overall, charter schools report about 11 percent of students in special education, which is similar to the state average, and about 13 percent as limited-English proficient, which is less than the state average. Over the past five school years, student ethnic

distributions in charter schools have stabilized, but the proportion of economically disadvantaged students has increased from 58 percent to 71 percent.

Percentages of White students are slightly higher in the charter campuses that have been in operation six or more years. Relatively new charter campuses (one, two, or three years) have the highest percentages of African-American students (38 percent). The percentages of Hispanic students are lowest in the newest charters (40 percent in charters one, two, or three years old). African-American students have been consistently over-represented in charter schools compared to traditional public schools. However, since 2001-02, data suggest that African-American percentages have peaked and are starting to decrease, while Hispanic percentages are increasing. The percentage of White students peaked in 1997-98 and has since declined. The average campus size increases for schools with greater longevity, with new campuses about two-thirds the size of established schools.

About 4 percent of charter school staff is central administration, compared to about 2 percent statewide. While 9 percent of charter school staff is campus administration, only 4 percent is campus administration statewide. For both administrators and teachers, average salaries are lower in charter schools than in traditional district schools. Lower relative experience among charter school educators may partly account for differences. Charter schools also have a higher percentage of beginning teachers (26 percent versus 7 percent), and teachers have half as many years experience as teachers statewide (6 versus 12 years). The teacher turnover rate in charter schools (44 percent) continues to be considerably higher than the state average (16 percent).

During the past five years, average charter school salaries increased by 11.3 percent for central administrators and by 7.3 percent for campus administrators. Teacher salaries grew at a slower rate over the same period (6.1 percent). In addition, teachers' salaries decreased in 2005-06 by 3.6 percent. While salary increases have been smaller statewide, charter salaries still trail state averages by approximately \$10,000 for central administrators, \$15,000 for campus administrators, and \$9,000 for teachers.



## CHAPTER 3

### CHARTER SCHOOL REVENUES AND EXPENDITURES

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Texas school finance is a complex and frequently contentious issue—even more so when the schools under consideration are charter schools. As independent public schools of choice, Texas’s charter schools are funded using a separate set of formulas than those used to fund the state’s traditional district schools. And some charter school operators and advocates express concerns that Texas’s system of charter school finance does not provide charters with sufficient revenue to accomplish their educational missions (Fordham Institute, 2005; Osberg, 2006; Texas Center for Educational Research [TCER], 2005, 2006a, 2006b). The lack of facilities funding is at the center of most disputes over inadequate funding for Texas charter schools. So much so that some Texas policy makers and charter school advocates have proposed legislation that will reward effective charters with facilities funding. The idea has attracted national attention and support for its emphasis on performance incentives for charter schools that improve student outcomes (Pitluk, 2006).

Texas’s initial concept of open-enrollment charter schools understood that increased educational and fiscal autonomy would enable charter schools to develop innovative educational approaches that improved student outcomes. However, the absence of facilities funding for charters has meant that some charter schools have diverted instructional resources to secure adequate facilities (see Chapter 5’s survey of charter school directors)—a practice that may shortchange charter school students (Fordham Institute, 2005; Osberg, 2006; Pitluk, 2006).

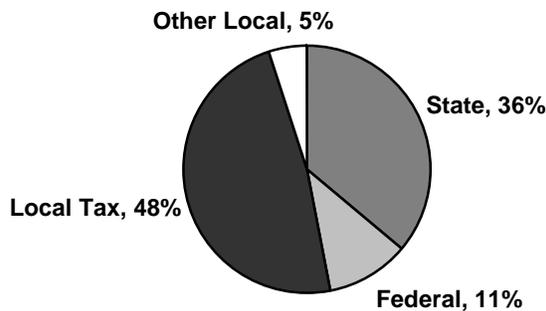
This chapter examines charter school finance in Texas and compares charter schools’ revenue and expenditure patterns with those of traditional districts. It begins with an overview of Texas public school finance, giving particular attention to Texas’s method for funding charter schools. It then describes a method for identifying charter schools with questionable financial data and the rationale for omitting these schools from analyses. The next section presents the results of comparisons of charter and traditional district revenues and expenditures using data reported through the Texas Education Agency’s (TEA) Public Education Information Management System (PEIMS) database for the 2004-05 school year (the most current data available). Where appropriate, charter schools’ revenue and expenditure data are disaggregated for charter schools rated under standard accountability procedures and those rated under alternative accountability procedures. Although the chapter examines a number of variables that affect the amount of funding charters receive, including access to local property tax revenues and student attendance patterns, its central finding is that lack of facilities funding is the primary reason for revenue disparities between charter and traditional districts.

Because this chapter includes terminology that may be unfamiliar to readers who are not well versed in the vocabulary of school finance, it includes a Glossary of Terms on page 165.

## BACKGROUND

### Texas Public School Finance

Texas public schools receive funding from federal, state and local sources. During the 2004-05 school year, the local property tax accounted for slightly less than half of total revenue (\$17.6 billion), while state revenue accounted for the second largest share (\$13.2 billion). Federal and other local revenue were \$3.9 and \$1.9 billion respectively.



**Figure 3.1. 2004-05 Public school revenue by source.**

*Source:* TEA PEIMS database.

*Note.* Recapture payments (function code 91) are subtracted from local tax revenue. Revenue amounts for charters with questionable data are assumed to be at the per pupil average for the rest of the state's charter schools.

### The Basics

Texas school finance formulas are designed to provide all school districts with a foundation or base level of funding, while allowing local communities to supplement that base level through local tax effort with state equalization support. This equalization support is meant to provide districts that have significantly different levels of property wealth per student with similar revenue for similar tax effort, adjusting for student and community characteristics known to affect the cost of schooling.

Texas school districts receive funding through a two-tiered system. Tier I provides funds primarily through the *basic allotment*, which is the base level of funding per student in average daily attendance (ADA) guaranteed to all districts that meet minimum tax effort requirements. The state adjusts the Tier I guaranteed allotment for a variety of factors that affect the cost of schooling but are outside a community's control such as district size, regional cost variations, and the programmatic needs of students served (Texas Education Code [TEC] § 42.101). The local and state contributions to Tier I funding vary according to local district property wealth—the lower a district's local property wealth, the lower the local contribution to the basic allotment, and thus, the higher the state's contribution.

Tier II funding, provided primarily through the *guaranteed yield*, is designed to allow districts to enrich Tier I revenues through a local tax rate above the minimum rate required to qualify for the

basic allotment. Through the guaranteed yield, each school district in Texas is entitled to a guaranteed minimum return on each penny of local enrichment tax effort per student in weighted average daily attendance (WADA). “Weighted students” refers to an adjusted student count based on individual student needs for programs such as special education or gifted and talented education. The state equalizes funding under Tier II by compensating low-wealth districts with funding sufficient to meet the guaranteed minimum yield.

The state further equalizes public school funding through its recapture plan, which collects revenue generated on property wealth above the equalized wealth level (TEC § 41.002) and redistributes the funding to schools in less property wealthy districts.

**Adjustments.** Texas adjusts funding under Tiers I and II for community characteristics, district size, and student characteristics—all of which may affect the cost of schooling. Community characteristics are addressed through the cost of education index (CEI), which adjusts funding to account for differences in wages that must be offered to attract teachers in different communities (TEC § 42.102). The required wage varies substantially because the cost of living varies across Texas (Taylor, 2004). With respect to district size, Texas’s scale adjustment (TEC § 42.103) provides additional support for small (fewer than 1,600 students in ADA) and mid-sized (between 1,600 and 5,000 students in ADA) districts.

Because some students are more expensive to educate, Texas applies program weights that increase the amount of funding schools receive for special education, career and technology education, compensatory education, bilingual education, and Public Education Grant Program students. Program weights are additive. For example, a student who qualifies for both compensatory education and gifted and talented programs generates an additional 32 percent in funding (20 percent for compensatory and 12 percent for gifted and talented education). Table 3.1 summarizes these weights, which are defined in Chapter 42 of the Texas Education Code.

**Table 3.1**  
**Program Weights for Texas Public School Funding**

Program	Weight
Regular Education	No weight
Special Education	Weights vary from 1.1 to 5.0
Compensatory Education	0.20 (2.41 for pregnant)
Bilingual Education	0.10
Career and Technology Education	1.35
Gifted and Talented Education	0.12
Public Education Grant	0.10

**Facilities.** Texas provides traditional districts with facilities support through the Existing Debt Allotment and the Instructional Facilities Allotment. Both funds are structured as guaranteed yield programs and are designed to subsidize the debt service payments made by school districts on voter approved bonds.

The Existing Debt Allotment (TEC § 46.031) provides a guaranteed yield of \$35 per student in ADA per penny of Interest and Sinking Fund tax effort for taxes adopted to pay for existing

debt—so a district would have to issue debt and begin making payments before state support becomes available. The Instructional Facilities Allotment (TEC § 46.001) also provides a guaranteed yield of \$35 per penny per student in ADA, but this program is designed to support those districts that do not have sufficient property wealth to generate the funds needed to make payments on debt without state support. Awards are granted to districts based on need, with need determined by a combination of the district's property wealth and whether it was selected in a prior award cycle. Districts with the lowest property wealth per student receive awards first, and support is limited to instructional facilities and excludes administrative buildings and athletic facilities.

## **Charter School Finance**

Although charter schools are public schools, they may not levy property taxes and, therefore, are almost completely reliant on state funding sources. In spite of this difference, charter school funding is based on many of the same formula elements as traditional public school funding. Like traditional districts, charter schools account for ADA by student program participation, and these student counts are used to determine state funding.

Charter schools do not receive facilities funding such as is provided to traditional public school districts through the Existing Debt Allotment and Instructional Facilities Allotment. Charters also cannot issue tax-exempt bonds independently. However, according to TEA staff, several Texas charters have financed debt through various conduit issuers such as the Texas Public Finance Authority, the Dickinson Education Finance Corporation and the Danbury Higher Education Authority. Changes made to the Texas Education Code in 2001 established a non-profit corporation that can issue revenue bonds on behalf of charter schools for the acquisition, construction, repair, or renovation of instructional facilities (TEC § 53.351). To date, however, it appears that few charter schools have issued facilities bonds (Progressive Policy Institute, 2005).

In 2001, House Bill 6 restructured how Texas funds its system of charter schools. The revisions are spelled out in TEC § 12.106 and will be phased in over time. Consequently, during the 2004-05 school year, charters were funded under two separate sets of formulas depending on whether they were in operation prior to September 1, 2001.

**Pre-2001 formula.** For charters in operation before 2001, funding is determined largely by the characteristics of students' resident districts. The pre-2001 formula accounts for students' program participation (e.g., special education, bilingual education) and bases charter school funding on the amount of revenue students would have generated in their resident districts. Thus, charter school students who are drawn from districts with high property wealth, greater CEI or scale adjustments, or small districts generate more revenue than students who live in districts without such characteristics.

The funds charters receive also depend on the tax rates of the traditional districts in which their students reside. Other things being equal, a student residing in a district with a higher maintenance and operations tax rate generates more funding than a student who lives in a district with a lower maintenance and operations tax rate. This formula is designed to ensure that charters receive the same level of maintenance and operations funding as their surrounding

districts. A disadvantage of this system is that charter school funding is partially dependent on the taxing decisions of relatively few neighboring districts and can be difficult to project.

**Post-2001 formula.** The changes brought by House Bill 6 divorce charter school funding from the characteristics of students' resident districts. The new funding formula is based on statewide averages with respect to the CEI, the size and scale adjustment, and local tax effort. Whether this generates more or less revenue for a charter school depends primarily on the revenue-generating capacity of the students' resident districts (which determine what the charter would have received under the pre-2001 formula). The pre-2001 system benefits charter schools that draw enrollments from relatively high revenue districts—those with higher property values, higher tax effort, or larger-than-average funding adjustments related to size or the CEI, for example. Under the new system, charters that received above-average per-pupil funding based on resident district characteristics will lose revenue. In contrast, charters drawing students from districts with lower than average per-student revenue will enjoy funding increases.

Currently, only 16 charter schools receive their full funding under the new formula. These charters began operation after September 1, 2001. In 2003-04, Texas began moving its pre-2001 charter schools to the new funding method. During 2004-05 school year, pre-2001 charters received 80 percent of their revenue through the old system and 20 percent under the new system. For each subsequent year, the amount of revenues allocated under the new system will increase by 10 percent until 2012-13, when all charters will be fully funded under the new system.

## **Recent Changes to School Finance**

In 2006, Texas legislators enacted House Bill 1, which implemented a number of changes to the school finance system designed to reduce local property tax rates while holding school districts harmless from associated revenue losses. House Bill 1 also provided for an across-the-board teacher pay increase, made available additional assistance for students at the high school level, and offered some additional taxing authority to the large number of traditional school districts that have reached the statutorily defined maximum allowable tax rate for maintenance and operations (previously \$1.50 per \$100 of assessed property value).

Traditional school districts were provided the opportunity to adopt an additional tax rate of up to four cents with a state guaranteed yield equal to the revenue available to the Austin Independent School District. Austin has per-student property wealth greater than or equal to districts enrolling roughly 95 percent of the students in Texas. Districts with local property wealth sufficient to generate more revenue than this guaranteed amount do not have to pay recapture on revenue generated through these four cents.

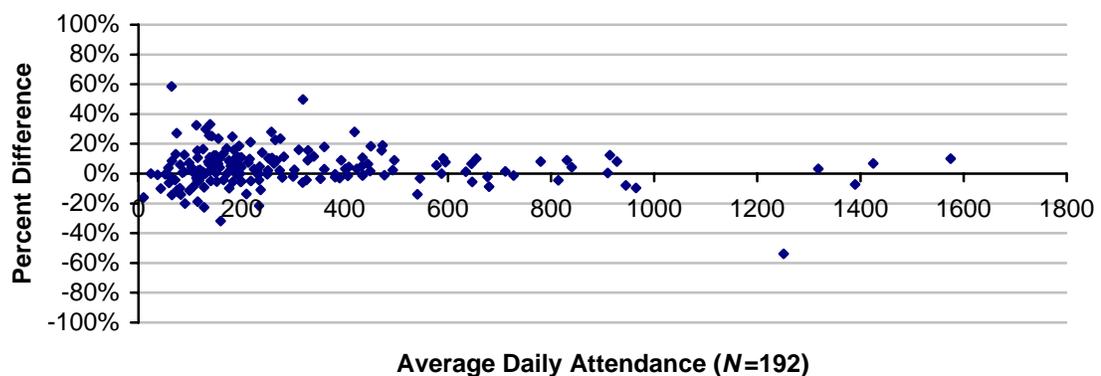
The impact of this legislation on charter schools depends, to some extent, on the characteristics of the individual school. House Bill 1 provided all charters the same \$2,000 teacher pay increase that was provided to traditional districts. And charter schools that enroll high school students have the opportunity to receive the high school allotment. The additional four cents of taxing authority also will improve charter funding because charters receive additional state aid based on either state average tax collections or the taxes collected by students' resident districts. Actual

financial data reflecting revenue for the 2006-07 school year will shed additional light on the impact of House Bill 1.

## METHODOLOGY

Because prior analyses of charter school financial data have shown that incorrect reporting can skew results substantially, this report verifies the accuracy of financial data by comparing reported revenue to reported expenditures (see Fordham Institute, 2005; TCER, 2006a). Although these figures are not expected to match precisely, substantial variations in a school's revenue and expenditure patterns suggest that financial data may not be accurate. And because Texas has relatively few charters relative to its traditional districts, even a few data anomalies for charter schools can create misleading averages.

For this report, charters with reported variances in revenues and expenditures of greater than 20 percent in absolute value are excluded from the dataset. Figure 3.2 plots the percentage difference between charter school revenues and expenditures for the 2004-05 year, demonstrating that the majority of charters fall within these boundaries.



**Figure 3.2. Percentage difference between revenue and expenditures: 2004-05.**

*Note.* Three districts with extreme revenue and expenditures differences (>100 percent) are omitted from the plot. Average daily attendance ranged from 10 to 1,575.

The application of these criteria results in the exclusion of 27 charter schools that enrolled just over 7,000 students in 2004-05 (11 percent of all open-enrollment charter school students). The exclusion of these charters has a greater effect on revenue per enrolled student (increasing it by \$101 per student) than on revenue per student in ADA (increasing it by \$31 per student). Table 3.2 provides the data for included and excluded charters. Detailed financial data for both included and excluded charters are provided in Appendix G of this report.

**Table 3.2**  
**The Impact of Eliminating Charters with Questionable Data: 2004-05**

	Total Enrollment	Total ADA	Total Revenue	Total Expenditures	Revenue per Enrolled	Revenue per ADA
Included (N=165)	58,668	51,334	\$430,116,836	\$415,006,919	\$7,331	\$8,379
Excluded (N=27)	7,492	5,965	\$48,219,629	\$51,613,102	\$6,436	\$8,083
Total (N=192)	66,160	57,299	\$478,336,465	\$466,620,021	\$7,230	\$8,348

Source: The Texas Education Agency PEIMS database.

The criteria for eliminating charter schools with questionable financial reporting were also applied to traditional districts. However, the method had to be modified to account for traditional districts' use of bonding authority to generate revenues for facilities expenditures. Because this aspect of traditional districts' revenues and expenditures is not present in charter school funding, facilities funds are omitted for the purposes of testing for data accuracy for traditional districts. For subsequent analyses, however, these revenues are included unless specifically noted. Because eliminating traditional districts with questionable data would result in no more than a 0.4 percent change in total revenue (as compared to 10 percent for charters), the "questionable" districts are not removed from analyses.

For the purposes of this study, ADA is used as the student count used in the examination of per-student revenues and expenditures unless otherwise noted. ADA is more appropriate than enrolled students because it is the count used to determine state funding for both charter and traditional districts. As shown in Table 3.3, charters have a lower ratio of attendance to enrollment. Therefore, using student enrollment in comparisons would present the appearance of a greater revenue disadvantage for charters relative to traditional districts.

As is demonstrated in Table 3.3, the ADA to enrollment ratio for charter schools is 6 percent less than for traditional districts. Given that ADA accounts for a significant portion of state funds, the lower ratio of ADA to enrollment for charter schools partially accounts for their reduced revenues.

**Table 3.3**  
**The Relationship between Enrollment and ADA in Traditional Districts and Charter Schools**

	Enrollment	ADA	ADA to Enrollment Ratio
Traditional Districts	4,334,484	4,021,612	93%
Charter Schools	58,668	51,334	87%

Source: The Texas Education Agency PEIMS database.

The following sections present the results of revenue and expenditure comparisons for charter schools and traditional public schools. The tables and figures provide information for charter schools, omitting schools with questionable data. Analyses included 165 charter schools and 1,037 traditional districts.

## REVENUE COMPARISONS: CHARTER SCHOOLS AND TRADITIONAL DISTRICTS

For revenue comparisons, charters and traditional districts are grouped based on 2004-05 characteristics. The TEA annually divides both charters and traditional public school districts into categories based on a number of different factors, including the percentage of low-income students served, district size, and property wealth. It is important to examine the effect these factors have on charter and traditional district funding since each factor is central to the Texas school funding formulas. Also, district size and the percentage of students who are identified as low income and at risk may substantially affect cost of schooling (Reschovski & Imazeki, 1997).

### Revenue by Enrolled Student and Student in Average Daily Attendance

During the 2004-05 school year, Texas charter schools received less in revenue than traditional districts, averaging \$8,379 per student in ADA compared to \$8,981 for traditional districts—an average funding gap of roughly \$602 per student. The gap between charter and traditional district per-student revenues increases to \$1,001 when revenues are compared on a per-enrolled student basis (see Table 3.4).

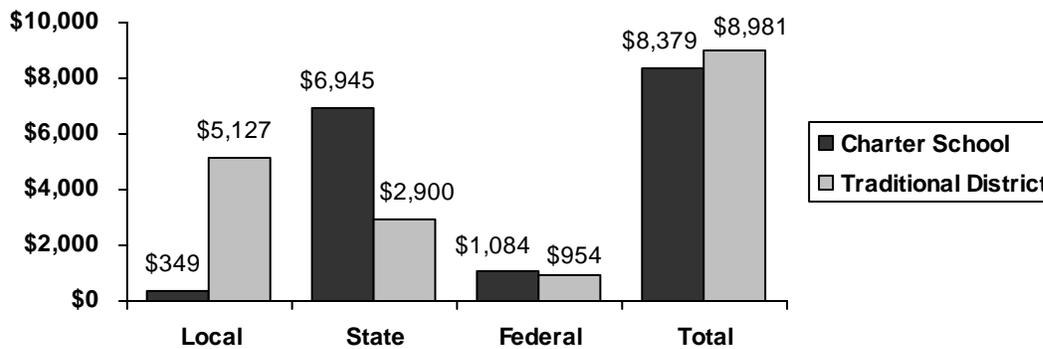
**Table 3.4**  
**Revenue per Enrolled Student and per student in ADA: 2004-05**

	Charter	Traditional	Difference
Revenue per ADA	\$8,379	\$8,981	(\$602)
Revenue per Enrolled	\$7,331	\$8,332	(\$1,001)
Difference (ADA to Enrolled)	\$1,048	\$649	(\$399)

*Source:* The Texas Education Agency PEIMS database.

### Funding Sources

As shown in Figure 3.3, one source of the funding variances between charters and traditional districts is the difference in local funding dollars caused by the lack of property tax revenues for charters. Federal funding for charter schools and traditional districts is substantially similar (charters received \$130 more per student than traditional districts, on average). And although state funds for charters were more than double the amount for traditional districts, they do not fully compensate for the lack of local property tax revenues.



**Figure 3.3. Charter and traditional district revenue per ADA by source: 2004-05.**

Source: The Texas Education Agency PEIMS Actual Financial Database, with questionable data omitted. Local, state and federal may not sum to total due to rounding.

The proportion of revenue sources for charter schools and traditional districts has remained roughly constant for the past three academic years (see Table 3.5). Local revenue increased by roughly 10.5 percent for traditional districts, and state revenue declined by 9.2 percent. The inverse relationship between local and state revenue reflects finance formula mechanisms in which increases in local property tax revenue reduce the amount of state funding schools receive. Charters saw little change in local revenue, but a 5.2 percent increase in state support. Although charters continue to receive more federal revenue than traditional districts, federal revenue for charters has declined by 22.5 percent since 2002-03. In contrast, federal revenue has increased by 19 percent for traditional districts. The decline in federal revenue for charters is likely related to the expiration of a federal facilities repair and renovation grant program.

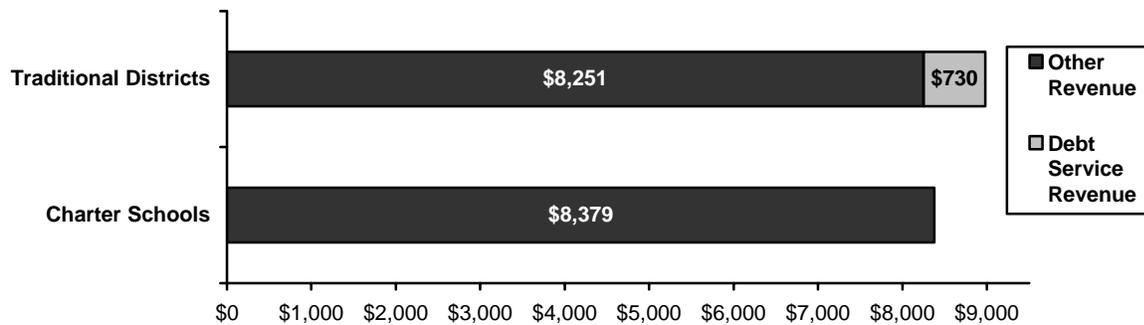
**Table 3.5  
Three Year Trend in Revenue per ADA**

	Local		State		Federal		Total	
	Charter	Traditional	Charter	Traditional	Charter	Traditional	Charter	Traditional
2002-03	\$326	\$4,640	\$6,600	\$3,194	\$1,398	\$802	\$8,324	\$8,637
2003-04	\$290	\$4,801	\$6,655	\$3,022	\$1,154	\$889	\$8,098	\$8,712
2004-05	\$349	\$5,127	\$6,945	\$2,900	\$1,084	\$954	\$8,378	\$8,981

Source: The Texas Education Agency PEIMS Actual Financial Database, with questionable data omitted.

### Facilities Funding: Debt Service Revenues

Traditional districts are able to fund facilities through the issuance of bonds, and as noted earlier in this chapter, Texas assists districts with bond debt through the Instructional Facilities Allotment and Existing Debt Allotment programs. Charter schools may not issue tax-exempt bonds and do not receive state-provided debt service revenues. Figure 3.4 highlights the difference in charter and traditional district per ADA funding in terms of debt service revenues. The figure illustrates that charters and traditional districts would have roughly the same amount of funding available if debt service revenue was not included in the comparison.



**Figure 3.4. Comparison of debt service revenue and other revenues: 2004-05.**

Source: Texas Education Agency PEIMS Actual Financial Database, total revenue all funds

### Student Characteristics and Available Revenue

**Economically disadvantaged students.** Students designated as low income by their eligibility for free- or reduced-price lunches are weighted more heavily in state and federal funding formulas, which suggests that schools’ per-pupil revenues will increase as the percentage of economically disadvantaged students served rises. For the most part, this expectation holds for both charter schools and traditional districts (see Table 3.6). However, the baseline from which this is measured is different for charter schools than for traditional districts. Charters that enroll 30 percent or less economically disadvantaged students receive about 20 percent less revenue per student in ADA than do traditional districts in the same category. This difference levels off to about 3 percent when the percentage of economically disadvantaged students reaches 80 percent. It is important to note that 65 percent of charters compared with 32 percent of traditional districts enroll 60 percent or more economically disadvantaged students. Per-student revenue is notably similar among charter and traditional districts that educate larger proportions of economically disadvantaged students. However, greater revenue differences occur when comparisons are made across categories defined by proportionately fewer low-income students.

**Table 3.6  
Revenue per ADA by the Percentage of Economically Disadvantaged Students**

	Charter School	Traditional District	Difference
Under 30%	\$6,985 N=14	\$8,694 N=130	(\$1,709)
30% to under 40	\$7,541 N=18	\$8,895 N=127	(\$1,354)
40% to under 60	\$7,699 N=26	\$8,944 N=441	(\$1,245)
60% to under 80	\$8,088 N=43	\$8,886 N=251	(\$798)
80% and up	\$9,255 N=64	\$9,496 N=88	(\$241)

Source: Texas Education Agency PEIMS Actual Financial Database, total revenue all funds

**At-risk students.** Texas has established separate accountability procedures for schools that serve predominantly at-risk students and are registered as alternative education campuses. Texas

school finance formulas provide a compensatory education allotment for at-risk students, but structure the allotment in terms of the number students that qualify for the federal free- and reduced-price lunch program rather than the number of students identified as at risk. As indicated in Table 3.7, charters that serve large proportions of at-risk students and are registered as alternative education campuses enjoy a funding advantage of \$424 per student, on average, over charter schools rated under standard accountability procedures.

**Table 3.7**  
**Average Revenue per ADA for Standard and Alternative Education Charter Schools and Traditional Districts: 2004-05**

Revenue Source	Standard AP N=85	Alternative Education AP N=80	All Charter Schools N=165	Traditional Districts N=1,037
Revenue per ADA	\$8,172	\$8,596	\$8,379	\$8,981

Source: The Texas Education Agency PEIMS Actual Financial Database, with questionable data omitted.

### The Effect of Community and School Characteristics on Available Revenue

**Property wealth.** Table 3.8 presents the variation in revenue per student in ADA between charter schools and traditional districts grouped in terms of their property wealth. The table demonstrates that charter schools receive revenues that are comparable to those of Texas’s mid-wealth districts (those with property wealth per student in weighted average daily attendance between \$238,866 and \$287,593), but that this funding is less than that received by the state’s property-wealthy and property-poor districts. Districts with the greatest property wealth (those with wealth per student of more than \$601,094) enjoyed a per-student revenue advantage of more than \$2,700 over charter schools and the state’s mid-wealth districts. In addition, districts with the least property wealth (those with per-student property wealth less than \$98,566) received per-student funding that exceeded that of charter schools and mid-wealth districts by more than \$1,100. This advantage is likely the result of funding formula mechanisms that compensate districts for numbers of students enrolled in special programs and for small district size.

**Table 3.8**  
**Revenue per ADA by Property Wealth: 2004-05**

Decile of Wealth	District Type	Total Number	Total Revenue per ADA
	Property Wealth per WADA		
	Charters	165	\$8,379
1	Under \$98,566	103	\$9,494
2	\$98,566 to \$128,534	103	\$9,275
3	\$128,535 to \$149,827	103	\$9,292
4	\$149,828 to \$175,255	103	\$8,588
5	\$175,256 to \$205,989	103	\$8,715
6	\$205,990 to \$238,865	104	\$8,531
7	\$238,866 to \$287,593	103	\$8,285
8	\$287,594 to \$370,454	103	\$8,980
9	\$370,454 to \$601,094	103	\$9,527
10	Over \$601,094	103	\$11,110

*Source:* The Texas Education Agency PEIMS Actual Financial Database, with questionable data omitted.  
*Note:* Six traditional districts that are non-taxing have been omitted from the analysis.

**District size.** Traditional districts classified as small (fewer than 1,600 students in ADA) and mid-sized (between 1,600 and 5,000 students in ADA) qualify for funding adjustments designed to compensate smaller districts for diseconomies of scale (TEC § 42.103). A small school district that has a boundary which covers more than 300 square miles receives a greater adjustment than one in which the boundary covers a smaller geographic region. The mid-sized adjustment is offered to only those districts that offer a full kindergarten through 12th grade program (some small districts contract for high school students to attend school in another district in order to reduce costs). In addition, small districts receive a minimum ADA count for state funding purposes, which is known as the sparsity adjustment (TEC § 42.105). Under this formula, a larger adjustment is available to K-12 districts that are at least 30 miles or more by bus route from the nearest high school district, and a smaller adjustment is offered to K-6 school districts. This policy helps ensure that the funding formulas provide incentives for school districts to seek more efficient ways of offering services.

Charter schools tend to be significantly smaller than their traditional district counterparts. The average enrollment for charters in 2004-05 was 356 compared to 4,184 for traditional districts. However, charters do not receive small, mid-sized, or sparsity adjustments based on their own size. Rather, charters receive funding in these categories contingent upon the size of their students' resident districts or the state average (depending on which set of funding formulas apply). Table 3.9 displays charter and traditional district revenue per student in ADA by district size.

**Table 3.9**  
**Revenue per ADA by Size**

Enrollment	Charter Schools	Traditional Districts	Difference
500 through 2,999	\$8,335 N=38	\$9,627 N=463	(\$1,292)
Under 500	\$8,429 N=127	\$11,675 N=332	(\$3,246)

*Source:* The Texas Education Agency PEIMS Actual Financial Database, with questionable data omitted.

## EXPENDITURE COMPARISONS: CHARTER SCHOOLS AND TRADITIONAL DISTRICTS

In addition to receiving different amounts of revenue, charter and traditional districts tend to allocate their resources differently. Texas’s financial reporting system organizes district expenditures in terms of object, function, and program codes. Object codes identify the major accounts used to cover expenditures, function codes identify the general operational area for which funds are spent, and program codes identify the specific program areas for which funds are used. The following sections examine charter and traditional district expenditure patterns in terms of these three codes.

### Object Code Expenditures

Table 3.10 presents expenditure data in terms of object codes and provides information about the total expenditures per student in ADA for charter and traditional districts. In all, charters spent \$1,966 less per student than traditional districts during the 2004-05 school year. Importantly, more than a third of the difference reflects significantly higher debt payments for traditional districts (on average, traditional districts spent \$810 per student on debt payments in 2004-05). When capital outlay and debt services expenditures are omitted from comparisons, charter and traditional district total expenditures look remarkably similar (\$7,985 for charters versus \$7,940 for traditional districts).

**Table 3.10**  
**Per ADA Expenditures by Object: 2004-05 All Funds**

Expenditure Category	Standard AP Charters N=85	Alternative AP Charters N=80	All Charter Schools N=165	Traditional Districts N=1,037
Payroll	\$4,812	\$4,809	\$4,866	\$6,251
Other Operating	\$2,930	\$3,326	\$3,119	\$1,689
Total Operating	\$7,742	\$8,135	\$7,985	\$7,940
Debt Service	\$138	\$56	\$97	\$810
Capital Outlay	\$2	\$3	\$2	\$1,300
Total Expenditures	\$7,882	\$8,194	\$8,084	\$10,050

*Source:* The Texas Education Agency PEIMS Actual Financial Database, with questionable data omitted.

### Function Code Expenditures

Table 3.11 presents expenditure data in terms of function codes. It reveals that charter schools spent more per-ADA, on average, than traditional districts on school leadership (\$611 versus \$436 in traditional districts), general administration (\$916 versus \$263), plant maintenance and operation (\$1,110 versus \$812), and data processing (\$127 versus \$98) during the 2004-05 school year. These differences are likely explained by charters’ small size and their associated diseconomies of scale. Traditional districts spent more, on average, on instruction (\$4,489 versus \$4,089 in charters), student transportation (\$213 versus \$116), and co- and extra-curricular activities (\$201 versus \$57). Standard accountability charters also allocated resources differently than their alternative education counterparts. Alternative education charters spent more in several areas, but particularly so in guidance counseling (\$370 versus \$92 for standard accountability

charters) and school leadership (\$706 versus \$520). The variation in expenditures may reflect, in part, differences in demand for services in the two types of schools.

**Table 3.11**  
**Per ADA Operating Expenditures by Function: 2004-05 All Funds**

Expenditure Category	Standard AP Charters N=85	Alternative AP Charters N=80	All Charters N=165	Traditional Districts N=1,037
Instruction	\$4,050	\$4,130	\$4,089	\$4,489
Instructional resources	\$42	\$30	\$36	\$137
Curriculum/staff development	\$97	\$128	\$112	\$148
Instructional leadership	\$35	\$155	\$93	\$121
School leadership	\$520	\$706	\$611	\$436
Guidance /counseling services	\$92	\$370	\$227	\$276
Social work services	\$1	\$34	\$17	\$22
Health services	\$39	\$31	\$35	\$76
Student transportation	\$182	\$46	\$116	\$213
Food services	\$393	\$248	\$322	\$412
Co-curricular activities	\$71	\$42	\$57	\$201
General administration	\$917	\$915	\$916	\$263
Plant maintenance & operations	\$1,149	\$1,068	\$1,110	\$812
Security/monitoring	\$31	\$83	\$56	\$54
Data processing services	\$92	\$165	\$127	\$98
Community services	\$21	\$17	\$19	\$45
Total	\$7,733	\$8,168	\$7,945	\$7,804

Source: The Texas Education Agency PEIMS Actual Financial Database, with questionable data omitted.

### Instructional Program Expenditures

Table 3.12 presents charter and traditional district expenditure patterns in terms of instructional programs. It indicates that charters tend to spend more money, on average, than traditional districts on compensatory-education-related programs including accelerated instruction and Title I school-wide state compensatory education programs. This is particularly true in the case of accelerated instruction programs in alternative education charters, where funding is influenced by the number of students participating in the federal free- and reduced-price lunch program. Traditional districts tend to spend more, on average, on programs related to general (basic) education, gifted and talented education, special education, bilingual education, and athletics.

**Table 3.12**  
**Per ADA Program Expenditures: 2004-05 All Funds**

Expenditure Category	Standard AP Charters N=85	Alternative AP Charters N=80	All Charters N=165	Traditional Districts N=1,037
Basic Education	\$3,421	\$2,684	\$3,062	\$3,410
Gifted and Talented	\$8	\$1	\$4	\$90
Career and Technology	\$45	\$243	\$141	\$208
Special Education	\$352	\$1,078	\$709	\$958
Accelerated Instruction	\$381	\$817	\$590	\$469
Bilingual Education	\$83	\$79	\$80	\$254
Non-Disciplinary Alternative Ed. Basic Services	\$0	\$0	\$0	\$27
Disciplinary Alternative Ed. Basic Services	\$0	\$12	\$6	\$31
Disciplinary Alternative Ed. Supplementary Services	\$1	\$1	\$1	\$9
Title I School-wide State Compensatory Education	\$300	\$268	\$294	\$285
Athletics and Related Activities	\$36	\$20	\$28	\$140
Total Allocated Expenditures*	\$4,627	\$5,203	\$4,915	\$5,881

*Source:* The Texas Education Agency PEIMS Actual Financial Database, with questionable data omitted.

\*Represents only those expenditures allocated to a specific program. Certain expenditures such as building maintenance and operations or transportation serve students across several program areas and are therefore unallocated.

## SUMMARY

The results of the 2004-05 evaluation of charter schools' revenue and expenditure patterns are similar to those of prior evaluation years. Generally speaking, charter schools receive less revenue than traditional districts, and revenue differences are largely attributable to the lack of facilities funding for charters. Unlike traditional districts, charter schools do not receive support for facilities through the Existing Debt Allotment and the Instructional Facilities Allotment. This analysis finds that the absence of these revenues is the primary cause of disparities in charter school funding.

Attendance rates also affect the level of revenue schools receive because state funding is based on ADA. Thus, schools with low rates of attendance receive less funding than schools with higher rates. Charter schools tend to have lower student attendance rates than traditional public schools (charters have an average daily attendance-to-enrollment ratio of 87 percent compared to 93 percent for traditional districts), which reduces the amount of state funding they receive. In particular, charters that serve significant proportions of at-risk students may suffer funding disadvantages if their student populations have high rates of absenteeism.

Although state funding formulas strive to mitigate the impact of property wealth on revenue across traditional districts, high property wealth continues to provide a revenue advantage to some Texas districts. In addition, state programs designed to bolster low-wealth districts provide these districts with a revenue advantage over the state's mid-wealth districts. While charters

appear to be on relatively equal footing with some of the state's mid-wealth districts, they do not fare as well as the state's high- and low-wealth districts.

Charters, like traditional districts, receive state aid for student program support which is reflected in their revenue and expenditure data. They do not, however, receive support related to their campus or community characteristics such as a cost-of-education adjustment or scale adjustment. Rather, they receive the state average adjustment or an adjustment similar to that of their neighboring districts. As a result, charters (which are significantly smaller than average traditional districts) receive significantly less in per-student revenue than similarly-sized traditional districts.

In terms of their expenditure patterns, charters tend to devote more revenue to school leadership, administration, and facilities maintenance and operation costs. These differences are most likely the result of charter schools' small size and their inability to take advantage of the economies of scale enjoyed by districts. In contrast, districts tend to spend more on instruction, student transportation, and co- and extra-curricular activities. With respect to specific educational programs, charters tend to spend more on compensatory education, including accelerated instruction and Title I programs, and traditional districts spend more on basic education programs, gifted education, special education, bilingual programs, and student athletics.

## **CHAPTER 4**

### **CHARTER SCHOOL POLICIES AND GOVERNANCE**

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This chapter analyzes the evolution of charter school application, selection, and oversight procedures over the first decade of charter school operation in Texas. Over the last decade, the number of Texas open-enrollment charter schools increased dramatically. During the 1996-97 school year, only 17 open-enrollment charter schools were operating in Texas. By 2005-06, 194 charter schools and 313 associated campuses were operating for the majority of the school year. The increased number of charters has brought new challenges, as the Texas Education Agency (TEA), the State Board of Education (SBOE), and the Texas Legislature have struggled to balance the need for quality control with a desire to approve new charter schools and grant existing charter schools freedom from some state education regulations.

#### **METHODOLOGY**

The evaluation team reviewed current and past Texas rules and statutes governing charter schools. Evaluators also collected documents from the TEA's Division of Charter Schools detailing changes in the rules and procedures that govern the authorization of and oversight for charter schools. Researchers also conducted interviews with charter school directors, which provided information on the fulfillment of the vision for charter schools, barriers to success, effectiveness of charter laws, and recommendations for change.

TCER researchers analyzed changes to the charter school policies and procedures by generation rather than by year. Each generation represents one SBOE application and selection cycle. The application and selection procedures varied by generation, contributing to substantive differences in the quality of charter schools approved in each application cycle. Between 1996 and 2006, twelve generations of charter schools passed through this process. Because the SBOE meets more than once a year, in some years Board members approved two generations of charter schools. Table 4.1 illustrates the key dates for each charter generation and the number of charters granted by the SBOE.

**Table 4.1  
Charter School Generations**

Generation	Application due to TEA	Date of Approval by SBOE	# of Charters Granted	School Opening Date
1	Fall 1995	February-May 1996	20	Fall 1996
2	Fall 1997	March 1998	41	Fall 1998
3*	January & July 1998	September & November 1998, March 1999	109	Fall 1999
4	April 2000	March 2000	19	Fall 2000
5	April 2000	July & September 2000	5	Fall 2001
6	August 2000	November 2000	16	Fall 2001
7	February 2001	May 2001	13	Fall 2002
8	May 2002	September 2002	2	Fall 2003
9	March 2003	September 2003	6	Fall 2004
10	March 2004	September 2004	5	Fall 2005
11	February 2005	September 2005	12	Fall 2006
12	February 2006	September 2006	11	Fall 2007

Source: Open-enrollment evaluation reports, years one to eight (www.tcer.org).

\* The Third Generation had two rounds of applications

## **EVOLUTION OF CHARTER OVERSIGHT AND GOVERNANCE**

### **State Oversight**

Each charter represents a contract between the SBOE and the school’s chief operating officer (Texas Education Code [TEC] §12.112). Under the terms of the contract, open-enrollment charters must operate in accordance with the information they present in their application and with the relevant statutes of the TEC. Statutes governing academic accountability requirements, finances, graduation requirements, textbook adoption, extracurricular activities, and services to special education and limited-English proficient students all apply to open-enrollment charters, along with certain other provisions. State law exempts charter schools from many statutes, including those governing salary schedules and employee group health care participation, school calendar and length of school day, class size, geographic attendance zones, facility standards, and participation in the state teacher appraisal system. Any substantive revisions to the charter require the written approval of the Commissioner (TEC §12.114).

>>Over the last ten years, Texas legislators have applied more of the regulations applied to traditional public schools to open-enrollment charters. In 1999, the Legislature amended state statute to require satisfactory performance by charters on state assessment exams (TEC §12.104 (b)). In 2001, the Legislature passed House Bill 6, which created substantial new financial reporting and accounting requirements for charter schools (TEC §§12.106-12.1071). In response to the increased regulatory environment for charter schools, many directors report feeling overburdened by regulations and reporting requirements (see Table 5.12). In an interview with a TCER researcher conducted for this report, Mike Lopez, Director of the John H. Wood Charter School in San Antonio, Texas, observed: “We continually hear from legislators who say that charters are free from so many restrictions compared to traditional schools. I don’t know what

these restrictions are. What are we free from? (personal communication, September 19, 2006)” Lopez noted that he finds it increasingly difficult to meet all the requirements imposed by the TEA and he often feels forced to take time away from instruction to devote to data reporting and paperwork.

Along with additional regulations, in 2001 legislators extended to charters some of the state services offered to traditional public schools. During the 2001 legislative session, legislators ruled that charters were entitled to the services of the regional Education Service Centers (ESCs), as well as representation on the service center board of directors (TEC §12.104(c)). In the survey of charter school directors discussed in Chapter 5, most directors reported depending on ESCs for professional development services, technical assistance for PEIMS reporting, curricular and instructional issues, and help with business matters (see Table 5.13). The ESCs may charge fees for these services.

The TEA is responsible for charter school oversight and monitoring, and it responds to complaints about charter schools. The Charter School Division provides services to new charter operators, including hosting mandatory two-day orientation sessions and distributing operational handbooks and guidelines. By the fall of 2006, the TEA Charter School Division employed a staff of twelve. The size of the division grew as its responsibilities increased. Although still small, the staff increased by ten employees between 1996 and 2006, an increase of 600 percent. During the 1999 legislative session, the TEA requested and received an increase in staff for the charter school division in order to handle the demands of charter school oversight. Like all public schools in Texas, charter schools submit data to the state Public Education Information Management System (PEIMS).

## **Financial Oversight**

All charter schools undergo a yearly audit of their finances. However, in 2001 the Legislature revised the portions of the TEC governing the liability and accountability of charter holders who misuse state funds. Because the state treats each open-enrollment charter as the legal equivalent of a school district, charters are subject to the same liability and accountability rules as school districts for the state funds they receive. Further, the statute authorizes the education commissioner to adopt new rules to account for state funding of charter schools (TEC §12.106).

Nevertheless, a recent evaluation of the TEA by the Texas Sunset Advisory Commission concluded that charter school oversight needed improvement, especially with regards to financial monitoring (2004). The report found that some charter schools may have gone bankrupt and/or misused state funds (p.17). The Sunset Commission recommended that the TEA implement a financial accountability system for charter schools beyond the required yearly audits. The Commission suggested that the charter school financial accountability system resemble the Financial Integrity Rating System of Texas (FIRST), which provides financial accountability ratings to traditional public school districts (pp. 18-19). Reports such as the Sunset Commission’s report suggest that some charter school operators are either inexperienced with or unprepared to meet their financial reporting obligations.

## Academic Accountability Procedures

Like other public schools in the state, Texas open-enrollment charter schools participate in the academic accountability system and receive an annual accountability rating from the Texas Education Agency. The Texas academic accountability system underwent substantial changes between 1996 and 2006. Beginning with the 2004-05 school year, the TEA evaluated students attending alternative education campuses (AECs) under newly-established accountability standards and procedures designed specifically for AECs. Charters that operate both standard campuses and AECs may choose to be evaluated under alternative education procedures, provided that at least 50 percent of their total enrolled students attend AECs. As shown in Table 4.2, many charters opted for AEC evaluation procedures over the last seven years. During the 2005-06 school year, the TEA evaluated only three percent of traditional districts under alternative education procedures. In contrast, the TEA evaluated half of charter schools under these procedures (TCER, 2006).

**Table 4.2**  
**Charters and Traditional Public Schools Evaluated as Alternative Education Charters, 1999-2005**

School Year	Charters Evaluated under Alternative Education Procedures (percent)	Traditional Public Schools Evaluated Under Alternative Education Procedures (percent)
1999-2000	34	11
2000-01	39	7
2001-02	53	3
2002-03	No ratings	No ratings
2003-04	43	3.4
2004-05	53	3
2005-06	50	3

Source: Open-enrollment evaluation reports, years two to nine ([www.tcer.org](http://www.tcer.org)).

Because some charters may have claimed AEC status even though they did not serve predominately at-risk students, in 2006 the TEA established a minimum of 65 percent of at-risk student enrollment in order to qualify as an AEC (Texas Education Agency 2006a). The minimum increases to 70 percent in 2007 and 75 percent in 2008. The TEA does not plan to increase the minimum beyond 75 percent.

The exams used to assess student outcomes also changed between 1996 and 2006. From 1996 to 2002, the state used the Texas Assessment of Academic Skills (TAAS). The TEA began administering the more rigorous Texas Assessment of Knowledge and Skills (TAKS) during the 2002-03 school year.

## No Child Left Behind Requirements

Congress added a new layer of academic accountability to charter school operations nationwide in 2002, with the enactment of the federal No Child Left Behind Act of 2001 (NCLB). All charters applying for federal funds under the Title I program must meet NCLB provisions regarding the assessment of academic performance, school improvement actions taken when

performance standards are not met, and the qualifications of teachers. Under NCLB, public districts and campuses are evaluated annually for Adequate Yearly Progress (AYP) using criteria approved by the state to determine progress towards student proficiency in reading and mathematics. All students are expected to achieve proficiency by 2013-14. Juvenile Justice Alternative Education Programs and Disciplinary Alternative Education Programs, which include several charter schools, are not evaluated for AYP (TEA, 2006c). Districts and campuses must meet AYP criteria for attendance, test participation, and graduation rates. NCLB's Highly Qualified Teacher provisions state that by the end of the 2005-06 school year all teachers in core academic subjects, including those in charter schools, must hold a bachelor's degree and demonstrate competence in their subject area. Bilingual education and special education teachers must hold appropriate licensures and certifications. State law requires only a high school diploma for charter school teachers, so charters schools lost some of their freedom regarding hiring decisions under NCLB (TEC §12.129). However, under NCLB, charter schools teachers in core academic subjects are *not* required to hold state certification or licensure. NCLB requires state certification or licensure for teachers at traditional public schools (TEA, 2006c). Schools that fail to meet AYP targets for two consecutive years receive corrective action from their school district. After failing to meet AYP for five years, schools face a complete overhaul of management and governance. Under the terms of NCLB, state law determines how the legislation's accountability provisions apply to charter schools.

Some charter school operators argue that high-stakes accountability systems at the state and federal level place charter schools at a disadvantage because the system fails to capture a student's academic growth after enrolling at their charter school. When asked to offer recommendations for Texas charter school policy, many respondents to Chapter 5's survey of charter school directors cited the need for accountability provisions recognizing that charter schools serve at-risk students. In an interview, Christopher Barbic, the founder and director of Youth Engaged in Service (YES) College Preparatory charter school in Houston, pointed out that many charter school students come from disadvantaged backgrounds and arrive at school with serious academic deficits (personal communication, August 17, 2006). A value-added assessment, he said, would more accurately reflect the quality of student learning at the school. Rosemary Perlmeter, President of the Council of Effective Charters and Executive Director of the North Hills Charter School in Irving, similarly argued that the TEA should devote "heightened urgency" towards developing a value-added measure of student achievement (personal communication, September 14, 2006).

## **Charter Renewals and Closures**

The charter document specifies the terms under which the TEA may place a charter on probation, deny charter renewal, or revoke the charter. The SBOE initially authorizes charters for five years. Although the five-year term is not set by statute, the SBOE consistently declines to authorize shorter or longer terms. After the first five years, the Commissioner of Education may opt to renew the charter for another ten years, revoke the charter, place the charter school on probation, or deny renewal. In practice, however, the TEA grants extensions for three to five-year terms (TEA, 2006b). The Commissioner of Education may choose to revise the terms of the charter before granting renewal. The 1995 legislation authorizing the First Generation of open-enrollment charter schools allowed the SBOE to revise the charter prior to renewal, but in 2001

the Legislature shifted these responsibilities to the Commissioner amidst concerns over the academic and financial quality of some charters.

The Commissioner may take action against a charter for any material violation of the charter, including:

- Failure to satisfy the accountability provisions described in the charter document;
- Failure to satisfy generally accepted accounting standards of fiscal management;
- Failure to protect the health, safety or welfare of students;
- Failure to comply with any other applicable state or federal laws or rules (TEC §12.115(a)).

If the commissioner denies charter renewal before the end of the school year, the charter may continue to receive state funds and operate until the end of the school year (TEC §12.1161). State law also gives the Commissioner the power to take any action he or she deems necessary against a troubled charter, including temporarily withholding funding or suspending the authority to operate. The charter holder and parents are entitled to a hearing before the TEA takes adverse action against a charter (TEC §12.116(a)).

Of the 260 open-enrollment charters granted by the SBOE between 1996 and 2006, the SBOE and the TEA revoked, rescinded, or denied renewal to 11 and 43 charters expired, merged with another charter, or were returned by the charter operator (TEA, 2006d). An additional 15 charters remained active in 2006, but the schools did not operate. Of the 11 revoked, rescinded, and non-renewed charters, the SBOE authorized 10 during the first three charter generations. The SBOE authorized five out of the 11 during the Third Generation. Of the 43 merged, expired, or returned charters, the SBOE authorized 39 during the Third Generation.

During a special session of the 79<sup>th</sup> Legislature in the spring of 2006, the Legislature passed amendments to the education code mandating that any public school ranked academically unacceptable for four years in a row, including charter schools, must be automatically shut down or taken over by a non-profit (TEC §39.1324(f)). The law empowered the Commissioner of Education to revoke the charter of a chronically failing charter school immediately, without holding hearings. (TEC §39.1321). The revised TEC gives the Commissioner the option of closing a school rated academically unacceptable for three years in a row, but does not mandate such action (TEC §39.1324(e)).

## **Charter Governance**

Texas law prohibits for-profit organizations from directly managing or operating charter schools. The TEC bars anyone with a “substantial interest” in a management company from serving on the governing board of a charter school (TEC §12.1054). In addition, state law prohibits any individual “who has been convicted of a felony or a misdemeanor involving moral turpitude” from serving as a member or officer on a charter school governing board (TEC §12.120). These policies have remained in place over all twelve charter generations.

In 1999, in order to alleviate concerns about nepotism, conflicts of interest, and poor financial management, the Texas Legislature amended the charter law to require greater disclosure about the professional background and financial history of charter governing board and founding board members. Charter schools must also check the criminal history of any prospective governing board member. Once a school opens, each open-enrollment charter holder must submit to the TEA a yearly governance report identifying the name, position, and annual compensation of each member of the governing board and each officer of the charter school (TEC §12.1119). Officers of the charter school include the principal, CEO, assistant principal, financial manager, and other administrative positions.

In 2001, the Legislature further amended the TEC to require a minimum of 12 hours of training of governing board members and officers of charter schools in the areas of basic school law, school finance, health and safety, open meetings and public information rules, and accountability related to the use of public funds (TEC §12.123). Regional education service centers or providers registered with the commissioner may deliver the training.

## **EVOLUTION OF CHARTER SCHOOL APPLICATIONS**

Between 1996 and 2006, the SBOE and the TEA's Division of Charter Schools revised the charter application process to demand higher quality, more detailed information from prospective charter school operators. Many of the revisions reflected legislative changes to the application requirements for open-enrollment charters. In some cases changes to state charter school laws came in response to concerns about financial mismanagement and/or poor academic outcomes at some charter schools.

As shown in Table 4.1, the number of open-enrollment charter schools approved by the State Board of Education started out very small and then grew at a rapid pace between 1997 and 2000. Charter growth slowed in recent years in response to new legislation tightening the application requirements for prospective charter operators, as well as increased scrutiny by SBOE members during the selection process. Table 4.3 summarizes the major changes to the charter school application document over the first twelve generations of charter school applications, between 1995 and 2006.

**Table 4.3  
Additions to Charter School Applications**

Generations	Initial Start-Up (1995-1996) Generation 1	Rapid Growth (1997-2000) Generations 2-6	Increased Accountability (2001-2006) Generations 7-12
Legislative Changes	The 74 <sup>th</sup> Texas Legislature (1995) created the state charter school law and established application criteria.	The 76 <sup>th</sup> Texas Legislature (1999) required more information about charter school governance procedures and charter school board members and officers.	The 77 <sup>th</sup> Texas Legislature (2001) created new financial reporting and accounting requirements for charter school holders. The federal No Child Left Behind Act went into effect in 2002.
<b>Application Components</b>			
Evidence of Eligibility	Applicants provided an IRS Letter and recent tax returns of the sponsoring entity, to verify 501(c) (3) status.	Beginning in the 4 <sup>th</sup> Generation (2000), applicants provided detailed credentials, background information, and financial histories for all board members of the sponsoring entity.	No major changes were made after the 4 <sup>th</sup> Generation (2000).
Community Support	Applicants provided evidence of community support, including petitions, letters of endorsement, or information from public meetings.	Beginning in the 4 <sup>th</sup> Generation (2000), the SBOE required that applicants hold public hearings to discuss the proposed charter school and submit a copy of the hearing notice, the registration log, and a summary of hearing proceedings with their application.	No major changes were made after the 4 <sup>th</sup> Generation (2000).
Governance	Applicants submitted descriptions of the school's governing board composition, board member selection, and board member responsibilities.	In Generation 4 (2000), applicants provided additional information about the school's governing structure, including details of the process for officer selection and removal, and extensive background information about officers, members of the governing board and any private entities to be involved in school operations.	No major changes were made after the 4 <sup>th</sup> Generation (2000).
Human Resources	Applicants submitted qualifications for all professional staff.	Beginning in the 2nd Generation (1997), the TEA performed criminal background checks on all staff listed in the applications. Beginning in Generation 4 (2000), applicants provided additional detail about staff salaries, hiring and dismissal policies and staff evaluation procedures. Applicants also submitted evidence of the qualifications of school administrators.	Beginning in Generation 8 (2002), applicants described how administrators would be held accountable for school management, student attendance and academic performance, and PEIMS reporting requirements. In Generation 10 (2004), applicants described how their teaching staff would meet NCLB's "highly qualified teacher" requirements.

Generations	Initial Start-Up (1995-1996) Generation 1	Rapid Growth (1997-2000) Generations 2-6	Increased Accountability (2001-2006) Generations 7-12
Business Plan	Applicants provided descriptions of the budget adoption process and the PEIMS financial data collection plan and submitted a proposed budget for the first year of operation. They described the school facility and provided copies of the facility use agreement.	Beginning in Generation 4 (2000), applicants also provided a three-year budget and descriptions of the school's financial accounting and payroll systems.	Beginning in the 7 <sup>th</sup> Generation (2001), applicants explained how the school would address unanticipated growth in expenditures. Beginning in Generation 8 (2002), applicants provided information about the capabilities of any financial accounting software used by school administrators and/or the name of any individual or vendor hired to manage the school's financial accounting records.
School Vision and Goals	Applicants described the educational program to be offered and described their 5-10 year vision for the school. Applicants listed their academic goals for students, including performance on state assessments.	Beginning in the 4 <sup>th</sup> Generation (2000), applicants provided a description of how the school's educational philosophy and pedagogy support the school vision.	Beginning in the 7 <sup>th</sup> Generation (2001), applicants described the educational innovations that distinguish the school.
Education Plan	Applicants described how the proposed curriculum fits the school's vision and goals and incorporates TEKS standards. Applicants also described their non-discriminatory admissions procedures and offered brief descriptions of services for special populations.	Beginning in the 4 <sup>th</sup> Generation (2000), applicants described their plans for individual student assessments in core areas and explained how student evaluations would improve instruction. They also offered a timeline for student admissions and lotteries. Applicants gave additional detail about how the school's admission plan furthered the vision and goals of the school. Finally, applicants gave more detailed descriptions of the school's plans for serving special populations, in compliance with laws such as the federal Individuals with Disabilities Education Act.	Beginning in the 7 <sup>th</sup> Generation (2001), applicants described the unique curricular experiences offered by the charter school. They also provided information about specific materials and teaching methods that would meet the needs of the student population. In the 10 <sup>th</sup> Generation (2004), applicants detailed their proposed teacher-student ratio and their rationale for maintaining the ratio over time.
Statement of Impact	Applicants determined which public school districts would be affected by the opening of the charter school. Applicants then sent a Statement of Impact and a copy of the charter application to each affected district.	Beginning in the 4 <sup>th</sup> Generation (2000), applicants provided a map of the geographic service area and a list of schools from which transfer students would be accepted.	No major changes were made after the 4 <sup>th</sup> Generation (2000).

Source: Charter Applications, Generations 1 through 12 (1995-2006), provided to TCER by the Texas Education Agency, Division of Charter Schools.

## EVOLUTION OF THE SELECTION PROCESS

Over the years, the TEA Charter Schools Division and the SBOE modified the open-enrollment charter selection process. The TEA and the SBOE implemented the changes in order to improve the quality and integrity of the selection process. During the initial years of the state's charter school program, the selection process reflected a desire to increase the number of charter schools in the state. However, the process grew more scrupulous over subsequent application generations, amidst concerns about the academic quality and financial sustainability of some charter schools authorized in the program's early years.

During the First Generation application cycle in 1995-96, the SBOE considered applications on a first-come, first-served basis. At a SBOE Personnel Committee meeting, each charter applicant presented their proposed school plan. The Committee heard public testimony, and members of the Personnel Committee interviewed each applicant. The committee then voted to recommend approval or denial of the charter based upon the merit of the application, the inclusion of all required criteria within the application, and applicant and public hearing testimonies. The Personnel Committee presented their recommendations to the full SBOE for final approval. The goal of the selection process in the First Generation was not to eliminate charters but to nurture the applicants and assist them in meeting the required standards.

Beginning in the Second Generation in 1997, the SBOE modified the selection process. Staff members from the TEA Charter Schools Division initially reviewed every charter application, verifying completeness. After verification, staff forwarded applications to external reviewers. TEA staff trained the external review team on the scoring process. Five readers reviewed every completed application. The reviewers' gave their ranked scores to the SBOE Committee on Planning, rather than the Personnel Committee. Committee members then made recommendations to the full SBOE for charter awards. The SBOE chose not to interview charter applicants in the and Third Generations. In the Second Generation, approximately half of charter applications received charter awards.

In 1997, the 75<sup>th</sup> Texas Legislature revised the statute to allow for an unlimited number of charters enrolling 75 percent or more students at risk of failure or dropping out of school, known as "75 Percent Rule" charters. According to some observers, these changes to the charter school statute resulted from political pressure to increase the size of the charter school system (C. Barbic, personal communication, August 4, 2006).

Many of the application and selection reforms after 1998 came in response to widespread concerns that opening to the door to so many charters all at once resulted in the authorization of too many low-quality schools. In 2000, the selection process grew more rigorous. As in the Second and Third Generation, five external reviewers rated each Fourth Generation application, with high and low scores discarded and the remainder of the scores averaged. Applications scoring 150 or higher out of a possible 200 points were reviewed by TEA staff members with legal and audit expertise for conformity to federal and state law as well as SBOE rules. In addition, the SBOE reinstated the interview process. The SBOE made no changes in the selection process between the Fourth and Fifth Generations.

Acting on the recommendation of the SBOE, in 2001 the Legislature eliminated the 75 Percent Rule designation and capped the total number of open-enrollment charters at 215 (TEC §12.101(b)). However, the Legislature permitted an unlimited number of charters sponsored by colleges and universities. During the same legislative session, the state Commissioner of Education received additional power to oversee charter schools and close those found to be failing. Subsequent generations saw dramatically fewer charters granted, from as few as two charters granted in Generation Eight to as many as 16 granted in Generation Six. While rejected applicants may not file an appeal with the SBOE, the SBOE gives them the option to re-submit their application, with revisions, in subsequent application cycles.

In interviews, some charter school stakeholders described significant improvements in the charter school selection process between 1996 and 2006. According to Patsy O’Neil, the director of the Charter School Resource Center of Texas, by the Twelfth Generation in 2006, the SBOE granted very few charters to unqualified applicants. When considering new applications, O’Neil said, board members asked very detailed questions and really “did their homework” (personal communication, July 17, 2006). According to Ms. O’Neil, the SBOE learned from the mistakes made in the Third Generation application process.

## **SUMMARY AND CONCLUSIONS**

In response to concerns from stakeholders in the education community, policymakers changed many charter school application, selection, and oversight policies and procedures between 1996 and 2006. Over the last decade, regulation of Texas charter schools has increased, with state lawmakers showing greater willingness to extend state education regulations and oversight to charter schools. After 1997 legislation led to dramatic growth in the number of charter schools, laws passed in subsequent years tried to improve the quality of existing charter schools rather than increase the number of schools in the system.

Between 1996 and 2006, changes to state and federal academic accountability systems increased expectations for charter school performance. Beginning in 2004-05, the state held alternative education charters to their own set of accountability procedures and ratings and the federal government expected charters to meet federal Adequate Yearly Progress targets. Charter school directors, however, point out that reforms only heighten the need for a value-added assessment for measuring a student’s academic growth after enrolling at a charter school. However, to date the state has only closed some low-performing or financially unstable schools. Some charter school stakeholders express concerns that the poor records of schools that remain in operation unfairly tarnish the image of charter schooling in Texas.

As the SBOE and the TEA have gained experience in charter school oversight, the charter school application and selection process has grown more sophisticated. Heightened consideration was placed on the quality of the education plan, the fit between the charter school and the neighboring community, fiscal plans, the quality of school governance, and services for special populations.

Since 1995, the SBOE and the TEA have worked with the Texas Legislature and charter school stakeholders to refine charter school application, selection, and oversight procedures. By 2006,

the application process demanded a high level of information and preparation from prospective charter school operators and the SBOE subjected applications to greater scrutiny. Further, the TEA has increased the regulatory burden on charter schools through changes to the academic accountability system, and the NCLB has imposed more stringent teacher quality requirements.

Given the wide variability in academic outcomes and financial management for charters schools, policymakers have an interest in continuing to identify policies and procedures that reward successful charters while sanctioning or closing unsuccessful charters. The upcoming 80<sup>th</sup> Legislature presents an opportunity for policymakers to take further action. On February, 3, 2006, Texas Lieutenant Governor David Dewhurst issued his interim charges to the Texas Senate Education Committee. Among other requests, the Lieutenant Governor asked the committee to “evaluate the impact of successful school choice programs on students, parents, and teachers.” (Texas Senate, 2006, p. 6) In December 2006, the Committee published their report on the interim charges (Senate Education Committee, 2006). Noting that “the successes achieved in some charter schools are over shadowed by the failures of others,” the report found that the state should streamline its current charter statutes and revoke the authorizations for consistently low-performing charters. In addition, the report suggested rewarding consistently high performing charters with facilities funding (p. 24). These statements suggest that policymakers may further revise Texas’s charter school statute in order to create an environment in which low-performing charters close quickly and high-performing charters flourish.

## **CHAPTER 5**

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### **SURVEY OF CHARTER SCHOOL DIRECTORS**

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As leaders of independent public schools of choice, charter school directors face challenges that may be different from those confronting traditional public school administrators. Charter directors frequently must locate and budget for appropriate facilities, recruit students as well as staff, develop coherent curricular and instructional approaches, and maintain a focus on the school's mission. Acknowledging the many challenges confronting charters, a recent symposium of charter school operators and researchers concluded with a "new appreciation for the significance of [charter school] leadership" (Harvey & Rainey, 2006, p. 18).

Consistent with prior evaluations of Texas's open-enrollment charter schools, the 2005-06 evaluation surveyed charter school leaders, or chief operating officers. These individuals have varied administrative roles, titles, and responsibilities, and because Texas charter schools often function as both a district and a campus, a charter school administrator may perform the combined roles of superintendent and principal. The 2005-06 director's survey was identical to the 2001-02, 2002-03, and 2004-05 surveys, except that it included new sections addressing charter school recruitment strategies and features of charter schools that parents and students find most attractive. The results of the 2005-06 director's survey are the subject of this chapter.

#### **METHODOLOGY**

The survey of charter school directors is included in Appendix C. It addresses charter school organization and operations, instruction and assessment, student discipline and behavior, student recruitment methods, school governance and management, interactions with other public and charter schools, and policies. Researchers collected the names of charter school directors from the Texas Education Directory (AskTED), and in June 2006, mailed surveys to the directors of all Texas charter schools. In contrast to previous evaluations, which surveyed a random sample comprised of a third of the state's directors, the 2006 survey included the directors of all charter schools enrolling students during the 2005-06 school year. Because many directors oversee charter schools made up of multiple campuses, the number of directors surveyed does not match the total number of charter schools operating during the 2005-06 school year. Some directors were responsible for the operation of a single charter; however, others oversaw as many as 15 charter campuses across the state. Of the 150 directors surveyed, 112 returned a completed survey for a response rate of 75 percent.

As discussed in Chapter 4, Texas has established separate accountability procedures for schools serving predominantly at-risk students and registered as alternative education campuses (AECs) because such schools often confront different educational challenges than schools that serve proportionately fewer at-risk students. Recognizing that differences may exist between charters evaluated under Texas's alternative education accountability procedures and those evaluated under standard accountability procedures, this report presents overall results for charters as well as results disaggregated by school type. As shown in Table 5.1, of the 112 charter directors responding to the 2006 survey, 53 operated schools rated under standard accountability procedures and 59 operated charters rated under alternative education accountability procedures.

**Table 5.1**  
**Distribution of Survey Respondents, by School Type**

School Type	Number of Directors	Number of Respondents	Percent of Directors Responding
Standard AP	73	53	72.6
Alternative Education AP	77	59	76.6
<b>Total</b>	<b>150</b>	<b>112</b>	<b>74.7</b>

*Note.* AP means accountability procedures.

## DIRECTOR CHARACTERISTICS

Charter school directors responded to survey items addressing gender, ethnicity, and educational background. Table 5.2's results indicate that directors are fairly evenly split between males and females (51 percent versus 49 percent, respectively). However, female directors are more likely to work in standard accountability procedure charters (59 percent) and less likely to work in charters rated under alternative accountability procedures (41 percent). Consistent with the findings of previous evaluations, charter directors are more likely to be White (55 percent), and White directors tend to be concentrated in alternative education charters (64 percent). Although the percentages of African American and Hispanic charter directors have fluctuated somewhat across survey years, this year's percentages fall within the range of previous surveys' results.

**Table 5.2**  
**Characteristics of Director Survey Respondents (Percent)**

Characteristic	Standard AP N=53	Alternative Education AP N=59	All Charter Schools 2006 N=112
<b>Gender</b>			
Male	41.5	59.3	50.9
Female	58.5	40.7	49.1
<b>Race/Ethnicity</b>			
Hispanic	13.2	11.9	12.5
African American	35.9	22.0	28.6
White	43.4	64.4	54.5
Asian or Pacific Islander	1.9	0.0	0.9
Other Ethnicity	5.6	1.7	3.5
<b>Highest Educational Level</b>			
Fewer than 4 years college	3.9	1.7	2.7
Bachelors degree	3.9	5.2	4.6
BA/BS and graduate courses	15.7	6.9	11.0
Master's degree	56.9	55.2	56.0
Doctorate	19.6	31.0	25.7
<b>Texas Mid Management Certification</b>			
Yes	32.7	55.2	44.5
No	67.3	44.8	55.5

*Note.* The number of respondents varies slightly by item due to missing data. AP means accountability procedures.

Respondent charter school directors are generally well educated. Fifty-six percent hold a master’s degree and about 26 percent hold a doctorate. About 45 percent of directors have Texas administrative credentials, and credentialed administrators are more likely to work in alternative education charters (55 percent) than in standard accountability charters (33 percent). With some minor variations, these findings are largely consistent with the results of prior survey years.

Table 5.3 details charter school directors’ responses regarding their prior administrative and teaching experience. Note that response categories are not discrete and directors may have responded to multiple categories. About 54 percent of directors (60 individuals) indicated that they have worked an average of 8 years as administrators in traditional public schools. Another 79 percent (88 individuals) have experience as administrators in private schools, and nearly all (96 percent; 108 individuals) have prior experience directing charters. On average, charter directors have about 12 years experience working as school administrators.

**Table 5.3**  
**Charter School Directors’ Prior Experience (Mean Years)**

Experience	Standard AP		Alternative Education AP		All Charter Schools	
	N	Mean	N	Mean	N	Mean
<b>Administrator</b>						
Public schools	24	5.5	36	9.6	60	8.0
Non-religious private	22	3.7	21	0.7	43	2.2
Religious private	17	4.7	28	3.5	45	4.0
Charter school	51	5.5	57	5.6	108	5.6
Total years	10	7.9	18	14.6	28	12.2
<b>Teacher</b>						
Public schools	42	7.4	44	7.9	86	7.7
Non-religious private	24	4.3	20	1.9	44	3.2
Religious private	17	0.8	25	1.6	42	1.3
Charter school	25	2.5	22	2.3	47	2.4
Total years	15	8.7	18	12.6	33	10.8

*Note.* AP means accountability procedures.

Most charter directors have also worked as teachers. Seventy-seven percent responded (86 individuals) that they taught in traditional public schools an average of 7.7 years. Seventy-seven percent taught in private schools (86 individuals), and about 42 percent have experience teaching in charter schools (47 individuals). On average, sample directors have about 11 years experience teaching.

Overall, the directors of alternative education charter schools have more administrative (15 years versus 8 years) and teaching (13 years versus 9 years) experience than their counterparts in standard accountability charters. And directors of alternative education charters have gained a greater share of their administrative experience in traditional public schools (10 years versus 6 years), while directors of standard accountability charters have more private school administrative experience (8 years versus 4 years). With some minor fluctuations in average years experience, this year’s results mirror those of past years.

## EDUCATIONAL PROGRAM

A central premise of charter school legislation nationwide is that the increased autonomy granted to charter schools will spur new and creative educational approaches and that charter schools' educational innovations will spread to traditional district schools. To achieve this end, most states, including Texas, exempt charter operators from varying degrees of regulations that may stifle innovation in traditional district schools. The charter school director's survey attempts to assess the level of innovation present in charter schools' educational programs by asking directors to respond to a list of organizational strategies frequently used in charters and to indicate the degree to which each strategy is implemented with students. The survey also includes an open-ended response in which directors may write in strategies not included on the list.

### Organizational Strategies

Table 5.4 presents director responses regarding the strategies used to organize instruction and schedule classes in charter schools. The degree to which each strategy is implemented is measured using a 3-point scale, indicating that *some students* (1), *most students* (2), or *all students* (3) participate in the strategy. Mean scale ratings closer to 3 indicate that greater proportions of students are affected by the strategy. Consistent with prior evaluations, multi-age grouping is the most widely used strategy (72 percent), and extended day schedules (69 percent) and student and teacher teams (65 percent) rank among the top three organizational strategies used in charters. Directors' responses to the open-ended response items included self-paced, accelerated coursework (3 responses); school-wide mentoring or tutoring (2 responses); and dual credit programs in which students may earn college credit while in high school (2 responses).

**Table 5.4**  
**Types of Organizational Strategies Used in Charter Schools**

Organizational Strategy	Used Strategy		Implemented with Students		
	N	%	Some	Most	All
Multi-age grouping	78	71.6	31.1	29.7	39.2
Extended-day schedule	71	68.9	41.8	23.9	34.3
Student and teacher teams	64	65.3	29.0	29.0	41.9
Extended-year schedule	53	54.6	64.8	9.3	25.9
Block scheduling	49	49.0	30.4	17.4	52.2
Credit thru flexible courses	44	46.8	50.0	16.7	33.3
Extended-week schedule	32	35.2	50.0	25.0	25.0

*Note.* Percents are based on the number of directors responding to each item and not the total number of directors responding to surveys. The number of respondents reporting whether a strategy was used varied between 91 and 109. Some respondents indicated that a strategy was used but did not report the extent of implementation.

Standard accountability and alternative education charter schools implement Table 5.4's strategies to different extents. As shown in Table 5.5, alternative education charter schools are more likely to incorporate multi-age grouping, extended-year schedules, block scheduling, and credit through flexible enrollment courses. In contrast, standard accountability charters are more

likely to implement extended-day and week schedules. Again, the results presented in Table 5.5 are largely reflective of directors' responses in previous survey years.

**Table 5.5**  
**Types of Organizational Strategies Used in Charter Schools, by School Type**

Organizational Strategy	Standard AP		Alternative Education AP		All Charter Schools	
	% Use	Mean <sup>a</sup>	% Use	Mean <sup>a</sup>	% Use	Mean <sup>a</sup>
Multi-age grouping	65.4	1.8	77.2	2.3	71.6	2.1
Extended-day schedule	69.4	2.0	68.5	1.8	68.9	1.9
Student and teacher teams	65.2	2.1	65.3	2.2	65.3	2.1
Extended-year schedule	50.0	1.4	58.8	1.8	54.6	1.6
Block scheduling	44.0	2.2	54.0	2.3	49.0	2.2
Credit thru flexible courses	21.4	1.9	67.3	1.8	46.8	1.8
Extended-week schedule	37.0	1.9	33.3	1.5	35.2	1.7

*Note.* Percents based on the number of respondents indicating the strategy was used. Some respondents said the strategy was used but did not report the extent of implementation. AP means accountability procedures.

<sup>a</sup>Mean use rating based on a 3-point scale: *some students* (1), *most students* (2), *all students* (3).

## Instructional Technology

Instructional technology is taking on an increasing role in education, and students' ability to access computers and the Internet are important indicators of the degree to which schools are integrating technology into their instructional programs. This year's survey of charter directors reveals that charter schools have considerable technology resources available at the campus and classroom levels. Table 5.6 indicates that most charter schools have a computer lab (84 percent) and labs contain about 24 computers, on average. Charter classrooms have 4.5 computers, on average, and 89 percent of classrooms have Internet access. Alternative education charter classrooms, on average, have more computers available than standard accountability charter classrooms (5.6 versus 3.2). But beyond differences in the number of classroom computers, there are few notable differences in the availability technology resources between the two types of charter schools.

**Table 5.6**  
**Availability of Instructional Technology in Charter Schools and Classrooms**

Technology	Standard AP <i>N</i> = 53	Alternative Education AP <i>N</i> = 59	All Charter Schools 2005 <i>N</i> = 112
Computer lab available in school	80.7%	86.2%	83.6%
Average number of lab computers	24.6	24.2	24.4
Classrooms with Internet access	89.2%	88.1%	88.6%
Average number of classroom computers	3.2	5.6	4.5
Average class size (students)	18.7	18.4	18.6

*Note.* Some respondents did not answer all questions, so total responses for each question differ. AP means accountability procedures.

As discussed later in this chapter, many charter operators say that small class size is one of the most attractive features of charter schools. And according to this sample of directors, the average charter school class size is about 18 students. In previous survey years, alternative education charters tended to have somewhat smaller class sizes, on average, than charters serving proportionately fewer at-risk students. However, this year’s survey results indicate that average class size is nearly identical across alternative education and standard accountability charters.

## Assessment Methods

The director’s survey also includes a two-part item that asks about the methods charters use to assess students’ educational performance and the frequency of each method’s use (*once a year, once a semester, or once a marking period*). Consistent with prior survey years, directors responded that student writing samples, projects, and performances are the primary means of assessment in charter schools. This year’s results reveal that charter schools are relying more heavily on performance-based tests and student portfolios than in previous years. In prior survey years, directors were more likely to indicate that charters used textbook tests and criterion-referenced tests to assess student work.

**Table 5.7**  
**Methods Used to Assess Student Performance in Charter Schools (Percent)**

Assessment	Used Method		Frequency		
	N	%	Once a Year	Once a Semester	Marking Period <sup>a</sup>
Student writing samples	97	95.1	3.2	16.1	80.7
Student projects	96	95.1	8.9	33.3	57.8
Student performances	94	93.1	5.6	25.8	68.5
Performance-based tests	92	90.2	6.8	28.4	64.8
Student portfolios	82	85.4	16.0	21.3	62.7
Tests from textbooks	75	80.7	4.2	8.5	87.3
Norm-referenced test	74	75.5	65.8	30.1	4.1
Criterion-referenced test	70	75.3	42.7	35.3	22.0

*Note.* The number of respondents reporting whether a method was used varied between 93 and 102.

Some respondents said a method was used but did not report the frequency of implementation.

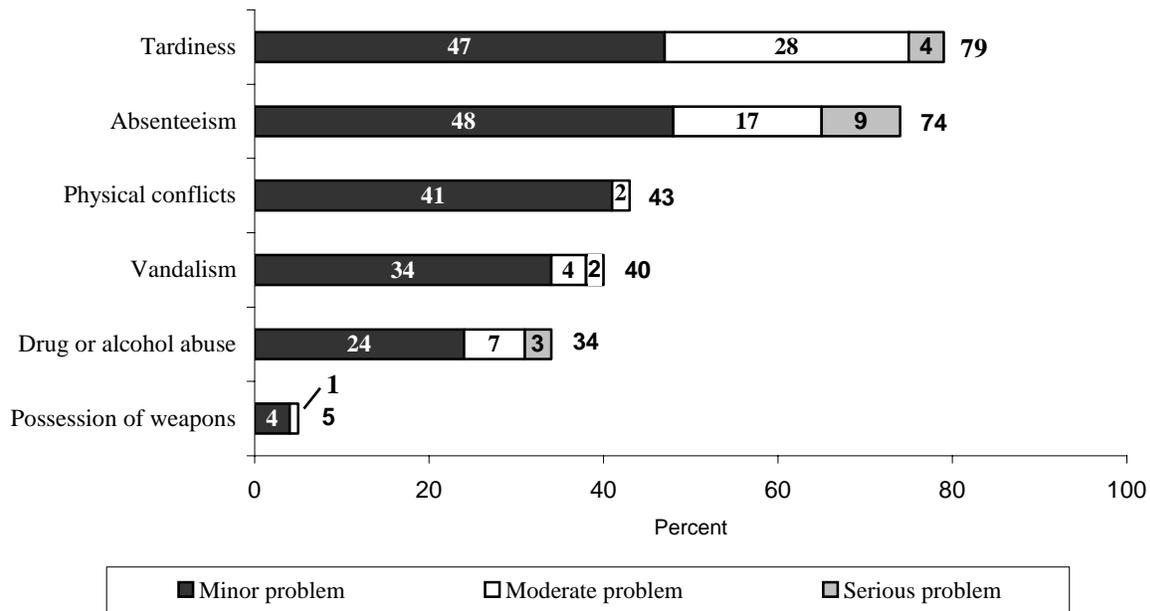
<sup>a</sup>At least once a marking period.

## STUDENT DISCIPLINE AND BEHAVIOR

The survey includes items asking directors to identify the extent to which various student discipline and behavior issues are problems in their schools. Directors rated the severity of six items on a 4-point scale: *not a problem* (1), *minor problem* (2), *moderate problem* (3), or a *serious problem* (4). Figure 5.1 illustrates that most directors consider tardiness (79 percent) and student absenteeism (74 percent) to be the most prevalent discipline problems in charter schools. Across survey years, directors have consistently responded that attendance issues are the greatest discipline problem confronting charters; however, 2005-06 survey results indicate that directors perceive these problems to be less severe relative to previous years’ survey results. Thirty-two percent of charter directors felt that tardiness was a *moderate to serious* problem in 2005-06 compared with 37 percent in 2004-05 and 58 percent in 2003-04. Similarly, 26 percent of 2005-

06 directors said that absenteeism was a *moderate to serious* problem compared with 44 percent in 2004-05 and 47 percent in 2003-04.

Physical conflicts and vandalism also trouble charter schools (43 percent and 40 percent, respectively), but few directors perceive these to be *moderate to serious* problems (2 percent and 6 percent, respectively). While a smaller proportion of directors (34 percent) say that drug or alcohol abuse is a problem in their school, those that do say that it is a moderate (7 percent) or serious problem (3 percent). Only 5 percent of directors said that possession of weapons was a problem on their campus.



**Figure 5.1. Percent of directors reporting student behavior problems (N=112).**

Table 5.8 compares directors’ mean, or average, ratings of student behavior problems across school types using a 4-point scale: *not a problem* (1), *minor problem* (2), *moderate problem* (3), or *serious problem* (4). Mean values were calculated for all respondents and are rank ordered by the column “All Charter Schools, 2006.” Mean values closer to 4 indicate that directors perceive these discipline problems to be more serious issues in their schools.

With the exception of the reversed ranking absenteeism and tardiness for alternative education charters, Table 5.8’s ordering of the severity of discipline problems does not vary across the two types of charter schools. However, the larger mean values across issues for alternative education charters indicate that directors of these charters generally perceive discipline problems to be more serious issues in their schools.

**Table 5.8**  
**Mean Severity of Student Behavior Problems in Charter Schools, by School Type**

Problem	Standard AP N =53	Alternative Education AP N =59	All Charter Schools 2006 N =112
Student tardiness	2.0	2.3	2.2
Student absenteeism	1.8	2.4	2.1
Physical conflicts among students	1.4	1.5	1.5
Vandalism of school property	1.4	1.5	1.5
Student drug or alcohol abuse	1.2	1.7	1.5
Student possession of weapons at school	1.0	1.1	1.1

*Note.* Ratings made on a 4-point scale: *not a problem* (1), *minor problem* (2), *moderate problem* (3), or *serious problem* (4). AP means accountability procedures.

## STUDENT RECRUITMENT

As noted in opening, this year’s survey included sections addressing the methods charters use to recruit enrollment and directors’ views of the features of their schools that are most attractive to parents and students. These sections did not appear on previous surveys.

Unlike traditional public schools, charter schools do not have enrollments based on residential attendance zones. Instead, charter schools must attract students through recruitment strategies designed to inform parents and students of charter program offerings. And because a charter school’s funding depends on the number of students it enrolls, if a charter school fails to recruit enrollment, it risks lacking sufficient revenue to operate and may have to shut down.

Charter schools use a variety of strategies in order to inform parents and students of their programs, including advertising in broadcast media (i.e., television, radio); advertising in print media (i.e., newspapers, magazines); flyers, brochures, and posters; as well as community outreach activities (i.e., meetings with youth groups, community or parent organizations, etc.). In addition, some charter schools coordinate student recruitment with juvenile justice facilities and military recruitment entities. Traditional districts also may refer students to charter programs and many parent and students learn about charter programs through word of mouth.

The 2005-06 survey asked charter school directors to indicate the recruitment strategies they used to attract enrollment and the percent of their enrollments drawn by each strategy. Table 5.9 presents the percent of directors who responded that they used each strategy as well as the percent of students recruited by strategy, averaged across respondents. In addition, the survey included an open-ended item which asked directors to describe the “features of your school that are most attractive to parents and students.”

**Table 5.9**  
**Charter School Recruitment Strategies; Percent of Students Recruited**

Recruitment Strategy	Standard AP N =53		Alternative Education AP N =59		All Charter Schools N =112	
	% Using Strategy	% of Students Recruited (on average)	% Using Strategy	% of Students Recruited (on average)	% Using Strategy	% of Students Recruited (on average)
Word of mouth	96.2	62.9	93.1	60.1	94.6	61.4
Flyers, brochures, posters	78.0	16.8	74.6	12.8	76.2	14.6
Print advertising	68.0	17.1	66.7	11.9	67.3	14.0
Community outreach	61.2	13.9	53.1	12.8	57.1	13.3
Trad. dist. referral	30.2	7.5	52.1	15.7	41.8	13.2
Broadcast advertising	26.7	26.8	24.1	9.6	25.3	16.5
Coord. juvenile justice	9.1	2.2	34.6	17.1	22.9	13.9
Coord. military recruit.	9.3	5.0	26.1	3.8	18.0	4.1

*Note.* Percents based on the number of respondents indicating the recruitment strategy was used. Some respondents said the strategy was used but did not report the percent of students recruited. AP means accountability procedures.

Table 5.9 presents directors’ responses regarding the recruitment strategies used in their schools, sorted in terms of the percent of all charters indicating that a strategy was used. As Table 5.9 indicates, most charters (61 percent) recruit the majority of their students (95 percent) through parent and student word of mouth. Use of flyers, brochures, and posters (76 percent), as well as print advertising (67 percent), and community outreach efforts (57 percent) are also widely used recruitment strategies. While the percent of charters using and the percent of students recruited by each strategy varies somewhat across charter type, the results for standard accountability and alternative education charters are fairly consistent across these recruitment strategies.

In terms of the remaining strategies, however, responses vary considerably across standard accountability and alternative education charters. More alternative education charters than standard accountability charters recruit through traditional district referrals (52 percent versus 30 percent) and on average, alternative education charters draw larger shares of their enrollments using this strategy (16 percent versus 8 percent). While roughly equivalent percentages of standard and alternative education charters use broadcast advertising to attract enrollment (27 percent and 24 percent), standard accountability charters draw a substantially larger share of their students using this strategy (27 percent versus 10 percent), on average. And notably more alternative education than standard accountability charters rely on coordination with juvenile justice (35 percent versus 9 percent) and military recruitment (26 percent versus 9 percent) entities to recruit students.

## **THE MOST ATTRACTIVE FEATURES OF CHARTER SCHOOLS**

Nearly all directors (96 percent; 107 individuals) responded to the open-ended item asking about the features of charter schools that are most attractive to parents and students. The top five responses are listed in Table 5.10.

**Table 5.10**  
**Comments on the Most Attractive Features of Charter Schools to Parents and Students**

Reasons charter schools are attractive to parents and students...	Number of Directors
Small school and class sizes	50
Curricular and instructional approaches	45
Inclusive family atmosphere	26
Teacher and staff characteristics	22
Individualized one-on-one instruction	17

As presented in Table 5.10, many directors (50 individuals) said that parents and students chose their schools because they liked the *small school size and class sizes* offered by charters. Directors said that charters’ small size allowed “each teacher to know every child’s name” and enabled more “intimate student, teacher, and parent relationships.”

Many directors (45 individuals) also said that parents and students chose charters because the school offered an appealing *curriculum or instructional approach* or both. Directors said parents chose their schools because they offered fine arts or International Baccalaureate curricula, college preparatory coursework, dual language programs, a Montessori approach to instruction, technology-based instruction, and programs tailored to students with special educational needs.

Twenty-six directors said that the *inclusive family atmosphere* provided by charter schools attracted parents and students. Directors said that charters encouraged parent involvement and that parents appreciated that charters offered a “positive, respectful environment,” allowed parents to have “active voice in school decisions,” and responded rapidly to parent questions and concerns.

Some directors (22 individuals) said parents chose their schools because of *teacher and staff characteristics*. Directors said charters had “dedicated and caring, highly qualified teachers.” They said that charter teachers were innovative, engaged students, and managed discipline issues effectively.

Seventeen directors said that parents chose their charter school because it provided opportunities for *individualized, one-on-one instruction*. These directors said that their charters offered individual educational plans and provided students with more personalized attention than they would receive in traditional district programs.

In addition, some directors wrote that parents chose their schools because they provided safe educational environments (14 individuals), had effective discipline policies (11 individuals), and required uniforms (8 individuals).

## **GOVERNANCE AND MANAGEMENT**

In accordance with state law, Texas charter schools are administered by governing boards that are responsible for the “management, operation, and accountability of the school” (TEC § 12.121). Within applicable law, however, charter schools may determine the number of board

members, groups represented (e.g., community members, parents, teachers), method of member selection, and board responsibilities. Charter schools also have discretion in defining titles, roles, and responsibilities of school officers and staff. Therefore, the oversight of charter school operations is generally the shared responsibility of charter school administrators, teaching staff, and the school’s governing board.

The following sections present information on the responsibilities of charter school administrators, teachers, and governing boards; the barriers to charter school operations; and the types of external support sought by charters.

### Staff and Governing Board Responsibilities

The survey asked charter school directors to identify the level of involvement of the director, the campus leader or principal, teachers, and the governing board in school operations. For each position, directors rated the extent of involvement on a variety of school governance and management topics using a 4-point scale: *not at all* (1), *small extent* (2), *moderate extent* (3), or *large extent* (4). Table 5.11 presents mean involvement ratings by position and mirror the results of previous surveys.

**Table 5.11**  
**Mean Involvement in Areas of Charter School Governance and Management,**  
**by Position (N=112)**

Area	Director	Campus Leader/ Principal	Teachers	Governing Board
Maintaining focus on mission	<b>3.9</b>	<b>3.8</b>	<b>3.5</b>	<b>3.5</b>
Setting school policies/procedures	<b>3.7</b>	3.5	2.6	<b>3.5</b>
Developing/approving budget	<b>3.7</b>	3.2	1.8	<b>3.7</b>
Developing educational programs	<b>3.6</b>	<b>3.8</b>	<b>3.2</b>	1.9
Hiring administrators	<b>3.5</b>	2.9	1.8	<b>3.0</b>
Determining training priorities	<b>3.5</b>	<b>3.8</b>	<b>3.1</b>	1.8
Monitoring student performance	<b>3.5</b>	<b>3.8</b>	<b>3.8</b>	<b>2.5</b>
Hiring teachers	3.3	<b>3.9</b>	2.3	1.7
PEIMS record keeping	3.3	3.3	2.0	1.4
Developing curriculum	3.3	3.7	<b>3.4</b>	1.6
Creating the school schedule	3.2	<b>3.9</b>	2.7	1.4
Fundraising	3.1	2.8	2.4	2.4
Conducting teacher appraisal	3.0	<b>3.9</b>	2.0	1.4

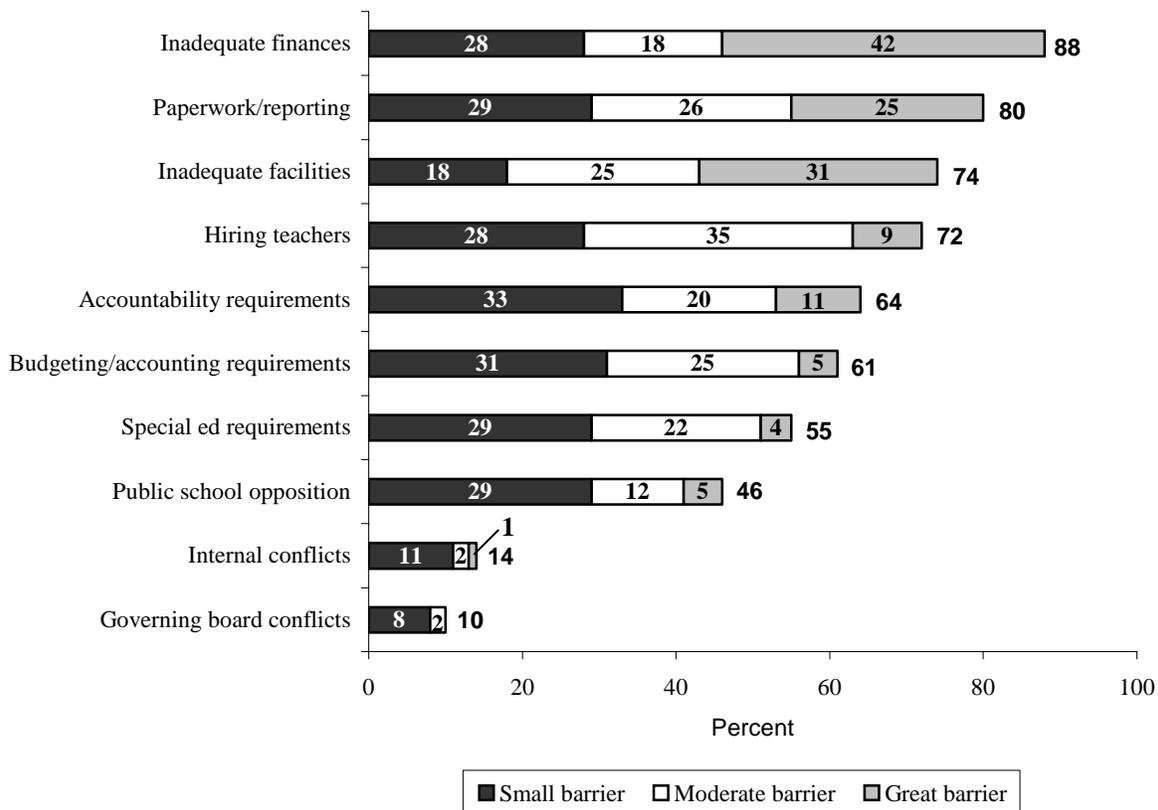
*Note.* Mean extent of involvement based on a 4-point scale: *not at all* (1), *small extent* (2), *moderate extent* (3), or *large extent* (4). Bold text denotes the five highest areas of involvement for that position. Responses for directors who act as campus principals are included only in the director’s category

Table 5.11 reveals that charter school directors and campus leaders/principals are heavily involved in all areas of governance and management. Teachers tend to be more involved with activities, such as monitoring student performance, maintaining focus on the school mission, and developing curricula, which have a direct relationship to classroom practice and less involved in school management functions. Governing board members are more likely to be involved in

developing and approving the budget, setting school policies and procedures, maintaining a focus on mission, and hiring school administrators.

### Barriers to Operating Charter Schools

The survey asked directors to identify the barriers to the operation of charter schools and included a list of operational obstacles, which directors rated using a 4-point scale: *not a barrier* (1), *small barrier* (2), *moderate barrier* (3), or *great barrier* (4). The results presented in Figure 5.2 indicate that most directors find inadequate finances for ongoing operations (88 percent), excessive paper work and reporting requirements (80 percent), inadequate facilities (74 percent), and difficulty hiring teachers (72 percent) to be barriers to school operations. Consistent with prior survey years, directors rank inadequate finances as the most prevalent barrier to charter school operations, and with some variation in ranking, find paperwork burdens, facilities issues, and hiring teachers to be central obstacles to charter school operations.



**Figure 5.2. Percent of directors reporting issues as small, moderate, or great barriers to charter school operation (N=112).**

Directors’ mean, or average, responses to each “barrier” by charter school type are presented in Table 5.12. Item means were calculated by averaging responses across the 4-point rating scale (i.e., 1 (*not a barrier*) to 4 (*great barrier*)). There are few substantive differences in the average responses of directors of alternative education and standard accountability charters. Most notably, directors of alternative accountability charters weight “Accountability requirements,” more heavily than directors of standard accountability charters (2.3 versus 1.8). This difference

likely reflects directors’ concerns over the academic performance of at-risk students in alternative education charters.

**Table 5.12**  
**Charter Directors’ Mean Responses, by School Type: Barriers to Operating Charter Schools**

Barrier	Standard AP N=53	Alternative Education AP N=59	All Charter Schools 2006 N=112
Inadequate finances for ongoing operations	2.9	2.9	2.9
Inadequate facilities	2.6	2.6	2.6
Too much paperwork/reporting requirements	2.5	2.6	2.6
Hiring teachers	2.2	2.3	2.2
Accountability requirements	1.8	2.3	2.1
Special education requirements	1.8	1.9	1.9
Budgeting/accounting requirements	1.8	2.1	1.9
Local public school opposition	1.7	1.7	1.7
Internal conflicts in the school	1.2	1.1	1.2
Conflicts with the school’s governing board	1.1	1.1	1.1

*Note.* Mean rating based on a 4-point scale: *not a barrier* (1), *small barrier* (2), *moderate barrier* (3), *great barrier* (4). The number of respondents varies by item. AP means accountability procedures.

### External Support for School Operations

Charter schools may receive assistance from external sources, such as the Texas Education Agency (TEA), regional education service centers (ESC), charter networks or assistance centers (e.g., Texas Resource Center for Charter Schools), management companies, and business or community groups. The survey asked charter school directors to report the extent of external support they received in 2005-06. Table 5.13 reports the percentage of directors indicating that their charter received assistance from each of the external sources cited above.

Most directors report that they depend on ESCs for professional development services (90 percent), technical assistance for PEIMS reporting (89 percent) and curricular and instructional issues (82 percent), and help with business matters (60 percent). Charters are more likely to obtain monetary support (loans, grants, donations) from the TEA (54 percent) and business or community groups (51 percent). Charters are more likely to seek in-kind support—donations of materials or resources—from business or community groups (67 percent). In general, most charters seek assistance for PEIMS (95 percent), curricular and instructional issues (94 percent), professional development (94 percent), and monetary assistance (81 percent), but requests for support were common across all response categories. This year’s findings reflect the patterns of previous years, but indicate that charters are relying more heavily on external sources of support across all categories of assistance.

**Table 5.13**  
**Types and Sources of Assistance Accessed by Charter Schools (Percent)**

Type of Assistance	TEA	ESC	Charter Network/Center	Mgmt Company	Business/Community Group	At Least One Source
PEIMS	39.1	89.1	13.6	3.6	6.4	94.5
Curricular/instructional	48.2	81.8	24.6	1.8	8.2	93.6
Professional development	40.9	90.0	40.0	4.5	23.6	93.6
Monetary	53.6	18.2	6.4	3.6	50.9	80.9
Business	40.0	60.0	20.0	7.3	23.6	78.2
Legal	41.8	40.0	21.8	3.6	28.2	71.8
In-kind donations	4.6	10.9	7.3	2.7	67.3	71.8

*Note.* N=112. Texas Education Agency (TEA), Education Service Center (ESC), Charter Networks/Assistance Center, Management Company, Business or Community Group.

Table 5.14 breaks out directors' responses to the survey's external support items by type of charter school. This year's responses reflect a notable drop across categories of support in the amount of assistance alternative education charters seek from management companies and a moderate increase in the amount of management company assistance sought by standard accountability charters.

**Table 5.14**  
**Sources and Types of Assistance Accessed by Charter Schools, by School Type (Percent)**

Type of Assistance	TEA	ESC	Charter Network/Center	Mgt Company	Business/Comm Group	At Least One Source
<b>Standard AP (N = 53)</b>						
Technical assist/PEIMS	34.6	84.6	11.5	3.9	5.8	92.3
Professional development	34.6	86.5	34.6	1.9	23.1	92.3
Technical assist/instructional	48.1	75.0	19.2	1.9	5.8	90.4
Monetary	51.9	15.4	7.7	3.9	50.0	82.7
In-kind assistance	9.6	5.8	3.9	3.9	78.9	82.7
Technical assist/legal	44.2	46.2	19.2	3.9	25.0	75.0
Technical assist/business	38.5	61.5	19.2	7.8	15.4	71.1
<b>Alternative Education AP (N = 59)</b>						
Technical assist/PEIMS	43.1	93.1	15.5	3.5	6.9	96.5
Technical assist/instructional	48.3	87.9	29.3	1.7	10.3	96.5
Professional development	46.6	93.1	44.8	6.9	24.1	94.8
Technical assist/business	41.4	58.6	20.7	6.9	31.0	84.5
Monetary	55.2	20.7	5.2	3.5	48.3	79.3
Technical assist/legal	39.7	34.5	24.1	3.5	31.0	69.0
In-kind assistance	0.0	15.5	10.3	1.7	56.9	62.1

*Note.* N=112. Texas Education Agency (TEA), Education Service Center (ESC), Charter Networks/Assistance Center, Management Company, Business or Community Group. AP means accountability procedures.

## INTERACTIONS WITH OTHER SCHOOLS

Charter schools are encouraged to participate in the public education environment, including state-level meetings and conferences sponsored by the TEA, and ESCs must provide the same level of services to charter schools as provided to traditional public school districts. Charter school representatives may serve as board members for ESCs (TEC §12.104 (c)).

The survey asked directors to respond to items assessing the amount of contact between educators at their schools and educators in other schools over the course of the 2005-06 and 2004-05 school years. Directors' responses (presented in Table 5.15) provide an indication of the amount of interaction between charters and traditional district schools and other charter schools in a variety of settings. With the exception of meeting to discuss student placement, most charter directors indicate that they have greater contact with other charter schools than with traditional public schools. In spite of the greater contact with other charter schools, this year's results reflect a continuing trend across survey years in which charter directors indicate progressively greater contact with traditional public schools.

**Table 5.15**  
**Contacts with Educators in Other Charter Schools and Traditional Public Schools**

Type of Interaction	Traditional Public Schools		Other Charter Schools	
	<i>N</i>	%	<i>N</i>	%
Interacted with educators at ESC event	88	82.2	92	86.0
Networked at conferences	75	70.1	86	80.4
Interacted during regional/state meeting	70	65.4	83	77.6
Received information or tech assistance	41	38.3	60	56.1
Observed classrooms at other schools	39	36.5	47	43.9
Provided information or tech assistance	36	33.6	72	67.3
Met to discuss student placement	33	30.8	23	21.5
Partnered on grant initiatives	20	18.7	25	23.4
Held organizational/planning meeting	19	17.8	53	49.5

*Note.* The *N* represents the number of directors reporting contact.

Charter educators are most likely to meet educators from other charter schools and traditional districts at ESC-sponsored events (86 percent and 82 percent, respectively), professional conferences (80 percent and 70 percent, respectively), and regional/state-level meetings (78 percent and 65 percent, respectively). Similar to previous years' results, charter educators' collaborative interactions (i.e., providing information or technical assistance, holding organizational and planning meetings, and partnering on grant initiatives) are more likely to occur with educators from other charter schools.

## CHARTER SCHOOL POLICIES

The survey also provided directors with an opportunity to share their perceptions of charter schools' contributions to Texas public education and to make recommendations to Texas's charter school policymakers. Directors shared their views by responding to the following open-ended questions:

- What are the primary benefits of charter schools to Texas public education?
- What recommendations would you offer to policymakers on charter schools?

Directors’ responses are summarized in the sections that follow.

### Benefits of Charter Schools to Public Education

Nearly all directors (95 percent; 106 directors) commented on the benefits of charter schools to public education, and many included more than one comment in their response. Table 5.16 summarizes the five general categories of responses. Again, the results of the 2006 director’s survey are largely reflective of the results of previous survey years.

**Table 5.16**  
**Comments on the Benefits of Charter Schools to Public Education**

Charter schools...	Number of Directors
provide school choice for students and parents.	64
spur innovative or different approaches through educational flexibility.	28
provide specialized programs designed to fit individual student needs	24
serve at-risk students who are in danger of dropping out.	22
serve students who need smaller classes or schools in order to succeed.	21

Across survey years, *providing choices for students and parents* has been the most frequently cited benefit of charter schools. More than half of directors (64 individuals) say that charters provide alternatives to traditional district schools and that competition from charters is motivating improvement in district programs. One director wrote, “In America, we are accustomed to choices whether it is shopping, entertainment, etc. Charter schools provide this for education.” Many directors noted that charters provide an option for students who “do not fit in” or are struggling in traditional district classrooms.

Twenty-eight directors said that the flexibility provided to charter schools *spurs innovative or different approaches* to education. Directors wrote that they are able to “shake up the status quo” by thinking “outside of the box” with respect to their educational programs and by developing curricula that are well matched to the individual missions of charter schools. They said that charters employed innovative teachers who tailored their pedagogical approaches to meet the needs of students.

Twenty-four directors felt that the *specialized programs designed to fit individual student needs* were the primary benefit provided by charter schools. Directors said that charters provided options for low-income and at-risk students, for students who require residential treatment programs, and for “emotionally disturbed” students. Directors said that the individualized focus of charter schools met the needs of the “whole child” and enabled “positive relationships with students and their families.”

Directors (22 individuals) said that charter schools benefited public education by *servicing at-risk students who are in danger of dropping out*. Directors said that charters were improving the state’s dropout rate by recovering students who had previously dropped out and by providing

options for students who were in danger of dropping out. They said that charters serve students who are “always tardy, absent, are behind grade level and are difficult to teach” as well as students who traditional district schools are “unable or unwilling to serve.”

Charters also benefit public education because they *serve students who need smaller classes and/or schools to succeed*. Twenty-one directors said that charters provided options for students who need lower student/teacher ratios and that small class sizes enabled teachers to “recognize any learning deficiencies earlier.” Directors also felt that the smallness of charter programs provided an important option for students who would be “lost” in large scale district programs.

### Recommendations to Policymakers

Ninety percent of charter directors (101 individuals) offered recommendations for charter school policy. Most director recommendations focused on the four aspects of charter school policy summarized in Table 5.17.

**Table 5.17**  
**Recommendations for Charter School Policy**

Policy Area	Number of Directors
Charter school funding	49
Funding for charter school facilities	26
Modify charter school accountability system	26
Reduce paperwork and reporting requirements	11

Forty-nine directors said that the current level of *charter school funding* is not sufficient to support school operations. Many directors said that they did not receive the same funding as traditional district schools and objected to being held to the same accountability standards. One director commented that insufficient funding meant that charters had been “set up to fail.” Several directors noted that lack of funding made it difficult for charters to offer competitive teacher salaries, but that charters were still required to employ “highly qualified” teachers under No Child Left Behind Act.

Many directors (26 individuals) said that the lack of facilities funding was a substantial difficulty for charter schools. Several directors said that they were spending funds that should be devoted to instruction in order to secure adequate facilities. One director commented that charter school facilities policy was “discriminatory” because it meant that many children attended school in “substandard” buildings.

Twenty-six charter directors wrote of the need for *accountability provisions recognizing that charters serve at-risk student populations*. Directors said they objected being held to the same accountability standards as traditional district schools when they worked with at-risk student populations that were more difficult to serve and received less per pupil funding. Several directors said that the emphasis on test scores was inappropriate for charter students and that Texas’s accountability system should consider students’ academic progress once they enrolled in a charter school or the value added by charter schooling.

In addition to accountability concerns, directors commented that the regulatory environment for charters was increasing and that charter operators were struggling to manage the growing paperwork and reporting burdens. Directors said that as managers of small schools they were forced to “wear many hats” and that increasing reporting requirements encroached on their time because, unlike traditional district schools, charters can not afford to employ administrative staff to handle paperwork.

## **SUMMARY**

In contrast to previous evaluations that surveyed a random sample comprised of a third of the directors of charter schools operating in the evaluation year, this year’s evaluation surveyed all directors of Texas charter schools that enrolled students during the 2005-06 school year. Although substantially more directors responded to this year’s survey (112) than in previous years (46 in 2006 and 45 in 2005), directors’ responses are largely consistent across survey years.

In terms of demographic characteristics, Texas’s charter school directors are fairly evenly split between males and females (51 percent versus 49 percent, respectively), and female directors are more likely to work in standard accountability charters (59 percent). This year’s results indicate that Whites hold the largest share of directorships (55 percent), followed by African Americans (27 percent) and Hispanics (13 percent). White directors are more concentrated in alternative education charter schools (64 percent), while African American and Hispanic directors are more likely to work in charter schools evaluated under standard accountability procedures (36 percent and 13 percent, respectively).

This year’s survey results find that 56 percent of charter directors hold a master’s degree and 26 percent hold doctorates. The distribution of directors with master’s degrees is fairly even across type of charter school—57 percent of directors of standard accountability charters and 55 percent of alternative accountability charter school directors hold the degree. However, a larger proportion of directors of alternative accountability charters hold doctorates (31 percent versus 20 percent in standard accountability charters). In terms of public school administrative credentials, 44 percent of all directors hold a Texas Mid Management Certification, a larger proportion of alternative education charter directors hold the credential (55 percent) than do directors of standard accountability charters (33 percent).

Charter directors have considerable experience working in a variety of educational environments. On average, directors have about 12 years administrative experience and about 11 years experience working as classroom teachers. Directors of alternative education charters tend to have more administrative experience (15 years versus 8 years) and more teaching experience (13 years versus 9 years) than directors of standard accountability charters, and they have gained more of their experience working in the traditional public school environment. In contrast, directors of standard accountability charters are more likely to have private school administrative and teaching experience.

Consistent with prior survey years, this year’s charter directors indicate that multi-age grouping (implemented in 72 percent of schools), extended-day schedules (69 percent of schools), and

student and teacher teams (65 percent of schools) are the most prevalent organizational strategies used by charter schools. In addition, many charters implement extended-year schedules (55 percent), block scheduling (49 percent), and flexible credit coursework (47 percent). When results are compared by charter school type, results indicate that alternative education charters are more likely to implement multi-age grouping (77 percent), flexible credit coursework (67 percent), extended-year schedules (59 percent), and block scheduling (54 percent), and standard accountability charters are more likely to implement extended-day (69 percent) and week schedules (37 percent). Equal percentages of both standard and alternative accountability charters (65 percent) implement student and teacher teaming arrangements.

In terms of the instructional technology available in charter schools, charter directors indicate that 84 percent of charters have a computer lab, and 89 percent of charter classrooms have Internet access. Charter school labs have about 24 computers available, on average, and charter classrooms have an average of 4.5 computers available for classes that average about 18 students. More alternative education charters have computer labs (86 percent versus 81 percent for standard accountability charters), and, on average, alternative education charters tend to have somewhat more classroom computers available (6 versus 3).

Similar to the results of previous surveys, directors indicate that attendance problems are the most prevalent and the most serious disciplinary challenges facing charter schools. Seventy-nine percent of directors responded that tardiness and 74 percent responded that absenteeism were problems in their schools. Notably smaller percentages indicated that physical conflicts (43 percent), vandalism (40 percent), drug or alcohol abuse (34 percent), and possession of weapons (5 percent) troubled their schools. Across all categories of problems, directors of alternative education charters indicated that discipline issues were more serious problems in their schools.

This year's directors' survey included a new section that addressed the methods charter schools use to recruit students and the features of charters that are most attractive to charter school students and their parents. Ninety-five percent of charter directors said that an average of 61 percent of their students were recruited through parent and student word of mouth. Seventy-six percent of directors said they used flyers, brochures, and posters to attract about 15 percent of their enrollments. Print advertising (67 percent of schools), community outreach efforts (57 percent), and referrals from traditional districts (42 percent) were also widely used recruitment strategies, drawing between 13 and 14 percent of charter schools' enrollments, on average. Many directors said that parents and students were drawn to their schools because they wanted a small school environment with smaller class sizes. In addition, directors said that charters offered innovative curricular and instructional approaches that were tailored to meet individual student needs, that charters provided a more accessible and inclusive atmosphere for students and their families, and that charter teachers were dedicated to individual student success.

This year's survey results reflected the trends of prior survey years in terms of the roles of directors, campus principals, teachers, and governing boards in charter school governance and oversight. Charter school directors are actively involved in all areas of school management, and campus principals are more heavily involved in administrative tasks related to the hiring and oversight of teachers and the structuring school schedules. Teachers' responsibilities tend to center on instructional tasks, such as monitoring student performance and developing curriculum

and educational programs. Governing boards address more of charter schools' policy and budgetary matters and the hiring of school administrators. All groups share responsibility for maintaining a focus on the schools' mission.

Consistent with prior evaluations, 2005-06's directors responded that insufficient finances, burdensome paperwork and reporting requirements, inadequate facilities, and difficulties in hiring qualified teachers continue to be the central barriers to operating a charter school. Sixty percent of directors responded that insufficient finances were a moderate to great barrier to school operations, and more than half of directors rated inadequate facilities (56 percent) and burdensome reporting requirements (51 percent) as moderate to great barriers to operating charter schools. With the exception of accountability requirements, which were a greater obstacle to alternative education charters, there were few notable differences in the responses of directors across school type.

Charter schools continue to gain assistance for an array of management tasks from a variety of sources. Directors indicate that they rely on ESCs for support with professional development, PEIMS reporting, and curricular and instructional matters, and on the TEA for assistance with monetary and legal assistance. Relative to previous survey years, 2005-06's results mark a notable drop in the amount of support provided to alternative education charters by management companies.

Similar to previous survey years, this year's directors indicate that charter school educators are more likely to interact with traditional public school educators and educators from other charter schools at ESC sponsored events, at conferences, and at regional or state-level meetings. Although charter educators are still more likely to interact with educators from other charter schools, 2005-06's results reflect a continuing trend in which charter educators report increasing interactions with educators from traditional district schools.

Directors continue to rank the provision of choice to students and parents as the primary benefit provided by charter schools. They say that charter schools add value through their innovative educational programs and flexible approaches to meeting individual student needs, including developing specialized educational programs, serving students who are at risk of failure or dropping out, and providing smaller learning environments. Consistent with prior survey years, directors indicate that charter schools do not receive sufficient funding to support charter school operations and recommend that policy makers revise the current funding system to equalize revenues between traditional district and charter schools. Directors say that facilities funding is a particular problem for charter schools. Noting that many charter schools serve at-risk student populations, some directors ask that policy makers modify charter schools' accountability requirements to deemphasize test scores and to increase the focus on students' academic progress while attending charters. And some directors suggest that policy makers reduce charters' paperwork and reporting requirements, asserting that charter schools do not have the resources to the employ staff to manage such tasks.

## CHAPTER 6

# EFFECTS OF CHARTER SCHOOLS ON TRADITIONAL SCHOOL DISTRICTS

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A central premise of charter school reform is that competition from charter schools will spur improvements in traditional district schools. Advocates of school choice and charter schools argue that districts will respond to competition from charters by improving their programs in order to retain students and per-pupil funding. However, like much of the research on charter schools, studies of the effects of charter schools on district operations tend to have mixed results. Some find that districts improve when faced with competition from charters (Holmes, Desimone, & Rupp, 2006; Hoxby, 2002), while others find that charters have little effect on district practices (Bettinger, 1999; Bifulco & Ladd, 2004; Buddin & Zimmer, 2005). In spite of the mixed research on the competitive effects of charter schools, the results of survey of charter school authorizers conducted by the U.S. Department of Education (2004) found that “Creating competition in the public school system” was the most frequently cited reason for authorizing charter schools (p. 36).

The Texas Education Code requires that evaluations of the state’s open-enrollment charter schools consider the effect of charter schools on traditional districts (TEC § 12.118 (c)(2)), and the 2005-06 evaluation includes a survey of district officials examining how charter schools may be affecting districts. The “effects” survey is not a new component of charter school evaluations; however, it has been four years since district officials were last surveyed about their perceptions of charter schools (since 2001-02). Although the number of students attending charter schools has increased by more than 50 percent in the four years since the previous effects survey, there are few notable differences in the responses of district officials across survey years. District officials continue to be largely unaware of charter schools operating within their boundaries, and those that do know of charters cite few changes in district practices in response to charter schools.

## METHODOLOGY

The 2005-06 survey of district officials assesses the effect of charter schools on district enrollment, general and financial operations, educational approaches and practices, and student and teacher mobility between charter and traditional district schools. The survey also asks district officials’ general perceptions of charter schools. The 2006 survey is nearly identical to the previous survey—its only difference is that it includes a question asking whether districts have eliminated alternative education programs in response to the presence of charter schools. The 2006 *Survey of Public School Districts* appears in Appendix B.

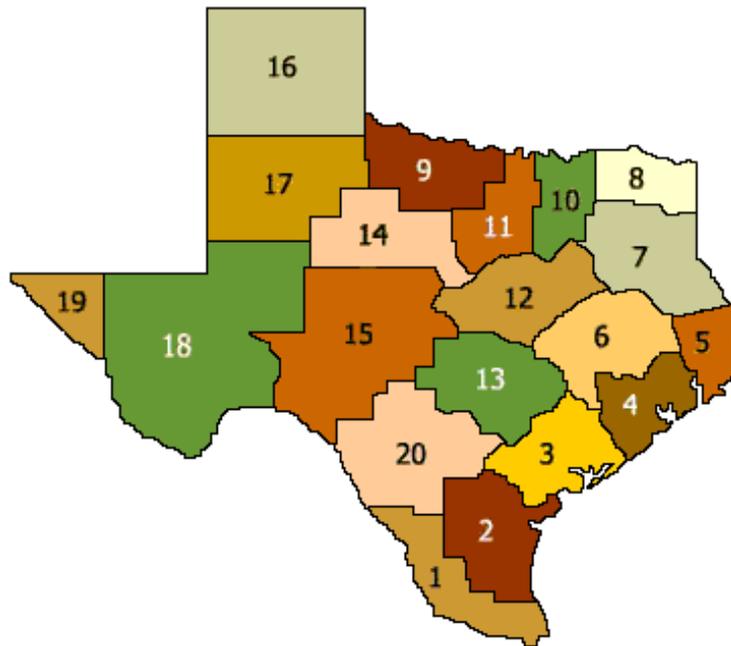
As discussed in Chapter 4, charter schools must include a description of the geographic area from which they expect to draw students in their charter applications, and through the use of a “Statement of Impact” notification form, charters must apprise districts within their attendance areas of their intent to draw students. Using charter schools’ “Statement of Impact” data, researchers identified 609 traditional districts that lay within the geographic boundaries of one or more charter schools that enrolled students during the 2005-06 school year. Surveys were mailed

to each identified district's superintendent in June of 2006. Of the 609 districts surveyed, 491 superintendents or their designees returned a completed survey for a response rate of 81 percent.

## CHARACTERISTICS OF SURVEYED AND RESPONDENT DISTRICTS

### Statewide Distribution of Districts

The Texas Education Code (TEC) provides for the establishment of 20 regional Educational Service Centers (ESCs) throughout the state to assist districts with educational and operational matters. ESC's regional boundaries are set by the Commissioner of Education and are designed such that each public school district has the opportunity to access ESC services (TEC § 8.001). Figure 6.1 maps the regions served by each of Texas's 20 ESCs and provides a useful means to examine the distribution of surveyed and respondent districts across the state.



**Figure 6.1. Texas's Educational Service Center Regions.**

*Source:* TEA, 2006

Although the number of districts surveyed and response rates vary, Table 6.1 indicates that each of Texas's 20 ESC regions is represented in survey results.

**Table 6.1**  
**Districts Surveyed and Response Rates by ESC Region**

ESC Region	Location	Number Surveyed	Number of Respondents	Percent Responding
Region 1	Edinburg	31	22	71.0
Region 2	Corpus Christi	27	20	74.1
Region 3	Victoria	15	13	86.7
Region 4	Houston	54	48	88.9
Region 5	Beaumont	30	26	86.7
Region 6	Huntsville	42	36	85.7
Region 7	Kilgore	67	47	70.2
Region 8	Mt. Pleasant	8	7	87.5
Region 9	Wichita Falls	14	10	71.4
Region 10	Richardson	72	62	86.1
Region 11	Ft. Worth	70	57	81.4
Region 12	Waco	75	53	70.7
Region 13	Austin	46	39	84.8
Region 14	Abilene	6	6	100.0
Region 15	San Angelo	1	1	100.0
Region 16	Amarillo	3	3	100.0
Region 17	Lubbock	13	13	100.0
Region 18	Midland	3	3	100.0
Region 19	El Paso	9	7	77.8
Region 20	San Antonio	23	18	78.3
<b>Total</b>		<b>609</b>	<b>491</b>	<b>80.6</b>

### **District Distribution by Locale, Size, and Number of Charters Citing Impact**

In order to designate district locale researchers merged the district-level data with the National Center for Education Statistics (NCES) Common Core of Data's (CCD) urbanicity indicators using county-district identification codes included in both data sets. The CCD data include eight designations for school locale, which researchers condensed to three: "Urban," "Large/Small Town," and "Rural." The designation "Urban" includes the NCES categories (1) "Large City," (2) "Mid-size City," (3) "Urban Fringe of a Large City," and (4) "Urban Fringe of a Mid-size City." The designation "Large/Small Town" includes the NCES categories (5) "Large Town" and (6) "Small Town." And the designation "Rural" includes the NCES categories (7) "Rural, outside Core Based Statistical Area (CSBA)" and (8) "Rural, inside CBSA." More detailed discussions of NCES's locale designations are available on the CCD website (<http://nces.ed.gov/ccd/>). District enrollment information is drawn from the Texas Education Agency's (TEA) Public Education Information Management System (PEIMS) data for the 2005-06 school year.

Table 6.2 shows the distribution of surveyed and respondent districts by locale and district size measured by fall 2005 enrollment. Most districts from which charters draw students are located in either rural (47 percent) or urban (41 percent) regions. The large proportion of districts located in rural areas likely reflects the small size of such districts. Note that 88 percent of the surveyed rural districts enrolled fewer than 3,000 students in 2005-06. Thus, a charter located in a rural area may indicate that it draws students from many small districts.

**Table 6.2**  
**Surveyed and Respondent Districts by Locale and District Size**

	Number Surveyed	Number of Respondents	Percent Responding
<b>Urban</b>			
Large (10,000 or more)	81	67	82.7
Mid-size (3,000 – 9,999)	90	78	86.7
Small (fewer than 3,000)	80	66	82.5
<b>Total Urban</b>	<b>251</b>	<b>211</b>	<b>84.1</b>
<b>Large/Small Town</b>			
Large (10,000 or more)	1	1	100.0
Mid-size (3,000 – 9,999)	19	16	84.2
Small (fewer than 3,000)	52	47	90.4
<b>Total Large/Small Town</b>	<b>72</b>	<b>64</b>	<b>88.9</b>
<b>Rural</b>			
Large (10,000 or more)	4	3	75.0
Mid-size (3,000 – 9,999)	29	21	72.4
Small (fewer than 3,000)	253	192	75.9
<b>Total Rural</b>	<b>286</b>	<b>216</b>	<b>75.5</b>
<b>All Districts</b>	<b>609</b>	<b>491</b>	<b>80.6</b>

*Source:* District enrollment from TEA PEIMS 2005-06.

Table 6.3 presents the average number of charter schools drawing students from districts by district locale and size. Statewide, surveyed districts tended to be in the geographic areas of about 4 charter schools. Urban districts were in the vicinity of 7 charter schools, and large urban districts fell within the geographic regions of an average of 11 charters. Surveyed rural districts were included in an average of 3 charter school Impact statements. Similar to the results of urban districts, larger rural districts fell within the geographic boundaries of a greater number of charters (7, on average). Districts located in large or small towns were in the attendance area of about 2 charters, and reflected little variation in the distribution of charter schools with respect to district size.

**Table 6.3**  
**Average Number of Charters citing Impact by Surveyed and Respondent District Locale and Size**

	Responding Districts		Non-responding Districts		All Surveyed Districts 2006	
	N	Mean	N	Mean	N	Mean
<b>Urban</b>						
Large (10,000 or more)	67	12.0	14	6.8	81	11.1
Mid-size (3,000 – 9,999)	78	4.9	12	9.5	90	5.5
Small (fewer than 3,000)	66	3.0	14	2.3	80	2.9
<b>Total Urban</b>	<b>211</b>	<b>6.6</b>	<b>40</b>	<b>6.0</b>	<b>251</b>	<b>6.5</b>
<b>Large/Small Town</b>						
Large (10,000 or more)	1	1.0	0	0.0	1	1.0
Mid-size (3,000 – 9,999)	16	1.6	3	1.0	19	1.5
Small (fewer than 3,000)	47	1.5	5	1.4	52	1.5
<b>Total Large/Small Town</b>	<b>64</b>	<b>1.5</b>	<b>8</b>	<b>1.3</b>	<b>72</b>	<b>1.5</b>
<b>Rural</b>						
Large (10,000 or more)	3	5.3	1	10.0	4	6.5
Mid-size (3,000 – 9,999)	21	5.9	8	6.5	29	6.1
Small (fewer than 3,000)	192	1.9	61	2.5	253	2.1
<b>Total Rural</b>	<b>216</b>	<b>2.3</b>	<b>70</b>	<b>3.1</b>	<b>286</b>	<b>2.6</b>
<b>All Districts</b>	<b>491</b>	<b>4.0</b>	<b>118</b>	<b>4.0</b>	<b>609</b>	<b>4.0</b>

### **District Distribution by Locale, Size, and Enrollment Trends**

The charter school effects survey asked officials to identify whether district enrollments were increasing, stable, or decreasing. As shown in Table 6.4, statewide, about 44 percent of districts reported increasing enrollment, 39 percent experienced stable enrollment, and 17 percent had decreasing enrollments during the 2005-06 school year. The majority of urban districts (54 percent) reported increasing enrollment, and this trend is more pronounced in large urban districts (74 percent). Districts in towns or rural areas were more likely to report stable enrollment (44 percent and 41 percent, respectively), but mid-sized districts in these areas were more likely to indicate that their enrollments were increasing (63 percent and 91 percent, respectively).

**Table 6.4**  
**Student Enrollment Trends by Responding District Locale and Size (Fall 2005 Enrollment)**

	Increasing		Stable		Decreasing	
	N	%	N	%	N	%
<b>Urban</b>						
Large (10,000 or more)	49	74.2	12	18.2	5	7.6
Mid-size (3,000 – 9,999)	41	54.7	26	34.7	8	10.7
Small (fewer than 3,000)	21	32.3	32	49.2	12	18.5
<b>Total Urban</b>	<b>111</b>	<b>53.9</b>	<b>70</b>	<b>34.0</b>	<b>25</b>	<b>12.1</b>
<b>Large/Small Town</b>						
Large (10,000 or more)	0	0.0	1	100.0	0	0.0
Mid-size (3,000 – 9,999)	10	62.5	5	31.3	1	6.3
Small (fewer than 3,000)	7	15.6	21	46.7	17	37.8
<b>Total Large/Small Town</b>	<b>17</b>	<b>27.4</b>	<b>27</b>	<b>43.6</b>	<b>18</b>	<b>29.0</b>
<b>Rural</b>						
Large (10,000 or more)	3	100.0	0	0.0	0	0.0
Mid-size (3,000 – 9,999)	19	90.5	2	9.5	0	0.0
Small (fewer than 3,000)	64	33.5	87	45.6	40	20.9
<b>Total Rural</b>	<b>86</b>	<b>40.0</b>	<b>89</b>	<b>41.4</b>	<b>40</b>	<b>18.6</b>
<b>All Districts</b>	<b>214</b>	<b>44.3</b>	<b>186</b>	<b>38.5</b>	<b>83</b>	<b>17.2</b>

*Note.* Enrollment trend data are self-reported. Data are missing for 8 districts.

## **AWARENESS OF CHARTER SCHOOLS OPERATING IN THE VICINITY OF DISTRICTS**

The survey asked district officials whether they were aware of charter schools that opened in or near their districts, and statewide, only 40 percent of respondents indicated that they knew of charter schools in their area. This marks a decrease from 2002's survey results in which 54 percent of district officials knew of charters in their area. The lack of awareness of charters on the part of some district officials may be due to charter schools identifying Impact districts that were a considerable distance from the charter school's location. As shown in Table 6.5, district official's awareness of charter schools was greater (52 percent) in urban areas.

**Table 6.5**  
**Awareness of Charter Schools, by Locale**

Locale	N	%
Urban	109	51.7
Large/Small Town	18	28.1
Rural	70	32.4
<b>All Districts</b>	<b>197</b>	<b>40.1</b>

Because district officials who were unaware of charters operating in their neighborhoods are unable to comment on the effects of charters on district operations or practices, the following sections are restricted to the responses of the 197 district officials who were aware of charter schools operating in or near district boundaries.

## DISTRICT AND CHARTER SCHOOL INTERACTIONS

Of the 197 district officials who were aware of charter schools in their area, only 32 percent (64 individuals) indicated that educators from their districts had contact with educators from charter schools during the 2005-06 school year. As presented in Table 6.6, district educators are more likely to interact with educators at ESC events, during regional or state meetings, and at professional conferences. Compared to 2002's results, the percent of directors reporting interaction with charter schools has increased across all categories of contact. These findings reflect those reported by charter school directors in Chapter 5.

**Table 6.6**  
**Interactions between Responding Districts and Charter Schools**

Type of Interaction	2006		2002
	N	%	%
Interacted at ESC-sponsored events	30	46.9	37.3
Interacted during regional/state meetings or training sessions	19	29.7	25.5
Networked at professional conferences	18	28.1	11.8
Met to discuss student placement	17	26.6	---
Provided information or technical assistance	16	25.0	---
Held joint organizational/planning meetings	8	12.5	9.8
Partnered on state/federal grant initiatives	6	9.4	2.0
Observed charter school classroom	4	6.3	5.9
Other interactions	24	37.5	29.4

*Note.* Percentages based on 64 respondents reporting contact between the district and local charter schools.

## TEACHER AND STUDENT MOBILITY BETWEEN CHARTER AND TRADITIONAL DISTRICT SCHOOLS

### Student Mobility

The survey asked district officials if they were aware of students who left district schools to attend charters, or if they knew of students who returned to district schools after attending charter schools. Table 6.7 presents survey results for students leaving to attend charters, and Table 6.8 presents results for students returning to district schools from charters. Statewide, about half of districts officials who were aware of charters in their area indicated that they had lost students to charter schools during the 2005-06 school year. And while the number of district officials from large or small towns is small (18 individuals), most (67 percent) indicated that their districts had lost students to charters. Fifty-six percent of urban district officials were aware of students lost to charter schools, but this percentage increases to 63 percent for large and mid-sized urban districts. Only 37 percent of rural district officials were aware of students lost to charter schools.

**Table 6.7**  
**Students Leaving Districts for Charter Schools, by District Locale and Size**

District Location and Size	Students Left District to Attend Charter Schools					
	No		Yes		Unsure	
	N	%	N	%	N	%
<b>Urban</b>						
Large (10,000 or more)	0	0.0	32	62.8	19	37.3
Mid-size (3,000 – 9,999)	3	8.6	22	62.9	10	28.6
Small (fewer than 3,000)	7	30.4	7	30.4	9	39.1
<b>Total Urban</b>	<b>10</b>	<b>9.2</b>	<b>61</b>	<b>56.0</b>	<b>38</b>	<b>34.9</b>
<b>Large/Small Town</b>						
Large (10,000 or more)	0	0.0	1	100.0	0	0.0
Mid-size (3,000 – 9,999)	0	0.0	6	100.0	0	0.0
Small (fewer than 3,000)	4	36.4	5	45.5	2	18.2
<b>Total Large/Small Town</b>	<b>4</b>	<b>22.2</b>	<b>12</b>	<b>66.7</b>	<b>2</b>	<b>11.1</b>
<b>Rural</b>						
Large (10,000 or more)	0	0.0	0	0.0	0	0.0
Mid-size (3,000 – 9,999)	4	40.0	5	50.0	1	10.0
Small (fewer than 3,000)	27	46.6	20	34.5	11	19.0
<b>Total Rural</b>	<b>31</b>	<b>45.6</b>	<b>25</b>	<b>36.8</b>	<b>12</b>	<b>17.7</b>
<b>All Districts</b>	<b>45</b>	<b>23.1</b>	<b>98</b>	<b>50.3</b>	<b>52</b>	<b>26.7</b>

*Note.* N=195 respondents who were aware of charter schools near their districts. Data are missing for 2 districts.

Table 6.8's results for students returning to district schools after attending charter schools reflect those of Table 6.7. Half of directors who were aware of charters in their area responded that their districts enrolled students who were returning from charter schools. Seventy-two percent of district officials in large and small towns and 54 percent of urban district officials knew of students returning from charters. Urban district officials working in large and mid-sized urban districts were more likely to indicate their district had enrolled students returning from charters (62 percent and 60 percent, respectively). And about 37 percent of rural district officials knew of students returning from charters.

**Table 6.8**  
**Students Returning to Districts from Charter Schools, by District Locale and Size**

District Location and Size	Students Returning to District from Charter Schools					
	No		Yes		Unsure	
	N	%	N	%	N	%
<b>Urban</b>						
Large (10,000 or more)	0	0.0	31	62.0	19	38.0
Mid-size (3,000 – 9,999)	6	17.1	21	60.0	8	22.9
Small (fewer than 3,000)	9	39.1	6	26.1	8	34.8
<b>Total Urban</b>	<b>15</b>	<b>13.9</b>	<b>58</b>	<b>53.7</b>	<b>35</b>	<b>32.4</b>
<b>Large/Small Town</b>						
Large (10,000 or more)	0	0.0	1	100.0	0	0.0
Mid-size (3,000 – 9,999)	0	0.0	6	100.0	0	0.0
Small (fewer than 3,000)	5	45.5	6	54.5	0	0.0
<b>Total Large/Small Town</b>	<b>5</b>	<b>27.8</b>	<b>13</b>	<b>72.2</b>	<b>0</b>	<b>0.0</b>
<b>Rural</b>						
Large (10,000 or more)	0	0.0	0	0.0	0	0.0
Mid-size (3,000 – 9,999)	2	20.0	6	60.0	2	20.0
Small (fewer than 3,000)	24	42.1	19	33.3	14	24.6
<b>Total Rural</b>	<b>26</b>	<b>38.8</b>	<b>25</b>	<b>37.3</b>	<b>16</b>	<b>23.9</b>
<b>All Districts</b>	<b>46</b>	<b>23.8</b>	<b>96</b>	<b>49.7</b>	<b>51</b>	<b>26.4</b>

*Note.* N=193 respondents who were aware of charter schools near their districts. Data are missing for 4 districts.

The survey also included an open-ended section, in which district officials could write in comments about their experiences with students leaving for and returning from charters. Although only 12 officials commented on students’ movement between charters and traditional district schools, those that did noted that returning students were “weak” in the courses they took in charters, that there was “too much rotation” of students between the two types of schools, and that parental dissatisfaction was the force that motivated transfers to and from charters.

### Teacher Mobility

The survey also asked officials if districts experienced teachers leaving to work in charter schools, or if they had employed teachers with charter school experience. As shown in Table 6.9, few districts reported teachers leaving to work in charter schools. Statewide, only 9 percent of district officials indicated that they knew of teachers leaving for positions in charters. About 13 percent of urban district officials were aware of teachers leaving; this percentage increases to nearly 18 percent for officials of large urban districts.

**Table 6.9**  
**Teachers Leaving Districts for Charter Schools, by District Locale and Size**

District Location and Size	Teachers Leaving to Work in Charter Schools					
	No		Yes		Unsure	
	N	%	N	%	N	%
<b>Urban</b>						
Large (10,000 or more)	19	37.3	9	17.7	23	45.1
Mid-size (3,000 – 9,999)	26	74.3	2	5.7	7	20.0
Small (fewer than 3,000)	18	78.3	3	13.0	2	8.7
Total Urban	<b>63</b>	<b>57.8</b>	<b>14</b>	<b>12.8</b>	<b>32</b>	<b>29.4</b>
<b>Large/Small Town</b>						
Large (10,000 or more)	1	100.0	0	0.0	0	0.0
Mid-size (3,000 – 9,999)	5	83.3	1	16.7	0	0.0
Small (fewer than 3,000)	10	90.9	0	0.0	1	9.1
Total Large/Small Town	<b>16</b>	<b>88.9</b>	<b>1</b>	<b>5.6</b>	<b>1</b>	<b>5.6</b>
<b>Rural</b>						
Large (10,000 or more)	0	0.0	0	0.0	0	0.0
Mid-size (3,000 – 9,999)	6	60.0	4	40.0	0	0.0
Small (fewer than 3,000)	56	93.3	2	3.3	2	3.3
Total Rural	<b>62</b>	<b>88.6</b>	<b>2</b>	<b>2.9</b>	<b>6</b>	<b>8.6</b>
<b>All Districts</b>	<b>141</b>	<b>71.6</b>	<b>17</b>	<b>8.6</b>	<b>39</b>	<b>19.8</b>

*Note.* N=197 respondents who were aware of charter schools near their districts.

A somewhat larger proportion of districts indicated that they had hired teachers who had worked in charter schools. Table 6.10 indicates that statewide about 13 percent of districts within the region of one or more charters had hired a teacher with charter experience. Larger proportions of districts in large and small towns as well as rural areas were more likely to hire teachers from charters (22 percent and 11 percent, respectively) than they were to lose teachers to charters (6 percent and 3 percent, respectively). Equal proportions of district officials in urban areas indicated that they had hired (13 percent) as well as lost (13 percent) staff to charters

**Table 6.10**  
**District Hired Teachers with Experience in Charter Schools, by District Locale and Size**

District Location and Size	District Hired Teachers with Charter School Experience					
	No		Yes		Unsure	
	N	%	N	%	N	%
<b>Urban</b>						
Large (10,000 or more)	12	23.5	10	19.6	29	56.9
Mid-size (3,000 – 9,999)	28	80.0	3	8.6	4	11.4
Small (fewer than 3,000)	22	95.7	1	4.4	0	0.0
Total Urban	<b>62</b>	<b>56.9</b>	<b>14</b>	<b>12.8</b>	<b>33</b>	<b>30.3</b>
<b>Large/Small Town</b>						
Large (10,000 or more)	1	100.0	0	0.0	0	0.0
Mid-size (3,000 – 9,999)	2	33.3	2	33.3	2	33.3
Small (fewer than 3,000)	8	72.7	2	18.2	1	9.1
Total Large/Small Town	<b>11</b>	<b>61.1</b>	<b>4</b>	<b>22.2</b>	<b>3</b>	<b>16.7</b>
<b>Rural</b>						
Large (10,000 or more)	0	0.0	0	0.0	0	0.0
Mid-size (3,000 – 9,999)	7	70.0	1	10.0	2	20.0
Small (fewer than 3,000)	53	88.3	7	11.7	0	0.0
Total Rural	<b>60</b>	<b>85.7</b>	<b>8</b>	<b>11.4</b>	<b>2</b>	<b>2.9</b>
<b>All Districts</b>	<b>133</b>	<b>67.5</b>	<b>26</b>	<b>13.2</b>	<b>38</b>	<b>19.3</b>

Note. N=197 respondents who were aware of charter schools near their districts.

## THE EFFECTS OF CHARTER SCHOOLS ON TRADITIONAL DISTRICTS: DISTRICT OPERATIONS, DISTRICT EDUCATIONAL PRACTICES, AND DISTRICT STUDENTS

### General District Operations

Of the district officials who were aware of charter schools in or near their districts, few responded that districts made general changes in district operations in response to charters. As presented in Table 6.11, large proportions of district officials said they increased communication with parents (75 percent), promoted parent involvement activities (72 percent), improved their responsiveness to parents (65 percent) during the 2005-06 school year, but few districts attributed these changes to the presence of charter schools. While only 22 percent of district officials indicated that they compared their levels of student achievement with those of charter schools, about 47 percent cited charters as either a *primary* or *contributing* reason for this activity. Similarly, 32 percent of directors said they tracked the enrollment patterns of students leaving for and returning from charters, and 44 percent attributed this change to the presence of charter schools. These response patterns mirror those of the 2002 survey; however, the current results reflect notable decreases in the proportion of officials who attribute tracking students (69 percent in 2002) and student achievement comparisons (65 percent in 2002) to charter schools.

**Table 6.11**  
**Changes to General District Operations**

Changes to District Operations	Change Occurred		Charter as Reason <sup>a</sup>	
	N	%	N	%
Increased communication with parents	143	74.9	11	7.7
Promoted parent involvement activities	138	72.3	8	5.8
Improved responsiveness to parent needs and concerns	123	64.7	10	7.9
Increased marketing to inform parents of district programs	87	45.3	21	21.1
Track students leaving for or returning from charter schools	61	32.1	26	44.4
Compare district student achievement with charter schools	42	22.0	30	46.9
Other	6	37.5	1	10.0

*Note.* Percentages based on the number of respondents to each item. Number of respondents ranged from 10 to 192. Not all district officials who responded that changes occurred indicated the extent to which charters were a reason for the change.

<sup>a</sup> Charter as Reason is an aggregate measure (*Primary Reason + Contributing Reason*).

### District Budget and Financial Operations

District officials also responded that charter schools had little effect on districts' budgetary and financial operations. Of the 197 directors who responded to this portion of the survey, 63 percent (123 individuals) said that charters had no effect on their district's financial operations. Table 6.12 indicates that 21 percent of respondent officials attributed a loss in average daily attendance (ADA) funding to charters, and 12 percent noted a charter-driven decrease in federal funding. Smaller percentages of officials reported effects in terms of estimating personnel needs (10 percent) and downsizing teaching and administrative staffs (5 percent and 2 percent, respectively). In comparison to 2002's survey results, the proportion of district officials indicating charter-caused financial effects is notably decreased across all response categories.

**Table 6.12**  
**Effects on District Budget and Financial Operations (by Percent)**

Effects	Total Districts	
	2006 (N=197)	2002 (N=61)
The district lost ADA funding	21.3	83.6
The district lost federal funding	11.7	55.7
Changing enrollments made budget estimates for personnel difficult	9.6	29.5
District had to downsize teaching staff	4.6	25.4
District had to downsize administrative staff	2.0	9.8
The need to build additional schools was reduced	2.0	3.3
District had to close school(s)	1.5	4.9
Other financial effects	4.1	8.2

Table 6.13 presents Table 6.12’s results in terms of 2006 respondents reporting increasing, stable, and decreasing district enrollment trends. Across nearly all response categories, markedly larger proportions of officials from decreasing enrollment districts reported financial and budgetary effects caused by charter schools.

**Table 6.13**  
**Effects on District Budget and Financial Operations, by Enrollment Trend (by Percent)**

Effects	2006 Districts		
	Increasing (N=102)	Stable (N=61)	Decreasing (N=30)
The district lost ADA funding	16.7	19.7	36.7
The district lost federal funding	10.8	9.8	16.7
Changing enrollments made budget estimates for personnel difficult	6.9	6.7	23.3
District had to downsize teaching staff	1.0	3.3	20.0
District had to downsize administrative staff	0.0	0.0	13.3
The need to build additional schools was reduced	2.0	0.0	3.3
District had to close school(s)	0.0	0.0	10.0
Other financial effects	5.9	1.2	3.3

*Note.* Data are missing for 4 respondent districts.

The survey also included spaces where respondents could enter the estimated amounts of ADA and federal funding lost to charter schools. Although fewer district officials responded to this portion of the survey, their responses (summarized in Table 6.14) indicate that districts generally cede greater amounts of funding in terms of ADA revenues than in federal monies to charter schools.

**Table 6.14**  
**Estimates of Lost ADA and Federal Funding; 2006 Districts (by Percent)**

Estimates of	Estimate of Lost ADA Funding (N=31)	Estimate of Lost Federal Funding (N=14)
\$100,000 or less	48.4	71.4
\$100,001 to \$499,999	29.0	28.6
\$500,000 to 1,000,000	6.5	0.0
\$1 million or more	16.1	0.0

### **Educational Approaches and Practices**

The survey asked district officials to identify recent changes to district-implemented educational approaches and practices, and to indicate the extent to which changes resulted from the presence of charter schools in their regions. As presented in Table 6.15, many officials responded that their districts had expanded district programs (72 percent), developed new educational programs (71 percent), and expanded curricular offerings (62 percent), but few such respondents indicated that charter schools motivated the changes. Notably few district officials reported that charters contributed to any of the changes cited in Table 6.15. These findings are largely reflective of 2002’s survey results.

**Table 6.15**  
**Changes to Educational Approaches and Practices**

Changes to Educational Approaches	Change Occurred		Charter as Reason <sup>a</sup>	
	N	%	N	%
Expanded current district program(s)	139	72.0	6	4.2
Developed new educational program(s)	135	71.0	9	6.3
Changed/expanded curricular offerings	117	61.6	3	2.4
Established an alternative ed. program	47	25.3	1	1.5
Changed school organizational structure	44	23.7	2	3.2
Instituted smaller schools	44	23.7	1	1.5
Decreased class sizes	37	19.7	1	1.7
Increased class sizes	32	17.3	1	1.9
Eliminated an alternative ed. program	6	3.2	0	0.0
Established campus charter school(s)	5	2.7	2	5.9
Adopted practice(s) similar to charter	2	1.1	2	6.4

*Note.* Percentages based on the number of respondents to each item. Number of respondents ranged from 31 to 193. Not all district officials who responded that changes occurred indicated the extent to which charters were a reason for the change.

<sup>a</sup> Charter as Reason is an aggregate measure (*Primary Reason + Contributing Reason*).

### Effects on District Students

Of the 197 district officials who were aware of charter schools operating in their vicinity, only 16 percent (32 individuals) indicated that charters had affected students who attended district schools during the 2005-06 school year. Table 6.16's results indicate that most of these districts (63 percent) informed at-risk students about alternative education charter programs, half told their students of charter opportunities, and 22 percent apprised district students of special programming options provided by charter schools. These results are similar to those of the 2002 survey.

**Table 6.16**  
**Effects of Charter Schools on District Students (by Percent)**

Effects	Total Districts	
	2006 (N=32)	2002 (N=26)
At-risk students are informed about alternative learning programs in charter schools	62.5	61.5
Teachers, counselors, and administrators inform students about charter school opportunities	50.0	42.3
Students are informed about special charter school programs or practices <sup>a</sup>	21.9	26.9
Other effects on students	12.5	19.2

<sup>a</sup> For example, Montessori, half-day program, flexible scheduling.

## EDUCATOR PERCEPTIONS OF CHARTER SCHOOLS

All district officials (491 respondents) responded to a survey section that asked educators' overall perceptions of charter schools. Their responses (summarized in Table 6.17) indicate that most district educators have concerns about charter schools' instructional quality (79 percent), fiscal soundness (69 percent), grading standards (57 percent), and education of special needs students (54 percent). Although the 2006 response patterns are similar to those of 2002, for most response categories, somewhat smaller proportions of district officials express negative perceptions of charters, and 2006's responses indicate that a larger proportion of district officials view charters as a competitive challenge (27 percent versus 22 percent in 2002).

**Table 6.17**  
**Educator Perceptions of Charter Schools (by Percent)**

	Total Districts	
	2006 N=491	2002 N=247
<b>Educators</b>		
Are concerned with the quality of instruction in charter schools	78.6	83.4
Are concerned about the fiscal responsibility of charters	69.4	---
Are concerned with charter school grading standards	56.9	66.8
Worry that special-needs students in charter schools may not get an appropriate education	54.1	63.2
Believe charter schools have provided alternatives for dissatisfied parents	50.4	51.4
Regard increased mobility between district and charter schools as disruptive to education process	32.2	33.2
View charter schools as a challenge/competition	26.9	21.5
Believe charter schools provide opportunities for students not appropriately served in district schools	16.5	17.8
View charter schools as providing more personalized instruction for students	5.9	5.3
View charter schools as sources of good ideas	3.5	0.8
Believe charter schools provide better parent involvement opportunities	1.4	0.8
Other perceptions	6.8	6.9

The survey also included an open-ended section asking district officials to provide additional comments about their perceptions of Texas's open-enrollment charter schools. Of the 491 district officials responding the survey, only 20 percent (100 individuals) entered comments in the open-ended section. Table 6.18 summarizes their most frequent responses.

**Table 6.18**  
**Additional Comments about Charter Schools**

Topic	Total Districts
Accountability concerns (fiscal and academic)	35
Concerns that charters drain money from traditional district schools	28
Concerns about poor quality academic programs	12
Districts enjoy a good relationship with charters	10
Value choice	7

*Note.* Based on 100 respondents to the open-ended comments section of the survey.

Thirty-five district officials wrote that they had concerns that charter schools were not being held to adequate standards in terms of *fiscal and academic accountability*. Officials indicated that charters should be held to the “exact same standards as public schools,” including hiring certified teachers, the education of special education students, and financial reporting. Several district officials noted that charters appear to operate with insufficient monitoring and oversight from state education authorities.

Twenty-eight district officials complained that charter schools *drain resources from public schools*. These officials wrote that charters are a “waste” and “misuse” of taxpayer money and that state revenues invested in charters had been “squandered.” Five officials remarked that charter schools were an inefficient use of public funds, noting that charters duplicated district offerings and marked no real improvement or innovation in terms of their educational programs. Officials also wrote that charters created inefficiencies in district budgets, explaining that while districts lost revenue when students moved to charter schools, they did not experience a corresponding reduction in costs.

Twelve district officials expressed *concerns about the quality of charter schools’ educational programs*. Officials commented charters “are less stringent and less rigorous than public schools” and that students “who transfer into our district from charter schools are usually behind in their academics.” Another district official commented that charters served “mainly serve as a place for upset parents to take their kids” and another noted that dissatisfied or disgruntled parents find “it is easier to move to the charter school than work out a solution.”

On a more positive note, 10 district officials wrote that they *enjoyed positive relationships with neighboring charter schools*. One official noted the district worked closely with a charter that served “students that are the most difficult for us to serve.” Another noted that a local charter “provides outstanding service” and is an “asset to the overall educational community.” Another commented that charters are effective for students who struggle in more “traditional settings.”

Seven district officials explained that they *valued the educational options provided by charters* and respected parents’ decisions to enroll their children in charters. One commented that charters with flexible schedules were an advantage for students who struggled with the regimentation of traditional district schools. Another commented that a charter school with an accelerated

instructional program benefited district students who did not “want to be challenged in a regular curriculum.”

## **SUMMARY**

Although most charter schools are concentrated in urban areas, districts included in charter schools’ Impact statements were located in urban, rural, and town environments across the state. Each ESC region was represented in survey results and survey respondents represented districts that varied in size as well as urbanicity. Statewide, surveyed districts were included in 4 charter school Impact statements, on average. Urban districts were included in an average of 7 Impact statements, and large urban districts were included in the Impact statements of about 11 charter schools. In spite of being cited in the Impact statements of multiple charter schools, few district officials were aware of charters operating in or near district boundaries. Only 40 percent of survey respondents (197 individuals) knew of charters operating in the vicinity of their districts. Not surprisingly, urban district officials tended to have a greater awareness of charters in their neighborhoods.

Of the survey respondents who knew of charters, only 32 percent indicated that educators in their districts interacted with charter school educators. When interactions did take place, they most frequently occurred at ESC-sponsored events (47 percent), at regional and state meetings (30 percent), and at professional conferences (28 percent). Compared with the results of 2002’s survey, district educators are experiencing greater interaction with charter school educators across response categories. This trend toward increasing interaction between district and charter educators is reflected in the responses of charter school directors included in Chapter 5.

Statewide, half of district officials reported that they had lost students to charter schools and half also reported that they enrolled students returning from charter schools. The percentage of students leaving for and returning from charter schools was somewhat greater in urban areas (56 percent and 54 percent, respectively), and even more pronounced for large (63 percent and 62 percent, respectively) and mid-sized (63 percent and 60 percent, respectively) urban districts.

Notably fewer district officials were aware of teachers leaving for or returning from employment in charter schools. Statewide, only 9 percent of responding district officials who were aware of charters in their regions knew of teachers who had left the district in order to teach in charter classrooms, and 13 percent of such officials knew that their districts had employed teachers with charter school experience. Similar to the student mobility patterns described above, teachers in urban areas were more likely to move between charter and traditional district schools. Thirteen percent of urban district officials knew of teachers leaving for and returning from work in charters schools. Again, this trend was more pronounced in large urban districts, where nearly 18 percent of district officials reported teachers leaving for charters and 20 percent reported employing teachers with charter school experience.

Few district officials who were aware of charter schools operating in the vicinity of their districts reported that their districts had made any changes in response to the presence of charters. About 47 percent of respondents who compared district student outcomes with those of charter schools reported that this activity was in response to charters, and 44 percent of respondents who tracked

student movement into charters attributed the change to charter schools. Very few respondents noted any changes to district educational programs resulting from the presence of charters.

Similarly, few districts reported losing funding to charter schools. Those that did tended to be in districts with decreasing enrollments, and their reported funding losses were greatest in terms of ADA revenues. Substantially smaller proportions of this year's survey respondents reported financial effects resulting from charters relative to 2002's respondents. Only 21 percent of 2006's respondents reported losing ADA funding to charters compared to 84 percent of 2002's district officials, and only 12 percent reported lost federal funding compared to 56 percent of respondents in 2002. This pattern holds across categories of financial effects.

Only 16 percent of district officials (32 individuals) who were aware of charters in their area reported that charter schools affected students enrolled in district schools. Sixty-two percent of these officials noted that district personnel advised at-risk students of alternative education programs offered at charters, and 50 percent said that students were informed about charters generally. These findings are reflective of the 2002 survey results.

All surveyed district officials responded to a survey section asking about educators' perceptions of charter schools. Most officials reported that they had concerns about the quality of instruction in charters (79 percent), the fiscal responsibility of charters (69 percent), charter school grading standards (57 percent), and the appropriate education of special needs students in charters (54 percent). The proportion of district officials noting these concerns was reduced compared to 2002's survey results. District officials also had the opportunity to express their perceptions of charter schools through an open-ended survey question. Of the 100 officials who wrote in response to this section, 35 expressed concerns about charter schools fiscal and academic accountability, 28 wrote that charter schools were draining funds from district schools, and 12 commented that they had concerns about poor academic quality in charter schools. In contrast to these comments, some district officials reported positive perceptions of charter schools. Ten officials wrote that they enjoyed a good relationship with charter schools, and 7 said that they valued the educational alternatives provided by charters.

## CHAPTER 7

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### SURVEY OF PARENTS

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Increasingly, parents are opting out of their assigned public school and choosing to enroll their children in choice-based public schools. A recent National Center for Education Statistics (NCES) report noted that enrollment in choice-based public schools nationwide increased from 11 percent to 15 percent from 1993 to 2003 (2006, p. iii), a period of rapid national expansion for charter schools. While NCES does not disaggregate enrollment in choice-based public schools to identify differences between types of chosen public schools (e.g., charter schools, magnet schools), its analysis found that African American parents were more likely to opt out of assigned schools than White or Hispanic parents (p. 11) and that greater proportions of parents in urban environments were choosing their public schools (p. 25). NCES also found that parents who chose a public school were more satisfied with their school's teachers, academic standards, and disciplinary policies than parents who continued to enroll their children in assigned public schools (p. 33).

These findings align neatly with those of Teske and Reichardt (2006) who surveyed parents in Milwaukee, Washington, D.C., and Denver—cities with dense choice-based public school options, including charter schools and vouchers. Although the demographic patterns of choosing parents varied by locale, Teske and Reichardt found that parents who choose were more satisfied with the quality of their schools than non-choosing parents.

This chapter presents similar findings drawn from a survey of more than 200 Texas charter school parents and a comparison sample comprised of more than 200 parents who lived in the vicinity of Texas charter schools but whose children attended the assigned district school. Surveys were conducted by telephone in the fall of 2006, and parents were asked about their experiences for the 2005-06 school year. The parent survey is included in Appendix C of this report and includes questions addressing school satisfaction, the factors that influence school choice, parents' education, income, and involvement in school activities. Although the parent survey is not a new feature of the charter school evaluation, it was last conducted in 2002.

## METHODOLOGY

### Survey Procedures

**Survey instrumentation.** Comparable to past parent surveys, researchers developed protocols for telephone surveys of charter school parents and a comparison group of traditional public school parents (see Appendix B). In most cases, the two surveys included parallel items to allow comparisons between parent groups. Items on both surveys addressed parent demographic characteristics, satisfaction with the child's school, parent participation in school activities, and the assignment of a grade (A to F) to the current school. In some instances, items were tailored to reflect parents' unique relationships with schools (charter or traditional). For example, charter school parents responded to items on the factors important in choosing a charter school, and perceptions of the school their child previously attended. In contrast, traditional public school parents identified reasons for keeping their children in traditional public schools.

**Survey procedures.** The *Survey of Charter School and Traditional School Parents* was administered by telephone to a random sample of parents of charter school students and a random sample of parents of traditional school students. The surveys were administered by researchers at DataSource, a national data collection firm specializing in survey and market research, using computer-assisted telephone interviewing (CATI) technology. Questionnaire items were developed by the Texas Center for Educational Research and its research partners and used in previous charter school evaluations, most recently in 2002. Questionnaire items were translated into Spanish for Spanish-speaking parents and the complete survey translation was edited for accuracy prior to the survey administration.

Researchers selected a random sample of approximately 25 percent of charter school districts in operation during the 2005-06 school year. This resulted in 53 charter school districts and 77 charter campuses. Twenty-six charter districts (50 percent of the districts in the sample) provided usable student-parent contact information for the survey. From the data provided by these 26 charter districts, researchers randomly sampled 30 percent of the charter school parents to provide DataSource with a data set of 3,243 parents. The telephone survey was administered to a random sample of 219 of these charter school parents.

To obtain a comparison sample of traditional school parents, researchers identified 116 traditional school districts in geographic proximity to the charter school sample. Researchers selected a sample of 67 elementary, middle, and high schools, in 12 districts, that were demographically similar to charter schools statewide. Demographic similarity was based on a statewide analysis of charter school students and their ethnicity as well as whether or not they were economically disadvantaged. Nine of the traditional school districts (75 percent of the districts in the sample) provided usable student-parent contact information for the survey. From the data provided by these districts, researchers randomly sampled nine percent of the parents to obtain a sample of 3,252. DataSource administered the survey to a random sample of 218 of these traditional school parents.

### **Characteristics of the Students of Parent Respondents**

Table 7.1 presents data on the ethnic backgrounds of the students of charter school parents and students of parents in the comparison group. The charter school data is presented separately for standard AP charters and alternative education charters. The majority of students of both charter and comparison school parents were minority group members (74 percent and 84 percent, respectively). For charter school respondents, the majority of their students were Hispanic (55 percent), about one-fourth were White (26 percent), and considerably less than one-fourth were African American (17 percent). In contrast, standard AP students of charter school respondents (32 percent) were more likely to be White than either alternative education AP respondents (20 percent), or traditional school respondents (16 percent).

**Table 7.1**  
**Ethnicity of Students of Parent Survey Respondents (Percent)**

Ethnicity	Charter School Sample			Comparison Sample (N=218)
	Standard AP (n=105)	Alternative Education AP (n=106)	All CS (N=219)	
African American	14	20	18	41
Hispanic	50	60	54	39
White	32	20	26	16
Other	4	0	2	4

*Note.* AP means accountability procedures. Standard AP students and alternative education AP students do not sum to 219 because campus accountability system codes were not available for 7 students of parent respondents.

The demographic composition of the respondents was not representative of students at the state level. Compared to the statewide student population in charter schools, the charter school sample overall represented proportionally too few African American students (17 percent versus 36 percent), too many Hispanic students (55 percent versus 45 percent), and too many White students (26 percent versus 17 percent). The traditional school comparison sample was somewhat more representative of the statewide charter school student population, however, it had proportionally too many African American students (41 percent versus 36 percent), and too few Hispanic students (39 percent versus 45 percent).

### Development of Analysis Weights

Weighting of survey data is used to correct imbalances between the reference population (i.e., all charter school parents) and actual survey respondents. Analytic weights can be developed so that, when applied to the survey data, the survey responses are balanced to reflect known population distributions, thus appearing “representative.” Evaluators explored analysis weights because, compared to the charter school student population, the charter school parent survey respondents represented proportionately too few African American students and too many White and Hispanic students, and the traditional school comparison survey respondents represented too few Hispanic students and too many African American students. Table 7.2 reports the percent of charter school students in each ethnic group statewide.

**Table 7.2**  
**Charter School Student Ethnicity by School Type, 2005-06 (Percent)**

Ethnicity	Standard AP	Alternative Education AP	All Charter Schools
African American	43	27	36
Hispanic	39	53	45
White	15	18	17
Other	3	1	2
Number of students	41,450	29,411	70,861

*Source:* AEIS 2006 campus data file.

*Note.* AP means accountability procedures.

To determine weights, researchers used an ethnicity control vector which is related to the survey responses. Weights were calculated by determining the ethnic breakdown of student enrollment in the charter schools statewide and then dividing the percentage of the population that falls into each category by the percentage of the survey respondents that falls into the corresponding category. So, for example, 36 percent of charter school students were African American, while 17 percent of students of charter school parent respondents were also African American. Thus, a weight of 2.12 would be applied to the parent survey cases with these characteristics. Because data was analyzed separately for standard AP and alternative education AP charter schools, researchers used a unique ethnicity control vector for respondents in each of these groups. In addition, a unique set of weights was used for the sample of traditional school parents. After calculating weights for the parent survey, researchers completed data analyses on both the raw survey data and the weighted survey data. Comparisons of results showed differences for certain survey items. Thus, the raw data results were not completely representative of the population and were used with analytical weights applied.

## **PARENT CHARACTERISTICS**

As Table 7.3 indicates, charter parents had approximately the same socioeconomic status (SES) as the comparison group parents. About half of both charter parents and traditional district parents had family incomes of \$25,000 or more. There were relatively fewer higher income families among charter school respondents in standard AP schools than in alternative education AP schools (42 percent versus 58 percent). Over half of charter school parents and comparison school parents reported having at least some college education (60 percent versus 64 percent).

These trends are considerably different than those found in the charter school parent survey conducted in 2002. In the 2002 survey, charter school parents were more likely to have higher incomes than comparison group parents. Specifically, 66 percent of charter parents and 50 percent of comparison parents reported family incomes of \$25,000 or more. In addition, charter parents were more likely to have at least some college than comparison parents (59 percent versus 39 percent).

**Table 7.3**  
**Educational Achievement and Income Levels of Parent Samples (Percent)**

Socioeconomic Indicator	Charter School Sample			Comparison Schools (N=218)
	Standard AP (n=106)	Alternative Education AP (n=104)	All CS (N=217)	
Less than \$10,000	16.0	13.2	14.1	7.2
\$10,000 – 14,999	9.3	5.2	7.4	5.5
\$15,000 – 24, 999	21.6	15.4	17.8	7.6
\$25,000 – 34, 999	8.2	18.5	14.7	16.0
\$35,000 – 49, 999	18.2	11.6	14.8	16.2
\$50,000 or more	15.9	27.6	21.3	34.4
Less than high school	16.4	19.2	18.0	12.5
Completed high school	17.3	24.4	21.0	23.5
Less than 4 years college	34.0	34.0	34.6	33.4
College graduate	22.7	15.6	18.5	23.3
Graduate courses, no degree	3.6	0.8	2.2	2.0
Graduate or professional degree	5.2	5.2	5.0	5.3

*Note.* AP means accountability procedures. Analytical weights were applied to the data; this affected the sample sizes (*n*). Standard AP students and alternative education AP students do not sum to 217 because campus accountability system codes were not available for 7 students of parent respondents. Percentages may not sum to 100 percent because some respondents did not provide data for all items.

Further examination of charter school and comparison parents indicates that parents who chose charter schools in 2005-06 were slightly less likely to speak English in their homes than comparison parents (82 percent versus 89 percent). This is different from previous results (see Table 7.4), which indicate that English was more likely to be the primary language spoken at home for charter parents than comparison parents.

**Table 7.4**  
**Parents Reporting English as Primary Language Spoken at Home (Percent)**

Study Year	Charter Sample	Comparison Sample
1998-1999	90.2	77.2
1999-2000	84.2	65.4
2000-2001	73.8	65.5
2001-2002	71.8	59.3
2005-2006	82.2	88.4

## HOW PARENTS FIND OUT ABOUT CHARTER SCHOOLS

The kinds of informational sources parents use to select charter schools may affect their choices; thus, it is important to determine how parents learned about the charter schools they chose for their children, and whether different kinds of parents use different informational sources.

**Table 7.5**  
**Charter School Parents' Informational Sources in School Selection (Percent)**

School Information Source	Standard AP (n=106)	Alternative Education AP (n=104)	All Charter Schools (N=217)
Information from parents	76.8	68.3	72.2
Academic performance of students	66.5	51.1	58.6
The charter's accountability rating	64.5	50.3	56.3
Information from charter brochures	49.5	52.8	51.1
Information from the charter website	33.9	25.4	28.6

*Note.* AP means accountability procedures. Analytical weights were applied to the data; this affected the sample sizes (*n*). Standard AP students and alternative education AP students do not sum to 217 because campus accountability system codes were not available for 7 students of parent respondents. Percentages may not sum to 100 percent because some respondents did not provide data for all items.

As presented in Table 7.5, approximately three-fourths of charter school parents relied on information from other parents having children at the charter school. Slightly more than half of charter school parents also collected data about the academic performance of students in the charter school and the accountability rating of the charter school, and used written brochures or descriptions of the charter school. The least frequently used source of information was the charter school's website, used by slightly less than one-third of parents. The parents of children attending standard AP charter schools were somewhat more likely than parents of children attending alternative education AP schools to rely on information from other parents (77 percent versus 68 percent), obtain information on students' academic performance at the charter school (67 percent versus 51 percent), and obtain information on the charter schools accountability rating (65 percent versus 50 percent), and access the charter school's website (34 percent versus 25 percent).

Compared to charter school parents surveyed previously, about the same proportion of parents surveyed in 2006 relied on information from brochures as did parents in 2002 (51 percent versus 52 percent). Slightly more charter parents collected information in each of the other categories in 2006 compared to 2002. For example, 72 percent of parents in the 2006, and 69 percent of parents in 2002 relied on information from parents having children at the charter school. These data are consistent with recent national research indicating the most important source of information for charter school selection is parents or friends with children in the charter school (Teske & Reichardt, 2006).

## **FACTORS AFFECTING SCHOOL CHOICE**

Parents of charter school students answered a series of questions regarding the factors that were important in the decision to enroll their child in a charter school. Parents were read a list of factors. They responded using a 4-point scale including *not important*, *somewhat important*, *important*, and *very important* to indicate whether or not the factor was influential in their school choice decision. As indicated in Table 7.6, more than ninety percent of charter school parents reported that good teachers and the school's education program were important or very important in selecting a charter school. Other important factors for charter school parents included the

school's academic reputation, the ability to serve their children's specific education needs (e.g., special education, dyslexia, dropout recovery), the reputation of school administrators or staff, small school size, the teaching of moral values similar to their own, and the school's approach to discipline.

While standard AP and alternative education AP parents were quite similar in the factors they perceived as important in selecting a school, there were some differences. In particular, a smaller proportion of standard AP compared to alternative education AP parents indicated that their child's poor performance at the previous school was an important selection factor (39 percent versus 72 percent). Similarly, a smaller proportion of standard AP compared to alternative education AP parents perceived dissatisfaction with their child's previous school as an important selection factor (43 percent versus 63 percent).

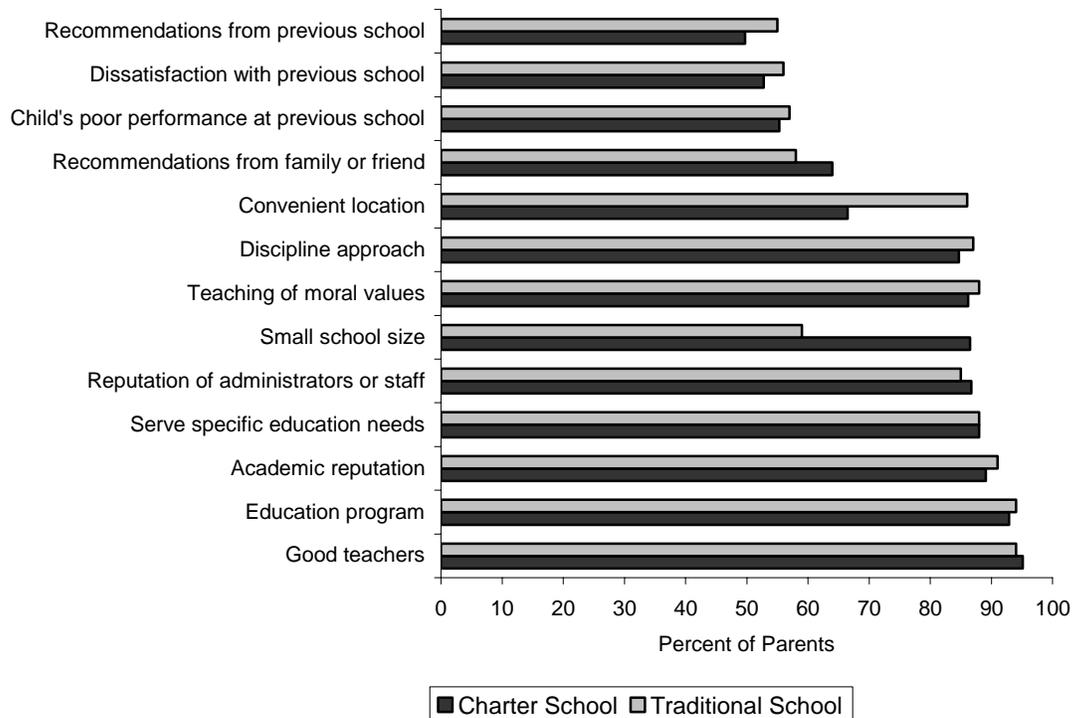
Overall, charter school parents surveyed in 2006 and those surveyed in 2002 considered the same factors as important in selecting a school. However, there were two exceptions worth noting. In 2006, more parents indicated that small school size was important (87 percent in 2006 versus 77 percent in 2002), and fewer parents indicated that dissatisfaction with their child's previous school was important (53 percent in 2006 versus 64 percent in 2002).

**Table 7.6**  
**Parents Perceiving School Selection Factors As Important (Percent)**

School Factor	Charter School Sample <sup>b</sup>			Comparison Sample <sup>c</sup> (N=218)
	Standard AP (n=106)	Alternative Education AP (n=104)	All CS (N=217)	
Good teachers	95.5	94.4	95.1	94.4
Education program	95.3	90.9	92.9	94.2
Academic reputation	93.4	84.9	89.1	91.1
Serve specific education needs <sup>a</sup>	90.8	87.1	88.0	87.7
Reputation of administrators or staff	88.4	85.8	86.7	84.9
Small school size	89.9	82.9	86.5	59.3
Teaching of moral values	87.0	85.4	86.2	88.1
Discipline approach	82.2	88.0	84.7	87.8
Convenient location	67.6	65.6	66.5	85.5
Recommendations from family or friend	60.1	65.2	64.0	58.0
Child's poor performance at previous school	39.2	72.0	55.3	56.6
Dissatisfaction with previous school	43.3	62.7	52.8	55.7
Recommendations from previous school	42.3	56.2	49.7	55.2

*Note.* AP means accountability procedures. Analytical weights were applied to the data; this affected the sample sizes (*n*). Standard AP students and alternative education AP students do not sum to 217 because campus accountability system codes were not available for 7 students of parent respondents. Percentages may not sum to 100 percent because some respondents did not provide data for all items. Percents include parents who consider factors as *important* or *very important*. <sup>a</sup> Specific needs such as special education, dyslexia, dropout recovery. <sup>b</sup> Charter school parents were asked how important each factor was in the decision to choose the child's current school. <sup>c</sup> Parents at comparison traditional public schools were asked how important each factors was in the decision to keep their child in the current school.

Similar to parents of charter school students, traditional school parents were asked a series of questions addressing the factors that were important in their decision to keep their child in the current school. Parents were read a list of factors. They responded using a 4-point scale ranging from *not important* to *very important* to indicate whether or not the factor was influential in their decision to remain with traditional schools. Figure 7.1 compares the school continuation responses of parents having students in traditional schools with the school selection responses of parents having students in charter schools. In most cases, the factors reported as important were the same for parents of children in charter schools and parents of children in comparison schools. However, charter school parents were much more likely than comparison parents to indicate that small school size was important (87 percent versus 59 percent). In addition, and consistent with national research (Teske & Reichardt, 2006), charter school parents were much less likely than traditional school parents to report convenient location as important (67 percent versus 86 percent).



**Figure 7.1. Percentage of parents perceiving school factors as important: Charter parents—factors important in choosing their child’s current school; Traditional parents—factors important in keeping their child in the current school.**

## PARENT SATISFACTION WITH SCHOOLS

To gauge their level of satisfaction, parents were read a list of statements about their child’s school. They responded on a 4-point scale to indicate their agreement about each statement as *strongly disagree*, *disagree*, *agree*, or *strongly agree*. Table 7.7 shows that the overwhelming majority of charter school and comparison group parents are satisfied with (a) the instruction

offered, (b) the high expectations and standards, (c) the child receiving sufficient attention, (d) the teachers and school leaders being accountable for student achievement, (e) being regularly informed about their child's academic performance, and (e) the school having sufficient financial resources. More than 80 percent of charter and comparison parents agreed or strongly agreed that they were satisfied with these characteristics of their child's school.

More than 90 percent of the charter school parents were satisfied with small class sizes. More than three-quarters of the charter school parents were satisfied with the following school characteristics: high expectations and standards, regularly keeping parents informed, teachers accountable for achievement, instruction, and sufficient financial resources. Less than two-thirds of the charter school parents were satisfied with improvement in TAKS or TAAS scores, and the school's basic educational program.

Standard and alternative education charter parents differed in their levels of satisfaction regarding several school characteristics. More parents of children in standard AP charter schools than parents of alternative education AP students were satisfied with the enriched program (79 percent versus 66 percent) and with extracurricular activities (74 percent versus 64 percent). On the other hand, fewer standard AP parents than alternative education AP parents were satisfied with buildings and grounds (65 percent versus 82 percent), improvement in their child's grades (65 percent versus 77 percent), and the ability of the school to meet needs of the child not previously addressed (60 percent versus 70 percent).

Compared to charter school parents surveyed in 2002, many more charter school parents surveyed in 2006 agreed that they were satisfied with the school's financial resources (84 percent in 2006, 57 percent in 2002). Fewer charter school parents surveyed in 2006 than in 2002 were satisfied with the school's basic educational program (64 percent versus 94 percent), the ability of the school to meet needs of the child not previously addressed (66 percent versus 87 percent), and the school's emphasis on education over TAKS or TAAS (71 percent versus 86 percent).

**Table 7.7**  
**Parents Agreeing With Statements about Their Child’s School (Percent)**

Statement About School	Charter School Sample			Comparison Sample (N=218)
	Standard AP (n=106)	Alternative Education AP (n=104)	All CS (N=217)	
Small class sizes	91.0	94.7	93.2	53.7
High expectations and standards	91.3	85.0	88.6	85.2
Regularly keeps me informed	89.2	86.6	87.9	81.3
Teachers accountable for achievement	91.7	83.6	87.7	81.6
Satisfied with instruction	89.6	83.7	85.8	85.6
Sufficient financial resources	87.8	80.7	84.3	85.2
Child receives sufficient attention	81.8	80.6	81.0	82.3
Satisfied with buildings and grounds	64.5	82.4	73.9	81.0
Satisfied with enriched program	79.1	65.7	73.6	85.3
Education over TAAS or TAKS	66.6	75.9	71.4	63.4
Childs grades have improved	65.0	76.8	71.4	---
Satisfied with extracurricular activities	73.9	64.3	69.8	84.4
Provides adequate support services	65.9	70.4	67.4	76.7
Acceptable rate of staff turnover	66.8	65.1	66.3	69.1
Meets needs not previously addressed	59.8	69.6	65.5	---
Satisfied with basic educational program	63.4	63.5	63.8	66.2
TAKS/TAAS scores have improved	60.3	57.5	60.0	---

*Note.* AP means accountability procedures. Analytical weights were applied to the data; this affected the sample sizes (*n*). Standard AP students and alternative education AP students do not sum to 217 because campus accountability system codes were not available for 7 students of parent respondents. Percentages may not sum to 100 percent because some respondents did not provide data for all items. Percent includes parents who *agree* or *strongly agree* with statements.

While charter and comparison parents were satisfied with many of the same school characteristics, there were some notable differences between the two groups. A much greater proportion of charter school parents compared to traditional school parents were satisfied with small class sizes (93 percent versus 54 percent). In addition, a somewhat smaller proportion of charter parents than comparison parents were satisfied with extracurricular activities (70 percent versus 84 percent).

## **PARENT SATISFACTION WITH PREVIOUS AND CURRENT SCHOOLS**

### **Charter School Parent Satisfaction with Previous Schools**

Table 7.8 reports the grades charter parents gave the schools their children previously attended. Overall, 39 percent of charter parents gave their child’s previous schools an *A* or *B*, while 12 percent assigned a failing grade. Parents of students attending standard AP schools gave fewer *As* or *Bs* to their child’s previous school than did parents of children at alternative education AP schools (28 percent versus 46 percent).

**Table 7.8**  
**Grades Assigned by Charter Parents to Child’s Previous School (Percent)**

Grade	Standard AP (n=53)	Alternative Education AP (n=82)	All CS (N=140)
A	10.0	20.1	16.2
B	17.6	25.5	23.0
C	44.3	29.9	35.0
D	19.7	10.9	13.9
F	8.5	13.6	11.9

*Note.* AP means accountability procedures. Responses represent parents whose children attended a public, private, or charter school the previous year. Standard AP students and alternative education AP students do not sum to 140 because campus accountability system codes were not available for 5 students of parent respondents.

Comparing results of the 2006 and 2002 parent surveys (Table 7.9), fewer of the 2006 charter school parents than 2002 charter parents gave As or Bs to their child’s previous school (39 percent versus 49 percent). However, comparison of grades assigned to previous schools by parent survey respondents over the past ten years shows some degree of variability. In fact, 43 percent of charter school parents in 1997 gave their child’s previous school a grade of A or B, while this was true for 59 percent in 2001, and 39 percent in 2006.

**Table 7.9**  
**Grade Assigned to Previous School by Charter Parents Over Time (Percent)**

Grade	1997	1999	2001	2002	2006
	Charter (N=480)	Charter (N=1,103)	Charter (N=1,071)	Charter (N=190)	Charter (N=140)
A	17.2	21.8	22.6	22.0	16.2
B	25.5	24.1	35.3	26.8	23.0
C	31.8	24.1	21.8	27.4	35.0
D	13.3	15.1	10.9	11.9	13.9
F	10.4	14.6	9.3	11.9	11.9

### Parent Satisfaction with Current Schools

Charter school parents and parents of students attending traditional public schools rated their satisfaction with their children’s current schools using grades from A to F, as displayed in Table 7.10. Charter school parents were more approving of their children’s current schools than previous schools, with 81 percent assigning an A or B to the current school, and 39 percent assigning an A or B to the previous school. This pattern was observed also for parents of standard AP and parents of alternative education AP charter schools.

Charter school parents in 2006 were slightly less satisfied with their child’s current school than parents surveyed in 2002. Specifically, 81 percent of 2006 parents and 87 percent of 2002 parents assigned an A or B to the current school.

Consistent with recent national research findings (NCES, 2006), charter school parents were slightly more satisfied than traditional school parents with their child’s current school (81 percent versus 78 percent). Interestingly, charter school parents gave proportionally more As and fewer Bs to their child’s current school, while the opposite was true for comparison parents.

**Table 7.10**  
**Grades Assigned by Parents to Their Children’s Current Schools (Percent)**

Grade	Charter School Parents						Comp. <sup>a</sup> Current (N=218)
	Standard AP		Alternative Education AP		All CS		
	Previous (n=53)	Current (n=105)	Previous (n=82)	Current (n=103)	Previous (n=140)	Current (N=216)	
A	10.0	45.8	20.1	44.9	16.2	45.6	35.4
B	17.6	35.9	25.5	36.9	23.0	35.5	42.5
C	44.3	15.9	29.9	11.3	35.0	14.0	15.1
D	19.7	1.6	10.9	2.6	13.9	2.0	3.3
F	8.5	0.7	13.6	4.4	11.9	2.9	3.4

*Note.* AP means accountability procedures. Responses for previous year represent parents whose children attended a public, private, or charter school the previous year. <sup>a</sup> Only current ratings are provided for the comparison group because these parents have not removed their children from traditional public schools. Analytical weights were applied to the data; this affected the sample sizes (*n*). Standard AP students and alternative education AP students do not sum to 217 because campus accountability system codes were not available for 7 students of parent respondents. Percentages may not sum to 100 percent because some respondents did not provide data for all items.

## PARENT PARTICIPATION IN SCHOOLS

Approximately 80 percent or more of both charter school and traditional school parents reported that they attended parent-teacher conferences, communicated with school staff either in writing or on the phone, and assisted or monitored homework (Table 7.11). A large proportion of charter school parents also visited their child’s classroom (79 percent) and read with their child at home (77 percent). Charter school parents were less likely to attend a school board meeting (27 percent), help make curricular decisions (20 percent), or serve as a school board member (9 percent).

Although a large proportion of parents at both standard AP and alternative education AP (91 percent versus 86 percent) schools were likely to communicate with school staff either in writing or on the phone, parents of students in standard AP charter schools were notably more active in their child’s school. Specifically, in 11 of the 14 activities investigated, the proportion of standard AP parents who participated exceeded the proportion of alternative education AP parents who participated by at least 16 percentage points. In two activities—serving as a board member, and communicating with staff in writing or on the phone—standard AP parents participated more than alternative education AP parents but by fewer percentage points.

The greatest differences were in three activities. A greater proportion of standard AP than alternative education AP parents volunteered to assist with school activities (75 percent versus 28 percent), attended PTO meetings (63 percent versus 23), and tutored their child at home (87 percent versus 47 percent). In one area only, fewer standard AP parents participated than

alternative education AP parents—helping their child with plans for college and choosing the courses to support these plans (47 percent versus 67 percent).

While standard AP charter school parents participated in almost all of the school activities at a higher rate than traditional school parents, and at a much higher rate than alternative education AP parents, charter school parents overall were somewhat less likely than traditional school parents to participate in their child’s current school. In 11 of the 14 school activities investigated, the proportion of charter school parents who participated was less than the proportion of traditional school parents who participated. On the other hand, more charter than comparison parents visited their child’s classroom (79 percent versus 66 percent), and volunteered to assist with school activities (53 percent versus 44 percent).

**Table 7.11**  
**Parents Participating in Activities at Their Child’s Current School (Percent)**

School Activity	Charter School Sample			Comparison Sample (N=215)
	Standard AP (n=106)	Alternative Education AP (n=104)	All CS (N=217)	
Communicated with staff (in writing, on phone)	90.7	86.3	88.0	93.0
Assisted or monitored homework	98.5	75.6	87.6	94.3
Attended parent/teacher conferences	94.9	70.4	82.9	89.3
Visited classroom	96.2	60.2	79.2	66.0
Read with child at home	94.4	57.0	76.8	80.4
Tutored child at home	86.7	47.1	68.3	71.5
Signed contract about participation	70.6	47.2	59.6	69.6
Helped with fundraising	71.3	38.1	56.5	66.9
Helped child with course choices and college plans	46.9	66.6	56.4	71.7
Volunteered for activities	74.8	27.5	52.7	44.2
Attended PTO meetings	63.3	22.7	43.9	50.9
Attended school board meeting	40.2	12.4	27.3	31.7
Helped make curricular decisions	28.0	12.0	19.8	18.6
Served as board member	14.1	2.6	8.5	12.9

*Note.* AP means accountability procedures. Analytical weights were applied to the data; this affected the sample sizes (n). Standard AP students and alternative education AP students do not sum to 217 because campus accountability system codes were not available for 7 students of parent respondents. Percentages may not sum to 100 percent because some respondents did not provide data for all items.

Table 7.12 reports the participation rates of charter school parents at their children’s previous schools. Charter school parents participated in most of the school activities investigated at similar rates in both their children’s previous and currently attended schools (see Table 7.11), although there were some differences. Charter school parents were slightly more likely to have signed a contract about participation at their child’s current school than previous school (60 percent versus 50 percent). In contrast, they were slightly less likely to have attended parent-

teacher conferences (83 percent versus 91 percent), helped with fundraising (57 percent versus 64 percent), and attended PTO meetings (44 percent versus 50 percent).

Consistent with the results for participation in current schools, parents of students attending standard AP charter schools were considerably more likely than parents of alternative education AP charter students to participate in activities at their child’s previous school.

**Table 7.12**  
**Charter School Parents Participating in Activities at Their Child’s Previous School**  
**(Percent)**

School Activity	Standard AP (n=54)	Alternative Education AP (n=82)	All Charter Schools (N=141)
Attended parent/teacher conferences	94.8	88.7	90.7
Communicated with staff (in writing, on phone)	80.4	87.5	83.8
Assisted or monitored homework	100.0	80.8	88.9
Visited classroom	93.4	69.5	79.7
Helped child with course choices and college plans	45.9	69.3	59.0
Read with child at home	97.7	62.4	77.2
Tutored child at home	88.1	58.6	71.4
Helped with fundraising	72.6	57.6	64.1
Signed contract about participation	58.1	46.8	50.2
Volunteered for activities	61.6	46.2	53.3
Attended PTO meetings	63.5	41.3	50.4
Attended school board meeting	40.2	21.7	28.7
Helped make curricular decisions	17.6	21.2	19.0
Served as board member	6.1	7.0	6.4

*Note.* AP means accountability procedures. Analytical weights were applied to the data; this affected the sample sizes (*n*). Standard AP students and alternative education AP students do not sum to 217 because campus accountability system codes were not available for 7 students of parent respondents. Percentages may not sum to 100 percent because some respondents did not provide data for all items. Responses represent parents whose children attended a public, private, or charter school the previous year.

In comparing 2006 survey findings with those of 2002 (Table 7.13), more than 75 percent of charter parents reported attending parent-teacher conferences and visiting their child’s classroom in both survey years. However, the proportion of charter school parents who participated in each of the various activities at their child’s school generally decreased from 2002 to 2006. In particular, parents in 2006 were somewhat less likely than charter school parents surveyed in 2002 to attend PTO meetings (44 percent versus 61 percent), and to attend a school board meeting (27 percent versus 38 percent).

Approximately 75 percent of traditional school parents—slightly less than the percent for charter school parents—attended parent-teacher conferences and visited their child’s classroom in 2002. Interestingly, a greater proportion of traditional parents reported attending parent-teacher conferences and a smaller proportion reported visiting the classroom in 2006 compared to 2002. Contrary to the results for charter school parents, the proportion of traditional school parents

participating in school activities was greater for several of the activities in 2006 compared to the earlier survey. Given the large differences between parents of students attending standard AP charter schools and alternative education AP charter schools, these comparisons of combined standard and alternative education AP charter to traditional parent participation over time may not be particularly illustrative of charter school parent participation.

**Table 7.13**  
**Charter Parent and Comparison Parent Participating in School Activities at Child’s Current School Over Time (Percent Responding Affirmatively)**

Activity	2002		2006	
	Charter (N=216)	Comp. (N=221)	Charter (N=217)	Comp. (N=218)
Attended parent/teacher conferences	84.5	77.4	82.9	89.3
Visited classroom	86.9	73.8	79.2	66.0
Signed contract about participation	67.0	---	59.6	69.6
Helped with fundraising	63.6	54.3	56.5	66.9
Volunteered for activities	58.7	43.0	52.7	44.2
Attended PTO meetings	60.7	48.0	43.9	50.9
Attended school board meeting	37.9	34.4	27.3	31.7
Helped make curricular decisions	17.0	14.0	19.8	18.6
Served as board member	13.6	8.6	8.5	12.9

*Note.* Activities in this table are those common to both the 2002 and 2006 parent surveys.

## SUMMARY

Almost three-fourths of charter school parents relied on information from other parents with children at the charter school in selecting a charter school for their children. Standard AP parents were more likely than alternative education AP parents to use the various informational sources. Compared to charter school parents surveyed in 2002, 2006’s charter school parents relied somewhat more on information from other parents and somewhat less on other informational sources.

Charter and traditional school parents perceived several factors as important in selecting a school for their child—good teachers, a school’s educational program, the schools academic reputation, the school’s ability to serve specific education needs, the reputation of administrators or staff, the teaching of moral values, and the school’s approach to discipline. On the other hand, small school size was important to many charter school parents while convenient location was important to more traditional school parents.

Parents of children at alternative education charters were more likely than standard charter parents to cite student performance at the previous school and dissatisfaction with the child’s previous school as important factors in school selection.

Overall, charter school parents were more satisfied with various aspects of their child’s school, and reported higher satisfaction levels, than traditional school parents. Charter school parents were more likely than traditional school parents to agree that their school had small class sizes

and emphasized education beyond preparation for standardized tests. On the other hand, fewer charter parents than traditional school parents were satisfied with extracurricular activities.

The charter school parents surveyed in 2006 were considerably more satisfied than 2002's charter parents with their school's financial resources and less satisfied with the school's basic education program, ability to meet student needs, and emphasis on education.

More than three-quarters of the charter school parents gave an above average grade to their child's current school, while about one-third gave an above average grade to their child's previous school. Parents of alternative education charter schools were more likely than parents of standard charters to give their child's previous school an above average grade, but equally as likely to give above average grades to the current school.

More than 80 percent of both charter and traditional school parents communicated with school staff in writing or on the phone, assisted or monitored their child's homework, or attended parent-teacher conferences. Charter parents were more likely than traditional school parents to visit the classroom. On the other hand, charter parents were less likely to help their child with college planning and choosing courses to achieve those plans than traditional school parents. Although parents at standard and alternative education charter schools were both likely to communicate with school staff either in writing or on the phone, parents of children in standard charters were considerably more likely to participate in other activities at their child's current school.

Similar to their participation at their child's current school, more than three-fourths of the charter school parents indicated they participated in the following activities at their child's previous school: attended parent-teacher conferences, assisted their child or monitored their child's homework, communicated with school staff either in writing or on the phone, visited their child's classroom, or read with their child at home.

Charter school parents were slightly less likely to participate in activities at their child's school in 2006 than in 2002. In contrast, traditional school parents participated somewhat more in several school activities in 2006 compared to 2002. Charter school parents participated in school activities at higher rates than traditional parents in 2002, but this was true only for three activities in 2006—visiting the classroom, volunteering to assist with school activities, and helping to make curricular decisions.

## **CHAPTER 8**

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### **SURVEYS OF CHARTER SCHOOL STUDENTS**

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Charter schools represent one facet of the growing school choice movement. A central theory behind market-based education reforms is the idea that a combination of autonomy, innovation, and accountability will lead to greater student achievement and high parental and student satisfaction (Bulkey & Fisher, 2002). While research has addressed the factors that influence parents' choice of a charter school and their satisfaction with charter schools, only a few large-scale studies have addressed students' opinions of these issues (Miron & Horn, 2002; Oregon Department of Education, 2005). Most of these studies have reported high student satisfaction levels in charter schools, especially with regards to academic factors such as class size and teacher quality. Students have reported disliking non-academic aspects of their charter school, such as the quality of the food and the availability of sports and other extracurricular activities (Bulkey & Fisher, 2002).

Some charter school experts have argued that maintaining high student satisfaction levels is a higher priority for charter schools than for traditional public schools. Charter school operators, they argue, are more likely to think of parents and students as clients who demand high quality service in exchange for their decision to enroll at the school (Hill et al., 2001). Charter schools, therefore, concentrate on maintaining high levels of "internal" accountability to these immediate stakeholders, sometimes at the expense of accountability to their charter-granting agency. A 1998 study of 17 charter schools in Minneapolis, Boston, and Los Angeles found that "the strongest feeling of accountability" among charter school teachers, administrators, and founders was to "the local school community, especially to parents and students." (Wohlsetter & Griffen, 1998, p. 17). However, as charter schools have moved from an experiment to a well-established part of the public school landscape in many states, demands for accountability from "external" stakeholders, such as state education agencies and boards of education, school districts, and other charter-authorizing bodies have grown stronger.

Drawing on eight years of student survey data, the chapter examines the reasons why students and parents in Texas choose charter schools, students' perceptions of schools attended, and organizational characteristics influencing student satisfaction. Students' views also provide insight into everyday educational experiences and interpersonal relationships in charter schools that may contribute to student satisfaction.

#### **METHODOLOGY**

This chapter identifies and analyzes trends in students' experiences and perceptions of charter schools. A number of factors complicate comparisons over time. First, two research organizations administered the student survey. In years one through five, encompassing school years 1996-1997 through 2000-01, a team from the School of Urban and Public Affairs at the University of Texas at Arlington conducted the survey and analyzed survey results. In years six through eight (school years 2002-03 through 2004-05), the survey was conducted and analyzed by the Texas Center for Educational Research (TCER). Students were not surveyed during the 2001-02 school year. The number of students surveyed, and their response rates, fluctuated over

the years. In addition, as explained in Chapter 1, the TEA’s criteria for designating schools serving “at-risk” students have varied across years. Table 8.1 summarizes survey methodology across the eight survey years.

**Table 8.1  
Student Survey Methodology, 1996-2005**

	School Year	# of Campuses Surveyed	# of Students Surveyed	# of Respondents	Response Rate	Research Entity Conducting Survey	Method of Defining a Charter School Serving Predominately At-risk Students
Year 1	1996-97	10	1,830	637	34.8	School of Urban and Public Affairs, UT-Arlington	The school mission was to serve students who are from low-income families or who are at risk of dropping out
Year 2 <sup>a</sup>	1997-98	9	2,345	500	21.3	School of Urban and Public Affairs, UT-Arlington	The school mission was to serve students who are from low-income families or who are at risk of dropping out.
Year 3	1998-99	26	6,532	1,643	25.1	School of Urban and Public Affairs, UT-Arlington	The school mission was to serve at-risk students AND the school enrolled a majority of students classified as at-risk by state PEIMS data
Year 4	1999-00	62	11,185	1,577	14.1	School of Urban and Public Affairs, UT-Arlington	The school served 75 percent or more at-risk students, based on state PEIMS data.
Year 5	2000-01	99	20,957	7,085	33.8	School of Urban and Public Affairs, UT-Arlington	The school served 75 percent or more at-risk students, based on state PEIMS data.
Year 6	2002-03	78	10,386	5,159	50.0	TCER	The school served 70 percent or more at-risk students, based on state PEIMS data.
Year 7	2003-04	89	10,773	6,464	60.0	TCER	The school served 70 percent or more at-risk students, based on state PEIMS data.
Year 8	2004-05	80	10,858	3,758	34.6	TCER	The school was evaluated under the TEA's alternative education accountability procedures

<sup>a</sup>In Year 2, the evaluation team received a very small number of responses from students attending charters serving proportionately fewer at-risk students. To avoid drawing generalizations from such a small and restricted sample, student surveys from schools serving fewer at-risk students were not analyzed in Year 2.

The change in evaluation teams between years five and six makes multi-year comparisons difficult for some topics. The two teams worded some questions differently, and TCER evaluators pursued some research questions that were not addressed by the University of Texas at Arlington researchers (i.e., grades). Therefore, some data are presented only for years six, seven, and eight. Table 8.2 summarizes the topics addressed by the survey in each year.

**Table 8.2**  
**Areas Addressed by the Student Survey, 1996-2005**

Research Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
Previous school experience						•	•	•
Factors influencing school choice	•	•	•	•	•	•	•	•
Factors influencing school choice, compared by accountability rating						•	•	•
Students' opinions about their charter school	•	•	•	•	•	•	•	•
Students' opinions about their charter school, compared by accountability rating						•	•	•
Students' satisfaction with their charter school	•	•	•	•	•			
Positive aspects of charter schools (open-ended response)						•	•	•
School problems and concerns (open-ended response)						•	•	•
Students' grades at their charter school						•	•	•
Post-high school plans	•	•	•	•	•	•	•	•
Plans to attend charter school next year	•	•	•	•	•	•	•	•

### Survey Procedures

Survey procedures also differed across years. In years one through five, a limited number of surveys were delivered to all charter schools enrolling students in grades 7 through 12. In years six through eight, as the size of the open-enrollment charter school system grew larger, researchers randomly selected a sample of charter schools and associated campuses to participate in the survey. Administrators at the selected campuses distributed surveys to all students in grades 6 through 12.

### Characteristics of Survey Respondents

Tables 8.3, 8.4, and 8.5 show the distribution of survey respondents in years one through eight. Results are given for all charter schools (Table 8.3), charter schools serving predominately at-risk students (Table 8.4), and charter schools serving proportionately fewer at-risk students (Table 8.5). In each survey year, the evaluation team explored the use of analytic weights to correct imbalances between the population of inference (i.e., Texas charter school students) and actual survey respondents. Analytic weights were deemed necessary, and used, in years one through five only.

Table 8.3 illustrates the demographic characteristics for all surveyed charter students. Several demographic trends were consistent across survey years. In each year (except year four) the majority of all respondents were between 13 and 17 years of age. This was expected, considering that only students in grades 6 through 12 were surveyed. Across survey years, Hispanic students consistently made up the largest percentage of respondents. African-American students outnumbered White students in year two and in years five through eight.

**Table 8.3**  
**Characteristics of All Student Survey Respondents, as Percentages**

Characteristics	All Charters							
	Year 1 <sup>a</sup> N=638	Year 2 N=500	Year 3 N=1,643	Year 4 <sup>b</sup> N=1,577	Year 5 N=7,085	Year 6 N=5,159	Year 7 N=6,464	Year 8 N=3,758
<b>Race/Ethnicity</b>								
Hispanic	54.9	64.1	45.5	47.5	37.5	42.2	47.7	45.9
African-American	15.3	21.0	19.7	19.6	28.6	26.6	30.1	27.5
White	17.9	9.4	24.6	21.2	23.1	23.7	15.7	21.8
Other	12	5.4	10.2	11.7	10.8	7.5	6.5	4.8
<b>Gender</b>								
Male	46.0	51.0	48.8	47.6	49.1	51.0	53.6	50.9
Female	54.0	49.0	51.2	52.4	50.9	49.0	46.4	49.1
<b>Age<sup>c</sup></b>								
12 or under	--	--	8.3	26.6	18.6	12.6	11.0	15.1
13 to 17	--	--	68.5	42.8	67.4	69.6	69.9	67.9
18 or Over	--	--	23.2	16.2	14.0	17.8	19.0	17.0

<sup>a</sup>The survey instrument administered in Year 1 and Year 2 did not ask students to give their age.

<sup>b</sup>In Year 4, the 1,577 survey respondents included 214 students attending twelve 75% Rule charters. The 214 charters were analyzed separately from other charters, so they are not included in Year 4 data presented in the rest of this chapter.

<sup>c</sup>In Year 4, the percentages given for charter student age do not sum to 100%. Because TCER does not have access to the student survey data files analyzed by the UT-Arlington research team in Year 4, we are unable to explain this discrepancy.

However, some demographic characteristics varied by school type. Table 8.4 summarizes the characteristics of charter schools serving proportionately fewer at-risk students. Hispanic students made up a larger proportion of these respondents (at least 50 percent in each year), whereas White students made up a smaller percentage (between 5 and 25 percent). In most years, a greater percentage of African-American respondents came from charters serving predominately at-risk students, though this trend was reversed in year eight. The difference may be attributable to the new method used to classify charters serving predominately at-risk students in that year. Beginning in year five, males made up more than half of survey respondents from charters serving predominately at-risk students.

**Table 8.4**  
**Characteristics of Student Survey Respondents from Charter Schools Predominately At-risk Students, as Percentages**

Characteristics	Charter Schools Serving Predominately At-risk Students							
	Year 1 <sup>a</sup> N=449	Year 2 <sup>b</sup> N=465	Year 3 N=711	Year 4 N=421	Year 5 N=2,009	Year 6 N=1,818	Year 7 N=2,858	Year 8 N=2,725
<b>Race/Ethnicity</b>								
Hispanic	76.0	66.8	50.7	55.2	48.8	60.7	56.4	51.9
African-American	5.7	22.3	36.3	27.1	34.0	27.1	27.5	21.1
White	6.4	9.1	6.3	11.1	9.8	5.6	10.8	22.7
Other	11.9	4.9	6.7	6.5	7.4	6.6	5.3	4.3
<b>Gender</b>								
Male	48.7	49.4	51.2	42.0	54.8	55.3	59.4	51.7
Female	51.3	50.6	48.8	58.8	45.2	44.7	40.6	48.3
<b>Age</b>								
12 or under	--	--	3.4	15.3	21.1	12.4	8.8	9.4
13 to 17	--	--	64.3	61.5	69.7	70.4	71.9	71.6
18 or Over	--	--	32.3	23.2	9.2	17.2	19.3	19.0

<sup>a</sup>The survey instrument used in Year 1 and Year 2 did not ask students to give their age.

<sup>b</sup>In Year 2, the percentages given for charter student race/ethnicity do not sum to 100%. Because TCER does not have access to the student survey data files analyzed by the UT-Arlington research team in Year 2, we are unable to explain this discrepancy.

Table 8.5 summarizes demographic characteristics of charters serving proportionately fewer at-risk students. These charters consistently enrolled fewer Hispanic students and more White students than charters serving predominately at-risk students. Charters serving fewer at-risk students enrolled slightly more females than males in years five through eight.

**Table 8.5**  
**Characteristics of Samples from Charter Schools Proportionately Fewer At-risk Students, as Percentages**

Characteristics	Charter Schools Serving Proportionately Fewer At-risk Students							
	Year 1 N=189	Year 2 <sup>a</sup> N=35	Year 3 N=932	Year 4 N=942	Year 5 N=5,076	Year 6 N=3,341	Year 7 N=3,606	Year 8 N=1,032
<b>Race/Ethnicity</b>								
Hispanic	4.7	--	29.1	47.0	33.0	32.2	40.8	30.1
African-American	38.1	--	12.0	13.1	26.4	26.3	32.2	44.3
White	45.0	--	45.1	30.6	28.4	33.6	19.6	19.2
Other	12.2	--	13.8	9.3	12.2	7.9	7.3	6.4
<b>Gender</b>								
Male	41.8	--	46.4	50.5	46.8	48.7	49.0	48.3
Female	58.2	--	53.6	49.5	53.2	51.3	51.0	51.7
<b>Age</b>								
12 or under	--	--	13.2	32.6	17.7	12.8	12.9	30.3
13 to 17	--	--	72.8	51.3	66.3	69.2	68.4	58.0
18 or Over	--	--	14.0	16.1	16.0	18.1	18.8	11.8

<sup>a</sup>Open-enrollment charters serving proportionately fewer at-risk students completed surveys, but were not included in survey analysis in Year 2.

## PREVIOUS SCHOOL EXPERIENCE

To understand the previous educational experience of charter school students, respondents in years six, seven, and eight were asked to identify the kinds of schools they attended before enrolling at a charter school. As shown in Table 8.6, in each year, over 80 percent of students reported that they previously attended a public school. Students in charters serving proportionately fewer at-risk students were more likely to have attended a private school prior to attending their current charter school. These students were also slightly more likely to have been home-schooled. Students at charters enrolling proportionately more at-risk students were slightly more likely to report that they did not attend school before attending their current charter school. In general, however, the differences across years or school types were small.

**Table 8.6**  
**School Attended Before Charter School (By Percent)**

School Type	Year 6		Year 7		Year 8	
	At-risk N=1,818	Fewer At-risk N=3,341	At-risk N=2,858	Fewer At-risk N=3,606	At-risk N=2,725	Fewer At-risk N=1,032
Public	83.5	84.1	85.1	81.5	85.9	83.5
Private school	5.1	6.5	3.5	8.3	4.1	6.4
Home schooled	1.6	3.9	2.4	2.6	2.6	2.9
Did not attend school	1.6	1.1	2.6	1.1	2.0	0.6
Other	8.3	4.5	6.3	6.4	5.5	6.6

## FACTORS INFLUENCING SCHOOL CHOICE

Students also identified reasons why they and their families decided to enroll in the charter school. Answers to these questions were measured differently, depending on the survey year. In years one and two, the survey offered students eight possible reasons and asked them to rank the importance of each factor in their decision to attend the school. In years three through eight, students were asked to rate the importance of these factors on a 4-point scale as *not important* (1), *somewhat important* (2), *important* (3), or *very important* (4) in their choice of a charter school. The possible factors were as follows:

- Parent persuasion/Parents think charter school is better
- More attention from teachers at the charter school/previous teachers did not help enough
- Better teachers at the charter school
- Classes at the charter school fit students' needs better
- Students were bothered by troublemakers at previous school
- Fewer student-to-student conflicts than at previous school (asked in years six, seven, and eight only)
- Friends attend the charter school
- Charter school is in a better location
- Student was in trouble at their previous school

Across all eight survey years, students' decisions regarding charter schools were strongly influenced by perceptions of teacher and school quality. Charter students valued increased attention from charter teachers, higher-quality teachers, and classes that fit their needs. The factors considered the least important in students' choice of the charter school included school location, school size, and the presence of friends at the school. Differences by school type decreased over time. In the first years of the survey, at-risk charter students placed less emphasis on parental influence than students attending charters serving proportionately fewer at-risk students. However, by year six, both types of students rated parental influence as one of the most important factors in their decision-making.

### **Comparisons by Accountability Rating (Years Six, Seven, and Eight)**

In the evaluations for years six, seven, and eight, student survey responses were compared based on the accountability rating assigned to the student's campus. Campuses were organized into three groups—those receiving higher-performing ratings, those receiving acceptable ratings, and those rated as low-performing. Across survey years, students in each group rated teacher quality and parental opinion as the most influential reasons for their choice of school. Students in more highly-rated schools, however, assigned higher levels of importance to teacher quality and parental opinion than did students in less highly-rated schools. Additionally, students attending highly-rated schools were less likely to report that poor grades or getting in trouble at their previous school were influential factors in their choice of school, but cited the desire for more challenging classes as a more important factor in their choice.

### **SATISFACTION WITH CHARTER SCHOOL**

Researchers also sought to gauge students' satisfaction in charter schools. In years one through five, the survey asked students to compare their charter school with the school they would otherwise have attended. Students were given a series of positive characteristics of a school and asked whether their charter was "Better," "Same," or "Worse" than their previous school. They could also choose "Don't Know."

Table 8.7 summarizes students' comparisons between their charter school and their previous school. In all five years that the question was included in the survey, students reported that they found their charter school to be better than other schools in terms of offering smaller classes, teachers who cared about students, teachers who gave personal attention to their students, and all-around good teachers. However, student satisfaction with these aspects of their school declined somewhat over time, especially for students at charter schools serving predominately at-risk students. In years one and two, between 60 and 70 percent of at-risk charter students said that their current charter schools offered better, more caring teachers, and smaller classes with more individual attention from teachers. By year five, however, the majority of students cited only one instance where the charter school was better than their previous school: 51 percent of students in schools serving fewer at-risk students liked the smaller class sizes in their charter schools. There was no issue for which the majority of at-risk charter students felt that their current charter school was an improvement upon their previous school.

**Table 8.7**  
**Percent of Students Who Said That Their Charter School Was Better than the School They Would Have Attended**

School Characteristics	Year 1	Year 2 <sup>a</sup>	Year 3	Year 4	Year 5
<b>Charters Serving Predominately At-risk Students</b>					
	N=449	N=465	N=711	N=421	N=2,009
Teachers care about students	72.4	62.2	45.5	66.1	43.0
Good teachers	73.5	66.6	51.9	66.1	44.0
Small class size	74.4	70.6	58.8	56.2	42.3
Personal attention from teachers	72.5	67.4	46.7	63.1	39.6
Principal cares about students	45.7	33.0	37.3	62.6	45.1
Feeling safe	40.9	33.7	37.8	57.6	36.6
Interesting classes	59.9	40.8	39.9	53.5	39.5
Feeling of belonging	60.1	47.0	38.5	52.8	33.7
Choice of classes	44.8	45.1	41.4	44.1	34.5
Order in classroom	47.4	45.9	38.5	50.7	31.1
Close to home	23.8	22.7	30.0	33.8	33.2
<b>Charters Serving Proportionately Fewer At-risk Students</b>					
	N=189	--	N=932	N=942	N=5,076
Teachers care about students	56.8	--	53.0	59.8	45.3
Good teachers	52.3	--	51.9	59.8	45.9
Small class size	70.1	--	59.6	60.8	51.1
Personal attention from teachers	54.6	--	53.0	56.2	46.8
Principal cares about students	40.5	--	41.9	52.4	42.5
Feeling safe	44.6	--	46.5	52.2	37.0
Interesting classes	42.2	--	45.3	51.9	36.9
Feeling of belonging	45.5	--	40.0	50.2	38.1
Choice of classes	38.6	--	35.8	49.0	34.5
Order in classroom	27.7	--	35.8	41.5	31.9
Close to home	23.9	--	31.2	32.7	27.7

<sup>a</sup>Open-enrollment charters serving fewer at-risk students were not included in survey analysis in Year 2.

Note. Percents will not total to 100, as students could respond in multiple categories.

In years six, seven, and eight, students were asked to think about their current school and rate it across a variety of statements (e.g., “I feel safe at this school”) on a 4-point scale: *strongly disagree* (1), *disagree* (2), *agree* (3), or *strongly agree* (4). As summarized in Table 8.8, survey results showed very little change over time. Students at both types of schools were most likely to agree that they worked hard to earn the grades they received at the charter school and that their teachers knew them by name. Students also agreed that their teachers helped them understand concepts, and encouraged them to think about their future.

Across all three years, responses were fairly similar for students at both types of schools. For several factors, the mean ratings for students in schools serving primarily at-risk students were slightly lower (0.1 to 0.2 points lower on a 4.0 point scale) than the mean ratings for students in schools serving proportionately fewer at-risk students. The lower mean ratings in schools serving primarily at-risk students indicated that these students were slightly less satisfied with their schools.

**Table 8.8**  
**Reasons Students and Their Families Chose a Charter School, as Mean of Respondents**

	Year 6		Year 7		Year 8	
	At-risk N=1,818	Fewer At-risk N=3,341	At-risk N=2,858	Fewer At-risk N=3,606	At-risk N=2,725	Fewer At-risk N=1,032
I work hard to earn my grades	3.2	3.2	3.1	3.2	3.2	3.2
Most teachers know me by name	3.0	3.3	3.1	3.3	3.2	3.3
Teachers encourage thinking about my future	3.0	3.1	3.0	3.0	3.1	3.1
Teachers help me understand things	2.9	3.1	3.0	3.0	3.0	3.2
This school is a good choice for me	2.7	3.2	2.8	3.0	3.0	3.0
I learn more at this school	2.7	3.0	2.8	2.8	2.8	3.0
I feel safe at this school	2.6	3.0	2.7	2.8	2.8	2.9
I get a lot of individual attention	2.7	2.9	2.7	2.7	2.8	2.8
I wish there were more courses	2.8	2.8	2.8	2.9	2.7	2.9
Computer available in my classroom	2.5	2.7	2.5	2.4	2.6	2.6
Students are interested in learning	2.3	2.6	2.4	2.4	2.5	2.4
Other students help me learn	2.2	2.6	2.3	2.3	2.4	2.5
Enough extracurricular activities	2.1	2.3	2.1	2.1	2.1	2.3
More homework at this school	2.0	2.1	2.0	2.2	1.9	2.5

Note. Mean rating based on a 4-point scale: *strongly disagree* (1), *disagree* (2), *agree* (3), *strongly agree* (4).

### Overall Satisfaction

In years one through five, students were also asked whether they were *very satisfied*, *satisfied* or *not satisfied* with their school. Across all five years, student satisfaction rates were quite high (see Table 8.9). At both types of campuses, at least three-fourths of survey respondents said that they were either *satisfied* or *very satisfied*. Students attending charter schools serving predominately at-risk students were less likely to report that they were *dissatisfied*, though by year five, the gap between charters serving predominately at-risk and non-at-risk charter students had narrowed to just over one percent. In years one, three, and four, students at charters schools serving proportionately fewer at-risk students were less likely to report that they were *very satisfied* with their charter school. By year five, however, 30 percent of non-at-risk charter students reported feeling *very satisfied*, compared with 24 percent of students in charters serving predominately at-risk students.

**Table 8.9**  
**Students' Satisfaction with their Charter School (Percent)**

	Year 1		Year 2		Year 3		Year 4		Year 5	
	At-risk N=449	Fewer At-risk N=189	At-risk N=465	Fewer At- risk <sup>a</sup>	At-risk N=711	Fewer At-risk N=932	At-risk N=421	Fewer At-risk N=942	At-risk N=2,009	Fewer At-risk N=5,076
Very Satisfied	56.8	23.0	36.0	--	29.3	21.6	43.3	29.9	23.9	29.6
Satisfied	38.9	53.1	55.8	--	58.3	57.1	50.1	56.0	60.5	53.5
Not Satisfied	4.3	23.9	8.0	--	12.4	21.1	6.5	14.1	15.6	16.9

<sup>a</sup>Open-enrollment charters serving proportionately fewer at-risk students were not included in survey analysis in Year 2.

### Satisfaction by Accountability Rating

Students' statements about their current schools were also analyzed by campus accountability ratings in years six, seven, and eight. In year six, for 11 out of 14 statements, students attending more highly rated schools assigned higher levels of agreement to the statements than students in less highly-rated schools. For two statements, "I work hard to earn my grades" and "this school is a good choice for me," students at each type of school assigned identical ratings. In year seven, the number had increased to 13 out of 14 statements. The one exception to this pattern concerned the availability of computers in the classroom. In years six and seven, students in less highly rated schools were slightly more likely to feel that classroom computers were available. However, in year eight, students attending high-performing charters assigned higher ratings to all 14 of the statements. In particular, students in higher performing charter schools were more likely to believe they received more homework at school, the school offered sufficient extracurricular activities, other students helped them learn, and they learned more at the school.

In addition to responding to survey items, in years six, seven, and eight, students had the opportunity to write responses to the following questions:

- What do you like most about this charter school?
- What is the biggest problem or the thing you dislike most at this school?

Students' responses were analyzed to identify the particular issues or themes mentioned frequently by students. Clear differences emerged between charters serving predominately at-risk students and charters serving fewer at-risk students.

### Positive Aspects of Charter Schools

Generally, students' comments regarding the most positive aspects of their school centered on teachers and small classes. These responses were consistent across survey year and school type. Similar to the results seen in the fixed-response survey items, students overwhelmingly described their teachers as nice, helpful, and supportive. One student wrote, "Most of the teachers are understanding and are willing and want to help." Another said, "Teachers are very dedicated to the students and helping them learn." Many students also explained that they liked the smaller classes provided by charter schools because this allowed for more personal attention and one-on-

one time with the teacher. One student explained, “What I like most about this charter school is that the classes are much smaller so the teachers pay more attention to you and you get better grades.” Another student said, “The teachers actually care about their students. If I need help on something, they’ll stay with me after school.” Students said that the school size facilitated more personal relationships with teachers and students. For example, one student most liked “the family environment between the students, staff, and parents” at the school.

**Self-paced charter programs.** Qualitative analysis revealed several themes in student responses. A number of schools surveyed, predominately those serving predominately at-risk students, utilized a self-paced (often computerized) educational program with an abbreviated daily schedule. These schools generally served students in the high school grades. Student responses in these types of schools differed from responses offered by students in other schools. For example, students in self-paced programs were more likely to indicate that the self-paced program and abbreviated schedule were the most positive aspects of their charter school. These students wrote about working at their own pace and not following a structured program. One student stated, “They have a great plan for students to work at their own pace. Good for students who are slow. Great for those who are ahead of their classes!” Another said, “You can work at your own pace and you’re not rushed and feel no pressure.” Several students said that they had the chance to graduate early. Students also liked the half-day schedules of many schools. Sample responses included, “I am able to get my work done fast and finish school early,” “It’s only 4 hours long and doesn’t start until 12:30,” and “The short hours are a lot easier than the hours at public schools.” For many students, the abbreviated schedule offered them the opportunity to retain a job or care for their children while attending school. Students in schools with a self-paced program were also more likely to say that the school offered them a chance to earn credits quickly, that the work was less challenging, and they had fewer distractions at their school as compared to previous schools.

**Other charter programs.** Students in other charter schools reported liking different features of their schools. These schools were structured more like traditional public schools, and tended to enroll fewer at-risk students. These students were more likely to say they learned more in their school and were assigned more challenging schoolwork. “It challenges you and prepares you for college,” responded one student. Students also reported that they learned more in their school. One student stated, “The education we get is better than at most public schools. Sometimes we know more than the average 6-8 graders at other schools.” Similarly, many students at these charters said that their teachers had high expectations for student behavior and academic performance. One student said, “The teachers are strict on you so you will not make the same mistakes over and over again. The teachers want you to be successful in life.” Another said, “I like that this school is challenging. I also like the way that they push me to learn and they always encourage us that we should go to college.” Students in these schools also said they liked the security (e.g., it is “more safe and nicer. There are no gangs, no drugs and no violence”) and the learning environment (e.g., “This school is well supervised and taken care of”) provided by the smaller school size.

### **School Problems and Concerns**

Students’ responses regarding things they disliked about their school were also consistent across survey years six, seven, and eight. Generally, students at both types of schools commented on

issues that typically concerned them—dress codes or uniform requirements and school food. Students had general complaints about restrictions enforced by the school regarding clothing (e.g., no earrings, no facial hair) or uniforms. Many students also wrote responses about their dislike of the food provided by the school or the length of lunch periods. Other commonly mentioned issues related to school facilities or supplies. Students indicated that their schools were too small or they did not have adequate supplies, such as books or computers. Similar to results from the survey items, a number of students also noted a lack of extracurricular or physical education activities at their schools. One student commented, “I don’t like this school because there is hardly anything for us to do. Like there’s no library we can’t study at home with our own books because we don’t have enough. No playground. No gym.” Another said, “Funding is limited and the school facility is too small. Not enough extracurricular activities.” Several students had concerns about their school’s financial resources.

In years six and seven, students’ responses were not very distinctive by school type. Students at schools serving predominately at-risk students described many of the same school problems and concerns as students attending schools serving proportionately fewer at-risk students. However, in year eight, when the evaluation team began analyzing schools by accountability procedures, new patterns of responses emerged. Students at standard charters were more likely to mention needing a *wider selection of course offerings* [e.g., physical education (P.E.), history of math, spelling, automobile technology, and language classes like Spanish and French]. The lack of P.E. was an especially large source of concern. Several students said that they wanted more frequent and longer P.E. classes.

Students attending alternative education charters were especially concerned about the disruptions created by other students at the school. Disrespectful or inattentive students were mentioned, along with the problems created by fights, drugs, and bullying at the school. Sample responses included, “There is a lot of gang violence and the staff don’t take care of any of it,” “The kids, they lie and are disrespectful to others and teachers,” and “Some of the other students that attend do not take the school seriously. Sometimes it seems unorganized.”

## **STUDENT GRADES (YEARS SIX, SEVEN, AND EIGHT)**

One of the items to be considered in the evaluation of open-enrollment charter schools is student grades [TEC §12.118 (b)(3)]. Table 8.10 summarizes students’ self-reported grades, by school type, for years six, seven, and eight. Student survey respondents were asked to report the kinds of grades received at their previous school and at their current charter school. Students selected from among options relating to traditional grading standards: *mostly A’s, A’s and B’s, mostly B’s, B’s and C’s*, and so forth. In all three years, survey responses showed that student grades had improved from their previous school. Although students at both types of schools reported improved grades, students attending schools serving primarily at-risk students reported slightly larger grade improvements than those attending charters serving proportionately fewer at-risk students. As shown in Table 8.10, in all three survey years, between 59 percent and 69 percent of students attending charters serving predominately at-risk students reported earning *mostly B’s* or higher at their current charter school, while between 35 and 42 percent reported earning these grades at their previous school. In contrast, between 44 and 50 percent of students attending charters serving proportionately fewer at-risk students reported earning *mostly B’s* or higher at

their previous school, and between 51 and 68 percent reported earning similar grades at their current school. In all three years, lower percentages of students in both types of schools reported earning *D's* and *F's* in their current school as compared to their previous schools.

**Table 8.10**  
**Student Grades Earned at Previous School and Current Charter School (Percent)**

	Year 6		Year 7		Year 8	
	At-risk N=1,818	Fewer At-risk N=3,341	At-risk N=2,858	Fewer At-risk N=3,606	At-risk N=2,725	Fewer At-risk N=1,032
<b>Previous School</b>						
Mostly A's	4.6	10.4	5.1	9.2	4.8	12.0
A's and B's	24.3	25.7	24.1	24.1	21.7	28.0
Mostly B's	10.5	11.4	12.4	10.5	9.1	9.4
B's and C's	29.3	24.2	26.7	25.1	30.4	26.7
Mostly C's	6.8	7.2	9.5	7.4	7.8	7.8
C's and D's	14.1	10.2	11.7	12.0	13.2	9.5
D's and F's	10.5	11.0	10.5	11.6	13.0	6.7
<b>Current School</b>						
Mostly A's	11.8	11.9	8.3	9.7	9.2	8.7
A's and B's	40.7	40.9	34.1	37.6	36.8	30.1
Mostly B's	15.7	14.9	16.3	16.3	13.4	11.9
B's and C's	19.6	21.7	26.2	24.2	27.3	29.3
Mostly C's	3.8	4.5	5.8	4.4	5.0	7.9
C's and D's	5.3	3.7	5.4	4.5	5.1	7.8
D's and F's	3.1	2.4	3.9	3.2	3.3	4.3

## FUTURE PLANS

### Post-High School Plans

Tables 8.11 and 8.12 present students' responses about their plans after finishing high school. Across all years, between 25 and 40 percent of at-risk charter students (see Table 11), and between 40 and 63 percent of non-at-risk charter students (see Table 12), said that they planned to attend a four-year college or university. In most survey years, at-risk charter students were slightly more likely to plan to attend a community college or get a job. Students' reports about their future plans fluctuated over the years, with few evident long-term trends.

**Table 8.11**  
**Post-high School Plans of Students, Charters serving Predominately At-risk Students**  
**(By Percent)**

Plans After Graduation	Charter Schools Serving Predominately At-risk Students							
	Year 1 N=449	Year 2 N=465	Year 3 N=711	Year 4 N=421	Year 5 N=2,009	Year 6 N=1,818	Year 7 N=2,858	Year 8 N=2,725
Four-year college	32.7	32.2	25.8	42.9	43.5	34.0	28.8	29.4
Get a job	19.6	16.0	20.9	11.6	16	13.8	16.3	15.5
Community college	22.8	20.3	21.9	14.9	7.6	16.5	14.9	18.2
Join the military	5.3	13.6	8.4	6.7	9.1	8.0	7.0	5.8
Technical school	8.8	7.1	10.6	5.5	4.2	3.8	6.8	5.0
Other/Not Sure	10.7	9.4	12.4	18.3	19.6	23.9	26.2	17.0

**Table 8.12**  
**Post-high School Plans of Students, Charters Serving Proportionately Fewer At-risk**  
**Students (By Percent)**

Plans After Graduation	Charter Schools Serving Proportionately Fewer At-risk Students							
	Year 1 N=189	Year 2 <sup>a</sup>	Year 3 N=932	Year 4 N=942	Year 5 N=5076	Year 6 N=3,341	Year 7 N=3,606	Year 8 N=1,032
Four-year college	62.4	--	49.4	41.1	42.2	36.6	36.5	48.4
Get a job	16.5	--	10.5	10.0	10.7	9.6	10.4	11.2
Community college	5.7	--	13.7	10.8	12.4	14.2	15.6	13.1
Join the military	2.8	--	6.9	7.8	7.2	6.3	6.6	3.8
Technical school	4.9	--	7.4	8.9	5.3	4.7	5.4	3.1
Other/Not sure	7.6	--	12.1	21.5	22.2	28.6	25.4	20.4

<sup>a</sup>Open-enrollment charters serving fewer at-risk students were not included in survey analysis in Year 2.

### Plans to Attend Charter School Next Year

Each year, students were asked whether they would attend their current charter school the following year. Overall, between 35 and 50 percent of students reported that they would return to their charter school. When comparing responses from students in both types of schools, some differences emerged. As shown in Table 8.13, between years one and eight, students attending at-risk charters grew less likely to return to their charter school.

**Table 8.13**  
**Plans to Attend Charter School Next Year, as Percentages (Charters Serving**  
**Proportionately Fewer At-risk Students)**

Response	Charter schools Serving Predominately At-risk Students							
	Year 1 N=449	Year 2 N=465	Year 3 N=711	Year 4 N=421	Year 5 N=2,009	Year 6 N=1,818	Year 7 N=2,858	Year 8 N=2,725
Yes	63.1	55.8	51.2	53.0	32.3	40.8	39.6	40.7
No	7.7	11.4	16.7	14.7	35.8	35.0	39.9	32.8
Not Sure	29.5	32.7	32.1	32.2	31.9	24.2	20.6	26.5

*Note.* Includes responses from only those students eligible to return to the same charter school.

Table 8.14 summarizes future plans reported by survey respondents at charters serving fewer at-risk students. Their plans fluctuated over the eight survey years, with between 46 and 62 percent of students planning to return in years one through seven before dropping to a low of 36 percent in year eight. In years three through seven, students at charter schools serving proportionately fewer at-risk students were more likely to say that they would attend their charter school the following year, but in year eight, students attending at-risk charters were slightly more likely to plan to return (41 percent versus 36 for students attending non at-risk charters). However, in year eight charters were analyzed by accountability system rather than percentage of at-risk students, so comparisons across all eight years are not perfect.

**Table 8.14**  
**Plans to Attend Charter School Next Year, as Percentages (Charters Serving Proportionately Fewer At-risk Students)**

Response	Charter Schools Serving Proportionately Fewer At-risk Students							
	Year 1 N=189	Year 2 <sup>a</sup> N=35	Year 3 N=932	Year 4 N=942	Year 5 N=5,076	Year 6 N=3,341	Year 7 N=3,606	Year 8 N=1,032
Yes	45.9	--	58.3	56.9	48.9	62.5	46.5	35.8
No	29.3	--	14.9	14.5	16.8	14.0	29.7	33.4
Not Sure	24.9	--	26.8	28.6	34.3	23.6	23.8	30.8

*Note.* Includes responses from only those students eligible to return to the same charter school.

<sup>a</sup>Open-enrollment charters serving proportionately fewer at-risk students were not included in survey analysis in Year 2.

## SUMMARY

During the first ten years of charter schooling in Texas, the open-enrollment charter landscape grew from a handful of schools enrolling fewer than 2,500 students to a system of 194 schools and 313 associated campuses enrolling over 66,000 students. Remarkably, survey responses addressing student satisfaction and reasons for choosing charter schools changed very little between 1996 and 2005. Charter school students indicated that the opinions of their parents and teacher quality are the most important factors influencing their decision to attend the charter school. Other influential factors included previous teachers not providing enough help, poor grades at a previous school, and fewer student conflicts. Over 80 percent of charter students enrolled at charter schools after attending a traditional public school, and their reasons for switching schools suggested that students and parents believe charters offer a more nurturing academic and social environment. Students at more highly-rated charters believed that the charter school offered more challenging coursework and fewer student conflicts than their local public school, while students at lower-rated charters were more likely to believe that their charter school offered a fresh start after receiving poor grades or getting into trouble at their previous school.

Students reported varying levels of satisfaction with their charter schools. In each survey year, students praised the quality of instruction they received in their charter school. Large percentages of students reported that their teachers knew them by name, cared about them, helped them understand concepts, and encouraged them to think about their future. Most students believed that they worked hard to earn the grades they received at the charter school, felt that the charter school was a good choice for them, and felt safe at school. However, students were less likely to

believe that other students helped them learn and that students were interested in learning. In addition, students were concerned that the school lacked sufficient extracurricular activities.

Overall, students at charters serving proportionately fewer at-risk students reported higher satisfaction levels than students attending charters serving predominately at-risk students. The lower satisfaction levels may have been due to the different educational environments at the two types of schools. In survey years six, seven, and eight, student respondents were given the opportunity to submit written comments about their charter schools. Many students attending at-risk charters reported that their school used a self-paced, often computerized educational program with a shorter school day. Students at these schools appreciated the ability to earn credits quickly while working or caring for their children, but they worried about disruptions created by disrespectful or inattentive students. Schools serving proportionately fewer at-risk students were more likely to follow a traditional schedule and curriculum, and many of these students appreciated the rigorous coursework and high teacher expectations they experienced at school.

Charter school students' reported grades improved from their previous school to their charter school. The percentage of students earning *mostly A's* or *mostly A's and B's* increased, while the percentage of students making *C's and D's* or *D's and F's* decreased. Students attending charters serving proportionately fewer at-risk students reported larger grade improvements than students at standard campuses.

Approximately 35 to 50 percent of non-graduating students planned to return to their charter school in the following school year. Over the eight survey years, however, students at charters serving predominately at-risk students grew less likely to return. Of graduating seniors, approximately 40 to 50 percent of students planned to attend a four-year college or a community college. Students at charters serving predominately at-risk students were more likely to report planning to get a job or attend community college, and less likely to indicate plans to attend a four-year college.



## **CHAPTER 9**

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### **STUDENT PERFORMANCE**

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Texas, like most states, holds charter schools to the same accountability standards as traditional public schools. Charter schools are included in the Texas public school accountability system. Mandated by the Legislature in 1993, the system relies on the state's student-level information system (Public Education Information Management System or PEIMS) and, beginning in 2002-03, the state's new and more rigorous state assessment, the Texas Assessment of Knowledge and Skills (TAKS). Texas districts and campuses receive annual accountability ratings based primarily on TAKS performance, meeting State-Developed Alternative Assessment II (SDAA II) expectations, school completion rates, and dropout rates.

Texas has been transitioning to a new accountability system that attempts to incorporate state statutory requirements and federal requirements. Accountability ratings for 2004, 2005, and 2006 reflect this new system. Beginning with 2005, the accountability system enlarged to include two sets of procedures—standard and alternative education. Standard procedures guide the assignment of ratings to standard campuses (including non-registered alternative education campuses), whereas alternative education accountability procedures govern the assignment of ratings to registered alternative education campuses (AECs). Charters that operate only registered AECs are evaluated under alternative education procedures. Also, beginning in 2005, charters that operated both standard campuses and registered AECs have the option to be evaluated under alternative education procedures if at least 50 percent of the charter's students are enrolled at registered AECs (2006 Accountability Manual, TEA).

This chapter describes charter school achievement for the 2005-06 school year. In particular, the study compares how students in charter schools are performing in relation to students in traditional public schools. We also examine student achievement differences for students who attend charter schools rated under standard accountability procedures (standard AP) versus the achievement of students who attend charters rated under alternative education accountability procedures (alternative education AP). In addition, associations among factors like continuous enrollment, attendance, and charter school type and the effects on academic performance are explored. The characteristics of higher-performing charter schools are listed. Finally, the achievement of students at matched samples of charter and traditional public schools is compared.

#### **METHODOLOGY**

The chapter centers on 194 charters, or districts, and 313 charter school campuses associated with those charters operating for the entire 2005-06 school year. The 313 charter campuses served 70,861 students, with an average of 226 students per campus and enrollment ranging from 2 to 1,217 students. Additional data are derived from open-enrollment charter school evaluation reports for years one through eight ([www.tcer.org](http://www.tcer.org)) and longitudinal data for a matched cohort of students with TAKS test scores. Throughout this chapter, data analysis procedures are described in detail along with evaluation results. Data sources and study limitations follow.

## Data Sources

Two Texas Education Agency (TEA) data systems: the Academic Excellence Indicator System (AEIS) and the Public Education Information Management System (PEIMS) provide quantitative information. Data from these sources include TAKS results and other student performance measures.

**Texas Assessment of Knowledge and Skills.** In 2003, the first statewide administration of the state's more comprehensive and rigorous state assessment, the Texas Assessment of Knowledge and Skills (TAKS), took place. The test measures aspects of the state curriculum—the Texas Essential Knowledge and Skills (TEKS)—that students should know and be able to do at each step of their school careers. TAKS is a criterion-referenced, state-mandated test of student academic achievement in reading/ELA, writing, mathematics, science, and social studies. The TAKS measures the statewide curriculum in reading at grades 3-9; in writing at grades 4 and 7; in English language arts at grades 10 and 11; in mathematics at grades 3-11; in science at grades 5, 8, 10, and 11; and social studies at grades 8, 10, and 11. Satisfactory performance on the TAKS at Grade 11 is prerequisite to a high school diploma.

TAKS passing standards were set by about 350 educators and citizens who served on standard-setting committees. The State Board of Education adopted a phase-in plan for implementing the committee's passing standards. In 2002-03, passing was initially set at two standard errors of measurement (SEM) below the committee's passing recommendations. In 2003-04, the passing standard was one SEM below the committee's recommendations. For 2004-05 and subsequent school years, the committee's passing standards were fully implemented. TAKS data for this study are drawn from AEIS and PEIMS at the student level.

**State-Developed Alternative Assessment II.** The SDAA II assesses the performance of special education students who receive instruction in the state's curriculum but for whom the TAKS test is an inappropriate measure of academic progress. Tests are given in the areas of reading/ELA, writing, and mathematics, on the same schedule as TAKS. In determining accountability ratings, a single performance indicator is evaluated for SDAA II. The indicator sums across grades (3-10) and across subjects. The indicator is calculated as the number of *tests* (not students) *meeting* ARD committee expectations divided by the number of SDAA II *tests* for which expectations were established.

**Other measures.** In addition to outcomes for the TAKS, the report also examines other AEIS data elements: accountability ratings, graduation rates, advanced course completions, SAT and ACT scores, and student attendance and dropout rates.

## Study Limitations

Several factors complicate the analysis of charter school data. First, the *number of charter schools and campuses* has increased each year since 1996-97. Likewise, the numbers of students available for analysis varies. Still, over the past five years, the pace of charter school growth has slowed and the number of schools in operation is now adequate to allow more viable comparisons. Throughout this chapter, descriptive information about the number of charter schools and the number of students is reported to provide a context for data interpretation.

*Data accuracy* is another concern. With the exception of TAKS outcomes, the majority of data are self-reported by school districts and charter schools through PEIMS. The Person Identification Database (PID) error rates for charter districts have improved dramatically in the last two years. The charter PID error rate was 4.6 percent in 2003-04 but only 0.33 percent in 2005-06. Yet that rate was still about double the state average of 0.15 percent.

*Student mobility* (i.e., student movement in and out of charter schools) impacts outcomes. The impact of student instability on academic performance is especially acute for charter schools because many charters have small student enrollments and may enroll highly mobile at-risk student populations. Although longitudinal analyses involving matched students are used to help control for student population changes, this approach reduces (sometimes significantly) the number of students included.

TAKS participation rates, which are compared in Table 9.1 for charters and the state, reflect the mobility of charter school students. For 2006, percentages of students tested, absent, and exempted by Admission, Review, Dismissal (ARD) special education committees are comparable for charter schools and the state overall. However, percentages of students included in the accountability subset continue to differ. Only 67 percent of charter school students were included in the accountability rating system compared to 89 percent of students in traditional public schools. The accountability subset includes students who were enrolled for the fall PEIMS *snapshot* and tested in the same school. Charter schools' high student mobility rate (54% for charter schools and 25% for the state in 2005) contributes to this variance with the state.

**Table 9.1**  
**2005-06 TAKS Participation**

Group	Tested	Absent	Special Education ARD Exempt	Accountability Subset <sup>a</sup>	SDAA II
Charter	96.7%	0.4%	0.2%	67.3%	8.1%
Traditional <sup>b</sup>	97.0%	0.2%	0.7%	89.3%	5.4%

*Source:* 2006 TEA AEIS reports. ARD=Admission, Review, and Dismissal. SDAA II=State Developed Alternative Assessment II.

<sup>a</sup> Students included in the fall PEIMS snapshot and tested in the same school.

<sup>b</sup> Traditional public school averages exclude charter schools.

The *unit of analysis* can also affect the interpretation of charter school outcomes. The TEA recognizes charter schools both as districts and as campuses. In some cases, we report district data while in other cases we report campus data. The use of both data sources—charter *districts* and charter *campuses*—results in differing numbers of charter schools reported in some data tables.

## Organization of the Chapter

The sections to follow present charter school student performance outcomes in the follow areas:

- Accountability ratings for districts and campuses,
- Statewide TAKS performance,
- Comparisons of charter schools with similar traditional public schools,
- Other performance indicators, such as advanced performance measures, and
- Factors associated with student academic performance in charter schools.

## ACCOUNTABILITY RATINGS

As noted previously, Texas has been transitioning to a new accountability system. The ratings issued in 2006 marked the second year of the new system. Significant changes beginning in 2005 include the addition of alternative education accountability procedures and higher student passing standards on TAKS. Information to follow describes the performance standards for the standard and the alternative education accountability procedures and provides comparisons between accountability ratings for charters and traditional public schools.

### Performance Standards

Under the standard accountability procedures for 2006, districts (including charters) and campuses are evaluated on performance on the TAKS, the SDAA II, completion rate, and annual dropout rate. Possible ratings are Exemplary, Recognized, Academically Acceptable, Academically Unacceptable, and Not Rated: Data Integrity Issues. Table 9.2 summarizes the 2004-05 performance standards for the four standard ratings categories. For the TAKS, the completion rate, and the dropout rate, the standard must be met by each of five student groups: African American, Hispanic, White, economically disadvantaged, and all students. For the SDAA II, the standard must be met only by all students.

Similarly, under the alternative education accountability (AEA) procedures, districts (including charters) and campuses are evaluated on performance on the TAKS, SDAA II, completion rate, and annual dropout rate. AEA ratings are issued to campuses and charters registered to be evaluated under AEA procedures. Possible AEA ratings are AEA: Academically Acceptable, AEA: Academically Unacceptable, and AEA: Not Rated – Other (in cases with very small numbers of TAKS test results in the accountability subset).

Under both standard and alternative education procedures, districts and campuses can achieve a rating by meeting the absolute standards for the different indicators. However, under certain conditions, a campus or district can achieve a rating by meeting Required Improvement. Required Improvement depends on the comparison of prior year performance to current year performance. Through the Required Improvement feature, campuses or districts initially rated Academically Unacceptable may achieve an Academically Acceptable rating (applied to any of the base indicators, TAKS, SDAA II, completion rate, and annual dropout rate). Additionally, a campus or district whose performance on TAKS or SDAA II is at the high end of Academically Acceptable may be able to achieve a Recognized rating using Required Improvement (2006 Accountability Manual, TEA).

**Table 9.2**  
**2005-06 Standard and Alternative Education Accountability Rating Categories**

Rating (campus or district)	TAKS <sup>a</sup>	SDAA II <sup>b</sup>	Completion Rate Class of 2005 <sup>c</sup>	2004-05 Dropout Rate <sup>d</sup>
<b>Standard Accountability System</b>				
Exemplary	At least 90% passing for each subject	At least 90% meet ARD standard	95% or higher	0.2% or less
	At least 70% passing for each subject or meets 65% floor and Required Improvement	At least 70% meet ARD standard or meets 65% floor and Required Improvement	85% or higher or meets 80% floor and Required Improvement	0.7% or less or meets 0.9% floor and Required Improvement
Academically Acceptable	At least 60% passing for Reading/ELA, Writing, Social Studies; At least 40% passing for Mathematics; At least 35% passing for Science; or meets Required Improvement	At least 50% meet ARD standard or meets Required Improvement	75% or higher or meets Required Improvement	1.0% or less or meets Required Improvement
Academically Unacceptable	Below 60% passing Reading/ELA, Writing, Social Studies; Below 40% passing Mathematics; Below 35% passing Science		Below 75%	Above 1.0%
<b>Alternative Education Accountability System</b>				
Academically Acceptable	At least 40% meet TAKS progress indicator (TAKS + Texas Growth Index + Exit-Level Retesters) or meets Required Improvement	At least 40% of tests taken meet ARD standard or meets Required Improvement	75% or higher or meets Required Improvement	10.0% or less or meets Required Improvement
Academically Unacceptable	Less than 40% meet TAKS progress indicator	Less than 40% of tests taken meet ARD standard	Less than 75%	Above 10.0%

Source: 2006 Accountability Manual, TEA.

<sup>a</sup>TAKS results (grades 3-11) summed across grades by subject. Reading and ELA results are combined.

<sup>b</sup>State-Developed Alternative Assessment II. A single (grades 3-10) indicator calculated as the number of tests meeting ARD expectations (summed across grades and subjects) divided by the number of SDAA II tests.

<sup>c</sup>Graduates and continuers expressed as a percentage of total students in the class (Completion Rate I) is used under the Standard Accountability System. Graduates, GED recipients, and continuers expressed as a percentage of total students in the class (Completion Rate II) is used under the Alternative Education Accountability System. Campuses serving any of the grades 9-12 without a completion rate are assigned the district completion rate.

<sup>d</sup>Performance standard met for all students only.

The new accountability system instituted in 2004 resulted in a number of changes specific to charter schools. Prior to 2004, only the campuses operated by charter schools received an accountability rating. Beginning in 2004, charter schools (i.e., districts) as well as the campuses they operate are rated. Thus, charters are rated under district rating criteria based on aggregate performance of the campuses operated by the charter. This means charter schools are also subject to the additional performance requirements applied to districts (underreported student standards and the check for Academically Unacceptable campuses). Charters are also eligible for Gold Performance Acknowledgments (2006 Accountability Manual, TEA).

### District Accountability Ratings of Charter and Traditional Public Schools

Table 9.3 shows the 2006 accountability ratings of charter and traditional public school districts. Forty-three percent of charter districts, but no traditional public school districts, were rated under the alternative accountability procedures. Results for districts receiving ratings under the standard accountability procedures reveal that higher percentages of charter districts than traditional public schools were rated Exemplary (6 percent versus 1 percent). However, higher percentages of traditional public school districts than charters were rated as Recognized (30 percent versus 22 percent) or Academically Acceptable (66 percent versus 51 percent). In contrast, higher percentages of charter than traditional public school districts were rated Academically Unacceptable (19 percent compared to 3 percent). In addition, 3 percent of charter districts were not rated because of data integrity issues.

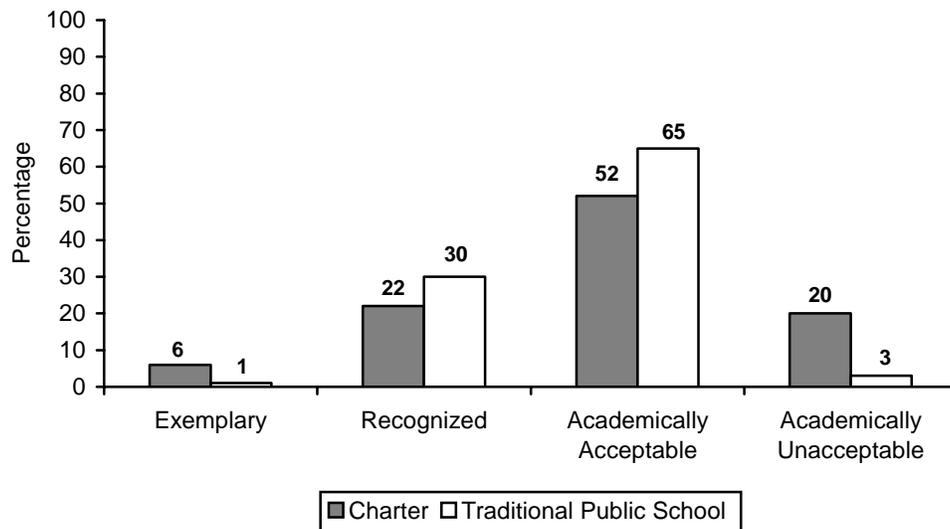
**Table 9.3**  
**District Accountability Ratings for 2006: Charter and Traditional Public Schools**

Rating Category	Charter Schools		Traditional Public Schools	
	Number	Percent	Number	Percent
<b>Standard Accountability Procedures</b>				
Exemplary	6	6	13	1
Recognized	24	22	313	30
Academically Acceptable	56	51	677	66
Academically Unacceptable	21	19	26	3
Not Rated: Data Integrity Issues	3	3	4	< 1
<b>Total</b>	<b>110</b>	<b>101</b>	<b>1,033</b>	<b>100</b>
<b>Alternative Education Accountability Procedures</b>				
Academically Acceptable	76	91	0	0
Academically Unacceptable	8	10	0	0
Not Rated: Other	0	0	0	0
<b>Total</b>	<b>84</b>	<b>101</b>	<b>0</b>	<b>--</b>

Source: 2005-06 AEIS data files.

Note. Percents based on total number of districts, including “not rated” districts.

Figure 9.1 compares the 2006 accountability ratings of charter and traditional public school districts rated under standard accountability procedures. Percents are based on the total number of districts that received ratings (i.e., districts in the “not rated” category are excluded). Notably, 20 percent of charter districts earned Academically Unacceptable ratings.



**Figure 9.1. Percentage of charter and traditional public school districts, by 2006 standard rating category (excluding “not rated” category).**

### Campus Accountability Ratings of Charter and Traditional Public Schools

Table 9.4 shows the 2006 accountability ratings of charter and traditional public school campuses. Like charter districts, a larger portion of charters than traditional campuses were rated under the alternative education accountability system in 2005 (50 percent compared to 3 percent of traditional public school campuses).

**Table 9.4  
Campus Accountability Ratings for 2006: Charter and Traditional Public Schools**

Rating Category	Charter Schools		Traditional Public Schools	
	Number	Percent	Number	Percent
<b>Standard Accountability Procedures</b>				
Exemplary	12	8	552	8
Recognized	34	22	2,792	38
Academically Acceptable	65	42	3,125	42
Academically Unacceptable	29	19	238	3
Not Rated: Data Integrity Issues	16	10	676	9
<b>Total</b>	<b>156</b>	<b>101</b>	<b>7,383</b>	<b>100</b>
<b>Alternative Education Accountability Procedures</b>				
Academically Acceptable	149	95	247	95
Academically Unacceptable	8	5	11	4
Not Rated: Other	0	0	2	1
<b>Total</b>	<b>157</b>	<b>100</b>	<b>260</b>	<b>100</b>

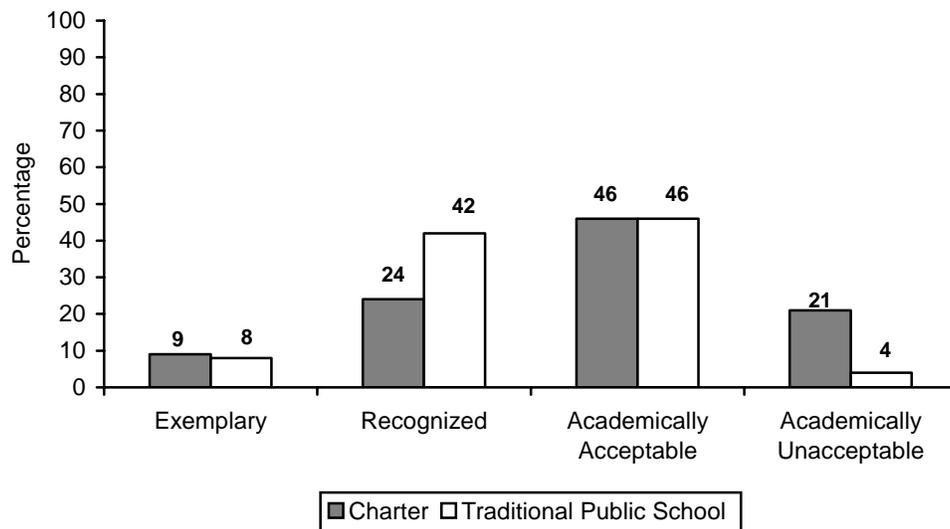
Source: 2005-06 AEIS data files.

Note. Percents based on total number of campuses, including “not rated” campuses.

Of all campuses rated under the standard accountability procedures, equal percentages of charter and traditional public school campuses were rated Exemplary (8 percent), but a higher percentage of traditional public schools (38 percent) than charter campuses (22 percent) were rated Recognized. Equal percentages of charter and traditional public school campuses were rated Academically Acceptable (42 percent). More charter than traditional public school campuses were rated Academically Unacceptable (19 percent compared to 3 percent).

Charters rated under the alternative education accountability system fared better. Of the charter campuses rated under the alternative system, 95 percent were rated Academically Acceptable, and 5 percent were rated Academically Unacceptable. This is almost identical to the ratings of traditional public school campuses. Ninety-five percent of traditional campuses were rated Academically Unacceptable, and 4 percent were rated Academically Unacceptable.

Figure 9.2 illustrates the 2006 accountability ratings for charter and traditional campuses rated under standard procedures. The percents are based on the total numbers of campuses that received ratings (i.e., campuses in the “not rated” category are excluded). Overall results reveal that two-thirds (67 percent) of charter campuses received one of the two lower standard accountability ratings compared to 50 percent of traditional campuses. In addition, a higher percentage of charter campuses were rated as Academically Unacceptable (21 percent versus 4 percent). Accountability ratings for individual campuses are provided in Appendix E.



**Figure 9.2. Percentage of charter and traditional public school campuses, by 2006 standard rating category (excluding “not rated” categories)**

### Accountability Ratings Across Time

In Table 9.5, both standard and alternative education accountability ratings for charter and traditional public school campuses are compared across years. Note that the alternative education rating system was under development in 2003-04. Longitudinal data reveal that the number of charter campuses receiving standard accountability ratings increased from 15 to 140 between

1999 and 2006. Notable findings show that the percentages of charter campuses receiving Exemplary or Recognized ratings increased in 2006 (from 2 percent to 9 percent Exemplary ratings and from 15 percent to 24 percent Recognized ratings), while the percentage receiving Academically Acceptable ratings decreased (from 60 percent to 46 percent). The percentage receiving Academically Unacceptable ratings decreased slightly in 2006 (from 23 percent in 2005 to 21 percent in 2006). These trends generally mirror those for traditional public schools and reflect the effect of increasingly rigorous accountability standards.

**Table 9.5**  
**Accountability Ratings of Charter and Traditional Public School Campuses,**  
**1999 to 2006**

Rating	1999	2000	2001	2002	2004	2005	2006
<b>Charter Schools</b>							
<b>Standard</b>							
Exemplary	13%	8%	5%	16%	6%	2%	9%
Recognized	20%	11%	9%	10%	16%	15%	24%
Academically Acceptable	47%	49%	42%	34%	55%	60%	46%
Academically Unacceptable <sup>a</sup>	20%	32%	44%	40%	23%	23%	21%
<i>N</i> rated	15	63	96	94	129	124	140
<i>N</i> not rated <sup>b</sup>	45	81	31	35	145	14	16
<b>Alternative Education<sup>c</sup></b>							
Commended	n/a	0%	2%	3%	--	--	--
Acceptable	83%	27%	38%	58%	--	89%	95%
Academically Unacceptable	17%	73%	61%	39%	--	11%	5%
<i>N</i> rated	6	33	62	106	--	158	157
<b>Traditional Public Schools</b>							
<b>Standard</b>							
Exemplary	18%	20%	24%	30%	8%	5%	8%
Recognized	30%	32%	36%	37%	38%	28%	42%
Academically Acceptable	51%	46%	38%	32%	53%	64%	46%
Academically Unacceptable <sup>a</sup>	2%	2%	2%	2%	2%	3%	4%
<i>N</i> rated	6,206	6,363	6,616	6,444	6,735	6,678	6,707
<i>N</i> not rated <sup>b</sup>	160	140	149	659	1,078	668	676
<b>Alternative Education<sup>c</sup></b>							
Commended	n/a	2%	5%	17%	--	--	--
Acceptable	n/a	88%	84%	77%	--	95%	96%
Academically Unacceptable	n/a	11%	11%	7%	--	5%	4%
<i>N</i> rated	n/a	859	692	412	--	266	258

Source: TEA Division of Performance Reporting.

Notes. Percentages based on campuses receiving ratings. Not Rated categories were excluded. The Commended rating was instituted in 2000 and dropped in 2003. "--" indicates unavailable data. Alternative Education results for traditional public schools exclude charter campuses; standard results include charter campuses.

<sup>a</sup> Prior to 2004 called Low-Performing.

<sup>b</sup> Includes campuses not rated for data quality, grades PK-K, new charter, and insufficient data. In 2004, includes alternative education campuses and campuses with insufficient data, for new campuses that would otherwise be Academically Unacceptable, or for Juvenile Justice Alternative Education or Disciplinary Alternative Education campuses.

<sup>c</sup> Alternative Education procedures were under development in 2004.

## Accountability Ratings by Years of Charter School Operation

An additional analysis revealed that in 2006 campuses affiliated with charter schools operating for less than six years (150 charter campuses) performed slightly better than campuses affiliated with charter schools operating six or more years (163 charter campuses). Specifically, 70% of the newer campuses received an Academically Acceptable rating (under standard or alternative education procedures) compared to 74% of the campuses operating for five or more years. Nineteen percent of newer charters and 13% of older charters received Exemplary or Recognized ratings (under standard procedures), and 11% of newer charters and 14% of older charters received Academically Unacceptable ratings (under standard or alternative education procedures). The charter campuses in the Not Rated, Other category were removed from the analysis (13 campuses in operation for less than 6 years and 3 campuses in operation for 6 or more years).

## STATEWIDE TAKS PERFORMANCE

Table 9.6 provides student-level TAKS performance comparisons for students enrolled in charter schools and traditional public schools in 2003 through 2006. In all tested subject areas, and for each of the school years, overall TAKS performance in charter schools is below state averages.

**Table 9.6**  
**Average TAKS Performance for Charter and Traditional Public Schools by Year**

Category	2003			2004			2005			2006		
	Charter Schools	Trad. Pub. Schools	Dif-ference	Charter Schools	Trad. Pub. Schools	Dif-ference	Charter Schools	Trad. Pub. Schools	Dif-ference	Charter Schools	Trad. Pub. Schools	Dif-ference
<b>Percent of Students Passing TAKS</b>												
All tests taken	28	47	-19	38	57	-19	44	62	-18	53	68	-15
Reading/ELA	57	73	-16	67	80	-13	72	83	-11	79	87	-8
Mathematics	35	58	-23	45	66	-21	53	72	-19	60	75	-15
Science	20	43	-23	32	57	-25	38	63	-25	48	71	-23
Social Studies	53	77	-24	69	85	-16	73	87	-14	75	87	-12
Writing	64	78	-14	82	89	-7	82	90	-8	86	92	-6
<b>Percent of Students Attaining Commended Performance</b>												
All tests taken	2	5	-3	4	8	-4	5	10	-5	6	11	-5
Reading/ELA	9	16	-7	12	20	-8	16	26	-10	18	27	-9
Mathematics	5	12	-7	9	18	-9	11	20	-9	14	23	-9
Science	1	3	-2	4	9	-5	6	14	-8	6	16	-10
Social Studies	6	14	-8	12	21	-9	13	26	-13	17	31	-14
Writing	7	13	-6	13	22	-9	17	27	-10	22	30	-8
<b>Percent of Students Passing All Tests Taken</b>												
African American	22	31	-9	34	41	-7	40	46	-6	47	53	-6
Hispanic	23	36	-13	33	46	-13	40	52	-12	51	59	-8
White	41	61	-20	51	72	-21	56	76	-20	63	81	-18
Econ. disadvantaged	23	34	-11	33	45	-12	39	50	-11	49	57	-8

Source: 2003, 2004, 2005, and 2006 TEA AEIS reports; sum of all grades tested, panel recommendation.

Note. Data are averages across students. Charter school students are removed from state averages.

Table 9.6 shows, for example, that compared to state averages, 2006 charter school passing rates are 6 percentage points lower in writing, 8 points lower in reading/ELA, 12 points lower in social studies, 15 points lower in mathematics, 23 points lower in science, and 15 points lower in all tests taken. Likewise, 2006 charter school commended performance rates are 8 points lower in writing, 9 points lower in mathematics and reading/ELA, 10 points lower in science, 14 points lower in social studies, and 5 points lower in all tests taken. The charter school differences with

statewide averages persist across ethnic and economic comparison groups. Consistent with state patterns, White students in charter schools outperform minority students, although in 2006 they are 18 percentage points below the state average. The achievement gap between charter and traditional public schools is the smallest for African American students (6 percentage points below the state average in 2006). Student performance indicators for individual campuses are listed in Appendix F.

## **COMPARISONS BETWEEN CHARTER SCHOOLS AND SIMILAR TRADITIONAL PUBLIC SCHOOLS**

While statewide statistics are informative, they do not tell us whether charter schools are more or less successful than traditional public schools in educating students because, on average, the students who attend charter schools are very different than students in public schools statewide. As noted in Chapter 2, Texas charter schools enroll greater proportions of minority students, especially African Americans, and more economically disadvantaged students than traditional public schools. Considering those differences, this section provides TAKS performance comparisons between charter campuses and traditional public school campuses with more comparable characteristics.

TAKS 2006 performance outcomes are provided for charters evaluated under standard accountability procedures and charters evaluated under alternative education procedures. The comparison groups for charter schools using the standard procedures are traditional campuses also rated under standard procedures. For alternative education charter schools, the comparison group is comprised of traditional public school campuses registered as alternative education campuses.

### **TAKS Performance**

Information in Table 9.7 shows student achievement differences between charter schools and traditional public schools rated under standard and alternative education accountability procedures. TAKS achievement differences slightly favor students in traditional public schools rated under standard procedures (compared to standard charters). Yet TAKS achievement differences favor students in alternative education charter schools rather than traditional alternative education campuses. Although these analyses of student performance allow more equitable comparisons than statewide averages, these data did not allow the use of statistical controls for differences in the characteristics of the student populations (such as prior achievement, varied grade levels, social and economic characteristics). Thus, these findings reflect trends but no definitive conclusions. In a subsequent section, data from students at comparable samples of schools allow more definitive conclusions about the relative effectiveness of charter and traditional public schools.

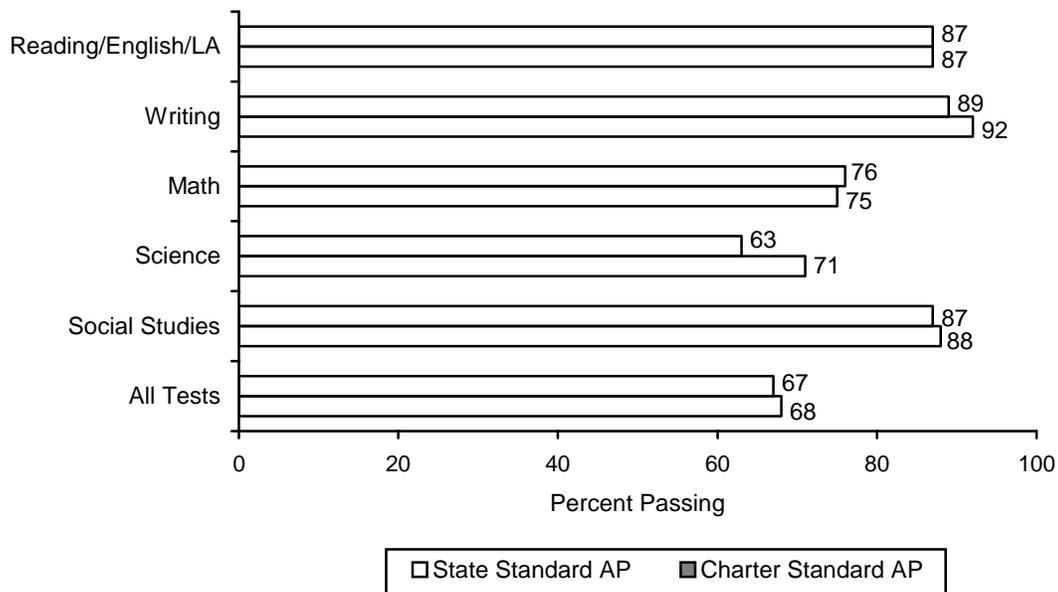
**Table 9.7**  
**2006 TAKS Passing Rates by Comparison Group**

Passing TAKS	Standard Campuses		Alternative Education Campuses		All Charters	State Average
	Charters	State	Charters	State		
Reading/ELA	87	87	68	68	79	87
Mathematics	76	75	34	29	60	75
Science	63	71	35	35	48	71
Social Studies	87	88	66	63	75	87
Writing	89	92	75	85	86	92
All Tests Taken	67	68	30	27	53	68

Source: 2006 TEA AEIS reports; sum of all grades tested, standard accountability indicator.

Notes. Data are averages across students. Alternative Education refers to the 157 charter campuses and the 260 traditional campuses rated under alternative education accountability procedures. Standard refers to the 156 charter campuses and 7,383 traditional campuses rated under standard accountability procedures. Charter school students are removed from state averages.

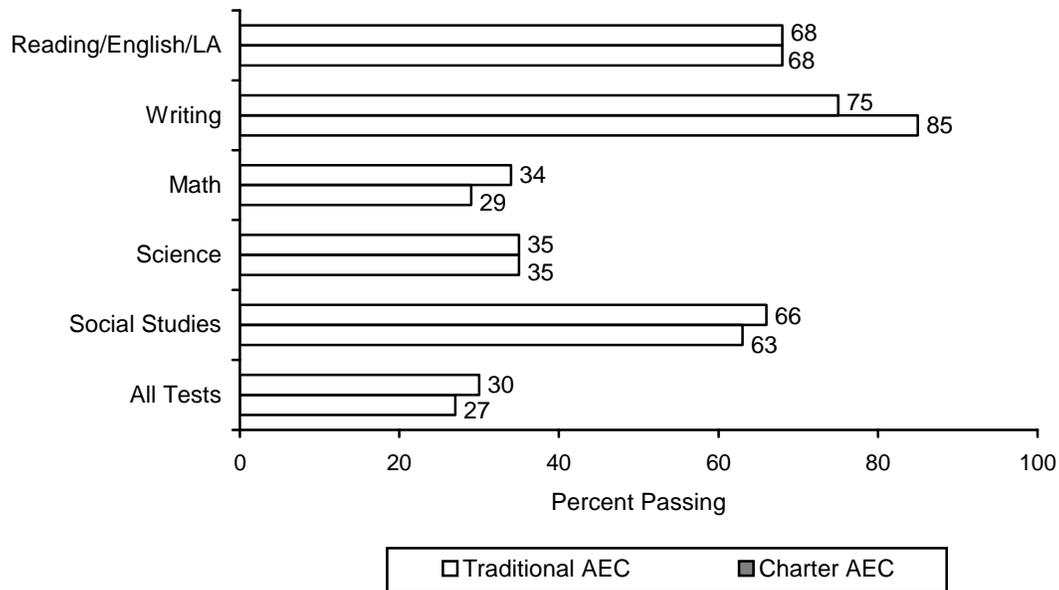
**Standard campuses.** Figure 9.3 illustrates the achievement levels of charter campuses and traditional campuses rated under standard accountability procedures. TAKS achievement differences favoring standard traditional public school campuses were 1 percentage point in all tests taken and in social studies, 3 percentage points in writing, and 8 percentage points in science. The TAKS achievement difference favoring standard charter campuses was 1 percentage point in math. There were no achievement differences in reading/ELA.



**Figure 9.3. Campus-level TAKS passing rates (2006) for charter and traditional campuses rated under standard accountability procedures.**

**Alternative education campuses.** Achievement differences between alternative education charters and traditional public school alternative education campuses are compared in Figure 9.4. In contrast to campuses rated under standard procedures, the majority of TAKS comparisons

favor the alternative education charter schools. Differences favoring charters include 3 percentage points in social studies, 5 percentage points in math, and 3 percentage points in all tests taken. The only difference favoring traditional public schools was 10 percentage points in writing. There were no differences in reading/ELA and science.



**Figure 9.4. Campus-level TAKS passing rates (2006) for alternative education charter schools and alternative education campuses in traditional districts.**

**Grade-level comparisons.** Because charter and traditional public schools have distinctly different grade-level configurations, comparisons by grade provide a more enlightening examination of TAKS performance. In Table 9.8, the 2006 TAKS passing rates for students are compared by content area, grade level, type of charter school, and traditional comparison group. Grade-level comparisons for *all* charter schools and state averages show that students attending charter schools in the middle grades (6, 7, and 8) are performing nearer to state averages on TAKS than students in the lower and higher grade levels. Specifically, in reading/ELA and mathematics, charter school students in the middle grades (grade 6, 7, and 8) tend to perform better than younger (grades 3, 4, and 5) and older (grades 9, 10 and 11) charter school students. In these two content areas, the passing rate gaps between charter school and state comparison groups tend to be large in the lower grades, small in the middle grades, and largest in the higher grades. In addition, the passing rate gaps tend to be larger in mathematics than in reading/ELA.

**Table 9.8**  
**2006 TAKS Percent Passing for Charter Schools by Content Area and Grade Level**

Grade	Standard Campuses		Alternative Education		All Charters	State Average
	Charters	Traditional	Charters	Traditional		
<b>Reading/ELA</b>						
3	84	<b>90</b>	67	--	81	<b>90</b>
4	77	<b>84</b>	57	--	74	<b>84</b>
5	76	<b>81</b>	56	<b>60</b>	73	<b>81</b>
6	<b>94</b>	92	79	<b>88</b>	92	92
7	<b>84</b>	80	60	<b>63</b>	78	<b>80</b>
8	<b>89</b>	85	<b>69</b>	60	83	<b>85</b>
9	<b>92</b>	89	<b>74</b>	72	79	<b>89</b>
10	82	<b>86</b>	<b>61</b>	60	66	<b>86</b>
11	81	<b>89</b>	66	<b>71</b>	70	<b>89</b>
<b>Mathematics</b>						
3	71	<b>83</b>	50	--	68	<b>83</b>
4	74	<b>85</b>	57	--	71	<b>85</b>
5	76	<b>83</b>	<b>49</b>	44	72	<b>83</b>
6	<b>84</b>	81	43	<b>57</b>	78	<b>81</b>
7	<b>78</b>	72	<b>44</b>	43	70	<b>72</b>
8	<b>75</b>	69	<b>38</b>	27	64	<b>69</b>
9	<b>65</b>	59	<b>21</b>	19	35	<b>59</b>
10	59	<b>63</b>	<b>24</b>	17	34	<b>63</b>
11	72	<b>79</b>	42	<b>44</b>	51	<b>79</b>
<b>Science</b>						
5	65	<b>76</b>	43	<b>48</b>	62	<b>76</b>
8	<b>78</b>	73	<b>48</b>	36	69	<b>73</b>
10	58	<b>62</b>	<b>27</b>	22	36	<b>62</b>
11	66	<b>76</b>	43	<b>46</b>	50	<b>76</b>
<b>Social Studies</b>						
8	<b>88</b>	84	<b>65</b>	53	81	<b>84</b>
10	83	<b>85</b>	<b>57</b>	50	65	<b>84</b>
11	91	<b>95</b>	77	<b>79</b>	82	<b>95</b>
<b>Writing</b>						
4	86	<b>92</b>	67	--	82	<b>92</b>
7	<b>93</b>	91	80	<b>85</b>	90	<b>91</b>
<b>All Tests Taken</b>						
3	62	<b>77</b>	41	--	59	<b>77</b>
4	63	<b>75</b>	40	--	59	<b>75</b>
5	47	<b>64</b>	<b>27</b>	24	44	<b>64</b>
6	<b>82</b>	79	42	<b>55</b>	76	<b>79</b>
7	<b>71</b>	66	40	40	64	<b>66</b>
8	<b>66</b>	59	<b>27</b>	19	54	<b>59</b>
9	<b>66</b>	58	<b>30</b>	25	40	<b>58</b>
10	46	<b>51</b>	<b>20</b>	17	27	<b>51</b>
11	54	<b>67</b>	32	<b>35</b>	38	<b>67</b>

Source: Data are from 2006 AEIS reports.

Notes: Data are averages across students. Bold text denotes higher passing rates for comparison groups. Alternative Education refers to the 157 charter campuses and the 260 traditional campuses rated under alternative education accountability procedures. Standard Campuses refers to the 156 charter campuses and 7,383 traditional campuses rated under standard accountability procedures. State Average is exclusive of charter schools.

Standard charter students tend to trail standard traditional students and state averages at grades 3 through 5 and grades 10 and 11. However, standard charter students tend to perform above standard traditional students and state averages at grades 6 through 9. As expected, TAKS passing rates are consistently lower for students attending alternative education campuses operated by either charter or traditional public schools. TAKS passing rates for students at alternative charter campuses compare favorably with students at traditional alternative education campuses. Students in grades 8, 9, and 10 in alternative education charters tend to perform better on TAKS than students enrolled in traditional alternative education campuses. Alternative education charter students did not perform as well as traditional alternative education students in grades 6 and 11. TAKS performance for students in grades 5 and 7 was nearly the same or varied somewhat by subject area and grade. Also noteworthy are the differences between the student populations attending alternative education campuses. At alternative education charter schools, tested students may be in elementary through high school (grades 3 through 11), whereas traditional alternative education campuses tested students in late elementary through high school (grades 5 through 11).

### Attendance Rates

Student attendance rates in charter schools trail the state average by 3.8 percentage points (Table 9.9). Attendance rates for standard charter campuses trail standard traditional campus rates by only 0.2 percentage points. Yet, alternative education charters had higher attendance rates (by 1.6 percentage points) than traditional alternative education campuses. This difference, however, may reflect the greater enrollment of elementary students, who typically attend school at higher rates, in alternative education charter schools.

**Table 9.9**  
**Attendance Rates by Comparison Group**

Group	Attendance Rate
All Charter Schools	91.9%
State Average	95.7%
Standard AP Charters	95.6%
Standard AP Traditional	95.8%
Alternative Education AP Charters	88.2%
Alternative Education AP Traditional	86.6%

*Source:* Data are from 2006 AEIS reports. Data are for school year 2004-05.  
*Notes.* State Average is exclusive of charter schools. Data are averages across students. AP means accountability procedures. Standard refers to the 156 charter campuses and 7,383 traditional campuses rated under standard accountability procedures. Alternative Education refers to the 157 charter campuses and the 260 traditional campuses rated under alternative education accountability procedures.

### Dropout Rates

The most recently available data (2005) show that charter school dropout rates at grades 7 and 8 and grades 7 through 12 are higher than state averages (Table 9.10). The grades 7 and 8 rate exceeds the state average by 0.3 percentage points, while the rate for grades 7 through 12 exceeds the state average by 1.8 percentage points. Using a more appropriate comparison, the

dropout rates at grades 7 and 8 and 7 through 12 for standard charters exceed the traditional standard campus rates by 0.1 and 1.0 percentage points, respectively. The dropout rate at grades 7 and 8 for alternative education charters was 0.5 percentage points lower than the dropout rate for traditional alternative education campuses. In addition, the dropout rate at grades 7 through 12 for alternative education charters was 0.6 percentage points lower than the rate for traditional alternative education campuses. As expected, the dropout rates of standard charters were lower than the corresponding rates for alternative education charters.

**Table 9.10**  
**2004-05 Dropout Rates**

Group	Dropout Rates Grades 7 and 8	Dropout Rates Grades 7 Through 12
All Charter Schools	0.5%	2.6%
State Average	0.2%	0.8%
Standard AP Charters	0.3%	1.8%
Standard AP Traditional	0.2%	0.8%
Alternative Education AP Charters	0.7%	2.8%
Alternative Education AP Traditional	1.2%	3.4%

*Source:* TEA 2006 AEIS reports. Data are for school year 2004-05.

*Notes.* Data are averages across students. AP means accountability procedures. Standard refers to the 156 charter campuses and 7,383 traditional campuses rated under standard accountability procedures. Alternative Education refers to the 157 charter campuses and the 260 traditional campuses rated under alternative education accountability procedures. Charter students are removed from the state average.

## OTHER PERFORMANCE MEASURES

### Advanced Course Performance

Table 9.11 presents information on the percentage of students who completed and received credit for at least one advanced course at charter school campuses that enrolled students in grades 9 or higher. Advanced courses include dual enrollment courses, and courses for which a student gets both high school and college credit. Advanced course completion is calculated by dividing the number of students who received credit for at least one advanced or dual enrollment academic course by the number of students who received credit for at least one course during the school year. Advanced courses include higher-level core content area courses (e.g., calculus, physics) as well as advanced elective courses (e.g., computer science, French IV, music theory).

**Table 9.11**  
**2004-05 Advanced Course Completion Rates**

Group	Standard AP		Alternative Education AP		All Charters	State Average
	Charters	Traditional	Charters	Traditional		
African American	6.4%	13.9%	4.0%	3.2%	4.4%	13.7%
Hispanic	22.9%	16.1%	4.7%	5.9%	6.8%	15.9%
White	22.5%	25.4%	5.8%	5.4%	9.7%	25.1%
Economically Disadvantaged	17.8%	14.2%	5.5%	6.2%	7.5%	14.0%
<b>All Students</b>	<b>19.5%</b>	<b>20.6%</b>	<b>4.8%</b>	<b>5.4%</b>	<b>7.0%</b>	<b>20.3%</b>

*Source:* TEA 2006 AEIS reports. Data are for school year 2004-05.

*Notes.* Data are averages across students. AP means accountability procedures. Standard refers to the 156 charter campuses and 7,383 traditional campuses rated under standard accountability procedures. Alternative Education refers to the 157 charter campuses and the 260 traditional campuses rated under alternative education accountability procedures. Charter students are removed from the state average.

Compared to analogous state averages, charter schools have lower percentages of advanced course completions (about 13 percentage points lower). This is also true of each major ethnic group. However, standard charter schools trail standard traditional campuses by only 1.1 percentage points, and alternative education charters trail alternative education traditional campuses by only 0.6 percentage points.

### **Graduation and Recommended High School Program Completion Rates**

Outcome measures such as graduation rates and Recommended High School Program (RHSP) completion rates also reflect on student and campus performance. Information on these measures is presented in Table 9.12. Charter high school graduation rates were much lower than the state overall. The 2005 charter school graduation rate was 42 percent, while the state rate was 84 percent. Standard charter campuses had lower 2005 graduation rates (56 percent) than standard traditional campuses (84 percent). However, alternative education charters had slightly higher graduation rates than traditional alternative education campuses (37 percent versus 34 percent).

**Table 9.12**  
**Graduation Rates and Recommended High School Program Completion Rates**

Measure	2001	2002	2003	2004	2005
<b>Graduation Rate</b>					
All Charter Schools	21.9%	27.2%	36.4%	39.6%	41.5%
State Average	84.1%	83.2%	83.9%	85.1%	83.6%
Standard AP Charters	--	--	40.0%	48.6%	55.8%
Standard AP Traditional	--	83.7%	84.3%	85.5%	84.1%
Alternative Education AP Charters	--	--	34.1%	36.3%	36.9%
Alternative Education AP Traditional	--	--	45.9%	41.5%	33.9%
<b>Recommended HS Program Completion Rate</b>					
Charter Schools	10.1%	20.1%	34.6%	34.3%	30.5%
State Average	51.7%	58.8%	64.4%	69.2%	73.3%
Standard AP Charters	--	--	37.0%	53.6%	53.2%
Standard AP Traditional	--	59.7%	65.3%	70.1%	74.0%
Alternative Education AP Charters	--	--	33.8%	27.7%	25.0%
Alternative Education AP Traditional	--	--	17.1%	23.4%	28.0%

*Source:* TEA AEIS reports.

*Note.* Data are averages across students. Charter students are removed from the state average. AP means accountability procedures. Standard refers to the 156 charter campuses and 7,383 traditional campuses rated under standard accountability procedures. Alternative Education refers to the 157 charter campuses and the 260 traditional campuses rated under alternative education accountability procedures.

Another measure of academic readiness is the Recommended High School Program (RHSP) completion rate. The RHSP requires 24 credits and more rigorous elective courses (e.g., fine arts, languages other than English) than the 22-credit minimum graduation plan. Compared to the state average, much lower percentages of charter school students completed the RHSP between 2001 and 2005. For example, 31 percent of charter school students completed the RHSP in 2005 compared to 73 percent for the state. Standard charter campuses also had lower 2005 RHSP completion rates (53 percent) than standard traditional campuses (74 percent). For alternative education campuses, 25 percent of students in charters completed the RHSP in 2005 compared to 28 percent for students in traditional alternative education programs.

### College Entrance Examinations

College entrance examination scores are reported to the TEA; the agency then reports the percentage of students taking examinations and average examination scores by campus. Data are reported when students are scheduled to be seniors, regardless of when examinations are taken. The percentage of charter students taking college entrance examinations has been in the 6 to 15 percent range between 2001 and 2005 (the percentage increased from 9 percent in 2004 to 15 percent in 2005). These rates compare to the 63 to 67 percent range for the state as a whole.

From 2001 through 2005, average scores on the SAT and ACT for students in charter schools were lower than state averages (Table 9.13). On the SAT, charter school students trailed students in traditional public schools by approximately 40 to 70 scale score points. On the ACT, charter school students trailed students in traditional public schools by approximately 2.0 scale score points. In 2005, SAT average scores were 925 for students in charter schools and 992 statewide.

Likewise, in 2005, ACT average scores were 18.5 for students in charter schools and 20.0 statewide.

**Table 9.13**  
**Average Performance on SAT and ACT College Entrance Examinations**

Measure	2001	2002	2003	2004	2005
<b>SAT Average</b>					
All Charter Schools	923	943	945	924	925
State Average	987	986	989	988	992
Standard AP Charters	--	--	1004	996	984
Standard AP Traditional		986	990	988	992
Alternative Education AP Charters	--	--	844	824	864
Alternative Education AP Traditional	--	--	788	815	799
<b>ACT Average</b>					
Charter Schools	17.8	18.1	18.1	17.9	18.5
State Average	20.2	20.0	19.9	20.1	20.0
Standard AP Charters	--	--	20.3	20.2	19.2
Standard AP Traditional	--	20.0	20.0	20.1	20.0
Alternative Education AP Charters	--	--	15.7	16.2	17.1
Alternative Education AP Traditional	--	--	16.2	17.2	16.1

*Source:* TEA AEIS reports.

*Note.* Data are averages across students. Charter students are removed from the state average. AP means accountability procedures. Standard refers to the 156 charter campuses and 7,383 traditional campuses rated under standard accountability procedures. Alternative Education refers to the 157 charter campuses and the 260 traditional campuses rated under alternative education accountability procedures.

Note, however, that students at traditional campuses evaluated under standard accountability procedures had slightly higher 2005 SAT and ACT average scores than students at standard charters (992 versus 984, and 20.0 versus 19.2, respectively). Students at alternative education charters, compared to students at traditional alternative education campuses, had higher 2005 SAT average scores (864 versus 799) and ACT scores (17.1 versus 16.1).

Several factors, however, may affect college entrance exam results. First, as noted above, the percentage of students taking college entrance exams is much larger in traditional public schools compared to charters (more than 50 percentage points greater in 2005). Second, for alternative education campuses, a much higher percentage of charter campuses are rated under alternative education accountability procedures (50 percent for charters and only 3 percent for traditional public schools). Due to these differences, the characteristics of exam takers may vary substantially across charter and traditional public school comparison groups.

## **FACTORS ASSOCIATED WITH STUDENT PERFORMANCE**

Analyses reported in this section examine relationships among various factors and student performance in charter schools. Data are for individual students enrolled in charter schools (i.e., the student is the unit of analysis). The database includes more than 125,000 students who were enrolled in a charter school at some time during the 1996-97 through 2005-06 school years.

Longitudinal student-level analysis is informative because it allows tracking of students across time, but several issues also complicate data analysis. First, matching students across years relies on accurate student identification and ID errors reduce the number of students in analyses. Second, survivorship complicates student-level analysis because student attrition over time reduces the number of students in cohorts. Finally, the group of students that can be matched longitudinally is always a smaller subset of the total student population. Students who have remained in a school across years may or may not resemble the school’s entire student population. This is especially true when considering schools with high student mobility rates, such as charter school alternative education programs focused on dropout recovery.

### TAKS Longitudinal Performance

While absolute performance on the criterion-referenced TAKS assessment is one important indicator of student mastery of the state’s curriculum, it is also important to look at year to year improvement as a way to determine whether students and schools are making progress in raising achievement. To examine change over time, we conducted a student-level analysis for charter school students who had test scores for the 2004, 2005, and 2006 administrations of TAKS reading/ELA and TAKS math (approximately 3,000 students).

Results show that students enrolled in charter schools for three consecutive years had higher TAKS passing rates than charter school students as a whole. The 2006 passing rates for charters as a whole were 79 percent in reading/ELA and 60 percent in math (see Table 9.6). This compares with 85 percent in reading/ELA and 71 percent in math for the students enrolled in charter schools for three years (Table 9.14). Longitudinal passing rates are 6 and 11 percentage points higher, respectively. Likewise, commended performance rates are also higher for the students enrolled in charter schools for three years. In reading/ELA, the commended performance rates are 5 percent higher (23 percent [Table 9.14] compared to 18 percent [Table 9.6]); while in math, the commended performance rates are 4 percent higher (18 percent [Table 9.14] compared to 14 percent [Table 9.6]).

**Table 9.14**  
**TAKS Percent Passing and Percent Commended Performance for Students Attending Charter Schools by School Type**

TAKS Test	Standard AP Charters					Alternative Education AP Charters					All Charter Schools				
	<i>n</i>	2004 <sup>a</sup>	2005	2006	Diff.	<i>n</i>	2004 <sup>a</sup>	2005	2006	Diff.	<i>n</i>	2004 <sup>a</sup>	2005	2006	Diff.
<b>Passing TAKS</b>															
Reading/ELA	2,940	80.1	85.1	88.8	8.7	972	57.8	64.4	72.9	15.1	3,912	74.6	80.0	84.8	10.2
Mathematics	3,462	69.6	73.7	77.5	7.9	1,069	41.1	41.1	50.1	9.0	4,531	62.9	66.0	71.1	8.2
<b>Commended Performance TAKS<sup>b</sup></b>															
Reading/ELA	2,940	21.1	27.9	27.8	6.7	972	7.9	10.6	10.2	2.3	3,912	17.8	23.6	23.4	5.6
Mathematics	3,463	18.3	19.1	20.2	1.9	1,074	4.8	5.0	8.7	3.9	4,537	15.1	15.8	17.5	2.4

*Source:* Analysis of individual student data from PEIMS; includes students in grades 3-11.

*Notes.* Students attended charter school in 2003-04, 2004-05, and 2005-06 and had TAKS scores for three years. AP means accountability procedures.

<sup>a</sup>For comparison purposes, the 2004 passing status was based on 2005 passing standards.

<sup>b</sup>The commended performance standards did not change across years.

Information in Table 9.14 also shows that student academic performance in both standard and alternative education charters improved between 2004 and 2006. Alternative education charters had larger passing rate gains than standard charters in reading/ELA (15.1 percentage points versus 8.7 points) and math (9.0 percentage points versus 7.9 points). Standard charters had stronger gains in TAKS reading/ELA commended performance (6.7 percentage points versus 2.3 points), but alternative education charters had stronger gains in TAKS math commended performance (3.9 percentage points versus 1.9 points).

Although gains favor alternative education charters, as might be expected, students attending alternative education charters performed at much lower academic levels than students attending standard charters in both reading/ELA and math (2006 passing rates about 16 and 27 percentage points lower; 2006 commended performance rates about 18 and 12 percentage points lower). In fact, in 2006, students enrolled in standard charters for three consecutive years performed almost at state levels in both reading/ELA (85 percent passing compared to the state average of 87 percent) and math (71 percent passing compared to the state average of 75 percent). Students enrolled in alternative education charters for three years performed well below state levels (about 14 percentage points lower in reading/ELA and more than 25 percentage points lower in math).

It must be noted, however, that the approximately 3,000 students included in these analyses represent less than 10% of charter students eligible to take the TAKS.

### **Continuous Enrollment and Achievement**

**TAKS percent passing.** An additional analysis explores whether students who remain in charter schools for several years do better academically. The answer to the question comes from a comparison of the academic performance of students who were continuously enrolled in charter schools for varying numbers of years and had TAKS reading/ELA and math scores for both 2005 and 2006. Results reported in Table 9.15 show that students who were continuously enrolled in charter schools for four years (2003 through 2006) had the highest TAKS reading/ELA and math passing rates, and they had moderate passing rate gains in 2006 (3 to 4 percentage points). Students continuously enrolled in charter schools for three years (2004 through 2006) had lower TAKS reading/ELA and math passing rates, but they had higher passing rate gains (about 5 points). Students continuously enrolled in charter schools for two years (2005 and 2006), had still lower TAKS reading/ELA and math passing rates, and moderate passing rate gains (4 to 6 points). Lastly, students enrolled in charter schools for only 2006 had the lowest passing rates and the largest gain in reading/ELA (9 points) but not in math (4 points). From these data it may be tempting to conclude that continuous enrollment in charter schools has a positive influence on academic performance. However, these groups differ on initial levels of achievement, and they may also differ on socio-economic background variables related to achievement. To clarify these issues, we conducted further analyses as described in the following section.

**Table 9.15**  
**TAKS Percent Passing, by School Category Over Two Years**

School Category				Number of Students	TAKS Percent Passing		
2002-03	2003-04	2004-05	2005-06		2004-05	2005-06	Gain/Loss
<b>Reading/ELA</b>							
Charter	Charter	Charter	Charter	3,260	79.7	82.9	3.2
Regular	Charter	Charter	Charter	1,983	75.4	80.6	5.2
Regular	Regular	Charter	Charter	3,358	70.7	75.0	4.3
Regular	Regular	Regular	Charter	6,244	63.9	72.9	9.0
<b>Mathematics</b>							
Charter	Charter	Charter	Charter	3,748	68.7	73.1	4.4
Regular	Charter	Charter	Charter	2,155	62.6	67.3	4.7
Regular	Regular	Charter	Charter	3,380	52.9	58.7	5.8
Regular	Regular	Regular	Charter	5,835	43.3	47.6	4.3

Source: Analysis of individual student data from PEIMS.

**HLM analysis controlling for student characteristics.** A two-level hierarchical linear model (HLM) was used to estimate the effects of the number of years a student attended a charter school, the type of charter school attended (standard or alternative education charter), and average school-level student attendance on 2006 TAKS  $z$  scores. The TAKS scale score (a derived score used to maintain similar standards across test administrations) was used to generate a standard score that can be used to compare student progress on TAKS across grade levels. The standardized score—or  $z$  score—was calculated for each student and for every testing occasion and subject by subtracting the statewide mean grade-level scale score from each student’s scale score and dividing by the statewide scale score standard deviation.

By controlling for students’ social and academic backgrounds, this analysis provides more valid information about the effect of consecutive years in a charter school on student achievement. It also compares the type of charter school (standard charter or alternative education charter) as well as levels of school attendance on student background-adjusted 2006 TAKS reading/ELA and math scores. The specific social and academic variables that were controlled include prior year (2005) achievement score, as well as gender, economic status, ethnicity, and grade level. A detailed explanation of HLM procedures used in estimating the effects of the number of consecutive years in a charter school and school type and school attendance on 2006 TAKS scores and results is given in Appendix D1.

Results show that there is considerable variability between charter campuses in 2006 TAKS reading/ELA and math scores, although there is somewhat more between-school variability in math scores than reading scores (23.8% versus 18.5%). Other major findings are described below.

- After controlling for prior year TAKS scores as well as gender, economic status, ethnicity, and grade level, *the number of consecutive years spent in a charter school* was a significant positive predictor of 2006 TAKS math, but not reading/ELA scores.

In math, each additional consecutive year in a charter school was associated with a positive increment in 2006 TAKS scores. For example, consider two students with the same demographic and achievement backgrounds. Suppose the first student spent one year in a charter school, and the second student spent five years in a charter school. The model predicts that the second student will gain about 10 scale score points more in math.

- After controlling for students' social and academic backgrounds, as well as charter school type, *campus-level student attendance* (note that 2003-04 attendance was used because it was latest available on AEIS at the time of the analyses) was an important predictor of charter school achievement in both reading/ELA and math. The higher the campus attendance rate, the higher the average TAKS score.

A one percentage point increase in the campus attendance rate was associated with about a 2 scale score point increase in campus TAKS reading/ELA and with about a 3 scale score point increase in campus TAKS math. It is clear that if charter schools improved student attendance, school achievement would also improve. In addition, alternative education charters have much more opportunity for improving attendance. The average attendance rates were 94.8 for standard charters and 89.0 for alternative education charters. However, there was much more variability in the attendance rates of alternative education charters. By way of example, 48 of the 143 alternative education charters having attendance data had rates below 85% and 20 had rates below 80%. In contrast, only 4 of the 117 standard charters having attendance data had rates below 85% and only 2 below 80%.

- After controlling for students' prior achievement, gender, economic status, ethnicity, grade level, and consecutive years in a charter school, as well as charter attendance, *alternative education charter schools* had significantly lower scores on both TAKS reading/ELA and math than charters evaluated under standard accountability procedures.

The alternative education charter school student achievement deficit was roughly 24 TAKS scale score points in reading/ELA and 28 scale score points in math, over and above any school attendance differences and differences in students' academic and social backgrounds.

These analyses included students who were in charter schools in 2005-06, and the students had TAKS scores in 2004-05 and 2005-06. A relevant question is "Are these students representative of the overall charter school population?" Data show that the sample of students included in the analysis has proportionately fewer African American students (29% versus 36% overall), but more Hispanic students (49% versus 45% overall), and more White students (18% versus 17% overall). In addition, the sample has proportionately fewer economically disadvantaged students (65% versus 71% overall). While there are differences, the magnitudes of the differences are not large. The charter school students who were included in HLM analyses appear to be fairly representative of charter school students across the state.

## **The Characteristics of Higher-Performing Charter Schools**

The effect of a school can be thought of as the systemic or incremental change it brings about in a student. This incremental change is frequently called the "value added" by the school. Alternatively, because school outcomes are usually different than inputs, and the comparison of schools is always relative, a more accurate term for the incremental change may be a measure of

“adjusted comparison” (Goldstein, 1997). In either case, when the focus of a school is academic, the “value added” or “adjusted comparison” is usually expressed in terms of student achievement. School effectiveness in “value added” or “adjusted comparison” terms can be approximated, first, by determining an average level of achievement across a group of schools for students with a given set of characteristics and a previous level of performance on a related measure; and, second, by calculating how much an individual school’s level of achievement (similarly adjusted for student characteristics and previous achievement) exceeded or fell below the group average.

Hierarchical linear modeling (HLM) was used to determine the extent to which individual charter campuses exceeded or fell below levels of TAKS achievement predicted across all charter campuses. In brief, the first step was to confirm that variation existed between charter campuses in spring 2006 TAKS scores. The second step was to calculate the mean TAKS score of the students in each charter campus and for all charter campuses based on the backgrounds and prior achievement of the students. The third step determined those charter campuses with adjusted mean achievement higher than predicted and those with adjusted mean achievement lower than predicted. Separate orderings were made for standard and alternative education charter campuses. Finally, the ordered reading/ELA and mathematics deviation scores for each type of charter campus were divided into halves (top half and bottom half of campuses). To characterize the higher and lower achieving charter campuses, within each category averages were computed for a variety of campus characteristics including campus attendance rate, campus size, the percentage of economically disadvantaged students, teacher average salary, etc. Differences between averages for the top and bottom halves were analyzed using an independent samples *t*-test. Appendix D2 presents a more detailed explanation of all of these steps.

Table 9.16 presents the averages of a number of characteristics of standard and alternative education charter campuses in the bottom and top halves of the reading/ELA ordering. Table 9.17 displays the results for mathematics. Both tables reveal similar as well as different trends. Standard and alternative education charter campuses in the top half of the reading/ELA orderings had higher attendance rates. Standard charter campuses in the top half of the reading/ELA orderings were larger, had less experienced teachers, and had less student mobility. Alternative education charter campuses in the top half of the reading/ELA orderings had higher teacher salaries and lower percentages of minority students. In addition, the salaries of school administrators tended to be higher in the campuses in the top half of the reading/ELA orderings ( $p = 0.06$  and  $t = -1.90$  in standard charters and  $p = 0.07$  and  $t = -1.85$  in alternative education charters). As with reading/ELA, both types of campuses in the top half of the mathematics orderings had higher student attendance rates. Standard charter campuses in the top half of the mathematics orderings were larger campuses and had higher teacher salaries. Alternative education charter campuses in the top half of the mathematics orderings had higher percentages of economically disadvantaged students and smaller classes.

**Table 9.16**  
**Charter School Characteristics by Reading/ELA Ordering Category**

School Characteristic	Standard Charters		Alternative Education Charters	
	Lower Ordered <sup>a</sup>	Higher Ordered <sup>b</sup>	Lower Ordered <sup>a</sup>	Higher Ordered <sup>b</sup>
Campus Attendance	93.7*	95.9*	86.7*	90.7*
Campus Size	214*	346*	220	214
Percentage Economically Disadvantaged	64.0	59.8	66.7	73.4
School Administrator Average Salary	\$41,450	\$48,043	\$43,896	\$48,682
Teacher Average Salary	\$31,538	\$32,901	\$31,352*	\$33,675*
Average Teacher Experience	6.6*	4.9*	5.9	4.9
Total Operating Expenditure Per Pupil	\$5,895	\$6,085	No data	No data
Years Campus in Operation	6.4	6.4	6.5	6.0
Campus Percent Minority	72.4	74.6	79.2*	67.5*
Percentage Teachers With No Degree	8.1	8.1	8.1	12.6
Campus Mobility Percentage	23.5*	20.5*	No data	No data
Campus Teacher Student Ratio	15.0	15.2	18.8	17.6

\*Independent samples *t*-test indicates significant differences at 0.05 level.

<sup>a</sup>Bottom half of standard and alternative education charter campuses that performed “below” charter average for that type of campus.

<sup>b</sup>Top half of standard and alternative education charter campuses that performed “above” charter average for that type of campus.

**Table 9.17**  
**Charter School Characteristics by Mathematics Ordering Category**

School Characteristic	Standard Charters		Alternative Education Charters	
	Lower Ordered <sup>a</sup>	Higher Ordered <sup>b</sup>	Lower Ordered <sup>a</sup>	Higher Ordered <sup>b</sup>
Campus Attendance	93.9*	95.8*	85.9*	91.2*
Campus Size	231*	328*	240	201
Percentage Economically Disadvantaged	65.6	59.6	65.6*	75.0*
School Administrator Average Salary	\$43,670	\$46,182	\$45,011	\$47,219
Teacher Average Salary	\$30,442*	\$33,855*	\$32,593	\$32,326
Average Teacher Experience	5.3	6.0	5.4	5.4
Total Operating Expenditure Per Pupil	\$6,014	\$5,961	No data	No data
Years Campus in Operation	6.4	6.3	6.2	6.3
Campus Percent Minority	71.6	76.3	74.3	72.5
Percentage Teachers With No Degree	9.9	7.5	9.6	11.3
Campus Mobility Percentage	22.5	21.4	No data	No data
Campus Teacher Student Ratio	14.4	15.7	20.6*	16.2*

\*Independent samples *t*-test indicates significant differences at 0.05 level.

<sup>a</sup>Bottom half of standard and alternative education charter campuses that performed “below” charter average for that type of campus.

<sup>b</sup>Top half of standard and alternative education charter campuses that performed “above” charter average for that type of campus.

## **Achievement Comparisons Between Charter and Traditional Public Schools**

This study compared the reading and math achievement of students at a sample of charter campuses with students at a sample of traditional public school campuses. The traditional public school campuses were located near the charter campuses and were demographically similar. Comparisons were made using two methods. First, charter and traditional public school students were compared on 2006 TAKS scores after first matching students on 2005 TAKS scores, grade level, ethnicity, gender, and poverty status. Second, differences in adjusted 2006 TAKS scores between students at charter campuses and students at traditional public school campuses were calculated using a two-level hierarchical linear model (HLM). In this method, actual comparisons were made for standardized TAKS  $z$  scores.

**Sample of charter school campuses.** Using 2004-05 AEIS data, a random sample of about 25% of charter districts was selected. Districts that were juvenile justice facilities, or which were not open in 2004-05, were omitted. The charter sample included 80 campuses from 55 charter districts.

**Sample of traditional public school campuses.** Neighboring traditional public school ISDs were identified for each charter school in the sample. This resulted in 116 traditional ISDs that were geographically near the sampled charter schools. Using classifications of economically disadvantaged, Hispanic, and African-American, the nearby traditional ISD campuses matching the charter sample on these classifications were selected as comparison campuses. This resulted in a comparison sample of 10 traditional school districts and 67 campuses that were demographically similar to the charter school sample. These comparison campuses included elementary, middle, and high schools. Appendix D3 describes the sample selection procedure in greater detail.

**Matched samples.** In one analysis, charter and comparison sample students were matched on 2005 TAKS scale scores, 2005 grade level, ethnicity, gender, and poverty status. Paired samples  $t$ -tests were used to compare the 2006 scale scores, passing rates, and commended performance rates of the matched charter and comparison sample students. Table 9.18 shows that there were no differences in the 2006 TAKS math scores of the matched students. However, comparison sample students' 2006 TAKS reading/ELA scale scores, passing rates, and commended performance rates were significantly higher than those of charter sample students. However, in actual magnitudes, the differences between charter and comparison sample students were small. The reading/ELA scale score difference of 17 points represents about 0.10 standard deviation units.

**Table 9.18**  
**2006 TAKS Scores of Matched Charter and Comparison Sample Students**

Sample	Number of Students	Scale Score	Passing Rate	Commended Performance Rate
<b>TAKS Math</b>				
Charter	3,949	2156	61.4%	13.1%
Comparison Group	3,949	2158	62.7%	13.1%
<b>TAKS Reading/ELA</b>				
Charter	3,614	2198*	77.5%*	13.4%*
Comparison Group	3,614	2215*	81.5%*	15.6%*

\*Paired samples *t*-test indicates significant difference between matched charter and comparison samples at 0.05 level.

*Note.* Students were matched on 2005 scale score, grade level, ethnicity, gender, and poverty status.

**HLM analysis controlling for student and school characteristics.** A two-level hierarchical linear model (HLM) was used to estimate differences in adjusted 2006 TAKS *z* scores between students at charter campuses and students at traditional public school campuses. This analysis statistically controls for student differences in prior achievement, gender, ethnicity, poverty status, and grade level as well as campus differences in accountability system and attendance rate. Specific models used in these analyses are shown in Appendix D3.

- After controlling for students' academic and social backgrounds, as well as campus accountability system and campus attendance rate, there were *no significant differences* in the 2006 TAKS reading/ELA scores of charter sample and comparison sample schools.
- After controlling for students' academic and social backgrounds, as well as campus accountability system and campus attendance rate, there was a *significant school type effect* which acted through the 2005 TAKS math score.

Other factors being equal, a higher math pretest score (2005 TAKS math score) results in a higher posttest score (2006 TAKS math score) for comparison sample students. On the other hand, a lower pretest score results in a higher posttest score for charter sample students. More simply, a higher math pretest score favors comparison sample students, while a lower math pretest score favors charter sample students.

## **SUMMARY**

Although several factors continue to complicate the analysis of charter school data, the most notable is student mobility. Student movement in and out of charter schools influences reported outcomes. The percentage of charter and traditional public school students who were enrolled for the fall PEIMS snapshot and tested in the same school continues to be very different. In 2006, only 67 percent of charter school students were included in the accountability subset compared to 89 percent of students in traditional public schools. Thus, student mobility reduces available outcome data for charter schools.

### **Accountability Ratings**

In 2006, over 40 percent of charter districts (43 percent), but no traditional public school districts, were rated under the alternative education accountability procedures. Of those charters, 83 percent received Academically Acceptable ratings.

Under standard accountability procedures, 6 percent of charter districts and only 1 percent of traditional public school districts were rated Exemplary. However, lower percentages of charter districts than traditional public school districts were rated Recognized (22 percent versus 30 percent) and Academically Acceptable (52 percent versus 65 percent), and higher percentages of charter than traditional public school districts were rated Academically Unacceptable (20 percent compared to 3 percent) in 2006.

Like charter districts, a large proportion of charter campuses (50 percent) in 2006 were rated under the alternative education accountability system. Of those charter campuses, 95 percent received Academically Acceptable ratings. Ninety-five percent of alternative education campuses in traditional districts also received Academically Acceptable ratings. For campuses rated under standard accountability procedures, 9 percent of charter campuses achieved Exemplary status, and 24 percent achieved Recognized status. Traditional public school campuses had similar percentages of Exemplary campuses (8 percent), but higher percentages of Recognized campuses (42 percent). Equal percentages of charter and traditional public school campuses (46 percent) were rated Academically Acceptable. However, higher percentages of charter campuses earned Academically Unacceptable ratings (21 percent compared to only 4 percent for traditional campuses).

### **Statewide TAKS Performance**

Compared to public schools statewide, charter school TAKS passing rates for 2006 are 6 percentage points lower in writing, 8 points lower in reading/ELA, 12 points lower in social studies, 15 points lower in mathematics, 23 points lower in science, and 15 points lower in all tests taken. Commended performance rates are also lower for all tested areas. In addition, the charter school differences with statewide averages persist across ethnic and economic comparison groups. The TAKS achievement gap between charter schools and the state average is smallest for African American students (6 percentage points) and largest for White students (18 percentage points).

## **Comparisons Between Charter Schools and Similar Traditional Schools**

Statewide TAKS statistics do not reveal the extent to which charter schools are more or less successful than traditional public schools in educating students because, as a whole, the students who attend charter schools are very different than students in other Texas public schools. Charter students are more ethnically diverse and economically disadvantaged than students in traditional public schools. Thus, for charter schools rated under standard procedures a more equitable comparison group is traditional public schools also rated under standard procedures.

Additionally, for alternative education charters, more equitable comparisons can be made with alternative education campuses in traditional districts. TAKS passing rate comparisons for students at standard charter schools and traditional campuses favor standard traditional campuses in science and writing. Comparisons in the other content areas are the same or within 1 percentage point of each other. TAKS comparisons for alternative education charter campuses and traditional alternative education campus favor the alternative education charter campuses. Differences favoring alternative education charters are 3 percentage points in social studies and all tests taken and 5 percentage points in math. Writing favors traditional alternative education campuses (by 10 percentage points), and there are no differences in reading/ELA and science across school type.

Examining TAKS passing rates by content area, grade level, and type of charter school shows that in reading/ELA and mathematics, standard charter students perform above standard traditional students at grades 6 through 9 (see Table 9.19). Standard charter students trail standard traditional students at grades 3 through 5 and grades 10 and 11. In reading/ELA, students at alternative charter campuses perform above traditional alternative education students at grades 8-10, but not at grades 5-7 and 11. In math, students at alternative charter campuses perform above traditional alternative education students at grades 5, 7-9, and 10, but not at grades 6 and 11.

**Table 9.19**  
**2006 TAKS Comparisons Between Charter and**  
**Traditional Public School Students**

Grade	Standard Campuses	Alternative Education
<b>Reading/ELA</b>		
3	Traditional	No Data
4	Traditional	No Data
5	Traditional	Traditional
6	Charters	Traditional
7	Charters	Traditional
8	Charters	Charters
9	Charters	Charters
10	Traditional	Charters
11	Traditional	Traditional
<b>Mathematics</b>		
3	Traditional	No Data
4	Traditional	No Data
5	Traditional	Charters
6	Charters	Traditional
7	Charters	Charters
8	Charters	Charters
9	Charters	Charters
10	Traditional	Charters
11	Traditional	Traditional

*Note.* Group with the higher average TAKS score is listed in the table.

Other performance measures show that student attendance rates in charter schools trail the state average. Yet, attendance rates for standard charter campuses trail standard traditional campus rates by only 0.2 percent, and alternative education charters had higher attendance rates than traditional alternative education campuses (1.6 percent higher). This difference, however, may reflect the greater enrollment of elementary students in alternative education charters. The charter school dropout rates at grades 7 and 8 and grades 7 through 12 are higher than state averages. In addition, the dropout rates at grades 7 and 8 and 7 through 12 for standard charters exceeded traditional standard campuses' dropout rates. The dropout rates at grades 7 and 8 and 7 through 12 for alternative education charters were lower than the dropout rate for traditional alternative education campuses. As expected, the dropout rates of standard charters were lower than the corresponding rates for alternative education charters.

### **Other Performance Measures**

Compared to public schools statewide, charter schools also have lower percentages of advanced course completions (about 13 percentage points lower). Charter high school graduation rates also are much lower than the state (42 percent versus 84 percent). Compared to state averages, much lower percentages of charter school students completed the Recommended High School Program (RHSP) between 2001 and 2005. For example, 31 percent of charter school students completed the RHSP in 2005 compared to 73 percent for the state. Charter schools also trail state averages in the percentage of students taking college entrance examinations. From 2001 through 2005, the percentage of charter students taking college entrance examinations has been in the 6 to 15

percent range, compared to the 63 to 67 percent range for the state as a whole. The 2005 scores on the ACT for students in charter schools (18.5) trail the state (20.0) average. Likewise, the 2005 SAT scores for charter school students (925) trail the state (992) average.

Comparisons for other performance measures between charter and traditional campuses evaluated under standard accountability procedures generally favor traditional public schools. In contrast, several comparisons between alternative education charters and traditional alternative education campuses favor charters. Alternative education charters had lower percentages of students completing advanced courses and the RHSP, but higher graduation rates and SAT and ACT scores. Differences in outcomes for students enrolled in charter and traditional alternative education programs, however, may be due to differences in the student populations.

### **Factors Associated with Student Performance**

Relationships among various factors and student performance in charter schools were also examined. Student-level data were analyzed for charter school students who had test scores for the 2004, 2005, and 2006 administrations of TAKS reading/ELA and mathematics (approximately 3,000 students). These students represent less than 10% of charter students who potentially could have completed the TAKS in a single year.

**Improvement in TAKS passing rates across testing occasions.** While absolute performance on the criterion-referenced TAKS assessment is an important indicator of student mastery of the curriculum, year-to-year improvement is also important. Longitudinal results show that student academic performance in both standard and alternative education charters improved between 2004 and 2006. Alternative education charters had slightly larger passing rate gains than standard charters. Moreover, students enrolled in charter schools for three consecutive testing periods had higher TAKS passing rates than charter school students as a whole. In fact, in 2006 students enrolled in standard charters for three years performed almost at state levels in both reading/ELA (85 percent passing compared to the state average of 87 percent) and math (71 percent passing compared to the state average of 75 percent). Students enrolled in alternative education charters for two years performed well below state levels (about 14 percentage points lower in reading/ELA and more than 25 percentage points lower in math).

**Continuous enrollment.** Continuous enrollment in charter schools has a positive effect on achievement. Statistical analyses, which controlled for students' prior academic and social backgrounds, showed that consecutive years spent in a charter school was a positive predictor of 2006 TAKS math scores. Spending five, as opposed to two, consecutive years in charter schools would result in a student gain of about 10 scale score points in math. Comparisons with the overall charter school student population show that the students in these analyses were fairly representative of charter school students across the state.

**School attendance.** After controlling for students' social and academic backgrounds, as well as charter school type, campus-level student attendance was an important predictor of charter school achievement in both reading/ELA and math. It is clear that if charter schools improved student attendance, school achievement would improve. In addition, alternative education charters have much more room for improvement, having many more campuses with low attendance rates.

**Type of school attended.** Even after controlling for students' academic and social backgrounds and consecutive years in a charter school, alternative education charters did not perform as well as standard charters. The alternative education charter school deficit was roughly 24 TAKS scale score points in reading/ELA and 28 scale score points in math. These are appreciable deficits at the school level.

**Characteristics of higher-performing charter schools.** The higher-performing standard and alternative education charter campuses had higher student attendance rates than the lower-performing campuses. There is some evidence that higher-performing campuses have higher administrator and teacher salaries. Higher-performing alternative education campuses tend to have smaller classes, and higher-performing standard charter campuses seem to have less student mobility.

**Achievement comparisons between charter and traditional public schools.** Matched sample comparisons between charter and traditional public school students indicated that there were no differences in 2006 TAKS math scores. However, traditional public school students' 2006 TAKS reading/ELA scale scores, passing rates, and commended performance rates were significantly higher than those of charter sample students. In actuality, these differences were small.

A more sophisticated analysis controlled for charter and traditional public school students' academic and social backgrounds, as well as campus accountability system and campus attendance rate. This analysis revealed that there were no significant differences in the 2006 TAKS reading/ELA scores of charter sample and comparison sample students. However, for math there was a significant school type effect which acted through the 2005 math pretest score. Basically, a higher math pretest score favors comparison sample students, while a lower math pretest score favors charter sample students. For example, consider two cases assuming comparable charter and traditional public school students. In case one, both students score one standard deviation *below* the mean on the 2005 TAKS math test. In case two, both students score one standard deviation *above* the mean on the 2005 TAKS math test. The model predicts that in case one, the charter school student would have a 2006 TAKS math scale score 138 points higher than the traditional public school student. However, in case two, the traditional public school student would have a 2006 TAKS math scale score 94 points higher than the charter school student. (This example assumes a 2006 TAKS math scale score standard deviation of 200.)

## **CHAPTER 10**

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### **COMMENTARY AND POLICY IMPLICATIONS**

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Over the past decade, Texas charter schools have grown from a fledgling program comprised of 17 schools and enrolling about 2,500 students in the 1996-97 school year to one of the nation's largest systems of charter schools, enrolling more than 70,000 students in 194 schools statewide in 2005-06. Although few states require independent evaluations of their charter school programs (Miron & Nelson, 2001), Texas has required annual independent evaluations of its open-enrollment charter schools since their inception. Texas's charter school statute requires that the Commissioner of Education "select an impartial organization with experience evaluating school choice programs to conduct an annual evaluation of open-enrollment charter schools" (Texas Education Code [TEC] § 12.118). The Texas Center for Educational Research (TCER) has participated in each annual evaluation of open-enrollment charters, beginning with 1996-97 school year, and many of the analyses presented in the 2005-06 report draw on data collected across prior evaluation years.

As in previous years, TCER researchers have worked to provide accurate, unbiased, and comprehensive information on charter schools by examining multiple data sources and varied perspectives. The analyses presented in the 2005-06 report draw on data collected through the Texas's Public Education Information Management System (PEIMS) and Academic Excellence Indicator System (AEIS). In addition, the evaluation incorporates data drawn from surveys of charter school administrators and students, parents of charter school students and parents of traditional district students, and representatives of traditional districts. The evaluation also includes data from document analyses of charter school policies and interviews with key stakeholders in Texas's charter school movement.

The discussion presented in this chapter highlights the report's central findings and suggests directions for charter school policy in Texas.

#### **THE EVOLUTION OF TEXAS'S CHARTER SCHOOL POLICY**

Charter schools have been a fast growth industry in Texas and, like charter schools in other states, Texas charters experienced their most rapid growth in the years that followed their enabling legislation. As charter schools grew, however, policymakers became increasingly concerned about the new schools' fiscal and academic viability and revised the state's charter school law to ensure greater accountability.

*Many of Texas's reforms to its charter school law came in response to the rapid expansion of charter schools. Between 1996 and 2000, the number of Texas charter schools expanded from 17 to 160. Many of these new schools were authorized under 1997 legislation permitting an unlimited number of charter schools, designated as "75 Percent Rule" schools, designed to serve student populations comprised of 75 percent or more at-risk students. The rapid increase in the number of charters authorized coupled with concerns over academic and fiscal mismanagement in some charter programs caused legislators in 2001 to enact reforms that capped the number of permissible charters at 215, eliminated the 75 Percent Rule designation, and strengthened charter*

schools' authorization and oversight processes to ensure that charters were granted to competent entities with viable educational plans.

*The charter school application and authorization process has evolved such that prospective charter school operators must meet rigorous authorization requirements.* As Texas gained experience in the authorization and oversight of charter schools, it revised its charter school application requirements to include detailed descriptions of the proposed school's educational mission and instructional plan; governance structure, including the qualifications of board members and school administrators; budgetary process and financial accounting system; as well as the school's ability to provide services to special needs students.

*The federal No Child Left Behind Act of 2001 expanded the regulatory environment for Texas charter schools.* Charter schools that accept federal Title I funds are subject to NCLB's provisions, including using measures of adequate yearly progress (AYP) to gauge schools' academic performance, sanctions for schools that fail to achieve AYP, and increased teacher qualification requirements.

*Increasing regulation at the state and federal level has eroded charter schools' regulatory freedom.* Charter school operators report that increasing accountability requirements have created burdens for charter schools and that paperwork and other reporting obligations have diverted resources from charter schools' educational missions.

*The 80<sup>th</sup> Legislative session offers an opportunity for further reform.* Recent reports by the Senate Education Committee indicate that charter school reforms may assume a prominent place on the legislative agenda. Some Texas legislators are promoting permanent licensure and facilities funding for high-quality charter schools as a means to increase the number of successful charter programs in the state.

## **CHARACTERISTICS OF TEXAS CHARTER SCHOOLS**

*Charter schools are still a relatively new feature of Texas public schooling.* Most Texas charter schools are new—about half (48 percent) have been in operation for five or fewer years—and charter schools are generally smaller than traditional public schools (226 students, on average, versus 580 students in traditional public schools). In comparison with traditional district schools statewide, charters serve proportionately more students in pre-kindergarten and grades 9-12 and relatively fewer students in kindergarten and grades 1-8.

*While Texas's open-enrollment charter schools have expanded dramatically over the past ten years, they still enroll a small proportion of the state's public school students.* Enrollment in Texas charter schools has increased from about 2,500 students in the fall of 1996 to more than 70,000 students in 2005-06. In spite of this growth, charter school enrollment still comprises less than 2 percent of the more than 4.4 million students who attend Texas's public schools.

*Across years, Texas's charter schools have enrolled greater proportions of African American and low-income students than the state's traditional district schools.* In 2005-06, charters enrolled proportionately more African American students (36 percent versus 14 percent in traditional district schools), relatively fewer White students (17 percent versus 37 percent), and

the same percentage of Hispanic students (45 percent). Charters also enrolled proportionately more low-income students than Texas's traditional district schools (71 percent versus 55 percent).

*The rate of Texas charter school growth is slowing.* From 1996-97 to 2005-06, the number of Texas charter districts increased from 17 to 194. Texas permits charter holders to operate multiple campuses and the number of charter campuses increased from 17 to 313 over the same time period. Over the last five years the growth in the number of charter districts has slowed, while the number of new campuses associated with existing charter schools has continued to increase.

*Charter schools are increasingly offering alternative education programs designed to meet the needs of at-risk students.* In 1999-00, 19 percent of open-enrollment charter campuses were characterized as alternative education campuses (AECs) and offered programs for students at risk of failure or of dropping out. By 2005-06, however, 50 percent of charter campuses were registered as AECs. Notably, only 3 percent of Texas's traditional public schools were registered as AECs in 2005-06. Texas's alternative education charter schools are more likely to serve students in grades 8 through 12, while its standard charter schools enroll proportionately more students at pre-kindergarten, kindergarten, and at grades 1 through 7.

*Teacher characteristics differ substantially across charter and traditional district schools.* Relative to its traditional district schools, Texas's charter schools employ higher percentages of minority teachers (51 percent in charters versus 27 percent in traditional district schools), beginning teachers (26 percent versus 7 percent), and inexperienced teachers (6 years experience, on average, versus 12 years). Charter teachers tend to earn lower salaries compared with teachers in traditional district schools (\$32,800, on average, versus \$40,200). In part, this earnings difference may be attributable to charter teachers' relative lack of experience. Charters also have higher rates of teacher turnover (44 percent versus 16 percent) and higher teacher-student ratios (16 to 1 versus 14 to 1) than the state's traditional district schools.

*Administrator comparisons with traditional district schools statewide indicate that a larger proportion of charter staff is administration.* About 4 percent of charter school staff is central administration and about 9 percent is campus administration. This compares with 2 percent for central administration and 4 percent for campus administration in traditional districts statewide. Like charter teachers, charter administrators earn lower salaries, on average, than their counterparts in traditional districts (\$10,000 less for central administrators and \$15,000 for campus administrators).

## **THE ACADEMIC OUTCOMES OF TEXAS CHARTER SCHOOLS**

Texas requires that charter schools participate in its statewide standardized testing program, and it holds charter schools to the same accountability standards as traditional district schools. Like the state's traditional district schools, charter schools and campuses receive accountability ratings based on their performance on the Texas Assessment of Knowledge and Skills (TAKS), the State Developed Alternative Assessment II (SDAA II), as well as school completion and dropout rates.

Texas's accountability system incorporates an alternate set of accountability ratings for districts and campuses that enroll predominantly at-risk students and are registered as AECs because these schools encounter different educational challenges than schools that serve proportionately fewer at-risk students. In order to have been eligible for AEC status during the 2005-06 school year, a campus must have enrolled a minimum of 65 percent at-risk students (Texas Education Agency [TEA], 2006). Districts and campuses that are not registered as AECs are rated under the state's standard accountability procedures. As noted earlier in this chapter, half of the charter campuses that operated during the 2005-06 school year were registered as AECs.

The following sections present key findings of the 2005-06 evaluation of students' academic outcomes in charter schools. Analyses of student achievement in charter schools compared educational outcomes between standard and alternative education accountability charters as well as between charters and traditional district schools. Comparisons of student achievement in charter and traditional district schools are complicated by higher student mobility levels in charters than in traditional district schools. Because of this, the percentage of students included in the fall PEIMS enrollment data and included in spring TAKS testing data differs for charter and traditional district schools. Only 67 percent of charter students, compared with 89 percent of traditional district students, took their spring 2006 TAKS test in the same school in which they were enrolled in the fall of 2005. The higher level of mobility among charter students affects analyses because there is less available achievement data for charter schools.

### **Accountability Ratings**

*Of charter and traditional public school districts rated under standard accountability procedures, 80 percent of charter districts and 96 percent of traditional districts were rated academically acceptable or higher. Ninety-one percent of charter school districts were rated academically acceptable under alternative education accountability procedures. No traditional public school districts were rated under alternative education accountability procedures in 2005-06.*

*Seventy-four percent of charter campuses and 88 percent of traditional public school campuses were rated academically acceptable or higher under standard accountability procedures. Approximately equal percentages of charter (95 percent) and non-charter campuses (96 percent) were rated academically acceptable under alternative education accountability procedures. Note, however, that 50 percent of charter campuses are alternative education campuses compared to only 3 percent of traditional district schools.*

*Students at alternative education charters did not perform as well as students at standard charters, net of their backgrounds, school attendance, and consecutive years enrolled in a charter school. The alternative education charter school deficit was roughly 24 TAKS scale score points in reading/ELA and 28 scale score points in math. These are appreciable school-level deficits.*

### **Comparisons for Charter Schools and Similar Traditional District Schools**

*Comparisons of TAKS passing rates of standard charter schools and traditional district schools favor standard traditional campuses in science and writing; for other content areas, passing rates are the same or differ by only 1 percentage point. TAKS comparisons for alternative*

education charter campuses and traditional alternative education campuses favor the alternative education charter campuses. Differences favoring alternative education charters are in math and social studies, however, traditional alternative education campuses had higher TAKS passing rates in writing.

*Compared to traditional public schools, charters have lower graduation rates, lower percentages of students who complete the Recommended High School Program, and lower advanced course completion rates.* Standard charter campuses also have lower attendance rates and higher dropout rates than standard traditional campuses. However, alternative education charter campuses have higher attendance rates and lower dropout rates than traditional district alternative education campuses.

*A comparison of student achievement between charter and comparable traditional district schools finds no differences in 2006 TAKS reading/ELA scores, but suggests that the two types of schooling have different effects on 2006 TAKS math scores, depending upon the prior achievement levels of the students they enroll.* Comparison traditional district campuses were selected because they were located in the vicinity of and served students who were demographically similar to students enrolled in sample charter campuses. The statistical models used to compare achievement outcomes controlled for charter and traditional public school students' academic and social backgrounds, as well as campus accountability system and campus attendance rate. Analyses found no significant differences between the 2006 TAKS reading/ELA scores of the sample's charter and traditional district students. However, a higher 2005 TAKS math score for traditional district students resulted in higher 2006 TAKS math score, while a lower 2005 TAKS math score resulted in a higher 2006 TAKS math score for charter students. This suggests that if two comparable students scored *below* the mean on the 2005 TAKS math test, the charter school student would have the higher 2006 TAKS math score. Conversely, if the two students scored *above* the mean on the 2005 TAKS math test, the traditional public school student would have the higher 2006 TAKS math score. Thus, charters appear to have a stronger effect on the math achievement of low-performing students.

## **Factors Associated with Student Performance**

*Continuous enrollment in a charter school had a positive effect on math achievement, net of students' academic and social backgrounds.* For example, spending five, as opposed to two, consecutive years in charter schools produces a student gain of about 10 scale score points in math. After controlling for students' social and academic backgrounds, as well as charter school type, campus-level student attendance was an important predictor of charter school achievement in both reading/ELA and math.

*Higher-performing charter campuses (both standard and alternative education) share a variety of characteristics.* Higher-performing charter campuses have higher student attendance rates than lower-performing campuses, and there is some evidence that they have higher administrator and teacher salaries. Higher-performing alternative education campuses tend to have smaller class sizes. In contrast, higher-performing standard charter campuses tend to have reduced student mobility.

## **CHARTER SCHOOL REVENUES AND EXPENDITURES**

The 2005-06 evaluation compares revenue and expenditure differences between Texas charter and traditional districts for the 2004-05 school year, the most recent year for which school finance data were available. The analysis examined the available revenue, sources of revenue, and expenditure patterns for both sets of schools. The 2004-05 findings are consistent with those presented in previous years' evaluations.

*On average, charter schools received \$8,379 per student in ADA revenue in 2004-2005 compared to \$8,981 for traditional public schools.* Lack of facilities funding for charter schools accounts for much of this difference. Charter schools do not receive state-provided debt service revenues that support facilities for traditional district schools. When debt service revenue is excluded from comparisons, charter schools and traditional public schools have roughly similar levels of revenue available.

*Lower attendance rates in charter schools have a negative impact on the level of state funding the schools receive.* Average daily attendance (ADA) is used in the state's funding formula for all schools; therefore, schools with lower rates of attendance receive less state funding. For charter schools, the ADA to enrollment ratio is 6 percent less than that of traditional public schools, and this difference contributes to their reduced level of funding.

*Revenues of charter schools are comparable to revenues of mid-wealth traditional districts in Texas.* On average, property-wealthy and property-poor districts both receive greater funding than charter schools. Property-wealthy districts benefit from property tax revenue that is not available to charter schools. Property-poor districts benefit from funding formula mechanisms that compensate districts for the numbers of students enrolled in special programs and for small district size. For charter schools, funding adjustments for district size are not based on the charter's size, but rather on the size of the resident districts of the students they enroll or the state average.

*For 2004-05, charter school expenditures for school leadership, administration, and facilities maintenance and operation were greater than those of traditional public schools, on average.* Traditional public schools spent more on instruction, student transportation, and co- and extra-curricular activities. The small size of most charter schools makes it difficult to take advantage of economies of scale, which accounts for much of the difference in function code expenditures.

*Charter schools spent more, on average, on compensatory-education-related programs than traditional public schools in 2004-05.* These programs included accelerated instruction and Title I school-wide state compensatory education programs. In contrast, traditional public schools spent more on basic education, gifted and talented education, special education, bilingual education, and athletics.

## **SURVEY ANALYSES**

The 2005-06 evaluation of Texas charter schools included surveys of charter school directors, representatives of traditional district schools, as well as a sample of parents of students enrolled in charters and a comparable sample of parents of students enrolled in traditional district schools.

In addition, this year's evaluation includes a longitudinal analysis of students' responses to surveys conducted across evaluation years from 1996 through 2005.

### **Survey of Charter School Directors**

In contrast to prior surveys of charter school directors that surveyed a random sample comprised of directors of one-third of the charter schools operating during the prescribed evaluation year, this year's evaluation surveyed the directors of all charter schools that operated during the 2005-06 school year. Seventy-five percent of the state's charter school directors responded to the survey.

*Charter school directors are well educated and bring considerable experience to the job.* Of the respondents to this year's survey of charter directors, 56 percent held master's degrees, 26 percent held doctorates, and 44 percent held Texas Mid-management Certification. In addition, charter directors had an average of 12 years experience working as school administrators and 11 years experience working as classroom teachers.

*Tardiness and absenteeism continue to be the most prevalent discipline problems in charter schools.* Consistent with prior survey years, respondents to the 2006 director's survey indicated that tardiness (79 percent) and absenteeism (74 percent) were problems in their schools. In addition, some directors responded that physical conflicts (43 percent), vandalism (40 percent), drug or alcohol abuse (34 percent), and possession of weapons (5 percent) troubled their schools.

*Most charter schools rely on parent and student word of mouth to recruit students.* Ninety-five percent of directors responded that parent and student word of mouth was the primary means by which charter schools recruit students and that an average of 61 percent of charters' enrollments were recruited by word of mouth. In addition, many directors said they recruited students through the use of flyers, brochures, and posters (76 percent); print advertising (67 percent); community outreach efforts (57 percent); and traditional district referrals (42 percent).

*Parents choose charters because they desire smaller, more intimate school environments.* According to many charter school directors, parents choose charters because they prefer the more intimate educational environments charter schools provide. The small size of most charter schools permits school personnel to become familiar with students and their families and allows more individualized attention to students' needs.

*Across survey years, charter directors have ranked the provision of choice to students and parents as the primary benefit provided by charter schools.* Directors also say that charter schools improve public education through their innovative and flexible approaches to meeting individual student needs, including developing specialized educational programs, providing smaller learning environments, and serving at-risk students.

*Charter directors report that charter schools do not receive sufficient funding to support school operations and recommend that policymakers revise the current funding system to equalize revenues for charter schools.* Directors consistently point to lack of facilities funding as a central problem for charter schools. In addition, some directors note that many charter schools serve at-risk student populations and suggest that policymakers modify charter schools' accountability

requirements, deemphasizing test scores and increasing the focus on students' academic progress while enrolled in charters.

## **Survey of Traditional District Representatives**

This year's evaluation included a survey of traditional district representatives examining the effects of charters on district schools. While the "effects" survey is not a new component of Texas's charter school evaluations, the survey was last conducted in 2002. This year's survey was sent to 609 representatives of traditional district schools from which charter schools drew students in 2005-06. More than 80 percent of surveyed district representatives responded.

*Consistent with 2002's survey, representatives of traditional districts remain largely unaware of charter schools operating within or near their district boundaries.* Of the 491 directors responding to the 2006 survey, only 197 (40 percent) were aware of charter schools operating in the area. The proportion of district representatives who were aware of charter schools was somewhat higher (52 percent) in urban areas.

*About half of district officials reported student mobility between charter and traditional district schools, but few were aware of teachers moving between the two types of schools.* Half of district officials who were aware of charters operating in their region knew of students who had left district schools for charters and who had enrolled in district schools after leaving charters. More than 60 percent of district officials in large and mid-sized urban districts reported students leaving for and returning from charter schools. Only 9 percent of district officials who were aware of charters said that teachers had left district schools in order to teach in charter programs, and 13 percent reported that their districts had employed teachers with charter school experience.

*Few district representatives who knew of charters operating in or near district boundaries reported that charters had any effect on district operations, educational programming, or on district students.* Twenty-six district officials who were aware of charter schools in their area reported that the presence of charter schools caused them to track student movement in and out of charter schools and 30 reported that the presence of charters caused them to compare their testing outcomes with those of charters. Very few district representatives said that charter schools had caused district schools to make changes to their educational programs, and only 16 percent said that charters affected students enrolled in district schools. The student effects that district officials reported indicate that district personnel inform some students, particularly those who are at risk, of charter programs.

*Compared with 2002's survey, substantially smaller percentages of districts reported losing funding to charter schools.* Of 2006's survey respondents, only 21 percent reported losing average daily attendance (ADA) revenue to charters and only 12 percent reported lost federal funding, compared with 84 percent and 56 percent, respectively, in 2002. Representatives in districts with decreasing enrollments were more likely to report losing funding to charter schools.

*Relative to the 2002 survey of district representatives, proportionately fewer 2006 respondents expressed concerns about charter schools' accountability and educational quality.* Most of 2006's district representatives who reported concerns said they worried about charter schools' instructional quality, financial accountability, grading standards, and programs for special needs

students. In open-ended survey items, a number of district representatives reported that they enjoyed positive relationships with charter schools and valued the educational options provided by charter schools. Some district representatives indicated that they frequently advised at-risk students of the alternative programs offered by charter schools.

### **Survey of Parents of Students Attending Charter Schools and Parents of Students Attending Traditional District Schools**

Like the survey of traditional district representatives discussed above, the parents' survey is a returning feature of the charter school evaluations. Parents were last surveyed in 2002. Similar to the previous survey, charter school parents and a comparison group of parents of students in traditional schools were surveyed. Sampling included several steps. A random sample of 25 percent of charter school districts were asked to submit student-parent contact information. A listing of traditional school districts geographically close to the sampled charter schools was developed. From this listing, researchers selected a sample of elementary, middle, and high schools that were demographically similar to statewide charter schools stratified by ethnicity and economic disadvantage. The traditional school districts represented in this sample were contacted and asked to submit student-parent contact data for the survey. The *Survey of Charter School and Traditional School Parents* was administered to 219 charter parents and 218 traditional school parents in the fall of 2006.

*Among school selection factors, small school size was important to many charter school parents, while convenient location was more important to many traditional school parents.* Both charter school and traditional school parents perceived good teachers and a school's educational program as important factors in selecting schools. Nearly 75 percent of surveyed charter school parents reported that they relied on information from other parents with children enrolled in their charter school when making the choice to enroll their child. This finding is consistent with charter school directors' reports that parent word of mouth is the primary means by which charter schools recruit students.

*Charter school parents were more satisfied with various aspects of their child's school than traditional district parents.* Between 64 and 93 percent of surveyed charter school parents reported that they were satisfied with various characteristics of their charter school. While 2006's charter school parents expressed lower levels of satisfaction than parents surveyed in 2002, they were more satisfied with most aspects of their child's school than parents of students enrolled in traditional district schools.

*Parents of students in standard accountability charter schools were more likely to spend time in their child's school than parents of students enrolled in alternative education charters or traditional district schools.* Approximately 96 percent of standard charter parents, 60 percent of alternative education charter parents, and 66 percent of traditional school parents reported that they had visited their child's classroom during the 2005-06 school year. Charter school parents and traditional school parents were both likely to communicate with school staff, to assist or monitor their child's homework, to attend parent-teacher conferences, and to read with their child at home. Parents of charter school students, however, were somewhat less likely than traditional district parents to help their children select high school courses and make college plans.

## **Longitudinal Analysis of Charter School Student Survey Results: 1996 through 2005**

The current evaluation does not include a survey of students enrolled in charter schools during the 2005-06 school year. Instead, it includes a longitudinal analysis that examines trends in students' responses across eight years of previous evaluations' surveys (1996 through 2005).

*Survey responses show little variation over time.* Despite rapid growth in the size of the charter school system between 1996 and 2005, students generally reported similar levels of satisfaction and similar reasons for choosing to attend a charter school. Student responses indicate a belief that charters offer a more positive and supportive social and academic environment than traditional district schools.

*Across all survey years, the decision to attend a charter school was strongly influenced by the students' and parents' perceptions of teacher and school quality.* Students also reported that they chose to attend a charter school because of poor grades and inattentive teachers in their previous schools. Students at highly-rated charters were more likely to choose a charter school because it offered challenging classes and fewer student conflicts. Students enrolled in lower-rated charters were more likely to view charter schools as an opportunity to start fresh after experiencing problems at their previous school. The majority of survey respondents (over 80 percent) attended a district school before enrolling at their current charter school.

*Students attending charter schools serving proportionately fewer at-risk students reported higher levels of satisfaction with their school than students attending charters enrolling predominately at-risk students.* Many charters designed to serve at-risk students offer self-paced educational programs and an abbreviated school day. Students enrolled in such programs appreciated their flexibility, but expressed concerns about the often disruptive behavior of their peers (e.g. drug use, gang activity, and disrespectful attitudes towards teachers). In contrast, students at charters serving proportionately fewer at-risk students commented on their school's high expectations for student achievement and behavior and valued the individual attention they received from teachers.

*Students consistently reported that they worked hard and that their grades improved after enrolling in charter schools.* Students at charters serving predominately at-risk students reported the largest grade improvements. In spite of the positive self reports, many charter students expressed doubts about the academic commitment of their peers.

*The percentage of non-graduating students who said they planned to return to their charter for the next school year fluctuated across survey years.* Between 1996 and 2005, students attending at-risk charters grew less likely to return to their charter school in the subsequent school year. The percentage of charter students who reported that they planned to return to their charter school ranged from 35 to 50 percent across survey years.

## **Glossary of Terms**

Basic Allotment: A basic amount of per pupil funding to which each district is entitled upon achieving a state effective tax rate of \$0.86 (TEC § 42.101).

Cost of Education Index: An index value for each school district that is multiplied by basic allotment to adjust state funding for differences in cost related to the cost of employing teachers in different parts of the state.

Effective Tax Rate: A calculated rate based on current-year maintenance and operations tax collections divided by the prior-year state property values.

Equalized Wealth Level: The amount of property wealth per weighted student that triggers the state's recapture mechanism (TEC § 41.002). This has the effect of capping school district revenue per student.

Guaranteed Yield: The state's method for providing equalized revenue in Tier II. Through it, each district is entitled to a guaranteed yield on each penny of tax effort per weighted student in average daily attendance (TEC § 42.302).

Interest and Sinking Tax (I&S): A tax rate adopted for the purpose of repaying a bond issue that was authorized by the voters (also referred to as the debt tax).

Maintenance and Operations Tax (M&O): A tax rate adopted for the purposes of funding the maintenance and operations of the school district. For most districts, this rate is capped at \$1.50 per \$100 in assessed local property value.

Recapture: A payment of local property tax revenue to the state from a property-wealthy school district (one with local property values in excess of \$305,000 per weighted student in average daily attendance (ADA)).

Scale Adjustment: A series of adjustments to student counts that are designed to compensate small and midsized school districts for costs associated with diseconomies of scale.

Weighted Average Daily Attendance (WADA): A count of ADA that is adjusted based on student program participation, the scale adjustment, and the cost of education index.



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## **Appendix A**

### **Statutory Provisions Governing Texas Open-Enrollment Charter Schools**



**EDUCATION CODE**  
**CHAPTER 12. CHARTERS**  
**SUBCHAPTER A. GENERAL**  
**PROVISIONS**

**SUBCHAPTER D. OPEN-ENROLLMENT**  
**CHARTER SCHOOL**

Sec. 12.101. AUTHORIZATION. (a) In accordance with this subchapter, the State Board of Education may grant a charter on the application of an eligible entity for an open-enrollment charter school to operate in a facility of a commercial or nonprofit entity, an eligible entity, or a school district, including a home-rule school district. In this subsection, "eligible entity" means:

- (1) an institution of higher education as defined under Section 61.003;
- (2) a private or independent institution of higher education as defined under Section 61.003;
- (3) an organization that is exempt from taxation under Section 501(c)(3), Internal Revenue Code of 1986 (26 U.S.C. Section 501(c)(3)); or
- (4) a governmental entity.

(b) The State Board of Education may grant a charter for an open-enrollment charter school only to an applicant that meets any financial, governing, and operational standards adopted by the commissioner under this subchapter. The State Board of Education may not grant a total of more than 215 charters for an open-enrollment charter school.

(c) If the facility to be used for an open-enrollment charter school is a school district facility, the school must be operated in the facility in accordance with the terms established by the board of trustees or other governing body of the district in an agreement governing the relationship between the school and the district.

(d) An educator employed by a school district before the effective date of a charter for an open-enrollment charter school operated at a school district facility may not be transferred to or employed by the open-enrollment charter

school over the educator's objection.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 2001, 77th Leg., ch. 1504, Sec. 2, eff. Sept. 1, 2001; Acts 2003, 78th Leg., ch. 193, Sec. 1, eff. June 2, 2003.

Sec. 12.1012. DEFINITIONS. In this subchapter:

(1) "Charter holder" means the entity to which a charter is granted under this subchapter.

(2) "Governing body of a charter holder" means the board of directors, board of trustees, or other governing body of a charter holder.

(3) "Governing body of an open-enrollment charter school" means the board of directors, board of trustees, or other governing body of an open-enrollment charter school. The term includes the governing body of a charter holder if that body acts as the governing body of the open-enrollment charter school.

(4) "Management company" means a person, other than a charter holder, who provides management services for an open-enrollment charter school.

(5) "Management services" means services related to the management or operation of an open-enrollment charter school, including:

(A) planning, operating, supervising, and evaluating the school's educational programs, services, and facilities;

(B) making recommendations to the governing body of the school relating to the selection of school personnel;

(C) managing the school's day-to-day operations as its administrative manager;

(D) preparing and submitting to the governing body of the school a proposed budget;

(E) recommending

policies to be adopted by the governing body of the school, developing appropriate procedures to implement policies adopted by the governing body of the school, and overseeing the implementation of adopted policies; and

(F) providing leadership for the attainment of student performance at the school based on the indicators adopted under Section 39.051 or by the governing body of the school.

(6) "Officer of an open-enrollment charter school" means:

(A) the principal, director, or other chief operating officer of an open-enrollment charter school;

(B) an assistant principal or assistant director of an open-enrollment charter school; or

(C) a person charged with managing the finances of an open-enrollment charter school.

Added by Acts 2001, 77th Leg., ch. 1504, Sec. 3, eff. Sept. 1, 2001.

**Sec. 12.102. AUTHORITY UNDER CHARTER.** An open-enrollment charter school:

(1) shall provide instruction to students at one or more elementary or secondary grade levels as provided by the charter;

(2) is governed under the governing structure described by the charter;

(3) retains authority to operate under the charter contingent on satisfactory student performance as provided by the charter in accordance with Section 12.111; and

(4) does not have authority to impose taxes.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

**Sec. 12.103. GENERAL APPLICABILITY OF LAWS, RULES, AND ORDINANCES TO OPEN-ENROLLMENT CHARTER SCHOOL.** (a) Except as provided by Subsection (b) or (c), an open-enrollment charter school is subject to federal and state laws

and rules governing public schools and to municipal zoning ordinances governing public schools.

(b) An open-enrollment charter school is subject to this code and rules adopted under this code only to the extent the applicability to an open-enrollment charter school of a provision of this code or a rule adopted under this code is specifically provided.

(c) Notwithstanding Subsection (a), a campus of an open-enrollment charter school located in whole or in part in a municipality with a population of 20,000 or less is not subject to a municipal zoning ordinance governing public schools.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 2001, 77th Leg., ch. 1504, Sec. 4, eff. Sept. 1, 2001.

**Sec. 12.104. APPLICABILITY OF TITLE.** (a) An open-enrollment charter school has the powers granted to schools under this title.

(b) An open-enrollment charter school is subject to:

(1) a provision of this title establishing a criminal offense; and

(2) a prohibition, restriction, or requirement, as applicable, imposed by this title or a rule adopted under this title, relating to:

(A) the Public Education Information Management System (PEIMS) to the extent necessary to monitor compliance with this subchapter as determined by the commissioner;

(B) criminal history records under Subchapter C, Chapter 22;

(C) reading instruments and accelerated reading instruction programs under Section 28.006;

(D) satisfactory performance on assessment instruments and to accelerated instruction under Section 28.0211;

(E) high school graduation under Section 28.025;

(F) special education programs under Subchapter A, Chapter 29;

(G) bilingual education under Subchapter B, Chapter 29;

(H) prekindergarten programs under Subchapter E, Chapter 29;

(I) extracurricular activities under Section 33.081;

(J) discipline management practices or behavior management techniques under Section 37.0021;

(K) health and safety under Chapter 38;

(L) public school accountability under Subchapters B, C, D, and G, Chapter 39;

(M) the requirement under Section 21.006 to report an educator's misconduct; and

(N) intensive programs of instruction under Section 28.0213.

(c) An open-enrollment charter school is entitled to the same level of services provided to school districts by regional education service centers. The commissioner shall adopt rules that provide for the representation of open-enrollment charter schools on the boards of directors of regional education service centers.

(d) The commissioner may by rule permit an open-enrollment charter school to voluntarily participate in any state program available to school districts, including a purchasing program, if the school complies with all terms of the program.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 1999, 76th Leg., ch. 396, Sec. 2.04, eff. Sept. 1, 1999; Acts 2001, 77th Leg., ch. 212, Sec. 2, eff. Sept. 1, 2001; Acts 2001, 77th Leg., ch. 1504, Sec. 5, eff. Sept. 1, 2001; Acts 2003, 78th Leg., ch. 374, Sec. 1, eff. June 18, 2003; Acts 2003, 78th Leg., ch. 1212, Sec. 3, eff. June 20, 2003; Acts 2005, 79th Leg., ch. 728, Sec. 5.001, eff. Sept. 1, 2005.

Sec. 12.105. STATUS. An open-enrollment charter school is part of the public school system of this state.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1,

eff. May 30, 1995. Amended by Acts 1999, 76th Leg., ch. 1335, Sec. 1, eff. June 19, 1999; Acts 2001, 77th Leg., ch. 1504, Sec. 6, eff. Sept. 1, 2001.

Sec. 12.1051. APPLICABILITY OF OPEN MEETINGS AND PUBLIC INFORMATION LAWS. (a) With respect to the operation of an open-enrollment charter school, the governing body of a charter holder and the governing body of an open-enrollment charter school are considered to be governmental bodies for purposes of Chapters 551 and 552, Government Code.

(b) With respect to the operation of an open-enrollment charter school, any requirement in Chapter 551 or 552, Government Code, that applies to a school district, the board of trustees of a school district, or public school students applies to an open-enrollment charter school, the governing body of a charter holder, the governing body of an open-enrollment charter school, or students attending an open-enrollment charter school.

Amended by Acts 1999, 76th Leg., ch. 1335, Sec. 1, eff. June 19, 1999. Renumbered from Sec. 12.105(b) and amended by Acts 2001, 77th Leg., ch. 1504, Sec. 6, eff. Sept. 1, 2001.

Sec. 12.1052. APPLICABILITY OF LAWS RELATING TO LOCAL GOVERNMENT RECORDS. (a) With respect to the operation of an open-enrollment charter school, an open-enrollment charter school is considered to be a local government for purposes of Subtitle C, Title 6, Local Government Code, and Subchapter J, Chapter 441, Government Code.

(b) Records of an open-enrollment charter school and records of a charter holder that relate to an open-enrollment charter school are government records for all purposes under state law.

(c) Any requirement in Subtitle C, Title 6, Local Government Code, or Subchapter J, Chapter 441, Government Code, that applies to a school district, the board of trustees of a school

district, or an officer or employee of a school district applies to an open-enrollment charter school, the governing body of a charter holder, the governing body of an open-enrollment charter school, or an officer or employee of an open-enrollment charter school except that the records of an open-enrollment charter school that ceases to operate shall be transferred in the manner prescribed by Subsection (d).

(d) The records of an open-enrollment charter school that ceases to operate shall be transferred in the manner specified by the commissioner to a custodian designated by the commissioner. The commissioner may designate any appropriate entity to serve as custodian, including the agency, a regional education service center, or a school district. In designating a custodian, the commissioner shall ensure that the transferred records, including student and personnel records, are transferred to a custodian capable of:

(1) maintaining the records;  
(2) making the records readily accessible to students, parents, former school employees, and other persons entitled to access; and

(3) complying with applicable state or federal law restricting access to the records.

(e) If the charter holder of an open-enrollment charter school that ceases to operate or an officer or employee of such a school refuses to transfer school records in the manner specified by the commissioner under Subsection (d), the commissioner may ask the attorney general to petition a court for recovery of the records. If the court grants the petition, the court shall award attorney's fees and court costs to the state.

Added by Acts 2001, 77th Leg., ch. 1504, Sec. 6, eff. Sept. 1, 2001.

**Sec. 12.1053. APPLICABILITY OF LAWS RELATING TO PUBLIC PURCHASING AND CONTRACTING.** (a) This section applies to an open-enrollment charter school unless the school's charter

otherwise describes procedures for purchasing and contracting and the procedures are approved by the State Board of Education.

(b) An open-enrollment charter school is considered to be:

(1) a governmental entity for purposes of:

(A) Subchapter D, Chapter 2252, Government Code; and

(B) Subchapter B, Chapter 271, Local Government Code;

(2) a political subdivision for purposes of Subchapter A, Chapter 2254, Government Code; and

(3) a local government for purposes of Sections 2256.009-2256.016, Government Code.

(c) To the extent consistent with this section, a requirement in a law listed in this section that applies to a school district or the board of trustees of a school district applies to an open-enrollment charter school, the governing body of a charter holder, or the governing body of an open-enrollment charter school.

Added by Acts 2001, 77th Leg., ch. 1504, Sec. 6, eff. Sept. 1, 2001.

**Sec. 12.1054. APPLICABILITY OF LAWS RELATING TO CONFLICT OF INTEREST.** (a) A member of the governing body of a charter holder, a member of the governing body of an open-enrollment charter school, or an officer of an open-enrollment charter school is considered to be a local public official for purposes of Chapter 171, Local Government Code. For purposes of that chapter:

(1) a member of the governing body of a charter holder or a member of the governing body or officer of an open-enrollment charter school is considered to have a substantial interest in a business entity if a person related to the member or officer in the third degree by consanguinity or affinity, as determined under Chapter 573, Government Code, has a substantial interest in the business entity under Section 171.002, Local Government Code;

(2) notwithstanding any provision of Section 12.1054(1), an employee of an open-enrollment charter school rated as academically acceptable or higher under Chapter 39 for at least two of the preceding three school years may serve as a member of the governing body of the charter holder of the governing body of the school if the employees do not constitute a quorum of the governing body or any committee of the governing body; however, all members shall comply with the requirements of Sections 171.003-171.007, Local Government Code.

(b) To the extent consistent with this section, a requirement in a law listed in this section that applies to a school district or the board of trustees of a school district applies to an open-enrollment charter school, the governing body of a charter holder, or the governing body of an open-enrollment charter school.

Added by Acts 2001, 77th Leg., ch. 1504, Sec. 6, eff. Sept. 1, 2001.

Sec. 12.1055. APPLICABILITY OF NEPOTISM LAWS. (a) An open-enrollment charter school is subject to a prohibition, restriction, or requirement, as applicable, imposed by state law or by a rule adopted under state law, relating to nepotism under Chapter 573, Government Code.

(b) Notwithstanding Subsection (a), if an open-enrollment charter school is rated academically acceptable or higher under Chapter 39 for at least two of the preceding three school years, then Chapter 573, Government Code, does not apply to that school; however, a member of the governing body of a charter holder or a member of the governing body or officer of an open-enrollment charter school shall comply with the requirements of Sections 171.003-171.007, Local Government Code, with respect to a personnel matter concerning a person related to the member or officer within the degree specified by Section 573.002, Government Code, as if the personnel matter were a transaction with a business entity subject

to those sections, and persons defined under Sections 573.021-573.025, Government Code, shall not constitute a quorum of the governing body or any committee of the governing body. Added by Acts 2001, 77th Leg., ch. 1504, Sec. 6, eff. Sept. 1, 2001.

Sec. 12.1056. IMMUNITY FROM LIABILITY. In matters related to operation of an open-enrollment charter school, an open-enrollment charter school is immune from liability to the same extent as a school district, and its employees and volunteers are immune from liability to the same extent as school district employees and volunteers. A member of the governing body of an open-enrollment charter school or of a charter holder is immune from liability to the same extent as a school district trustee.

Amended by Acts 1999, 76th Leg., ch. 1335, Sec. 1, eff. June 19, 1999. Renumbered from Sec. 12.105(c) and amended by Acts 2001, 77th Leg., ch. 1504, Sec. 6, eff. Sept. 1, 2001.

Sec. 12.1057. MEMBERSHIP IN TEACHER RETIREMENT SYSTEM OF TEXAS. (a) An employee of an open-enrollment charter school operating under a charter granted by the State Board of Education who qualifies for membership in the Teacher Retirement System of Texas shall be covered under the system to the same extent a qualified employee of a school district is covered.

(b) For each employee of the school covered under the system, the school is responsible for making any contribution that otherwise would be the legal responsibility of the school district, and the state is responsible for making contributions to the same extent it would be legally responsible if the employee were a school district employee.

Amended by Acts 1999, 76th Leg., ch. 1335, Sec. 1, eff. June 19, 1999. Renumbered from Sec. 12.105(d) and amended by Acts 2001, 77th Leg., ch. 1504, Sec. 6, eff. Sept. 1, 2001. Amended by Acts 2005, 79th Leg., ch. 1359, Sec. 2, eff. Sept. 1, 2005.

Sec. 12.106. STATE FUNDING. (a) A charter holder is entitled to receive for the open-enrollment charter school funding under Chapter 42 as if the school were a school district without a tier one local share for purposes of Section 42.253 and without any local revenue ("LR") for purposes of Section 42.302. In determining funding for an open-enrollment charter school, adjustments under Sections 42.102, 42.103, 42.104, and 42.105 and the district enrichment tax rate ("DTR") under Section 42.302 are based on the average adjustment and average district enrichment tax rate for the state.

(b) An open-enrollment charter school is entitled to funds that are available to school districts from the agency or the commissioner in the form of grants or other discretionary funding unless the statute authorizing the funding explicitly provides that open-enrollment charter schools are not entitled to the funding.

(c) The commissioner may adopt rules to provide and account for state funding of open-enrollment charter schools under this section. A rule adopted under this section may be similar to a provision of this code that is not similar to Section 12.104(b) if the commissioner determines that the rule is related to financing of open-enrollment charter schools and is necessary or prudent to provide or account for state funds. Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 2001, 77th Leg., ch. 1504, Sec. 7, eff. Sept. 1, 2001.

Sec. 12.1061. RECOVERY OF CERTAIN FUNDS. The commissioner may not garnish or otherwise recover funds paid to an open-enrollment charter school under Section 12.106 if:

(1) the basis of the garnishment or recovery is that:

(A) the number of students enrolled in the school during a school year exceeded the student enrollment described by the school's charter during that period; and

(B) the school received funding under Section 12.106 based on the school's actual student enrollment;

(2) the school:

(A) submits to the commissioner a timely request to revise the maximum student enrollment described by the school's charter and the commissioner does not notify the school in writing of an objection to the proposed revision before the 90th day after the date on which the commissioner received the request, provided that the number of students enrolled at the school does not exceed the enrollment described by the school's request; or

(B) exceeds the maximum student enrollment described by the school's charter only because a court mandated that a specific child enroll in that school; and

(3) the school used all funds received under Section 12.106 to provide education services to students.

Added by Acts 2003, 78th Leg., ch. 1048, Sec. 1, eff. June 20, 2003.

Sec. 12.107. STATUS AND USE OF FUNDS. (a) Funds received under Section 12.106 after September 1, 2001, by a charter holder:

(1) are considered to be public funds for all purposes under state law;

(2) are held in trust by the charter holder for the benefit of the students of the open-enrollment charter school;

(3) may be used only for a purpose for which a school may use local funds under Section 45.105(c); and

(4) pending their use, must be deposited into a bank, as defined by Section 45.201, with which the charter holder has entered into a depository contract.

(b) A charter holder shall deliver to the agency a copy of the depository contract between the charter holder and any bank into which state funds are deposited.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 2001, 77th Leg., ch. 1504, Sec. 7, eff. Sept. 1, 2001.

Sec. 12.1071. EFFECT OF ACCEPTING STATE FUNDING. (a) A charter holder who accepts state funds under Section 12.106 after the effective date of a provision of this subchapter agrees to be subject to that provision, regardless of the date on which the charter holder's charter was granted.

(b) A charter holder who accepts state funds under Section 12.106 after September 1, 2001, agrees to accept all liability under this subchapter for any funds accepted under that section before September 1, 2001. This subsection does not create liability for charter holder conduct occurring before September 1, 2001.

Added by Acts 2001, 77th Leg., ch. 1504, Sec. 8, eff. Sept. 1, 2001.

Sec. 12.108. TUITION AND FEES RESTRICTED. (a) An open-enrollment charter school may not charge tuition to an eligible student who applies under Section 12.117.

(b) The governing body of an open-enrollment charter school may require a student to pay any fee that the board of trustees of a school district may charge under Section 11.158(a). The governing body may not require a student to pay a fee that the board of trustees of a school district may not charge under Section 11.158(b).

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 2001, 77th Leg., ch. 1504, Sec. 9, eff. Sept. 1, 2001.

Sec. 12.109. TRANSPORTATION. An open-enrollment charter school shall provide transportation to each student attending the school to the same extent a school district is required by law to provide transportation to district students.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Sec. 12.110. APPLICATION. (a) The State Board of Education shall adopt:

(1) an application form and a procedure that must be used to apply for a

charter for an open-enrollment charter school; and

(2) criteria to use in selecting a program for which to grant a charter.

(b) The application form must provide for including the information required under Section 12.111 to be contained in a charter.

(c) As part of the application procedure, the board may require a petition supporting a charter for a school signed by a specified number of parents or guardians of school-age children residing in the area in which a school is proposed or may hold a public hearing to determine parental support for the school.

(d) The board may approve or deny an application based on criteria it adopts. The criteria the board adopts must include:

(1) criteria relating to improving student performance and encouraging innovative programs; and

(2) a statement from any school district whose enrollment is likely to be affected by the open-enrollment charter school, including information relating to any financial difficulty that a loss in enrollment may have on the district.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Sec. 12.1101. NOTIFICATION OF CHARTER APPLICATION. The commissioner by rule shall adopt a procedure for providing notice to the following persons on receipt by the State Board of Education of an application for a charter for an open-enrollment charter school under Section 12.110:

(1) the board of trustees of each school district from which the proposed open-enrollment charter school is likely to draw students, as determined by the commissioner; and

(2) each member of the legislature that represents the geographic area to be served by the proposed school, as determined by the commissioner.

Added by Acts 2001, 77th Leg., ch. 1504, Sec. 10, eff. Sept. 1, 2001.

Sec. 12.111. CONTENT. (a) Each charter granted under this subchapter must:

- (1) describe the educational program to be offered, which must include the required curriculum as provided by Section 28.002;
- (2) specify the period for which the charter or any charter renewal is valid;
- (3) provide that continuation or renewal of the charter is contingent on acceptable student performance on assessment instruments adopted under Subchapter B, Chapter 39, and on compliance with any accountability provision specified by the charter, by a deadline or at intervals specified by the charter;
- (4) establish the level of student performance that is considered acceptable for purposes of Subdivision (3);
- (5) specify any basis, in addition to a basis specified by this subchapter, on which the charter may be placed on probation or revoked or on which renewal of the charter may be denied;
- (6) prohibit discrimination in admission policy on the basis of sex, national origin, ethnicity, religion, disability, academic, artistic, or athletic ability, or the district the child would otherwise attend in accordance with this code, although the charter may:
  - (A) provide for the exclusion of a student who has a documented history of a criminal offense, a juvenile court adjudication, or discipline problems under Subchapter A, Chapter 37; and
  - (B) provide for an admission policy that requires a student to demonstrate artistic ability if the school specializes in performing arts;
- (7) specify the grade levels to be offered;
- (8) describe the governing structure of the program, including:
  - (A) the officer positions designated;
  - (B) the manner in which officers are selected and removed from

office;

- (C) the manner in which members of the governing body of the school are selected and removed from office;
- (D) the manner in which vacancies on that governing body are filled;
- (E) the term for which members of that governing body serve; and
- (F) whether the terms are to be staggered;
- (9) specify the powers or duties of the governing body of the school that the governing body may delegate to an officer;
- (10) specify the manner in which the school will distribute to parents information related to the qualifications of each professional employee of the program, including any professional or educational degree held by each employee, a statement of any certification under Subchapter B, Chapter 21, held by each employee, and any relevant experience of each employee;
- (11) describe the process by which the person providing the program will adopt an annual budget;
- (12) describe the manner in which an annual audit of the financial and programmatic operations of the program is to be conducted, including the manner in which the person providing the program will provide information necessary for the school district in which the program is located to participate, as required by this code or by State Board of Education rule, in the Public Education Information Management System (PEIMS);
- (13) describe the facilities to be used;
- (14) describe the geographical area served by the program; and
- (15) specify any type of enrollment criteria to be used.

(b) A charter holder of an open-enrollment charter school shall consider including in the school's charter a requirement that the school develop and administer personal graduation plans under Section 28.0212.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 1999, 76th Leg., ch. 1335, Sec. 2, eff. June 19, 1999; Acts 2001, 77th Leg., ch. 1504, Sec. 11, eff. Sept. 1, 2001; Acts 2003, 78th Leg., ch. 1212, Sec. 4, eff. June 20, 2003; Acts 2005, 79th Leg., ch. 1032, Sec. 1, eff. June 18, 2005.

Sec. 12.112. FORM. A charter for an open-enrollment charter school shall be in the form of a written contract signed by the chair of the State Board of Education and the chief operating officer of the school. Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Sec. 12.113. CHARTER GRANTED. (a) Each charter the State Board of Education grants for an open-enrollment charter school must:

- (1) satisfy this subchapter; and
- (2) include the information that is required under Section 12.111 consistent with the information provided in the application and any modification the board requires.

(b) The grant of a charter under this subchapter does not create an entitlement to a renewal of a charter on the same terms as it was originally issued. Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 2001, 77th Leg., ch. 1504, Sec. 11, eff. Sept. 1, 2001.

Sec. 12.114. REVISION. (a) A revision of a charter of an open- enrollment charter school may be made only with the approval of the commissioner.

(b) Not more than once each year, an open-enrollment charter school may request approval to revise the maximum student enrollment described by the school's charter. Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 2001, 77th Leg., ch. 1504, Sec. 12, eff. Sept. 1, 2001; Acts 2003, 78th Leg., ch. 1048, Sec. 2, eff. June 20, 2003.

Sec. 12.115. BASIS FOR MODIFICATION, PLACEMENT ON PROBATION, REVOCATION, OR DENIAL OF RENEWAL. (a) The commissioner may modify, place on probation, revoke, or deny renewal of the charter of an open-enrollment charter school if the commissioner determines that the charter holder:

- (1) committed a material violation of the charter, including failure to satisfy accountability provisions prescribed by the charter;
- (2) failed to satisfy generally accepted accounting standards of fiscal management;
- (3) failed to protect the health, safety, or welfare of the students enrolled at the school; or
- (4) failed to comply with this subchapter or another applicable law or rule.

(b) The action the commissioner takes under Subsection (a) shall be based on the best interest of the school's students, the severity of the violation, and any previous violation the school has committed. Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 2001, 77th Leg., ch. 1504, Sec. 12, eff. Sept. 1, 2001.

Sec. 12.116. PROCEDURE FOR MODIFICATION, PLACEMENT ON PROBATION, REVOCATION, OR DENIAL OF RENEWAL. (a) The commissioner shall adopt a procedure to be used for modifying, placing on probation, revoking, or denying renewal of the charter of an open-enrollment charter school.

(b) The procedure adopted under Subsection (a) must provide an opportunity for a hearing to the charter holder and to parents and guardians of students in the school. A hearing under this subsection must be held at the facility at which the program is operated.

(c) Chapter 2001, Government Code, does not apply to a hearing that is related to a modification, placement on probation, revocation, or denial of renewal under this

subchapter.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 2001, 77th Leg., ch. 1504, Sec. 12, eff. Sept. 1, 2001.

Sec. 12.1161. EFFECT OF REVOCATION, DENIAL OF RENEWAL, OR SURRENDER OF CHARTER. (a) Except as provided by Subsection (b), if the commissioner revokes or denies the renewal of a charter of an open-enrollment charter school, or if an open-enrollment charter school surrenders its charter, the school may not:

- (1) continue to operate under this subchapter; or
- (2) receive state funds under this subchapter.

(b) An open-enrollment charter school may continue to operate and receive state funds under this subchapter for the remainder of a school year if the commissioner denies renewal of the school's charter before the completion of that school year.

Added by Acts 2001, 77th Leg., ch. 1504, Sec. 13, eff. Sept. 1, 2001.

Sec. 12.1162. ADDITIONAL SANCTIONS. (a) The commissioner shall take any of the actions described by Subsection (b) or by Section 39.131(a), to the extent the commissioner determines necessary, if an open-enrollment charter school, as determined by a report issued under Section 39.076(b):

- (1) commits a material violation of the school's charter;
- (2) fails to satisfy generally accepted accounting standards of fiscal management; or
- (3) fails to comply with this subchapter or another applicable rule or law.

(b) The commissioner may temporarily withhold funding, suspend the authority of an open-enrollment charter school to operate, or take any other reasonable action the commissioner determines necessary to protect the health, safety, or welfare of students enrolled at the school based on evidence that conditions

at the school present a danger to the health, safety, or welfare of the students.

(c) After the commissioner acts under Subsection (b), the open-enrollment charter school may not receive funding and may not resume operating until a determination is made that:

- (1) despite initial evidence, the conditions at the school do not present a danger of material harm to the health, safety, or welfare of students; or
- (2) the conditions at the school that presented a danger of material harm to the health, safety, or welfare of students have been corrected.

(d) Not later than the third business day after the date the commissioner acts under Subsection (b), the commissioner shall provide the charter holder an opportunity for a hearing.

(e) Immediately after a hearing under Subsection (d), the commissioner must cease the action under Subsection (b) or initiate action under Section 12.116.

(f) The commissioner shall adopt rules implementing this section. Chapter 2001, Government Code, does not apply to a hearing under this section.

Added by Acts 2001, 77th Leg., ch. 1504, Sec. 13, eff. Sept. 1, 2001.

Sec. 12.1163. AUDIT BY COMMISSIONER. (a) To the extent consistent with this section, the commissioner may audit the records of:

- (1) an open-enrollment charter school;
- (2) a charter holder; and
- (3) a management company.

(b) An audit under Subsection (a) must be limited to matters directly related to the management or operation of an open-enrollment charter school, including any financial and administrative records.

(c) Unless the commissioner has specific cause to conduct an additional audit, the commissioner may not conduct more than one on-site audit under Section 12.1163 during any

fiscal year, including any financial and administrative records. For purposes of this subsection, an audit of a charter holder or management company associated with an open-enrollment charter school is not considered an audit of the school.

Added by Acts 2001, 77th Leg., ch. 1504, Sec. 13, eff. Sept. 1, 2001. Amended by Acts 2003, 78th Leg., ch. 511, Sec. 1, eff. Sept. 1, 2003.

Sec. 12.1164. NOTICE TO TEACHER RETIREMENT SYSTEM OF TEXAS. (a) The commissioner must notify the Teacher Retirement System of Texas in writing of the revocation, denial of renewal, or surrender of a charter under this subchapter not later than the 10th business day after the date of the event.

(b) The commissioner must notify the Teacher Retirement System of Texas in writing that an open-enrollment charter school is no longer receiving state funding not later than the 10th business day after the date on which the funding ceases.

(c) The commissioner must notify the Teacher Retirement System of Texas in writing that an open-enrollment charter school has resumed receiving state funds not later than the 10th business day after the date on which funding resumes.

Added by Acts 2005, 79th Leg., ch. 1359, Sec. 3, eff. Sept. 1, 2005.

Sec. 12.117. ADMISSION. (a) For admission to an open-enrollment charter school, the governing body of the school shall:

(1) require the applicant to complete and submit an application not later than a reasonable deadline the school establishes; and

(2) on receipt of more acceptable applications for admission under this section than available positions in the school:

(A) fill the available positions by lottery; or

(B) subject to Subsection (b), fill the available positions in the order in which applications received before the

application deadline were received.

(b) An open-enrollment charter school may fill applications for admission under Subsection (a)(2)(B) only if the school published a notice of the opportunity to apply for admission to the school. A notice published under this subsection must:

(1) state the application deadline; and

(2) be published in a newspaper of general circulation in the community in which the school is located not later than the seventh day before the application deadline.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 2001, 77th Leg., ch. 1504, Sec. 14, eff. Sept. 1, 2001.

Sec. 12.1171. ADMISSION TO OPEN-ENROLLMENT CHARTER SCHOOLS SPECIALIZING IN PERFORMING ARTS.

Notwithstanding Section 12.117, the governing body of an open-enrollment charter school that specializes in one or more performing arts may require an applicant to audition for admission to the school.

Added by Acts 2005, 79th Leg., ch. 1032, Sec. 2, eff. June 18, 2005.

Sec. 12.118. EVALUATION OF OPEN-ENROLLMENT CHARTER SCHOOLS. (a) The commissioner shall designate an impartial organization with experience in evaluating school choice programs to conduct an annual evaluation of open-enrollment charter schools.

(b) An evaluation under this section must include consideration of the following items before implementing the charter and after implementing the charter:

(1) students' scores on assessment instruments administered under Subchapter B, Chapter 39;

(2) student attendance;

(3) students' grades;

(4) incidents involving student discipline;

(5) socioeconomic data on

students' families;

(6) parents' satisfaction with their children's schools; and

(7) students' satisfaction with their schools.

(c) The evaluation of open-enrollment charter schools must also include an evaluation of:

(1) the costs of instruction, administration, and transportation incurred by open-enrollment charter schools;

(2) the effect of open-enrollment charter schools on school districts and on teachers, students, and parents in those districts; and

(3) other issues, as determined by the commissioner.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 2001, 77th Leg., ch. 1504, Sec. 15, eff. Sept. 1, 2001.

Sec. 12.119. BYLAWS; ANNUAL REPORT. (a) A charter holder shall file with the State Board of Education a copy of its articles of incorporation and bylaws, or comparable documents if the charter holder does not have articles of incorporation or bylaws, within the period and in the manner prescribed by the board.

(b) Each year within the period and in a form prescribed by the State Board of Education, each open-enrollment charter school shall file with the board the following information:

(1) the name, address, and telephone number of each officer and member of the governing body of the open-enrollment charter school; and

(2) the amount of annual compensation the open-enrollment charter school pays to each officer and member of the governing body.

(c) On request, the State Board of Education shall provide the information required by this section and Section 12.111(8) to a member of the public. The board may charge a reasonable fee to cover the board's cost in

providing the information.

Added by Acts 1999, 76th Leg., ch. 1335, Sec. 3, eff. June 19, 1999. Amended by Acts 2001, 77th Leg., ch. 1504, Sec. 16, eff. Sept. 1, 2001.

Sec. 12.120. RESTRICTIONS ON SERVING AS MEMBER OF GOVERNING BODY OF CHARTER HOLDER OR OPEN-ENROLLMENT CHARTER SCHOOL OR AS OFFICER OR EMPLOYEE. (a) A person may not serve as a member of the governing body of a charter holder, as a member of the governing body of an open-enrollment charter school, or as an officer or employee of an open-enrollment charter school if the person:

(1) has been convicted of a felony or a misdemeanor involving moral turpitude;

(2) has been convicted of an offense listed in Section 37.007(a);

(3) has been convicted of an offense listed in Article 62.001(5), Code of Criminal Procedure; or

(4) has a substantial interest in a management company.

(b) For purposes of Subsection (a)(4), a person has a substantial interest in a management company if the person:

(1) has a controlling interest in the company;

(2) owns more than 10 percent of the voting interest in the company;

(3) owns more than \$25,000 of the fair market value of the company;

(4) has a direct or indirect participating interest by shares, stock, or otherwise, regardless of whether voting rights are included, in more than 10 percent of the profits, proceeds, or capital gains of the company;

(5) is a member of the board of directors or other governing body of the company;

(6) serves as an elected officer of the company; or

(7) is an employee of the company.

Added by Acts 1999, 76th Leg., ch. 1335, Sec. 3, eff. June 19, 1999. Amended by Acts 2001, 77th Leg., ch. 1504, Sec. 17, eff. Sept. 1, 2001; Acts 2005, 79th Leg., ch. 1008, Sec. 2.04, eff. Sept. 1, 2005.

**Sec. 12.121. RESPONSIBILITY FOR OPEN-ENROLLMENT CHARTER SCHOOL.** The governing body of an open-enrollment charter school is responsible for the management, operation, and accountability of the school, regardless of whether the governing body delegates the governing body's powers and duties to another person.  
Added by Acts 2001, 77th Leg., ch. 1504, Sec. 18, eff. Sept. 1, 2001.

**Sec. 12.122. LIABILITY OF MEMBERS OF GOVERNING BODY OF OPEN-ENROLLMENT CHARTER SCHOOL.** (a) Notwithstanding the Texas Non-Profit Corporation Act (Article 1396-1.01 et seq., Vernon's Texas Civil Statutes) or other law, on request of the commissioner, the attorney general may bring suit against a member of the governing body of an open-enrollment charter school for breach of a fiduciary duty by the member, including misapplication of public funds.

(b) The attorney general may bring suit under Subsection (a) for:

- (1) damages;
- (2) injunctive relief; or
- (3) any other equitable remedy determined to be appropriate by the court.

(c) This section is cumulative of all other remedies.  
Added by Acts 2001, 77th Leg., ch. 1504, Sec. 18, eff. Sept. 1, 2001.

**Sec. 12.123. TRAINING FOR MEMBERS OF GOVERNING BODY OF SCHOOL AND OFFICERS.** (a) The commissioner shall adopt rules prescribing training for:

- (1) members of governing bodies of open-enrollment charter schools; and

- (2) officers of open-enrollment charter schools.

(b) The rules adopted under Subsection (a) may:

- (1) specify the minimum amount and frequency of the training;
- (2) require the training to be provided by:

- (A) the agency and regional education service centers;
- (B) entities other than the agency and service centers, subject to approval by the commissioner; or
- (C) both the agency, service centers, and other entities; and

- (3) require training to be provided concerning:

- (A) basic school law, including school finance;
- (B) health and safety issues;
- (C) accountability requirements related to the use of public funds; and

- (D) other requirements relating to accountability to the public, such as open meetings requirements under Chapter 551, Government Code, and public information requirements under Chapter 552, Government Code.

Added by Acts 2001, 77th Leg., ch. 1504, Sec. 18, eff. Sept. 1, 2001.

**Sec. 12.124. LOANS FROM MANAGEMENT COMPANY PROHIBITED.**

(a) The charter holder or the governing body of an open-enrollment charter school may not accept a loan from a management company that has a contract to provide management services to:

- (1) that charter school; or
- (2) another charter school that operates under a charter granted to the charter holder.

(b) A charter holder or the governing body of an open-enrollment charter school that accepts a loan from a management company

may not enter into a contract with that management company to provide management services to the school.

Added by Acts 2001, 77th Leg., ch. 1504, Sec. 18, eff. Sept. 1, 2001.

**Sec. 12.125. CONTRACT FOR MANAGEMENT SERVICES.** Any contract, including a contract renewal, between an open-enrollment charter school and a management company proposing to provide management services to the school must require the management company to maintain all records related to the management services separately from any other records of the management company.

Added by Acts 2001, 77th Leg., ch. 1504, Sec. 18, eff. Sept. 1, 2001.

**Sec. 12.126. CERTAIN MANAGEMENT SERVICES CONTRACTS PROHIBITED.** The commissioner may prohibit, deny renewal of, suspend, or revoke a contract between an open-enrollment charter school and a management company providing management services to the school if the commissioner determines that the management company has:

(1) failed to provide educational or related services in compliance with the company's contractual or other legal obligation to any open-enrollment charter school in this state or to any other similar school in another state;

(2) failed to protect the health, safety, or welfare of the students enrolled at an open-enrollment charter school served by the company;

(3) violated this subchapter or a rule adopted under this subchapter; or

(4) otherwise failed to comply with any contractual or other legal obligation to provide services to the school.

Added by Acts 2001, 77th Leg., ch. 1504, Sec. 18, eff. Sept. 1, 2001.

**Sec. 12.127. LIABILITY OF MANAGEMENT COMPANY.** (a) A management company that provides management services to an open-enrollment charter school is liable for damages incurred by the state as a result of the failure of the company to comply with its contractual or other legal obligation to provide services to the school.

(b) On request of the commissioner, the attorney general may bring suit on behalf of the state against a management company liable under Subsection (a) for:

(1) damages, including any state funding received by the company and any consequential damages suffered by the state;

(2) injunctive relief; or

(3) any other equitable remedy determined to be appropriate by the court.

(c) This section is cumulative of all other remedies and does not affect:

(1) the liability of a management company to the charter holder; or

(2) the liability of a charter holder, a member of the governing body of a charter holder, or a member of the governing body of an open-enrollment charter school to the state.

Added by Acts 2001, 77th Leg., ch. 1504, Sec. 18, eff. Sept. 1, 2001.

**Sec. 12.128. PROPERTY PURCHASED OR LEASED WITH STATE FUNDS.** (a) Property purchased or leased with funds received by a charter holder under Section 12.106 after September 1, 2001:

(1) is considered to be public property for all purposes under state law;

(2) is held in trust by the charter holder for the benefit of the students of the open-enrollment charter school; and

(3) may be used only for a purpose for which a school district may use school district property.

(b) If at least 50 percent of the funds used by a charter holder to purchase real property are funds received under Section 12.106 before September 1, 2001, the property is

## **Appendix B**

### **Charter School Characteristics and Demographics**



## Appendix B1 Characteristics of Standard and Alternative Education Charter School Campuses

Campus	Location	Years of Operation	Rating	Enrollment	Grades	Student-Teacher Ratio	Expenditure Per Student
<b>Standard Charter Campuses</b>							
AW Brown - Fellowship North Campus	Dallas	2	Not rated: Other	303	PK - PK	33.7	\$1,411
Academy of Accelerated Learning	Houston	6 or more	Low performing	662	PK - 04	16.3	\$6,260
Academy of Beaumont	Beaumont	6 or more	Not rated: Other	356	PK - 08	18.4	\$5,201
Academy of Dallas	Dallas	6 or more	Acceptable	496	PK - 08	13.3	\$6,218
Accelerated Interdisciplinary Academy	Houston	2	Recognized	362	PK - 05	19.1	\$2
Accelerated Interdisciplinary Academy	Tyler	1	Acceptable	167	PK - 05	23.9	—
Accelerated Interdisciplinary Academy	Longview	1	Low performing	109	PK - 05	21.8	—
Accelerated Intermediate Academy	Tyler	1	Not rated: Other	14	06 - 06	—	—
Accelerated Intermediate Academy	Longview	1	Not rated: Other	4	06 - 06	—	—
Accelerated Intermediate Charter	Houston	5	Recognized	159	06 - 08	17.7	\$7,208
Alief Montessori Community School	Houston	6 or more	Recognized	213	PK - 05	23.7	\$4,767
Amigos Por Vida-Friends for Life	Houston	6 or more	Acceptable	329	PK - 05	15.5	\$6,179
Arlington Classics Academy	Arlington	6 or more	Recognized	355	KG - 06	13.8	\$3,826
Audre and Bernard Rapoport Academy	Waco	6 or more	Recognized	157	PK - 04	11.0	\$7,689
Austin Discovery School	Austin	1	Acceptable	137	KG - 04	10.2	—
AW Brown-Fellowship Charter School	Dallas	6 or more	Exemplary	728	KG - 06	20.2	\$7,108
Bay Area Charter Middle School	League City	2	Low performing	39	06 - 08	12.4	\$3,630
Bay Area Charter School	El Lago	6 or more	Recognized	172	PK - 05	15.5	\$4,369
Beatrice Mayes Institute Charter	Houston	5	Exemplary	340	KG - 08	16	\$4,913
Benji's Special Educational Academy	Houston	6 or more	Acceptable	611	PK - 12	37.2	\$1,596
Bexar County Academy	San Antonio	6 or more	Low performing	524	PK - 08	15.1	\$5,275
Bright Ideas Charter	Wichita Falls	6 or more	Acceptable	168	KG - 12	15.5	\$3,739
BSIC Autumn Circle	College Station	6 or more	Low performing	95	PK - 12	6.1	\$11,066
BSIC Gano Street	Houston	2	Low performing	70	PK - 12	11.7	—
BSIC Houston-Rosslyn	Houston	2	Recognized	145	PK - 05	18.2	—
BSIC York Street	Houston	1	Not rated: Other	45	PK - 06	12.4	—
Burnham Wood Charter School	El Paso	6 or more	Recognized	261	KG - 06	15.0	\$4,591
Calvin Nelms - Northwest	Hempstead	1	Acceptable	23	05 - 12	35.8	—
Calvin Nelms High School	Katy	6 or more	Acceptable	126	09 - 12	15.3	\$5,153

Campus	Location	Years of Operation	Rating	Enrollment	Grades	Student-Teacher Ratio	Expenditure Per Student
Calvin Nelms Hospital Campus	Houston	2	Not rated: Other	26	02 - 11	16.9	\$3,601
Calvin Nelms Middle School	Katy	4	Not rated: Other	6	06 - 08	6.0	\$4,830
Cedars International Academy	Austin	5	Recognized	155	KG - 07	9.0	\$5,986
Children First Academy of Houston	Houston	6 or more	Acceptable	434	PK - 07	24.1	\$2,117
Children First of Dallas	Dallas	6 or more	Recognized	322	PK - 07	19.0	\$2,297
Corpus Christi Academy	Corpus Christi	4	Low performing	144	09 - 12	13.2	\$5,507
Corpus Christi Montessori School	Corpus Christi	1	Recognized	57	01 - 04	19.0	—
Crossroad Community Ed Center Charter	Houston	6 or more	Low performing	113	09 - 12	—	\$5,504
Cumberland Academy	Tyler	6 or more	Acceptable	205	KG - 05	12.9	\$4,705
Dallas Community Charter School	Dallas	6 or more	Acceptable	171	PK - 03	18.5	\$5,912
Dan Chadwick Campus	Longview	6 or more	Acceptable	135	09 - 12	18.5	\$3,857
Dr. Harmon W Kelley Elementary	San Antonio	6 or more	Acceptable	521	KG - 03	19.2	\$6,577
Dr. James L. Burch Elementary	San Antonio	6 or more	Acceptable	397	04 - 06	22.4	\$3,795
Dr. Paul S. Saenz Junior High	San Antonio	2	Acceptable	359	07 - 08	17.4	\$3,276
Eagle Academy of Tyler at Lindale	Lindale	3	Low performing	9	09 - 12	18.0	—
East Fort Worth Montessori Academy	Fort Worth	3	Recognized	222	PK - 03	17.1	\$6,130
Eden Park Academy	Austin	6 or more	Recognized	151	KG - 08	14.1	\$3,663
Education Center at Little Elm	Little Elm	5	Acceptable	155	KG - 12	13.7	\$4,811
Education Center at The Colony	The Colony	5	Acceptable	150	KG - 12	16.0	\$3,947
Ehrhart School	Beaumont	5	Acceptable	227	PK - 08	10.3	\$5,894
El Paso School of Excellence	El Paso	6 or more	Acceptable	336	PK - 05	15.3	\$4,654
El Paso School of Excellence Middle School	El Paso	5	Low performing	113	06 - 12	8.1	\$3,882
Encino School	Encino	6 or more	Acceptable	70	PK - 08	17.5	\$6,765
Escuela De Las Americas	San Antonio	6 or more	Acceptable	142	PK - 06	14.3	\$6,621
Focus Learning Academy	De Soto	6 or more	Low performing	421	KG - 08	14.2	\$3,163
Fort Worth Academy of Fine Arts	Fort Worth	5	Recognized	356	03 - 12	13.4	\$3,749
Fruit of Excellence School	Paige	6 or more	Low performing	43	07 - 12	30.1	\$2,376
Gabriel Tafolla Charter School	Uvalde	6 or more	Low performing	140	PK - 12	12.4	\$6,619
Gateway Charter Academy	Dallas	5	Acceptable	540	PK - 09	14.2	\$5,608
Girls & Boys Prep Academy	Houston	6 or more	Low performing	447	05 - 12	13.3	\$9,130
Girls & Boys Prep Academy Element	Houston	5	Exemplary	508	PK - 04	16.1	\$7
Golden Rule Charter School	Dallas	4	Low performing	333	PK - 07	13.9	\$4,986

Campus	Location	Years of Operation	Rating	Enrollment	Grades	Student-Teacher Ratio	Expenditure Per Student
Guardian Angel Performance Academy	San Antonio	6 or more	Not rated: Other	31	06 - 08	10.7	\$11,164
Harmony Elementary	Houston	1	Acceptable	198	KG - 05	13.4	—
Harmony Science Academy - Austin	Austin	4	Recognized	253	06 - 11	13.8	\$5,757
Harmony Science Academy -Dallas	Dallas	2	Exemplary	342	06 - 09	15.5	\$3,822
Harmony Science Academy	Houston	6 or more	Exemplary	396	06 - 12	13.7	\$3,747
Horizon Montessori	McAllen	2	Recognized	229	PK - 04	15.3	\$5,237
Houston Alternative Preparatory Campus	Houston	4	Acceptable	180	PK - 12	30.0	\$3,910
Houston Heights Learning Academy	Houston	6 or more	Low performing	102	PK - 05	17.6	\$4,527
Idea Academy	Donna	6 or more	Recognized	896	KG - 11	22.0	\$6,468
Inspired Vision Academy	Dallas	6 or more	Acceptable	292	PK - 06	16.2	\$5,505
Jean Massieu Academy	Arlington	6 or more	Low performing	137	PK - 12	10.1	\$7,722
Jesse Jackson Academy	Houston	6 or more	Low performing	297	09 - 12	32.1	\$4,565
Katherine Anne Porter School	Wimberley	6 or more	Acceptable	99	09 - 12	6.7	\$5,967
KIPP 3D Academy	Houston	1	Acceptable	318	05 - 08	15.8	—
KIPP Academy	Houston	6 or more	Recognized	738	PK - 10	15.1	\$7,749
KIPP Aspire Academy	San Antonio	2	Recognized	239	05 - 07	12.6	\$9,232
KIPP Austin College Prep	Austin	2	Acceptable	256	05 - 08	13.9	\$8,386
KIPP Truth Academy	Dallas	2	Acceptable	131	05 - 07	18.4	\$7,421
La Amistad Love & Learning Academy	Houston	6 or more	Exemplary	280	PK - 04	17.7	\$3,631
Life School Oak Cliff	Dallas	6 or more	Acceptable	1,217	KG - 12	19.0	\$8,244
Life School Red Oak	Red Oak	3	Recognized	747	KG - 07	20.6	\$277
Lighthouse Charter School	San Antonio	3	Acceptable	152	KG - 06	10.9	\$3,738
Mainland Preparatory Academy	La Marque	6 or more	Acceptable	564	PK - 08	14.1	\$5,981
McCullough Academy of Excellence	Austin	6 or more	Acceptable	125	KG - 05	11.5	\$5,265
Medical Center Charter School/Southwest	Houston	6 or more	Acceptable	251	PK - 04	25.1	\$3,944
Metro Charter Academy	Arlington	5	Acceptable	339	PK - 08	12.6	\$4,238
Meyerpark Elementary	Houston	2	Low performing	133	KG - 05	26.6	\$2,217
Midland Academy Charter School	Midland	6 or more	Acceptable	503	KG - 10	14.0	\$4,928
National Elite Gymnastics	Austin	6 or more	Exemplary	9	02 - 08	4.5	\$9,057
NCI Charter School Without Walls	Houston	2	Not rated: Other	440	PK - KG	37.2	\$1,421
North Hills School	Irving	6 or more	Recognized	942	01 - 12	13.1	\$5,191
North Houston High School for Business	Houston	6 or more	Low performing	242	09 - 12	14.9	\$3,659

Campus	Location	Years of Operation	Rating	Enrollment	Grades	Student-Teacher Ratio	Expenditure Per Student
Northwest Preparatory	Houston	5	Recognized	162	PK - 04	11.6	\$6,100
Nova Charter School	Dallas	2	Recognized	125	PK - 04	13.9	\$5,182
Nova Charter School (Southeast)	Dallas	6 or more	Acceptable	260	PK - 06	13.0	\$6,795
Now College Prep	Houston	1	Not rated: Other	402	KG - 08	12.9	—
NYOS Charter School	Austin	6 or more	Acceptable	360	KG - 12	12.2	\$6,000
NYOS Charter School Inc. at Gessner	Austin	5	Acceptable	92	PK - 03	15.0	\$5,767
Odyssey Academy Inc.	Galveston	6 or more	Acceptable	267	PK - 08	13.8	\$3,586
Outreach Word Academy	Victoria	4	Acceptable	110	PK - 05	10.7	—
Panola Cs	Carthage	6 or more	Acceptable	167	08 - 12	30.4	\$3,990
Peak Academy	Dallas	1	Recognized	114	04 - 06	16.3	—
Pineywoods Community Academy High	Lufkin	6 or more	Acceptable	220	KG - 08	13.2	\$3,937
Pinnacle School	Fort Worth	6 or more	Low performing	190	KG - 09	13.1	\$30,970
Pre-K Academy	San Antonio	1	Not rated: Other	108	PK - PK	21.6	—
Rapopot Academy-Quinn Campus	Waco	3	Acceptable	40	05 - 08	6.1	\$10,497
Raul Yzaguirre School for Success	Brownsville	6 or more	Acceptable	690	EE - 12	15.7	\$5,146
Raul Yzaguirre School for Success	Brownsville	4	Acceptable	235	PK - 06	16.8	—
Riek Hawkins High School	San Antonio	2	Acceptable	382	09 - 12	13.1	\$7,313
Ripley House Charter School	Houston	4	Acceptable	139	KG - 05	14.1	\$9,080
Rise Academy	Lubbock	6 or more	Exemplary	182	PK - 06	11.5	\$5,306
San Antonio Preparatory Academy	San Antonio	3	Low performing	180	KG - 06	15.5	\$5,015
School of Liberal Arts and Science	Dallas	6 or more	Acceptable	552	PK - 10	12.3	\$4,869
School of Science and Technology	San Antonio	1	Exemplary	226	06 - 08	14.1	—
Seashore Learning Center	Corpus Christi	6 or more	Recognized	204	KG - 06	12.9	\$5,549
Set-Ninos Charter Elementary	Houston	6 or more	Acceptable	507	PK - 07	13.6	\$4,417
Shekinah Hope	San Antonio	6 or more	Acceptable	52	PK - 04	8.7	\$6,645
Southwest Elementary	Houston	1	Not rated: Other	128	PK - 03	42.7	—
Southwest Middle School	Houston	1	Acceptable	65	06 - 08	17.5	—
Southwest School Center for Success	Houston	1	Not rated: Other	41	07 - 12	13.7	—
St Anthony Academy	Dallas	3	Recognized	197	PK - 08	12.3	\$7,657
St. Mary's Academy Charter School	Beeville	5	Recognized	224	KG - 08	13.0	\$7,738
Star Charter School	Austin	6 or more	Recognized	252	01 - 12	15.9	\$4,744
Tekoa Academy of Accelerated Studies	Port Arthur	6 or more	Not rated: Other	343	PK - 08	22.0	\$5,627

Campus	Location	Years of Operation	Rating	Enrollment	Grades	Student-Teacher Ratio	Expenditure Per Student
Temple Education Center	Temple	6 or more	Low performing	106	PK - 12	13.5	\$3,270
Texas Empowerment Academy	Austin	6 or more	Acceptable	117	05 - 10	11.9	\$3,106
Texas Preparatory School	San Marcos	5	Low performing	88	KG - 08	22.6	\$5,776
Texas Serenity Academy	Lancaster	1	Low performing	384	KG - 12	15.5	—
The Phoenix Charter School	Greenville	5	Acceptable	302	PK - 11	8.7	\$6,141
The Varnett School - East	Houston	3	Acceptable	217	PK - 05	14.5	—
The Varnett School - Northeast	Houston	3	Acceptable	269	PK - 05	29.9	—
Theresa B. Lee Academy	Fort Worth	6 or more	Low performing	266	09 - 12	26.6	\$4,208
Treetops School International	Fort Worth	6 or more	Acceptable	231	KG - 12	12.5	\$4,083
Trinity Basin Preparatory	Dallas	6 or more	Acceptable	493	PK - 08	15.2	\$5,110
Two Dimensions at Corsicana	Corsicana	3	Not rated: Other	113	PK - 02	16.5	\$499
Two Dimensions Preparatory Academy	Houston	6 or more	Acceptable	236	PK - 05	15.9	\$5,936
Two Dimensions/Vickery	Houston	3	Exemplary	175	PK - 03	14.9	\$109
University of Houston Charter School-Tech	Houston	6 or more	Recognized	133	KG - 05	19.8	\$7,954
Universal Academy - Flower Mound	Lewisville	5	Acceptable	427	KG - 11	14.0	\$5,956
Universal Academy	Irving	6 or more	Acceptable	733	PK - 12	15.6	\$4,526
University of Texas Elementary Charter	Austin	3	Recognized	178	PK - 03	15.3	\$8,413
University School	Irving	6 or more	Low performing	96	07 - 12	10.7	\$4,071
Vanguard Academy	Pharr	5	Recognized	286	PK - 06	17.9	\$6,469
Varnett Charter School	Houston	6 or more	Recognized	694	PK - 05	19.8	—
Waco Charter School	Waco	6 or more	Acceptable	145	KG - 05	12.1	\$8,059
Waxahachie Faith Family Academy	Waxahachie	6 or more	Acceptable	269	PK - 12	12.7	\$7,062
West Houston Charter	Katy	6 or more	Low performing	37	06 - 08	12.4	\$2,601
West Houston Charter Elementary	Katy	6 or more	Acceptable	101	KG - 05	13.3	\$1,764
Westlake Academy	Westlake	3	Recognized	322	KG - 08	13.1	\$6,709
Yes College Prep - Southwest Camp	Richmond	1	Recognized	153	06 - 07	14.6	—
Yes College Preparatory School -	Houston	3	Exemplary	261	06 - 08	13.7	\$4,708
Yes College Preparatory School	Houston	6 or more	Exemplary	658	06 - 12	13.1	\$6,996
Young Learners	Houston	2	Not rated: Other	668	PK - PK	—	\$1,473
Zoe Learning Academy - Ambassador Campus	Fort Worth	2	Low performing	142	KG - 05	9.5	\$4,974
Zoe Learning Academy	Houston	5	Acceptable	278	PK - 05	12.4	\$6,724

Campus	Location	Years of Operation	Rating	Enrollment	Grades	Student-Teacher Ratio	Expenditure Per Student
<b>Alternative Education Campuses</b>							
A + Academy	Dallas	6 or more	AEA, Academically Acceptable	961	PK - 12	13.8	\$4,863
Academy of Careers and Technologies	San Antonio	6 or more	AEA, Academically Acceptable	150	09 - 12	25.0	\$6,508
Alpha Charter School	Garland	5	AEA, Academically Acceptable	210	KG - 12	17.9	\$4,920
Alphonso Crutch's-Life Support Center	Houston	6 or more	AEA, Academically Unacceptable	436	06 - 12	40.8	\$2,473
American Academy of Excellence Charter	Houston	6 or more	AEA, Academically Acceptable	144	09 - 12	16.5	\$5,692
American Youthworks Charter School	Austin	6 or more	AEA, Academically Unacceptable	155	09 - 12	29.0	\$6,187
American Youthworks Charter School	Austin	3	AEA, Academically Unacceptable	279	09 - 12	16.2	\$6,429
Annunciation Maternity Home	Georgetown	5	AEA, Academically Acceptable	10	09 - 12	10.0	\$8,198
Austin Can Academy Charter School	Austin	4	AEA, Academically Acceptable	371	09 - 12	20.6	\$7,906
Azleway Charter School	Tyler	5	AEA, Academically Acceptable	91	02 - 12	7.5	\$14,693
Bexar County Day Education & Treatment Prgm	San Antonio	3	AEA, Academically Acceptable	15	09 - 11	—	\$6,837
Big Springs Charter School	Leaky	5	AEA, Academically Acceptable	56	06 - 12	6.2	\$11,704
Boys and Girls Country	Hockley	3	AEA, Academically Acceptable	29	06 - 12	6.0	\$7,812
Brazos River Charter School	Nemo	6 or more	AEA, Academically Acceptable	137	08 - 12	22.4	\$5,220
Bryan Texas Campus	Bryan	3	AEA, Academically Acceptable	18	07 - 11	18.7	—
Burnett-Bayland Home	Houston	6 or more	AEA, Academically Acceptable	67	05 - 11	11.2	\$7,870
Burnett-Bayland Reception Center	Houston	6 or more	AEA, Academically Acceptable	174	04 - 12	19.3	\$4,657
Career Plus Learning Academy	San Antonio	6 or more	AEA, Academically Acceptable	92	06 - 12	21.6	\$6,261
Cedar Crest Charter School	Belton	4	AEA, Academically Acceptable	54	01 - 12	11.4	\$15,819
Cedar Ridge Charter School	Lometa	6 or more	AEA, Academically Acceptable	72	PK - 12	8.2	\$9,375
Children of the Sun	Raymondville	4	AEA, Academically Acceptable	67	PK - 12	22.7	\$85
Children of the Sun	Rio Grande City	4	AEA, Academically Acceptable	94	PK - 12	15.7	\$114
Comquest Academy	Tomball	6 or more	AEA, Academically Acceptable	84	09 - 12	16.6	\$4,194
Dallas Can! Academy Charter-Oak Cliff	Dallas	6 or more	AEA, Academically Acceptable	488	09 - 12	18.3	\$8,785
Dallas Can! Academy Charter	Dallas	6 or more	AEA, Academically Acceptable	574	09 - 12	22.0	\$7,771
Dallas County Juvenile Justice	Dallas	6 or more	AEA, Academically Acceptable	656	05 - 12	12.5	\$7,753
Depelchin-Elkins Campus	Houston	4	AEA, Academically Acceptable	36	01 - 11	7.2	\$11,590
Depelchin-Richmond	Richmond	1	AEA, Academically Acceptable	15	06 - 10	7.5	—
Destiny High School	Killeen	6 or more	AEA, Academically Acceptable	80	KG - 08	11.4	\$2,794
Dr M L Garza-Gonzalez Charter School	Corpus Christi	6 or more	AEA, Academically Acceptable	200	PK - 12	30.8	\$7,394
Draw Academy	Houston	2	AEA, Academically Acceptable	246	PK - 08	17.3	\$6,783

Campus	Location	Years of Operation	Rating	Enrollment	Grades	Student-Teacher Ratio	Expenditure Per Student
Eagle Academy of Abilene	Abilene	6 or more	AEA, Academically Acceptable	206	06 - 12	18.7	\$4,828
Eagle Academy of Beaumont	Beaumont	6 or more	AEA, Academically Acceptable	172	06 - 12	21.5	\$4,574
Eagle Academy of Del Rio	Del Rio	6 or more	AEA, Academically Acceptable	76	06 - 12	12.7	\$5,625
Eagle Academy of Ft. Worth	Fort Worth	6 or more	AEA, Academically Acceptable	159	06 - 12	22.7	\$5,174
Eagle Academy of Laredo	Laredo	6 or more	AEA, Academically Acceptable	120	06 - 12	17.1	\$7,070
Eagle Academy of Lubbock	Lubbock	6 or more	AEA, Academically Acceptable	101	06 - 12	14.4	\$5,681
Eagle Academy of Midland	Midland	6 or more	AEA, Academically Acceptable	157	06 - 12	19.6	\$4,118
Eagle Academy of Pharr at Mission	Mission	2	AEA, Academically Acceptable	129	07 - 12	14.3	\$6,746
Eagle Academy of Pharr/McAllen	Pharr	6 or more	AEA, Academically Acceptable	126	06 - 12	15.8	\$4,290
Eagle Academy of San Antonio	San Antonio	6 or more	AEA, Academically Acceptable	122	06 - 12	15.3	\$7,031
Eagle Academy of Tyler	Tyler	6 or more	AEA, Academically Acceptable	144	06 - 12	20.6	\$4,984
Eagle Academy of Waco	Waco	6 or more	AEA, Academically Acceptable	190	06 - 12	21.1	\$4,954
Eagle Academy of Waco at Trinity	Trinity	3	AEA, Academically Acceptable	97	06 - 12	17.6	\$5,599
Eagle Advantage Charter Elementary	Dallas	5	AEA, Academically Acceptable	715	PK - 09	28.8	\$6,453
Eagle Charter School - Midland/Austin	Austin	4	AEA, Academically Acceptable	307	06 - 12	25.6	\$4,995
Eagle Project (Brownsville)	Brownsville	6 or more	AEA, Academically Acceptable	129	06 - 12	13.6	\$4,408
Ed White Memorial High School	League City	6 or more	AEA, Academically Acceptable	127	09 - 12	16.9	\$4,919
Education Center International Academy	Garland	5	AEA, Academically Acceptable	112	02 - 12	9.7	\$7,750
El Paso Academy	El Paso	6 or more	AEA, Academically Acceptable	244	09 - 12	12.2	\$6,097
El Paso Academy West	El Paso	2	AEA, Academically Acceptable	214	09 - 12	16.5	\$2,620
Erath Excels Academy Inc.	Stephenville	6 or more	AEA, Academically Unacceptable	114	09 - 12	12.2	\$8,027
Evolution Academy Charter School	Richardson	4	AEA, Academically Acceptable	352	09 - 12	30.3	\$3,985
Excel Academy	Fort Worth	6 or more	AEA, Academically Acceptable	252	KG - 12	13.3	\$3,539
Faith Family Academy of Oak Cliff	Dallas	6 or more	AEA, Academically Acceptable	1,170	PK - 12	12.7	\$7,477
Fort Worth Can Academy	Fort Worth	6 or more	AEA, Academically Unacceptable	349	09 - 12	18.4	\$5,559
Gateway Academy (Student Alternative)	Laredo	6 or more	AEA, Academically Acceptable	316	09 - 12	20.4	\$6,198
George Gervin Charter	San Antonio	6 or more	AEA, Academically Acceptable	260	PK - 12	14.5	\$5,445
George I. Sanchez Charter HS San Antonio	San Antonio	6 or more	AEA, Academically Acceptable	181	08 - 12	14.1	\$4,290
George I. Sanchez High School	Houston	6 or more	AEA, Academically Acceptable	598	PK - 12	19.5	\$6,022
George M. Kometzky School	Austin	5	AEA, Academically Acceptable	13	KG - 07	13.0	\$11,286
Gulf Shores Credit Repair Program	Houston	5	AEA, Academically Acceptable	2	08 - 08	0.5	\$39
Gulf Shores Empowerment Program	Houston	1	AEA, Academically Acceptable	2	10 - 12	—	—

Campus	Location	Years of Operation	Rating	Enrollment	Grades	Student-Teacher Ratio	Expenditure Per Student
Gulf Shores High School	Houston	6 or more	AEA, Academically Acceptable	710	05 - 12	—	\$3,923
Gulf Shores Middle School	Houston	5	AEA, Academically Acceptable	9	07 - 10	3.0	\$64
Gulf Shores Residential Treatment	Houston	5	AEA, Academically Acceptable	17	07 - 11	2.8	\$2,121
Harris County Juvenile Detention	Houston	6 or more	AEA, Academically Acceptable	154	03 - 11	12.8	\$4,300
Harris County Youth Village	Seabrook	6 or more	AEA, Academically Acceptable	138	08 - 12	12.5	\$7,569
Higgs Carter King Gifted & Talented	San Antonio	6 or more	AEA, Academically Acceptable	286	PK - 12	19.1	\$8,137
Hill Country Youth Ranch	Ingram	1	AEA, Academically Acceptable	23	01 - 05	5.8	—
Houston Can Academy Hobby	Houston	3	AEA, Academically Acceptable	301	09 - 12	16.8	\$7,031
Houston Can Academy Charter School	Houston	6 or more	AEA, Academically Acceptable	477	09 - 12	21.7	\$5,295
Houston Gateway Academy	Houston	6 or more	AEA, Academically Acceptable	603	KG - 08	13.3	\$5,361
Houston Heights High School	Houston	6 or more	AEA, Academically Acceptable	219	08 - 12	16.1	\$8,232
I Am That I Am Academy	Dallas	6 or more	AEA, Academically Acceptable	88	07 - 12	14.7	—
Inspired Vision	Dallas	5	AEA, Academically Acceptable	261	PK - 08	13.1	\$4,838
Jamie's House Charter School	Houston	6 or more	AEA, Academically Acceptable	57	06 - 12	11.9	\$5,828
John H Wood Jr. Charter School at St Francis	San Antonio	3	AEA, Academically Acceptable	141	06 - 12	11.8	\$7,196
John H Wood Jr. Charter School Hays Co Juvenile	San Marcos	4	AEA, Academically Acceptable	77	07 - 11	11.0	\$6,338
John H Wood Jr. Charter School Hays Co Juvenile	San Marcos	3	AEA, Academically Acceptable	12	05 - 10	—	\$816
John H. Wood Jr. Charter School	San Antonio	6 or more	AEA, Academically Acceptable	11	09 - 12	11.0	\$7,793
Juan B Galaviz Charter School	Houston	4	AEA, Academically Acceptable	100	09 - 12	11.1	\$4,739
Jubilee Academic Center	San Antonio	5	AEA, Academically Acceptable	329	PK - 12	11.3	\$5,840
Katy-Hockley Boot Camp	Katy	6 or more	AEA, Academically Acceptable	152	06 - 12	23.6	\$4,432
Landmark School	Palestine	6 or more	AEA, Academically Acceptable	71	09 - 12	11.8	\$22,004
Laurel Ridge	San Antonio	1	AEA, Academically Acceptable	90	KG - 12	11.3	—
Legacy High School	Kaufman	6 or more	AEA, Academically Acceptable	93	09 - 12	13.3	\$3,857
Mertdell	Liberty Hill	6 or more	AEA, Academically Acceptable	95	KG - 12	8.6	\$9,524
Methodist Children's Home	Waco	3	AEA, Academically Acceptable	120	07 - 12	10.9	\$6,259
Mid-Valley Academy-McAllen	McAllen	4	AEA, Academically Acceptable	193	09 - 12	26.1	—
Mid-Valley Academy	Mercedes	6 or more	AEA, Academically Acceptable	52	09 - 12	16.0	\$26,566
Miracle Farm	Brenham	6 or more	AEA, Academically Acceptable	9	08 - 12	18.0	\$3,650
Nancy Ney Charter School	New Braunfels	6 or more	AEA, Academically Acceptable	130	05 - 12	10.1	\$5,685
New Directions	San Antonio	4	AEA, Academically Acceptable	27	09 - 12	9.9	\$11,244
New Frontiers Charter School	San Antonio	6 or more	AEA, Academically Acceptable	395	KG - 05	13.7	\$5,618

Campus	Location	Years of Operation	Rating	Enrollment	Grades	Student-Teacher Ratio	Expenditure Per Student
New Frontiers Middle School	San Antonio	1	AEA, Academically Acceptable	219	06 - 08	14.5	—
Northwest Preparatory Campus (Wileyvale)	Houston	5	AEA, Academically Acceptable	146	05 - 08	14.5	\$19,513
Omega Academic Center	San Antonio	3	AEA, Academically Acceptable	117	06 - 12	8.6	\$3,810
One Stop Multiservice	Edingburg	5	AEA, Academically Acceptable	160	PK - 12	17.8	\$9,119
One Stop Multiservice	Weslaco	5	AEA, Academically Acceptable	141	PK - 12	17.6	\$6,779
One Stop Multiservice High School	Mission	6 or more	AEA, Academically Acceptable	139	PK - 12	23.2	\$14,616
Paradigm Accelerated School	Dublin	6 or more	AEA, Academically Acceptable	69	07 - 12	17.7	\$7,074
Paso Del Norte Academy	El Paso	6 or more	AEA, Academically Unacceptable	190	09 - 12	25.3	\$5,305
Pathfinder Camp	Driftwood	6 or more	AEA, Academically Acceptable	22	07 - 11	7.3	\$9,458
Pathways 3H Campus	Mountain Home	4	AEA, Academically Acceptable	24	07 - 11	8.0	\$9,181
Pegasus Campus	Lockhart	4	AEA, Academically Acceptable	170	04 - 12	10.0	\$10,715
Pegasus Charter High School	Dallas	6 or more	AEA, Academically Acceptable	262	07 - 12	17.2	\$4,313
Por Vida Academy Charter High School	San Antonio	6 or more	AEA, Academically Acceptable	192	09 - 12	19.0	\$6,942
Positive Solutions Charter	San Antonio	6 or more	AEA, Academically Acceptable	227	09 - 12	19.2	\$4,546
Quest Academy	Dallas	6 or more	AEA, Academically Acceptable	62	06 - 09	6.9	\$1,841
Radiance Academy of Learning	San Antonio	6 or more	AEA, Academically Acceptable	141	PK - 12	10.1	\$5,424
Radiance Academy of Learning (West Lake)	San Antonio	6 or more	AEA, Academically Acceptable	270	PK - 12	15.0	\$4,795
Ranch Academy	Canton	6 or more	AEA, Academically Acceptable	39	07 - 12	7.7	\$13,688
Raven School	New Waverly	6 or more	AEA, Academically Acceptable	161	09 - 12	10.3	\$10,188
Richard Milburn Academy - Ector County	Odessa	3	AEA, Academically Acceptable	168	09 - 12	17.7	\$3,236
Richard Milburn Academy - Fort Worth	Fort Worth	3	AEA, Academically Unacceptable	141	09 - 12	19.6	\$3,839
Richard Milburn Academy - Suburban	Houston	3	AEA, Academically Acceptable	171	09 - 12	18.8	\$3,281
Richard Milburn Academy (Amarillo)	Amarillo	5	AEA, Academically Acceptable	137	09 - 12	24.9	\$4,131
Richard Milburn Academy (Beaumont)	Beaumont	5	AEA, Academically Acceptable	231	09 - 12	23.3	\$3,512
Richard Milburn Academy (Midland)	Midland	6 or more	AEA, Academically Acceptable	178	09 - 12	17.4	\$4,253
Richard Milburn Alter HS (Corpus Christi)	Corpus Christi	6 or more	AEA, Academically Acceptable	180	09 - 12	14.1	\$4,982
Richard Milburn Alter High School (Killeen)	Killeen	6 or more	AEA, Academically Acceptable	172	09 - 12	20.9	\$4,679
Richard Milburn Alter High School (Lubbock)	Lubbock	6 or more	AEA, Academically Acceptable	152	09 - 12	17.1	\$3,694
River Oaks	Fort Worth	5	AEA, Academically Acceptable	270	09 - 12	18.0	\$6,384
San Antonio Can High School	San Antonio	5	AEA, Academically Acceptable	347	09 - 12	15.6	\$5,762
San Antonio School for Inquiry & Creativity	San Antonio	6 or more	AEA, Academically Acceptable	204	KG - 12	13.6	\$3,341
San Antonio Technology Academy	San Antonio	5	AEA, Academically Acceptable	128	09 - 12	14.2	\$13,470

Campus	Location	Years of Operation	Rating	Enrollment	Grades	Student-Teacher Ratio	Expenditure Per Student
San Marcos Treatment Center	San Marcos	2	AEA, Academically Acceptable	180	05 - 12	12.0	\$8,214
Sentry Technology Prep School	Brownsville	6 or more	AEA, Academically Acceptable	203	PK - 12	21.5	\$79
Settlement Home	Austin	6 or more	AEA, Academically Acceptable	33	03 - 11	16.5	\$10,540
Shekinah Radiance Academy	San Antonio	6 or more	AEA, Academically Acceptable	70	PK - 05	10.1	\$4,383
Shekinah Radiance Academy Abundant Life	La Marque	1	AEA, Academically Acceptable	423	KG - 12	13.3	—
Shekinah Walzem	San Antonio	5	AEA, Academically Acceptable	255	PK - 12	12.1	\$5,483
South Plains Academy	Lubbock	6 or more	AEA, Academically Acceptable	136	09 - 12	15.1	\$6,364
Southwest High School - Incentives	Katy	5	AEA, Academically Acceptable	26	08 - 11	8.7	\$4,363
Southwest High School	Houston	6 or more	AEA, Academically Acceptable	250	09 - 12	12.5	\$6,826
Southwest Preparatory School-North	San Antonio	4	AEA, Academically Acceptable	284	09 - 12	20.9	\$3,953
Southwest Preparatory School	San Antonio	6 or more	AEA, Academically Acceptable	367	09 - 12	24.0	\$3,311
Southwest Preparatory Southeast Campus	San Antonio	5	AEA, Academically Acceptable	277	09 - 12	23.3	\$2,782
Star Ranch Campus	Ingram	4	AEA, Academically Acceptable	33	02 - 12	8.3	\$11,560
T-Care	Austin	6 or more	AEA, Academically Acceptable	9	08 - 11	3.0	\$9,803
Technology Education Charter High School	Weslaco	6 or more	AEA, Academically Acceptable	97	PK - 12	10.8	\$6,647
Texans Can Academy at Paul Quinn	Dallas	2	AEA, Academically Acceptable	340	09 - 12	30.2	\$6,699
Texans Can at Carrollton-Farmers	Farmers Branch	3	AEA, Academically Acceptable	310	09 - 12	18.0	\$6,020
The Education and Training Center	San Antonio	2	AEA, Academically Acceptable	124	09 - 12	29.7	\$277,236
The Oaks Treatment Center	Austin	2	AEA, Academically Acceptable	75	02 - 12	12.5	\$6,972
TNC Campus (Texas Neurorehabilitation Center)	Austin	4	AEA, Academically Acceptable	52	01 - 12	7.0	\$7,292
Transformative Charter Academy	Killeen	6 or more	AEA, Academically Acceptable	84	09 - 12	24.0	\$4,579
Trinity Charter School	Canyon Lake	2	AEA, Academically Acceptable	59	05 - 11	7.4	\$13,832
Trinity Charter School	Denton	2	AEA, Academically Acceptable	57	01 - 09	8.9	\$14,814
Trinity Charter School	Corpus Christi	2	AEA, Academically Acceptable	55	02 - 11	6.9	\$15,370
Trinity Charter School	Katy	2	AEA, Academically Unacceptable	59	06 - 12	9.8	\$15,219
Westside Command Detention Center	Houston	6 or more	AEA, Academically Acceptable	47	05 - 11	15.7	\$4,260
Winfree Academy Charter School (Grapevine)	Grapevine	4	AEA, Academically Acceptable	303	09 - 12	27.1	\$4,323
Winfree Academy Charter School (Irving)	Irving	6 or more	AEA, Academically Acceptable	400	09 - 12	36.8	\$4,380
Winfree Academy Charter School (Lewisville)	Lewisville	6 or more	AEA, Academically Acceptable	403	09 - 12	42.6	\$3,889
Winfree Academy Charter School (Richardson)	Richardson	5	AEA, Academically Acceptable	413	09 - 12	36.3	\$4,023

Note. "—" indicates data not available in AEIS.

**Appendix B2**  
**Student Demographic Characteristics for Standard and Alternative Education Charter School Campuses (Percent)**

Campus	African American	Hispanic	White	Economically Disadvantaged
<b>Standard Charter Campuses</b>				
AW Brown - Fellowship North Campus	98.0	1.7	0.0	98.0
Academy of Accelerated Learning	50.8	48.0	0.5	56.6
Academy of Beaumont	93.8	3.7	1.1	98.9
Academy of Dallas	89.3	9.9	0.0	92.5
Accelerated Interdisciplinary Academy	88.4	11.0	0.3	93.4
Accelerated Interdisciplinary Academy	92.8	5.4	1.8	90.4
Accelerated Interdisciplinary Academy	93.6	1.8	4.6	87.2
Accelerated Intermediate Academy	78.6	21.4	0.0	71.4
Accelerated Intermediate Academy	100.0	0.0	0.0	100.0
Accelerated Intermediate Charter	84.9	15.1	0.0	86.8
Alief Montessori Community School	16.9	36.6	2.3	100.0
Amigos Por Vida-Friends for Life	0.9	99.1	0.0	99.7
Arlington Classics Academy	11.8	11.0	67.3	4.5
Audre and Bernard Rapoport Academy	91.7	3.2	4.5	86.0
Austin Discovery School	9.5	17.5	70.1	0.0
Aw Brown-Fellowship Charter School	96.2	3.7	0.0	79.8
Bay Area Charter Middle School	7.7	15.4	76.9	41.0
Bay Area Charter School	10.5	14.5	71.5	43.0
Beatrice Mayes Institute Charter	99.4	0.3	0.3	56.5
Benji's Special Educational Academy	96.1	3.8	0.2	87.9
Bexar County Academy	13.0	84.4	2.5	97.7
Bright Ideas Charter	11.9	10.1	72.6	46.4
BSIC Autumn Circle	18.9	53.7	27.4	83.2
BSIC Gano Street	72.9	25.7	1.4	98.6
BSIC Houston-Rosslyn	35.2	59.3	5.5	96.6
BSIC York Street	66.7	8.9	24.4	100.0
Burnham Wood Charter School	4.6	71.6	18.0	42.9

Campus	African American	Hispanic	White	Economically Disadvantaged
Calvin Nelms - Northwest	8.7	0.0	87.0	43.5
Calvin Nelms High School	9.5	30.2	58.7	34.1
Calvin Nelms Hospital Campus	50.0	11.5	38.5	0.0
Calvin Nelms Middle School	33.3	16.7	50.0	83.3
Cedars International Academy	45.8	29.7	21.3	61.3
Children First Academy of Houston	96.8	3.0	0.2	100.0
Children First of Dallas	99.1	0.9	0.0	97.5
Corpus Christi Academy	2.1	67.4	27.1	21.5
Corpus Christi Montessori School	0.0	38.6	61.4	12.3
Crossroad Community Ed Center Charter	95.6	4.4	0.0	98.2
Cumberland Academy	25.9	9.3	62.9	53.7
Dallas Community Charter School	5.3	70.8	22.2	63.2
Dan Chadwick Campus	14.8	8.9	75.6	33.3
Dr. Harmon W Kelley Elementary	33.2	59.1	7.1	81.0
Dr. James L. Burch Elementary	31.7	58.9	8.8	80.6
Dr. Paul S. Saenz Junior High	27.9	65.5	6.4	79.4
Eagle Academy of Tyler at Lindale	33.3	11.1	44.4	100.0
East Fort Worth Montessori Academy	58.1	32.0	6.3	92.3
Eden Park Academy	8.6	39.7	50.3	43.0
Education Center at Little Elm	9.0	20.6	69.7	46.5
Education Center at The Colony	10.0	17.3	71.3	18.0
Ehrhart School	74.9	4.8	20.3	83.7
El Paso School of Excellence	1.2	91.4	4.8	97.3
El Paso School of Excellence Middle School	0.9	87.6	8.0	83.2
Encino School	0.0	95.7	4.3	67.1
Escuela De Las Americas	0.0	100.0	0.0	93.7
Focus Learning Academy	81.9	16.6	0.7	38.5
Fort Worth Academy of Fine Arts	13.8	10.4	74.4	16.6
Fruit of Excellence School	95.3	4.7	0.0	81.4
Gabriel Tafolla Charter School	0.7	93.6	5.7	85.7

Campus	African American	Hispanic	White	Economically Disadvantaged
Gateway Charter Academy	97.2	2.4	0.2	88.1
Girls & Boys Prep Academy	90.4	9.2	0.2	79.6
Girls & Boys Prep Academy Element	94.7	4.5	0.2	83.5
Golden Rule Charter School	1.5	96.4	0.9	96.1
Guardian Angel Performance Academy	74.2	12.9	12.9	90.3
Harmony Elementary	19.2	40.9	25.8	62.6
Harmony Science Academy - Austin	12.6	68.0	16.2	59.7
Harmony Science Academy -Dallas	18.1	67.5	10.8	62.9
Harmony Science Academy	38.9	35.1	17.7	58.6
Horizon Montessori	1.3	72.5	21.8	52.8
Houston Alternative Preparatory Campus	95.0	4.4	0.6	94.4
Houston Heights Learning Academy	28.4	65.7	2.0	90.2
Idea Academy	0.1	94.2	5.2	75.1
Inspired Vision Academy	24.3	70.9	4.5	86.3
Jean Massieu Academy	32.8	41.6	22.6	69.3
Jesse Jackson Academy	97.3	2.7	0.0	100.0
Katherine Anne Porter School	1.0	17.2	79.8	40.4
KIPP 3D Academy	15.4	83.6	0.9	86.5
KIPP Academy	17.3	80.4	0.4	92.8
KIPP Aspire Academy	0.4	95.4	4.2	79.5
KIPP Austin College Prep	16.4	82.0	1.6	82.8
KIPP Truth Academy	64.1	33.6	2.3	84.0
La Amistad Love & Learning Academy	53.2	45.7	0.4	99.6
Life School Oak Cliff	65.2	24.0	9.3	55.6
Life School Red Oak	18.6	20.1	59.8	26.2
Lighthouse Charter School	75.7	17.1	7.2	65.8
Mainland Preparatory Academy	87.2	6.4	6.0	51.6
McCullough Academy of Excellence	84.8	14.4	0.8	70.4
Medical Center Charter School/Southwest	72.5	12.4	2.4	80.5
Metro Charter Academy	95.6	1.8	2.7	51.3

Campus	African American	Hispanic	White	Economically Disadvantaged
Meyerpark Elementary	95.5	4.5	0.0	85.7
Midland Academy Charter School	8.5	58.8	32.4	65.2
National Elite Gymnastics	0.0	22.2	55.6	0.0
NCI Charter School Without Walls	33.6	60.5	0.0	99.8
North Hills School	7.3	10.2	39.5	0.0
North Houston High School For Business	71.5	26.9	1.7	76.4
Northwest Preparatory	95.7	3.7	0.6	97.5
Nova Charter School	47.2	52.0	0.8	90.4
Nova Charter School (Southeast)	53.8	45.4	0.4	92.7
Now College Prep	99.3	0.2	0.5	96.8
NYOS Charter School	10.3	16.7	70.6	16.1
NYOS Charter School Inc. at Gessner	33.7	34.8	30.4	71.7
Odyssey Academy Inc.	26.6	46.1	23.2	68.9
Outreach Word Academy	25.5	57.3	16.4	90.0
Panola Cs	21.0	4.8	71.9	47.9
Peak Academy	1.8	77.2	17.5	63.2
Pineywoods Community Academy High	20.5	8.2	69.1	60.0
Pinnacle School	7.9	16.3	74.2	38.4
Pre-K Academy	24.1	66.7	6.5	100.0
Rapopot Academy-Quinn Campus	82.5	10.0	7.5	72.5
Raul Yzaguirre School for Success	0.0	99.1	0.9	100.0
Raul Yzaguirre School for Success	0.0	98.3	1.7	100.0
Rick Hawkins High School	34.3	60.2	4.5	70.4
Ripley House Charter School	2.2	97.8	0.0	94.2
Rise Academy	63.2	30.8	6.0	95.1
San Antonio Preparatory Academy	11.1	72.2	15.0	62.2
School of Liberal Arts and Science	1.3	98.0	0.4	86.4
School of Science and Technology	10.6	52.2	34.1	40.7
Seashore Learning Center	0.5	12.3	83.8	15.7
Ser-Ninos Charter Elementary	0.2	99.6	0.0	93.3

Campus	African American	Hispanic	White	Economically Disadvantaged
Shekinah Hope	36.5	23.1	38.5	76.9
Southwest Elementary	22.7	75.0	0.8	92.2
Southwest Middle School	15.4	80.0	4.6	83.1
Southwest School Center for Success	41.5	12.2	46.3	100.0
St Anthony Academy	100.0	0.0	0.0	38.6
St. Mary's Academy Charter School	3.6	75.4	19.2	76.3
Star Charter School	6.0	13.5	76.6	0.0
Tekoa Academy of Accelerated Studies	95.9	2.3	1.2	60.3
Temple Education Center	52.8	19.8	27.4	85.8
Texas Empowerment Academy	91.5	6.8	1.7	28.2
Texas Preparatory School	12.5	71.6	14.8	64.8
Texas Serenity Academy	94.3	3.9	1.0	31.5
The Phoenix Charter School	7.9	20.2	71.9	56.6
The Varnett School - East	46.5	51.6	1.8	83.4
The Varnett School - Northeast	56.9	42.0	1.1	88.5
Theresa B. Lee Academy	88.3	9.8	1.9	33.1
Treetops School International	14.7	6.9	71.0	5.6
Trinity Basin Preparatory	7.3	92.5	0.2	86.4
Two Dimensions at Corsicana	73.5	24.8	1.8	98.2
Two Dimensions Preparatory Academy	96.2	3.4	0.0	81.4
Two Dimensions/Vickery	96.0	4.0	0.0	96.0
University of Houston Charter School-Tech	40.6	28.6	24.8	29.3
Universal Academy - Flower Mound	26.2	5.9	40.5	1.9
Universal Academy	76.4	21.8	0.5	80.8
University of Texas Elementary Charter	20.8	76.4	2.2	62.4
University School	30.2	30.2	39.6	52.1
Vanguard Academy	0.0	94.1	5.6	79.4
Varnett Charter School	87.3	12.5	0.0	91.2
Waco Charter School	26.2	70.3	3.4	100.0
Waxahachie Faith Family Academy	11.9	28.3	56.9	61.7

Campus	African American	Hispanic	White	Economically Disadvantaged
West Houston Charter	8.1	13.5	75.7	0.0
West Houston Charter Elementary	13.9	16.8	68.3	0.0
Westlake Academy	0.0	7.1	86.0	0.0
Yes College Prep - Southwest Camp	63.4	28.8	7.2	55.6
Yes College Preparatory School	7.7	91.6	0.8	83.9
Yes College Preparatory School	3.8	93.6	1.8	74.3
Young Learners	29.6	67.1	2.5	99.9
Zoe Learning Academy - Ambassador Campus	94.4	4.9	0.7	83.1
Zoe Learning Academy	99.3	0.7	0.0	96.8
<b>Alternative Education Campuses</b>				
A+ Academy	11.7	67.6	19.8	74.3
Academy of Careers and Technologies	4.7	90.7	4.7	71.3
Alpha Charter School	53.3	22.9	21.0	47.6
Alphonso Crutch's-Life Support Center	89.9	8.7	1.1	79.1
American Academy of Excellence Charter	36.1	54.9	9.0	84.0
American Youthworks Charter School	22.6	36.1	40.6	49.0
American Youthworks Charter School	13.3	67.0	19.7	55.6
Annunciation Maternity Home	20.0	20.0	60.0	70.0
Austin Can Academy Charter School	35.3	61.2	3.0	49.6
Azleway Charter School	35.2	12.1	51.6	100.0
Bexar County Day Education & Treatment Prgm	6.7	86.7	6.7	0.0
Big Springs Charter School	3.6	30.4	66.1	82.1
Boys and Girls Country	10.3	24.1	65.5	82.8
Brazos River Charter School	0.0	12.4	86.1	53.3
Bryan Texas Campus	72.2	22.2	5.6	83.3
Burnett-Bayland Home	44.8	38.8	16.4	100.0
Burnett-Bayland Reception Center	37.9	39.7	21.3	100.0
Career Plus Learning Academy	37.0	59.8	3.3	100.0
Cedar Crest Charter School	24.1	24.1	51.9	100.0
Cedar Ridge Charter School	18.1	27.8	54.2	70.8

Campus	African American	Hispanic	White	Economically Disadvantaged
Children of the Sun	0.0	100.0	0.0	100.0
Children of the Sun	0.0	100.0	0.0	96.8
Comquest Academy	3.6	32.1	64.3	64.3
Dallas Can! Academy Charter-Oak Cliff	37.1	59.4	3.5	66.4
Dallas Can! Academy Charter	46.5	50.3	3.1	74.7
Dallas County Juvenile Justice	43.9	45.3	9.9	100.0
Depelchin-Elkins Campus	41.7	11.1	47.2	88.9
Depelchin-Richmond	40.0	20.0	40.0	80.0
Destiny High School	55.0	12.5	32.5	66.3
Dr M L Garza-Gonzalez Charter School	2.5	94.0	3.5	89.5
Draw Academy	11.8	82.9	1.2	100.0
Eagle Academy of Beaumont	80.8	5.2	12.2	61.0
Eagle Academy of Abilene	4.4	33.5	61.7	57.8
Eagle Academy of Del Rio	1.3	81.6	17.1	59.2
Eagle Academy of Ft. Worth	26.4	38.4	33.3	49.7
Eagle Academy of Laredo	0.8	98.3	0.8	76.7
Eagle Academy of Lubbock	2.0	42.6	54.5	35.6
Eagle Academy of Midland	1.3	71.3	27.4	61.8
Eagle Academy of Pharr at Mission	0.0	91.5	8.5	55.0
Eagle Academy of Pharr/McAllen	0.0	98.4	1.6	83.3
Eagle Academy of San Antonio	4.9	88.5	6.6	91.8
Eagle Academy of Tyler	43.1	20.1	35.4	23.6
Eagle Academy of Waco	21.6	35.3	42.6	45.8
Eagle Academy of Waco at Trinity	9.3	2.1	87.6	51.5
Eagle Advantage Charter Elementary	25.9	72.2	1.5	90.2
Eagle Charter School - Midland/Austin	4.9	55.7	38.8	35.5
Eagle Project (Brownsville)	0.0	95.3	3.1	75.2
Ed White Memorial High School	9.4	15.7	74.0	22.8
Education Center International Academy	20.5	32.1	42.9	38.4
El Paso Academy	2.5	92.6	4.5	68.4

Campus	African American	Hispanic	White	Economically Disadvantaged
El Paso Academy West	1.4	85.0	12.1	71.0
Erath Excels Academy Inc.	0.0	32.5	65.8	59.6
Evolution Academy Charter School	44.9	36.6	16.8	48.0
Excel Academy	25.0	27.0	45.6	46.4
Faith Family Academy of Oak Cliff	78.0	19.9	1.8	91.4
Fort Worth Can Academy	64.8	28.1	6.6	74.8
Gateway Academy (Student Alternative)	0.0	96.8	3.2	91.8
George Gervin Charter	53.8	36.9	7.7	91.9
George I. Sanchez Charter High School San Antonio	2.2	95.0	2.8	86.7
George I. Sanchez High School	3.0	96.2	0.8	77.9
George M. Kometzky School	30.8	61.5	7.7	61.5
Gulf Shores Credit Repair Program	50.0	50.0	0.0	100.0
Gulf Shores Empowerment Program	0.0	100.0	0.0	100.0
Gulf Shores High School	70.0	26.6	3.1	96.9
Gulf Shores Middle School	88.9	11.1	0.0	100.0
Gulf Shores Residential Treatment	41.2	35.3	23.5	100.0
Harris County Juvenile Detention	48.7	34.4	14.3	100.0
Harris County Youth Village	48.6	31.2	19.6	100.0
Higgs Carter King Gifted & Talented	7.0	87.1	5.2	95.5
Hill Country Youth Ranch	26.1	34.8	39.1	100.0
Houston Can Academy Hobby	23.9	71.1	3.7	76.4
Houston Can Academy Charter School	75.1	22.4	2.5	82.6
Houston Gateway Academy	10.8	88.2	0.8	78.9
Houston Heights High School	22.4	70.8	5.9	86.3
I Am That I Am Academy	100.0	0.0	0.0	98.9
Inspired Vision	9.6	85.8	4.2	89.3
Jamie's House Charter School	80.7	5.3	12.3	82.5
John H Wood Jr. Charter School at St Francis	19.9	37.6	41.8	96.5
John H Wood Jr. Charter School Hays Co Juvenile	20.8	61.0	18.2	100.0
John H Wood Jr. Charter School Hays Co Juvenile	8.3	50.0	41.7	100.0

Campus	African American	Hispanic	White	Economically Disadvantaged
John H. Wood Jr. Charter School	0.0	81.8	18.2	90.9
Juan B Galaviz Charter School	3.0	95.0	2.0	96.0
Jubilee Academic Center	11.9	78.4	9.7	79.3
Katy-Hockley Boot Camp	38.8	52.0	9.2	100.0
Landmark School	19.7	23.9	56.3	56.3
Laurel Ridge	30.0	12.2	45.6	11.1
Legacy High School	3.2	19.4	74.2	57.0
Meridell	7.4	10.5	80.0	25.3
Methodist Children's Home	28.3	18.3	53.3	83.3
Mid-Valley Academy-McAllen	0.5	95.3	4.1	66.8
Mid-Valley Academy	0.0	100.0	0.0	65.4
Miracle Farm	22.2	11.1	66.7	44.4
Nancy Ney Charter School	4.6	55.4	39.2	67.7
New Directions	25.9	44.4	29.6	77.8
New Frontiers Charter School	3.5	92.7	3.5	79.7
New Frontiers Middle School	3.7	90.9	4.6	74.0
Northwest Preparatory Campus (Wileyvale)	89.7	6.8	3.4	91.8
Omega Academic Center	2.6	77.8	19.7	62.4
One Stop Multiservice	0.0	99.4	0.6	97.5
One Stop Multiservice	0.7	97.2	2.1	100.0
One Stop Multiservice High School	0.0	98.6	1.4	98.6
Paradigm Accelerated School	0.0	31.9	66.7	59.4
Paso Del Norte Academy	1.6	92.6	5.3	63.7
Pathfinder Camp	9.1	50.0	40.9	100.0
Pathways 3H Campus	8.3	37.5	50.0	95.8
Pegasus Campus	18.8	36.5	43.5	87.6
Pegasus Charter High School	30.2	64.5	5.0	69.8
Por Vida Academy Charter High School	0.5	93.2	6.3	74.0
Positive Solutions Charter	0.9	96.5	2.6	83.3
Quest Academy	22.6	67.7	9.7	93.5

Campus	African American	Hispanic	White	Economically Disadvantaged
Radiance Academy of Learning	27.7	40.4	27.7	78.0
Radiance Academy of Learning (West Lake)	19.3	68.9	11.9	83.7
Ranch Academy	0.0	2.6	94.9	20.5
Raven School	32.3	37.9	29.2	100.0
Richard Milburn Academy - Ector County	7.1	42.3	50.6	71.4
Richard Milburn Academy - Fort Worth	19.9	24.1	53.9	34.0
Richard Milburn Academy - Suburban	33.9	55.6	9.4	84.2
Richard Milburn Academy (Amarillo)	1.5	26.3	69.3	52.6
Richard Milburn Academy (Beaumont)	92.6	1.7	4.3	64.5
Richard Milburn Academy (Midland)	9.6	44.9	45.5	51.7
Richard Milburn Alter High School (Corpus Christi)	4.4	69.4	26.1	69.4
Richard Milburn Alter High School (Killeen)	43.6	23.3	29.7	43.0
Richard Milburn Alter High School (Lubbock)	6.6	46.1	46.7	63.8
River Oaks	1.9	82.6	14.1	65.2
San Antonio Can High School	2.6	91.1	6.3	80.7
San Antonio School for Inquiry & Creativity	6.4	77.5	16.2	95.6
San Antonio Technology Academy	1.6	96.9	1.6	89.1
San Marcos Treatment Center	31.1	7.8	45.6	12.8
Sentry Technology Prep School	0.0	100.0	0.0	97.5
Settlement Home	24.2	33.3	42.4	87.9
Shekinah Radiance Academy	8.6	90.0	1.4	100.0
Shekinah Radiance Academy Abundant Life	36.9	22.2	39.2	42.1
Shekinah Walzem	65.9	25.1	8.6	91.8
South Plains Academy	14.0	57.4	27.9	80.9
Southwest High School - Incentives	26.9	61.5	11.5	100.0
Southwest High School	24.8	67.2	5.2	70.4
Southwest Preparatory School-North	4.9	80.3	13.4	53.2
Southwest Preparatory School	23.4	49.3	24.0	60.5
Southwest Preparatory Southeast Campus	44.0	46.2	9.4	75.1
Star Ranch Campus	18.2	39.4	39.4	84.8

Campus	African American	Hispanic	White	Economically Disadvantaged
T-Care	33.3	22.2	44.4	88.9
Technology Education Charter High School	0.0	97.9	2.1	79.4
Texans Can Academy at Paul Quinn	91.8	7.9	0.3	64.4
Texans Can at Carrollton-Farmers	9.0	76.1	11.9	62.3
The Education and Training Center	41.9	52.4	4.0	91.1
The Oaks Treatment Center	29.3	20.0	42.7	24.0
TNC Campus (Texas Neurorehabilitation Center)	9.6	9.6	59.6	11.5
Transformative Charter Academy	52.4	11.9	32.1	64.3
Trinity Charter School	10.2	35.6	52.5	100.0
Trinity Charter School	24.6	26.3	49.1	98.2
Trinity Charter School	47.3	5.5	45.5	100.0
Trinity Charter School	30.5	27.1	40.7	100.0
Westside Command Detention Center	40.4	53.2	4.3	100.0
Winfree Academy Charter School (Grapevine)	2.3	15.8	77.2	31.0
Winfree Academy Charter School (Irving)	12.5	48.5	36.8	53.8
Winfree Academy Charter School (Lewisville)	10.2	21.1	64.8	35.5
Winfree Academy Charter School (Richardson)	38.0	13.6	47.0	43.3



## **Appendix C**

**Survey of Charter School Directors**

**Survey of Charter School Districts**

**Survey of Charter School and Traditional School Parents**



## 2005-06 Evaluation of Open-Enrollment Charter Schools Survey of Charter School Directors

The Texas Commissioner of Education has authorized a study of charter schools in accordance with the Texas Education Code's requirements for an annual evaluation. Your assistance is requested.

Please complete this survey and return it in the provided postage-page envelope by **July 28, 2006**. If you have any questions about the survey, please contact Dr. Catherine Maloney at 800-580-8237. Thank you in advance for your assistance.

### GENERAL INFORMATION

Charter school name: \_\_\_\_\_

Your job title: \_\_\_\_\_

What is your gender?

- Male  
 Female

Do you have TX mid-management certification?

- Yes  
 No

What is your race/ethnicity?

- Hispanic  
 African American  
 White  
 Asian or Pacific Islander  
 Native American  
 Other (specify) \_\_\_\_\_

How many years of experience (including the current school year) have you had in each of these types of schools as an administrator and as a teacher?

Years as an ADMINISTRATOR							
Public School		Non-Religious Private		Religious Private		Charter School	

What is your highest education level? (Select only **one**.)

- Completed high school  
 Less than 4 years of college  
 Bachelor's degree (BA/BS)  
 BA/BS and graduate courses  
 Master's degree  
 Doctorate

Years as a TEACHER							
Public School		Non-Religious Private		Religious Private		Charter School	

### SCHOOL ORGANIZATION

What types of organizational strategies does your school use? For each strategy implemented, please note the extent it is used with your school's students.

	Used		If used, strategy implemented with (Select only one):		
	Yes	No	Some Students	Most Students	All Students
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Multi-age grouping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Block scheduling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student and teacher teams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extended day scheduling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extended week scheduling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extended year scheduling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Credit through flexible entry/exit courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Which features of your school are the most attractive to parents and students?

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## SCHOOL OPERATIONS

Excluding the state financial allotment and any federal/Title I funds, from what sources have you received support for implementing school operations since your charter school has opened? For each entity, please select all types of support provided.

	Texas Education Agency	Education Service Center	Charter Networks/ Assistance Centers	Management Company	Business or Community Group
Monetary support (loans, grants, donations)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technical assistance on legal matters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technical assistance on business operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technical assistance on PEIMS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technical assistance on curricula and instructional issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In-kind support (donations of material resources)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## INSTRUCTION AND ASSESSMENT

What **percent** of your school's classrooms have Internet access? \_\_\_\_\_%

On average, how many computers are available in a classroom? \_\_\_\_\_

Do you have a computer lab?  Yes  No Number of lab computers \_\_\_\_\_

What is your school's average class size? \_\_\_\_\_

What methods is your school using to assess students' performance? For each assessment method used, note whether it is typically used once a year, once a semester, or each marking period.

	Used		If yes, how often?		
	Yes	No	Once a year	Once a semester	Once a Marking Period
Standardized norm-referenced test (e.g., ITBS)	<input type="checkbox"/>				
Criterion-referenced test (excluding TAKS)	<input type="checkbox"/>				
Performance-based tests developed locally	<input type="checkbox"/>				
Student portfolios	<input type="checkbox"/>				
Student demonstrations or performances	<input type="checkbox"/>				
Student projects	<input type="checkbox"/>				
Student writing samples	<input type="checkbox"/>				
Tests accompanying adopted textbooks	<input type="checkbox"/>				
Other (specify) _____	<input type="checkbox"/>				

## STUDENT DISCIPLINE AND BEHAVIOR

To what extent is each of the following currently a problem at your school?

	Not a Problem	Minor Problem	Moderate Problem	Serious Problem
Student tardiness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student absenteeism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical conflicts among students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vandalism of school property	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student drug or alcohol abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student possession of weapons on school property	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other problem (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## STUDENT RECRUITMENT

Indicate whether your school uses each of the following recruitment methods and the approximate percent of students recruited by each method. Percents should total to 100.

	Use	Do Not Use	% of Students Recruited
Broadcast advertising (i.e., TV, radio)	<input type="checkbox"/>	<input type="checkbox"/>	_____ %
Print advertising (i.e., newspaper, magazines)	<input type="checkbox"/>	<input type="checkbox"/>	_____ %
Flyers, brochures, posters	<input type="checkbox"/>	<input type="checkbox"/>	_____ %
Community outreach (i.e., meetings with youth groups, community or parent organizations, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	_____ %
Coordination with juvenile justice entities	<input type="checkbox"/>	<input type="checkbox"/>	_____ %
Coordination with military recruitment entities	<input type="checkbox"/>	<input type="checkbox"/>	_____ %
Traditional district referral	<input type="checkbox"/>	<input type="checkbox"/>	_____ %
Parent/student word of mouth	<input type="checkbox"/>	<input type="checkbox"/>	_____ %
Other (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	_____ %
	<b>Total</b>		<b>100%</b>

## SCHOOL GOVERNANCE AND MANAGEMENT

To what extent are the following individuals involved in these areas of school governance and management? Use the scale that appears below.

	Not at All 1	Small Extent 2	Moderate Extent 3	Large Extent 4
	<b>Director</b> <b>Campus Leader or Principal</b> <b>Teachers</b> <b>Governing Board</b>			
Hiring administrators	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
Hiring teachers	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
Setting school policies/procedures	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
Developing/approving the budget	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
Determining training priorities	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
Maintaining focus on the school's mission	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
Monitoring student performance	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
PEIMS recordkeeping	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
Developing curriculum	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
Creating the school schedule	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
Fundraising	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
Developing educational programs	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
Conducting teacher appraisal	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④

## INTERACTIONS WITH OTHER SCHOOLS

Has contact occurred between educators at your school and educators from surrounding schools during the current or previous school year?

- No  
 Yes, contact occurred (*Select all that apply.*)

Traditional Public Schools	Other Charter Schools	
<input type="checkbox"/>	<input type="checkbox"/>	Partnered on state/federal grant initiatives
<input type="checkbox"/>	<input type="checkbox"/>	Held organizational/planning meeting(s)
<input type="checkbox"/>	<input type="checkbox"/>	Observed classrooms at other schools
<input type="checkbox"/>	<input type="checkbox"/>	Provided information or technical assistance
<input type="checkbox"/>	<input type="checkbox"/>	Received information or technical assistance
<input type="checkbox"/>	<input type="checkbox"/>	Met to discuss student placement
<input type="checkbox"/>	<input type="checkbox"/>	Interacted during regional/state-level meetings or training sessions
<input type="checkbox"/>	<input type="checkbox"/>	Networked with educators at professional conferences
<input type="checkbox"/>	<input type="checkbox"/>	Interacted with educators at ESC-sponsored events
<input type="checkbox"/>	<input type="checkbox"/>	Other (specify) _____

## GENERAL COMMENTS

Indicate to what extent each of the following is a barrier to operating your charter school.

	Not a Barrier	Small Barrier	Moderate Barrier	Great Barrier
Inadequate facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Local public school opposition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hiring teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inadequate finances for ongoing operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Internal conflicts in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conflicts with the school's governing board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accountability requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special education requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Too much paperwork/reporting requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Budgeting/accounting requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What are the primary benefits of charter schools to Texas public education?

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What recommendations would you offer to policymakers on charter schools?

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Thank you for completing this survey. Please return the survey by **July 28, 2006**. Use the enclosed postage-paid envelope or mail the survey to:

TCER  
P.O. Box 679002, Austin, TX 78767

## 2006 Evaluation of Open-Enrollment Charter Schools Survey of Public School Districts

The Texas Commissioner of Education commissioned this study of charter school effects on public school districts. By providing the information requested, you will contribute to an improved understanding of the effects of open-enrollment charter schools on public schools in Texas.

Please complete this survey (or delegate the task to the appropriate person in your district) and return it in the postage-paid envelope no later than **July 28, 2006**. If you have any questions about the survey, or if you prefer to answer by telephone or fax, please contact Catherine Maloney at 800-580-8237. Thank you for your assistance.

### GENERAL INFORMATION

School district name: \_\_\_\_\_

Job title: \_\_\_\_\_

District enrollment trend:

increasing enrollment       stable enrollment       decreasing enrollment

Are you aware of charter schools that have opened in or near your district?

Yes (*continue to question 1*)       No (*skip to question 7*)

### DISTRICT OPERATIONS

1. What changes has your district recently implemented in **district operations**? Please note whether or not the change was implemented, and for each change implemented, note whether charter schools served as the primary reason, a contributing reason, or were not a factor.

<b>Changes to general district operations</b>	<b>Occurred</b>		<b>If yes, charter school served as</b>		
	Yes	No	Primary Reason	Contributing Reason	Not a Factor
Track students leaving for or returning from charter schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Compare district student achievement with charter school student achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increased district marketing to inform parents about district programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Improved responsiveness to district parents' needs and concerns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increased communication with parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promoted parent involvement activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## BUDGET AND FINANCIAL OPERATIONS

2. How have charter schools in your area affected your district's **budget or financial operations**?  
(select all that apply)

- |  |  |
|--|--|
| <input type="checkbox"/> The district lost approximately \$_____ in ADA funding.   | <input type="checkbox"/> District had to downsize administrative staff.              |
| <input type="checkbox"/> The district lost approximately \$_____ in federal funding.   | <input type="checkbox"/> The need to build additional school buildings was reduced.  |
| <input type="checkbox"/> Changing enrollments made it difficult to estimate the budget for personnel, materials, and overhead. | <input type="checkbox"/> Other _____   |
| <input type="checkbox"/> District had to close school(s).  | <input type="checkbox"/> District budget and financial operations were not affected. |
| <input type="checkbox"/> District had to downsize teaching staff.  |  |

## CHANGES TO EDUCATIONAL APPROACHES AND PRACTICES

3. What changes has your district recently implemented in **educational approaches and practices**? Please note whether or not the change was implemented, and for each change implemented, note whether charter school(s) served as the primary reason, a contributing reason, or were not a factor.

Changes to educational approaches and practices	Occurred		If yes, charter school served as		
	Yes	No	Primary Reason	Contributing Reason	Not a Factor
Developed new educational program(s) (e.g., after-school program, at-risk student program)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expanded current district educational program(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Changed or expanded curricular offerings (e.g., character education, Core Knowledge)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Established campus charter school(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Established an alternative education program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eliminated an alternative education program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Changed school organizational structure (e.g., block scheduling, multiage grouping)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instituted smaller schools or schools-within-schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decreased class sizes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Increased class sizes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adopted one or more practices similar to area charter schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Describe _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide additional comments on changes to district operations, budget/financial operations, or educational approaches/practices caused by charter schools.

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## DISTRICT-CHARTER SCHOOL INTERACTION

4. Did contact occur between district educators and charter school educators during the 2005-06 school year?

- No
- Yes, contact occurred (*select all that apply*)
  - Partnered with charter school(s) on state/federal grant initiatives
  - Held organizational/planning meeting(s) with charter school educators
  - Observed charter school classrooms
  - Provided information or technical assistance to charter school educators
  - Met with charter schools to discuss student placement
  - Interacted with charter school educators during regional or state-level meetings or training sessions
  - Networked with charter school educators at professional conferences
  - Interacted with charter school educators at ESC-sponsored events
  - Other \_\_\_\_\_

5. In the 2005-06 school year:

a. Did students leave schools in your district to attend charter schools?

- Yes       No       Not sure

b. Did students return or transfer to schools in your district from charter schools?

- Yes       No       Not sure

c. Did teachers leave schools in your district to teach at charter schools?

- Yes       No       Not sure

d. Did your district hire teachers from charter schools?

- Yes       No       Not sure

e. Please provide additional comment on the effects of students and/or teachers leaving for or returning from charter schools.

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## EFFECTS ON DISTRICT STUDENTS

6. Have charter schools affected **students** currently attending **district schools**?

- No
- Yes (*select all that apply*)
  - Teachers, counselors, or administrators in my district inform students about charter school opportunities.
  - Students are informed about special charter school programs or practices (e.g., Montessori, half-day program, flexible scheduling).
  - At-risk students are informed about alternative learning programs in charter schools.
  - Other \_\_\_\_\_

Please provide additional comments on the effects of charter schools on district students.

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**Evaluation of Open-Enrollment Charter Schools**  
**SURVEY OF CHARTER SCHOOL AND TRADITIONAL SCHOOL PARENTS**  
**2005-06 School Year**

**ENGLISH and SPANISH**

Introduction

Hello! My name is [interviewer's name]. I am calling on behalf of the Texas Center for Educational Research.

Buenos días or buenas tardes (1<sup>st</sup> of a.m. and 2<sup>nd</sup> if p.m.) Me llamo [interviewer's name] y estoy llamando de parte del *Texas Center for Educational Research* (o Centro de estudio y análisis de la educación en Texas).

We are conducting a survey with parents of students who are attending [school name] to obtain parents' perceptions of and experiences with the school.

Estamos haciendo una encuesta los padres de los alumnos que asisten a [school name] para saber qué opinan sobre la escuela y qué experiencia han tenido.

May I speak with the parent or guardian of [child's name] or the adult in your household who is most involved in decisions about the education of this child?

Puedo hablar con el padre o el tutor de [child's name] o con la persona que se encarga de tomar las decisiones sobre los estudios de este menor.

We would like to talk with you about [child's name]'s experiences at school.

También quisieramos saber cuál ha sido la experiencia de [child's name] en la escuela.

Your name has been randomly selected to participate in this survey. All answers will be kept completely confidential. Your participation is voluntary, and if there is a question you don't wish to answer, please let us know and we'll go on to the next question.

Usted fue seleccionado, al azar, para participar en esta encuesta y sus respuestas se guardarán en absoluta reserva.. Su participacion es voluntaria, y si no desea contestar alguna pregunta por favor avíseme y pasaremos a la siguiente.

Survey

Are you at least 18 years old? *{If "no", end survey.}*

¿Tiene Vd. por lo menos 18 años de edad? *{If "no", end survey.}*

*{Please note gender of respondent:Female, Male.}*

*{Por favor indique el sexo de la persona entrevistada: Mujer, Hombre.}*

1. Was [child's name] enrolled in [school name] last year?

El año pasado ¿estuvo [child's name] inscrito (or matriculado) en [school name]?

- a. *{If no}* Did you have another child attending [school name] last year? *{If "no", end survey.}*  
*{If no}* ¿Estuvo algún otro hijo(a) asistiendo [school name] el año pasado? *{If "no", end survey.}*

1a. Is [child's name] still enrolled at this school?

[Child's name] ¿aún está inscrito [or inscrita if the child is female] en esta escuela?

- Yes     No  
Sí            No

2. How many years has [child's name] attended this school, including the current year?

En total ¿cuántos años tiene [child's name] asistiendo a esta escuela? Por favor incluya este año escolar en la cifra.

3. Did you have any other children enrolled in [school name] last year?

El año pasado ¿estuvo algún otro hijo suyo inscrito en [school name]?

- Yes     No  
Sí            No

a. *{If "yes"}* In what grades were these children enrolled?

*{If "yes"}* ¿En qué grados escolares estuvieron?

- Kindergarten  
Kindergarten (Jardín de infantes)
- Grades 1-12  
Del primero hasta el doce

4. CHARTER SCHOOL PARENTS: Think about when you first decided to enroll your child in [school name]. How important were the following factors in your decision to choose this school? Please respond with not important, somewhat important, important, or very important.

Cuándo primero decidió matricular a su hijo en [school name], ¿cuán importante fueron los siguientes factores para que seleccionara esta escuela? Al contestar por favor responda no fue importante, algo importante, fue importante o muy importante.

TRADITIONAL SCHOOL PARENTS: How important are the following factors in your decision to keep your child in [school name]? Please respond with not important, somewhat important, important, or very important.

¿Que tan importante fueron los siguientes factores en su decicion para mantener su hijo en [school name]? Al contestar por favor responda no fue importante, algo importante, fue importante o muy importante. Making it ask to keep the child in the school.

*{Items a through n are for both CHARTER SCHOOL PARENTS and TRADITIONAL SCHOOL PARENTS.}*

- a. Convenient location.  
Le resultaba cómoda la ubicación..
- b. Academic reputation of this school.  
La reputacion académica de la escuela.
- c. Small school size.  
Que fuera una escuela pequeña.

- d. The school's discipline approach.  
El enfoque que tiene en cuanto a la disciplina.
- e. The educational program of this school.  
Su programa académico .
- f. The teaching of moral values similar to mine.  
Los valores morales que se inculcan son parecidos a los míos.
- g. The school's ability to effectively serve my child's specific educational needs (such as special education, dyslexia, dropout recovery).  
Su capacidad de atender, en forma eficaz, las necesidades educativas particulares de mi hijo(a) (como por ejemplo- programas de enseñanza especial, para la dislexia, la recuperación de estudiantes que han abandonado la escuela).
- h. Good teachers.  
Buenos maestros.
- i. Reputation of school administrators or staff..  
La buena reputación de los directores o del personal docente.
- j. My child's poor performance at his/her previous school.  
El bajo rendimiento de mi hijo en su escuela anterior.
- k. Dissatisfaction with the educational program and instruction at my child's previous school.  
No estaba satisfecho Descontento con el programa y la instrucción académica en la escuela anterior de mi hijo(a).
- l. Recommendations from teachers or staff from my child's previous school.  
Me la recomendaron los maestros o el personal de la escuela a la que asistía mi hijo antes.
- m. Recommendations from a family member or friend.  
Me la recomendó un pariente o un amigo.
- n. Are there any factors I haven't mentioned?  
¿Algún otro factor?
  - Yes {specify}       No
  - Sí {especifique}      No

5. TRADITIONAL SCHOOL PARENTS: *{Skip to next survey question--#6.}*

CHARTER SCHOOL PARENTS: When you were considering sending your child to [school name], what types of information did you use to make the decision? I will read a list of information sources. Please answer "yes" or "no" to indicate whether you gathered this information prior to enrolling your child in this school.

¿Qué información tomó en cuenta para tomar la decisión de enviar a su hijo(a) a [school name]? A continuación le voy a leer una lista de fuentes de información, por favor responda "sí" o "no" para dejarnos saber si contaba con esa información antes de matricular a su hijo en esta escuela.

- a. Written brochures or descriptions of this charter school.  
Folletos o alguna descripción, por escrito, de esta escuela *charter*.
- b. Information from the charter school's website.  
Información recaba por medio del portal o la página electrónica de la escuela.
- c. Academic performance of this school's students.  
El Rendimiento académico de sus alumnos
- d. The school's accountability rating.  
La clasificación de la escuela de acuerdo a su rendimiento..
- e. Information from parents with children at this school.  
Información proporcionada por otros padres de familia con hijos que asisten a esta escuela.

6. To what extent do you agree or disagree with the following statements about your child's school?

Please respond with strongly disagree, disagree, agree, strongly agree.

¿Qué opina sobre las siguientes afirmaciones acerca de la escuela de su hijo(a)? Por favor utilice las siguientes respuestas: estoy completamente en desacuerdo, en desacuerdo, de acuerdo, completamente de acuerdo.

- a. This school has sufficient financial resources.  
Esta escuela cuenta con suficientes recursos económicos.
- b. I am satisfied with this school's basic educational program (including reading, language arts, math, science, social studies).  
Estoy satisfecho con el programa básico de educación (cual incluye lectura, gramática y redacción, matemáticas, ciencias, ciencias sociales).
- c. I am satisfied with the instruction offered.  
Estoy satisfecho(a) con la enseñanza que se ofrece.
- d. The rate of staff turnover at this school is acceptable.  
Tiene una tasa de renovación del personal aceptable.
- e. I am satisfied with this school's enriched educational programs (including music, art, foreign language).  
Los programas de enriquecimiento académico (que incluyen- música, bellas artes, otros idiomas) son satisfactorios
- f. This school has high expectations and standards for students.  
Se espera un alto rendimiento de los alumnos.
- g. This school has small class sizes.  
En esta escuela las clases son pequeñas.
- h. I am satisfied with the building and grounds of my child's school.  
Considero que los edificios y las instalaciones de la escuela son adecuadas.

- i. This school provides adequate support services (such as counseling, healthcare, social services).  
Los servicios de apoyo que esta escuela proporciona (tales como orientación y terapia, atención médica, servicios sociales) son adecuados
- j. Teachers and school leaders are accountable for student achievement.  
Los maestros y directores de la escuela asumen responsabilidad por el rendimientos de los estudiantes.
- k. My child receives sufficient individual attention.  
Mi hijo(a) recibe suficiente atención individual.
- l. I am satisfied with the kinds of extracurricular activities offered at this school.  
Las distintas actividades adicionales que ofrece esta escuela son satisfactorias.
- m. This school emphasizes educational content more than test preparation (TAAS/TAKS).  
En esta escuela se le da más importancia a lo académico que a la preparación para los exámenes (TAAS/TAKS).
- n. This school regularly keeps me informed about how my child is performing academically.  
Se me informa regularmente sobre el desempeño académico de mi hijo(a).
- o. TRADITIONAL SCHOOL PARENTS: *{Skip to next survey question--#7.}*
- o. CHARTER SCHOOL PARENTS: The charter school meets the needs of my child that were not addressed at his/her previous school.  
Esta escuela charter, responde mejor a las necesidades de mi hijo(a) que en la escuela anterior
- p. CHARTER SCHOOL PARENTS: My child's grades have improved since attending [school name].  
Desde que empezó a asistir a [school name], las calificaciones de mi hijo(a) han mejorado
- q. CHARTER SCHOOL PARENTS: My child's TAAS/TAKS scores have improved since attending [school name].  
Desde que asiste a [school name] el puntaje de mi hijo en los exámenes TAAS/TAKS ha mejorado.

7. Have you participated in any activities at your child's school? I will read a list of activities. Please answer "yes" or "no" to indicate whether you participated in these activities at [school name].  
¿Ha participado en alguna actividad en la escuela de su hijo? A continuación le leeré una lista por favor indique si ha participado en una de estas actividades en la escuela [school name] contestando "sí" o "no".

- a. Attended PTA meetings.  
Ha asistido a reuniones de la PTA (o sea la Asociación de Padres y Maestros).
- b. Volunteered for school activities.  
Fue voluntario en actividades escolares.

- c. Attended a school board meeting.  
Asistió a una reunión de la junta directiva de [school name].
  - d. Served as a member of the school's governing board or a school-related committee.  
Formó parte de la junta directiva o de un comité escolar.
  - e. Helped make educational program or curricular decisions.  
Participó en tomar decisiones en cuanto al programa académico o las actividades adicionales.
  - f. Helped with fundraising.  
Ayudó a recaudar fondos.
  - g. Attended parent-teacher conferences.  
Asistió a una reunión con el maestro de su hijo.
  - h. Observed/visited my child's classroom.  
Observó o ha visitado el salón de clase de su hijo.
  - i. Signed a contract or agreement about participation in my child's education.  
Firmó un contrato o acuerdo comprometiéndose a participar en la educación de su hijo
  - j. Communicated with teachers or administrators by telephone or in writing.  
Se ha comunicado con los maestros y directores ya sea por escrito o por teléfono.
  - k. Assisted with or monitored your child's homework at home.  
En la casa, ha ayudado a su hijo con sus tareas escolares o supervisa que las haga.
  - l. Tutored your child at home using materials and instructions provided by the teacher.  
Utilizando materiales o instrucciones proporcionadas por los maestros, ha ayudado a su hijo con sus estudios.
  - m. Read with your child at home.  
En casa, acostumbra leerle a su hijo [hija].
  - n. Assisted your child in making college plans and choosing courses to support these plans.  
Ha ayudado a su hijo decidir qué planes de estudios universitarios tiene y cuáles cursos le ayudarán lograrlos.
8. How many students are in your child's class [if elementary]/classes [if middle or high school], on average?  
De promedio, ¿cuántos estudiantes hay en la clase [si está en la primaria] o clases [si está en la secundaria o preparatoria] de su hijo?
9. What grade levels are offered at your child's school?  
En la escuela que asiste su hijo, ¿qué grados o años escolares se ofrecen?
10. Approximately how many students attend your child's school?  
Aproximadamente ¿cuántos estudiantes asisten a la escuela de su hijo(a)?

11. What is the name of the principal or director of your child's school?  
¿Cómo se llama el director de la escuela de su hijo(a)?

12. Thinking about your and your child's experiences at [school name], if you were to give the school a grade such as A, B, C, D, or F, what grade would you give it?  
Si tiene en cuenta las experiencias que usted y su hijo han tenido en [school name], ¿la calificaría con una A, B, C, D o F?

13. Is there anything else you'd like to share about your child's experiences at [school name]?  
¿Hay algo más que quisiera compartir con nosotros acerca de las experiencias de su hijo(a) en [school name]?

14. TRADITIONAL SCHOOL PARENTS: *{Skip to demographic survey questions – beginning with #17}.*

CHARTER SCHOOL PARENTS: Now let's talk about the school your child previously attended.  
Ahora hablemos de la escuela a la que asistía su hijo anteriormente.

What kind of school did your child/children attend before this charter school?  
Antes de asistir a esta escuela *Charter* ¿a qué tipo de escuela asistía su hijo?

- Public school (traditional)  
Escuela pública tradicional
- Private school  
Escuela particular
- Another charter school  
Otra escuela tipo *Charter*
- Home schooled *{if home schooled, skip to demographic questions}*  
Vd. le enseñaba en casa *{if home schooled, skip to demographic questions}*
- Did not attend school *{if did not attend, skip to demographic questions}*  
No asistía a la escuela *{if did not attend, skip to demographic questions}*

15. TRADITIONAL SCHOOL PARENTS: *{Skip to demographic survey questions – beginning with #17}.*

CHARTER SCHOOL PARENTS: In what activities did you participate at your child's previous school? I will read a list of activities. Please answer "yes" or "no" to indicate whether you participated in these activities at your child's previous school.

¿En qué actividades participaba en la escuela anterior de su hijo(a)? A continuación le voy a leer una lista de actividades. Por favor indique si participó en alguna de ellas respondiendo sí o no.

- a. Attended PTA meetings.  
Asistió a las reuniones de la PTA.
- b. Volunteered for school activities.  
Fue voluntario en las actividades escolares.

- c. Attended a school board meeting.  
Asistió una reunion de la junta directiva de [school name].
- d. Served as a member of the school's governing board or a school-related committee.  
Formó parte de la junta directiva o de un comité escolar.
- e. Helped make educational program or curricular decisions.  
Participó en tomar decisiones en cuanto al programa académico o las actividades adicionales.
- f. Helped with fundraising.  
Ayudó a recaudar fondos.
- g. Attended parent-teacher conferences.  
Asistió a reuniones con el maestro de su hijo..
- h. Observed/visited my child's classroom.  
Observó o ha visitado el salón de clase de su hijo(a).
- i. Signed a contract or agreement about participation in my child's education.  
Firmó un contrato o acuerdo comprometiéndose a participar en la educación de su hijo
- j. Communicated with teachers or administrators by telephone or in writing.  
Se comunicaba con los maestros o directores por escrito o por teléfono.
- k. Assisted with or monitored your child's homework at home.  
En la casa, ayudaba a su hijo con sus tareas escolares o supervisaba que las hiciera.
- l. Tutored your child at home using materials and instructions provided by the teacher.  
Utilizando materiales o instrucciones proporcionadas por los maestros, ayudaba a su hijo con sus estudios.
- m. Read with your child at home.  
En casa, acostumbraba leerle a su hijo
- n. Assisted your child in making college plans and choosing courses to support these plans.  
Ayudó a su hijo decidir qué planes de estudios universitarios tenía y cuáles cursos le ayudarían lograrlos.

16. TRADITIONAL SCHOOL PARENTS: *{Skip to demographic survey questions – beginning with #17}.*

CHARTER SCHOOL PARENTS: Thinking about your and your child's experiences at that previous school, if you were to give the school a grade such as A, B, C, D, or F, what grade would you give it? **Teniendo en cuenta las experiencias que usted y su hijo tuvieron en [school name], ¿la calificaría con una A, B, C, D o F?**

17. Finally, I'd like to finish by asking you a few brief background questions.  
**Finalmente quisiera concluir con unas preguntas de información general.**

Are you of Spanish or Hispanic origin?  
¿Es de ascendencia latina o hispana?

- Yes  
Sí
- No  
No
- Don't know  
No sabe
- Refused  
Rehúsa contestar

18. What is your race/ethnicity?  
¿Cuál es su ascendencia racial o étnica?

- White  
Blanca
- African American  
Negra
- Hispanic  
Hispana/Latina
- Don't know  
No sabe
- Asian or Pacific Islander  
Asiática o de las Islas del Pacífico
- Native American/American Indian  
Indígena
- Other {specify}  
u Otra {especifique}
- Refused  
Rehúsa contestar

19. Which of the following languages are primarily spoken in your home?  
¿Cuáles de los siguientes idiomas acostumbra hablar en su casa?

- English  
El inglés
- Spanish  
Español
- Chinese  
Chino
- Vietnamese  
Vietnamita
- Other  
Otro idioma
- Don't know  
No sabe
- Refused  
Rehúsa contestar

20. How much formal education have you had?  
¿Cuántos años de estudios formales tiene?

- Did not complete high school  
No terminó la preparatoria [or el bachirellato]
- Completed high school  
Se recibió de la preparatoria (or del bachillerato)
- Less than four years of college  
Menos de 4 años de estudios universitarios
- College graduate (BA/BS)  
Es licenciado

- Graduate courses, no degree  
Realizó cursos de posgrado pero no se recibió
- Graduate/professional degree  
Título de posgrado o de formación profesional
- Don't know  
No sabe
- Refused  
Rehúsa contestar

21. Which best describes your household?  
De los siguientes, ¿cuál describe mejor a su hogar?

- Two parents or guardians  
Hay dos padres de familia o tutores
- Single parent or guardian  
Familia monoparental
- Other {specify}  
u Otro {especifique}
- Don't know  
No sabe
- Refused  
Rehúsa contestar

22. What is the estimated annual income of your household/family?  
¿Cuál es el ingreso anual aproximado de su hogar o familia?

- |  |  |
|--|--|
| <input type="radio"/> Less than \$10,000<br>Menos de \$10.000          | <input type="radio"/> \$25,000 - \$34,999<br>entre \$25.000 y \$34.999 |
| <input type="radio"/> \$10,000 - \$14,999<br>entre \$10.000 y \$14.999 | <input type="radio"/> \$35,000 - \$49,999<br>entre \$35.000 y \$49.999 |
| <input type="radio"/> \$15,000 - \$24,999<br>entre \$15.000 y \$24.999 | <input type="radio"/> \$50,000 or more<br>\$50.000 o más               |
| <input type="radio"/> Don't know<br>No sabe                            | <input type="radio"/> Refused<br>Rehúsa contestar                      |

\*\*\*\*\*END OF COMBINED PARENT SURVEY\*\*\*\*\*

## **Appendix D**

### **Hierarchical Linear Modeling (HLM) Analyses for TAKS Achievement**



## Appendix D1

### Hierarchical Linear Modeling (HLM) Analyses of the Effect of Charter Schooling on TAKS Reading/ELA and Math Scores

This study examined the effects of the length of time in years that students spent in a charter school and type of charter school (standard charter or alternative education charter) on 2006 TAKS reading/ELA and math scores. Specifically, effects were estimated for TAKS  $z$  scores. For each TAKS test at each grade level in each year, statewide scale score means and standard deviations were found in TEA documents (2005) or calculated from frequency distributions published in TEA documents (2006).  $Z$  scores were calculated by subtracting the statewide mean scale score from each student's scale score and dividing by the statewide scale score standard deviation. The effects of the number of years in a charter school and school type on 2006 TAKS  $z$  scores were then analyzed using a two-level hierarchical linear model (HLM).

#### Methodology

**Student-level model.** In the student-level model, spring 2006  $z$  scores were regressed on spring 2005  $z$  scores, gender (1 if female, 0 if male), economic status (1 if economically disadvantaged, 0 if not), African American status (1 if African American, 0 if not), Hispanic status (1 if Hispanic, 0 if not), grade level (0 = 4 in 2006 through 7 = 11 in 2006), and years in a charter school (0 = 1 year through 8 = 9 years). That is,

$$Y_{ij} = \beta_{0j} + \beta_{1j}(\text{Spring 2005 } z \text{ score}) + \beta_{2j}(\text{Gender}) + \beta_{3j}(\text{Economic status}) + \beta_{4j}(\text{Hispanic status}) + \beta_{5j}(\text{African American status}) + \beta_{6j}(\text{Grade level}) + \beta_{7j}(\text{Years in charter school}) + r_{ij}.$$

With both reading/ELA and math, significant variation was found across schools. Specifically, 18.5 percent of reading/ELA variance and 23.8 percent of math variance was between schools (see Table D1.2). Thus, the school means ( $\beta_{0j}$ ) were specified as randomly varying. The coefficients for the spring 2006 TAKS  $z$  scores ( $\beta_{1j}$ ) were specified as random because the reduction in the deviance statistic (significant chi square) with the more complex model justified a random specification. The coefficients for gender, economic status, African American status, Hispanic status, grade level, and years in a charter school were specified as fixed.

**School-level model.** A school-level model was developed to answer the question of whether charter schools rated under standard accountability procedures had higher achievement scores than charter schools rated under alternative education accountability procedures, after controlling for initial achievement, ethnicity, economic status, gender, grade level, years spent in a charter school, and 2003-04 (most recent) campus attendance. That is,

$$\beta_{0j} = \gamma_{00} + \gamma_{01}(\text{Charter type [Std. AP versus Alt. Ed. AP]}) + \gamma_{02}(\text{Campus attendance}) + \mu_{0j}.$$

**Table D1.1**  
**Descriptive Statistics for Charter School Student TAKS Reading/ELA and Math Scores**

Variable Name	N	Mean	SD	Minimum	Maximum
<b>Reading/English Language Arts</b>					
<b>Student-Level Descriptive Statistics</b>					
Gender (1 = female)	13,264	0.53	0.50	0.00	1.00
African American (1 = African Amer.)	13,264	0.28	0.45	0.00	1.00
Hispanic (1 = Hispanic)	13,264	0.50	0.50	0.00	1.00
Economic status (1 = disadvantaged)	13,264	0.65	0.48	0.00	1.00
Grade level (0 = 4 to 7 = 11)	13,264	4.15	1.99	0.00	7.00
Years in charter (0 = 1 to 8 = 9)	13,264	1.55	1.74	0.00	8.00
TAKS Reading/ELA z score (2005)	13,264	-0.30	0.95	-6.29	5.27
TAKS Reading/ELA z score (2006)	13,264	-0.31	0.98	-6.64	4.43
<b>School-Level Descriptive Statistics</b>					
Charter school type (1 = Alt. Ed.)	236	0.55	0.50	0.00	1.00
Campus attendance (2003-04)	236	91.47	7.07	68.90	100.0
<b>Math</b>					
<b>Student-Level Descriptive Statistics</b>					
Gender (1 = female)	13,595	0.54	0.50	0.00	1.00
African American (1 = African Amer.)	13,595	0.29	0.45	0.00	1.00
Hispanic (1 = Hispanic)	13,595	0.48	0.50	0.00	1.00
Economic status (1 = disadvantaged)	13,595	0.64	0.48	0.00	1.00
Grade level (0 = 4 to 7 = 11)	13,595	3.69	2.31	0.00	7.00
Years in charter (0 = 1 to 8 = 9)	13,595	1.68	1.75	0.00	8.00
TAKS Math z score (2005)	13,595	-0.32	0.96	-5.03	3.68
TAKS Math z score (2006)	13,595	-0.29	0.96	-5.14	3.67
<b>School-Level Descriptive Statistics</b>					
Charter school type (1 = Alt. Ed.)	236	0.55	0.50	0.00	1.00
Campus attendance (2003-04)	236	91.48	7.05	68.90	100.0

**Table D1.2**  
**Effect of Charter Schooling on Student and School Achievement**

Outcome Measure	School-Level Analysis	Gamma Coefficient	Standard Error	<i>t</i>
<b>Spring 2005</b>				
<b>TAKS Reading/ELA</b>	Base	-0.196	0.049	-3.99***
<b>z score</b>	Type of charter (1 = Alt. Ed.)	-0.137	0.037	-3.75***
	Campus attendance (2003-04)	0.013	0.003	5.22***
	Economic status (1 = disadvantaged)	-0.056	0.017	-3.20**
	Gender (1 = female)	0.095	0.011	8.66***
	Hispanic	-0.133	0.019	-6.91***
	African American	-0.189	0.023	-8.19***
	Grade level	-0.002	0.009	-0.16
	Years in a charter school	0.003	0.005	0.722
	Spring 2005 TAKS reading/ELA z score	0.570	0.012	48.62***
<b>Spring 2006</b>				
<b>TAKS Math z score</b>	Base	-0.304	0.043	-7.04***
	Type of charter (1 = Alt. Ed.)	-0.138	0.041	-3.36**
	Campus attendance (2003-04)	0.013	0.002	5.66***
	Economic status (1 = disadvantaged)	-0.012	0.016	-0.75
	Gender (1 = female)	-0.017	0.009	-1.82
	Hispanic	-0.078	0.016	-4.79***
	African American	-0.188	0.021	-9.03***
	Grade level	0.019	0.007	2.52*
	Years in a charter school	0.012	0.005	2.49*
	Spring 2005 TAKS math z score	0.607	0.015	41.51***

\* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$ .

For reading/ELA and math, the intraclass correlation coefficients were 0.185 and 0.238; the 2006 TAKS variance percentages explained by the level-1 model were 70.4% and 61.2%; and the variance percentages explained by the level-2 model were 35.0% and 23.9%.

## Results

Data in Table D1.2 show there is more variability between charter schools in 2006 TAKS math scores than in 2006 TAKS reading/ELA scores (23.8 percent versus 18.5 percent). In addition, net of 2005 TAKS scores as well as gender, economic status, ethnicity, and grade level, years spent in a charter school was a significant positive predictor of 2006 TAKS math, but not reading/ELA, scores. In math, each additional year in a charter school was associated with a 0.012 z score increment to 2006 TAKS scores. For example, consider two students with the same demographic and achievement backgrounds. Suppose the first student spent one year in a charter school, and the second student spent five years in a charter school. The model predicts that the second student will gain 0.048 TAKS reading/ELA z score units more. That is about 5 percent of a standard deviation, or a scale score increase of about 10 points (average 2006 TAKS math scale score standard deviation is 201).

After controlling for students' prior achievement, gender, ethnicity, poverty status, grade level, and years in a charter school, the alternative education accountability system charter school deficit was 0.14 z score units in both reading/ELA and math. Those are appreciable school-level deficits that roughly translate into 24 scale score points in reading/ELA and 28 scale score points in math. In addition, campus attendance rate is a significant predictor of campus reading/ELA and math TAKS scores irrespective of type of charter campus. The higher the campus attendance rate, the higher the average TAKS score. Note that this effect may have been stronger if campus attendance data were available for 2005-06.

## Appendix D2

### Hierarchical Linear Modeling (HLM) Analyses to Identify the Characteristics of High-Performing Charter Schools

The effect of a school can be thought of as the systemic or incremental change it brings about in a student. This incremental change is frequently called the “value added” by the school. Alternatively, because school outcomes are usually different than inputs, and the comparison of schools is always relative, a more accurate term for the incremental change may be a measure of “adjusted comparison” (Goldstein, 1997). In either case, when the focus of a school is academic, the “value added” or “adjusted comparison” is usually expressed in terms of student achievement. School effectiveness in “value added” or “adjusted comparison” terms can be approximated, first, by determining an average level of achievement across a group of schools for students with a given set of characteristics and a previous level of performance on a related measure; and, second, by calculating how much an individual school’s level of achievement (similarly adjusted for student characteristics and previous achievement) exceeded or fell below the group average.

#### Methodology

**Procedures.** Hierarchical linear modeling (HLM) was used to determine the extent to which individual charter campuses exceeded or fell below levels of TAKS achievement predicted across all charter campuses. HLM is a particularly appropriate because Bayesian estimators are used to calculate each school’s predicted outcome or intercept. Simply put, Bayesian techniques use multiple sources of information. For example, Bayesian estimators differentially weight each school’s data in proportion to the reliability of the data. If a school has reliable data (e.g., based on many students, estimates are relatively close to the average across all schools), more weight is given to this data. If a school has unreliable data (e.g., based on few students, estimates are relatively far from the average across all schools), less weight is given to this data, and more weight is given to data averaged across all schools.

The first step was to determine if variation existed between charter campuses in spring 2006 TAKS scores. If significant variation exists, it is logical to think of different levels of TAKS performance between charter campuses. HLM maximum likelihood estimates of within and between school variance in TAKS scores were calculated. A chi-square test was used to determine the significance of the between-school variation. For both TAKS tests, the chi-square tests were significant at  $p < .001$  (chi-square values of 7,706 [mathematics] and 4,868 [reading/ELA] with  $df = 235$  in both cases). Thus, there was significant variation in TAKS scores across charter campuses.

The second step was to calculate the mean outcome (TAKS score) based on the backgrounds and prior achievement of the students in all charter campuses and in each charter campus. Specifically, for students attending charter campuses in 2005-06, spring 2006 TAKS reading/ELA (and mathematics)  $z$  scores were calculated from 2005 TAKS reading (and mathematics)  $z$  scores, ethnicity, grade level, gender, poverty status, and years in a charter school.

$$Y_{ij}(\text{Predicted 2006 TAKS } z \text{ score}) = \beta_{0j} + \beta_{1j}(\text{2005 } z \text{ score}) + \beta_{2j}(\text{Hispanic status}) + \beta_{3j}(\text{African American status}) + \beta_{4j}(\text{Grade level}) + \beta_{5j}(\text{Gender}) + \beta_{6j}(\text{Poverty status}) + \beta_{7j}(\text{Years in charter school}) + r_{ij}.$$

In this model, the intercept ( $\beta_{0j}$ ) represents the mean achievement net of the effects of the other predictors. This adjusted mean achievement was calculated for all charter campuses (standard and alternative education campuses).

The third step determined those charter campuses with adjusted mean achievement higher than predicted and those with adjusted mean achievement lower than predicted. Specifically, the difference was calculated between the adjusted mean achievement score across all charter campuses and each campus's adjusted mean achievement. In the HLM software that was used, this involved calculating the difference between the average level-1 (student-level) fixed effect intercept and each charter campus's empirical Bayes intercept. The resulting deviation scores were ordered. Separate orderings were made for standard and alternative education charter campuses.

Finally, the ordered reading/ELA and mathematics deviation scores for each type of charter campus were divided into halves (top half and bottom half of campuses). To characterize the higher and lower achieving charter campuses, within each category, averages were computed for a variety of campus characteristics. These included campus attendance rate, campus size, the percentage of economically disadvantaged students, campus administrator average salary, teacher average salary, average teacher experience, total operating expenditure per student, years the campus was in operation, campus percent minority, the percentage of teachers with no degree, campus mobility, and campus teacher-student ratio. Differences between averages for the top and bottom halves were analyzed using an independent samples *t*-test. When group (top half and bottom half for each campus type) variances were significantly different and sample sizes not equal, *t* values that did not assume equal variances were used.

**Limitations.** The terms “ranking” and “effectiveness” have been judiciously avoided, perhaps at the expense of readability. However, given the available data, use of these terms is unwarranted. First, all factors (including factors like motivation and family influence) that influence student achievement may not have been controlled. Second, compared to public schools statewide, charter school data are less likely to be as complete and as accurate. Excessive mobility, growth in the number of charter schools, and some extremely small campuses limit longitudinal data. In addition, data error rates for charter schools can be up to three times the error rates for public schools statewide. For example, in 2004-05, the Person Identification Database (PID) error rates for charter districts averaged 0.46 percent compared to the state average of 0.16 percent. (However, this represented a ten-fold improvement over the previous year when the charter district PID error rate was 4.6 percent.) In this analysis, a number (21 percent) of charter campuses did not have sufficient data for inclusion in these analyses. Other charter campuses had reduced sample sizes because of incomplete data. By way of example, of charter campuses with TAKS testing in both 2005 and 2006, only about one in four students (24 percent) had TAKS scores for both years. Given these mitigating circumstances, caution appears justified.

## Results

Table D2.1 presents the averages of a number of characteristics of standard and alternative education charter campuses in the bottom and top halves of the reading/ELA ordering. Table D2.2 displays the results for mathematics. Both tables reveal similar as well as different trends. Standard and alternative education charter campuses in the top half of the reading/ELA orderings had higher attendance rates. Standard charter campuses in the top half of the reading/ELA orderings were larger, had less experienced teachers, and had less student mobility. Alternative education charter campuses in the top half of the reading/ELA orderings had higher teacher salaries and lower percentages of minority students. In addition, the salaries of school administrators tended ( $p = 0.06$  and  $t = -1.90$  in standard charters and  $p = 0.07$  and  $t = -1.85$  in alternative education charters) to be higher in the campuses in the top half of the reading/ELA orderings. As with reading/ELA, both types of campuses in the top half of the mathematics orderings had higher student attendance rates. Standard charter campuses in the top half of the mathematics orderings were larger campuses and had higher teacher salaries. Alternative education charter campuses in the top half of the mathematics orderings had higher percentages of economically disadvantaged students and smaller classes.

**Table D2.1**  
**Charter School Characteristics by Reading/ELA Ordering Category**

School Characteristic	Standard Charters		Alternative Education Charters	
	Lower Ordered <sup>a</sup>	Higher Ordered <sup>b</sup>	Lower Ordered <sup>a</sup>	Higher Ordered <sup>b</sup>
Campus Attendance	93.7*	95.9*	86.7*	90.7*
Campus Size	214*	346*	220	214
Percentage Economically Disadvantaged	64.0	59.8	66.7	73.4
School Administrator Average Salary	\$41,450	\$48,043	\$43,896	\$48,682
Teacher Average Salary	\$31,538	\$32,901	\$31,352*	\$33,675*
Average Teacher Experience	6.6*	4.9*	5.9	4.9
Total Operating Expenditure Per Pupil	\$5,895	\$6,085	No data	No data
Years Campus in Operation	6.4	6.4	6.5	6.0
Campus Percent Minority	72.4	74.6	79.2*	67.5*
Percentage Teachers With No Degree	8.1	8.1	8.1	12.6
Campus Mobility Percentage	23.5*	20.5*	No data	No data
Campus Teacher Student Ratio	15.0	15.2	18.8	17.6

\*Independent samples *t*-test indicates significant differences at 0.05 level.

<sup>a</sup>Bottom half of standard and alternative education charter campuses that performed “below” charter average for that type of campus.

<sup>b</sup>Top half of standard and alternative education charter campuses that performed “above” charter average for that type of campus.

**Table D2.2**  
**Charter School Characteristics by Mathematics Ordering Category**

School Characteristic	Standard Charters		Alternative Education Charters	
	Lower Ordered <sup>a</sup>	Higher Ordered <sup>b</sup>	Lower Ordered <sup>a</sup>	Higher Ordered <sup>b</sup>
Campus Attendance	93.9*	95.8*	85.9*	91.2*
Campus Size	231*	328*	240	201
Percentage Economically Disadvantaged	65.6	59.6	65.6*	75.0*
School Administrator Average Salary	\$43,670	\$46,182	\$45,011	\$47,219
Teacher Average Salary	\$30,442*	\$33,855*	\$32,593	\$32,326
Average Teacher Experience	5.3	6.0	5.4	5.4
Total Operating Expenditure Per Pupil	\$6,014	\$5,961	No data	No data
Years Campus in Operation	6.4	6.3	6.2	6.3
Campus Percent Minority	71.6	76.3	74.3	72.5
Percentage Teachers With No Degree	9.9	7.5	9.6	11.3
Campus Mobility Percentage	22.5	21.4	No data	No data
Campus Teacher Student Ratio	14.4	15.7	20.6*	16.2*

\*Independent samples *t*-test indicates significant differences at 0.05 level.

<sup>a</sup>Bottom half of standard and alternative education charter campuses that performed “below” charter average for that type of campus.

<sup>b</sup>Top half of standard and alternative education charter campuses that performed “above” charter average for that type of campus.

### Appendix D3

## TAKS Reading/ELA and Math Comparisons Between Charter and Traditional Public Schools

This study compared the reading and math achievement of students at a sample of charter campuses with students at a sample of traditional public school campuses. The traditional public school campuses were located near the charter campuses and were demographically similar. Comparisons were made using two methods. First, charter and traditional public school students were compared on 2006 TAKS scores after first matching students on 2005 TAKS scores, grade level, ethnicity, gender, and poverty status. Second, differences in adjusted 2006 TAKS scores between students at charter campuses and students at traditional public school campuses were calculated using a two-level hierarchical linear model (HLM). In this method, actual comparisons were made for TAKS  $z$  scores. For each TAKS test at each grade level in each year, statewide scale score means and standard deviations were found in TEA documents (2005) or calculated from frequency distributions published in TEA documents (2006).  $Z$  scores were calculated by subtracting the statewide mean scale score from each student's scale score and dividing by the statewide scale score standard deviation.

### Methodology

**The sample of charter school campuses.** Using 2004-05 AEIS data, a random sample of about 25 percent of charter districts was selected. Districts that were juvenile justice facilities, or which were not open in 2004-05, were omitted. The charter sample included 80 campuses from 55 districts (see Table D3.1).

**Table D3.1**  
**Sample of Charter School Campuses**

CDC_NUM	Campus	District
3801001	PINEYWOODS COMMUNITY ACADEMY HIGH	PINEYWOODS COMMUNITY ACADEMY
14803101	TEMPLE EDUCATION CENTER	TEMPLE EDUCATION CENTER
15803101	HIGGS CARTER KING GIFTED & TALENT	HIGGS CARTER KING GIFTED & TALENTE
15805101	NEW FRONTIERS CHARTER SCHOOL	NEW FRONTIERS CHARTER SCHOOL
15806001	RICK HAWKINS H S	SCHOOL OF EXCELLENCE IN EDUCATION
15806041	DR PAUL S SAENZ J H	SCHOOL OF EXCELLENCE IN EDUCATION
15806101	SCHOOL OF EXCELLENCE IN EDUCATION	SCHOOL OF EXCELLENCE IN EDUCATION
15806103	ALPHA II	SCHOOL OF EXCELLENCE IN EDUCATION
15807001	SOUTHWEST PREPARATORY SCHOOL	SOUTHWEST PREPARATORY SCHOOL
15807002	SOUTHWEST PREPARATORY SOUTHEAST C	SOUTHWEST PREPARATORY SCHOOL
15807004	SOUTHWEST PREPARATORY SCHOOL-NORT	SOUTHWEST PREPARATORY SCHOOL
15807005	NEW DIRECTIONS	SOUTHWEST PREPARATORY SCHOOL
15809101	BEXAR COUNTY ACADEMY	BEXAR COUNTY ACADEMY
15815001	RADIANCE ACADEMY OF LEARNING	RADIANCE ACADEMY OF LEARNING
15815101	RADIANCE ACADEMY OF LEARNING (WES	RADIANCE ACADEMY OF LEARNING
15816001	ACADEMY OF CAREERS AND TECHNOLOGI	ACADEMY OF CAREERS AND TECHNOLOGIE
15818001	EAGLE ACADEMY OF SAN ANTONIO	EAGLE ACADEMY OF SAN ANTONIO

(Table continues)

**Table D3.1** (continued)

CDC_NUM	Campus	District
15819001	SHEKINAH RADIANCE ACADEMY	SHEKINAH RADIANCE ACADEMY
15819101	SHEKINAH HOPE	SHEKINAH RADIANCE ACADEMY
15819102	SHEKINAH WALZEM	SHEKINAH RADIANCE ACADEMY
15823001	SAN ANTONIO TECHNOLOGY ACADEMY	SAN ANTONIO TECHNOLOGY ACADEMY
15825101	LIGHTHOUSE CHARTER SCHOOL	LIGHTHOUSE CHARTER SCHOOL
21803001	BRAZOS SCHOOL FOR INQUIRY & CREATI	BRAZOS SCHOOL FOR INQUIRY & CREATI
21803102	CONTI CAMPUS	BRAZOS SCHOOL FOR INQUIRY & CREATI
21803103	NORTHWEST CAMPUS	BRAZOS SCHOOL FOR INQUIRY & CREATI
24801101	ENCINO SCHOOL	ENCINO SCHOOL
31802001	EAGLE PROJECT (BROWNSVILLE)	EAGLE ACADEMY OF BROWNSVILLE
57806101	EAGLE ADVANTAGE CHARTER EL	EAGLE ADVANTAGE SCHOOLS
57808101	UNIVERSAL ACADEMY	UNIVERSAL ACADEMY
57808102	UNIVERSAL ACADEMY - FLOWER MOUND	UNIVERSAL ACADEMY
57816101	AW BROWN-FELLOWSHIP CHARTER SCHOO	AW BROWN-FELLOWSHIP CHARTER SCHOOL
57816102	A W BROWN - FELLOWSHIP NORTH CAMP	AW BROWN-FELLOWSHIP CHARTER SCHOOL
57830001	INSPIRED VISION ACADEMY	INSPIRED VISION ACADEMY
57830002	INSPIRED VISION	INSPIRED VISION ACADEMY
57835001	GOLDEN RULE CHARTER SCHOOL	GOLDEN RULE CHARTER SCHOOL
57836101	ST ANTHONY ACADEMY	ST ANTHONY SCHOOL
70801001	WAXAHACHIE FAITH FAMILY ACADEMY	WAXAHACHIE FAITH FAMILY ACADEMY
71803001	PASO DEL NORTE ACADEMY	PASO DEL NORTE
71804001	EL PASO ACADEMY	EL PASO ACADEMY
71804002	EL PASO ACADEMY WEST	EL PASO ACADEMY
101801102	MEDICAL CENTER CHARTER SCHOOL/SOU	MEDICAL CENTER CHARTER SCHOOL
101803041	WEST HOUSTON CHARTER	WEST HOUSTON CHARTER SCHOOL
101803101	WEST HOUSTON CHARTER ELEMENTARY	WEST HOUSTON CHARTER SCHOOL
101806001	RAUL YZAGUIRRE SCHOOL FOR SUCCESS	RAUL YZAGUIRRE SCHOOL FOR SUCCESS
101806101	RAUL YZAGUIRRE SCHOOL FOR SUCCESS	RAUL YZAGUIRRE SCHOOL FOR SUCCESS
101813001	KIPP ACADEMY	KIPP INC CHARTER
101821001	HOUSTON HEIGHTS HIGH SCHOOL	HOUSTON HEIGHTS HIGH SCHOOL
101828101	HOUSTON GATEWAY ACADEMY	HOUSTON GATEWAY ACADEMY INC
101829101	HOUSTON HEIGHTS LEARNING ACADEMY	HOUSTON HEIGHTS LEARNING ACADEMY I
101830101	IMPACT CHARTER	IMPACT CHARTER
101850101	ZOE LEARNING ACADEMY	ZOE LEARNING ACADEMY
101850102	ZOE LEARNING ACAD - AMBASSADOR CAM	ZOE LEARNING ACADEMY
101851001	HOUSTON ALTERNATIVE PREPARATORY C	HOUSTON ALTERNATIVE PREPARATORY CH
108801001	ONE STOP MULTISERVICE H S	ONE STOP MULTISERVICE CHARTER SCHO
108801002	ONE STOP MULTISERVICE	ONE STOP MULTISERVICE CHARTER SCHO
108801003	ONE STOP MULTISERVICE	ONE STOP MULTISERVICE CHARTER SCHO
108801004	SENTRY TECHNOLOGY PREP SCH	ONE STOP MULTISERVICE CHARTER SCHO
108801005	CHILDREN OF THE SUN	ONE STOP MULTISERVICE CHARTER SCHO
108801006	CHILDREN OF THE SUN	ONE STOP MULTISERVICE CHARTER SCHO
108808101	VANGUARD ACADEMY	VANGUARD ACADEMY
141801001	CEDAR RIDGE CHARTER SCHOOL	CEDAR RIDGE CHARTER SCHOOL

(Table continues)

**Table D3.1** (continued)

CDC_NUM	Campus	District
161804001	EAGLE ACADEMY OF WACO	EAGLE ACADEMY OF WACO
161804002	EAGLE ACADEMY OF WACO AT TRINITY	EAGLE ACADEMY OF WACO
165801001	RICHARD MILBURN ACADEMY (MIDLAND)	RICHARD MILBURN ACADEMY (MIDLAND)
178802101	SEASHORE LEARNING CTR	SEASHORE LEARNING CTR CHARTER
212801101	CUMBERLAND ACADEMY	CUMBERLAND ACADEMY
213801001	BRAZOS RIVER CHARTER SCHOOL	BRAZOS RIVER CHARTER SCHOOL
220802101	ARLINGTON CLASSICS ACADEMY	ARLINGTON CLASSICS ACADEMY
221801001	EAGLE ACADEMY OF ABILENE	EAGLE ACADEMY OF ABILENE
227803101	EDEN PARK ACADEMY	EDEN PARK ACADEMY
227804101	NYOS CHARTER SCHOOL	NYOS CHARTER SCHOOL
227804102	NYOS CHARTER SCHOOL INC AT GESSNE	NYOS CHARTER SCHOOL
227805041	TEXAS EMPOWERMENT ACADEMY	TEXAS EMPOWERMENT ACADEMY
227812001	FRUIT OF EXCELLENCE SCHOOL	FRUIT OF EXCELLENCE
227814001	STAR CHARTER SCHOOL	STAR CHARTER SCHOOL
227816001	HARMONY SCIENCE ACADEMY - AUSTIN	HARMONY SCIENCE ACADEMY (AUSTIN)
227817101	CEDARS INTERNATIONAL ACADEMY	CEDARS INTERNATIONAL ACADEMY
227818001	AUSTIN CAN ACADEMY CHARTER SCHOOL	AUSTIN CAN ACADEMY CHARTER SCHOOL
227819101	UNIVERSITY OF TEXAS ELEMENTARY CH	UNIVERSITY OF TEXAS ELEMENTARY CHA
235801001	OUTREACH WORD ACADEMY	OUTREACH WORD ACADEMY

**The sample of traditional public school campuses.** Using the TEA listing of charter schools and the traditional ISDs they impact, and the TEA online school district locator map, nearby ISDs were identified for each charter school in the sample. This resulted in 116 traditional ISDs that were geographically near charter schools in the random sample.

All charter school campuses (296) and nearby traditional ISD campuses (2,966) were coded based on the proportion of students who were economically disadvantaged (2 levels), Hispanic (3 levels), and African-American (3 levels).

- Economically disadvantaged: 1=*less than 70 percent of students economically disadvantaged*, 2=*70 percent or more of students economically disadvantaged*. The 70 percent criterion has been used in several Texas charter school studies in recent years.
- Hispanic: 1=*less than 32 percent Hispanic students*, 2=*32-49 percent Hispanic students*, 3=*50 percent or more Hispanic students*. The 32 percent criterion represents the proportion of Hispanic students in Texas public schools in 2004-05. The 50 percent criterion represents change from minority to majority representation.
- African-American: 1=*less than 12 percent African-American students*, 2=*12-49 percent African-American students*, 3=*50 percent or more African-American students*. The 12 percent criterion represents the proportion of African-American students in Texas public schools in 2004-05. The 50 percent criterion represents change from minority to majority representation.

Combining these three characteristics resulted in 18 categories, of which there were 11 with ample charter schools for analysis. The mean proportions of economically disadvantaged, Hispanic, and African-American students were calculated for all charter school campuses in each of the 11 categories. The nearby traditional ISD campuses matching these means in each category were selected as the comparison campuses for the charter schools in the approximately 25 percent random sample. This resulted in a final listing of 10 traditional ISDs and 67 campuses that were demographically similar to the charter school sample. These comparison campuses included elementary, middle, and high schools (see Table D3.2).

**Table D3.2**  
**Sample of Traditional Public School Campuses**

CDC_NUM	Campus	District
101902125	GRAY ELEMENTARY	ALDINE ISD
101902041	ALDINE MIDDLE	ALDINE ISD
101902061	ECKERT INTERMEDIATE	ALDINE ISD
101902044	STOVALL MIDDLE	ALDINE ISD
101902081	ALDINE NINTH GRADE SCHOOL	ALDINE ISD
220901147	BRYANT EL	ARLINGTON ISD
220901155	BURGIN EL	ARLINGTON ISD
220901125	DUNN EL	ARLINGTON ISD
220901126	FOSTER EL	ARLINGTON ISD
220901116	WIMBISH EL	ARLINGTON ISD
220901056	FERGUSON J H	ARLINGTON ISD
220901054	TURNING POINT ALTER J H	ARLINGTON ISD
220901003	LAMAR H S	ARLINGTON ISD
57905114	JOHN NEELY BRYAN EL	DALLAS ISD
57905121	JOHN W CARPENTER EL	DALLAS ISD
57905200	JOSEPH J RHOADS EL	DALLAS ISD
57905220	MARK TWAIN EL	DALLAS ISD
57905118	W W BUSHMAN EL	DALLAS ISD
57905065	PEARL C ANDERSON MIDDLE	DALLAS ISD
57905072	SARAH ZUMWALT MIDDLE	DALLAS ISD
57905003	A MACEO SMITH H S	DALLAS ISD
57905023	DAVID W CARTER H S	DALLAS ISD
57905006	HILLCREST H S	DALLAS ISD
57905032	JAMES MADISON H S	DALLAS ISD
57905021	W T WHITE H S	DALLAS ISD
57906107	COCKRELL HILL EL	DESOTO ISD
57906103	NORTHSIDE EL	DESOTO ISD
57906109	WOODRIDGE EL	DESOTO ISD
57906104	AMBER TERRACE INT	DESOTO ISD
57906041	DESOTO EAST J H	DESOTO ISD
57906042	DESOTO WEST J H	DESOTO ISD
71902162	GREEN EL	EL PASO ISD
71902163	GUERRERO EL	EL PASO ISD

(Table continues)

**TableD3.2** (continued)

CDC_NUM	Campus	District
71902129	MACARTHUR EL-INT	EL PASO ISD
71902130	MESITA EL	EL PASO ISD
71902051	LINCOLN MIDDLE	EL PASO ISD
71902046	MOREHEAD MIDDLE	EL PASO ISD
71902011	SILVA HEALTH MAGNET	EL PASO ISD
57909124	HEATHER GLEN EL	GARLAND ISD
57909134	NORTHLAKE EL	GARLAND ISD
57909046	O'BANION MIDDLE	GARLAND ISD
57909048	SELLERS MIDDLE	GARLAND ISD
15916113	ELOLF EL	JUDSON ISD
15916110	SPRING MEADOWS EL	JUDSON ISD
15916107	WOODLAKE EL	JUDSON ISD
15916043	WOODLAKE HILLS MIDDLE	JUDSON ISD
15916001	JUDSON HIGH SCHOOL	JUDSON ISD
246913102	ADA MAE FAUBION EL	LEANDER ISD
246913105	C C MASON EL	LEANDER ISD
246913110	CHARLOTTE COX ELEMENTARY	LEANDER ISD
246913104	CYPRESS EL	LEANDER ISD
246913114	PLEASANT HILL ELEMENTARY	LEANDER ISD
246913043	RUNNING BRUSHY MIDDLE SCHOOL	LEANDER ISD
246913001	LEANDER H S	LEANDER ISD
246913011	NEW HOPE HIGH SCHOOL	LEANDER ISD
237905041	ROYAL MIDDLE	ROYAL ISD
237905002	ROYAL H S	ROYAL ISD
15907150	MAVERICK EL	SAN ANTONIO ISD
15907167	STEELE EL	SAN ANTONIO ISD
15907063	DOROTHY C PICKETT ACADEMY	SAN ANTONIO ISD
15907052	HORACE MANN ACADEMY	SAN ANTONIO ISD
15907050	LONGFELLOW MIDDLE	SAN ANTONIO ISD
15907055	RHODES MIDDLE	SAN ANTONIO ISD
15907010	ALAMO ACHIEVEMENT CTR	SAN ANTONIO ISD
15907003	EDISON H S	SAN ANTONIO ISD
15907007	JEFFERSON H S	SAN ANTONIO ISD

**Matched samples.** In one analysis, charter and comparison sample students were matched on 2005 TAKS scale scores, 2005 grade level, ethnicity, gender, and poverty status. Paired samples *t*-tests were used to compare the 2006 scale scores, passing rates, and commended performance rates of the matched charter and comparison sample students. Table D3.3 shows that there were no differences in the 2006 TAKS math scores of the matched students. However, comparison sample students' 2006 TAKS reading/ELA scale scores, passing rates, and commended performance rates were significantly higher than those of charter sample students. In actual magnitudes, the differences between charter and comparison sample students were small. The reading/ELA scale score difference of 17 points represents about 0.10 standard deviation units.

**Table D3.3**  
**2006 TAKS Scores of Matched Charter and Comparison Sample Students**

Sample	Number of Students	Scale Score	Passing Rate	Commended Performance Rate
<b>TAKS Math</b>				
Charter	3,949	2156	61.4%	13.1%
Comparison Group	3,949	2158	62.7%	13.1%
<b>TAKS Reading/ELA</b>				
Charter	3,614	2198*	77.5%*	13.4%*
Comparison Group	3,614	2215*	81.5%*	15.6%*

\*Paired samples *t*-test indicates significant difference between matched charter and comparison samples at 0.05 level.

*Note.* Students were matched on 2005 scale score, grade level, ethnicity, gender, and poverty status.

**Student-level model.** In the student-level model, spring 2006 *z* scores were regressed on spring 2005 *z* scores, gender (1 if female, 0 if male), economic status (1 if economically disadvantaged, 0 if not), Hispanic status (1 if Hispanic, 0 if not), African American status (1 if African American, 0 if not), and grade level (0 = 4 in 2006 through 7 = 11 in 2006). That is,

$$Y_{ij} = \beta_{0j} + \beta_{1j}(\text{Spring 2005 } z \text{ score}) + \beta_{2j}(\text{Gender}) + \beta_{3j}(\text{Economic status}) + \beta_{4j}(\text{Hispanic status}) + \beta_{5j}(\text{African American status}) + \beta_{6j}(\text{Grade level}) + r_{ij}.$$

With both reading/ELA and math, significant variation was found across schools. Specifically, 15.1 percent of reading/ELA variance and 16.4 percent of math variance was between campuses (see Table D3.5). Thus, the school means ( $\beta_{0j}$ ) were specified as randomly varying. The coefficients for the spring 2005 TAKS *z* scores ( $\beta_{1j}$ ) were specified as random because the reduction in the deviance statistic (significant chi square) with the more complex model justified a random specification. The coefficients for gender, economic status, ethnicity, and grade level were specified as fixed.

**School-level model.** A school-level model was developed to answer the question of whether the sample of charter school students had higher achievement scores than traditional public school students in the comparison sample, after controlling for initial achievement, minority status, economic status, gender, grade level, campus attendance rate (2004 campus attendance data was the most recent available when these analyses were run), and whether the campus was rated under standard or alternative education accountability procedures. In addition, the extent to which differences in 2005 TAKS scores differentially affect 2006 TAKS scores for charter and comparison sample students was explored. That is,

$$\beta_{0j} = \gamma_{00} + \gamma_{01}(\text{School type [Charter versus Traditional]}) + \gamma_{02}(\text{Accountability System [Std. AP versus Alt. Ed. AP]}) + \gamma_{03}(\text{Campus attendance}) + \mu_{0j}.$$

$$\beta_{1j} = \gamma_{10} + \gamma_{11}(\text{School type [Charter versus Traditional]}) + \mu_{1j}.$$

## Results

Data in Table D3.5 show there is slightly more variability between schools in 2006 TAKS math scores than 2006 TAKS reading/ELA scores (16.4 percent versus 15.1 percent). After controlling for students' prior achievement, gender, ethnicity, poverty status, and grade level as well as campus accountability system and campus attendance rate, there was a school type effect on 2006 TAKS reading/ELA scores that favored the comparison sample campuses, but the effect was not statistically significant. In the TAKS math comparison between charter and traditional public school sample campuses, there was a significant school type effect that acted through the pretest score (2005 TAKS math score). Other factors being equal, a higher pretest score (2005 TAKS math score) results in a higher posttest score (2006 TAKS math score) for comparison sample students. On the other hand, a lower pretest score results in a higher posttest score for charter sample students. More simply, a higher math pretest score favors comparison sample students, while a lower math pretest score favors charter sample students.

**Table D3.4**  
**Descriptive Statistics for Charter and Comparison Students' TAKS Reading/ELA and Math Scores**

Variable Name	N	Mean	SD	Minimum	Maximum
<b>Reading/English Language Arts</b>					
<b>Student-Level Descriptive Statistics</b>					
Gender (1 = female)	25,087	0.51	0.50	0.00	1.00
African American (1 = African Amer.)	25,087	0.29	0.45	0.00	1.00
Hispanic (1 = Hispanic)	25,087	0.48	0.50	0.00	1.00
Economic status (1 = disadvantaged)	25,087	0.60	0.49	0.00	1.00
Grade level (0 = 4 to 7 = 11)	25,087	4.19	1.85	0.00	7.00
TAKS Reading/ELA z score (2005)	25,087	-0.17	0.99	-6.29	5.28
TAKS Reading/ELA z score (2006)	25,087	-0.12	0.96	-6.64	6.14
<b>School-Level Descriptive Statistics</b>					
School type (0 = trad., 1 = charter)	125	0.50	0.50	0.00	1.00
Accountability sys. (0 = std., 1 = alt.)	125	0.28	0.45	0.00	1.00
Campus attendance (2003-04)	125	94.12	4.30	76.0	98.90
<b>Math</b>					
<b>Student-Level Descriptive Statistics</b>					
Gender (1 = female)	26,299	0.51	0.50	0.00	1.00
African American (1 = African Amer.)	26,299	0.29	0.46	0.00	1.00
Hispanic (1 = Hispanic)	26,299	0.46	0.50	0.00	1.00
Economic status (1 = disadvantaged)	26,299	0.58	0.49	0.00	1.00
Grade level (0 = 4 to 7 = 11)	26,299	3.88	2.14	0.00	7.00
TAKS Math z score (2005)	26,299	-0.13	0.95	-4.92	3.68
TAKS Math z score (2006)	26,299	-0.11	0.93	-5.21	3.67
<b>School-Level Descriptive Statistics</b>					
School type (0 = trad., 1 = charter)	126	0.51	0.50	0.00	1.00
Accountability sys. (0 = std., 1 = alt.)	126	0.28	0.45	0.00	1.00
Campus attendance (2003-04)	126	94.13	4.28	76.0	98.90

**Table D3.5**  
**Effect of School Type on Student and School Achievement**

Outcome Measure	School-Level Analysis	Gamma Coefficient	Standard Error	t
<b>Spring 2005</b>				
<b>TAKS Reading/ELA</b>	Base	-0.030	0.056	-0.53
<b>z score</b>	Schl. type (0 = trad., 1 = charter)	-0.044	0.047	-0.92
	Account. sys. (0 = std., 1 = alt.)	-0.172	0.057	-3.01**
	Campus attendance (2003-04)	0.007	0.005	1.39
	Economic status (1 = disadvantaged)	-0.098	0.014	-7.11***
	Gender (1 = female)	0.119	0.010	12.22***
	Hispanic	-0.127	0.020	-6.38***
	African American	-0.148	0.017	-8.55***
	Grade level	-0.002	0.012	-0.18
	Spring 2005 TAKS reading/ELA z score	0.615	0.023	26.49***
	Schl. type (0 = trad., 1 = charter)	0.014	0.030	0.48
<b>Spring 2005</b>				
<b>TAKS Math z score</b>	Base	-0.044	0.048	-0.91
<b>z score</b>	Schl. type (0 = trad., 1 = charter)	-0.030	0.044	-0.69
	Account. sys. (0 = std., 1 = alt.)	-0.117	0.064	-1.82
	Campus attendance (2003-04)	0.014	0.007	2.10*
	Economic status (1 = disadvantaged)	-0.047	0.011	-4.48***
	Gender (1 = female)	0.001	0.007	0.12
	Hispanic	-0.060	0.011	-5.62***
	African American	-0.109	0.014	-7.84***
	Grade level	0.009	0.012	0.71
	Spring 2005 TAKS math z score	0.734	0.012	62.74***
	Schl. type (0 = trad., 1 = charter)	-0.063	0.023	-2.78**

#  $p = 0.056$ ; \* $p < .05$ ; \*\* $p < .01$ ; \*\*\* $p < .001$ .

For reading/ELA and math, the intraclass correlation coefficients were 0.151 and 0.164; the variance percentages explained by the level-1 model were 79.6% and 78.8%; and the variance percentages explained by the level-2 model were 33.9% and 24.8%.

## **Appendix E**

### **2004-05 Accountability Ratings of Charter Schools**



**Appendix E  
2005-06 Accountability ratings of Charter Schools**

District	Campus	Accountability Rating
A+ Academy	A+ Academy	AEA, Academically Acceptable
Academy of Accelerated Learning	Academy of Accelerated Learning	Low performing
Academy of Beaumont	Academy of Beaumont	Not rated: Other
Academy of Careers and Technologies	Academy of Careers and Technologies	AEA, Academically Acceptable
Academy of Dallas	Academy of Dallas	Acceptable
Accelerated Intermediate Academy	Accelerated Interdisciplinary Academy	Recognized
Accelerated Intermediate Academy	Accelerated Interdisciplinary Academy	Acceptable
Accelerated Intermediate Academy	Accelerated Interdisciplinary Academy	Low performing
Accelerated Intermediate Academy	Accelerated Intermediate Academy	Not rated: Other
Accelerated Intermediate Academy	Accelerated Intermediate Academy	Not rated: Other
Accelerated Intermediate Academy	Accelerated Intermediate Charter	Recognized
Alief Montessori Community School	Alief Montessori Community School	Recognized
Alpha Charter School	Alpha Charter School	AEA, Academically Acceptable
Alphonso Crutch's-Life Support Center	Alphonso Crutch's-Life Support Center	AEA, Academically Unacceptable
American Academy of Excellence Charter	American Academy of Excellence Charter	AEA, Academically Acceptable
American Youthworks Charter School	American Youthworks Charter School	AEA, Academically Unacceptable
American Youthworks Charter School	American Youthworks Charter School	AEA, Academically Unacceptable
Amigos Por Vida-Friends for Life Charter	Amigos Por Vida-Friends for Life	Acceptable
Arlington Classics Academy	Arlington Classics Academy	Recognized
Audre and Bernard Rapoport Academy	Audre and Bernard Rapoport Academy	Recognized
Audre and Bernard Rapoport Academy	Rapoport Academy-Quinn Campus	Acceptable
Austin Can Academy Charter School	Austin Can Academy Charter School	AEA, Academically Acceptable
Austin Discovery School	Austin Discovery School	Acceptable
AW Brown-Fellowship Charter School	AW Brown - Fellowship North Campus	Not rated: Other
AW Brown-Fellowship Charter School	AW Brown-Fellowship Charter School	Exemplary
Azleway Charter School	Azleway Charter School	AEA, Academically Acceptable

District	Campus	Accountability Rating
Bay Area Charter School	Bay Area Charter Middle School	Low performing
Bay Area Charter School	Bay Area Charter School	Recognized
Bay Area Charter School	Ed White Memorial High School	AEA, Academically Acceptable
Beatrice Mayes Institute Charter School	Beatrice Mayes Institute Charter	Exemplary
Benji's Special Educational Academy	Benji's Special Educational Academy	Acceptable
Bexar County Academy	Bexar County Academy	Low performing
Big Springs Charter School	Big Springs Charter School	AEA, Academically Acceptable
Big Springs Charter School	Hill Country Youth Ranch	AEA, Academically Acceptable
Brazos River Charter School	Brazos River Charter School	AEA, Academically Acceptable
Brazos School for Inquiry & Creativity	BSIC Autumn Circle	Low performing
Brazos School for Inquiry & Creativity	BSIC Gano Street	Low performing
Brazos School for Inquiry & Creativity	BSIC Houston-Rosslyn	Recognized
Brazos School for Inquiry & Creativity	BSIC York Street	Not rated: Other
Bright Ideas Charter	Bright Ideas Charter	Acceptable
Burnham Wood Charter School	Burnham Wood Charter School	Recognized
Calvin Nelms Charter Schools	Calvin Nelms - Northwest	Acceptable
Calvin Nelms Charter Schools	Calvin Nelms High School	Acceptable
Calvin Nelms Charter Schools	Calvin Nelms Hospital Campus	Not rated: Other
Calvin Nelms Charter Schools	Calvin Nelms Middle School	Not rated: Other
Career Plus Learning Academy	Career Plus Learning Academy	AEA, Academically Acceptable
Cedar Crest School	Cedar Crest Charter School	AEA, Academically Acceptable
Cedars International Academy	Cedars International Academy	Recognized
Children First Academy of Dallas	Children First Academy of Dallas	Recognized
Children First Academy of Houston	Children First Academy of Houston	Acceptable
Comquest Academy	Comquest Academy	AEA, Academically Acceptable
Corpus Christi Montessori School	Corpus Christi Montessori School	Recognized
Crossroads Community Ed Center Charter	Crossroad Community Ed Center Charter	Low performing
Cumberland Academy	Cumberland Academy	Acceptable

District	Campus	Accountability Rating
Dallas Can Academy Charter	Dallas Can! Academy Charter-Oak Cliff	AEA, Academically Acceptable
Dallas Can Academy Charter	Dallas Can! Academy Charter	AEA, Academically Acceptable
Dallas Can Academy Charter	Texans Can Academy at Paul Quinn	AEA, Academically Acceptable
Dallas Can Academy Charter	Texans Can at Carrollton-Farmers	AEA, Academically Acceptable
Dallas Community Charter School	Dallas Community Charter School	Acceptable
Dallas County Juvenile Justice	Dallas County Juvenile Justice	AEA, Academically Acceptable
Dr M L Garza-Gonzalez Charter School	Dr M L Garza-Gonzalez Charter School	AEA, Academically Acceptable
Draw Academy	Draw Academy	AEA, Academically Acceptable
Eagle Academy of Abilene	Eagle Academy of Abilene	AEA, Academically Acceptable
Eagle Academy of Beaumont	Eagle Academy of Beaumont	AEA, Academically Acceptable
Eagle Academy of Brownsville	Eagle Project (Brownsville)	AEA, Academically Acceptable
Eagle Academy of Del Rio	Eagle Academy of Del Rio	AEA, Academically Acceptable
Eagle Academy of Fort Worth	Eagle Academy of Fort Worth	AEA, Academically Acceptable
Eagle Academy of Laredo	Eagle Academy of Laredo	AEA, Academically Acceptable
Eagle Academy of Lubbock	Eagle Academy of Lubbock	AEA, Academically Acceptable
Eagle Academy of Midland	Eagle Academy of Midland	AEA, Academically Acceptable
Eagle Academy of Midland	Eagle Charter School - Midland/Austin	AEA, Academically Acceptable
Eagle Academy of Pharr/McAllen	Eagle Academy of Pharr at Mission	AEA, Academically Acceptable
Eagle Academy of Pharr/McAllen	Eagle Academy of Pharr/McAllen	AEA, Academically Acceptable
Eagle Academy of San Antonio	Eagle Academy of San Antonio	AEA, Academically Acceptable
Eagle Academy of Tyler	Eagle Academy of Tyler	AEA, Academically Acceptable
Eagle Academy of Tyler	Eagle Academy of Tyler at Lindale	Low performing
Eagle Academy of Waco	Eagle Academy of Waco	AEA, Academically Acceptable
Eagle Academy of Waco	Eagle Academy of Waco at Trinity	AEA, Academically Acceptable
Eagle Advantage Schools	Eagle Advantage Charter Elementary	AEA, Academically Acceptable
East Fort Worth Montessori Academy	East Fort Worth Montessori Academy	Recognized
East Texas Charter Schools	Dan Chadwick Campus	Acceptable
Eden Park Academy	Eden Park Academy	Recognized

District	Campus	Accountability Rating
Education Center	Education Center at Little Elm	Acceptable
Education Center	Education Center at The Colony	Acceptable
Education Center International Academy	Education Center International Academy	AEA, Academically Acceptable
Ehrhart School	Ehrhart School	Acceptable
El Paso Academy	El Paso Academy	AEA, Academically Acceptable
El Paso Academy	El Paso Academy West	AEA, Academically Acceptable
El Paso School of Excellence	El Paso School of Excellence	Acceptable
El Paso School of Excellence	El Paso School of Excellence Middle School	Low performing
Encino School	Encino School	Acceptable
Erath Excels Academy Inc	Erath Excels Academy Inc.	AEA, Academically Unacceptable
Evolution Academy Charter School	Evolution Academy Charter School	AEA, Academically Acceptable
Faith Family Academy of Oak Cliff	Faith Family Academy of Oak Cliff	AEA, Academically Acceptable
Focus Learning Academy	Focus Learning Academy	Low performing
Fort Worth Academy of Fine Arts	Fort Worth Academy of Fine Arts	Recognized
Fort Worth Can Academy	Fort Worth Can Academy	AEA, Academically Unacceptable
Fort Worth Can Academy	River Oaks	AEA, Academically Acceptable
Fruit of Excellence	Fruit of Excellence School	Low performing
Gabriel Tafolla Charter School	Gabriel Tafolla Charter School	Low performing
Gateway Charter Academy	Gateway Academy (Student Alternative)	AEA, Academically Acceptable
Gateway Charter Academy	Gateway Charter Academy	Acceptable
George Gervin Academy	George Gervin Charter	AEA, Academically Acceptable
George Gervin Academy	The Education and Training Center	AEA, Academically Acceptable
George I Sanchez Charter	George I. Sanchez High School	AEA, Academically Acceptable
George I Sanchez Charter HS San Antonio	George I. Sanchez Charter H S San Antonio	AEA, Academically Acceptable
Girls & Boys Prep Academy	Girls & Boys Prep Academy	Low performing
Girls & Boys Prep Academy	Girls & Boys Prep Academy Element	Exemplary
Golden Rule Charter School	Golden Rule Charter School	Low performing
Guardian Angel Performance Arts Academy	Guardian Angel Performance Academy	Not rated: Other

District	Campus	Accountability Rating
Gulf Shores Academy	Gulf Shores Credit Repair Program	AEA, Academically Acceptable
Gulf Shores Academy	Gulf Shores Empowerment Program	AEA, Academically Acceptable
Gulf Shores Academy	Gulf Shores High School	AEA, Academically Acceptable
Gulf Shores Academy	Gulf Shores Middle School	AEA, Academically Acceptable
Gulf Shores Academy	Gulf Shores Residential Treatment	AEA, Academically Acceptable
Harmony Elementary	Harmony Elementary	Acceptable
Harmony Science Academy	Harmony Science Academy -Dallas	Exemplary
Harmony Science Academy	Harmony Science Academy	Exemplary
Harmony Science Academy (Austin)	Harmony Science Academy - Austin	Recognized
Harris County Juvenile Justice Charter	Burnett-Bayland Home	AEA, Academically Acceptable
Harris County Juvenile Justice Charter	Burnett-Bayland Reception Center	AEA, Academically Acceptable
Harris County Juvenile Justice Charter	Harris County Juvenile Detention	AEA, Academically Acceptable
Harris County Juvenile Justice Charter	Harris County Youth Village	AEA, Academically Acceptable
Harris County Juvenile Justice Charter	Katy-Hockley Boot Camp	AEA, Academically Acceptable
Harris County Juvenile Justice Charter	Westside Command Detention Center	AEA, Academically Acceptable
Higgs Carter King Gifted & Talented	Higgs Carter King Gifted & Talented	AEA, Academically Acceptable
Honors Academy	Destiny High School	AEA, Academically Acceptable
Honors Academy	Excel Academy	AEA, Academically Acceptable
Honors Academy	Landmark School	AEA, Academically Acceptable
Honors Academy	Legacy High School	AEA, Academically Acceptable
Honors Academy	Pinnacle School	Low performing
Honors Academy	Quest Academy	AEA, Academically Acceptable
Honors Academy	University School	Low performing
Houston Alternative Preparatory Ch	Houston Alternative Preparatory Campus	Acceptable
Houston Can Academy Charter School	Houston Can Academy Hobby	AEA, Academically Acceptable
Houston Can Academy Charter School	Houston Can Academy Charter School	AEA, Academically Acceptable
Houston Gateway Academy Inc.	Houston Gateway Academy	AEA, Academically Acceptable
Houston Heights High School	Houston Heights High School	AEA, Academically Acceptable

District	Campus	Accountability Rating
Houston Heights Learning Academy I	Houston Heights Learning Academy	Low performing
I Am That I Am Academy	I Am That I Am Academy	AEA, Academically Acceptable
Idea Academy	Idea Academy	Recognized
Inspired Vision Academy	Inspired Vision	AEA, Academically Acceptable
Inspired Vision Academy	Inspired Vision Academy	Acceptable
Jamie's House Charter School	Jamie's House Charter School	AEA, Academically Acceptable
Jean Massieu Academy	Jean Massieu Academy	Low performing
Jesse Jackson Academy	Jesse Jackson Academy	Low performing
John H Wood Jr. Charter School	John H Wood Jr. Charter School at St Francis	AEA, Academically Acceptable
John H Wood Jr. Charter School	John H Wood Jr. Charter School Hays Co Juvenile	AEA, Academically Acceptable
John H Wood Jr. Charter School	John H Wood Jr. Charter School Hays Co Juvenile	AEA, Academically Acceptable
John H Wood Jr. Charter School	John H. Wood Jr. Charter School	AEA, Academically Acceptable
Juan B Galaviz Charter School	Juan B Galaviz Charter School	AEA, Academically Acceptable
Jubilee Academic Center	Jubilee Academic Center	AEA, Academically Acceptable
Jubilee Academic Center	Omega Academic Center	AEA, Academically Acceptable
Katherine Anne Porter School	Katherine Anne Porter School	Acceptable
KIPP Aspire Academy	KIPP Aspire Academy	Recognized
KIPP Austin College Prep. School Inc.	KIPP Austin College Prep	Acceptable
KIPP Inc. Charter	KIPP 3D Academy	Acceptable
KIPP Inc. Charter	KIPP Academy	Recognized
KIPP Inc. Charter	Now College Prep	Not rated: Other
KIPP Truth Academy	KIPP Truth Academy	Acceptable
La Amistad Love & Learning Academy	La Amistad Love & Learning Academy	Exemplary
La Escuela De Las Americas	Escuela De Las Americas	Acceptable
Life School	Life School Oak Cliff	Acceptable
Life School	Life School Red Oak	Recognized
Lighthouse Charter School	Lighthouse Charter School	Acceptable
Mainland Preparatory Academy	Mainland Preparatory Academy	Acceptable

District	Campus	Accountability Rating
McCullough Academy of Excellence	McCullough Academy of Excellence	Acceptable
Medical Center Charter School	Medical Center Charter School/Southwest	Acceptable
Metro Charter Academy	Metro Charter Academy	Acceptable
Meyerpark Elementary	Meyerpark Elementary	Low performing
Mid-Valley Academy	Mid-Valley Academy-McAllen	AEA, Academically Acceptable
Mid-Valley Academy	Mid-Valley Academy	AEA, Academically Acceptable
Midland Academy Charter School	Midland Academy Charter School	Acceptable
Nancy Ney Charter School	Nancy Ney Charter School	AEA, Academically Acceptable
New Frontiers Charter School	New Frontiers Charter School	AEA, Academically Acceptable
New Frontiers Charter School	New Frontiers Middle School	AEA, Academically Acceptable
North Hills School	North Hills School	Recognized
North Houston High School for Business	North Houston High School for Business	Low performing
Northwest Preparatory	Northwest Preparatory	Recognized
Northwest Preparatory	Northwest Preparatory Campus (Wileyvale)	AEA, Academically Acceptable
Nova Charter School	Nova Charter School	Recognized
Nova Charter School (Southeast)	Nova Charter School (Southeast)	Acceptable
NYOS Charter School	NYOS Charter School	Acceptable
NYOS Charter School	NYOS Charter School Inc. at Gessner	Acceptable
Odyssey Academy Inc.	Odyssey Academy Inc.	Acceptable
One Stop Multiservice Charter School	Children of the Sun	AEA, Academically Acceptable
One Stop Multiservice Charter School	Children of the Sun	AEA, Academically Acceptable
One Stop Multiservice Charter School	One Stop Multiservice	AEA, Academically Acceptable
One Stop Multiservice Charter School	One Stop Multiservice	AEA, Academically Acceptable
One Stop Multiservice Charter School	One Stop Multiservice High School	AEA, Academically Acceptable
One Stop Multiservice Charter School	Sentry Technology Prep School	AEA, Academically Acceptable
Outreach Word Academy	Outreach Word Academy	Acceptable
Panola Charter School	Panola Cs	Acceptable
Paradigm Accelerated School	Paradigm Accelerated School	AEA, Academically Acceptable

District	Campus	Accountability Rating
Paso Del Norte	Paso Del Norte Academy	AEA, Academically Unacceptable
Peak Academy	Peak Academy	Recognized
Pegasus School of Liberal Arts and Sciences	Pegasus Charter High School	AEA, Academically Acceptable
Phoenix Charter School	The Phoenix Charter School	Acceptable
Pineywoods Community Academy	Pineywoods Community Academy High	Acceptable
Por Vida Academy	Bexar County Day Education & Treatment Prgm	AEA, Academically Acceptable
Por Vida Academy	Corpus Christi Academy	Low performing
Por Vida Academy	Por Vida Academy Charter High School	AEA, Academically Acceptable
Positive Solutions Charter School	Bryan Texas Campus	AEA, Academically Acceptable
Positive Solutions Charter School	Positive Solutions Charter	AEA, Academically Acceptable
Radiance Academy of Learning	Radiance Academy of Learning	AEA, Academically Acceptable
Radiance Academy of Learning	Radiance Academy of Learning (West Lake)	AEA, Academically Acceptable
Ranch Academy	Ranch Academy	AEA, Academically Acceptable
Raul Yzaguirre School for Success	Raul Yzaguirre School for Success	Acceptable
Raul Yzaguirre School for Success	Raul Yzaguirre School for Success	Acceptable
Raven School	Raven School	AEA, Academically Acceptable
Richard Milburn Academy (Amarillo)	Richard Milburn Academy (Amarillo)	AEA, Academically Acceptable
Richard Milburn Academy (Beaumont)	Richard Milburn Academy (Beaumont)	AEA, Academically Acceptable
Richard Milburn Academy (Ector County)	Richard Milburn Academy - Ector County	AEA, Academically Acceptable
Richard Milburn Academy (Fort Worth)	Richard Milburn Academy - Fort Worth	AEA, Academically Unacceptable
Richard Milburn Academy (Midland)	Richard Milburn Academy (Midland)	AEA, Academically Acceptable
Richard Milburn Academy (Suburban)	Richard Milburn Academy - Suburban	AEA, Academically Acceptable
Richard Milburn Alter High School	Richard Milburn Alter H S (Corpus Christi)	AEA, Academically Acceptable
Richard Milburn Alter High School	Richard Milburn Alter H S (Lubbock)	AEA, Academically Acceptable
Richard Milburn Alternative High School	Richard Milburn Alter H S (Killeen)	AEA, Academically Acceptable
Ripley House Charter School	NCI Charter School Without Walls	Not rated: Other
Ripley House Charter School	Ripley House Charter School	Acceptable
Rise Academy	Rise Academy	Exemplary

District	Campus	Accountability Rating
San Antonio Can High School	San Antonio Can High School	AEA, Academically Acceptable
San Antonio Preparatory Academy	San Antonio Preparatory Academy	Low performing
San Antonio School for Inquiry & Creativity	San Antonio School for Inquiry & Creativity	AEA, Academically Acceptable
San Antonio Technology Academy	San Antonio Technology Academy	AEA, Academically Acceptable
School of Excellence in Education	Dr. Harmon W Kelley Elementary	Acceptable
School of Excellence in Education	Dr. James L. Burch Elementary	Acceptable
School of Excellence in Education	Dr. Paul S. Saenz Junior High	Acceptable
School of Excellence in Education	Pre-K Academy	Not rated: Other
School of Liberal Arts and Science	Rick Hawkins High School	Acceptable
School of Science and Technology	School of Liberal Arts and Science	Acceptable
Seashore Learning Center Charter	School of Science and Technology	Exemplary
Ser-Ninos Charter School	Seashore Learning Center	Recognized
Shekinah Radiance Academy	Ser-Ninos Charter Elementary	Acceptable
Shekinah Radiance Academy	Shekinah Hope	Acceptable
Shekinah Radiance Academy	Shekinah Radiance Academy	AEA, Academically Acceptable
Shekinah Radiance Academy	Shekinah Radiance Academy Abundant Life	AEA, Academically Acceptable
South Plains	Shekinah Walzem	AEA, Academically Acceptable
Southwest Preparatory School	South Plains Academy	AEA, Academically Acceptable
Southwest Preparatory School	New Directions	AEA, Academically Acceptable
Southwest Preparatory School	Southwest Preparatory School-North	AEA, Academically Acceptable
Southwest Preparatory School	Southwest Preparatory School	AEA, Academically Acceptable
Southwest School	Southwest Preparatory Southeast Campus	AEA, Academically Acceptable
Southwest School	Southwest Elementary	Not rated: Other
Southwest School	Southwest High School - Incentives	AEA, Academically Acceptable
Southwest School	Southwest High School	AEA, Academically Acceptable
Southwest School	Southwest Middle School	Acceptable
Southwest School	Southwest School Center for Success	Not rated: Other
Southwest School	Young Learners	Not rated: Other

District	Campus	Accountability Rating
St Anthony School	St Anthony Academy	Recognized
St Mary's Academy Charter School	St. Mary's Academy Charter School	Recognized
Star Charter School	Star Charter School	Recognized
Technology Education Charter High	Horizon Montessori	Recognized
Technology Education Charter High	Technology Education Charter High School	AEA, Academically Acceptable
Tekoa Academy of Accelerated Studies	Tekoa Academy of Accelerated Studies	Not rated: Other
Temple Education Center	Temple Education Center	Low performing
Texas Empowerment Academy	Texas Empowerment Academy	Acceptable
Texas Preparatory School	Texas Preparatory School	Low performing
Texas Serenity Academy	Texas Serenity Academy	Low performing
Theresa B Lee Academy	Theresa B. Lee Academy	Low performing
Transformative Charter Academy	Transformative Charter Academy	AEA, Academically Acceptable
Treetops School International	Treetops School International	Acceptable
Trinity Basin Preparatory	Trinity Basin Preparatory	Acceptable
Trinity Charter School	Trinity Charter School	AEA, Academically Acceptable
Trinity Charter School	Trinity Charter School	AEA, Academically Acceptable
Trinity Charter School	Trinity Charter School	AEA, Academically Acceptable
Trinity Charter School	Trinity Charter School	AEA, Academically Unacceptable
Two Dimensions Preparatory Academy	Two Dimensions at Corsicana	Not rated: Other
Two Dimensions Preparatory Academy	Two Dimensions Preparatory Academy	Acceptable
Two Dimensions Preparatory Academy	Two Dimensions/Vickery	Exemplary
Universal Academy	Universal Academy - Flower Mound	Acceptable
Universal Academy	Universal Academy	Acceptable
University Charter School	Annunciation Maternity Home	AEA, Academically Acceptable
University Charter School	Boys and Girls Country	AEA, Academically Acceptable
University Charter School	Depelchin-Elkins Campus	AEA, Academically Acceptable
University Charter School	Depelchin-Richmond	AEA, Academically Acceptable
University Charter School	George M. Kometzky School	AEA, Academically Acceptable

District	Campus	Accountability Rating
University Charter School	Laurel Ridge	AEA, Academically Acceptable
University Charter School	Meridell	AEA, Academically Acceptable
University Charter School	Methodist Children's Home	AEA, Academically Acceptable
University Charter School	Miracle Farm	AEA, Academically Acceptable
University Charter School	National Elite Gymnastics	Exemplary
University Charter School	Pathfinder Camp	AEA, Academically Acceptable
University Charter School	Pathways 3H Campus	AEA, Academically Acceptable
University Charter School	Pegasus Campus	AEA, Academically Acceptable
University Charter School	San Marcos Treatment Center	AEA, Academically Acceptable
University Charter School	Settlement Home	AEA, Academically Acceptable
University Charter School	Star Ranch Campus	AEA, Academically Acceptable
University Charter School	T-Care	AEA, Academically Acceptable
University Charter School	The Oaks Treatment Center	AEA, Academically Acceptable
University Charter School	TNC Campus (Texas Neurorehabilitation Center)	AEA, Academically Acceptable
University of Houston Charter School	University of Houston Charter School-Tech	Recognized
University of Texas Elementary Charter	University of Texas Elementary Charter	Recognized
Vanguard Academy	Vanguard Academy	Recognized
Varnett Charter School	The Varnett School - East	Acceptable
Varnett Charter School	The Varnett School - Northeast	Acceptable
Varnett Charter School	Varnett Charter School	Recognized
Waco Charter School	Waco Charter School	Acceptable
Waxahachie Faith Family Academy	Waxahachie Faith Family Academy	Acceptable
West Houston Charter School	West Houston Charter	Low performing
West Houston Charter School	West Houston Charter Elementary	Acceptable
Westlake Academy Charter School	Westlake Academy	Recognized
Whispering Oaks Charter School	Cedar Ridge Charter School	AEA, Academically Acceptable
Winfree Academy	Winfree Academy Charter School (Grapevine)	AEA, Academically Acceptable
Winfree Academy	Winfree Academy Charter School (Irving)	AEA, Academically Acceptable

District	Campus	Accountability Rating
Winfree Academy	Winfree Academy Charter School (Lewisville)	AEA, Academically Acceptable
Winfree Academy	Winfree Academy Charter School (Richardson)	AEA, Academically Acceptable
Yes College Preparatory School	Yes College Prep - Southwest Camp	Recognized
Yes College Preparatory School	Yes College Preparatory School -	Exemplary
Yes College Preparatory School	Yes College Preparatory School	Exemplary
Zoe Learning Academy	Zoe Learning Academy - Ambassador Campus	Low performing
Zoe Learning Academy	Zoe Learning Academy	Acceptable

## **Appendix F**

### **Student Performance for Charter School Campuses**



**Appendix F**  
**Student Performance for Charter School Campuses**

Campus	Enrollment	Grades	Dropout Rate Grades 7-8	Completion rate Grades 9-12 <sup>b</sup>	Attendance Rate	TAKS Reading/ELA % Passing <sup>c</sup>	TAKS Math % Passing <sup>c</sup>
AW Brown - Fellowship North Campus	303	PK - PK	—	—	—	—	—
A+ Academy	961	PK - 12	0.6	—	96.3	75	50
Academy of Accelerated Learning	662	PK - 04	—	—	95.3	76	35
Academy of Beaumont	356	PK - 08	1.7	—	93.9	80	69
Academy of Careers and Technologies	150	09 - 12	—	97.4	89.9	50	Masked
Academy of Dallas	496	PK - 08	0.0	—	94.0	69	50
Accelerated Interdisciplinary Academy	362	PK - 05	—	—	—	89	83
Accelerated Interdisciplinary Academy	167	PK - 05	—	—	—	82	55
Accelerated Interdisciplinary Academy	109	PK - 05	—	—	—	60	32
Accelerated Intermediate Academy	14	06 - 06	—	—	—	Masked	Masked
Accelerated Intermediate Academy	4	06 - 06	—	—	—	Masked	Masked
Accelerated Intermediate Charter	159	06 - 08	0.0	—	93.2	92	76
Alief Montessori Community School	213	PK - 05	—	—	97.2	95	Masked
Alpha Charter School	210	KG - 12	0.0	94.1	92.7	52	30
Alphonso Crutch's-Life Support Center	436	06 - 12	9.3	84.0	54.9	33	1
American Academy of Excellence Charter	144	09 - 12	—	68.8	84.3	70	38
American Youthworks Charter School	155	09 - 12	—	77.8	87.6	67	27
American Youthworks Charter School	279	09 - 12	—	—	79.7	62	11
Amigos Por Vida-Friends for Life	329	PK - 05	—	—	97.2	86	87
Annunciation Maternity Home	10	09 - 12	Masked	—	93.0	Masked	Masked
Arlington Classics Academy	355	KG - 06	—	—	96.6	95	88
Audre and Bernard Rapoport Academy	157	PK - 04	—	—	98.1	88	84
Austin Can Academy Charter School	371	09 - 12	—	—	79.7	54	10
Austin Discovery School	137	KG - 04	—	—	.	88	67
AW Brown-Fellowship Charter School	728	KG - 06	—	—	97.6	97	94
Azleway Charter School	91	02 - 12	0.0	Masked	95.4	62	33
Bay Area Charter Middle School	39	06 - 08	0.0	—	91.5	75	29
Bay Area Charter School	172	PK - 05	—	—	95.8	89	80
Beatrice Mayes Institute Charter	340	KG - 08	0.0	—	97.5	97	94
Benji's Special Educational Academy	611	PK - 12	1.0	90.9	97.0	64	39

Campus	Enrollment	Grades	Dropout Rate Grades 7-8	Completion rate Grades 9-12 <sup>b</sup>	Attendance Rate	TAKS Reading/ELA % Passing <sup>c</sup>	TAKS Math % Passing <sup>c</sup>
Bexar County Day Education & Treatment Prgm	15	09 - 11	—	—	86.8	Masked	Masked
Bexar County Academy	524	PK - 08	0.0	—	92.8	65	50
Big Springs Charter School	56	06 - 12	0.0	—	95.2	80	80
Boys and Girls Country	29	06 - 12	0.0	—	97.2	83	47
Brazos River Charter School	137	08 - 12	0.0	98.1	90.4	81	43
Bright Ideas Charter	168	KG - 12	0.0	100.0	92.8	83	58
Bryan Texas Campus	18	07 - 11	0.0	—	89.6	Masked	Masked
BSIC Autumn Circle	95	PK - 12	0.0	100.0	95.4	64	34
BSIC Gano Street	70	PK - 12	0.0	100.0	95.2	60	17
BSIC Houston-Rosslyn	145	PK - 05	—	—	96.5	Masked	Masked
BSIC York Street	45	PK - 06	—	—	—	Masked	Masked
Burnett-Bayland Home	67	05 - 11	0.0	—	99.7	Masked	Masked
Burnett-Bayland Reception Center	174	04 - 12	0.0	100.0	99.0	69	50
Burnham Wood Charter School	261	KG - 06	—	—	99.9	96	80
Calvin Nelms - Northwest	23	05 - 12	—	100.0	—	79	63
Calvin Nelms High School	126	09 - 12	—	100.0	93.6	81	66
Calvin Nelms Hospital Campus	26	02 - 11	0.0	100.0	100.0	Masked	Masked
Calvin Nelms Middle School	6	06 - 08	0.0	—	96.7	Masked	Masked
Career Plus Learning Academy	92	06 - 12	0.0	—	95.4	56	11
Cedar Crest Charter School	54	01 - 12	0.0	87.5	99.7	Masked	Masked
Cedar Ridge Charter School	72	PK - 12	1.4	61.5	84.7	Masked	Masked
Cedars International Academy	155	KG - 07	0.0	—	95.8	86	68
Children First Academy of Houston	434	PK - 07	0.0	—	96.9	95	95
Children First of Dallas	322	PK - 07	0.0	—	97.0	79	84
Children of the Sun	67	PK - 12	—	—	86.3	53	5
Children of the Sun	94	PK - 12	—	—	84.9	39	29
Comquest Academy	84	09 - 12	0.0	97.6	95.5	81	52
Corpus Christi Academy	144	09 - 12	—	96.1	94.1	76	26
Corpus Christi Montessori School	57	01 - 04	—	—	—	93	73
Crossroad Community Ed Center Charter	113	09 - 12	—	73.3	95.6	63	18
Cumberland Academy	205	KG - 05	—	—	95.1	84	69
Dallas Can! Academy Charter-Oak Cliff	488	09 - 12	—	89.1	89.2	60	23

Campus	Enrollment	Grades	Dropout Rate Grades 7-8	Completion rate Grades 9-12 <sup>b</sup>	Attendance Rate	TAKS Reading/ELA % Passing <sup>c</sup>	TAKS Math % Passing <sup>c</sup>
Dallas Can! Academy Charter	574	09 - 12	—	88.1	88.6	57	12
Dallas Community Charter School	171	PK - 03	—	—	95.6	Masked	61
Dallas County Juvenile Justice	656	05 - 12	0.1	97.5	96.2	57	17
Dan Chadwick Campus	135	09 - 12	—	93.8	90.7	71	67
Depelchin-Elkins Campus	36	01 - 11	0.0	—	100.0	Masked	Masked
Depelchin-Richmond	15	06 - 10	—	—	—	Masked	Masked
Destiny High School	80	KG - 08	0.0	80.0	91.2	52	71
Dr M L Garza-Gonzalez Charter School	200	PK - 12	4.0	96.6	94.5	55	9
Dr. Harmon W Kelley Elementary	521	KG - 03	—	—	96.6	83	55
Dr. James L. Burch Elementary	397	04 - 06	—	—	96.2	76	74
Dr. Paul S. Saenz Junior High	359	07 - 08	0.0	—	96.0	66	46
Draw Academy	246	PK - 08	0.0	—	95.8	82	55
Eagle Academy of Beaumont	172	06 - 12	0.0	75.9	84.9	57	13
Eagle Academy of Abilene	206	06 - 12	0.0	92.6	88.3	89	61
Eagle Academy of Del Rio	76	06 - 12	0.0	95.8	87.3	57	40
Eagle Academy of Fort Worth	159	06 - 12	0.0	80.8	83.3	77	42
Eagle Academy of Laredo	120	06 - 12	0.0	94.6	86.2	44	23
Eagle Academy of Lubbock	101	06 - 12	0.0	100.0	88.5	72	51
Eagle Academy of Midland	157	06 - 12	0.0	93.5	90.8	80	38
Eagle Academy of Pharr at Mission	129	07 - 12	0.0	—	92.4	91	44
Eagle Academy of Pharr/McAllen	126	06 - 12	0.0	94.9	89.3	85	35
Eagle Academy of San Antonio	122	06 - 12	1.5	69.6	87.9	73	34
Eagle Academy of Tyler	144	06 - 12	0.0	77.8	85.8	63	24
Eagle Academy of Tyler at Lindale	9	09 - 12	Masked	79.7	96.5	Masked	Masked
Eagle Academy of Waco	190	06 - 12	1.8	77.8	84.7	66	13
Eagle Academy of Waco at Trinity	97	06 - 12	0.0	—	86.0	61	23
Eagle Advantage Charter Elementary	715	PK - 09	0.0	—	96.3	77	52
Eagle Charter School - Midland/Austin	307	06 - 12	1.5	87.0	80.6	71	27
Eagle Project (Brownsville)	129	06 - 12	7.0	95.5	85.4	78	39
East Fort Worth Montessori Academy	222	PK - 03	—	—	97.2	93	71
Ed White Memorial High School	127	09 - 12	—	92.7	84.2	85	39
Eden Park Academy	151	KG - 08	0.0	—	93.4	84	74

Campus	Enrollment	Grades	Dropout Rate Grades 7-8	Completion rate Grades 9-12 <sup>b</sup>	Attendance Rate	TAKS Reading/ELA % Passing <sup>c</sup>	TAKS Math % Passing <sup>c</sup>
Education Center at Little Elm	155	KG - 12	0.0	100.0	97.9	90	73
Education Center at The Colony	150	KG - 12	0.0	100.0	92.6	89	68
Education Center International Academy	112	02 - 12	0.0	70.6	90.1	75	44
Ehrhart School	227	PK - 08	0.0	—	95.7	72	53
El Paso Academy	244	09 - 12	—	83.3	91.5	60	16
El Paso Academy West	214	09 - 12	—	—	90.1	68	24
El Paso School of Excellence	336	PK - 05	—	—	95.1	70	59
El Paso School of Excellence Middle School	113	06 - 12	0.9	—	92.5	60	22
Encino School	70	PK - 08	0.0	—	98.5	95	66
Erath Excels Academy Inc.	114	09 - 12	—	81.8	80.5	65	10
Escuela De Las Americas	142	PK - 06	—	—	96.6	87	67
Evolution Academy Charter School	352	09 - 12	—	—	82.2	58	20
Excel Academy	252	KG - 12	1.0	83.7	92.3	75	33
Faith Family Academy of Oak Cliff	1170	PK - 12	0.0	97.4	94.2	56	29
Focus Learning Academy	421	KG - 08	1.6	—	94.7	70	45
Fort Worth Academy of Fine Arts	356	03 - 12	0.0	100.0	96.2	98	87
Fort Worth Can Academy	349	09 - 12	—	88.2	86.3	70	20
Fruit of Excellence School	43	07 - 12	5.6	83.3	93.0	82	Masked
Gabriel Tafolla Charter School	140	PK - 12	0.0	70.0	93.4	69	31
Gateway Academy (Student Alternative)	316	09 - 12	—	100.0	94.1	64	47
Gateway Charter Academy	540	PK - 09	0.0	—	95.6	77	64
George Gervin Charter	260	PK - 12	—	79.6	92.7	74	19
George I. Sanchez Charter H S San Antonio	181	08 - 12	0.0	82.5	67.3	60	14
George I. Sanchez High School	598	PK - 12	—	87.2	87.5	69	50
George M. Kometzky School	13	KG - 07	0.0	—	94.0	-1	Masked
Girls & Boys Prep Academy	447	05 - 12	0.0	69.6	95.9	88	77
Girls & Boys Prep Academy Element	508	PK - 04	—	—	96.4	97	95
Golden Rule Charter School	333	PK - 07	—	—	96.8	84	88
Guardian Angel Performance Academy	31	06 - 08	0.0	—	85.0	Masked	Masked
Gulf Shores Credit Repair Program	2	08 - 08	0.0	—	72.7	Masked	Masked
Gulf Shores Empowerment Program	2	10 - 12	—	—	—	—	—
Gulf Shores High School	710	05 - 12	0.0	100.0	70.4	31	10

Campus	Enrollment	Grades	Dropout Rate Grades 7-8	Completion rate Grades 9-12 <sup>b</sup>	Attendance Rate	TAKS	
						Reading/ELA % Passing <sup>c</sup>	Math % Passing <sup>c</sup>
Gulf Shores Middle School	9	07 - 10	0.0	—	81.5	Masked	Masked
Gulf Shores Residential Treatment	17	07 - 11	Masked	100.0	100.0	—	—
Harmony Elementary	198	KG - 05	—	—	.	98	95
Harmony Science Academy - Austin	253	06 - 11	0.0	—	96.9	91	89
Harmony Science Academy -Dallas	342	06 - 09	0.0	—	96.6	97	95
Harmony Science Academy	396	06 - 12	0.0	—	97.2	97	94
Harris County Juvenile Detention	154	03 - 11	0.0	100.0	89.4	33	Masked
Harris County Youth Village	138	08 - 12	0.0	88.9	99.7	63	Masked
Higgs Carter King Gifted & Talented	286	PK - 12	0.0	—	93.4	65	51
Hill Country Youth Ranch	23	01 - 05	—	—	—	Masked	Masked
Horizon Montessori	229	PK - 04	—	—	96.1	95	75
Houston Alternative Preparatory Campus	180	PK - 12	2.1	—	92.1	96	61
Houston Can Academy Hobby	301	09 - 12	—	—	88.1	62	16
Houston Can Academy Charter School	477	09 - 12	—	91.1	88.3	67	13
Houston Gateway Academy	603	KG - 08	0.0	—	95.4	70	62
Houston Heights High School	219	08 - 12	2.8	96.5	94.5	68	32
Houston Heights Learning Academy	102	PK - 05	—	—	94.5	71	65
I Am That I Am Academy	88	07 - 12	0.0	92.3	88.2	54	10
Idea Academy	896	KG - 11	0.0	—	98.0	94	93
Inspired Vision	261	PK - 08	1.1	—	96.8	69	57
Inspired Vision Academy	292	PK - 06	—	—	97.7	81	75
Jamie's House Charter School	57	06 - 12	1.6	90.9	85.4	59	20
Jean Massieu Academy	137	PK - 12	0.0	Masked	94.9	81	31
Jesse Jackson Academy	297	09 - 12	—	98.0	91.7	75	85
John H Wood Jr. Charter School at St Francis	141	06 - 12	0.0	—	97.7	Masked	33
John H Wood Jr. Charter School Hays Co Juvenile	77	07 - 11	0.0	—	99.8	Masked	Masked
John H Wood Jr. Charter School Hays Co Juvenile	12	05 - 10	0.0	—	100.0	—	—
John H. Wood Jr. Charter School	11	09 - 12	0.0	85.7	95.7	Masked	Masked
Juan B Galaviz Charter School	100	09 - 12	—	—	89.3	68	25
Jubilee Academic Center	329	PK - 12	1.6	100.0	94.7	75	40
Katherine Anne Porter School	99	09 - 12	—	90.2	91.5	86	60
Katy-Hockley Boot Camp	152	06 - 12	0.0	100.0	98.2	Masked	Masked

Campus	Enrollment	Grades	Dropout Rate Grades 7-8	Completion rate Grades 9-12 <sup>b</sup>	Attendance Rate	TAKS	TAKS
						Reading/ELA % Passing <sup>c</sup>	Math % Passing <sup>c</sup>
KIPP 3d Academy	318	05 - 08	—	—	—	92	87
KIPP Academy	738	PK - 10	0.0	—	98.8	98	93
KIPP Aspire Academy	239	05 - 07	—	—	97.5	91	92
KIPP Austin College Prep	256	05 - 08	0.0	—	97.8	89	90
KIPP Truth Academy	131	05 - 07	—	—	96.7	80	81
La Amistad Love & Learning Academy	280	PK - 04	—	—	96.7	Masked	Masked
Landmark School	71	09 - 12	0.0	81.6	91.7	76	29
Laurel Ridge	90	KG - 12	—	—	—	59	-3
Legacy High School	93	09 - 12	—	78.8	91.4	83	39
Life School Oak Cliff	1217	KG - 12	0.0	—	96.5	92	79
Life School Red Oak	747	KG - 07	—	—	96.3	95	93
Lighthouse Charter School	152	KG - 06	—	—	96.1	79	52
Mainland Preparatory Academy	564	PK - 08	0.0	—	97.4	87	69
McCullough Academy of Excellence	125	KG - 05	—	—	95.7	83	49
Medical Center Charter School/South	251	PK - 04	—	—	94.6	68	79
Meridell	95	KG - 12	0.0	93.3	99.5	80	Masked
Methodist Children's Home	120	07 - 12	0.0	—	98.5	82	39
Metro Charter Academy	339	PK - 08	0.0	—	96.9	71	52
Meyerpark Elementary	133	KG - 05	—	—	93.9	55	48
Mid-Valley Academy-McAllen	193	09 - 12	Masked	—	84.0	63	18
Mid-Valley Academy	52	09 - 12	—	80.0	89.6	72	14
Midland Academy Charter School	503	KG - 10	0.0	—	95.0	96	83
Miracle Farm	9	08 - 12	0.0	Masked	97.6	Masked	Masked
Nancy Ney Charter School	130	05 - 12	2.8	88.0	87.9	63	27
National Elite Gymnastics	9	02 - 08	Masked	—	88.5	Masked	Masked
NCI Charter School Without Walls	440	PK - KG	—	—	—	—	—
New Directions	27	09 - 12	—	—	87.2	42	40
New Frontiers Charter School	395	KG - 05	0.6	—	94.3	77	73
New Frontiers Middle School	219	06 - 08	—	—	—	Masked	Masked
North Hills School	942	01 - 12	0.0	—	97.1	98	93
North Houston High School for Business	242	09 - 12	—	96.7	88.1	50	16
Northwest Preparatory	162	PK - 04	0.0	—	95.8	73	67

Campus	Enrollment	Grades	Dropout Rate Grades 7-8	Completion rate Grades 9-12 <sup>b</sup>	Attendance Rate	TAKS Reading/ELA % Passing <sup>c</sup>	TAKS Math % Passing <sup>c</sup>
Northwest Preparatory Campus (Wileyvale)	146	05 - 08	0.0	—	95.2	71	60
Nova Charter School	125	PK - 04	—	—	95.2	89	89
Nova Charter School (Southeast)	260	PK - 06	—	—	96.7	72	51
Now College Prep	402	KG - 08	—	—	—	86	29
NYOS Charter School	360	KG - 12	0.0	—	96.6	94	76
NYOS Charter School Inc. at Gessner	92	PK - 03	—	—	96.6	85	62
Odyssey Academy Inc.	267	PK - 08	0.0	—	93.8	72	45
Omega Academic Center	117	06 - 12	0.0	—	92.5	66	34
One Stop Multiservice	160	PK - 12	—	97.2	89.9	64	23
One Stop Multiservice	141	PK - 12	—	95.6	88.9	64	55
One Stop Multiservice High School	139	PK - 12	—	94.6	86.5	Masked	Masked
Outreach Word Academy	110	PK - 05	—	—	93.6	78	78
Panola Cs	167	08 - 12	3.2	73.9	90.4	66	45
Paradigm Accelerated School	69	07 - 12	0.0	93.1	92.8	67	36
Paso Del Norte Academy	190	09 - 12	Masked	78.6	95.8	52	11
Pathfinder Camp	22	07 - 11	0.0	Masked	99.2	Masked	Masked
Pathways 3H Campus	24	07 - 11	0.0	—	99.5	Masked	Masked
Peak Academy	114	04 - 06	—	—	—	90	91
Pegasus Campus	170	04 - 12	0.0	—	99.6	85	42
Pegasus Charter High School	262	07 - 12	0.0	100.0	96.4	90	67
Pineywoods Community Academy High	220	KG - 08	0.0	—	95.7	86	70
Pinnacle School	190	KG - 09	0.0	79.6	95.2	90	72
Por Vida Academy Charter High School	192	09 - 12	Masked	94.4	77.9	53	10
Positive Solutions Charter	227	09 - 12	—	86.7	88.3	64	14
Pre-K Academy	108	PK - PK	—	—	—	—	—
Quest Academy	62	06 - 09	—	—	85.6	66	47
Radiance Academy of Learning	141	PK - 12	0.0	100.0	92.5	74	38
Radiance Academy of Learning (West Lake)	270	PK - 12	0.0	—	94.5	75	56
Ranch Academy	39	07 - 12	0.0	92.9	99.7	Masked	Masked
Rapport Academy-Quinn Campus	40	05 - 08	0.0	—	98.1	97	87
Raul Yzaguirre School for Success	690	EE - 12	0.0	84.6	96.7	78	51
Raul Yzaguirre School for Success	235	PK - 06	—	—	93.8	89	74

Campus	Enrollment	Grades	Dropout Rate Grades 7-8	Completion rate Grades 9-12 <sup>b</sup>	Attendance Rate	TAKS Reading/ELA % Passing <sup>c</sup>	TAKS Math % Passing <sup>c</sup>
Raven School	161	09 - 12	—	100.0	100.0	64	6
Richard Milburn Academy - Ector County	168	09 - 12	—	—	74.3	69	13
Richard Milburn Academy - Fort Worth	141	09 - 12	—	—	79.7	57	25
Richard Milburn Academy - Suburban	171	09 - 12	—	—	78.1	55	21
Richard Milburn Academy (Amarillo)	137	09 - 12	—	95.3	84.7	66	34
Richard Milburn Academy (Beaumont)	231	09 - 12	—	95.7	83.0	54	10
Richard Milburn Academy (Midland)	178	09 - 12	—	86.7	89.5	70	12
Richard Milburn Alter H S (Corpus Christi)	180	09 - 12	—	94.4	86.0	66	26
Richard Milburn Alter H S (Killeen)	172	09 - 12	—	97.0	85.0	67	29
Richard Milburn Alter H S (Lubbock)	152	09 - 12	—	87.2	81.9	91	24
Rick Hawkins High School	382	09 - 12	—	100.0	94.6	79	41
Ripley House Charter School	139	KG - 05	—	—	94.8	91	90
Rise Academy	182	PK - 06	—	—	97.6	Masked	Masked
River Oaks	270	09 - 12	—	91.6	90.1	66	25
San Antonio Can High School	347	09 - 12	—	87.1	78.3	58	18
San Antonio Preparatory Academy	180	KG - 06	—	—	95.3	67	52
San Antonio School for Inquiry & Creativity	204	KG - 12	0.0	90.5	93.3	60	29
San Antonio Technology Academy	128	09 - 12	—	—	88.4	67	17
San Marcos Treatment Center	180	05 - 12	0.0	—	99.6	63	7
School of Liberal Arts and Science	552	PK - 10	0.0	—	97.0	80	62
School of Science and Technology	226	06 - 08	—	—	.	97	95
Seashore Learning Center	204	KG - 06	—	—	97.7	95	92
Sentry Technology Prep School	203	PK - 12	—	—	86.2	38	16
Ser-Ninos Charter Elementary	507	PK - 07	—	—	96.9	87	82
Settlement Home	33	03 - 11	0.0	Masked	99.2	Masked	Masked
Shekinah Hope	52	PK - 04	—	—	95.6	92	42
Shekinah Radiance Academy	70	PK - 05	—	—	96.2	52	30
Shekinah Radiance Academy Abundant Life	423	KG - 12	—	—	—	83	49
Shekinah Walzem	255	PK - 12	1.9	—	92.5	62	34
South Plains Academy	136	09 - 12	—	97.9	90.5	48	21
Southwest Elementary	128	PK - 03	—	—	—	Masked	Masked
Southwest High School - Incentives	26	08 - 11	0.0	Masked	99.6	Masked	Masked

Campus	Enrollment	Grades	Dropout Rate Grades 7-8	Completion rate Grades 9-12 <sup>b</sup>	Attendance Rate	TAKS	TAKS
						Reading/ELA % Passing <sup>c</sup>	Math % Passing <sup>c</sup>
Southwest High School	250	09 - 12	0.0	85.1	85.3	78	50
Southwest Middle School	65	06 - 08	—	—	—	63	44
Southwest Preparatory School-North	284	09 - 12	—	—	84.9	70	26
Southwest Preparatory School	367	09 - 12	—	89.4	85.0	70	50
Southwest Preparatory Southeast Campus	277	09 - 12	Masked	96.6	87.6	64	16
Southwest School Center for Success	41	07 - 12	—	85.6	—	Masked	Masked
St Anthony Academy	197	PK - 08	0.0	—	97.1	94	87
St. Mary's Academy Charter School	224	KG - 08	0.0	—	96.4	96	92
Star Charter School	252	01 - 12	0.0	100.0	95.4	96	82
Star Ranch Campus	33	02 - 12	0.0	—	99.6	Masked	Masked
T-Care	9	08 - 11	0.0	66.7	99.5	Masked	Masked
Technology Education Charter High School	97	PK - 12	—	75.0	81.7	72	53
Tekoa Academy of Accelerated Studies	343	PK - 08	0.0	—	94.2	65	20
Temple Education Center	106	PK - 12	0.0	—	94.6	71	54
Texans Can Academy at Paul Quinn	340	09 - 12	—	—	88.3	52	14
Texans Can at Carrollton-Farmers	310	09 - 12	—	—	88.2	57	21
Texas Empowerment Academy	117	05 - 10	0.0	—	96.9	83	72
Texas Preparatory School	88	KG - 08	0.0	—	94.2	46	31
Texas Serenity Academy	384	KG - 12	—	Masked	.	30	18
The Education and Training Center	124	09 - 12	—	—	87.0	62	13
The Oaks Treatment Center	75	02 - 12	0.0	—	99.4	Masked	Masked
The Phoenix Charter School	302	PK - 11	0.0	—	95.5	80	46
The Varnett School - East	217	PK - 05	—	—	93.0	89	86
The Varnett School - Northeast	269	PK - 05	—	—	90.2	88	89
Theresa B. Lee Academy	266	09 - 12	—	94.9	94.4	57	18
TNC Campus (Texas Neurorehabilitation Center)	52	01 - 12	0.0	—	99.8	Masked	Masked
Transformative Charter Academy	84	09 - 12	—	84.8	87.2	72	29
Treetops School International	231	KG - 12	0.0	100.0	95.9	89	61
Trinity Basin Preparatory	493	PK - 08	3.3	—	97.0	81	63
Trinity Charter School	59	05 - 11	0.0	—	99.9	67	20
Trinity Charter School	57	01 - 09	0.0	—	99.3	Masked	Masked
Trinity Charter School	55	02 - 11	0.0	—	99.7	Masked	Masked

Campus	Enrollment	Grades	Dropout Rate Grades 7-8	Completion rate Grades 9-12 <sup>b</sup>	Attendance Rate	TAKS	
						Reading/ELA % Passing <sup>c</sup>	Math % Passing <sup>c</sup>
Trinity Charter School	59	06 - 12	0.0	—	99.7	50	-3
Two Dimensions at Corsicana	113	PK - 02	—	—	93.5	—	—
Two Dimensions Preparatory Academy	236	PK - 05	—	—	94.7	82	73
Two Dimensions/Vickery	175	PK - 03	—	—	93.4	-4	-4
University of Houston Charter School-Tech	133	KG - 05	—	—	96.6	98	-4
Universal Academy - Flower Mound	427	KG - 11	0.0	Masked	97.0	90	82
Universal Academy	733	PK - 12	0.0	Masked	96.3	83	69
University of Texas Elementary Charter	178	PK - 03	—	—	96.9	Masked	76
University School	96	07 - 12	0.0	78.7	78.8	54	46
Vanguard Academy	286	PK - 06	—	—	97.9	97	88
Varnett Charter School	694	PK - 05	—	—	95.1	91	87
Waco Charter School	145	KG - 05	—	—	97.5	91	76
Waxahachie Faith Family Academy	269	PK - 12	0.0	100.0	94.4	74	62
West Houston Charter	37	06 - 08	0.0	—	93.6	83	33
West Houston Charter Elementary	101	KG - 05	—	—	95.3	89	67
Westlake Academy	322	KG - 08	0.0	—	97.2	99	95
Westside Command Detention Center	47	05 - 11	0.0	100.0	97.1	Masked	Masked
Winfree Academy Charter School (Grapevine)	303	09 - 12	—	—	86.6	86	41
Winfree Academy Charter School (Irving)	400	09 - 12	—	93.7	84.5	78	38
Winfree Academy Charter School (Lewisville)	403	09 - 12	—	95.5	84.1	78	33
Winfree Academy Charter School (Richardson)	413	09 - 12	—	95.5	81.1	77	29
Yes College Prep - Southwest Camp	153	06 - 07	—	—	97.2	87	85
Yes College Preparatory School -	261	06 - 08	0.0	—	98.2	98	95
Yes College Preparatory School	658	06 - 12	0.0	100.0	97.4	98	95
Young Learners	668	PK - PK	—	—	—	—	—
Zoe Learning Academy - Ambassador Campus	142	KG - 05	—	—	96.7	79	71
Zoe Learning Academy	278	PK - 05	—	—	93.5	84	72

Note: “—” indicates data not available in AEIS.

<sup>a</sup>The completion rate for 2004-05 consists of the percentage of students in the 2001-02 cohort who received their high school diplomas by the end of the 2004-05 school year, those who received GEDs, and those who were still enrolled as high school students for the 2005-06 school year.

<sup>b</sup>Some of these data are masked to maintain the privacy rights of students and to comply with the federal Family Educational Rights and Privacy Act (FERPA). TAKS scores are from AEIS TAKS grades 3-11, panel recommend data.

## **Appendix G**

### **Charter School Revenue and Expenditure Data: 2004-05**



**Table 1.a. 2004-05 Charter Revenues vs. Expenditures all Funds Charters within Limits (Part 1)**

DISTRICT	District Name	2004-05 Enrollment	2004-05 ADA	2004-05 Total All Funds	2004-05 6100 Total All Funds	2004-05 6200 Total All Funds	2004-05 6300 Total All Funds	2004-05 6400 Total All Funds	2004-05 6500 Total All Funds	2004-05 6600 Total All Funds	Total Expenditures All Funds	2004-05 Local Revenue All Funds
003801	PINEWOODS COMMUNITY ACADEMY	206	179	\$923,522	\$208,896	\$125,199	\$4,484	\$0	\$0	\$1,307,043	\$67,932	
013801	ST MARY'S ACADEMY CHARTER SCHOOL	223	215	\$1,401,778	\$298,709	\$214,181	\$2,332	\$0	\$0	\$2,101,615	\$153,007	
014801	RICHARD MILBURN ALTER HIGH SCHOOL	153	127	\$532,983	\$284,502	\$47,908	\$0	\$0	\$0	\$948,427	\$2,467	
014802	TRANSFORMATIVE CHARTER ACADEMY	99	72	\$344,335	\$148,988	\$40,941	\$11,353	\$0	\$0	\$618,475	\$25,511	
014804	CEDAR CREST SCHOOL	60	65	\$700,517	\$292,237	\$75,550	\$0	\$0	\$0	\$1,092,575	\$3,520	
015801	POR VIDA ACADEMY	361	302	\$1,779,269	\$691,566	\$114,148	\$35,850	\$0	\$0	\$2,787,907	\$286,155	
015802	GEORGE GERVIN ACADEMY	377	300	\$1,240,041	\$968,872	\$189,801	\$1,194	\$0	\$0	\$2,588,577	\$58,350	
015803	HIGGS CARTER KING GIFTED & TALENTE	219	165	\$1,001,468	\$633,827	\$211,258	\$0	\$0	\$0	\$1,982,909	\$10,360	
015805	NEW FRONTIERS CHARTER SCHOOL	630	588	\$2,869,221	\$1,415,071	\$391,374	\$136,834	\$0	\$0	\$4,812,500	\$86,818	
015806	SCHOOL OF EXCELLENCE IN EDUCATION	1,484	1,390	\$7,536,279	\$1,198,756	\$962,181	\$663,166	\$9,230	\$0	\$11,134,979	\$354,330	
015807	SOUTHWEST PREPARATORY SCHOOL	878	840	\$3,843,056	\$702,054	\$370,997	\$357,530	\$0	\$0	\$5,697,101	\$218,358	
015808	JOHN H WOOD JR CHARTER SCHOOL	495	450	\$3,939,330	\$1,018,030	\$366,521	\$4,362	\$0	\$0	\$5,519,165	\$3,490	
015809	BEXAR COUNTY ACADEMY	514	360	\$1,322,743	\$1,243,259	\$420,730	\$59,300	\$0	\$0	\$3,197,900	\$3,890	
015810	CAREER PLUS LEARNING ACADEMY	43	43	\$285,745	\$110,545	\$16,200	\$0	\$0	\$0	\$425,702	\$0	
015811	LA ESCUELA DE LAS AMERICAS	121	99	\$543,642	\$180,196	\$46,942	\$0	\$0	\$0	\$853,973	\$17,638	
015812	GEORGE I SANCHEZ CHARTER HS SAN AN	183	125	\$552,709	\$299,608	\$25,412	\$0	\$0	\$0	\$975,468	\$496	
015813	GUARDIAN ANGEL PERFORMANCE ARTS AC	13	10	\$60,547	\$89,515	\$7,884	\$0	\$0	\$0	\$184,997	\$0	
015814	POSITIVE SOLUTIONS CHARTER SCHOOL	309	235	\$1,034,340	\$420,940	\$82,503	\$0	\$0	\$0	\$1,575,788	\$0	
015815	RADIANCE ACADEMY OF LEARNING	421	360	\$1,194,056	\$793,914	\$201,052	\$0	\$0	\$0	\$2,252,384	\$27,860	
015816	ACADEMY OF CAREERS AND TECHNOLOGIE	151	145	\$750,745	\$348,985	\$131,536	\$496	\$0	\$0	\$1,258,055	\$34,667	
015818	EAGLE ACADEMY OF SAN ANTONIO	140	119	\$552,084	\$371,115	\$133,402	\$10	\$0	\$0	\$1,107,594	\$23,392	
015819	SHEKINAH RADIANCE ACADEMY	400	340	\$1,489,414	\$587,239	\$247,316	\$0	\$0	\$0	\$2,377,913	\$24,918	
015820	SAN ANTONIO SCHOOL FOR INQUIRY & C	193	177	\$511,178	\$471,392	\$168,701	\$0	\$0	\$0	\$1,204,217	\$3,660	
015822	JUBILEE ACADEMIC CENTER	453	408	\$2,002,179	\$499,319	\$467,720	\$0	\$0	\$0	\$3,116,929	\$52,569	
015823	SAN ANTONIO TECHNOLOGY ACADEMY	70	79	\$544,826	\$405,518	\$85,801	\$0	\$0	\$0	\$1,081,076	\$515	
015824	SAN ANTONIO PREPARATORY ACADEMY	145	138	\$630,610	\$421,968	\$124,239	\$1,372	\$0	\$0	\$1,217,854	\$27,055	
015825	LIGHTHOUSE CHARTER SCHOOL	176	171	\$651,662	\$398,622	\$39,699	\$42	\$0	\$0	\$1,128,322	\$26,768	
015826	KIPP ASPIRE ACADEMY	148	152	\$1,058,200	\$229,673	\$332,279	\$2,773	\$0	\$0	\$1,795,021	\$284,392	
021802	EAGLE ACADEMY OF BRYAN	114	81	\$346,397	\$226,141	\$22,665	\$7	\$0	\$0	\$624,176	\$1,920	
021803	BRAZOS SCHOOL FOR INQUIRY & CREATI	264	209	\$1,339,657	\$746,274	\$81,073	\$362	\$0	\$0	\$2,215,748	\$3,230	
024801	ENCINO SCHOOL	57	58	\$313,777	\$75,485	\$50,655	\$0	\$0	\$0	\$457,586	\$37,072	
046801	NANCY NEY CHARTER SCHOOL	112	104	\$564,158	\$135,592	\$70,988	\$81,092	\$0	\$0	\$886,484	\$9,780	

**Table 1.a. 2004-05 Charter Revenues vs. Expenditures all Funds Charters within Limits (Part 1)**

DISTRICT	District Name	2004-05 Enrollment	2004-05 ADA	2004-05 6100 Total All Funds	2004-05 6200 Total All Funds	2004-05 6300 Total All Funds	2004-05 6400 Total All Funds	2004-05 6500 Total All Funds	2004-05 6600 Total All Funds	Total Expenditures All Funds	2004-05 Local Revenue All Funds
057802	PEGASUS SCHOOL OF LIBERAL ARTS AND	266	250	\$1,126,968	\$412,968	\$54,537	\$78,805	\$0	\$0	\$1,673,278	\$15,631
057803	NORTH HILLS SCHOOL	983	945	\$4,154,607	\$801,768	\$275,333	\$705,986	\$415,017	\$0	\$6,352,711	\$616,558
057804	DALLAS CAN ACADEMY CHARTER	1,335	1,425	\$7,938,548	\$1,735,831	\$752,125	\$272,052	\$65,038	\$0	\$10,763,594	\$294,756
057805	DALLAS COMMUNITY CHARTER SCHOOL	163	118	\$812,824	\$112,120	\$84,629	\$38,270	\$0	\$0	\$1,047,843	\$143,854
057806	EAGLE ADVANTAGE SCHOOLS	404	401	\$1,887,043	\$552,493	\$323,643	\$243,511	\$21,634	\$0	\$3,028,324	\$107,885
057807	LIFE SCHOOL	1,648	1,575	\$6,454,098	\$1,800,255	\$1,069,499	\$346,575	\$36,705	\$0	\$9,707,132	\$309,502
057808	UNIVERSAL ACADEMY	1,076	965	\$4,137,210	\$1,671,179	\$374,445	\$800,017	\$494,266	\$0	\$7,477,117	\$215,167
057809	NOVA CHARTER SCHOOL	102	71	\$384,450	\$154,896	\$25,132	\$2,540	\$0	\$0	\$567,018	\$3,590
057810	ACADEMY OF DALLAS	508	381	\$1,839,641	\$1,226,195	\$343,814	\$147,548	\$37,500	\$0	\$3,594,698	\$35,630
057811	CHILDREN FIRST ACADEMY OF DALLAS	344	282	\$988,000	\$205,000	\$322,000	\$200,000	\$0	\$0	\$1,715,000	\$0
057813	TRINITY BASIN PREPARATORY	478	434	\$1,605,194	\$913,159	\$116,691	\$85,673	\$0	\$0	\$2,720,717	\$45,196
057814	DALLAS COUNTY JUVENILE JUSTICE	553	595	\$4,209,185	\$520,104	\$365,895	\$11,836	\$0	\$0	\$5,107,020	\$2,341
057815	FAITH FAMILY ACADEMY OF OAK CLIFF	1,006	814	\$5,622,944	\$1,592,026	\$562,561	\$144,085	\$0	\$0	\$7,921,616	\$143,098
057816	AW BROWN-FELLOWSHIP CHARTER SCHOOL	885	711	\$3,552,087	\$886,877	\$503,946	\$789,266	\$0	\$0	\$5,732,176	\$0
057817	FOCUS LEARNING ACADEMY	430	381	\$2,501,609	\$692,584	\$153,283	\$116,566	\$84,059	\$0	\$3,548,101	\$297,895
057819	JEAN MASSIEU ACADEMY	162	146	\$1,248,488	\$92,634	\$130,582	\$262,953	\$70,830	\$0	\$1,805,487	\$28,793
057821	SCHOOL OF LIBERAL ARTS AND SCIENCE	473	435	\$1,779,266	\$628,842	\$72,503	\$102,341	\$0	\$0	\$2,582,952	\$48,101
057823	EAGLE ACADEMY OF DALLAS	131	114	\$476,767	\$209,384	\$48,468	\$27,704	\$43	\$0	\$762,366	\$1,927
057827	NOVA CHARTER SCHOOL (SOUTHEAST)	263	233	\$1,546,100	\$416,497	\$182,656	\$37,147	\$0	\$0	\$2,182,400	\$25,233
057828	WINFREE ACADEMY	1,423	1,318	\$5,638,221	\$1,824,923	\$510,192	\$315,473	\$22,873	\$9,496	\$8,321,178	\$78,280
057829	A+ ACADEMY	919	831	\$4,132,902	\$903,924	\$1,092,305	\$134,089	\$0	\$11,059	\$6,274,279	\$339,121
057830	INSPIRED VISION ACADEMY	571	496	\$2,363,591	\$764,074	\$646,613	\$22,283	\$0	\$0	\$3,796,561	\$223,296
057831	GATEWAY CHARTER ACADEMY	468	406	\$2,120,229	\$647,113	\$177,348	\$189,508	\$29,311	\$0	\$3,163,509	\$18,482
057832	ALPHA CHARTER SCHOOL	211	198	\$829,117	\$219,248	\$166,881	\$107,206	\$42,823	\$0	\$1,365,275	\$42,881
057833	EDUCATION CENTER INTERNATIONAL ACA	95	88	\$572,350	\$200,534	\$19,445	\$24,888	\$3	\$0	\$817,220	\$16,728
057834	EVOLUTION ACADEMY CHARTER SCHOOL	337	240	\$955,591	\$412,157	\$76,449	\$104,147	\$0	\$0	\$1,548,344	\$7,592
057836	ST ANTHONY SCHOOL	205	185	\$1,157,619	\$318,813	\$164,841	\$184,976	\$26	\$0	\$1,826,275	\$236,869
057837	KIPP TRUTH ACADEMY	91	85	\$454,123	\$239,166	\$104,363	\$141,906	\$0	\$0	\$939,558	\$86,581
070801	WAXAHACHIE FAITH FAMILY ACADEMY	408	326	\$2,088,502	\$680,912	\$201,478	\$61,995	\$0	\$0	\$3,032,887	\$46,741
071801	BURNHAM WOOD CHARTER SCHOOL	217	199	\$851,729	\$172,953	\$179,132	\$54,455	\$0	\$0	\$1,258,269	\$59,771
071803	PASO DEL NORTE	201	192	\$647,949	\$325,004	\$127,522	\$62,732	\$0	\$0	\$1,163,207	\$625
071804	EL PASO ACADEMY	502	434	\$2,124,033	\$314,066	\$169,647	\$92,628	\$37,537	\$0	\$2,737,911	\$93,101

**Table 1.a. 2004-05 Charter Revenues vs. Expenditures all Funds Charters within Limits (Part 1)**

DISTRICT	District Name	2004-05 Enrollment	2004-05 ADA	2004-05 6100 Total All Funds	2004-05 6200 Total All Funds	2004-05 6300 Total All Funds	2004-05 6400 Total All Funds	2004-05 6500 Total All Funds	2004-05 6600 Total All Funds	Total Expenditures All Funds	2004-05 Local Revenue All Funds
071805	EL PASO SCHOOL OF EXCELLENCE	549	433	\$2,355,525	\$755,582	\$286,534	\$203,866	\$0	\$0	\$3,601,507	\$24,320
072801	PARADIGM ACCELERATED SCHOOL	70	59	\$347,881	\$127,678	\$22,023	\$73,559	\$0	\$0	\$571,141	\$74
084801	MAINLAND PREPARATORY ACADEMY	590	541	\$2,098,679	\$562,151	\$65,071	\$948,922	\$0	\$0	\$3,674,823	\$0
084802	ODYSSEY ACADEMY INC	244	183	\$1,001,275	\$747,444	\$158,884	\$72,817	\$51,835	\$0	\$2,032,255	\$41,371
101801	MEDICAL CENTER CHARTER SCHOOL	271	189	\$292,168	\$947,441	\$17,478	\$30,379	\$394	\$0	\$1,287,860	\$12,476
101802	SER-NINOS CHARTER SCHOOL	537	449	\$2,116,095	\$573,821	\$310,635	\$266,107	\$580,093	\$0	\$3,846,741	\$226,224
101803	WEST HOUSTON CHARTER SCHOOL	215	176	\$627,038	\$205,579	\$31,438	\$121,627	\$236,066	\$0	\$1,221,748	\$13,015
101804	GEORGE I SANCHEZ CHARTER	610	477	\$2,873,776	\$957,949	\$209,519	\$285,106	\$0	\$0	\$4,326,350	\$235,181
101805	GIRLS & BOYS PREP ACADEMY	772	655	\$3,064,188	\$1,466,231	\$201,637	\$102,657	\$1	\$0	\$4,834,714	\$151,624
101806	RAUL YZAGUIRRE SCHOOL FOR SUCCESS	895	780	\$3,877,062	\$1,006,876	\$229,793	\$473,471	\$102,231	\$0	\$5,689,433	\$78,469
101807	UNIVERSITY OF HOUSTON CHARTER SCHO	127	124	\$773,102	\$245,645	\$47,164	\$12,473	\$0	\$0	\$1,078,384	\$291,684
101809	BAY AREA CHARTER SCHOOL	303	251	\$1,218,857	\$173,664	\$116,292	\$79,562	\$58,506	\$0	\$1,646,881	\$87,095
101811	HARRIS COUNTY JUVENILE JUSTICE CHA	667	591	\$835,641	\$4,465,618	\$72,576	\$16,825	\$0	\$0	\$5,390,660	\$34,798
101812	HOUSTON CAN ACADEMY CHARTER SCHOOL	726	677	\$2,895,441	\$1,362,495	\$302,780	\$182,222	\$49,028	\$0	\$4,791,966	\$9,200
101813	KIPP INC CHARTER	506	471	\$3,568,596	\$683,121	\$1,030,625	\$709,315	\$0	\$0	\$5,991,657	\$2,351,439
101814	VARNETT CHARTER SCHOOL	1,126	910	\$3,840,309	\$2,509,282	\$833,338	\$483,236	\$4,797	\$0	\$7,670,962	\$73,773
101815	ALIEF MONTESSORI COMMUNITY SCHOOL	198	149	\$724,849	\$121,660	\$72,856	\$29,451	\$5,881	\$0	\$954,697	\$60,000
101818	AMERICAN ACADEMY OF EXCELLENCE CHA	150	115	\$637,041	\$312,866	\$73,290	\$138,250	\$0	\$0	\$1,161,447	\$16,722
101819	AMIGOS POR VIDA-FRIENDS FOR LIFE C	302	252	\$1,624,648	\$792,154	\$175,655	\$70,553	\$0	\$0	\$2,663,010	\$76,562
101820	BENUJ'S SPECIAL EDUCATIONAL ACADEM	496	423	\$1,878,734	\$483,058	\$237,885	\$375,184	\$6,706	\$0	\$2,981,567	\$3,161
101821	HOUSTON HEIGHTS HIGH SCHOOL	196	191	\$1,089,371	\$379,798	\$167,253	\$103,799	\$0	\$0	\$1,740,221	\$5,622
101822	JAMIE'S HOUSE CHARTER SCHOOL	79	65	\$613,149	\$132,000	\$42,105	\$29,687	\$0	\$0	\$816,941	\$17,640
101823	CHILDREN FIRST ACADEMY OF HOUSTON	489	393	\$1,138,000	\$175,000	\$427,000	\$376,000	\$0	\$0	\$2,116,000	\$0
101827	CROSSROADS COMMUNITY ED CTR CHARTE	93	106	\$558,813	\$312,073	\$19,941	\$90,843	\$0	\$0	\$981,670	\$5
101828	HOUSTON GATEWAY ACADEMY INC	726	680	\$3,523,556	\$1,667,961	\$235,800	\$159,705	\$20,414	\$0	\$5,607,436	\$231,201
101833	LA AMISTAD LOVE & LEARNING ACADEMY	257	158	\$1,063,490	\$783,368	\$30,208	\$128,239	\$37	\$0	\$2,005,342	\$150,490
101834	NORTH HOUSTON H S FOR BUSINESS	190	185	\$600,916	\$367,086	\$72,462	\$51,496	\$0	\$0	\$1,091,960	\$0
101837	CALVIN NELMS CHARTER SCHOOLS	171	154	\$857,440	\$121,291	\$70,946	\$82,272	\$19,141	\$0	\$1,151,090	\$31,532
101838	SOUTHWEST SCHOOL	1,138	546	\$1,535,812	\$2,263,882	\$287,422	\$165,049	\$7,058	\$0	\$4,259,223	\$78,983
101840	TWO DIMENSIONS PREPARATORY ACADEMY	608	445	\$2,248,123	\$1,358,474	\$465,385	\$65,373	\$0	\$0	\$4,137,355	\$52,167
101842	COMQUEST ACADEMY	85	76	\$395,736	\$73,138	\$34,892	\$36,327	\$14,150	\$0	\$554,243	\$31,176
101843	GULF SHORES ACADEMY	1,045	727	\$3,134,581	\$2,324,521	\$640,848	\$334,612	\$0	\$0	\$6,434,562	\$28,668

**Table 1.a. 2004-05 Charter Revenues vs. Expenditures all Funds Charters within Limits (Part 1)**

DISTRICT	District Name	2004-05 Enrollment	2004-05 ADA	2004-05 Total All Funds	2004-05 6100 Total All Funds	2004-05 6200 Total All Funds	2004-05 6300 Total All Funds	2004-05 6400 Total All Funds	2004-05 6500 Total All Funds	2004-05 6600 Total All Funds	Total Expenditures All Funds	2004-05 Local Revenue All Funds
101845	YES COLLEGE PREPARATORY SCHOOL	884	914	\$4,463,985	\$1,864,123	\$432,920	\$882,240	\$49,847	\$0	\$7,693,115	\$2,426,969	
101846	HARMONY SCIENCE ACADEMY	603	578	\$2,296,513	\$1,085,623	\$283,184	\$201,941	\$4,900	\$0	\$3,872,161	\$91,977	
101847	BEATRICE MAYES INSTITUTE CHARTER S	321	311	\$1,181,831	\$385,211	\$161,439	\$55,572	\$26,653	\$0	\$1,810,706	\$17,445	
101848	NORTHWEST PREPARATORY	312	274	\$1,400,888	\$876,482	\$286,874	\$158,223	\$11,447	\$0	\$2,733,914	\$21,131	
101850	ZOE LEARNING ACADEMY	513	493	\$2,162,964	\$1,298,718	\$107,163	\$67,800	\$0	\$0	\$3,636,645	\$3,251	
101851	HOUSTON ALTERNATIVE PREPARATORY CH	135	114	\$783,201	\$473,038	\$74,108	\$52,490	\$6,559	\$0	\$1,389,396	\$1,084	
101852	JUAN B GALAVIZ CHARTER SCHOOL	86	75	\$695,463	\$96,418	\$14,133	\$5,153	\$0	\$0	\$811,167	\$50,905	
101853	RIPLEY HOUSE CHARTER SCHOOL	384	218	\$948,674	\$421,797	\$124,439	\$10,460	\$0	\$0	\$1,505,370	\$5,529	
101856	DRAW ACADEMY	244	194	\$1,011,398	\$406,095	\$340,723	\$62,580	\$8,333	\$1,093	\$1,830,222	\$183,292	
105801	KATHERINE ANNE PORTER SCHOOL	115	104	\$678,948	\$75,906	\$72,490	\$73,180	\$49,627	\$0	\$950,151	\$87,618	
108801	ONE STOP MULTISERVICE CHARTER SCHO	751	647	\$2,799,485	\$2,438,109	\$932,032	\$306,632	\$0	\$0	\$6,476,258	\$234,159	
108802	TECHNOLOGY EDUCATION CHARTER HIGH	263	232	\$1,324,871	\$385,113	\$276,597	\$82,829	\$0	\$0	\$2,069,410	\$116,966	
108804	MID-VALLEY ACADEMY	252	196	\$694,229	\$401,096	\$169,701	\$62,733	\$0	\$0	\$1,327,759	\$17	
108806	EAGLE ACADEMY OF PHARR/MCALLEN	254	224	\$791,573	\$537,120	\$143,473	\$55,954	\$11	\$0	\$1,528,131	\$6,565	
108807	IDEA ACADEMY	659	635	\$3,790,417	\$500,431	\$785,351	\$340,309	\$177,131	\$0	\$5,593,639	\$667,810	
108808	VANGUARD ACADEMY	220	196	\$1,082,707	\$272,302	\$195,961	\$51,439	\$9,079	\$0	\$1,611,488	\$54,055	
116801	PHOENIX CHARTER SCHOOL	271	230	\$1,476,556	\$181,834	\$172,291	\$35,828	\$241	\$0	\$1,866,750	\$43,778	
123801	ACADEMY OF BEAUMONT	421	279	\$1,164,444	\$907,522	\$270,823	\$115,857	\$34,000	\$0	\$2,492,646	\$3,838	
123802	EAGLE ACADEMY OF BEAUMONT	204	165	\$567,441	\$294,749	\$100,797	\$82,792	\$13	\$0	\$1,045,792	\$5,077	
123803	TEKOA ACADEMY OF ACCELERATED STUDI	334	268	\$1,556,982	\$399,317	\$225,756	\$248,630	\$1,885	\$0	\$2,432,570	\$17,966	
123804	RICHARD MILBURN ACADEMY (BEAUMONT)	197	154	\$505,419	\$305,608	\$42,147	\$86,920	\$0	\$0	\$940,094	\$9,809	
123805	EHRHART SCHOOL	226	199	\$1,378,982	\$393,017	\$56,064	\$56,382	\$5,427	\$0	\$1,889,872	\$31,717	
141801	CEDAR RIDGE CHARTER SCHOOL	131	103	\$1,160,304	\$232,023	\$211,631	\$102,025	\$20	\$59,668	\$1,765,671	\$217,004	
152801	RICHARD MILBURN ALTER HIGH SCHOOL	152	116	\$453,238	\$243,922	\$25,408	\$48,097	\$0	\$0	\$770,665	\$1,480	
152802	RISE ACADEMY	165	135	\$666,890	\$178,115	\$141,165	\$29,586	\$0	\$0	\$1,015,756	\$12,503	
152803	SOUTH PLAINS	190	179	\$720,970	\$404,017	\$115,585	\$64,274	\$0	\$0	\$1,304,846	\$152	
152804	EAGLE ACADEMY OF LUBBOCK	105	98	\$409,061	\$212,723	\$54,837	\$28,626	\$10	\$0	\$705,257	\$2,285	
161801	WACO CHARTER SCHOOL	158	150	\$816,098	\$286,786	\$216,568	\$76,892	\$48,122	\$0	\$1,444,466	\$14,597	
161802	RAPOPORT CHARTER SCHOOL	197	175	\$1,135,012	\$226,348	\$183,751	\$214,479	\$1,757	\$0	\$1,761,347	\$446,634	
161804	EAGLE ACADEMY OF WACO	245	213	\$885,074	\$423,859	\$127,148	\$54,571	\$61	\$0	\$1,490,713	\$28,543	
165801	RICHARD MILBURN ACADEMY (MIDLAND)	192	171	\$588,055	\$366,995	\$68,174	\$69,119	\$0	\$0	\$1,092,343	\$1,197	
165802	MIDLAND ACADEMY CHARTER SCHOOL	511	473	\$2,143,917	\$338,507	\$212,898	\$325,572	\$193,976	\$0	\$3,214,870	\$566,764	

**Table 1.a. 2004-05 Charter Revenues vs. Expenditures all Funds Charters within Limits (Part 1)**

DISTRICT	District Name	2004-05 Enrollment	2004-05 ADA	2004-05 Total All Funds	2004-05 6100 Total All Funds	2004-05 6200 Total All Funds	2004-05 6300 Total All Funds	2004-05 6400 Total All Funds	2004-05 6500 Total All Funds	2004-05 6600 Total All Funds	Total Expenditures All Funds	2004-05 Local Revenue All Funds
165803	EAGLE ACADEMY OF MIDLAND	396	329	\$1,135,341	\$631,066	\$167,578	\$109,285	\$27	\$0	\$2,043,297	\$8,952	
178801	DR M L GARZA-GONZALEZ CHARTER SCHO	205	189	\$1,065,789	\$494,260	\$105,355	\$80,704	\$0	\$0	\$1,746,108	\$20,275	
178802	SEASHORE LEARNING CTR CHARTER	193	187	\$722,530	\$417,340	\$47,299	\$85,567	\$0	\$0	\$1,272,736	\$49,910	
178804	RICHARD MILBURN ALTER HIGH SCHOOL	150	140	\$585,847	\$315,128	\$29,053	\$54,618	\$0	\$0	\$984,646	\$91	
188801	RICHARD MILBURN ACADEMY (AMARILLO)	125	115	\$429,353	\$213,532	\$20,380	\$59,588	\$0	\$0	\$722,853	\$49,343	
193801	BIG SPRINGS CHARTER SCHOOL	66	61	\$783,013	\$108,684	\$147,714	\$45,254	\$0	\$0	\$1,084,665	\$13,195	
212801	CUMBERLAND ACADEMY	193	183	\$857,370	\$235,010	\$54,634	\$298,978	\$176,719	\$0	\$1,622,711	\$113,814	
212802	EAGLE ACADEMY OF TYLER	179	150	\$522,127	\$305,221	\$107,626	\$49,204	\$10	\$0	\$984,188	\$1,965	
212803	AZLEWAY CHARTER SCHOOL	91	89	\$1,149,198	\$264,124	\$75,412	\$73,082	\$0	\$0	\$1,561,816	\$37,653	
213801	BRAZOS RIVER CHARTER SCHOOL	137	122	\$720,149	\$115,826	\$38,783	\$90,011	\$43	\$0	\$964,812	\$27,861	
220801	TREETOPS SCHOOL INTERNATIONAL	272	256	\$1,090,070	\$126,076	\$63,604	\$64,591	\$0	\$0	\$1,344,341	\$47,342	
220802	ARLINGTON CLASSICS ACADEMY	274	263	\$1,092,569	\$226,739	\$119,089	\$42,851	\$15,970	\$0	\$1,497,218	\$123,203	
220804	FORT WORTH CAN ACADEMY	661	646	\$2,676,442	\$1,114,828	\$283,481	\$159,320	\$3,526	\$0	\$4,237,597	\$23,538	
220806	THERESA B LEE ACADEMY	277	234	\$904,859	\$644,944	\$133,875	\$61,450	\$57	\$0	\$1,745,185	\$0	
220807	EAGLE ACADEMY OF FORT WORTH	143	119	\$432,543	\$311,332	\$76,120	\$45,603	\$54	\$0	\$865,652	\$6,466	
220808	METRO CHARTER ACADEMY	417	318	\$1,392,241	\$549,233	\$77,495	\$50,713	\$1,894	\$0	\$2,071,576	\$51,241	
220809	FORT WORTH ACADEMY OF FINE ARTS	345	328	\$1,436,896	\$323,823	\$123,213	\$92,224	\$2,567	\$0	\$1,978,723	\$64,121	
220810	WESTLAKE ACADEMY CHARTER SCHOOL	267	259	\$1,375,981	\$242,317	\$148,764	\$110,332	\$0	\$0	\$1,877,394	\$242,050	
220812	RICHARD MILBURN ACADEMY (FORT WORT	163	125	\$421,690	\$377,843	\$31,010	\$51,102	\$0	\$0	\$881,645	\$1,804	
221801	EAGLE ACADEMY OF ABILENE	216	190	\$703,659	\$304,106	\$110,886	\$34,680	\$63	\$0	\$1,153,394	\$2,242	
227801	AMERICAN YOUTHWORKS CHARTER SCHOOL	433	353	\$1,997,421	\$890,099	\$117,485	\$59,572	\$0	\$0	\$3,064,577	\$7,564	
227803	EDEN PARK ACADEMY	149	137	\$531,528	\$322,094	\$65,792	\$69,093	\$25	\$0	\$988,532	\$47,426	
227804	NYOS CHARTER SCHOOL	415	390	\$2,184,049	\$325,664	\$324,665	\$233,404	\$218,042	\$0	\$3,285,824	\$581,893	
227805	TEXAS EMPOWERMENT ACADEMY	122	116	\$531,252	\$295,528	\$72,041	\$14,995	\$0	\$0	\$913,816	\$36,785	
227806	UNIVERSITY CHARTER SCHOOL	903	928	\$3,628,944	\$7,306,268	\$1,001,402	\$1,036,651	\$0	\$5,138	\$12,978,403	\$0	
227812	FRUIT OF EXCELLENCE	41	37	\$186,158	\$103,793	\$55,552	\$54,045	\$0	\$0	\$399,548	\$8,093	
227814	STAR CHARTER SCHOOL	207	199	\$892,417	\$322,049	\$96,394	\$66,191	\$34,165	\$7,193	\$1,418,409	\$41,375	
227816	HARMONY SCIENCE ACADEMY (AUSTIN)	208	195	\$872,494	\$371,422	\$89,765	\$55,762	\$1,081	\$0	\$1,390,524	\$100,949	
227817	CEDARS INTERNATIONAL ACADEMY	154	143	\$756,874	\$158,239	\$97,335	\$39,970	\$5,944	\$0	\$1,058,362	\$77,122	
227818	AUSTIN CAN ACADEMY CHARTER SCHOOL	243	237	\$1,331,875	\$344,057	\$206,700	\$124,118	\$68,467	\$0	\$2,075,217	\$2,656	
227820	KIPP AUSTIN COLLEGE PREP SCH INC	147	139	\$755,181	\$456,056	\$262,086	\$127,375	\$5,125	\$0	\$1,605,823	\$232,642	
232801	GABRIEL TAFOLLA CHARTER SCHOOL	122	112	\$644,948	\$255,515	\$153,352	\$44,834	\$76,451	\$0	\$1,175,100	\$41,815	

**Table 1.a. 2004-05 Charter Revenues vs. Expenditures all Funds Charters within Limits (Part 1)**

DISTRICT	District Name	2004-05 Enrollment	2004-05 ADA	2004-05 6100 Total All Funds	2004-05 6200 Total All Funds	2004-05 6300 Total All Funds	2004-05 6400 Total All Funds	2004-05 6500 Total All Funds	2004-05 6600 Total All Funds	Total Expenditures All Funds	2004-05 Local Revenue All Funds
233801	EAGLE ACADEMY OF DEL RIO	96	82	\$370,333	\$189,387	\$58,292	\$33,123	\$9	\$0	\$651,144	\$1,881
234801	RANCH ACADEMY	45	52	\$434,225	\$115,084	\$67,191	\$18,263	\$0	\$0	\$634,763	\$1,046
236801	RAVEN SCHOOL	168	157	\$1,134,616	\$429,951	\$158,509	\$37,225	\$0	\$0	\$1,760,301	\$18,849
240802	EAGLE ACADEMY OF LAREDO	93	80	\$374,114	\$261,575	\$103,172	\$28,179	\$7	\$0	\$767,047	\$1,278
243801	BRIGHT IDEAS CHARTER	156	143	\$459,472	\$141,975	\$73,312	\$69,445	\$486	\$4,763	\$749,453	\$610,713
	SUB-TOTAL (WITHIN BOUNDS)	58,668	51,334	\$249,790,503	\$102,546,526	\$33,844,596	\$23,738,105	\$4,979,549	\$107,640	\$415,006,919	\$17,919,287
	SUB-TOTAL (OUTSIDE BOUNDS)	7,492	5,965	\$33,755,791	\$10,946,820	\$4,174,531	\$2,228,923	\$280,905	\$226,132	\$51,613,102	\$967,341
	ALL CHARTERS TOTAL	66,160	57,299	283,546,294	113,493,346	38,019,127	25,967,028	5,260,454	333,772	466,620,021	18,886,628

**Table 1.a. 2004-05 Charter Revenues vs. Expenditures all Funds Charters within Limits (Part 2)**

DISTRICT	District Name	2004-05 FSP + PER CAPITA Revenue	2004-05 Other State Revenue	2004-05 Federal Revenue	2004-05 Total Revenue	Difference Revenue vs Expend	% Difference	Expenditures per Enroll	Expenditures per ADA	Revenue per Enroll	Revenue per ADA
003801	PINEWOODS COMMUNITY ACADEMY	\$1,047,691	\$62,469	\$166,865	\$1,344,957	\$37,914	2.8%	\$6,345	\$7,283	\$6,529	\$7,494
013801	ST MARY'S ACADEMY CHARTER SCHOOL	\$1,622,524	\$33,356	\$524,940	\$2,333,827	\$232,212	9.9%	\$9,424	\$9,753	\$10,466	\$10,831
014801	RICHARD MILBURN ALTER HIGH SCHOOL	\$728,502	\$23,468	\$113,736	\$868,173	-\$80,254	-9.2%	\$6,199	\$7,443	\$5,674	\$6,813
014802	TRANSFORMATIVE CHARTER ACADEMY	\$489,458	\$22,635	\$173,177	\$710,781	\$92,306	13.0%	\$6,247	\$8,640	\$7,180	\$9,930
014804	CEDAR CREST SCHOOL	\$1,040,828	\$9,500	\$141,454	\$1,195,302	\$102,727	8.6%	\$18,210	\$16,725	\$19,922	\$18,297
015801	POR VIDA ACADEMY	\$2,035,474	\$120,998	\$419,594	\$2,862,221	\$74,314	2.6%	\$7,723	\$9,217	\$7,929	\$9,463
015802	GEORGE GERVIN ACADEMY	\$1,989,774	\$8,068	\$480,923	\$2,537,115	-\$51,462	-2.0%	\$6,866	\$8,638	\$6,730	\$8,466
015803	HIGGS CARTER KING GIFTED & TALENTE	\$1,468,459	\$166,131	\$256,793	\$1,901,743	-\$81,166	-4.3%	\$9,054	\$12,024	\$8,684	\$11,532
015805	NEW FRONTIERS CHARTER SCHOOL	\$0	\$3,880,633	\$845,406	\$4,812,857	\$357	0.0%	\$7,639	\$8,182	\$7,639	\$8,183
015806	SCHOOL OF EXCELLENCE IN EDUCATION	\$8,635,831	\$211,363	\$1,187,678	\$10,389,202	-\$745,777	-7.2%	\$7,503	\$8,011	\$7,001	\$7,474
015807	SOUTHWEST PREPARATORY SCHOOL	\$4,954,101	\$50,046	\$730,638	\$5,953,143	\$256,042	4.3%	\$6,489	\$6,784	\$6,780	\$7,089
015808	JOHN H WOOD JR CHARTER SCHOOL	\$5,734,210	\$16,606	\$997,250	\$6,751,556	\$1,232,391	18.3%	\$11,150	\$12,271	\$13,640	\$15,012
015809	BEXAR COUNTY ACADEMY	\$2,750,738	\$26,683	\$512,342	\$3,293,653	\$95,753	2.9%	\$6,222	\$8,873	\$6,408	\$9,138
015810	CAREER PLUS LEARNING ACADEMY	\$341,835	\$4,335	\$40,363	\$386,533	-\$39,169	-10.1%	\$9,900	\$9,871	\$8,989	\$8,962
015811	LA ESCUELA DE LAS AMERICAS	\$652,542	\$4,938	\$92,003	\$767,121	-\$86,852	-11.3%	\$7,058	\$8,654	\$6,340	\$7,774
015812	GEORGE I SANCHEZ CHARTER HS SAN AN	\$849,482	\$26,415	\$110,278	\$986,671	\$11,203	1.1%	\$5,330	\$7,824	\$5,392	\$7,914
015813	GUARDIAN ANGEL PERFORMANCE ARTS AC	\$81,276	\$61,916	\$16,273	\$159,465	-\$25,532	-16.0%	\$14,231	\$17,734	\$12,267	\$15,286
015814	POSITIVE SOLUTIONS CHARTER SCHOOL	\$1,438,291	\$0	\$214,489	\$1,652,780	\$76,992	4.7%	\$5,100	\$6,693	\$5,349	\$7,020
015815	RADIANCE ACADEMY OF LEARNING	\$2,335,202	\$46,441	\$334,612	\$2,744,115	\$491,731	17.9%	\$5,350	\$6,260	\$6,518	\$7,627
015816	ACADEMY OF CAREERS AND TECHNOLOGIE	\$1,008,891	\$0	\$317,047	\$1,360,605	\$102,550	7.5%	\$8,331	\$8,664	\$9,011	\$9,371
015818	EAGLE ACADEMY OF SAN ANTONIO	\$964,499	\$10,228	\$138,629	\$1,136,748	\$29,154	2.6%	\$7,911	\$9,332	\$8,120	\$9,578
015819	SHEKINAH RADIANCE ACADEMY	\$2,272,395	\$62,439	\$329,965	\$2,689,717	\$311,804	11.6%	\$5,945	\$7,001	\$6,724	\$7,919
015820	SAN ANTONIO SCHOOL FOR INQUIRY & C	\$1,125,488	\$30,096	\$147,925	\$1,307,169	\$102,952	7.9%	\$6,239	\$6,810	\$6,773	\$7,392
015822	JUBILEE ACADEMIC CENTER	\$2,635,184	\$82,956	\$489,350	\$3,260,059	\$143,130	4.4%	\$6,881	\$7,636	\$7,197	\$7,986
015823	SAN ANTONIO TECHNOLOGY ACADEMY	\$683,026	\$8,272	\$264,770	\$956,583	-\$124,493	-13.0%	\$15,444	\$13,647	\$13,665	\$12,075
015824	SAN ANTONIO PREPARATORY ACADEMY	\$991,897	\$16,499	\$331,339	\$1,366,790	\$148,936	10.9%	\$8,399	\$8,828	\$9,426	\$9,908
015825	LIGHTHOUSE CHARTER SCHOOL	\$1,183,959	\$16,648	\$128,029	\$1,355,404	\$227,082	16.8%	\$6,411	\$6,601	\$7,701	\$7,930
015826	KIPP ASPIRE ACADEMY	\$1,034,233	\$4,251	\$379,382	\$1,702,258	-\$92,763	-5.4%	\$12,129	\$11,838	\$11,502	\$11,226
021802	EAGLE ACADEMY OF BRYAN	\$572,303	\$6,932	\$82,755	\$663,910	\$39,734	6.0%	\$5,475	\$7,673	\$5,824	\$8,162
021803	BRAZOS SCHOOL FOR INQUIRY & CREATI	\$1,516,105	\$207,628	\$223,255	\$1,950,218	-\$265,530	-13.6%	\$8,393	\$10,585	\$7,387	\$9,317
024801	ENCINO SCHOOL	\$352,514	\$5,577	\$81,239	\$476,402	\$18,816	3.9%	\$8,028	\$7,914	\$8,358	\$8,239
046801	NANCY NEY CHARTER SCHOOL	\$748,079	\$34,295	\$117,253	\$909,407	\$22,923	2.5%	\$7,915	\$8,509	\$8,120	\$8,729

**Table 1.a. 2004-05 Charter Revenues vs. Expenditures all Funds Charters within Limits (Part 2)**

DISTRICT	District Name	2004-05 FSP + PER CAPITA Revenue	2004-05 Other State Revenue	2004-05 Federal Revenue	2004-05 Total Revenue	Difference Revenue vs Expend	% Difference	Expenditures per Enroll	Expenditures per ADA	Revenue per Enroll	Revenue per ADA
057802	PEGASUS SCHOOL OF LIBERAL ARTS AND	\$1,483,455	\$19,618	\$147,164	\$1,665,868	-\$7,410	-0.4%	\$6,291	\$6,694	\$6,263	\$6,664
057803	NORTH HILLS SCHOOL	\$4,833,886	\$113,818	\$316,375	\$5,880,637	-\$472,074	-8.0%	\$6,463	\$6,719	\$5,982	\$6,220
057804	DALLAS CAN ACADEMY CHARTER	\$9,421,961	\$284,197	\$1,547,656	\$11,548,570	\$784,976	6.8%	\$8,063	\$7,554	\$8,651	\$8,105
057805	DALLAS COMMUNITY CHARTER SCHOOL	\$770,523	\$0	\$91,503	\$1,005,880	-\$41,963	-4.2%	\$6,428	\$8,880	\$6,171	\$8,524
057806	EAGLE ADVANTAGE SCHOOLS	\$2,596,822	\$61,507	\$361,206	\$3,127,420	\$99,096	3.2%	\$7,496	\$7,556	\$7,741	\$7,803
057807	LIFE SCHOOL	\$9,464,319	\$65,537	\$964,041	\$10,803,399	\$1,096,267	10.1%	\$5,890	\$6,164	\$6,555	\$6,860
057808	UNIVERSAL ACADEMY	\$5,958,597	\$125,028	\$525,171	\$6,823,963	-\$653,154	-9.6%	\$6,949	\$7,749	\$6,342	\$7,072
057809	NOVA CHARTER SCHOOL	\$454,932	\$4,057	\$81,266	\$543,845	-\$23,173	-4.3%	\$5,559	\$8,020	\$5,332	\$7,692
057810	ACADEMY OF DALLAS	\$2,827,201	\$50,643	\$599,898	\$3,513,372	-\$81,326	-2.3%	\$7,076	\$9,442	\$6,916	\$9,228
057811	CHILDREN FIRST ACADEMY OF DALLAS	\$1,773,000	\$9,300	\$153,000	\$1,935,300	\$220,300	11.4%	\$4,985	\$6,080	\$5,626	\$6,861
057813	TRINITY BASIN PREPARATORY	\$2,627,605	\$13,119	\$0	\$2,685,920	-\$34,797	-1.3%	\$5,692	\$6,262	\$5,619	\$6,182
057814	DALLAS COUNTY JUVENILE JUSTICE	\$5,528,827	\$0	\$0	\$5,531,168	\$424,148	7.7%	\$9,235	\$8,586	\$10,002	\$9,299
057815	FAITH FAMILY ACADEMY OF OAK CLIFF	\$5,670,092	\$166,604	\$1,609,448	\$7,589,242	-\$332,374	-4.4%	\$7,874	\$9,733	\$7,544	\$9,325
057816	AW BROWN-FELLOWSHIP CHARTER SCHOOL	\$4,947,158	\$74,644	\$805,683	\$5,827,485	\$95,309	1.6%	\$6,477	\$8,058	\$6,585	\$8,192
057817	FOCUS LEARNING ACADEMY	\$2,774,999	\$65,536	\$396,262	\$3,534,692	-\$13,409	-0.4%	\$8,251	\$9,318	\$8,220	\$9,283
057819	JEAN MASSIEU ACADEMY	\$1,648,797	\$31,996	\$344,364	\$2,053,950	\$248,463	12.1%	\$11,145	\$12,328	\$12,679	\$14,025
057821	SCHOOL OF LIBERAL ARTS AND SCIENCE	\$2,486,906	\$23,900	\$0	\$2,558,907	-\$24,045	-0.9%	\$5,461	\$5,944	\$5,410	\$5,889
057823	EAGLE ACADEMY OF DALLAS	\$787,808	\$9,263	\$101,476	\$900,474	\$138,108	15.3%	\$5,820	\$6,672	\$6,874	\$7,881
057827	NOVA CHARTER SCHOOL (SOUTHEAST)	\$1,585,505	\$172,749	\$402,121	\$2,185,608	\$3,208	0.1%	\$8,298	\$9,354	\$8,310	\$9,368
057828	WINFREE ACADEMY	\$8,090,887	\$138,111	\$290,750	\$8,598,028	\$276,850	3.2%	\$5,848	\$6,312	\$6,042	\$6,522
057829	A + ACADEMY	\$5,463,773	\$163,655	\$918,530	\$6,885,079	\$610,800	8.9%	\$6,827	\$7,551	\$7,492	\$8,286
057830	INSPIRED VISION ACADEMY	\$3,224,301	\$93,424	\$626,334	\$4,167,355	\$370,794	8.9%	\$6,649	\$7,650	\$7,298	\$8,397
057831	GATEWAY CHARTER ACADEMY	\$2,607,649	\$48,560	\$439,869	\$3,114,560	-\$48,949	-1.6%	\$6,760	\$7,785	\$6,655	\$7,664
057832	ALPHA CHARTER SCHOOL	\$1,129,116	\$32,517	\$89,945	\$1,294,459	-\$70,816	-5.5%	\$6,470	\$6,881	\$6,135	\$6,524
057833	EDUCATION CENTER INTERNATIONAL ACA	\$568,547	\$12,098	\$231,001	\$828,374	\$11,154	1.3%	\$8,602	\$9,294	\$8,720	\$9,421
057834	EVOLUTION ACADEMY CHARTER SCHOOL	\$1,677,512	\$38,325	\$79,264	\$1,802,693	\$254,349	14.1%	\$4,594	\$6,442	\$5,349	\$7,500
057836	ST ANTHONY SCHOOL	\$1,260,105	\$19,129	\$339,569	\$1,855,672	\$29,397	1.6%	\$8,909	\$9,853	\$9,052	\$10,011
057837	KIPP TRUTH ACADEMY	\$508,572	\$17,692	\$332,542	\$945,387	\$5,829	0.6%	\$10,325	\$11,027	\$10,389	\$11,095
070801	WAXAHACHIE FAITH FAMILY ACADEMY	\$1,980,738	\$60,257	\$824,147	\$2,911,883	-\$121,004	-4.2%	\$7,434	\$9,294	\$7,137	\$8,924
071801	BURNHAM WOOD CHARTER SCHOOL	\$1,202,822	\$17,268	\$131,988	\$1,411,849	\$153,580	10.9%	\$5,798	\$6,309	\$6,506	\$7,079
071803	PASO DEL NORTE	\$1,114,749	\$9,252	\$108,940	\$1,233,566	\$70,359	5.7%	\$5,787	\$6,044	\$6,137	\$6,410
071804	EL PASO ACADEMY	\$2,704,472	\$50,568	\$217,639	\$3,065,780	\$327,869	10.7%	\$5,454	\$6,312	\$6,107	\$7,068

**Table 1.a. 2004-05 Charter Revenues vs. Expenditures all Funds Charters within Limits (Part 2)**

DISTRICT	District Name	2004-05 FSP + PER CAPITA Revenue	2004-05 Other State Revenue	2004-05 Federal Revenue	2004-05 Total Revenue	Difference Revenue vs Expend	% Difference	Expenditures per Enroll	Expenditures per ADA	Revenue per Enroll	Revenue per ADA
071805	EL PASO SCHOOL OF EXCELLENCE	\$2,998,977	\$64,269	\$710,037	\$3,797,603	\$196,096	5.2%	\$6,560	\$8,315	\$6,917	\$8,768
072801	PARADIGM ACCELERATED SCHOOL	\$454,413	\$5,032	\$78,785	\$538,304	-\$32,837	-6.1%	\$8,159	\$9,630	\$7,690	\$9,076
084801	MAINLAND PREPARATORY ACADEMY	\$3,154,019	\$31,791	\$40,348	\$3,226,158	-\$448,665	-13.9%	\$6,229	\$6,794	\$5,468	\$5,964
084802	ODYSSEY ACADEMY INC	\$1,353,574	\$167,078	\$606,476	\$2,168,499	\$136,244	6.3%	\$8,329	\$11,088	\$8,887	\$11,832
101801	MEDICAL CENTER CHARTER SCHOOL	\$1,167,258	\$9,965	\$98,585	\$1,288,284	\$424	0.0%	\$4,752	\$6,824	\$4,754	\$6,827
101802	SER-NINOS CHARTER SCHOOL	\$2,863,574	\$36,876	\$785,660	\$3,912,334	\$65,593	1.7%	\$7,163	\$8,559	\$7,286	\$8,705
101803	WEST HOUSTON CHARTER SCHOOL	\$1,020,434	\$17,618	\$60,602	\$1,111,669	-\$110,079	-9.9%	\$5,683	\$6,925	\$5,171	\$6,301
101804	GEORGE I SANCHEZ CHARTER	\$3,207,475	\$119,872	\$717,264	\$4,279,792	-\$46,558	-1.1%	\$7,092	\$9,061	\$7,016	\$8,963
101805	GIRLS & BOYS PREP ACADEMY	\$4,292,863	\$94,610	\$836,790	\$5,375,887	\$541,173	10.1%	\$6,263	\$7,378	\$6,964	\$8,204
101806	RAUL YZAGUIRRE SCHOOL FOR SUCCESS	\$5,261,259	\$353,360	\$504,779	\$6,197,867	\$508,434	8.2%	\$6,357	\$7,290	\$6,925	\$7,941
101807	UNIVERSITY OF HOUSTON CHARTER SCHO	\$729,140	\$6,027	\$41,832	\$1,068,683	-\$9,701	-0.9%	\$8,491	\$8,724	\$8,415	\$8,645
101809	BAY AREA CHARTER SCHOOL	\$1,471,897	\$23,433	\$100,542	\$1,682,967	\$36,086	2.1%	\$5,435	\$6,565	\$5,554	\$6,709
101811	HARRIS COUNTY JUVENILE JUSTICE CHA	\$4,712,275	\$22,347	\$1,234,666	\$6,004,086	\$613,426	10.2%	\$8,082	\$9,116	\$9,002	\$10,153
101812	HOUSTON CAN ACADEMY CHARTER SCHOOL	\$4,365,240	\$62,699	\$252,683	\$4,689,822	-\$102,144	-2.2%	\$6,601	\$7,083	\$6,460	\$6,932
101813	KIPP INC CHARTER	\$3,832,528	\$69,832	\$832,757	\$7,086,556	\$1,094,899	15.5%	\$11,841	\$12,714	\$14,005	\$15,037
101814	VARNETT CHARTER SCHOOL	\$6,192,698	\$140,427	\$1,301,109	\$7,708,007	\$37,045	0.5%	\$6,813	\$8,433	\$6,845	\$8,474
101815	ALIEF MONTESSORI COMMUNITY SCHOOL	\$881,600	\$17,500	\$66,508	\$1,025,608	\$70,911	6.9%	\$4,822	\$6,397	\$5,180	\$6,872
101818	AMERICAN ACADEMY OF EXCELLENCE CHA	\$797,788	\$10,610	\$152,472	\$977,592	-\$183,855	-18.8%	\$7,743	\$10,062	\$6,517	\$8,469
101819	AMIGOS POR VIDA-FRIENDS FOR LIFE C	\$1,906,987	\$27,187	\$957,923	\$2,968,659	\$305,649	10.3%	\$8,818	\$10,566	\$9,830	\$11,779
101820	BENJUI'S SPECIAL EDUCATIONAL ACADEM	\$2,758,677	\$11,107	\$307,362	\$3,080,307	\$98,740	3.2%	\$6,011	\$7,043	\$6,210	\$7,277
101821	HOUSTON HEIGHTS HIGH SCHOOL	\$1,268,655	\$0	\$461,947	\$1,736,224	-\$3,997	-0.2%	\$8,879	\$9,113	\$8,858	\$9,092
101822	JAMIE'S HOUSE CHARTER SCHOOL	\$519,134	\$7,871	\$170,331	\$714,976	-\$101,965	-14.3%	\$10,341	\$12,540	\$9,050	\$10,975
101823	CHILDREN FIRST ACADEMY OF HOUSTON	\$2,150,500	\$9,150	\$165,000	\$2,324,650	\$208,650	9.0%	\$4,327	\$5,385	\$4,754	\$5,916
101827	CROSSROADS COMMUNITY ED CTR CHARTE	\$685,489	\$9,087	\$208,266	\$902,847	-\$78,823	-8.7%	\$10,556	\$9,289	\$9,708	\$8,543
101828	HOUSTON GATEWAY ACADEMY INC	\$3,855,390	\$69,983	\$1,003,470	\$5,160,044	-\$447,392	-8.7%	\$7,724	\$8,250	\$7,107	\$7,592
101833	LA AMISTAD LOVE & LEARNING ACADEMY	\$1,753,837	\$26,413	\$310,411	\$2,241,151	\$235,809	10.5%	\$7,803	\$12,653	\$8,720	\$14,141
101834	NORTH HOUSTON H S FOR BUSINESS	\$1,131,329	\$19,143	\$148,183	\$1,298,655	\$206,695	15.9%	\$5,747	\$5,904	\$6,835	\$7,022
101837	CALVIN NELMS CHARTER SCHOOLS	\$1,115,818	\$49,575	\$36,545	\$1,233,470	\$82,380	6.7%	\$6,732	\$7,488	\$7,213	\$8,024
101838	SOUTHWEST SCHOOL	\$3,590,716	\$15,678	\$439,815	\$4,125,192	-\$134,031	-3.2%	\$3,743	\$7,806	\$3,625	\$7,560
101840	TWO DIMENSIONS PREPARATORY ACADEMY	\$3,569,161	\$329,935	\$472,078	\$4,423,341	\$285,986	6.5%	\$6,805	\$9,297	\$7,275	\$9,940
101842	COMQUEST ACADEMY	\$459,391	\$6,585	\$1,694	\$498,846	-\$55,397	-11.1%	\$6,521	\$7,320	\$5,869	\$6,588
101843	GULF SHORES ACADEMY	\$4,302,035	\$92,642	\$1,935,405	\$6,358,750	-\$75,812	-1.2%	\$6,157	\$8,851	\$6,085	\$8,746

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DISTRICT	District Name	2004-05 FSP + PER CAPITA Revenue	2004-05 Other State Revenue	2004-05 Federal Revenue	2004-05 Total Revenue	Difference Revenue vs Expend	% Difference	Expenditures per Enroll	Expenditures per ADA	Revenue per Enroll	Revenue per ADA
101845	YES COLLEGE PREPARATORY SCHOOL	\$5,449,235	\$71,249	\$836,105	\$8,783,558	\$1,090,443	12.4%	\$8,703	\$8,421	\$9,936	\$9,615
101846	HARMONY SCIENCE ACADEMY	\$3,509,747	\$48,907	\$448,144	\$4,098,775	\$226,614	5.5%	\$6,421	\$6,702	\$6,797	\$7,095
101847	BEATRICE MAYES INSTITUTE CHARTER S	\$1,875,222	\$26,946	\$237,233	\$2,156,846	\$346,140	16.0%	\$5,641	\$5,831	\$6,719	\$6,946
101848	NORTHWEST PREPARATORY	\$1,969,051	\$87,491	\$718,533	\$2,796,206	\$62,292	2.2%	\$8,763	\$9,967	\$8,962	\$10,194
101850	ZOE LEARNING ACADEMY	\$3,014,151	\$38,829	\$670,141	\$3,726,372	\$89,727	2.4%	\$7,089	\$7,379	\$7,264	\$7,561
101851	HOUSTON ALTERNATIVE PREPARATORY CH	\$1,122,757	\$8,770	\$196,193	\$1,328,804	-\$60,592	-4.6%	\$10,292	\$12,156	\$9,843	\$11,626
101852	JUAN B GALAVIZ CHARTER SCHOOL	\$584,208	\$10,377	\$84,655	\$730,145	-\$81,022	-11.1%	\$9,432	\$10,818	\$8,490	\$9,738
101853	RIPLEY HOUSE CHARTER SCHOOL	\$1,278,291	\$9,400	\$140,864	\$1,434,084	-\$71,286	-5.0%	\$3,920	\$6,898	\$3,735	\$6,572
101856	DRAW ACADEMY	\$1,419,254	\$5,816	\$442,541	\$2,050,903	\$220,681	10.8%	\$7,501	\$9,425	\$8,405	\$10,561
105801	KATHERINE ANNE PORTER SCHOOL	\$788,315	\$18,694	\$70,466	\$965,093	\$14,942	1.5%	\$8,262	\$9,177	\$8,392	\$9,321
108801	ONE STOP MULTISERVICE CHARTER SCHO	\$4,514,225	\$26,636	\$1,359,115	\$6,134,135	-\$342,123	-5.6%	\$8,624	\$10,003	\$8,168	\$9,474
108802	TECHNOLOGY EDUCATION CHARTER HIGH	\$1,599,911	\$25,693	\$315,208	\$2,057,778	-\$11,632	-0.6%	\$7,868	\$8,927	\$7,824	\$8,877
108804	MID-VALLEY ACADEMY	\$1,181,136	\$16,147	\$207,565	\$1,404,865	\$77,106	5.5%	\$5,269	\$6,773	\$5,575	\$7,167
108806	EAGLE ACADEMY OF PHARR/MCALLEEN	\$1,433,199	\$15,208	\$120,703	\$1,575,675	\$47,544	3.0%	\$6,016	\$6,812	\$6,203	\$7,024
108807	IDEA ACADEMY	\$3,914,188	\$64,378	\$1,022,950	\$5,669,326	\$75,687	1.3%	\$8,488	\$8,803	\$8,603	\$8,922
108808	VANGUARD ACADEMY	\$1,328,118	\$11,301	\$404,846	\$1,798,320	\$186,832	10.4%	\$7,325	\$8,226	\$8,174	\$9,180
116801	PHOENIX CHARTER SCHOOL	\$1,694,421	\$35,352	\$143,265	\$1,916,816	\$50,066	2.6%	\$6,888	\$8,126	\$7,073	\$8,343
123801	ACADEMY OF BEAUMONT	\$2,053,334	\$12,161	\$361,000	\$2,430,333	-\$62,313	-2.6%	\$5,921	\$8,941	\$5,773	\$8,718
123802	EAGLE ACADEMY OF BEAUMONT	\$1,062,293	\$13,338	\$128,134	\$1,208,842	\$163,050	13.5%	\$5,126	\$6,324	\$5,926	\$7,310
123803	TEKOA ACADEMY OF ACCELERATED STUDI	\$1,874,246	\$99,478	\$676,544	\$2,668,234	\$235,664	8.8%	\$7,283	\$9,075	\$7,989	\$9,954
123804	RICHARD MILBURN ACADEMY (BEAUMONT)	\$899,905	\$6,377	\$65,461	\$981,552	\$41,458	4.2%	\$4,772	\$6,118	\$4,982	\$6,387
123805	EHRHART SCHOOL	\$1,530,648	\$34,445	\$199,378	\$1,796,188	-\$93,684	-5.2%	\$8,362	\$9,502	\$7,948	\$9,031
141801	CEDAR RIDGE CHARTER SCHOOL	\$1,130,120	\$201,073	\$291,506	\$1,839,703	\$74,032	4.0%	\$13,478	\$17,167	\$14,044	\$17,887
152801	RICHARD MILBURN ALTER HIGH SCHOOL	\$663,721	\$4,367	\$63,510	\$733,078	-\$37,587	-5.1%	\$5,070	\$6,666	\$4,823	\$6,341
152802	RISE ACADEMY	\$907,157	\$52,220	\$131,687	\$1,103,567	\$87,811	8.0%	\$6,156	\$7,540	\$6,688	\$8,192
152803	SOUTH PLAINS	\$1,229,605	\$10,496	\$136,625	\$1,376,878	\$72,032	5.2%	\$6,868	\$7,302	\$7,247	\$7,705
152804	EAGLE ACADEMY OF LUBBOCK	\$665,188	\$8,406	\$85,109	\$760,988	\$55,731	7.3%	\$6,717	\$7,176	\$7,248	\$7,743
161801	WACO CHARTER SCHOOL	\$1,001,589	\$49,155	\$384,266	\$1,449,607	\$5,141	0.4%	\$9,142	\$9,612	\$9,175	\$9,646
161802	RAPOPORT CHARTER SCHOOL	\$1,084,209	\$86,187	\$313,163	\$1,930,193	\$168,846	8.7%	\$8,941	\$10,056	\$9,798	\$11,019
161804	EAGLE ACADEMY OF WACO	\$1,367,571	\$17,152	\$195,927	\$1,609,193	\$118,480	7.4%	\$6,085	\$7,013	\$6,568	\$7,571
165801	RICHARD MILBURN ACADEMY (MIDLAND)	\$1,023,680	\$5,142	\$59,883	\$1,089,902	-\$2,441	-0.2%	\$5,689	\$6,399	\$5,677	\$6,385
165802	MIDLAND ACADEMY CHARTER SCHOOL	\$2,732,776	\$39,090	\$636,743	\$3,975,373	\$760,503	19.1%	\$6,291	\$6,798	\$7,780	\$8,407

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DISTRICT	District Name	2004-05 FSP + PER CAPITA Revenue	2004-05 Other State Revenue	2004-05 Federal Revenue	2004-05 Total Revenue	Difference Revenue vs Expend	% Difference	Expenditures per Enroll	Expenditures per ADA	Revenue per Enroll	Revenue per ADA
165803	EAGLE ACADEMY OF MIDLAND	\$2,169,909	\$22,511	\$222,800	\$2,424,172	\$380,875	15.7%	\$5,160	\$6,204	\$6,122	\$7,361
178801	DR M L GARZA-GONZALEZ CHARTER SCHO	\$1,334,553	\$37,408	\$437,493	\$1,829,729	\$83,621	4.6%	\$8,518	\$9,240	\$8,926	\$9,683
178802	SEASHORE LEARNING CTR CHARTER	\$945,427	\$6,388	\$312,943	\$1,314,668	\$41,932	3.2%	\$6,594	\$6,800	\$6,812	\$7,024
178804	RICHARD MILBURN ALTER HIGH SCHOOL	\$841,399	\$5,396	\$90,937	\$937,823	-\$46,823	-5.0%	\$6,564	\$7,033	\$6,252	\$6,698
188801	RICHARD MILBURN ACADEMY (AMARILLO)	\$700,904	\$4,467	\$54,241	\$808,955	\$86,102	10.6%	\$5,783	\$6,267	\$6,472	\$7,014
193801	BIG SPRINGS CHARTER SCHOOL	\$960,614	\$19,773	\$70,772	\$1,064,354	-\$20,311	-1.9%	\$16,434	\$17,707	\$16,127	\$17,376
212801	CUMBERLAND ACADEMY	\$1,175,772	\$74,320	\$176,346	\$1,540,252	-\$82,459	-5.4%	\$8,408	\$8,854	\$7,981	\$8,404
212802	EAGLE ACADEMY OF TYLER	\$967,956	\$11,561	\$138,464	\$1,119,946	\$135,758	12.1%	\$5,498	\$6,546	\$6,257	\$7,448
212803	AZLEWAY CHARTER SCHOOL	\$1,521,830	\$36,090	\$192,991	\$1,788,564	\$226,748	12.7%	\$17,163	\$17,599	\$19,655	\$20,154
213801	BRAZOS RIVER CHARTER SCHOOL	\$877,808	\$11,037	\$54,169	\$970,875	\$6,063	0.6%	\$7,042	\$7,907	\$7,087	\$7,956
220801	TREETOPS SCHOOL INTERNATIONAL	\$1,377,260	\$29,416	\$38,586	\$1,492,604	\$148,263	9.9%	\$4,942	\$5,243	\$5,488	\$5,821
220802	ARLINGTON CLASSICS ACADEMY	\$1,412,667	\$22,152	\$49,073	\$1,607,095	\$109,877	6.8%	\$5,464	\$5,703	\$5,865	\$6,122
220804	FORT WORTH CAN ACADEMY	\$4,132,398	\$79,698	\$306,126	\$4,541,760	\$304,163	6.7%	\$6,411	\$6,559	\$6,871	\$7,030
220806	THERESA B LEE ACADEMY	\$1,533,497	\$25,535	\$113,959	\$1,672,991	-\$72,194	-4.3%	\$6,300	\$7,447	\$6,040	\$7,139
220807	EAGLE ACADEMY OF FORT WORTH	\$759,216	\$11,775	\$88,994	\$866,451	\$799	0.1%	\$6,054	\$7,263	\$6,059	\$7,269
220808	METRO CHARTER ACADEMY	\$1,634,928	\$120,531	\$147,356	\$1,954,056	-\$117,520	-6.0%	\$4,968	\$6,523	\$4,686	\$6,153
220809	FORT WORTH ACADEMY OF FINE ARTS	\$1,972,637	\$29,391	\$107,401	\$2,173,550	\$194,827	9.0%	\$5,735	\$6,029	\$6,300	\$6,622
220810	WESTLAKE ACADEMY CHARTER SCHOOL	\$1,519,576	\$77,784	\$257,686	\$2,097,096	\$219,702	10.5%	\$7,031	\$7,238	\$7,854	\$8,085
220812	RICHARD MILBURN ACADEMY (FORT WORT	\$812,954	\$4,459	\$235,221	\$1,054,438	\$172,793	16.4%	\$5,409	\$7,038	\$6,469	\$8,417
221801	EAGLE ACADEMY OF ABILENE	\$1,148,523	\$14,648	\$133,427	\$1,298,840	\$145,446	11.2%	\$5,340	\$6,079	\$6,013	\$6,845
227801	AMERICAN YOUTHWORKS CHARTER SCHOOL	\$2,343,148	\$286,684	\$322,308	\$2,959,704	-\$104,873	-3.5%	\$7,078	\$8,683	\$6,835	\$8,385
227803	EDEN PARK ACADEMY	\$914,872	\$21,761	\$73,133	\$1,057,192	\$68,660	6.5%	\$6,634	\$7,197	\$7,095	\$7,697
227804	NYOS CHARTER SCHOOL	\$2,430,868	\$25,215	\$153,261	\$3,191,237	-\$94,587	-3.0%	\$7,918	\$8,425	\$7,690	\$8,183
227805	TEXAS EMPOWERMENT ACADEMY	\$813,537	\$11,206	\$73,028	\$934,556	\$20,740	2.2%	\$7,490	\$7,892	\$7,660	\$8,071
227806	UNIVERSITY CHARTER SCHOOL	\$14,110,467	\$25,514	\$0	\$14,135,981	\$1,157,578	8.2%	\$14,373	\$13,986	\$15,654	\$15,233
227812	FRUIT OF EXCELLENCE	\$324,816	\$2,239	\$61,002	\$396,150	-\$3,398	-0.9%	\$9,745	\$10,685	\$9,662	\$10,594
227814	STAR CHARTER SCHOOL	\$1,174,005	\$12,448	\$252,410	\$1,480,238	\$61,829	4.2%	\$6,852	\$7,119	\$7,151	\$7,429
227816	HARMONY SCIENCE ACADEMY (AUSTIN)	\$1,383,514	\$51,258	\$169,622	\$1,705,343	\$314,819	18.5%	\$6,685	\$7,149	\$8,199	\$8,767
227817	CEDARS INTERNATIONAL ACADEMY	\$933,741	\$23,989	\$96,850	\$1,131,702	\$73,340	6.5%	\$6,872	\$7,396	\$7,349	\$7,908
227818	AUSTIN CAN ACADEMY CHARTER SCHOOL	\$1,804,896	\$14,312	\$50,149	\$1,872,013	-\$203,204	-10.9%	\$8,540	\$8,765	\$7,704	\$7,906
227820	KIPP AUSTIN COLLEGE PREP SCH INC	\$974,365	\$4,160	\$428,088	\$1,639,255	\$33,432	2.0%	\$10,924	\$11,573	\$11,151	\$11,814
232801	GABRIEL TAFOLLA CHARTER SCHOOL	\$783,627	\$38,597	\$276,782	\$1,140,821	-\$34,279	-3.0%	\$9,632	\$10,473	\$9,351	\$10,167

**Table 1.a. 2004-05 Charter Revenues vs. Expenditures all Funds Charters within Limits (Part 2)**

DISTRICT	District Name	2004-05 FSP + PER CAPITA Revenue	2004-05 Other State Revenue	2004-05 Federal Revenue	2004-05 Total Revenue	Difference Revenue vs Expend	% Difference	Expenditures per Enroll	Expenditures per ADA	Revenue per Enroll	Revenue per ADA
233801	EAGLE ACADEMY OF DEL RIO	\$502,429	\$7,420	\$58,480	\$570,210	-\$80,934	-14.2%	\$6,783	\$7,941	\$5,940	\$6,954
234801	RANCH ACADEMY	\$508,430	\$6,115	\$116,643	\$632,234	-\$2,529	-0.4%	\$14,106	\$12,200	\$14,050	\$12,151
236801	RAVEN SCHOOL	\$1,408,589	\$16,333	\$389,408	\$1,833,179	\$72,878	4.0%	\$10,478	\$11,215	\$10,912	\$11,679
240802	EAGLE ACADEMY OF LAREDO	\$557,781	\$9,369	\$129,872	\$698,300	-\$68,747	-9.8%	\$8,248	\$9,618	\$7,509	\$8,756
243801	BRIGHT IDEAS CHARTER	\$18,130	\$22,495	\$124,132	\$775,470	\$26,017	3.4%	\$4,804	\$5,235	\$4,971	\$5,417
	SUB-TOTAL (WITHIN BOUNDS)	\$344,973,072	\$11,565,632	\$55,658,845	\$430,116,836	\$15,109,917	3.5%	\$7,074	\$8,084	\$7,331	\$8,379
	SUB-TOTAL (OUTSIDE BOUNDS)	\$39,564,771	\$806,093	\$6,881,424	\$48,219,629	-\$3,393,473	-7.0%	\$6,889	\$8,652	\$6,436	\$8,083
	ALL CHARTERS TOTAL	384,537,843	12,371,725	62,540,269	478,336,465	11,716,444	2.4%	\$7,053	\$8,144	\$7,230	\$8,348

**Table 1.b. 2004-05 Charter Revenues vs. Expenditures all Funds Charters Outside Limits (Part 1)**

DISTRICT	District Name	2004-05 Enrollment	2004-05 ADA	2004-05 6100 Total All Funds	2004-05 6200 Total All Funds	2004-05 6300 Total All Funds	2004-05 6400 Total All Funds	2004-05 6500 Total All Funds	2004-05 6600 Total All Funds	Total Expenditures All Funds	2004-05 Local Revenue All Funds
014803	TEMPLE EDUCATION CENTER	123	112	\$435,301	\$126,670	\$60,605	\$35,767	\$8	\$0	\$658,351	\$12,979
015817	SAN ANTONIO CAN HIGH SCHOOL	386	319	\$1,504,001	\$582,954	\$178,306	\$121,617	\$0	\$0	\$2,386,878	\$34,275
031802	EAGLE ACADEMY OF BROWNSVILLE	163	137	\$432,710	\$241,997	\$105,733	\$50,627	\$9	\$0	\$831,076	\$1,448
046802	TRINITY CHARTER SCHOOL	226	217	\$3,156,722	\$579,405	\$216,953	\$78,310	\$0	\$0	\$4,031,390	\$482,033
057818	I AM THAT I AM ACADEMY	117	113.376							\$0	
057825	HONORS ACADEMY	1,557	1,251	\$12,700,290	\$1,911,391	\$1,218,365	\$654,879	\$0	\$0	\$16,484,925	\$81,882
057835	GOLDEN RULE CHARTER SCHOOL	293	258	\$1,100,946	\$606,051	\$150,982	\$69,545	\$37	\$0	\$1,927,561	\$27,107
061802	EDUCATION CENTER	275	265	\$1,008,041	\$297,495	\$118,487	\$67,243	\$0	\$0	\$1,491,266	\$35,019
068801	RICHARD MILBURN ACADEMY (ECTOR COU	208	142	\$501,691	\$356,792	\$44,975	\$62,435	\$0	\$0	\$965,893	\$1,074
092801	EAST TEXAS CHARTER SCHOOLS	139	130	\$488,428	\$64,960	\$36,123	\$49,889	\$17,698	\$0	\$657,098	\$17,159
101810	ACADEMY OF ACCELERATED LEARNING IN	571	377	\$2,152,226	\$1,034,125	\$331,255	\$56,634	\$0	\$0	\$3,574,240	\$13,433
101817	ALPHONSO CRUTCH'S-LIFE SUPPORT CEN	596	297	\$1,334,215	\$1,066,153	\$166,701	\$92,162	\$0	\$0	\$2,659,231	\$0
101829	HOUSTON HEIGHTS LEARNING ACADEMY I	85	74	\$234,467	\$167,794	\$10,167	\$13,134	\$1,782	\$0	\$427,344	\$11,040
101830	IMPACT CHARTER	286	196.993							\$0	
101831	JESSE JACKSON ACADEMY	323	234	\$1,022,373	\$800,945	\$203,606	\$202,904	\$0	\$0	\$2,229,828	\$2,191
101849	ACCELERATED INTERMEDIATE ACADEMY	503	419	\$1,665,588	\$950,820	\$111,950	\$86,507	\$15,182	\$0	\$2,830,047	\$35,523
101854	RICHARD MILBURN ACADEMY (SUBURBAN	178	139	\$418,183	\$368,690	\$42,980	\$52,383	\$0	\$0	\$882,236	\$2,584
101855	MEYERPARK ELEMENTARY	81	64	\$105,715	\$56,057	\$95,949	\$14,803	\$0	\$0	\$272,524	\$6,217
105802	TEXAS PREPARATORY SCHOOL	88	79	\$372,991	\$171,938	\$59,057	\$22,627	\$0	\$0	\$626,613	\$13,423
178803	COASTAL BEND YOUTH CITY	20	23.934							\$0	
183801	PANOLA CHARTER SCHOOL	164	155	\$633,741	\$137,444	\$37,841	\$115,077	\$1,224	\$0	\$925,327	\$19,201
220803	ERATH EXCELS ACADEMY INC	105	90	\$667,322	\$122,273	\$38,827	\$75,812	\$0	\$0	\$904,234	\$20,310
220811	EAST FORT WORTH MONTESSORI ACADEMY	218	182	\$992,848	\$301,555	\$237,855	\$78,121	\$57,497	\$0	\$1,667,876	\$23,005
227811	MCCULLOUGH ACADEMY OF EXCELLENCE	180	159	\$971,395	\$270,980	\$120,050	\$40,143	\$187,468	\$226,132	\$1,816,168	\$105,408
227819	UNIVERSITY OF TEXAS ELEMENTARY CHA	150	127	\$918,839	\$183,133	\$363,670	\$53,008	\$0	\$0	\$1,518,650	\$22,030
235801	OUTREACH WORD ACADEMY	184	129.459							\$0	
240801	GATEWAY (STUDENT ALTERNATIVE PROGR	273	275	\$937,758	\$547,198	\$224,094	\$135,296	\$0	\$0	\$1,844,346	\$0
	CHARTERS OUT OF BOUNDS	7,492	5,965	\$33,755,791	\$10,946,820	\$4,174,531	\$2,228,923	\$280,905	\$226,132	\$51,613,102	\$967,341
	TOTAL UNDER-REPORTING EXPENDITURES	3,315	2,888	\$13,616,140	\$5,385,882	\$1,673,000	\$1,030,754	\$93,437	\$0	\$21,799,213	\$708,664
	TOTAL OVER-REPORTING EXPENDITURES	3,570	2,614	\$20,139,651	\$5,560,938	\$2,501,531	\$1,198,169	\$187,468	\$226,132	\$29,813,889	\$258,677

**Table 1.b. 2004-05 Charter Revenues vs. Expenditures all Funds Charters Outside Limits (Part 2)**

DISTRICT	District Name	2004-05 FSP + PER CAPITA Revenue	2004-05 Other State Revenue	2004-05 Federal Revenue	2004-05 Total Revenue	Difference Revenue vs Expend	% Difference	Expenditures per Enroll	Expenditures per ADA	Revenue per Enroll	Revenue per ADA
014803	TEMPLE EDUCATION CENTER	\$833,647	\$15,175	\$114,012	\$975,813	\$317,462	32.5%	\$5,352	\$5,871	\$7,933	\$8,703
015817	SAN ANTONIO CAN HIGH SCHOOL	\$4,683,158	\$15,993	\$22,066	\$4,755,492	\$2,368,614	49.8%	\$6,184	\$7,477	\$12,320	\$14,897
031802	EAGLE ACADEMY OF BROWNSVILLE	\$989,677	\$9,941	\$116,115	\$1,117,181	\$286,105	25.6%	\$5,099	\$6,071	\$6,854	\$8,161
046802	TRINITY CHARTER SCHOOL	\$4,114,067	\$44,050	\$470,757	\$5,110,907	\$1,079,517	21.1%	\$17,838	\$18,592	\$22,615	\$23,570
057818	I AM THAT I AM ACADEMY				\$0	\$0	0.0%	\$0	\$0	\$0	\$0
057825	HONORS ACADEMY	\$9,554,128	\$145,930	\$936,527	\$10,718,467	-\$5,766,458	-53.8%	\$10,588	\$13,176	\$6,884	\$8,567
057835	GOLDEN RULE CHARTER SCHOOL	\$2,160,642	\$35,289	\$450,059	\$2,673,097	\$745,536	27.9%	\$6,579	\$7,482	\$9,123	\$10,376
061802	EDUCATION CENTER	\$1,777,670	\$21,329	\$94,349	\$1,928,367	\$437,101	22.7%	\$5,423	\$5,634	\$7,012	\$7,285
068801	RICHARD MILBURN ACADEMY (ECTOR COU	\$997,677	\$5,232	\$288,210	\$1,292,193	\$326,300	25.3%	\$4,644	\$6,799	\$6,212	\$9,096
092801	EAST TEXAS CHARTER SCHOOLS	\$856,110	\$29,678	\$35,465	\$938,412	\$281,314	30.0%	\$4,727	\$5,054	\$6,751	\$7,218
101810	ACADEMY OF ACCELERATED LEARNING IN	\$0	\$0	\$444,163	\$457,596	-\$3,116,644	-681.1%	\$6,260	\$9,477	\$801	\$1,213
101817	ALPHONSO CRUTCH'S-LIFE SUPPORT CEN	\$0	\$4,800	\$706,218	\$711,018	-\$1,948,213	-274.0%	\$4,462	\$8,968	\$1,193	\$2,398
101829	HOUSTON HEIGHTS LEARNING ACADEMY I	\$446,353	\$11,753	\$117,967	\$587,113	\$159,769	27.2%	\$5,028	\$5,760	\$6,907	\$7,913
101830	IMPACT CHARTER				\$0	\$0	0.0%	\$0	\$0	\$0	\$0
101831	JESSE JACKSON ACADEMY	\$1,454,484	\$18,630	\$358,954	\$1,834,259	-\$395,569	-21.6%	\$6,903	\$9,531	\$5,679	\$7,840
101849	ACCELERATED INTERMEDIATE ACADEMY	\$3,253,967	\$47,014	\$587,318	\$3,923,822	\$1,093,775	27.9%	\$5,626	\$6,750	\$7,801	\$9,359
101854	RICHARD MILBURN ACADEMY (SUBURBAN	\$1,067,965	\$4,564	\$243,326	\$1,318,439	\$436,203	33.1%	\$4,956	\$6,325	\$7,407	\$9,453
101855	MEYERPARK ELEMENTARY	\$346,973	\$18	\$303,098	\$656,306	\$383,782	58.5%	\$3,364	\$4,289	\$8,103	\$10,329
105802	TEXAS PREPARATORY SCHOOL	\$0	\$0	\$0	\$13,423	-\$613,190	-4568.2%	\$7,121	\$7,930	\$153	\$170
178803	COASTAL BEND YOUTH CITY				\$0	\$0	0.0%	\$0	\$0	\$0	\$0
183801	PANOLA CHARTER SCHOOL	\$1,162,769	\$10,747	\$18,679	\$1,211,396	\$286,069	23.6%	\$5,642	\$5,987	\$7,387	\$7,838
220803	ERATH EXCELS ACADEMY INC	\$607,280	\$32,262	\$93,089	\$752,941	-\$151,293	-20.1%	\$8,612	\$10,021	\$7,171	\$8,345
220811	EAST FORT WORTH MONTESSORI ACADEMY	\$1,472,399	\$17,148	\$706,080	\$2,218,632	\$550,756	24.8%	\$7,651	\$9,177	\$10,177	\$12,208
227811	MCCULLOUGH ACADEMY OF EXCELLENCE	\$1,054,417	\$13,994	\$202,975	\$1,376,794	-\$439,374	-31.9%	\$10,090	\$11,402	\$7,649	\$8,644
227819	UNIVERSITY OF TEXAS ELEMENTARY CHA	\$779,832	\$309,664	\$126,509	\$1,238,035	-\$280,615	-22.7%	\$10,124	\$11,997	\$8,254	\$9,780
235801	OUTREACH WORD ACADEMY				\$0	\$0	0.0%	\$0	\$0	\$0	\$0
240801	GATEWAY (STUDENT ALTERNATIVE PROGR	\$1,951,556	\$12,882	\$445,488	\$2,409,926	\$565,580	23.5%	\$6,756	\$6,699	\$8,828	\$8,753
	CHARTERS OUT OF BOUNDS	\$39,564,771	\$806,093	\$6,881,424	\$48,219,629	-\$3,393,473	-7.0%	\$6,889	\$8,652	\$6,436	\$8,083
	TOTAL UNDER-REPORTING EXPENDITURES	\$26,114,630	\$280,813	\$4,012,989	\$31,117,096	\$9,317,883	29.9%	\$6,576	\$7,549	\$9,387	\$10,776
	TOTAL OVER-REPORTING EXPENDITURES	\$13,450,141	\$525,280	\$2,868,435	\$17,102,533	-\$12,711,356	-74.3%	\$8,351	\$11,406	\$4,791	\$6,543

**Table 1.c. ADA by 6 Weeks**

District Number	DISTRICT NAME	2004-05 Enrollment	2004-05 ADA	2004-05 Enroll to ADA	2004-05 1st Six Weeks ADA	2004-05 2nd Six Weeks ADA	2004-05 3rd Six Weeks ADA	2004-05 4th Six Weeks ADA	2004-05 5th Six Weeks ADA	2004-05 6th Six Weeks ADA	% Change					
003801	PINEWOODS COMMUNITY ACADEMY	206.0	179.5	114.8%	203.7	195.9	180.7	169.8	163.3	163.4	-7.8%	-6.0%	-3.8%	0.1%		
013801	ST MARY'S ACADEMY CHARTER SCHOOL	223.0	215.5	103.5%	217.9	216.1	214.6	213.6	215.0	215.7	-0.7%	-0.5%	0.6%	0.4%		
014801	RICHARD MILBURN ALTER HIGH SCHOOL	153.0	127.4	120.1%	121.3	129.6	128.2	127.2	134.4	123.9	6.8%	-0.8%	5.7%	-7.8%		
014802	TRANSFORMATIVE CHARTER ACADEMY	99.0	71.6	138.3%	70.3	81.8	60.1	81.1	71.4	64.8	16.4%	35.0%	-12.0%	-9.3%		
014803	TEMPLE EDUCATION CENTER	123.0	112.1	109.7%	125.9	118.9	120.9	119.7	113.3	107.6	-5.5%	-0.9%	-5.3%	-5.0%		
014804	CEDAR CREST SCHOOL	60.0	65.3	91.8%	71.5	61.9	67.3	71.4	63.6	56.2	-13.4%	6.1%	-10.8%	-11.6%		
015801	POR VIDA ACADEMY	361.0	302.5	119.3%	331.2	314.2	305.3	292.8	288.5	282.8	-5.1%	-4.1%	-1.5%	-2.0%		
015802	GEORGE GERVIN ACADEMY	377.0	299.7	125.8%	241.4	288.2	322.0	332.3	308.7	306.1	19.4%	3.2%	-7.1%	-0.8%		
015803	HIGGS CARTER KING GIFTED & TALENTE	219.0	164.9	132.8%	206.9	203.0	193.3	181.7	182.1	179.7	-1.9%	-6.0%	0.2%	-1.3%		
015805	NEW FRONTIERS CHARTER SCHOOL	630.0	588.2	107.1%	604.6	593.6	590.7	581.5	581.0	577.7	-1.8%	-1.6%	-0.1%	-0.6%		
015806	SCHOOL OF EXCELLENCE IN EDUCATION	1,484.0	1,390.0	106.8%	1,452.2	1,421.9	1,411.5	1,410.2	1,379.8	1,377.2	-2.1%	-0.1%	-2.2%	-0.2%		
015807	SOUTHWEST PREPARATORY SCHOOL	878.0	839.8	104.6%	813.4	790.6	795.4	783.4	783.6	1,072.2	-2.8%	-1.5%	0.0%	36.8%		
015808	JOHN H WOOD JR CHARTER SCHOOL	495.0	449.8	110.1%	443.9	465.6	473.7	451.7	445.0	418.6	4.9%	-4.7%	-1.5%	-5.9%		
015809	BEXAR COUNTY ACADEMY	514.0	360.4	142.6%	496.1	479.2	455.4	435.9	439.2	415.5	-3.4%	-4.3%	0.7%	-5.4%		
015810	CAREER PLUS LEARNING ACADEMY	43.0	43.1	99.7%	34.6	39.7	44.3	47.3	46.4	46.5	14.8%	6.8%	-1.8%	0.1%		
015811	LA ESCUELA DE LAS AMERICAS	121.0	98.7	122.6%	113.2	116.5	117.1	109.0	113.8	112.8	2.9%	-7.0%	4.5%	-0.9%		
015812	GEORGE J SANCHEZ CHARTER HS SAN AN	183.0	124.7	146.8%	107.5	119.8	117.0	130.4	137.3	136.0	11.4%	11.4%	5.3%	-0.9%		
015813	GUARDIAN ANGEL PERFORMANCE ARTS AC	13.0	10.4	124.6%	12.2	8.7	9.2	10.8	10.6	11.0	-28.6%	16.9%	-1.9%	4.2%		
015814	POSITIVE SOLUTIONS CHARTER SCHOOL	309.0	235.4	131.2%	216.3	248.1	252.2	240.4	240.7	214.9	14.7%	-4.7%	0.1%	-10.7%		
015815	RADIANCE ACADEMY OF LEARNING	421.0	359.8	117.0%	370.3	384.8	388.5	386.0	380.7	381.2	3.9%	-0.6%	-1.4%	0.1%		
015816	ACADEMY OF CAREERS AND TECHNOLOGIE	151.0	145.2	104.0%	109.6	125.3	149.9	171.2	176.9	138.2	14.3%	14.2%	3.3%	-21.9%		
015817	SAN ANTONIO CAN HIGH SCHOOL	386.0	319.2	120.9%	345.1	342.5	302.8	329.0	310.2	285.7	-0.7%	8.7%	-5.7%	-7.9%		
015818	EAGLE ACADEMY OF SAN ANTONIO	140.0	118.7	118.0%	134.5	124.4	117.0	117.2	113.3	105.7	-7.5%	0.1%	-3.4%	-6.7%		
015819	SHEKINAH RADIANCE ACADEMY	400.0	339.7	117.8%	396.7	374.8	364.1	357.1	333.6	335.2	-2.9%	-1.9%	-6.6%	0.5%		
015820	SAN ANTONIO SCHOOL FOR INQUIRY & C	193.0	176.8	109.1%	188.3	182.2	176.3	175.2	168.0	171.0	-3.2%	-0.6%	-4.1%	1.8%		
015822	JUBILEE ACADEMIC CENTER	453.0	408.2	111.0%	430.6	426.7	418.2	409.2	408.1	403.3	-0.9%	-2.2%	-0.3%	-1.2%		
015823	SAN ANTONIO TECHNOLOGY ACADEMY	70.0	79.2	88.4%	78.4	79.7	67.0	81.5	86.0	82.6	1.6%	21.6%	5.5%	-4.0%		
015824	SAN ANTONIO PREPARATORY ACADEMY	145.0	138.0	105.1%	155.0	145.5	132.3	128.1	132.6	134.2	-6.2%	-3.1%	3.5%	1.2%		
015825	LIGHTHOUSE CHARTER SCHOOL	176.0	170.9	103.0%	178.5	168.0	165.5	165.1	175.0	173.5	-5.9%	-0.2%	6.0%	-0.8%		

**Table 1.c. ADA by 6 Weeks**

District Number	DISTRICT NAME	2004-05 Enrollment	2004-05 ADA	2004-05 Enroll to ADA	2004-05 1st Six Weeks ADA	2004-05 2nd Six Weeks ADA	2004-05 3rd Six Weeks ADA	2004-05 4th Six Weeks ADA	2004-05 5th Six Weeks ADA	2004-05 6th Six Weeks ADA	% Change					
015826	KIPP ASPIRE ACADEMY	148.0	151.6	97.6%	153.2	146.9	141.4	137.3	140.9	190.2	-4.1%	-3.7%	-2.9%	2.6%	2.6%	35.0%
021802	EAGLE ACADEMY OF BRYAN	114.0	81.3	140.1%	68.9	88.9	88.0	81.9	82.7	77.8	28.9%	-1.0%	-7.0%	1.0%	1.0%	-5.9%
021803	BRAZOS SCHOOL FOR INQUIRY & CREATI	264.0	209.3	126.1%	236.3	253.1	252.3	282.9	280.2	276.6	7.1%	-0.3%	12.1%	-1.0%	-1.0%	-1.3%
024801	ENCINO SCHOOL	57.0	57.8	98.6%	52.4	54.3	55.3	58.7	62.4	63.7	3.6%	1.9%	6.1%	6.3%	6.3%	2.1%
031802	EAGLE ACADEMY OF BROWNSVILLE	163.0	136.9	119.1%	140.3	142.4	127.5	146.3	141.4	123.5	1.4%	-10.5%	14.8%	-3.4%	-3.4%	-12.7%
046801	NANCY NEY CHARTER SCHOOL	112.0	104.2	107.5%	107.6	102.6	102.7	98.8	107.2	106.2	-4.7%	0.1%	-3.8%	8.5%	8.5%	-0.9%
046802	TRINITY CHARTER SCHOOL	226.0	216.8	104.2%	216.7	225.5	223.3	201.9	218.2	215.5	4.0%	-1.0%	-9.6%	8.0%	8.0%	-1.2%
057802	PEGASUS SCHOOL OF LIBERAL ARTS AND	266.0	250.0	106.4%	268.8	259.3	246.9	242.4	243.3	239.1	-3.6%	-4.8%	-1.8%	0.4%	0.4%	-1.7%
057803	NORTH HILLS SCHOOL	983.0	945.5	104.0%	953.9	960.9	957.8	930.6	939.3	930.3	0.7%	-0.3%	-2.8%	0.9%	0.9%	-1.0%
057804	DALLAS CAN ACADEMY CHARTER	1,335.0	1,424.8	93.7%	1,349.1	1,479.2	1,412.2	1,479.4	1,426.2	1,402.9	9.6%	-4.5%	4.8%	-3.6%	-3.6%	-1.6%
057805	DALLAS COMMUNITY CHARTER SCHOOL	163.0	118.0	138.1%	131.6	135.8	132.3	136.1	133.4	135.0	3.2%	-2.6%	2.8%	-2.0%	-2.0%	1.2%
057806	EAGLE ADVANTAGE SCHOOLS	404.0	400.8	100.8%	409.6	409.6	403.2	386.5	397.6	398.3	0.0%	-1.5%	-4.1%	2.9%	2.9%	0.2%
057807	LIFE SCHOOL	1,648.0	1,574.8	104.6%	1,595.7	1,592.4	1,586.3	1,557.1	1,560.9	1,556.8	-0.2%	-0.4%	-1.8%	0.2%	0.2%	-0.3%
057808	UNIVERSAL ACADEMY	1,076.0	965.0	111.5%	1,115.1	1,032.5	991.1	971.3	972.7	950.7	7.4%	-4.0%	-2.0%	0.1%	0.1%	-2.3%
057809	NOVA CHARTER SCHOOL	102.0	70.7	144.3%	72.0	76.8	73.2	68.4	68.7	65.2	6.7%	-4.7%	-6.5%	0.5%	0.5%	-5.1%
057810	ACADEMY OF DALLAS	508.0	380.7	133.4%	494.2	481.1	467.3	450.6	437.5	422.5	-2.7%	-2.9%	-3.6%	-2.9%	-2.9%	-3.4%
057811	CHILDREN FIRST ACADEMY OF DALLAS	344.0	282.1	121.9%	325.3	333.8	322.2	313.3	308.7	309.4	2.6%	-3.5%	-2.8%	-1.5%	-1.5%	0.2%
057813	TRINITY BASIN PREPARATORY	478.0	434.4	110.0%	450.6	449.4	446.4	422.8	421.7	416.1	-0.3%	-0.7%	-5.3%	-0.3%	-0.3%	-1.3%
057814	DALLAS COUNTY JUVENILE JUSTICE	553.0	594.8	93.0%	520.7	525.0	591.9	599.7	651.3	680.3	0.8%	12.7%	1.3%	8.6%	8.6%	4.5%
057815	FAITH FAMILY ACADEMY OF OAK CLIFF	1,006.0	813.9	123.6%	969.6	947.7	945.1	917.7	943.0	938.5	-2.3%	-0.3%	-2.9%	2.8%	2.8%	-0.5%
057816	AW BROWN-FELLOWSHIP CHARTER SCHOOL	885.0	711.4	124.4%	772.8	804.7	787.2	768.5	770.7	775.1	4.1%	-2.2%	-2.4%	0.3%	0.3%	0.6%
057817	FOCUS LEARNING ACADEMY	430.0	380.8	112.9%	363.3	384.4	386.2	376.3	386.1	388.4	5.8%	0.5%	-2.6%	2.6%	2.6%	0.6%
057818	I AM THAT I AM ACADEMY	117.0	113.4	103.2%	120.9	111.8	116.4	121.2	112.8	97.2	-7.5%	4.1%	4.2%	-7.0%	-7.0%	-13.8%
057819	JEAN MASSIEU ACADEMY	162.0	146.5	110.6%	158.8	152.7	151.4	146.5	149.6	151.4	-3.8%	-0.8%	-3.3%	2.1%	2.1%	1.2%
057821	SCHOOL OF LIBERAL ARTS AND SCIENCE	473.0	434.5	108.9%	415.8	448.9	463.2	456.2	452.0	452.5	8.0%	3.2%	-1.5%	-0.9%	-0.9%	0.1%
057823	EAGLE ACADEMY OF DALLAS	131.0	114.3	114.6%	134.9	126.1	112.4	110.8	106.5	95.0	-6.5%	-10.9%	-1.4%	-3.9%	-3.9%	-10.8%
057825	HONORS ACADEMY	1,557.0	1,251.2	124.4%	1,354.6	1,386.8	1,271.9	1,226.0	1,168.3	1,099.5	2.4%	-8.3%	-3.6%	-4.7%	-4.7%	-5.9%
057827	NOVA CHARTER SCHOOL (SOUTHEAST)	263.0	233.3	112.7%	262.3	253.6	250.2	247.1	246.8	245.7	-3.3%	-1.3%	-1.2%	-0.1%	-0.1%	-0.4%
057828	WINFREE ACADEMY	1,423.0	1,318.3	107.9%	1,270.0	1,276.6	1,299.4	1,373.2	1,400.2	1,290.6	0.5%	1.8%	5.7%	2.0%	2.0%	-7.8%

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District Number	DISTRICT NAME	2004-05 Enrollment	2004-05 ADA	2004-05 Enroll to ADA	2004-05 1st Six Weeks ADA	2004-05 2nd Six Weeks ADA	2004-05 3rd Six Weeks ADA	2004-05 4th Six Weeks ADA	2004-05 5th Six Weeks ADA	2004-05 6th Six Weeks ADA	% Change					
057829	A+ ACADEMY	919.0	831.0	110.6%	910.1	889.2	863.3	843.5	837.2	839.0	-2.3%	-2.9%	-2.3%	-0.7%	-0.7%	0.2%
057830	INSPIRED VISION ACADEMY	571.0	496.3	115.1%	559.6	555.9	546.9	539.1	532.9	531.2	-0.7%	-1.6%	-1.4%	-1.1%	-1.1%	-0.3%
057831	GATEWAY CHARTER ACADEMY	468.0	406.4	115.2%	470.3	450.7	436.4	424.8	430.5	418.5	-4.2%	-3.2%	-2.7%	1.3%	1.3%	-2.8%
057832	ALPHA CHARTER SCHOOL	211.0	198.4	106.3%	189.7	196.1	202.2	196.7	201.1	204.8	3.4%	3.1%	-2.7%	2.2%	2.2%	1.8%
057833	EDUCATION CENTER INTERNATIONAL ACA	95.0	87.9	108.0%	84.3	85.9	87.4	87.7	92.4	89.8	1.9%	1.7%	0.4%	5.3%	5.3%	-2.8%
057834	EVOLUTION ACADEMY CHARTER SCHOOL	337.0	240.3	140.2%	283.9	269.6	247.1	219.8	220.9	200.9	-5.0%	-8.3%	-11.1%	0.5%	0.5%	-9.0%
057835	GOLDEN RULE CHARTER SCHOOL	293.0	257.6	113.7%	255.8	260.9	262.6	258.9	255.6	252.0	2.0%	0.7%	-1.4%	-1.3%	-1.3%	-1.4%
057836	ST ANTHONY SCHOOL	205.0	185.4	110.6%	191.1	193.0	189.0	179.2	178.5	181.4	1.0%	-2.1%	-5.2%	-0.4%	-0.4%	1.7%
057837	KIPP TRUTH ACADEMY	91.0	85.2	106.8%	87.5	85.1	84.0	78.7	78.3	97.6	-2.8%	-1.3%	-6.3%	-0.5%	-0.5%	24.7%
061802	EDUCATION CENTER	275.0	264.7	103.9%	263.5	252.6	266.0	265.2	268.6	272.4	-4.1%	5.3%	-0.3%	1.3%	1.3%	1.4%
068801	RICHARD MILBURN ACADEMY (ECTOR COU	208.0	142.1	146.4%	141.2	145.6	139.9	148.3	135.2	142.2	3.1%	-3.9%	6.0%	-8.8%	-8.8%	5.2%
070801	WAXAHACHIE FAITH FAMILY ACADEMY	408.0	326.3	125.0%	373.3	353.6	347.6	339.3	329.2	317.6	-5.3%	-1.7%	-2.4%	-3.0%	-3.0%	-3.5%
071801	BURNHAM WOOD CHARTER SCHOOL	217.0	199.5	108.8%	189.8	196.0	199.7	202.9	204.8	203.5	3.3%	1.9%	1.6%	1.0%	1.0%	-0.7%
071803	PASO DEL NORTE	201.0	192.4	104.4%	208.8	200.4	207.8	187.5	181.0	169.2	-4.0%	3.7%	-9.7%	-3.5%	-3.5%	-6.5%
071804	EL PASO ACADEMY	502.0	433.8	115.7%	426.7	448.2	436.1	445.8	427.5	418.2	5.0%	-2.7%	2.2%	-4.1%	-4.1%	-2.2%
071805	EL PASO SCHOOL OF EXCELLENCE	549.0	433.1	126.8%	478.1	470.0	427.3	421.5	408.7	393.6	-1.7%	-9.1%	-1.4%	-3.0%	-3.0%	-3.7%
072801	PARADIGM ACCELERATED SCHOOL	70.0	59.3	118.0%	58.2	63.7	61.7	59.0	58.1	55.3	9.4%	-3.1%	-4.4%	-1.5%	-1.5%	-4.8%
084801	MAINLAND PREPARATORY ACADEMY	590.0	540.9	109.1%	596.0	582.4	573.2	558.9	563.3	561.8	-2.3%	-1.6%	-2.5%	0.8%	0.8%	-0.3%
084802	ODYSSEY ACADEMY INC	244.0	183.3	133.1%	223.0	225.3	227.6	224.3	213.0	218.6	1.0%	1.0%	-1.4%	-5.1%	-5.1%	2.6%
092801	EAST TEXAS CHARTER SCHOOLS	139.0	130.0	106.9%	142.9	134.5	129.0	133.9	125.2	114.5	-5.9%	-4.1%	3.8%	-6.5%	-6.5%	-8.5%
101801	MEDICAL CENTER CHARTER SCHOOL	271.0	188.7	143.6%	262.3	255.3	251.6	246.0	242.1	241.8	-2.7%	-1.4%	-2.2%	-1.6%	-1.6%	-0.1%
101802	SER-NINOS CHARTER SCHOOL	537.0	449.4	119.5%	504.2	501.8	486.4	474.7	475.8	473.7	-0.5%	-3.1%	-2.4%	0.2%	0.2%	-0.4%
101803	WEST HOUSTON CHARTER SCHOOL	215.0	176.4	121.9%	207.6	207.4	194.5	148.3	147.9	152.8	-0.1%	-6.2%	-23.8%	-0.2%	-0.2%	3.3%
101804	GEORGE J SANCHEZ CHARTER	610.0	477.5	127.8%	497.2	506.5	497.1	473.7	478.4	476.8	1.9%	-1.9%	-4.7%	1.0%	1.0%	-0.3%
101805	GIRLS & BOYS PREP ACADEMY	772.0	655.3	117.8%	669.2	674.3	668.5	655.8	636.1	637.4	0.8%	-0.9%	-1.9%	-3.0%	-3.0%	0.2%
101806	RAUL YZAGUIRRE SCHOOL FOR SUCCESS	895.0	780.4	114.7%	869.3	856.7	877.8	871.1	844.5	832.4	-1.4%	2.5%	-0.8%	-3.0%	-3.0%	-1.4%
101807	UNIVERSITY OF HOUSTON CHARTER SCHO	127.0	123.6	102.7%	129.4	124.3	122.7	120.9	122.2	122.1	-3.9%	-1.3%	-1.5%	1.1%	1.1%	-0.1%
101809	BAY AREA CHARTER SCHOOL	303.0	250.9	120.8%	254.4	251.1	242.8	249.0	251.8	256.0	-1.3%	-3.3%	2.6%	1.1%	1.1%	1.7%
101810	ACADEMY OF ACCELERATED LEARNING IN	571.0	377.2	151.4%	554.3	548.4	530.3	511.4	513.9	508.4	-1.1%	-3.3%	-3.6%	0.5%	0.5%	-1.1%

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101811	HARRIS COUNTY JUVENILE JUSTICE CHA	667.0	591.3	112.8%	556.3	572.7	600.3	596.1	604.9	617.6	3.0%	4.8%	-0.7%	1.5%	1.5%	2.1%
101812	HOUSTON CAN ACADEMY CHARTER SCHOOL	726.0	676.5	107.3%	669.6	718.6	711.5	689.3	671.6	598.4	7.3%	-1.0%	-3.1%	-2.6%	-2.6%	-10.9%
101813	KIPP INC CHARTER	506.0	471.3	107.4%	507.1	500.4	496.3	493.5	494.7	564.4	-1.3%	-0.8%	-0.6%	0.2%	0.2%	14.1%
101814	VARNETT CHARTER SCHOOL	1,126.0	909.7	123.8%	1,031.3	1,066.2	1,057.9	1,047.4	1,030.4	1,038.4	3.4%	-0.8%	-1.0%	-1.6%	-1.6%	0.8%
101815	ALIEF MONTESSORI COMMUNITY SCHOOL	198.0	149.2	132.7%	154.8	155.1	153.5	147.8	148.2	141.0	0.2%	-1.0%	-3.7%	0.3%	0.3%	-4.9%
101817	ALPHONSO CRUTCH'S-LIFE SUPPORT CEN	596.0	296.5	201.0%	348.6	281.5	296.5	295.4	298.5	258.7	-19.3%	5.3%	-0.4%	1.0%	1.0%	-13.3%
101818	AMERICAN ACADEMY OF EXCELLENCE CHA	150.0	115.4	130.0%	127.7	132.2	113.8	106.4	110.1	102.4	3.6%	-13.9%	-6.5%	3.5%	3.5%	-7.0%
101819	AMIGOS POR VIDA-FRIENDS FOR LIFE C	302.0	252.0	119.8%	286.2	292.2	285.7	288.4	292.0	289.7	2.1%	-2.2%	1.0%	1.2%	1.2%	-0.8%
101820	BENJI'S SPECIAL EDUCATIONAL ACADEM	496.0	423.3	117.2%	473.3	478.4	473.9	482.0	485.9	480.7	1.1%	-1.0%	1.7%	0.8%	0.8%	-1.1%
101821	HOUSTON HEIGHTS HIGH SCHOOL	196.0	191.0	102.6%	198.0	190.0	176.8	186.4	197.8	196.8	-4.1%	-7.0%	5.4%	6.1%	6.1%	-0.5%
101822	JAMIE'S HOUSE CHARTER SCHOOL	79.0	65.1	121.3%	56.5	69.8	71.9	73.1	65.4	54.2	23.5%	3.0%	1.7%	-10.6%	-10.6%	-17.0%
101823	CHILDREN FIRST ACADEMY OF HOUSTON	489.0	392.9	124.4%	487.8	474.1	454.8	445.1	435.3	442.0	-2.8%	-4.1%	-2.1%	-2.2%	-2.2%	1.5%
101827	CROSSROADS COMMUNITY ED CTR CHARTE	93.0	105.7	88.0%	98.2	86.4	93.2	113.4	121.3	121.5	8.2%	7.8%	21.7%	6.9%	6.9%	0.2%
101828	HOUSTON GATEWAY ACADEMY INC	726.0	679.7	106.8%	690.3	691.9	668.1	676.0	678.6	673.1	0.2%	-3.4%	1.2%	0.4%	0.4%	-0.8%
101829	HOUSTON HEIGHTS LEARNING ACADEMY I	85.0	74.2	114.6%	83.4	87.4	83.2	81.4	80.3	79.2	4.9%	-4.9%	-2.1%	-1.4%	-1.4%	-1.3%
101830	IMPACT CHARTER	286.0	197.0	145.2%	271.4	272.9	262.5	250.2	244.2	243.9	0.6%	-3.8%	-4.7%	-2.4%	-2.4%	-0.1%
101831	JESSE JACKSON ACADEMY	323.0	233.9	138.1%	230.3	221.3	213.4	252.0	247.0	239.8	-3.9%	-3.6%	18.1%	-2.0%	-2.0%	-2.9%
101833	LA AMISTAD LOVE & LEARNING ACADEMY	257.0	158.5	162.2%	154.3	162.5	155.8	157.3	161.7	160.3	5.3%	-4.1%	1.0%	2.7%	2.7%	-0.9%
101834	NORTH HOUSTON H S FOR BUSINESS	190.0	185.0	102.7%	163.2	168.4	180.8	188.9	202.9	205.6	3.1%	7.4%	4.5%	7.4%	7.4%	1.3%
101837	CALVIN NELMS CHARTER SCHOOLS	171.0	153.7	111.2%	168.2	164.6	147.9	152.0	145.5	144.2	-2.1%	-10.2%	2.8%	-4.3%	-4.3%	-0.9%
101838	SOUTHWEST SCHOOL	1,138.0	545.6	208.6%	387.2	524.3	634.7	594.4	582.7	553.5	35.4%	21.0%	-6.4%	-2.0%	-2.0%	-5.0%
101840	TWO DIMENSIONS PREPARATORY ACADEMY	608.0	445.0	136.6%	566.8	553.8	544.9	540.3	539.2	534.6	-2.3%	-1.6%	-0.8%	-0.2%	-0.2%	-0.9%
101842	COMQUEST ACADEMY	85.0	75.7	112.3%	80.8	82.4	87.9	62.6	69.3	71.3	2.0%	6.6%	-28.7%	10.8%	10.8%	2.7%
101843	GULF SHORES ACADEMY	1,045.0	727.0	143.7%	731.5	681.2	705.8	747.9	746.4	749.4	-6.9%	3.6%	6.0%	-0.2%	-0.2%	0.4%
101845	YES COLLEGE PREPARATORY SCHOOL	884.0	913.5	96.8%	960.6	947.0	930.0	907.4	874.2	861.9	-1.4%	-1.8%	-2.4%	-3.7%	-3.7%	-1.4%
101846	HARMONY SCIENCE ACADEMY	603.0	577.7	104.4%	612.0	591.3	586.1	566.4	555.6	555.1	-3.4%	-0.9%	-3.4%	-1.9%	-1.9%	-0.1%
101847	BEATRICE MAYES INSTITUTE CHARTER S	321.0	310.5	103.4%	310.9	310.5	310.4	310.4	310.0	310.9	-0.1%	0.0%	0.0%	-0.1%	-0.1%	0.3%
101848	NORTHWEST PREPARATORY	312.0	274.3	113.7%	290.2	297.0	295.8	286.0	282.5	283.8	2.3%	-0.4%	-3.3%	-1.2%	-1.2%	0.5%
101849	ACCELERATED INTERMEDIATE ACADEMY	503.0	419.3	120.0%	469.3	461.8	448.0	435.2	432.2	432.2	-1.6%	-3.0%	-2.9%	-0.7%	-0.7%	0.0%

**Table 1.c. ADA by 6 Weeks**

District Number	DISTRICT NAME	2004-05 Enrollment	2004-05 ADA	2004-05 Enroll to ADA	2004-05 1st Six Weeks ADA	2004-05 2nd Six Weeks ADA	2004-05 3rd Six Weeks ADA	2004-05 4th Six Weeks ADA	2004-05 5th Six Weeks ADA	2004-05 6th Six Weeks ADA	% Change					
101850	ZOE LEARNING ACADEMY	513.0	492.9	104.1%	514.0	501.5	498.6	491.6	480.0	471.6	-2.4%	-1.4%	-2.4%	-1.7%	-2.4%	-1.7%
101851	HOUSTON ALTERNATIVE PREPARATORY CH	135.0	114.3	118.1%	97.7	102.5	109.3	130.7	128.0	118.4	4.9%	19.6%	6.6%	19.6%	-2.1%	-7.5%
101852	JUAN B GALAVIZ CHARTER SCHOOL	86.0	75.0	114.7%	80.5	77.9	75.4	73.9	73.1	69.0	-3.2%	-3.3%	-3.3%	-1.9%	-1.1%	-5.7%
101853	RIPLEY HOUSE CHARTER SCHOOL	384.0	218.2	176.0%	229.8	220.7	219.3	221.5	219.9	198.2	-3.9%	-0.7%	-0.7%	1.0%	-0.7%	-9.9%
101854	RICHARD MILBURN ACADEMY (SUBURBAN	178.0	139.5	127.6%	126.0	127.3	127.2	158.9	164.2	133.2	1.0%	-0.1%	-0.1%	24.9%	3.3%	-18.9%
101855	MEYER PARK ELEMENTARY	81.0	63.5	127.5%	64.9	66.2	66.4	60.3	62.2	61.1	1.9%	0.4%	0.4%	-9.3%	3.2%	-1.8%
101856	DRAW ACADEMY	244.0	194.2	125.6%	201.9	202.4	195.8	187.6	191.4	186.1	0.2%	-3.3%	-3.3%	-4.2%	2.0%	-2.7%
105801	KATHERINE ANNE PORTER SCHOOL	115.0	103.5	111.1%	106.0	106.0	102.1	102.4	105.8	99.0	0.0%	-3.7%	-3.7%	0.3%	3.4%	-6.5%
105802	TEXAS PREPARATORY SCHOOL	88.0	79.0	111.4%	82.9	86.9	80.2	81.0	73.5	69.5	4.9%	-7.7%	-7.7%	1.0%	-9.2%	-5.6%
108801	ONE STOP MULTISERVICE CHARTER SCHO	751.0	647.4	116.0%	786.5	720.9	699.5	774.5	748.7	714.9	-8.3%	-3.0%	-3.0%	10.7%	-3.3%	-4.5%
108802	TECHNOLOGY EDUCATION CHARTER HIGH	263.0	231.8	113.5%	239.6	225.7	213.0	239.5	243.8	238.6	-5.8%	-5.6%	-5.6%	12.5%	1.8%	-2.1%
108804	MID-VALLEY ACADEMY	252.0	196.0	128.6%	235.6	230.4	205.3	185.2	167.1	152.5	-2.2%	-10.9%	-10.9%	-9.8%	-9.7%	-8.8%
108806	EAGLE ACADEMY OF PHARR/MCALLEN	254.0	224.3	113.2%	203.2	230.1	236.0	213.0	216.2	214.9	13.2%	2.5%	2.5%	-9.7%	1.5%	-0.6%
108807	IDEA ACADEMY	659.0	635.5	103.7%	663.6	653.4	637.2	624.0	617.6	616.9	-1.5%	-2.5%	-2.5%	-2.1%	-1.0%	-0.1%
108808	VANGUARD ACADEMY	220.0	195.9	112.3%	209.6	212.6	213.6	212.3	210.5	210.3	1.4%	0.4%	0.4%	-0.6%	-0.9%	-0.1%
116801	PHOENIX CHARTER SCHOOL	271.0	229.7	118.0%	264.6	254.6	254.7	245.1	240.0	244.1	-3.8%	0.1%	0.1%	-3.8%	-2.1%	1.7%
123801	ACADEMY OF BEAUMONT	421.0	278.8	151.0%	334.0	356.9	349.1	341.2	346.6	349.3	151.0%	-2.2%	-2.2%	-2.2%	1.6%	0.8%
123802	EAGLE ACADEMY OF BEAUMONT	204.0	165.4	123.4%	191.1	178.6	156.7	147.0	157.4	161.4	123.4%	-6.5%	-12.3%	-6.1%	7.0%	2.5%
123803	TEKOA ACADEMY OF ACCELERATED STUDI	334.0	268.0	124.6%	275.5	274.9	268.6	266.3	263.0	262.2	-0.2%	-2.3%	-2.3%	-0.9%	-1.3%	-0.3%
123804	RICHARD MILBURN ACADEMY (BEAUMONT)	197.0	153.7	128.2%	143.7	159.0	156.4	161.9	155.9	145.1	10.6%	-1.7%	-1.7%	3.5%	-3.7%	-6.9%
123805	EHRHART SCHOOL	226.0	198.9	113.6%	216.7	216.7	210.8	207.3	212.9	211.4	113.6%	-2.7%	-2.7%	-1.6%	2.7%	-0.7%
141801	CEDAR RIDGE CHARTER SCHOOL	131.0	102.9	127.4%	137.5	149.2	123.6	104.4	78.5	50.0	8.5%	-17.2%	-17.2%	-15.5%	-24.8%	-36.4%
152801	RICHARD MILBURN ALTER HIGH SCHOOL	152.0	115.6	131.5%	97.2	120.7	130.6	119.9	114.9	110.3	24.1%	8.3%	8.3%	-8.3%	-4.1%	-4.0%
152802	RISE ACADEMY	165.0	134.7	122.5%	147.6	140.0	134.5	129.3	129.7	128.6	-5.1%	-4.0%	-4.0%	-3.8%	0.3%	-0.9%
152803	SOUTH PLAINS	190.0	178.7	106.3%	188.9	191.5	181.9	181.6	171.0	157.3	1.4%	-5.0%	-5.0%	-0.2%	-5.8%	-8.0%
152804	EAGLE ACADEMY OF LUBBOCK	105.0	98.3	106.8%	92.8	94.9	98.3	104.9	102.0	96.8	2.3%	3.5%	3.5%	6.7%	-2.7%	-5.2%
161801	WACO CHARTER SCHOOL	158.0	150.3	105.1%	148.4	152.0	152.6	148.2	147.9	152.5	2.5%	0.4%	0.4%	-2.9%	-0.2%	3.1%
161802	RAPOPORT CHARTER SCHOOL	197.0	175.2	112.5%	197.3	194.9	189.7	185.5	181.8	182.1	-1.2%	-2.7%	-2.7%	-2.2%	-2.0%	0.1%
161804	EAGLE ACADEMY OF WACO	245.0	212.6	115.3%	228.6	213.6	203.7	208.1	216.9	204.3	-6.5%	-4.7%	-4.7%	2.2%	4.2%	-5.8%

**Table 1.c. ADA by 6 Weeks**

District Number	DISTRICT NAME	2004-05 Enrollment	2004-05 ADA	2004-05 Enroll to ADA	2004-05 1st Six Weeks ADA	2004-05 2nd Six Weeks ADA	2004-05 3rd Six Weeks ADA	2004-05 4th Six Weeks ADA	2004-05 5th Six Weeks ADA	2004-05 6th Six Weeks ADA	% Change					
165801	RICHARD MILBURN ACADEMY (MIDLAND)	192.0	170.7	112.5%	151.7	168.2	172.0	174.7	178.9	178.7	2.3%	1.5%	2.4%	178.7	2.4%	-0.1%
165802	MIDLAND ACADEMY CHARTER SCHOOL	511.0	472.9	108.1%	476.8	480.8	485.0	473.8	464.5	456.4	0.9%	-2.3%	-1.9%	456.4	-1.9%	-1.8%
165803	EAGLE ACADEMY OF MIDLAND	396.0	329.3	120.2%	305.6	326.6	330.2	343.3	341.2	329.1	6.9%	4.0%	-0.6%	329.1	-0.6%	-3.5%
178801	DR M L GARZA-GONZALEZ CHARTER SCHO	205.0	189.0	108.5%	165.5	190.2	195.6	200.4	189.8	192.4	15.0%	2.4%	-5.3%	192.4	2.4%	1.3%
178802	SEASHORE LEARNING CTR CHARTER	193.0	187.2	103.1%	190.9	189.6	184.3	183.1	186.7	188.5	-0.7%	-2.8%	2.0%	188.5	2.0%	1.0%
178803	COASTAL BEND YOUTH CITY	20.0	23.9	83.6%	16.2	20.0	14.1	23.2	38.3	31.8	23.5%	64.3%	65.0%	31.8	65.0%	-16.9%
178804	RICHARD MILBURN ALTER HIGH SCHOOL	150.0	140.0	107.1%	122.0	125.0	134.2	137.5	153.9	167.4	2.4%	2.5%	11.9%	167.4	11.9%	8.7%
183801	PANOLA CHARTER SCHOOL	164.0	154.6	106.1%	136.6	141.8	145.7	153.0	174.2	176.1	3.8%	2.7%	13.9%	176.1	13.9%	1.1%
188801	RICHARD MILBURN ACADEMY (AMARILLO)	125.0	115.3	108.4%	113.9	108.7	108.0	121.1	124.7	115.5	-4.6%	-0.6%	3.0%	115.5	3.0%	-7.4%
193801	BIG SPRINGS CHARTER SCHOOL	66.0	61.3	107.7%	64.5	62.4	61.8	62.5	57.1	59.3	-3.3%	-1.0%	-8.5%	59.3	-8.5%	3.8%
212801	CUMBERLAND ACADEMY	193.0	183.3	105.3%	191.6	186.0	179.0	178.0	181.5	183.6	-2.9%	-3.8%	2.0%	183.6	2.0%	1.2%
212802	EAGLE ACADEMY OF TYLER	179.0	150.4	119.0%	165.8	150.9	144.1	142.3	150.9	148.2	9.0%	-4.5%	6.0%	148.2	6.0%	-1.8%
212803	AZLEWAY CHARTER SCHOOL	91.0	88.7	102.5%	82.6	85.7	84.5	86.7	92.2	100.8	3.7%	-1.3%	6.3%	100.8	6.3%	9.4%
213801	BRAZOS RIVER CHARTER SCHOOL	137.0	122.0	112.3%	116.1	124.8	124.7	120.0	121.9	124.6	7.5%	-0.1%	1.5%	124.6	1.5%	2.3%
220801	TREETOPS SCHOOL INTERNATIONAL	272.0	256.4	106.1%	269.1	263.0	260.1	253.5	247.0	245.7	-2.3%	-1.1%	-2.5%	245.7	-2.5%	-0.5%
220802	ARLINGTON CLASSICS ACADEMY	274.0	262.5	104.4%	267.7	264.8	264.3	261.3	259.8	257.3	-1.1%	-1.1%	-0.5%	257.3	-0.5%	-1.0%
220803	ERATH EXCELS ACADEMY INC	105.0	90.2	116.4%	93.0	86.7	82.6	94.0	96.3	88.8	-6.7%	-4.8%	2.4%	88.8	2.4%	-7.8%
220804	FORT WORTH CAN ACADEMY	661.0	646.1	102.3%	675.5	679.9	613.2	646.0	650.3	611.4	0.7%	5.3%	0.7%	611.4	0.7%	-6.0%
220806	THERESA B LEE ACADEMY	277.0	234.4	118.2%	238.1	249.5	251.5	212.1	222.2	232.7	4.8%	0.8%	4.8%	232.7	4.8%	4.7%
220807	EAGLE ACADEMY OF FORT WORTH	143.0	119.2	120.0%	115.1	118.5	120.4	116.5	123.6	121.0	2.9%	-3.2%	6.0%	121.0	6.0%	-2.1%
220808	METRO CHARTER ACADEMY	417.0	317.6	131.3%	327.9	329.8	321.4	312.2	308.2	306.0	0.6%	-2.5%	-1.3%	306.0	-1.3%	-0.7%
220809	FORT WORTH ACADEMY OF FINE ARTS	345.0	328.2	105.1%	325.7	339.1	336.0	318.1	323.5	327.0	4.1%	-0.9%	1.7%	327.0	1.7%	1.1%
220810	WESTLAKE ACADEMY CHARTER SCHOOL	267.0	259.4	102.9%	257.8	258.8	259.0	260.8	261.5	258.5	0.4%	0.7%	0.3%	258.5	0.3%	-1.1%
220811	EAST FORT WORTH MONTESSORI ACADEMY	218.0	181.7	120.0%	212.1	207.5	207.5	209.1	211.0	209.4	-2.1%	0.7%	0.9%	209.4	0.9%	-0.7%
220812	RICHARD MILBURN ACADEMY (FORT WORT	163.0	125.3	130.1%	115.9	138.2	127.1	125.5	125.8	119.1	19.2%	-8.0%	0.2%	119.1	0.2%	-5.3%
221801	EAGLE ACADEMY OF ABILENE	216.0	189.7	113.8%	201.7	195.0	190.9	185.8	186.0	179.1	-3.3%	-2.1%	0.2%	179.1	0.2%	-3.7%
227801	AMERICAN YOUTHWORKS CHARTER SCHO	433.0	353.0	122.7%	391.0	363.1	332.3	360.2	354.1	317.2	-7.1%	8.4%	-1.7%	317.2	-1.7%	-10.4%
227803	EDEN PARK ACADEMY	149.0	137.3	108.5%	141.3	141.3	134.7	132.9	137.6	136.3	0.0%	-4.7%	3.5%	136.3	3.5%	-1.0%
227804	NYOS CHARTER SCHOOL	415.0	390.0	106.4%	384.6	387.9	389.0	392.3	392.4	393.8	0.9%	0.8%	0.0%	393.8	0.0%	0.4%

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227805	TEXAS EMPOWERMENT ACADEMY	122.0	115.8	105.4%	121.4	121.5	123.7	111.5	107.8	108.8
					0.1%	0.1%	1.8%	-9.9%	-3.3%	1.0%
227806	UNIVERSITY CHARTER SCHOOL	903.0	928.0	97.3%	858.4	908.0	934.4	924.6	964.2	978.1
					5.8%	5.8%	2.9%	-1.0%	4.3%	1.4%
227811	MCCULLOUGH ACADEMY OF EXCELLENCE	180.0	159.3	113.0%	173.4	170.3	167.5	152.2	147.8	144.5
					-1.7%	-1.7%	-1.7%	-9.2%	-2.8%	-2.3%
227812	FRUIT OF EXCELLENCE	41.0	37.4	109.6%	39.9	39.7	37.2	37.8	36.0	33.7
					-0.4%	-0.4%	-6.4%	1.7%	-4.8%	-6.6%
227814	STAR CHARTER SCHOOL	207.0	199.2	103.9%	200.4	201.1	197.3	197.7	197.1	201.9
					0.4%	0.4%	-1.9%	0.2%	-0.3%	2.4%
227816	HARMONY SCIENCE ACADEMY (AUSTIN)	208.0	194.5	106.9%	205.5	204.7	199.5	195.4	183.8	178.2
					-0.4%	-0.4%	-2.5%	-2.1%	-6.0%	-3.0%
227817	CEDARS INTERNATIONAL ACADEMY	154.0	143.1	107.6%	147.5	148.7	143.5	142.4	139.3	137.3
					0.8%	0.8%	-3.5%	-0.8%	-2.2%	-1.4%
227818	AUSTIN CAN ACADEMY CHARTER SCHOOL	243.0	236.8	102.6%	242.5	236.3	235.3	240.7	249.2	216.6
					-2.6%	-2.6%	-0.4%	2.3%	3.5%	-13.1%
227819	UNIVERSITY OF TEXAS ELEMENTARY CHA	150.0	126.6	118.5%	126.8	127.5	127.9	126.1	128.1	125.4
					0.6%	0.6%	0.3%	-1.4%	1.6%	-2.1%
227820	KIPP AUSTIN COLLEGE PREP SCH INC	147.0	138.8	105.9%	146.0	144.5	137.6	135.0	137.0	132.5
					-1.1%	-1.1%	-4.8%	-1.9%	1.5%	-3.3%
232801	GABRIEL TAFOLLA CHARTER SCHOOL	122.0	112.2	108.7%	101.5	106.4	108.5	110.6	114.9	114.9
					4.8%	4.8%	2.0%	2.0%	3.8%	0.0%
233801	EAGLE ACADEMY OF DEL RIO	96.0	82.0	117.1%	78.7	84.3	87.8	84.3	81.5	75.4
					7.1%	7.1%	4.1%	-3.9%	-3.4%	-7.4%
234801	RANCH ACADEMY	45.0	52.0	86.5%	60.7	69.8	53.2	41.5	46.2	40.8
					15.1%	15.1%	-23.7%	-22.2%	11.5%	-11.8%
235801	OUTREACH WORD ACADEMY	184.0	129.5	142.1%	137.6	137.3	133.3	126.7	122.7	119.2
					-0.2%	-0.2%	-2.9%	-5.0%	-3.2%	-2.8%
236801	RAVEN SCHOOL	168.0	157.0	107.0%	172.7	165.9	156.6	158.0	139.3	149.2
					-4.0%	-4.0%	-5.6%	0.9%	-11.8%	7.1%
240801	GATEWAY (STUDENT ALTERNATIVE PROGR	273.0	275.3	99.2%	221.7	261.6	275.1	289.7	304.3	299.4
					18.0%	18.0%	5.2%	5.3%	5.0%	-1.6%
240802	EAGLE ACADEMY OF LAREDO	93.0	79.8	116.6%	90.5	87.8	80.5	75.9	71.8	71.9
					-3.0%	-3.0%	-8.3%	-5.7%	-5.4%	0.2%
243801	BRIGHT IDEAS CHARTER	156.0	143.2	109.0%	149.5	147.7	145.8	143.5	137.9	134.6
					-1.2%	-1.2%	-1.3%	-1.6%	-3.9%	-2.4%