TEXAS OPEN-ENROLLMENT CHARTER SCHOOLS

2003–04 Evaluation

February 2005

Prepared for Texas Education Agency

Prepared by Texas Center for Educational Research

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For additional information about TCER research, please contact:

Kelly S. Shapley, Director
Texas Center for Educational Research
7703 North Lamar
P.O. Box 679002
Austin, Texas 78767-9002
Phone: 512-467-3632 or 800-580-8237
Fax: 512-467-3618

Reports are available on the TCER Web Site at www.tcer.org

Contributing Authors

Texas Center for Educational Research
Kelly Shapley, Ph.D.
Keven Vicknair, Ph.D.
Daniel Sheehan, Ed.D.

Prepared for

Texas Education Agency
1701 N. Congress Avenue
Austin, Texas 78701-1494
Phone: 512-463-9734

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CHAPTER 1
INTRODUCTION

For nearly a decade Texas charter schools have evolved along with the charter school movement nationally. The charter concept varies greatly across states and individual schools, but a charter school is generally defined as a publicly funded, nonsectarian school that operates under a written contract, or *charter*, from an authorizing agency such as a local or state school board. These contracts specify how the school will be held accountable for student achievement in exchange for a waiver of most rules and regulations governing school operations (Nathan, 1996). According to Finn, Manno, and Vanourek (2000, p. 15), charter schools, as a whole, have five key features:

- They can be created by almost anyone.
- They are exempt from most state and local regulations, essentially autonomous in their operations.
- They are attended by youngsters whose parents choose them.
- They are staffed by educators who are also there by choice.
- They are liable to be closed for not producing satisfactory results.

As a way to better understand the charter school concept, this introduction describes the national evolution of charter schools, examines the charter school movement in Texas, and then presents the organizational framework for the report.

THE NATIONAL PERSPECTIVE

"Reforming the public schools," according to Tyack and Cuban, "has long been a favorite way to improve not just education but society" (1995, p.1). Prior to the mid-nineteenth century, schools were community institutions run under lay or religious control, funded by both private and tax dollars, and managed by the community. This changed in the 1840s with the advent of reforms such as Horace Mann's "common school" that intended to serve children of all classes and ethnic groups through public support. State governments became increasingly more responsible for schooling in the late nineteenth and twentieth centuries as progressive reformers applied scientific management principles and the factory model to public education (Finn, Manno, & Vanourek, 2000).

Although public schools have generally served the nation well, the current round of educational reform was ignited in 1983 with the publication of *A Nation at Risk*. This report by the National Commission on Excellence in Education argued that the mediocre educational performance of American students would put the country at risk of a declining position in the world economy. Quality became an issue at the national level as it became apparent that standardized test scores and other achievement indicators were lagging behind those of other nations (Clark, 1997). Many began to question whether the current model of schooling could take us into the knowledge-based society of the twentieth-first century. Consequently, in many states, the broad public debate seemed to shift from (a) the determination of whether or not the existing K-12 public schools had failed to properly education children to (b) the identification of which reform movements promised better and quicker educational improvements (Electronic Media Research,

2002). As a form of "school improvement," charter schools and other choice programs were added to the public school equation.

In the late 1980s, Philadelphia started a number of schools-within-schools and called them "charters." Some of them were schools of choice. The charter concept was furthered in Minnesota as charter schools were developed according to the basic values of opportunity, choice, and responsibility for results. In 1991, Minnesota passed the first charter school law, with California following suit in 1992.

The charter schools that were developed were nonsectarian, publicly-funded schools, but they operated more like private schools in a free market. For example, charter schools were exempt from many state statutes and rules related to school operations; however, they still had to comply with federal and state statutes concerning health, safety, and civil rights. The charter schools that began to appear were created for many reasons, with the primary motivation being to provide a vision of schooling not available through the traditional neighborhood public school, to serve a specific student population, or to gain educational autonomy. Charter schools had the flexibility to use alternative curricula and non-standardized approaches.

Since Minnesota enacted the first charter legislation in 1991, 40 states and the District of Columbia have enacted charter school laws. According to the Center for Education Reform, as of January 2005, nearly 3,400 charter schools served close to a million students nationwide. While the number of charter schools has continued to grow nationally, the states with the most charter schools in operation are California (500), Arizona (491), Florida (258), Texas (241), and Michigan (210) (Center for Education Reform, 2005).

Charters are most commonly issued by local school boards, public universities, or state boards of education. They are operated by a broad range of organizations, from community groups to for-profit companies. Charter schools serve students in pre-kindergarten through grade 12 using a diverse array of grade configurations and instructional approaches. Typically, charter schools are smaller than most traditional public schools, having a median enrollment of about 250 students. California enrolls the most charter students of any state, serving 153,935 students in 2002-03. The number of students attending charter schools, however, amounts to less than one percent of public school students in the United States (Center for Education Reform, 2005).

One of the continuing issues concerning charter schools is the difficulty of starting a school without the resources of a public school district, particularly concerning facilities. For-profit educational management organizations (EMOs) such as TesseracT or Edison have provided some charter schools with administrative and facility start-up support, although Texas state regulations prohibit charter schools from accepting start-up money from EMOs. Some states have allocated funding that may be used by charter schools toward the purchase or improvement of existing facilities, such as Texas' School Repair and Renovation grant program.

To address funding challenges, charter schools also rely on federal start-up funding, other state and federal grants, fundraising efforts, and in-kind donations. In particular, the growth of the charter school movement coincides with the increase in federal support. Since 1994, the U.S. Department of Education has provided grants to support states' charter school efforts, starting

with $6 million in fiscal year 1995 and increasing to $218.7 million for fiscal year 2004 (Finnigan, Adelman, Anderson, Cotton, Donnelly, & Price, 2004).

Although charter schools are held accountable in very diverse ways, based on the state and/or district in which they are located, they have much more autonomy than traditional public schools. Because state regulatory practices differ greatly across the United States, there are varying degrees of monitoring. A study conducted for the U.S. Department of Education describes three phases of the accountability process for charter schools: the application process, the monitoring process, and the implementation of sanctions. According to the study, authorizers reported denying about 33 percent of 2001-02 charter applications because of problems or concerns. Authorizers also reported monitoring nearly all of their schools for compliance with federal or state regulations, student achievement results on statewide assessments, enrollment numbers, financial record keeping and viability, and special education services. Many charter schools also indicated that, in addition monitoring by authorizers, they have procedures in place to report on the school's progress to their governing board, education management organizations/community-based organizations, and the State Department of Education. As a whole, charter school authorizers are more likely to impose informal rather than formal sanctions. Revocation of a charter seldom occurs, as 96 percent of charter schools participating in the renewal process in 2001-02 had their charters renewed (Finnigan et al., 2004).

Although most charter schools use standardized test results for accountability purposes, other assessment methods are being incorporated into their assessment policies, such as performance assessments, parent satisfaction surveys, student surveys, student portfolios, behavioral indicators, and student interviews (U.S. Department of Education, 2000). According to a recent national study, states have implemented reporting systems to track charter school inputs and outcomes and little difference now exists between state reporting requirements for charter schools and those for traditional public schools (Finnigan et al., 2004).

TEXAS CHARTER SCHOOLS

As in other parts of the country, the charter school movement in Texas came about during a time when many saw a need for public school reform aimed at improving student academic performance. After the publication of *A Nation at Risk* in 1984, the Select Committee on Public Education produced a report with 12 recommendations for school improvement, including competency testing, lengthening the school year, and requiring students to pass academic courses in order to participate in extramural sports (Cole & Taebel, 1987). A significant next step in the progression toward the creation of charter schools was the establishment of the "Partnership Schools Initiative" by the Texas Education Agency (TEA) in October 1991. The initiative challenged schools to achieve educational excellence and equity for all students. Nearly 100 campuses received support, freedom from regulation, and empowerment in their efforts to involve all community stakeholders in school restructuring (Stevens, 1999). Despite progress, many would-be reformers were frustrated by what they saw as impediments to change, such as state laws, rules, and regulations; the state bureaucracy (particularly the TEA); school district policies; and central administrators and school boards.

A Sunset Review of the entire Texas Education Code in 1995 presented another opportunity for reform as "school choice" was identified as a key issue. Sunset Commission recommendations centered on helping parents "choose the most appropriate educational experience for their children within the public schools system" through mechanisms such as home-rule for school districts and the creation of a grant program allowing public school choice for students attending low-performing schools (Elliott, Hofer, & Biles, 1998; Stevens, 1999).

The 74th Texas Legislature passed legislation establishing state charter schools in 1995. In that session, legislators provided for the creation of 20 open-enrollment charter schools (TEC §§ 12.101-120). Open-enrollment charter schools are public schools that are substantially released from state education regulations and exist separate and apart from local independent school districts. They may be sponsored by an institution of higher education (public or private), a non-profit organization (501(c)(3)) as set out in the Internal Revenue Code, or a governmental entity. In 1997, the Legislature allowed an additional 100 open-enrollment charter schools and an unlimited number of open-enrollment charter schools serving students at risk of failure or dropping out of school (75 Percent Rule charter schools). In order to qualify as a 75 Percent Rule charter school, enrollment was required to include 75 percent or more at-risk students.

By 1998, Texas charter schools were receiving mixed reviews. With the academic and financial performance of charter schools in question, the State Board of Education (SBOE) recommended that the Legislature grant no additional charters until the existing charter schools had been proven successful (Vergari, 2002). Several of the major teacher groups and lawmakers in Texas also expressed concerns about the continued expansion of charter schools. In addition to low student performance, they also feared a racial/ethnic re-segregation of the public schools. In the end, lawmakers in 2001 eliminated the 75 Percent Rule designation, capped the number of charter schools the state board may grant at 215, allowed for an unlimited number of specialized charter schools sponsored by public senior colleges and universities, and gave the state education commissioner more power to oversee charter schools and to close those found to be failing.

The scrutiny of charter schools continued in the 78th Legislative session in 2003. However, no increase in the charter cap was proposed as the legislature limited itself to fine-tuning charter school regulations. A "wait and see attitude" appeared to prevail for charter schools in the state.

As a result of the enabling legislation, the number of Texas open-enrollment charter schools has increased dramatically, as shown in Figure 1.1. During the 1996-97 school year, 17 open-enrollment charter schools operated in Texas, and in 1997-98, charter schools numbered 19. A total of 89 charter schools operated in 1998-99, 45 of which were awarded under the 75 Percent Rule designation. In the 1999-00 school year, 146 charter schools operated for the entire year; of these, 46 were 75 Percent Rule schools. In 2000-01, 160 charter schools operated for the majority of the school year, of which 51 held 75 Percent Rule charters. The following three years, the number of new charter schools continued to climb at a steady pace.

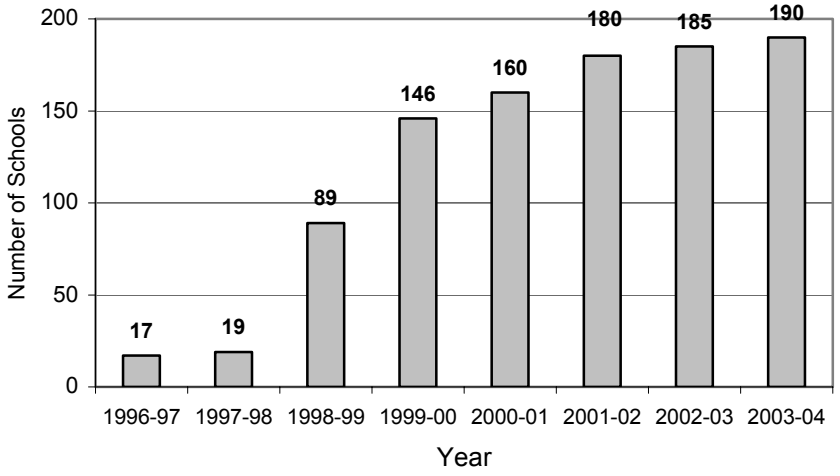

Figure 1.1 Texas Charter Schools 1996-97 through 2003-04.

EVALUATION OF TEXAS CHARTER SCHOOLS

TEC § 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 designated the Texas Center for Educational Research (TCER) as the lead organization for the evaluation of charter schools for the 2003-04 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 current study does not address parents' satisfaction with their children's charter schools or the effects of open-enrollment charter schools on traditional public school districts.

METHODOLOGY

Study Approach

This study builds on previous Texas open-enrollment charter school evaluations. For the 2003-04 school year, researchers continued to use a research design that reduces the paperwork burden on charter schools and maximizes available financial resources. The design uses data available through the TEA's Public Education Information Management System (PEIMS) and Academic Excellence Indicator System (AEIS) for all of the 190 charter schools in operation the majority of the 2003-04 school year. For statewide surveys of charter school directors, teachers, and students, researchers randomly selected a sample of 61 charter schools (33.5 percent of 185 charter schools operating in 2002-03) and 81 associated campuses for participation in the study.

Charter schools that participated in the 2002-03 surveys were excluded from the sampling pool. In each chapter of this report, a detailed methodological explanation is provided for each data collection event 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?
- What is the nature of management, governance, teaching, and learning in charter schools?
- What are the experiences of charter school students and their perceptions of the schools they attend?
- What are the performance and achievement outcomes for charter schools and students attending those 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, teachers, and students; 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 and length of charter school operation.

Data Analysis

Analysis by charter school type. Charter schools that serve a predominantly at-risk student population are often quite different from those serving fewer at-risk students. For this reason, the evaluation team has grouped charter schools to distinguish between those that serve a greater proportion of advantaged students and those serving a preponderance of students who are at-risk of failure or dropout. Because schools serving a different population often have different missions, curriculum, and pedagogy, charter schools and campuses addressed in this report are frequently divided into two distinct types for purposes of analysis: (a) charter schools serving primarily at-risk students (70 percent or more) and (b) charter schools serving less than 70 percent at-risk students. Evaluators used students' PEIMS economically disadvantaged status as a surrogate for at-risk because it is explicitly defined by federal statute, whereas the state's at-risk indicator varies according to district interpretation of risk factors. The 70 percent cut-point, in contrast to 75 percent used in earlier evaluations, was selected to ensure that charter schools serving as Juvenile Justice Alternative Education Programs (JJAEPs)—which unquestionably serve a highly at-risk student population—were included in the comparison group with predominantly at-risk students.

Analysis by years of operation. 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 some cases, the accuracy of charter school PEIMS data is an issue. For example, charter schools have a higher average Person Identification Database (PID) error rate (4.6 percent) compared to the state average (0.4 percent). Second, student mobility reduces the number of charter school students included in the state accountability system. Only 58 percent of charter school students are included compared to 85 percent of students statewide.

Third, the TEA categorizes charter schools both as districts and campuses, so analyses involve both categories. In some comparisons, the unit of analysis is the district or "charter school," while in other cases, the unit of analysis is the charter school "campus." As a result, reported numbers of charter schools may vary. Finally, for the majority of comparisons, the "school or campus" is the unit of analysis. For some student performance indicators, however, 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 2003-04 evaluation of charter schools is organized as follows:

- Chapter 1 provides the contextual background on the charter school movement in Texas and nationally. Dr. Kelly Shapley prepared this section.
- Chapter 2 presents information on the characteristics of open-enrollment charter schools. Dr. Daniel Sheehan prepared this section.
- Chapter 3 examines revenues and expenditures in open-enrollment charter schools. This section was prepared by Dr. Daniel Sheehan.
- Chapter 4 presents findings from surveys of the directors of open-enrollment charter schools. Dr. Daniel Sheehan and Dr. Kelly Shapley prepared this section.
- Chapter 5 presents findings from surveys of teachers in open-enrollment charter schools. This section was prepared by Dr. Keven Vicknair.
- Chapter 6 presents findings from satisfaction surveys of students enrolled in open-enrollment charter schools. This section was prepared by Dr. Daniel Sheehan.
- Chapter 7 presents student performance data for charter school students. Dr. Daniel Sheehan and Dr. Kelly Shapley prepared this section.

- Chapter 8 presents commentary on the 2003-04 evaluation findings. Dr. Kelly Shapley prepared 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 2003-04 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 construction of the *general student satisfaction*, *teacher satisfaction*, and *antisocial student behavior* scales as well as the hierarchical linear modeling (HLM) analyses.
- Appendix E includes accountability ratings for individual campuses.
- Appendix F includes student performance indicators for individual campuses.

The reader should be aware that 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.

CHAPTER 2
CHARACTERISTICS OF TEXAS OPEN-ENROLLMENT CHARTER SCHOOLS

In Texas, 190 open-enrollment charter schools and 274 charter school campuses operated for the majority of the 2003-04 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. Under a single charter, many Texas charter schools have expanded by opening additional campuses. Thus, a single charter school may have one or more campuses associated with the approved charter. While the growth of charter schools has slowed in Texas over the past three years (only 10 new charter schools operating), an additional 74 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 TEA's 2003-04 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 (schools or campuses serving 70 percent or more at-risk students and those serving less than 70 percent at-risk students) and length of charter school operation (one or two years through five 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 school/campus 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 steadily. 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.

Table 2.1
Number of Texas Open-Enrollment Charter Schools and Students Served, 1997-2004

School Year	Total Charter Schools in Operation	Number of 75% Rule Charters[a]	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[b]	190	--	60,748	222

Sources: TEA 2004 AEIS data files. Open-enrollment evaluation reports, years one to six (www.tcer.org).
[a]The 75 Percent Rule charter designation was authorized in 1997 and eliminated in 2001.

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.[1] Charter schools numbered 146 in the 1999-00 school year, including 46 designated as 75 Percent Rule schools. The number of charter schools reached 160 in the following school year, with 51 of these holding 75 Percent Rule charters. 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 pace has accelerated.

In 2001-02, 180 charter schools and 241 campuses were in operation. The numbers increased to 185 charter schools and 260 campuses in 2002-03, and to 190 charter schools and 274 campuses in 2003-04. (Figure 1 displays the increasing number of charter schools and campuses across school years.) In 2003-04, 147 (77 percent) of charter schools consisted of a single campus, 28 (15 percent) had 2 campuses, 8 (4 percent) had 3 campuses, 3 (2 percent) had 4 campuses, and 4 charter schools were made up of 5, 6, 8, and 16 campuses, respectively.

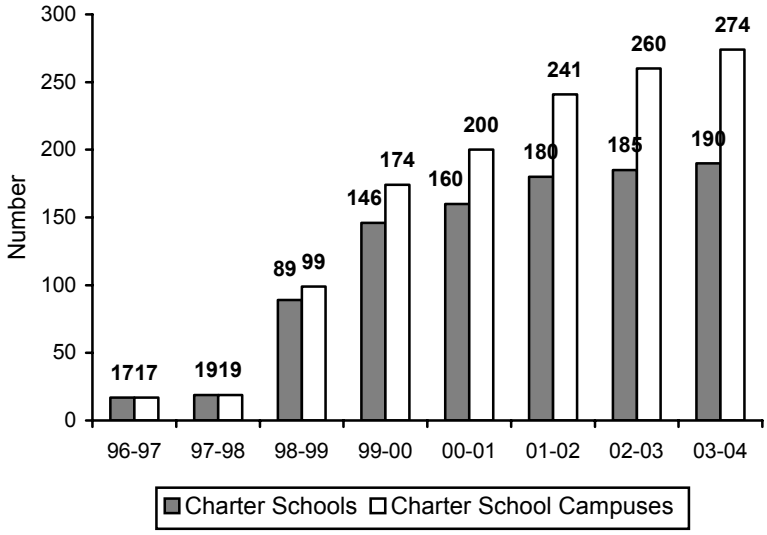

Figure 2.1. Number of Texas open-enrollment charter schools and campuses, 1997-2004.

The number of students enrolled in charter schools has also increased significantly, from 2,498 in 1996-97 to 60,748 in 2003-04. Yet, the total number of students enrolled in charter schools represents only a small proportion of the slightly more than 4.3 million public school students in Texas. Charter schools are typically small, with an average 2003-04 campus enrollment of 222, and a median enrollment of 167. Three-fourths of charter school campuses enroll 296 students or less. The 2003-04 campus enrollment ranges from 4 students to 1,026 students**.** Although charter schools are generally small, average student enrollment has increased steadily over the past three school years (192, 204, and 222 students).

[1] 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.

Through November of 2004, 236 state-approved charters have been awarded. Thirty-five of these have been revoked, returned, rescinded, expired, or merged; 11 are not yet operational; and 190 are operational. Five open-enrollment charters have been revoked by the State Board of Education (SBOE) (a revocation rate of about 2 percent); four revocations have been for financial irregularities. In addition, 23 schools have returned their charters, 3 have expired, 2 have merged with another charter, and 1 has been rescinded. Of the 20 first-generation schools, 18 have submitted renewal applications and have received renewals for a 10-year period (Texas Education Agency, 2004).

CLASSIFICATION BY SCHOOL TYPE AND YEARS OF OPERATION

To learn more about charter school characteristics, evaluators examined data by school type and length of charter school operation. For this report, "school type" refers to charter schools serving primarily students at risk (70 percent or more) and charter schools serving less than 70 percent at-risk students. The 70 percent cut point was selected to designate charter schools serving 70 percent or more at-risk students and to include juvenile justice campuses in the at-risk category. PEIMS economically disadvantaged status (eligible for federal free or reduced-price lunch) is used to identify students at risk. While school type can be used to classify both charter schools and campuses, "years of operation" is a campus-level variable (as opposed to school-level). It is based on TEA-reported start dates for each charter campus. Length of operation includes comparisons for campuses in operation for one to three, four to five, and six or more years.

School Type

Table 2.2 shows that of the 274 charter school campuses in 2003-04, 138 (50 percent) served 70 percent or more at-risk students, while 136 (50 percent) served less than 70 percent at-risk students. Average student enrollment for charter school campuses (222 students) varied little by school type (serving primarily at-risk students versus serving less at-risk students). Enrollment was about 40 percent of the average student enrollment in traditional public schools (552 students).

Table 2.2
Number of Charter School Campuses by School Type, 2003-04

Campuses/ Enrollment	CS ≥ 70% At-Risk	CS < 70% At-Risk	All Charter Campuses[a]	Texas Public Schools
Number of campuses	138	136	274	7,813
Average enrollment	204	239	222	552
Total students	28,185	32,563	60,748	4,311,502

Source: Texas Education Agency and 2004 AEIS data files.
[a]The Academy of Houston and the Southwest Preparatory Virtual Pilot site did not serve students in 2003-04.

Years of Charter School Operation

Table 2.3 reveals that the majority of charter campuses have existed for five or more years. Approximately 53 percent of campuses have been operating five years (80 campuses) or six or more years (65 campuses). About 10 percent of campuses (27) have been operating four years, 17 percent (45) have been operating three years, 10 percent (26) have been operating two years,

and 11 percent (30) are in their first year of operation. Duration of charter school operation varied slightly by the type of students served. Campuses operating two or three years or six or more years served more students at risk.

Table 2.3
Charter Campuses by School Type and Years of Charter School Operation, 2003-04

Years of Operation	CS ≥ 70% At-Risk		CS < 70% At-Risk		Total Campuses	
	N	%	*N*	%	*N*	%
Six or more	37	13.6	28	10.3	65	23.8
Five	33	12.1	47	17.2	80	29.3
Four	10	3.7	17	6.2	27	9.9
Three	27	9.9	18	6.6	45	16.5
Two	16	5.9	10	3.7	26	9.5
One	15	5.5	15	5.5	30	11.0
Total	138	50.5	135	49.5	273[a]	100.0

Source: 2003-04 Texas Education Agency data.
[a] One charter campus did not have start date data.

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. Charter schools enrolling primarily students at risk have relatively more students at pre-kindergarten and kindergarten and at grades 1 through 8. Conversely, the charters enrolling primarily non-at-risk students have proportionately more students at grades 9 through 12.

Table 2.4
Grade Level Disaggregation by School Type, 2003-04

Grade Level	CS ≥ 70% At-Risk		CS < 70% At-Risk		All Charters		Public Schools Statewide	
	N	%	*N*	%	*N*	%	*N*	%
EE	0	0.0	83	0.3	83	0.1	14,660	0.3
Pre-K	3,662	13.0	1,731	5.3	5,393	8.9	165,670	3.8
K	2,106	7.5	2,091	6.4	4,197	6.9	323,167	7.5
1	1,756	6.2	1,888	5.8	3,644	6.0	338,522	7.9
2	1,646	5.8	1,711	5.3	3,357	5.5	325,646	7.6
3	1,524	5.4	1,579	4.8	3,103	5.1	323,095	7.5
4	1,436	5.1	1,477	4.5	2,913	4.8	321,591	7.5
5	1,560	5.5	1,452	4.5	3,012	5.0	323,812	7.5
6	1,678	6.0	1,613	5.0	3,291	5.4	326,982	7.6
7	1,727	6.1	1,482	4.6	3,209	5.3	329,480	7.6
8	1,779	6.3	1,461	4.5	3,240	5.3	324,228	7.5
9	3,598	12.8	5,409	16.6	9,007	14.8	375,225	8.7
10	2,658	9.4	4,240	13.0	6,898	11.4	309,100	7.2
11	2,015	7.1	3,801	11.7	5,816	9.6	267,553	6.2
12	1,040	3.7	2,545	7.8	3,585	5.9	242,771	5.6
Total	28,185	100.0	32,563	100.0	60,748	100.0	4,311,502	100.0

Source: Charter and other public school data from AEIS 2004 campus data file.
Notes. Percentages are averages of campus percentages. Shaded cells denote proportionately more charter school students compared to state averages.

Table 2.5 summarizes student demographic information for 274 charter campuses. Major differences in student racial/ethnic group categories exist between charter schools and the state average. African American students make up 39 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 (41 percent) is slightly less (about 3 percentage points) than the state average, but the percentage of White students (18 percent) is about half the state average (39 percent). The percentage of economically disadvantaged students in charter schools (63 percent) is more than the state average (53 percent).

Table 2.5
Student Demographic Information, 2003-04

Student Group	Charter Schools		State Average Percent	Difference
	N Students	Percent		
African American	23,672	39.0	14.3	+24.7
Hispanic	24,872	40.9	43.8	-2.9
White	11,171	18.4	38.7	-20.3
Other	1,033	1.7	3.2	-1.5
Economically disadvantaged	38,309	63.1	52.8	+10.3
Special education	6,888	11.3	11.6	-0.3
Limited-English proficient	5,499	9.1	15.3	-6.2

Source: AEIS 2004 campus data file.

The percentage of students in charter schools classified as limited-English proficient (9 percent) is lower in charter schools than statewide (15 percent), and the percentage of students receiving special education services (11 percent) is similar to the state average (12 percent).

Student Characteristics by School Type

Table 2.6 compares student characteristics for all charter schools and traditional public schools as well as charter campuses serving primarily at-risk students and those serving less students at risk. The predominance of African American students in charter schools persists when charter schools are examined by school type. In addition, charter schools enrolling primarily at-risk students have more Hispanics and fewer Whites than those enrolling less than 70 percent students at risk. Not surprisingly, charter schools serving 70 percent or more at-risk students have much higher percentages of economically disadvantaged students (86 percent) compared to those serving proportionally fewer disadvantaged students (43 percent).

Table 2.6
Student Demographic Information by School Type, 2003-04

Group	CS ≥ 70% At-Risk %	CS < 70% At-Risk %	All Charter Schools %	Texas Public Schools %
African American	40.1	38.0	39.0	14.3
Hispanic	52.1	31.3	40.9	43.8
White	7.3	28.0	18.4	38.7
Other	0.4	2.6	2.8	3.2
Economically disadvantaged	86.2	42.8	63.1	52.8
Special education	12.6	10.3	11.3	11.6
Limited-English proficient	12.7	5.9	9.1	15.3
Number of students	28,185	32,563	60,748	4,311,502

Source: AEIS 2004 campus data file.

Student Characteristics by Years of Charter School Operation

Table 2.7 contrasts student demographic information by years of charter campus operation. Percentages of White students are highest in the charter campuses four or five years old. Well-established charter campuses (six or more years) have the highest percentages of African American students (36 percent). The percentages of Hispanic students are similar (42 percent) at each level of campus operation. The percentage of economically disadvantaged students ranges from 61 to 69 percent, depending on years of operation. Special education students represent a higher percentage of students in the intermediate age charter campuses. The percentage of limited-English proficient students is largest for the oldest campuses and smallest for the youngest. The average school size increases for schools with greater longevity, with new campuses (one, two, or three years) just over half the size of established schools (six or more years).

Table 2.7
Student Demographic Information by Years of Charter Campus Operation, 2003-04

Student Group	Number of Years Charter Campus in Operation[a]		
	Six or More	Four or Five	One, Two, or Three
African American	35.6%	28.7%	31.8%
Hispanic	41.8%	42.4%	41.8%
White	20.6%	27.8%	25.3%
Other	2.1%	1.0%	1.0%
Economically disadv.	68.6%	60.6%	67.1%
Special education	13.1%	15.9%	13.1%
Limited-English profic.	9.4%	9.1%	5.5%
Average school size	287	239	164
Number of students	18,664	25,536	16,532

Source: 2003-04 AEIS data file.
[a] 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 2003-04. 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 2003-04 suggest that African American percentages have stabilized and Hispanic percentages are increasing. The percentage of White students peaked in 1997-98 and subsequently declined.

Table 2.8
Student Demographic Information, 1997-2004 (Percent)

	African American		Hispanic		White		Economically Disadvantaged	
Year	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

Sources: AEIS 2004 campus data file. Open-enrollment charter schools evaluation reports, years one to six (www.tcer.org).

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, have been slightly under-represented since 1999-00 compared to traditional public schools. Hispanic students, historically, have been more heavily concentrated in charter schools serving predominantly at-risk students (regardless of varying definitions of "at-risk" students used in evaluation reports). The percentages of White students in charter schools are consistently lower than traditional public schools, and White students are more heavily concentrated in schools serving less than 70 percent at-risk students. In sum, evidence shows that White students tend to enroll in charter schools that serve larger proportions of students from higher-income families, and Hispanic students tend to do the opposite.

STAFF CHARACTERISTICS

Table 2.9 shows staff data for charter schools and traditional public schools. For charter schools, 3 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 districts, percentages of staff members listed as administrators would be 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 average about $70,400, while central administrators in charter schools average about $59,400, a difference of about $11,000. Campus administrators statewide average about $60,700, while charter campus administrators average

about $46,000, a difference of nearly $15,000. Likewise, charter school teachers make about $8,000 less than teachers in other Texas public schools (about $31,800 compared to about $39,800). 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 39 in other Texas public schools. There are similar percentages of teachers in charter schools and traditional public schools, but the student-teacher ratio is higher in charters (16.8 versus 14.2).

Table 2.9 also compares staff characteristics for charters serving primarily students at risk and those serving less students at risk. There are minor differences between these two types of charter schools in percentages of administrators, numbers of staff and teachers, and campus administrator and teacher salaries. However, charter schools serving primarily at-risk students have slightly lower percentages of teachers (71 percent versus 75 percent), lower student-teacher ratios (15.7 versus 18.0), and central administrators at these schools make about $4,000 less than their counterparts in schools serving proportionally fewer at-risk students.

Table 2.9
Charter School Staff Characteristics, 2003-04

Staff Characteristic	Charter Schools				Texas Public Schools
	N	CS ≥ 70%	CS <70%	All CS	
% Central administration[a]	190	3.1%	3.5%	3.3%	1.9%
% School administration	271	9.1%	7.8%	8.5%	4.3%
Average central administrator[a] salary	132	$57,172	$61,322	$59,436	$70,403
Average campus administrator salary	198	$46,244	$45,693	$45,977	$60,736
Average teacher salary	270	$31,136	$32,399	$31,758	$39,750
Average staff FTE	271	18.8	18.7	18.8	53.4
Average teacher FTE	271	13.0	14.1	13.6	39.3
% Teachers	271	70.8%	75.3%	73.0%	72.4%
Students per teacher	263	15.7	18.0	16.8	14.2

Source: 2004 TEA AEIS campus data file.
Note. Data for Texas Public Schools exclude charters.
[a] 2004 TEA AEIS district data file.

Figure 2.2 illustrates the change in charter school salaries from 2002 through 2004. Over that period, average charter central administrators' salaries increased from $52,308 to $59,436, or an increase of 13.6 percent. Average charter school campus administrators' salaries increased from $40,577 to $45,977, or an increase of 13.3 percent. Teacher salaries grew at a slower rate over the same period. Teacher salaries increased from $29,343 to $31,758, or an increase of 8.2 percent. As a frame of reference, over the same time period, the salary increases across the state of Texas were 7.0 percent, 3.9 percent, and 3.2 percent for central administrators, campus administrators, and teachers, respectively. While the salary increases have been smaller statewide, charter salaries still trail state averages by approximately $11,000 for central administrators, $15,000 for campus administrators, and $8,000 for teachers.

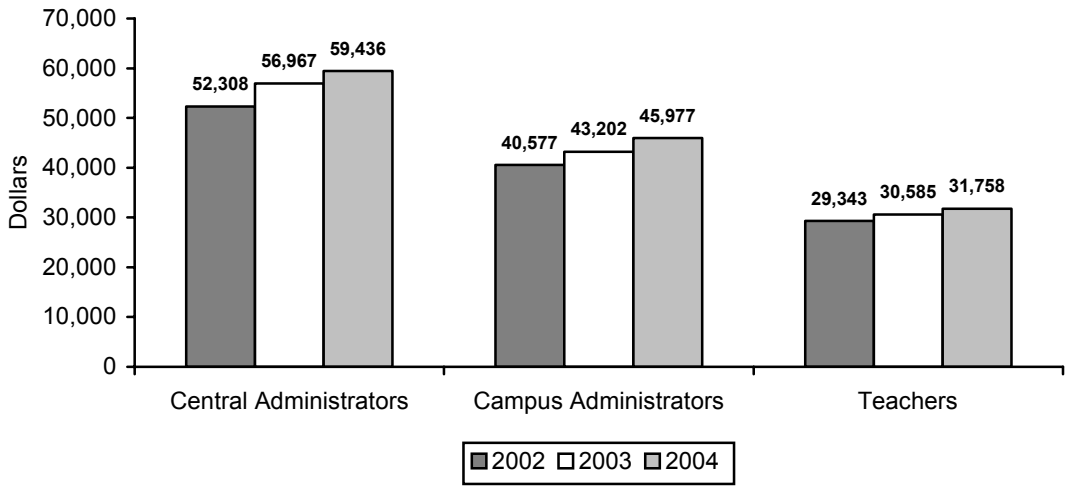

Figure 2.2. Charter school administrator and teacher salaries, 2002 through 2004.

Table 2.10 shows that compared to other Texas public schools, charter schools have higher percentages of African American teachers (32 percent compared to 8 percent) and lower percentages of White teachers (45 percent compared to 73 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 (18 percent versus 6 percent). On average, charter teachers have less than half as many years experience as teachers statewide (5 versus 12 years), and charter school teachers' experience has remained stable over the past three years. 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 2003-04 turnover rate for teachers in charter schools (44 percent) is much higher than the state average of 20 percent, but lower than the charter school averages for the previous two school years (53 percent and 46 percent).

Table 2.10 illustrates differences and similarities between charters serving primarily at-risk students and those serving less students at risk. Charters serving more students at risk have higher percentages of African American and Hispanic teachers, but a lower percentage of White teachers. The charters serving primarily at-risk students also have slightly lower percentages of teachers with advanced degrees, but higher percentages of teachers with no degree and higher teacher turnover. There are modest differences between these two groupings of charter schools in teacher tenure and experience.

Table 2.10
Charter School Teacher Characteristics, 2003-04

Teacher Characteristic	Charter Schools				Texas Public Schools
	N	CS ≥ 70%	CS < 70%	All CS	
% Minority teachers	271	64.0%	41.0%	52.6%	26.8%
% African American	271	36.7%	27.6%	32.2%	7.9%
% Hispanic	271	27.3%	13.0%	20.2%	17.5%
% White	271	33.4%	55.9%	44.6%	73.3%
Teacher average years of experience	271	5.0	5.9	5.4	12.0
Teacher tenure in years	271	1.1	1.4	1.3	7.9
% Beginning teachers	271	19.8%	16.6%	18.2%	6.4%
% 1-5 years experience	271	52.1%	47.6%	49.9%	27.7%
% 6-10 years experience	271	14.7%	17.8%	16.2%	18.8%
% 11-20 years experience	271	9.4%	12.2%	10.8%	25.6%
% More than 20 years experience	271	4.0%	4.9%	4.5%	21.3%
% Teachers with no degree[a]	190	11.8%	7.9%	9.7%	2.2%
% Teachers with advanced degrees[a]	190	13.5%	16.1%	14.9%	16.6%
Teacher annual turnover rate[a]	181	45.9%	42.0%	43.9%	20.0%

Source: 2004 TEA AEIS campus data file.
Note. Data for Texas Public Schools exclude charters.
[a] 2004 TEA AEIS district data file.

SUMMARY

The number of charter schools in Texas has climbed steadily since the first 17 opened in the 1996-97 school year. In 2003-04, the number of charter schools in operation reached 190. Concurrently, across the eight-year period, student enrollment increased from 2,498 to 60,748. Of the 274 charter school campuses operating in 2003-04, half (138) served 70 percent or more students at risk, while half (136) served less than 70 percent at-risk students. Most charter campuses have existed for a brief time. Only 24 percent (65 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. Conversely, charters have proportionately fewer students at grades 1 through 8. Charters enrolling primarily at-risk students have relatively more students at kindergarten/pre-kindergarten and grades 1 through 8 and fewer students at grades 9 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 39 percent of the charter school student population. The percentage of Hispanic students in charter schools (41 percent) is slightly less than the state average (44 percent), and the percentage of White students (18 percent) is about half the state average (39 percent). Overall, charter schools report about 11 percent of students in special education, which is similar to the state average, and about 9 percent as limited-English proficient, which is less than the state average. Over the past three school years, student ethnic

distributions in charter schools have stabilized, but the proportion of economically disadvantaged students has increased slightly from 58 percent to 63 percent.

Percentages of White students are highest in the intermediate age charter campuses (four or five years). Well-established charter campuses (six or more years) have the highest percentages of African-American students (36 percent). The percentages of Hispanic students are similar (42 percent) at each level of campus operation. African American students, however, have been consistently over-represented in charter schools compared to traditional public schools. White students tend to enroll in schools that serve fewer students at risk, and Hispanic charter school students tend to do the opposite. The average campus size increases for schools with greater longevity, with new campuses just over half the size of established schools.

About 3 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 types of administrators and teachers, average salaries are lower in charter schools than in the state. Lower relative experience among charter school educators may partly account for the difference. Charter schools also have a higher percentage of beginning teachers (18 percent versus 6 percent) and teachers have less than half as many years experience as teachers statewide (5 versus 12 years). The teacher turnover rate in charter schools (44 percent), although 2 percentage points lower than 2002-03 and 9 percentage points lower than 2001-02, is still considerably higher than the state average (20 percent).

Average salaries for administrators in charter schools increased by about 13.5 percent during the past three years. Teacher salaries grew at a slower rate over the same period (8.2 percent). While the salary increases have been smaller statewide, charter salaries still trail state averages by approximately $11,000 for central administrators, $15,000 for campus administrators, and $8,000 for teachers.

CHAPTER 3
CHARTER SCHOOL REVENUE AND EXPENDITURES

In creating Texas charter schools, legislators aimed to grant schools greater fiscal and educational autonomy in exchange for student academic success. However, funding and financial issues both nationally and in Texas have posed the greatest obstacle to the establishment and success of charter schools. National research studies cite a lack of start-up funds, inadequate operating funds, and inadequate facilities as three of the top four barriers faced by charter schools (RPP International, 2000). Likewise, results for yearly surveys of Texas open-enrollment charter school directors have consistently identified lack of start-up funds, inadequate finances for ongoing operations, and inadequate facilities as challenges directors face in opening new charters and sustaining charter school operations (Taebel & Daniel, 2002; Daniel & Shapley, 2003; Sheehan & Shapley, Chapter 4).

Recognizing the importance of school finance, Texas statute [Texas Education Code (TEC), §12.118 (c)(1)] requires that the evaluation of open-enrollment charter schools include an examination of "the costs of instruction, administration, and transportation incurred by open-enrollment charter schools." Accordingly, this section describes charter school revenue and expenditures based on an analysis of actual financial records obtained through the Texas Education Agency's (TEA's) Public Education Information Management System (PEIMS). Financial data are reported from all fund sources, expenditure values represent actual expended amounts, and per-pupil values are calculated at the student level (as opposed to averages of school per-pupil values). Differences in some computed totals and aggregate state totals may be due to rounding.

Information is provided on revenue and expenditures for 176 charter schools with available financial data reports for 2002-03. As with other sections of the report, charter schools are classified into one of two categories: charter schools serving 70 percent or more at-risk students and those serving less than 70 percent at-risk students. Of the 176 charter schools discussed in this section, 81 are classified as serving primarily students at-risk, and 95 as serving fewer students at risk. Where practical, comparisons are made between the two categories of charter schools, as well as between other Texas public schools and charter schools. Longitudinal comparisons are also made for the last three years of charter school operation (2000-01 through 2002-03).

TEXAS SCHOOL FINANCE

Funding for Texas public school districts comes from three primary sources: local funds, primarily local property tax revenues; state funds from a variety of revenue sources, including the General Revenue Fund, the Available School Fund, and special fees; and federal funds. Charter schools do not have local property wealth to tax for the purposes of generating revenue and participating in the Foundation School Program. Instead, charter schools, historically, have received an amount of funding for each student in Average Daily Attendance (ADA) that is roughly equal to the amount of funding (state plus local and any applicable federal funds) that the traditional public school district in which the student resides would receive. Charter schools

supplement funding with federal funds and fundraising from private and community sources (Texas Center for Educational Research, 2001).

The 77th Texas Legislature modified state funding for Texas open-enrollment charter schools under House Bill 6 (HB 6). Charter schools are currently funded under a new scheme based on the statewide average funding generated by a student with the same program in which the charter student participates (e.g., special education, compensatory education). Per-pupil allotments are higher if a student is eligible for career and technology education, bilingual education, compensatory education, gifted and talented education, or special education. Additionally, charter schools will receive the cost of education index adjustment, the small and mid-size district adjustment, and the sparcity adjustment, which are included in the statewide average funding formula. (Texas Education Agency, Summary of Charter Laws as Amended by HB 6, 77th Legislature, 2001).

Charter schools beginning operation on or after September 1, 2001 are funded under the new method. In contrast, charter schools in operation before September 1, 2001 are being phased into the new scheme over 12 years. These schools will continue to receive part of their funding based on the calculation of the ADA each student would have earned from the sending district (TEC, §12.106-12.107). The new funding system will be phased in gradually for these charter schools, with all charter schools funded under the flat-funding scheme in the 2012-2013 school year (Texas Education Agency, Summary of Charter Laws as Amended by HB 6, 77th Legislature, 2001).

HB 6 also specifies the status and use of charter school funds (TEC, §12.107). Funds received by a charter holder are public funds that are held in trust by the charter holder for the benefit of students. Funds received by a charter school must be deposited into a bank, and charter schools are required to adhere to financial accounting standards necessary to ensure uniformity in financial accounting and reporting of state funds (Texas Education Agency, Summary of Charter Laws as Amended by HB 6, 77th Legislature, 2001).

To receive federal compensatory education funds, charter schools, similar to traditional public schools, must participate in the child nutrition program. Congress appropriates federal funds to schools and districts, usually for specific programs or populations of students (e.g., Title I program for low-income students), and funds must be expended for designated purposes, and must be used to supplement rather than supplant state or local dollars to fund a program. Charter schools are also entitled to receive state funding in the form of grants or other discretionary funding unless prohibited by state statute.

REVENUE SOURCES

Table 3.1 compares sources of revenue for traditional public schools with those of charter schools statewide for 2002-03. As noted previously, charter schools do not have the authority to impose taxes; therefore, all of their local funding is derived from sources other than local property taxes (TEC, §12.102 [4]). More than 80 percent of charter school funding (82 percent) is derived from state revenue, compared to only 40 percent for other public schools statewide. In contrast to the state, charter schools also receive proportionally more federal funds (14.5 percent versus 9.3 percent).

Table 3.1
Comparison of Revenue Sources for Charter Schools and Traditional Public Schools for 2002-03 (Percent)

Revenue Source	Charter Schools (N=176)	Traditional Public Schools[a]
State	82.4	39.8
Federal	14.5	9.3
Local (property tax)	0.0	46.0
Local (other and intermediate)[b]	3.1	4.9
Total	100.0	100.0

Source: Actual financial records provided by PEIMS for 2002-03.
[a] Statewide data do not include charter schools, so figures my differ from other state reports.
[b] Charter school funding from other local sources comes primarily from grants and donations.

The comparison of the per-pupil revenue for charter and traditional public schools in Table 3.2 shows the importance of state funding for charter schools. The total per-pupil revenue for charter schools was $8,045, or $17 more than the $8,028 for other public schools statewide. During the 2002-03 school year, charter schools' per-pupil revenue from *state* funds, *federal* funds, and *other local* funds ($8,045) was nearly double (1.86 times) that for other public schools ($4,335). However, traditional public schools received considerable revenue ($3,693 or 46 percent) from local taxes, whereas charter schools do not having taxing authority and received *no* funds from local taxes.

Table 3.2
Average Per-Pupil Revenue for Charter Schools and Public Schools Statewide for 2002-03

Revenue Source	CS ≥ 70% (N=81)	CS < 70% (N=95)	All CS (N=176)	Traditional Public Schools[a]
State	$6,434	$6,791	$6,633	$3,199
Federal	$1,460	$929	$1,164	$746
Local tax	$0	$0	$0	$3,693
Other local[b]	$339	$175	$248	$390
Total revenue	$8,233	$7,895	$8,045	$8,029

Source: Actual financial records provided by PEIMS for 2002-03.
Note. Amounts are rounded to the nearest dollar.
[a] Statewide data do not include charter schools, so figures may differ from other state reports.
[b] Charter school funding from other local sources comes primarily from grants and donations.

Charter schools serving 70 percent or more at-risk students receive about $300 more per pupil ($8,233 versus $7,895) than charters serving less than 70 percent at-risk students. This funding difference is due to more other local ($164 per pupil) and federal ($531 per pupil) monies going to the charters serving primarily at-risk populations.

EXPENDITURES

Texas schools report expenditures by function, object, and in some cases, by program. Functions describe the broad purpose of expenditures, such as instruction or administration; objects describe the service or item purchased, such as salaries or supplies; and program classifications are used to identify instructional areas or arrangements, such as regular, special, and bilingual education programs.

Expenditures by Function

The greatest expenditures by function for charter schools, as presented in Table 3.3, are for instruction (48 percent), general administration (14 percent), plant maintenance and operation (14 percent), and school leadership (8 percent). These expenditures include dollars for activities that directly relate to the interaction between teachers and students, the amount spent on charter school management and governance, and funds designated for maintaining and operating the charter school facility. Traditional public schools statewide also expend the greatest percentage of their budgets for instruction (58 percent), but lesser amounts for plant maintenance and operation (10 percent), school leadership (6 percent), and general administration (4 percent).

Table 3.3
Per-Pupil Function Expenditures for Charter Schools and Traditional Public Schools for 2002-03

Expenditure Category	CS ≥ 70% (N=81)	CS < 70% (N=95)	All CS (N=176)	Traditional Districts[a]
Instruction	$3,387	$3,040	$3,194	$4,108
Instructional resources	$32	$33	$32	$130
Curriculum/staff develop	$79	$54	$66	$125
Instructional leadership	$104	$43	$70	$114
School leadership	$559	$473	$511	$393
Guidance/counseling service	$255	$106	$172	$251
Social work services	$21	$15	$17	$20
Health services	$23	$34	$29	$68
Student Transportation	$117	$105	$110	$193
Food services	$334	$222	$272	$361
Co-curricular activities	$63	$35	$47	$177
General administration	$992	$923	$954	$250
Plant maintenance & operations	$917	$949	$935	$725
Security/monitoring	$53	$70	$63	$45
Data processing services	$121	$91	$104	$83
Community services	$32	$19	$25	$46
Total average expenditures	$7,089	$6,212	$6,601	$7,089

Source: Actual financial records provided by PEIMS for 2002-03.
Note. Amounts are rounded to the nearest dollar.
[a] Statewide data do not include charter schools, so figures may differ from other state reports.

The per-pupil total operating expenditure for charter schools is $6,601, or $488 less than the $7,089 for other public schools statewide. Overall, charter schools spend more per-pupil than other public schools on school leadership ($511 versus $393), general administration ($954

versus $250), plant maintenance and operation ($935 versus $725), security/monitoring ($63 versus $45), and data processing ($104 versus $83). Most charter schools are smaller than traditional public schools and school districts, which may account for the greater administrative and plant maintenance costs due to the absence of a central infrastructure coupled with an inability to take advantage of economies of scale.

In most expenditure categories, charter schools serving primarily students at risk have higher per-pupil expenditures. This difference is largest in the area of instruction, with $3,387 per-pupil expended in charters serving primarily at-risk students and $3,040 expended in charters serving fewer students at risk. Overall, charter schools serving primarily at-risk students expend more per student ($7,089) compared to charter schools serving fewer at-risk students ($6,212).

Expenditures by Object

Object expenditures include payroll costs, professional and contracted services, supplies and materials, other operating expenses, debt service, and capital outlay. Capital outlay includes land, buildings, and equipment. Table 3.4 presents expenditure data for 2002-03 by object category.

Table 3.4
Per-Pupil Object Expenditures for Charter Schools and Traditional Public Schools for 2002-03

Expenditure Category	CS ≥ 70% (N=81)	CS < 70% (N=95)	All CS (N=176)	Traditional Public Schools[a]
Payroll	$4,208	$3,834	$4,000	$5,725
Other operating	$2,910	$2,392	$2,622	$1,427
Debt service	$60	$72	$67	$676
Capital outlay	$100	$30	$61	$1,036
Total object expenditures	$7,278	$6,328	$6,750	$8,864

Source: Actual financial records provided by PEIMS for 2002-03.
Note. Amounts are rounded to the nearest dollar.
[a] Statewide data do not include charter schools, so figures may differ from other state reports.

Total per-pupil object expenditures are less for charter schools ($6,750) than other public schools statewide ($8,864). This difference comes from traditional public schools spending more per-pupil than charters on payroll ($1,725 more), debt service ($609), and capital outlay ($975). However, charter schools spend almost twice as much per pupil ($2,622 versus $1,427 or 84 percent more) on other operating expenditures including student support services, student transportation, food services, co-curricular/extracurricular activities, and curriculum and staff development. When object expenditures for charter schools are compared by category, charter schools serving primarily at-risk student populations spend $374 more on payroll and $518 more on other operating expenditures than charter schools serving fewer students at risk.

Expenditures by Program

Instructional expenditures are a sub-set of operating expenditures and are categorized by program. Table 3.5 presents 2002-03 per-pupil program expenditures for charter schools and other public schools statewide. Charter schools spend less than the state's traditional public

schools in all program categories. For example, for basic educational services, charter schools spend $2,488 compared to $3,168 in public schools statewide.

Program expenditures for charter schools serving varying percentages of at-risk students are dissimilar. Charter schools serving 70 percent or more at-risk students expend $809 more per-pupil ($4,248 versus $3,439). Much of this difference is due to more spending for basic educational services ($330), special education ($317), and for accelerated instruction ($176).

Table 3.5
Per-Pupil Program Expenditures for Charter Schools and Traditional Public Schools for 2002-03

Expenditure Category	CS ≥ 70% (N=81)	CS < 70% (N=95)	All CS (N=176)	Traditional Public Schools[a]
Basic educational services	$2,672	$2,342	$2,488	$3,168
Gifted and talented	$6	$5	$5	$85
Career and technology	$114	$137	$127	$202
Special education	$706	$389	$530	$845
Accelerated instruction	$542	$366	$444	$458
Bilingual and special language	$61	$40	$49	$222
Non-discretionary alt. ed., AEP basic services	$0	$9	$5	$10
Non-discretionary alt. ed., AEP sup. services	$0	$0	$0	$7
Discretionary alt. ed., DAEP basic services	$0	$1	$0	$23
Discretionary alt. ed., DAEP sup. services	$0	$0	$0	$5
T1 A schoolwide-state comp. >= 50%	$129	$133	$131	$139
Athletics and related activities	$18	$17	$18	$123
Total program expenditures	$4,248	$3,439	$3,797	$5,287

Source: Actual financial records provided by PEIMS for 2002-03.
Note. Amounts are rounded to the nearest dollar.
[a] Statewide data do not include charter schools, so figures may differ from other state reports.

CHARTER SCHOOL REVENUE AND EXPENDITURES OVER TIME

This section discusses changes in charter school revenue and expenditures over the past two school years. Only two years of financial data are included because changes in the coding of financial data instituted in 2000-01 make comparisons to previous years confusing and potentially inaccurate.

Revenue Sources

Table 3.6 shows a comparison of charter school revenue sources for the last two years. Each year, the state was the greatest funding resource for charter schools, with 77 percent in 2001-02 and 82 percent in 2002-03. Federal revenue sources were similar in 2001-02 and 2002-03 (about 15 percent). However, the percentage of local (other and intermediate) revenue that charter schools receive decreased from 8 percent in 2001-02, and to 3 percent in 2002-03. This suggests that charter schools are receiving fewer dollars from grants and less support from their local community in the form of donations.

Table 3.6
Comparison of Charter School Revenue for 2001-02 and 2002-03 (Percent)

Revenue Source	2001-02	2002-03	2002-2003 Difference
State	76.9	82.4	+5.5
Federal	15.1	14.5	-0.6
Local (property tax)	0.0	0.0	0.0
Local (other and intermediate)	8.0	3.1	-4.9

Source: Actual financial records provided by PEIMS. Revenue includes all fund sources.

Figure 3.1 compares average per-pupil revenue for the last two years for charter schools and traditional public schools. Per-pupil revenue has increased for both types of schools. However, per-pupil revenue has increased more rapidly for charter schools. Between 2002 and 2003, average per-pupil revenue has increased by $1,283 for charter schools and by $177 for traditional public schools. Funding increases for charter schools may reflect changes instituted by the 77th Texas Legislature basing charter school revenue on the statewide average funding (TEC, §12.106-12.107).

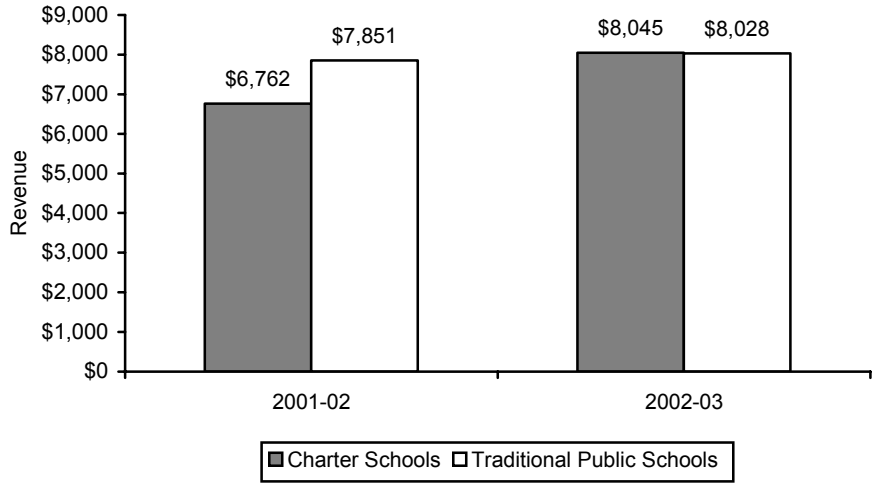

Figure 3.1. Average per-pupil revenue for charter schools for 2001-02 and 2002-03.

Expenditures by Function

Table 3.7 shows a comparison of the charter school per-pupil expenditures by function for the 2001-02 to 2002-03 school years. Over the two years, there was a total average per-pupil expenditure increase of only $3 (from $6,598 to $6,601). All but three categories recorded increased spending. The categories with the largest per-pupil increases were general administration ($89) and plant maintenance and operations ($79). The only reductions were for instruction (decrease of $232), curriculum and staff development (decrease of $9), and co-curricular activities (decrease of $3).

Table 3.7
Comparison of Charter School Per-Pupil Expenditures by Function for 2001-02 and 2002-03

Expenditure Category	2001-02 (N=175)	2002-03 (N=176)	2002-2003 Difference
Instruction	$3,426	$3,194	($232)
Instructional resources	$29	$32	$3
Curriculum/staff develop.	$75	$66	($9)
Instructional leadership	$57	$70	$13
School leadership	$557	$511	$46
Guidance counseling services	$137	$172	$35
Social work services	$11	$17	$6
Health services	$28	$29	$1
Transportation	$107	$110	$3
Food	$252	$272	$20
Co-curricular activities	$50	$47	($3)
General administration	$865	$954	$89
Plant maintenance/operations	$856	$935	$79
Security/monitoring	$49	$63	$14
Data processing services	$79	$104	$25
Community services	$11	$25	$14
Total average expenditures	$6,598	$6,601	$3

Source: Actual financial records provided by PEIMS.
Notes. Amounts are rounded to the nearest dollar. Debt services and facilities construction were not classified as expenditures by function in 2002-03. Therefore, they were omitted from this table.

Expenditures by Object

Table 3.8 displays a comparison of charter school per-pupil expenditures by object for the last two years. Over the two years, total object expenditures per-pupil decreased by $32, from $6,782 in 2001-02 to $6,750 in 2002-03. Payroll was the largest object expenditure for charter schools each year. Payroll increased by $214 per-pupil, from $3,786 in 2001-02 to $4,000 in 2002-03. Charter school expenditures for other operating expenses decreased by $296, from $2,918 in 2001-02 to $2,622 in 2002-03. Debt service was essentially the same each year. Capital outlay, which includes land, buildings, and equipment, increased from $0 per-pupil in 2001-02 to $61 per-pupil in 2002-03.

Table 3.8
Comparison of Charter School Per-Pupil Object Expenditures for 2001-02 Through 2002-03

Expenditure Category	2001-02 (N=175)	2002-03 (N=176)	2002-2003 Difference
Payroll	$3,786	$4,000	$214
Other operating	$2,918	$2,622	($296)
Debt service	$78	$67	($11)
Capital outlay[a]	$0	$61	$61
Total object expenditures	$6,782	$6,750	($32)

Source: Actual financial records provided by PEIMS.
Note. Amounts are rounded to the nearest dollar.
[a]The "$0" amount for capital outlay in 2001-02 may reflect errors in data entry.

SUMMARY

Texas open-enrollment charter schools continue to receive the overwhelming majority of their funding from the state. In 2002-03, the percentage of state revenue increased, federal revenue remained constant, while the percentage of other local and intermediate funding decreased. Charter schools serving primarily at-risk students receive more total revenue per pupil than charter schools serving fewer students at risk, and these schools receive more revenue from federal and other local sources. Absent the authority to impose local taxes, all charter schools receive no local tax funding. Over the past two years, the average per-pupil revenue for charter schools has increased and in 2002-03 surpassed per-pupil revenue generated by traditional public schools ($8,045 versus $8,028).

Over time, instruction continues to account for the greatest per-pupil expenditures for charter schools, followed by general administration, plant maintenance and operations, and school leadership. The largest contrast between charter schools serving primarily at-risk students and those serving fewer students at risk is that the former spend $347 or 11 percent more per pupil for instruction. In addition, in most expenditure categories, charter schools with proportionally more at-risk students have higher per-pupil expenditures. This probably reflects the additional expenditures required to educate special student populations, such as special education and compensatory education students, or students in residential care and treatment. As indicated in earlier reports, charter schools' small size, coupled with the absence of central administrative infrastructure and an inability to take advantage of economies of scale, may be contributing factors for their relatively high general administrative costs.

Among object expenditures, all charter schools expend the greatest amount of their total operating budget for payroll and other operating expenditures, and this has persisted over time. In 2002-03, charter schools' per-pupil object expenditures for payroll increased, while expenditures for other operating expenses decreased. Overall, total object expenditures were similar in 2001-02 and 2002-03 ($6,782 and $6,750, respectively).

CHAPTER 4
SURVEY OF CHARTER SCHOOL DIRECTORS

In contrast to traditional public schools that are almost always headed by a district superintendent and campus principal, charter schools have varied administrative roles, titles, and responsibilities. The situation is complicated further by the fact that a charter school often functions as both a district and campus—thus, an administrator may perform the combined roles of superintendent and principal. Although administrative configurations may vary, each charter school is headed by a chief operating officer, who may be called the director, superintendent, head of school, chief executive officer, and so forth. Directors, as the chief officers are called hereafter, implement policies developed by governing boards and exercise direct control over the charter school. Thus, a survey of charter school directors' views provides insight into the nature of charter schools.

METHODOLOGY

The survey of charter school directors, which appears in Appendix C, addresses charter school organization and operations, instruction and assessment, student discipline and behavior, parent involvement, 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). In March 2004, surveys were mailed to a random sample of 61 charter school directors (33 percent of 185 charter schools operating in 2002-03). Of the 61 randomly selected directors, 45 returned a completed survey for a response rate of 74 percent.

Because charter schools that serve a predominantly at-risk student population are often quite different from those serving proportionally fewer students at risk, analyses were conducted to examine the perceptions of charter school directors overall and by school type. As shown in Table 4.1, responses are compared for schools serving 70 percent or more at-risk students (18 directors) and schools serving fewer than 70 percent at-risk students (27 directors). Students' economically disadvantaged status reported in PEIMS serves as a surrogate for at risk. Directors of charter schools serving fewer students at risk responded at a higher rate (79 percent) than their counterparts in schools with more students at risk (67 percent); thus, those directors are somewhat over-represented in overall results. Throughout the report, survey results are compared with findings from past evaluations of Texas charter schools, when applicable.

Table 4.1
Distribution of Survey Respondents, by School Type

School Type	Number of Directors	Number of Respondents	Percent of Directors Responding
CS ≥ 70% At-Risk	27	18	66.7
CS < 70% At-Risk	34	27	79.4
Total	61	45	73.8

Note. CS=Charter School.

DIRECTOR CHARACTERISTICS

Charter school directors responded to several questions about their personal characteristics and background. As Table 4.2 shows, directors are more likely to be male (55 percent) than female, a reversal from previous years. Schools serving fewer students at risk, however, have more female directors (58 percent), whereas schools serving predominantly at-risk students have more male directors (72 percent). For charter schools in general, there are more White directors (43 percent), but more Hispanics are taking leadership positions than in previous years (23 percent compared with 11 percent in 2003).

Table 4.2
Characteristics of Director Survey Respondents (Percent)

Characteristic	CS ≥ 70% At-Risk *N*=18	CS < 70% At-Risk *N*=26	All Charter Schools 2004 *N*=44	All Charter Schools 2003 *N*=53
Gender				
Male	72.2	42.3	54.5	39.6
Female	27.8	57.7	45.5	60.4
Race/Ethnicity				
Hispanic	27.8	19.2	22.7	11.3
African American	27.8	34.6	31.8	34.0
White	38.9	46.2	43.2	52.8
Asian or Pacific Islander	5.6	0.0	2.3	1.9
Highest Education Level				
Fewer than 4 years college	0.0	0.0	0.0	2.0
Bachelors degree	5.9	3.8	4.7	13.7
BA/BS and graduate courses	11.8	0.0	4.7	13.7
Master's degree	41.2	65.4	55.8	54.9
Doctorate	41.2	30.8	34.9	15.7
Texas Mid-Management Certification				
Yes	29.4	64.0	50.0	18.4
No	70.6	36.0	50.0	81.6

Note. The number of respondents varies slightly by item due to missing data.

Charter school directors are a highly educated group, with 56 percent having a master's degree and another 35 percent have a doctorate. The proportion of charter school directors with a master's degree has stayed constant for the past six evaluation years, but the proportion of directors with a doctorate has more than doubled in the past year, from 16 to 35 percent. Fifty percent of directors hold Texas mid-management certification, a dramatic increase over the 18 percent who held certification last year. However, directors in schools serving primarily at-risk students still are less likely to have Texas administrative credentials (29 percent) than those serving proportionally fewer at-risk students (64 percent).

Table 4.3 shows that many directors have prior educational experience either in public or private schools. About 58 percent of the directors (26 individuals) served as public school administrators for an average of 11.9 years, a considerable increase in proportion and number of years of public

school experience over past years. Although only 22 percent of directors have prior experience as administrators in religious or non-religious private schools, those individuals, on average, bring more than 8 years of administrative experience to their charter school positions. Overall, directors have 13.7 years of experience as administrators, and directors at charter schools serving primarily at-risk students tend to arrive with more years of administrative experience (17.4 years) than their counterparts in schools serving fewer at-risk students (11.0 years). This contrasts with past years when the more experienced directors tended to work for charter schools with fewer at-risk students. As a whole, directors have 3.7 years experience as administrators in charter schools.

Table 4.3
Charter School Directors' Prior Experience (Mean Years)

Experience	CS ≥ 70% At-Risk		CS < 70% At-Risk		All Charter Schools	
	N	Mean	*N*	Mean	*N*	Mean
Administrator						
Public schools	10	14.6	16	10.3	26	11.9
Non-religious private	8	8.1	2	9.0	10	8.3
Religious private	3	9.7	3	7.3	6	8.5
Charter school	16	4.6	26	3.2	42	3.7
Total years	18	17.4	26	11.0	44	13.7
Teacher						
Public schools	9	5.3	21	10.4	30	8.9
Non-religious private	3	5.7	3	9.0	6	7.3
Religious private	2	9.0	2	6.0	4	7.5
Charter school	4	4.8	3	3.7	7	4.3
Total years	15	6.8	24	11.2	39	9.5

Note. In total, 45 directors responded to the survey.

About two-thirds of charter school directors (30 individuals) taught in traditional public schools before coming to charter schools (8.9 years, on average), and about 38 percent of directors taught in private and charter schools. On average, directors have 9.5 years experience as teachers, but directors of schools serving fewer students at risk have about four more years of teaching experience (11.2 years) than other directors (6.8 years).

EDUCATIONAL PROGRAM

Charter school advocates contend that freedom from rules and regulations should encourage the creation of more innovative and effective forms of schooling. To understand the kinds of instructional programs implemented in charter schools, directors commented on their school's organizational approaches, availability of instructional technology, and assessment methods.

Organizational Strategies

Each director identified the approaches used in the charter school to organize and schedule classes and group students and teachers for instructional purposes. Table 4.4 shows the percentage of directors who report using each of seven organizational strategies. Directors also

specified on a 3-point scale whether the particular strategy was used for *some students* (1), *most students* (2), or *all students* (3)—thus, mean ratings closer to 3 show that more students are affected. Nearly three-fourths of directors (71 percent) say multi-age grouping is used in the school, most often for all students. An extended-day schedule (68 percent) and student and teacher teams (56 percent) are the second and third most prevalent strategies reported, but both are implemented less extensively than multi-age grouping. More than a third of directors say their schools use an extended-year schedule, credit through flexible courses, and block scheduling for at least part of their student population.

Table 4.4
Types of Organizational Strategies Used in Charter Schools

	Used Strategy[a]		Implemented with Students		
Organizational Strategy	***N***	***%***	**Some**	**Most**	**All**
Multi-age grouping	27	71.1	24.0	20.0	56.0
Extended-day schedule	26	68.4	38.5	15.4	46.2
Student and teacher teams	20	55.6	50.0	22.2	27.8
Extended-year schedule	14	40.0	71.4	7.1	21.4
Credit thru flexible courses	13	35.1	46.2	23.1	30.8
Block scheduling	12	34.3	25.0	25.0	50.0
Extended-week schedule	11	32.4	72.7	18.2	9.1

[a] The number of respondents reporting whether a strategy was used varied between 34 and 38. Some respondents said a strategy was used but did not report the extent of implementation.

In comparing schools serving different populations, some important differences emerge (see Table 4.5). Directors in schools with predominantly at-risk students more often report using extended-day or -week schedules, block schedules, and credit through flexible courses. In contrast, directors in schools with fewer students at risk report using student and teacher teams with a greater share of their student populations (*most* to *all*). About 40 percent of all charter-school directors use extended-year schedules. Compared to the previous year's survey, organizational strategies remained relatively stable. However, only about a third of directors (34 percent) report using block schedules compared to nearly half of them a year ago (48 percent), but when it is used, it tends to affect more students.

Table 4.5
Types of Organizational Strategies Used in Charter Schools, by School Type

Organizational Strategy	CS ≥ 70% At-Risk		CS < 70% At-Risk		All Charter Schools	
	% Use	Mean[a]	% Use	Mean[a]	% Use	Mean[a]
Multi-age grouping	73.3	2.5	69.6	2.2	71.1	2.3
Extended-day schedule	82.4	2.2	57.1	1.9	68.4	2.1
Student and teacher teams	50.0	1.5	60.0	2.0	55.6	1.8
Block scheduling	50.0	1.9	23.8	3.0	34.3	2.3
Extended-week schedule	40.0	1.7	26.3	1.0	32.4	1.4
Credit thru flexible courses	46.7	1.7	27.3	2.0	35.1	1.8
Extended-year schedule	40.0	1.7	40.0	1.4	40.0	1.5

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.
[a] Mean use rating based on a 3-point scale: *some students* (1), *most students* (2), *all students* (3).

Instructional Technology

In today's educational environment, computers and Internet availability are essential instructional tools—thus, it was important to explore the prevalence of technology in charter schools. Overall, charter schools are steadily acquiring technology. About 82 percent of directors indicate their schools have a computer lab (compared to 76 percent a year ago), with an average of 27 computers available for student use (compared to 19 a year ago). This represents a slight improvement in the number of labs and significant improvement in the number of computers available in labs. Directors in schools serving predominantly at-risk students report a higher average number of computers available in labs compared to schools serving fewer students at risk (37 versus 19 computers). Although 76 percent of all charter school classrooms have Internet access, a higher percentage of classrooms in schools serving proportionally fewer at-risk students have Internet access (79 percent) than do schools serving more students at risk (70 percent).

Table 4.6
Availability of Instructional Technology in Charter Schools and Classrooms

Technology	CS ≥ 70% At-Risk *N*= 14	CS < 70% At-Risk *N*= 22	All Charter Schools 2004 *N*=36	All Charter Schools 2003 *N=53*
Computer lab available in school	78%	85%	82%	76%
Average number of lab computers	37.0	18.9	26.8	19.0
Classrooms have Internet access	70%	79%	76%	75%
Average number of classroom computers	8.1	3.1	5.2	NA
Average class size (students)	17.2	19.2	18.4	17.6

Note. Some respondents did not answer all questions, so total numbers for each question differ.

Increased availability of technology in charter schools is encouraging, but traditional public schools still have more. According to a statewide survey of traditional public school principals in 2002, nearly all classrooms (99.7 percent) have computers available, and 99 percent of classrooms have at least one Internet connection (Benner, Shapley, Heikes, & Pieper, 2002).

Smaller class sizes have also been linked to greater educational opportunity. According to directors, the average class size in the sample of charter schools is 18.4 students. Schools serving greater proportions of at-risk students have only 17.2 students per classroom, while schools serving fewer students at risk have 19.2 students per classroom. These figures are similar to the student-to-teacher ratio reported in AEIS 2003-04 for charter schools (16.8 to 1). Differences in the unit of analysis (classroom versus campus) may account for some of the disparity.

Assessment Methods

Monitoring student educational progress is also associated with student success, so directors were asked about the methods used in their charter schools to assess students' performance. As Table 4.7 shows, directors responded to two-part items asking whether a particular assessment method was used, and if used, how often the method was used (*once a year, once a semester*, or *once a marking period*). At least two-thirds of directors report using all types of student assessments. Student writing samples, projects, and portfolios are used in the greatest proportion of schools (more than 90 percent), although the frequency of use differs for each assessment. Student writing samples are typically used at least once a marking period, whereas student projects and performances, which require a greater time investment, are used less often. Overall, proportionally fewer directors report using tests than in the past. In contrast, schools rely more often on individual student work samples to assess performance.

Table 4.7
Methods Used to Assess Student Performance in Charter Schools (Percent)

	Used Method		Frequency		
Assessment	*N*	*%*	Once a Year	Once a Semester	Marking[a] Period
Student writing samples	39	97.5	2.9	11.8	85.3
Student projects	36	94.7	5.9	26.5	67.6
Student portfolios	36	90.0	11.8	32.4	55.9
Tests from textbooks	32	80.0	6.5	9.7	83.9
Student performances	30	81.1	14.8	7.4	77.8
Criterion-referenced test	30	76.9	58.6	34.5	6.9
Performance-based tests	29	80.6	11.1	11.1	77.8
Norm-referenced test	26	65.0	54.2	45.8	0.0

Note. The number of respondents reporting whether a method was used varied between 36and 40. Some respondents said a method was used but did not report the frequency of implementation.
[a]At least once a marking period.

STUDENT DISCIPLINE AND BEHAVIOR

Directors also were asked to identify the extent to which various student discipline and behavior issues are a problem in their school. Directors rated the severity of six items on a 4-point scale as *not a problem* (1), *minor problem* (2), *moderate problem* (3), or a *serious problem* (4). Figure 4.1 illustrates that directors consider student absenteeism (89 percent) and tardiness (87 percent) as the most severe discipline problems in charter schools. More than half (58 percent) consider tardiness to be a *moderate to severe problem*, and 47 percent considered absenteeism to be a *moderate to severe problem*. Nearly two-thirds of directors consider vandalism of school property and physical conflicts among students to be problems, but these are mostly thought to be *minor problems*, as is student drug or alcohol abuse. Few directors (15 percent) cite student possession of weapons on school property as a problem, although this percentage has increased nearly four-fold from last year when only 4 percent of directors said weapons on campus were a problem.

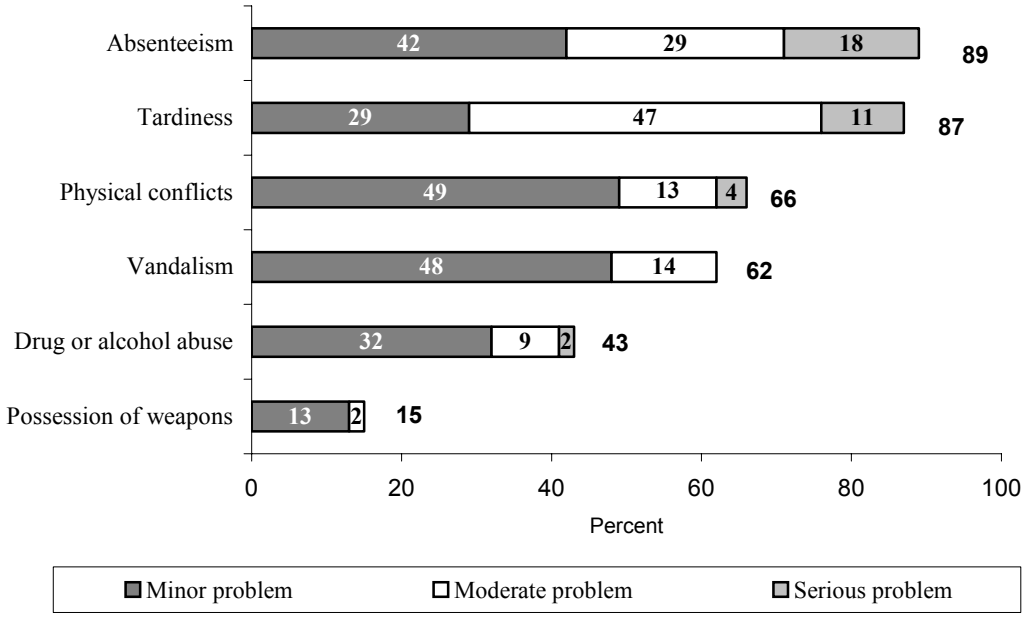

Figure 4.1. Percent of directors reporting student behavior problems (*N*=44).

Directors' mean, or average, ratings of student behavior problems are compared in Table 4.8 by school type and year. Each of the responses received a numerical value: *not a problem* (1), *minor problem* (2), *moderate problem* (3), or *serious problem* (4). Mean values calculated for all respondents are rank ordered in the table, with responses closer to 4 indicating more severe discipline problems. Rank ordering also allows comparisons between discipline problems for schools with different student populations.

Table 4.8
Mean Severity of Student Behavior Problems in Charter Schools, by School Type

Problem	CS ≥ 70% At-Risk *N*= 18	CS < 70% At-Risk *N*= 27	All Charter Schools, 2004 *N*= 45	All Charter Schools 2003 *N=53*
Student tardiness	2.3	2.7	2.6	2.4
Student absenteeism	2.4	2.6	2.5	2.4
Vandalism of school property	1.8	1.7	1.8	1.5
Physical conflicts among students	1.8	1.9	1.9	1.5
Student drug or alcohol abuse	1.4	1.7	1.6	1.6
Student possession of weapons at school	1.1	1.3	1.2	1.0

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

Surprisingly, directors of schools with proportionally fewer at-risk students consider tardiness, absenteeism, and student drug or alcohol abuse to be more severe problems than do directors in the comparison group, although the perceived severity of these problems grew more in the past year among directors at charter schools serving primarily high-risk students. Mean ratings for vandalism and physical conflicts among students are similar. Other problems cited by directors in open-ended responses include pregnancy, bullying, disrespect to authority, and an unwillingness to do homework and classroom assignments. Overall, student behavior remains only a minor to moderate problem in charter schools. Compared to the previous year, however, directors more frequently cited all types of behavior problems, with the exception of drug or alcohol abuse.

GOVERNANCE AND MANAGEMENT

Even though all charter schools are administered by governing boards, individual schools have freedom in determining, within applicable law, the number of members, groups represented (e.g., community members, parents, teachers), method of member selection, and board responsibilities. Likewise, charter schools have discretion in defining titles, roles, and responsibilities of school officers and staff. Sections to follow present information on the responsibilities of charter school administrators, teachers, and governing boards; barriers to operating charter schools; and the kinds of external assistance charter school directors seek to support school operations.

Staff and Governing Board Responsibilities

To explore the duties of charter school staff and governing boards, directors identified the level of involvement in various aspects of charter school operations for the director, the campus leader or principal, teachers, and the governing board. For each position, the director rated the extent of involvement in areas of school governance and management on a 4-point scale as *not at all* (1), *small extent* (2), *moderate extent* (3), or *large extent* (4). Mean involvement ratings displayed in Table 4.9 indicate that, on average, the charter school director and campus leader/principal are involved to a large extent in all areas of governance and management.

Table 4.9
Mean Involvement in Areas of Charter School Governance and Management, by Position

Area	Director	Campus Leader/ Principal	Teachers	Governing Board
Maintaining focus on mission	**3.9**	**3.9**	**3.5**	**3.4**
Developing/approving budget	**3.7**	3.4	2.1	**3.8**
Setting school policies/procedures	**3.8**	3.7	2.8	**3.6**
Hiring administrators	**3.6**	3.3	1.8	**3.2**
Monitoring student performance	**3.5**	**4.0**	**3.9**	**2.6**
Developing educational programs	**3.5**	3.8	**3.3**	1.9
Hiring teachers	**3.5**	**4.0**	2.4	**2.6**
Creating the school schedule	3.4	**3.9**	3.0	1.7
Determining training priorities	3.4	3.8	**3.3**	2.2
Developing curriculum	3.4	3.7	**3.6**	1.8
Conducting teacher appraisal	3.2	**4.0**	1.8	1.3
PEIMS record keeping	3.4	3.5	2.4	1.7
Fundraising	3.1	3.0	2.5	2.3

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.

In contrast to administrators, teachers are involved in a limited range of management areas, with the greatest responsibility for monitoring student performance, developing curricula, and maintaining focus on the school mission. Governing board members' responsibilities, like teachers, have a more specialized focus, with board members more extensively involved in developing and approving the budget, setting school policies and procedures, maintaining focus on the mission of the school, and hiring administrators. Compared to the prior survey year, board members' involvement in hiring teachers increased.

Barriers to Operating Charter Schools

To further understand the challenges encountered in leading charter schools, directors identified barriers to operating schools by rating a list of school operational obstacles on a 4-point scale as *not a barrier* (1), *small barrier* (2), *moderate barrier* (3), or *great barrier* (4). Figure 4.2 shows that the greatest barrier directors' faced is inadequate finances for ongoing operations. A majority of directors cite inadequate finances as a barrier (87 percent), with finances considered a *great barrier* for one in four schools (25 percent). Concerns about budgeting and accountability requirements continue to grow, as they are now a barrier for three out of four directors, and 29 percent of directors say paperwork and reporting requirements are a *great barrier*. In previous director surveys, funding and facilities led the list of challenges, and although facilities are now less of an overall concern (71 percent of directors compared to 81 percent a year ago), fully 27 percent of directors say that inadequate facilities are a *great barrier*. The hiring of teachers continues to hinder charter school operations as does opposition from public schools. Internal conflicts remain a small but growing barrier to school operations, as they were cited as a barrier by 37 percent of directors this year compared to only 27 percent last year.

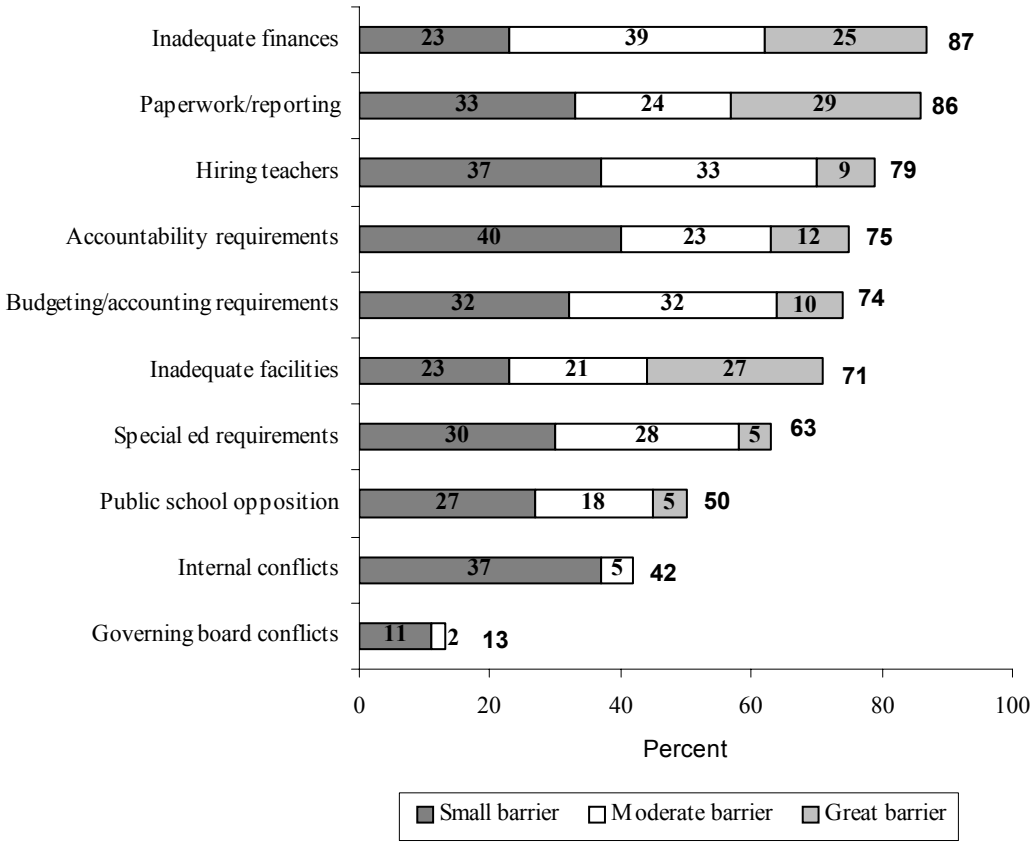

Figure 4.2. Percent of directors reporting issues as small, moderate, or great barriers to charter school operation (*N*=44).

Calculating the mean, or average, director response regarding barriers to the operation of charter schools on the 4-point scale, ranging from 1 (*not a barrier*) to 4 (*great barrier*), allowed comparisons between all charter schools and schools serving different proportions of at-risk students. Although statistical tests reveal no significant differences between means, findings in Table 4.10 reveal that charter school directors in schools with a greater share of at-risk students perceive inadequate finances and local public school opposition as greater obstacles than directors in other schools. In contrast, directors at charter schools with fewer at-risk students perceive greater barriers in the area of paperwork, reporting, and accountability, as well as noting a greater perception of internal conflicts in the school. Three directors cited "other" barriers including "overwhelming regulations" and "losing flexibility." One director wrote, "Inadequate facilities …[are] a great barrier for expanding."

Table 4.10
Barriers to Operating Charter Schools, by School Type

Barrier	CS ≥ 70% At-Risk *N*= 18	CS < 70% At-Risk *N*= 27	All Charter Schools 2004 *N*= 45	All Charter Schools 2003 *N*= 53
Inadequate finances for ongoing operations	2.9	2.7	2.8	3.0
Too much paperwork/reporting requirements	2.5	2.8	2.7	2.7
Inadequate facilities	2.4	2.5	2.5	2.6
Hiring teachers	2.3	2.3	2.3	2.5
Budgeting/accounting requirements	2.2	2.3	2.2	2.1
Accountability requirements	2.1	2.3	2.2	2.0
Special education requirements	2.0	2.0	2.0	1.8
Local public school opposition	1.9	1.7	1.8	1.8
Internal conflicts in the school	1.3	1.6	1.5	1.3
Conflicts with the school's governing board	1.1	1.2	1.2	1.2

Notes. 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.

External Support for School Operations

Directors also reported on the source and type of assistance they receive for implementing school operations (see Table 4.11). Directors could select from five potential sources of support received since the charter school opened—the Texas Education Agency (TEA), a regional education service center (ESC), a charter network or assistance center (e.g., Texas Charter School Resource Center), a management company, or a business or community group.

Table 4.11
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
Professional development	20.0	84.4	42.2	8.9	15.6	88.9
PEIMS	35.6	77.8	17.8	8.9	6.7	86.7
Curricular/instructional	33.3	64.4	35.6	4.4	8.9	84.4
Monetary	51.1	13.3	11.1	4.4	35.6	77.8
Business	28.9	53.3	24.4	13.3	20.0	71.1
Legal	35.6	28.9	31.1	13.3	24.4	64.4
In-kind donations	2.2	13.3	11.1	0.0	42.2	55.6

Note. *N=45*. TEA, ESC, Charter Networks/Assistance Center, Management Company, Business or Community Group.

Overall, charter school directors rely extensively on support from ESCs for professional development (84 percent), technical assistance on PEIMS (78 percent), as well as technical assistance on curricula and instructional issues (65 percent) and business issues (53 percent). Monetary support (loans, grants, donations) more often comes from the TEA (51 percent) and business or community groups (36 percent). Directors also turn to business or community groups

for in-kind donations of materials or resources (42 percent). It was also of interest to note the type of assistance charter schools seek most often. Almost all directors request technical assistance on professional development (89 percent) and on PEIMS (87 percent) from at least one source. Requests for help with curricula and instructional issues and monetary support also are common.

Charter directors are accessing help from TEA less often this year in every category except business support, and they are accessing charter networks or support centers more often this year in every category. Charter networks or support centers are used by about a third of directors for technical assistance on curricula and instructional issues and technical assistance with legal matters. Directors use management companies least often.

Comparing responses of directors from schools with different student populations revealed important distinctions. Overall, directors in schools with lower percentages of at-risk students seek assistance less often than other directors, a reversal from previous years when they tended to seek more assistance. Charter schools with mainly at-risk students sought assistance from TEA at a much higher rate than other schools in every area except professional development.

Table 4.12
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
CS ≥ 70% At-Risk						
Professional development	16.7	88.9	72.2	5.6	22.2	94.4
Technical assist/instructional	44.4	66.7	61.1	5.6	16.7	94.4
Technical assist/PEIMS	55.6	83.3	22.2	0.0	11.1	94.4
Technical assist/business	38.9	66.7	44.4	16.7	27.8	83.3
Technical assist/legal	38.9	27.8	50.0	16.7	33.3	83.3
Monetary	66.7	22.2	0.0	5.6	44.4	88.9
In-kind assistance	5.6	22.2	27.8	0.0	66.7	88.9
CS < 70% At-Risk						
Professional development	22.2	81.5	22.2	11.1	11.1	85.2
Technical assist/instructional	25.9	63.0	18.5	3.7	3.7	77.8
Technical assist/PEIMS	22.2	74.1	14.8	14.8	3.7	81.5
Technical assist/business	22.2	44.4	11.1	11.1	14.8	63.0
Technical assist/legal	33.3	29.6	18.5	11.1	18.5	51.9
Monetary	40.7	7.4	18.5	3.7	29.6	70.4
In-kind assistance	0.0	7.4	0.0	0.0	25.9	33.3

Note. *N=45*. Texas Education Agency (TEA), Education Service Center (ESC), Charter Networks/Assistance Center, Management Company, Business or Community Group.

INTERACTIONS WITH OTHER SCHOOLS

Recent efforts at the state and regional levels have centered on offering charter schools greater opportunities to interact in the public education environment. Charter schools are invited to state-level meetings and conferences sponsored by the TEA. In addition, the ESCs are charged with providing the same level of services for charter schools as provided for traditional public school districts, and open-enrollment charter schools are to have representation on the boards of directors of ESCs [TEC, §12.104 (c)].

To assess progress toward the creation of a more receptive climate for charter schools, directors were asked to respond to items regarding contact between educators at their school and educators in surrounding schools during the current or previous school year. Directors reporting contact further identified the types of contacts occurring with educators in traditional public schools and those in other charter schools (see Table 4.13). Not surprisingly, charter school educators are more likely to interact with other charter schools in the surrounding area rather than with educators in traditional public schools. Altogether, about half of all directors had some contact with educators at traditional public schools, and 90 percent had some contact with educators at other charter schools. The one exception was meeting to discuss student placement. Nearly equal proportions of directors said student placement discussions occurred with both traditional public school and charter school educators.

Table 4.13
Contacts with Educators in Other Charter Schools and Traditional Public Schools

	Traditional Public Schools			Other Charter Schools		
	2004		2003	2004		2003
Type of Interaction	***N***	**%**	**%**	***N***	**%**	**%**
Networked at conferences	21	51.2	77.1	37	90.2	85.4
Met to discuss student placement	17	41.5	27.1	14	34.1	27.1
Interacted with educators at ESC events	16	61.0	73.9	36	87.8	78.3
Interacted during regional/state meeting	16	39.0	60.9	36	87.8	71.7
Received information or tech assistance	16	39.0	37.0	24	58.5	45.7
Provided information or tech assistance	14	34.1	39.6	28	68.3	58.3
Observed classrooms at other schools	13	31.7	34.8	25	61.0	41.3
Held organizational/planning meeting	7	17.1	14.6	27	65.9	45.8
Partnered on grant initiatives	6	14.6	13.0	19	46.3	23.9

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

Overall, it was encouraging that charter school directors reported networking with traditional public school educators at professional conferences (51 percent) and interacting at ESC-sponsored events (61 percent) or regional/state-level meetings (39 percent); however, interactions with public school colleagues have decreased substantially compared to other years. Last year, 77 percent of charter school directors reported interacting with public school educators, compared to only 51 percent this year. In concert with previous years, interactions with other charter school educators still are far more likely to occur in more collaborative situations, such as providing information or technical assistance, holding organizational and planning meetings, and partnering on grant initiatives.

Consistent with previous director surveys, the overall relationship between charter and public school educators remains relatively cooperative. However, genuine partnerships and joint planning rarely occur, as interactions between charter and traditional schools are limited to receiving or exchanging information related to general school operations.

CHARTER SCHOOL POLICIES

At the end of the survey, directors had an opportunity to respond to two 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, summarized in the sections to follow, reveal their perceptions regarding the contribution of charter schools to public education in general and suggest future directions for charter school policies.

Benefits of Charter Schools to Public Education

Altogether, 38 directors (62 percent) took the opportunity to comment on the benefits of charter schools to public education, with many writing more than one comment. As reported in Table 4.14, qualitative analyses reveal five major categories of responses.

Table 4.14
Comments on the Benefits of Charter Schools to Public Education

Charter schools…	Number of Directors
Provide school choice for students and parents.	14
Spur innovative or different approaches through educational flexibility.	12
Serve students who need smaller classes or schools to succeed.	10
Serve at-risk students who may be headed toward dropout.	10
Serve students who do not fit the traditional public school model.	7

Directors most frequently say that charter schools *provide choice for students and parents*. Directors feel that choice results in no-cost "alternatives to traditional public schools." One director stated that charter schools "provide an opportunity for parents, particularly those without significant resources, to have a choice in a public education setting in where they send their students to school."

Directors also think that charter schools' *flexibility spurs innovation or different educational approaches*. Directors cite as beneficial their flexibility to develop innovative programs "directly related to students' needs and abilities" and ones "diverse in nature." One director linked innovation with student success and said the flexibility of the charter school allows them to "enhance student success and achievement." Other directors say that charter schools have the flexibility to offer fine arts programs, "high tech training," and "flex hours for older children who have to work and care for children."

A number of directors think charter schools *serve students who need smaller classes and/or schools to succeed*. Directors mention "smaller classes and campuses," "more individual, one-to-one" instruction, "strong parent involvement opportunities," "a safer environment," and the ability to "provide a small group setting for students."

Directors believe charter schools benefit public education by *serving at-risk students who may be headed toward dropout*. Directors say charter schools "develop programs that provide services to underserved students," "allow children the opportunity to learn at a pace where learning can be a realization for the children that have failed over and over in schools," "allow these students to succeed in school and life," and "reduce and recover dropouts." Another director stated that their charter school helps "bright students who are burned out" and "assures" that these students graduate.

Directors also believe charter schools benefit public education by *serving students who do not fit the traditional school model*. According to some directors, charter schools "work with a population who did not respond well to the local ISD" by "offering non-traditional education to non-traditional students." One director remarked that charter schools "serve students who would not be served." Another stated that charter schools "provide opportunities for students that do not advance or keep pace in the traditional setting."

Recommendations to Policymakers

Directors also made recommendations to policymakers on charter schools, with 37 directors (61 percent) writing suggestions for policies. As Table 4.15 shows, qualitative analyses revealed policy recommendations centering on five areas.

Table 4.15
Recommendations for Charter School Policy

Policy Area	Number of Directors
Charter school funding	15
State accountability system	14
Charter school autonomy	11
Funding for facilities	7
Provision of assistance	4

Directors most frequently cite the need for policy changes related to three areas: funding, accountability, and autonomy. Related to *charter school funding,* directors feel that charter schools are "hampered by a lack of monies" and "more funding" is needed to "accomplish our mission." Directors want equalization in funding. They want the "same funding formulas and resources that are afforded to the ISD's." Specifically, several directors express a need for *facilities funding*. They feel that charter schools "do not receive equitable funding" for facilities "in comparison to comparably-sized public school districts." As one director stated, "Level the playing field. If charters are public schools, equalize funding opportunities" in the area of facilities.

Almost as important to directors was the *state accountability system*. Directors believe that charter schools should be held accountable, but under an alternative system. Several directors believed that the accountability system "should not be as strict for charters as for other public schools" because charter schools have "a high mobility rate," "non-traditional students," and high rates of "at-risk students" coupled with "fewer resources." One director stated, "Programs serving at-risk students are penalized by the accountability system." At the same time, directors recognized the negative image conveyed by low-performing schools, with one director recommending that "schools with inadequate accountability" be shut down.

Directors also want to retain *charter school autonomy*. Consensus exists among directors that the state should "stop trying to turn alternative charter schools into traditional public schools." They believe that only with flexibility can charter schools adequately meet the needs of high-risk student populations. As in previous years, problems with funding and facilities remain paramount, but the current survey reflected more concerns over the state accountability system and less of an emphasis on the *provision of assistance*.

SUMMARY

Since Texas charter schools began operation in 1996, they have increased in numbers and experience. Concurrently, the characteristics of charter school directors—the chief operating officers—have evolved. As a group, charter school directors remain highly educated. However, directors increasingly mirror the ethnic diversity of their student populations (more Hispanic and African American), now include more males than females, and are currently more likely to hold Texas mid-management certification. On average, directors have 13.7 years experience as administrators (an increase from 8.5 the previous year). Directors of charter schools serving a greater proportion of high-risk students have more years administrative experience compared to directors in schools with less at-risk students (17 versus 11 years), but they are much less likely to hold Texas mid-management certification (29 percent versus 64 percent).

The most "innovative" organizational strategy employed in charter schools' is multi-age grouping, with nearly three-fourths of directors reporting the use of multi-age grouping in their schools. Extended time for learning is also common, as large percentages of charter schools are using extended-day (68 percent), extended-year (40 percent), and extended-week schedules (32 percent). Extended-day schedules, block scheduling, and credit through flexible courses are more pervasive in charter schools with primarily at-risk students, whereas teacher and student teams are somewhat more prevalent in schools with fewer students at risk. Charter schools are also continuing to add instructional technology. About 82 percent of directors indicate their schools have a computer lab (compared to 76 percent a year ago), with an average of 27 computers available for student use in labs (compared to 19 a year ago). Directors is schools serving predominantly at-risk students report a higher average number of computers available in labs compared to schools serving fewer at-risk students (37 versus 19 computers). In contrast, a higher percentage of school classrooms serving fewer students at risk have Internet access (79 percent versus 70 percent).

Directors consider student absenteeism (89 percent) and tardiness (87 percent) to be the most severe discipline problems in charter schools, with about half considering these as *moderate* to *severe* problems. Although discipline and behavior issues are generally considered as only *minor problems*, in 2004, directors more frequently cited problems with student absenteeism, physical conflicts, and vandalism compared to the previous year. Few directors (15 percent) cite student possession of weapons as a problem, but this increased nearly four-fold from the prior year. Surprisingly, directors of schools enrolling proportionally fewer at-risk students continue to consider student attendance issues and drug or alcohol abuse as more serious problems than do directors in schools with a greater proportion of students at risk. Directors' perceptions may reflect *actual* differences in the severity of the discipline problems or these directors may set higher standards and consider non-compliance as a more serious offense.

Staff and governing board responsibilities remain stable. Directors and governing boards deal with policy and overarching activities, such as budgets and school policies and procedures; principals manage the day-to-day operations such as hiring teachers, monitoring student performance, and conducting teacher appraisal; and teachers concentrate on curricular/instructional issues and students. Maintaining a focus on the charter school's mission is a high priority for everyone.

Directors continue to identify the same issues as the greatest barriers to charter schools. The majority of directors face inadequate finances for ongoing school operations (87 percent). They are also challenged by too much paperwork and excessive reporting requirements, the hiring of teachers, financial and accountability requirements, and inadequate facilities. To support school operations, directors are seeking assistance from a variety of sources. Directors rely heavily on support from Education Service Centers for professional development and technical assistance on PEIMS. Monetary support more often comes from the TEA and business or community groups. Notably, charter directors are seeking help from the TEA less often this year (except for business support), and they are accessing charter networks or support centers more often this year for every type of assistance. Overall, directors in schools with lower percentages of at-risk students seek assistance less often than other directors, a reversal from previous years when they tended to seek more assistance.

Recent efforts at the state and regional levels focused on connecting charter schools to public education support systems and traditional public schools appear to have lost some momentum. Although some charter school directors reported networking with traditional public school educators at conferences (51 percent) and interacting at ESC-sponsored events or regional/state-level meetings (39 percent), interactions with public school colleagues decreased substantially compared to the prior year. In contrast, interactions with other charter school educators generally increased, and they were more likely to occur in collaborative situations, such as providing information or technical assistance, holding organizational and planning meetings, or partnering on grant initiatives.

Directors remain optimistic about the potential of charter schools. Foremost, open-ended comments suggest that directors believe charter schools have benefited public education by providing school choice for students and by spurring innovative or different approaches through educational flexibility that allows them to meet students' diverse needs and abilities. Consistent

with surveys in previous years, directors recommend policy changes related to charter school funding and facilities, and some directors believe the autonomy envisioned in the original charter school legislation has been diminished over time by excessive rules and regulations. Similarly important to directors was the state accountability system. Some directors believe that charter schools should be held accountable, but under an alternate system. Directors believe accountability criteria should be relaxed for charter schools due to high rates of student mobility and the large numbers of at-risk students and non-traditional students in schools.

CHAPTER 5
SURVEY OF CHARTER SCHOOL TEACHERS

Numerous studies cite strong associations between teacher knowledge and skills and a higher level of student achievement (National Commission on Teaching and American's Future, 2003; Wayne & Youngs, 2003). In line with prevailing evidence, the No Child Left Behind Act of 2001 (NCLB) requires teachers to be *highly qualified* in their field. The NCLB requirements related to highly qualified teachers apply to open-enrollment charter schools. However, there is an important difference for charter school teachers with respect to the state certification requirement. Within the definition of highly qualified, NCLB defers to state law concerning certification requirements for charter schools. In Texas, state law does not require a teacher employed by an open-enrollment charter school to be certified *unless* the teacher is assigned to teach in special education or bilingual education programs. The minimum qualification under state law for other teachers at an open-enrollment charter school is a high school diploma. Nevertheless, the governing body of a charter school may set teacher qualifications at a standard above what the law requires, and many charter holders in the state require teachers to have college degrees (TEA, NCLB Program Coordination, October 15, 2003).

In order for a charter school teacher to be considered highly qualified under NCLB, the teacher must meet the state certification requirements as they apply to charter schools. In addition, teachers must meet the NCLB requirements related to (a) having a bachelor's degree in core academic subject areas and (b) demonstrating competency according to requirements for elementary or secondary teachers, as appropriate. The State Board for Educator Certification (SBEC) has established a process for charter school teachers to be able to register for and take the ExCET/TExES content exams appropriate for their teaching assignment(s) (TEA, NCLB Program Coordination, October 15, 2003).

The most recently available statistics for Texas show that many charter school teachers may not meet the requirements for being highly qualified. Nearly 10 percent of charter school teachers have no degree compared to about 2 percent in traditional public schools (see Chapter 2 of this report). Moreover, charter school teachers are also less experienced (5.4 years) than teachers in traditional public schools (12 years), and there are nearly three times as many beginning teachers in charter schools. Teachers in charter schools are also paid considerably less than traditional public school teachers. In 2003-04, the average teacher salary in charter schools ($31,758) was more than $8,000 below that for teachers in traditional public schools ($39,750). The lower overall average salary in charters reflects, in part, the relative lack of classroom experience of charter school teachers.

Since flexibility over teacher hiring and certification practices is often one of the areas of autonomy for charter schools, it is not surprising that charter school teachers in Texas and nationally are less likely to have full state certification for the subjects they teach. A study by the University of California at Berkeley's Policy Analysis for California Education (Fuller et al., 2003) indicates that 48 percent of charter school teachers nationwide lack a teaching certificate.

In view of the importance of having highly qualified teachers in charter schools, this survey examines teacher quality issues within Texas charter schools. Charter schools exist under the assumption that schools unfettered by bureaucracy are better able to respond to and tailor an educational experience to meet the needs of students. However, if charter schools fail to attract and retain qualified teachers, student learning and achievement will almost certainly suffer.

METHODOLOGY

Survey Procedures

The survey of charter school teachers, as shown in Appendix C, addresses teachers' background and credentials, reasons for teaching in charter schools, educational activities and resources, professional development, student discipline, and charter school operations. For the 2003-04 statewide evaluation of charter schools, researchers randomly selected a sample of 61 charter schools and 89 associated campuses to participate in statewide surveys. In March 2004, the administrator of each campus connected with the randomly selected charter schools received a packet including teacher surveys (enclosed in reply envelopes) for each teacher. Teacher counts were based on the number of teachers reported in 2002-03 AEIS data. Campus leaders were asked to distribute the envelopes (with the surveys enclosed) to all teachers for completion. Administrators could request additional surveys, if needed. To protect their anonymity, teachers returned surveys to the Texas Center for Educational Research in postage-paid reply envelopes. Of the 1,124 teacher surveys distributed, 567 individuals returned a completed survey for a response rate of 50.4 percent. The 567 survey respondents represent about 18 percent of the approximately 3,200 charter school teachers statewide in the 2002-03 school year.

Characteristics of Survey Respondents

Table 5.1 shows the distribution of teacher survey respondents. Surveyed schools were divided into two groups: charter schools serving 70 percent or more at-risk students and charter schools serving less than 70 percent at-risk students. Of the 69 responding charter school campuses, 28 served primarily at-risk students, and 41 served fewer at-risk students. Although the overall response rate was 50 percent, teachers from charter schools serving predominantly at-risk students had a higher response rate (55 percent) than their counterparts in schools with fewer at-risk students (48 percent). To explore differences, results from the survey are presented in this chapter for all teachers and separately by school type. As a result of their higher response rate, teachers from charter schools serving fewer at-risk students are somewhat over-represented in the total pool of respondents compared to the sample.

Table 5.1
Distribution of Teacher Survey Respondents, by School Type

School Type	Number of Campuses Surveyed	Number of Campuses Responding	Number of Teachers Surveyed	Number of Respondents	Percent of Teachers Responding
CS ≥ 70% At-Risk	39	28	418	229	54.8
CS < 70% At-Risk	50	41	706	338	47.9
Total	89	69	1,124	567	50.4

Table 5.2 presents the characteristics of teacher respondents. Overall, about 50 percent of survey respondents are 35 years of age or younger, 40 percent are between the ages of 36 and 55, and 10 percent are 56 or older. There is little variation in teacher age for the two school types, although charter schools serving more than 70 percent at-risk students have 12 percent of teachers 56 or older compared to 8 percent in charter schools serving fewer at-risk students. Teachers in the sample are primarily female (68 percent), and there is little variation in teacher gender between the two types of schools.

Table 5.2
Characteristics of Teacher Survey Respondents (Percent)

Characteristic	CS ≥ 70% At-Risk *n*=229	CS < 70% At-Risk *n*=338	All Charter Schools *N*=567
Age			
35 or younger	49.6	50.6	50.2
36 to 55	38.0	41.4	40.1
56 or older	12.3	8.0	9.8
Gender			
Male	32.9	31.0	31.8
Female	67.1	69.0	68.2
Race/Ethnicity[a]			
Hispanic	14.7	16.3	15.6
African American	38.2	39.3	38.9
White	42.7	38.2	40.0
Other/NA	4.4	6.3	5.5

Note. Number of respondents varies slightly by category due to missing data.
[a] Survey respondents roughly approximate the characteristics of all charter school teachers in the state: 21.2 percent Hispanic, 33.7 percent African American, 42.8 percent White, and 2.3 percent other ethnicities.

Overall, 16 percent of teachers identified themselves as Hispanic, 39 percent as African American, and 40 percent as White. These sample statistics roughly approximate the demographic characteristics of all charter school teachers in the state (21 percent Hispanic, 34 percent African American, and 43 percent White). The percentages of African American teachers are similar in charter schools serving proportionally more and less at-risk students (38 percent versus 39 percent). Slightly higher percentages of White teachers (43 percent versus 38 percent) responded from charter schools serving primarily at-risk students. This is surprising

since, statewide, about half (53 percent) of teachers are White in charters serving fewer at-risk students, but only about a third (32 percent) are White in charters serving primarily at-risk students.

TEACHER CREDENTIALS AND EXPERIENCE

Surveyed teachers also reported on their educational credentials (higher education, certification, and their route to certification) and teaching experience.

Education and Certification

The majority of charter school teachers surveyed in 2004 (similar to the previous year) have a bachelors degree or higher (90.8 percent). Teachers in both types of charter schools report similar education levels in 2004. As Table 5.3 shows, 41 percent of teachers in charter schools serving at-risk students have a bachelor's degree compared to 34 percent in charters serving fewer at-risk students. In contrast, 26 percent of teachers in charter schools serving fewer at-risk students have either a masters or a doctorate compared to 18 percent in charters serving primarily at-risk students. Similar percentages (8 percent and 10 percent) report having fewer than four years of college as well as having a bachelor's degree and some postgraduate work (33 percent and 31 percent).

Overall, about 42 percent of charter school teachers are certified either in Texas or another state, which is about 3 percentage points higher than the previous year but remains below the national average (48 percent cited in Fuller et al., 2003). Additionally, all but 14 percent of teachers have their teacher certification or are working towards it. About equal percentages of teachers in both types of charter schools have obtained certification to teach in Texas, another state, or are working toward certification.

Table 5.3
Current Level of Teacher Education and Certification (Percent)

Teacher Education/Certification	CS ≥ 70% At-Risk *n*=229	CS < 70% At-Risk *n*=338	All Charter Schools 2004 *N*=567	All Charter Schools 2003 *N*=428
Highest Education Level				
Fewer than 4 years of college	7.9	10.1	9.2	10.3
Bachelors degree	40.8	33.7	36.6	43.6
BA/BS and graduate courses	33.3	30.5	31.6	27.9
Masters or doctorate degree	18.0	25.8	22.6	18.3
Level of Certification				
Certified to teach in Texas	35.4	37.3	36.5	32.2
Certified to teach in another state[a]	6.6	4.1	5.1	6.1
Working on Texas teaching certification	47.6	46.7	47.1	46.5
Not certified and not working to obtain certification	14.4	14.2	14.3	15.2

[a] Includes only teachers who are not certified in Texas. Some charter teachers hold dual certificates.

Of those teachers certified to teach, the primary certification routes are through the traditional college undergraduate program (45 percent) or an alternative certification program (37 percent). As Table 5.4 shows, teachers in charter schools with primarily at-risk students were more likely to be alternatively certified whereas teachers in charter schools serving fewer at-risk students received their certification through an undergraduate or post-baccalaureate program more often. The percentage of teachers alternatively certified increased substantially in 2004 (from 23 percent to 37 percent).

Table 5.4
Certification Route for Certified Teachers (Percent)

Route	CS ≥ 70% At-Risk *n*=115	CS < 70% At-Risk *n*=152	All Charter Schools 2004 *N*=267	All Charter Schools 2003 *N*=176
College/university undergraduate certification program	40.0	49.3	45.3	54.5
Alternative certification program	45.2	30.3	36.7	23.3
College/university post-bachelor certification program	14.8	20.4	18.0	22.2

Teaching Experience

Table 5.5 presents the average years of teaching experience for surveyed teachers. As a whole, teachers in charter schools have 7.2 years of total teaching experience. Years of experience ranges between 1 and 42 years, with a median of 5 years. On average, teachers in both types of charter schools have similar years teaching experience, including the total years of experience and years spent at their current charter school.

Table 5.5
Average Years of Teaching Experience, by School Type

Type of Teaching Experience	CS ≥ 70% At-Risk		CS < 70% At-Risk		All Charter Schools 2004		All Charter Schools 2003	
	n	Years	*n*	Years	*N*	Years	*N*	Years
Total years	229	6.7	338	7.5	567	7.2	415	7.4
At current charter school	228	2.3	338	2.4	566	2.4	424	2.1
At all charter schools	228	2.5	334	2.6	562	2.6	397	2.3
Public schools	129	5.2	177	6.2	306	5.8	239	6.3
Private schools	26	3.8	49	5.8	75	5.1	46	5.9
Religious private schools	28	6.8	61	4.7	89	5.3	71	5.4

REASONS FOR TEACHING IN CHARTER SCHOOLS

Teachers rated the importance of several factors in their decision to seek employment at their charter school. Using a 4-point scale, teachers rated items as *not important* (1), *somewhat important* (2), *important* (3), and *very important* (4). Findings reported in Figure 5.1 provide a graphic interpretation of their responses, with each bar on the chart representing those respondents indicating a factor had at least some level of importance.

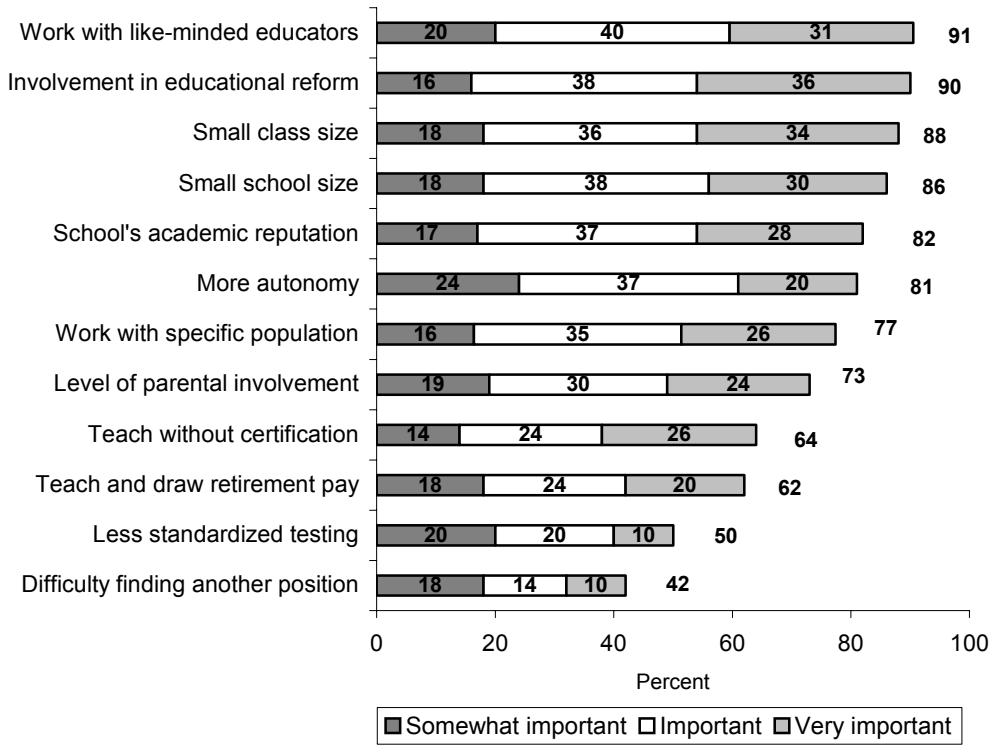

Figure 5.1. Percent of teacher reporting factors as somewhat important, important, or very important in their decision to seek employment at the charter school (*N*=567).

Teachers report that the most important factors in seeking employment at charter schools are working with like-minded educators (91 percent), being involved in an educational reform effort (90 percent), and having small class (88 percent) and school (86 percent) sizes. Many teachers are also attracted to charter schools by more favorable conditions, such as the school's academic reputation, greater autonomy, working with specific populations, and the high level of parental involvement. Other factors, such as difficulty in finding another position, less standardized testing, the ability to teach and draw retirement pay, and the ability to teach without certification are of less importance in teachers' decision making.

Teachers' decision factors for seeking employment in their charter school are rank ordered in Table 5.6 by school type and survey year. Each of the responses on the 4-point scale (*not important* to *very important*) has been assigned a numerical value between 1 and 4. A mean, representing the relative importance of each factor, was calculated for all respondents and the two groups of schools. Comparable to findings displayed in Figure 5.1, rank ordering of means for each factor shows that in making the decision to teach in charter schools, teachers are most influenced by the chance to be involved in educational reform, opportunities to work with like-minded colleagues, and small class and school sizes. Of lesser importance to teachers is the fear of not finding another position and the desire to be in an environment with less standardized testing. Teacher reasons for choosing charter schools changed little between 2003 and 2004.

Table 5.6
Reasons Teachers Chose to Teach at a Charter School, as Mean of Respondents

Decision Factor	CS ≥ 70% At-Risk *n*=239	CS < 70% At-Risk *n*=338	All Charter Schools 2004 *N*=567	All Charter Schools 2003 *N*=419
Involved in an educational reform effort	2.9	3.0	3.0	3.1
Work with like-minded educators	2.8	3.0	2.9	3.0
Small class size	2.9	2.9	2.9	2.9
Small school size	2.7	2.9	2.9	2.8
Academic reputation of the school	2.6	2.8	2.7	2.9
More autonomy	2.4	2.7	2.6	2.7
Work with specific student population	2.7	2.6	2.6	2.6
High level of parental involvement	2.3	2.7	2.5	2.7
Teach without certification	2.4	2.4	2.4	2.4
Teach and draw retirement pay	2.1	2.4	2.3	2.4
Less standardized testing pressure	1.9	1.9	1.9	2.0
Difficulty finding another position	1.8	1.7	1.7	1.6

Note. Mean ratings based on a 4 point scale: *not important* (1), *somewhat important* (2), *important* (3), *very important* (4).

There are differences between teachers in the two types of schools. In particular, teachers attracted to charter schools with less at-risk populations place greater importance on parent involvement, autonomy, and the ability to teach and draw retirement pay. They also place more importance on working with like-minded educators, small school size, and the academic reputation of the school. Teachers attracted to charter schools with primarily at-risk populations place slightly more importance on working with specific student populations and having difficulty finding another position.

EDUCATIONAL ACTIVITIES AND RESOURCES

Teaching Assignments

Teachers also reported on teaching assignments in charter schools, both by grade level and subject area. Because it is possible for teachers to work with multiple grade levels and subject areas, the percentages presented in Table 5.7 do not sum to 100 percent. Of the 567 teachers responding to the survey, 23 percent teach primary grades (pre-kindergarten to grade 2), 26 percent teach elementary grades (3 to 5), 40 percent teach the middle grades (6 to 8), and 59 percent teach in high school (9 to12). The distributions are moderately different for the two school types, with a greater concentration of teachers in charter schools serving primarily at-risk students teaching middle and high school. Compared to survey results for 2003, greater percentages of charter school teachers now teach middle and high school grades.

Table 5.7
Instructional Levels Taught, by School Type

Level	CS ≥ 70% At Risk *n*=239		CS < 70% At-Risk *n*=338		All Charter Schools 2004 *N*=567		All Charter Schools 2003 *N*=429	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Primary (PK-2)	42	18.3	90	26.6	132	23.3	126	29.4
Elementary (3-5)	59	25.8	86	25.4	145	25.6	105	24.5
Middle (6-8)	107	46.7	118	34.9	225	39.7	149	34.7
High school (9-12)	160	69.9	175	51.8	335	59.1	215	50.1

There are moderate differences in the distributions of teachers across subject areas. As Table 5.8 illustrates, there is a somewhat greater concentration of language arts, social studies, and mathematics teachers. There are higher percentages of teachers assigned to each subject in charters serving fewer at-risk students. This may indicate that more teachers in these schools have multiple subject assignments. Subject-area distributions remained relatively stable across survey years.

Table 5.8
Subject Areas Taught, by School Type

Subject Area	CS ≥ 70% At-Risk *n*=239		CS < 70% At-Risk *n*=338		All Charter Schools 2004 *N*=567		All Charter Schools 2003 *N*=426	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Language arts	108	47.2	178	52.7	286	50.4	245	57.5
Social studies	99	43.2	170	50.3	269	47.4	212	49.8
Reading	92	40.2	136	40.2	228	40.2	199	46.7
Mathematics	93	40.6	171	50.6	264	46.6	225	52.8
Science	81	35.4	159	47.0	240	42.3	197	46.2
Other	84	36.7	138	40.8	222	39.2	156	36.6

Instructional Methods

Charter school teachers were asked about their instructional methods and the extent to which different strategies are used in their classroom. As Figure 5.2 illustrates, almost all teachers provide one-on-one instruction, have students complete individual assignments, incorporate small groups, and use interactive discussions (98 to 100 percent). Less traditional methods, such as multimedia presentations, long-term projects, computer-based activities, and oral reports are used less often.

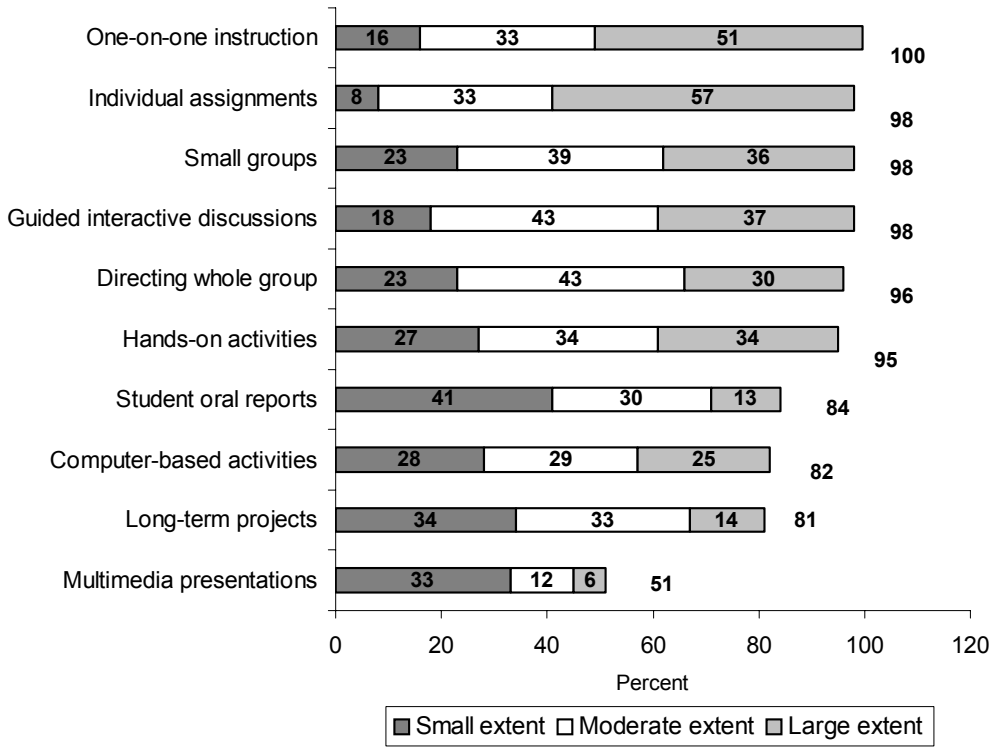

Figure 5.2. Percent of teachers reporting that various instructional methods are emphasized to a small, moderate, or large extent in charter school classrooms (*N*=567*).*

Overall, teachers use a variety of instructional methods, with the extent of use reflecting the time commitment required to implement each method. For example, 81 percent of teachers use long-term projects to some extent, with 34 percent reporting they use it to a small extent and 14 percent reporting they use projects to a large extent. This is the reverse of the responses seen for directing the whole group. Such differences probably reflect the fact that long-term projects by their very structure must be used less often.

The mean extent to which teachers report using specific instructional techniques is rank ordered in Table 5.9 and compared by school type and survey year. The order of importance for instructional methods is similar to findings in Figure 5.2 above. Rank ordering, however, readily conveys differences in use among comparison groups. Across all teachers, individual student assignments and one-on-one instruction are used more extensively. Between school types, teachers in schools serving fewer at-risk students use somewhat more long-term projects, oral reports, and computers than their counterparts in schools serving primarily at-risk students. Teachers' instructional methods varied little across survey years.

Table 5.9
Instructional Methods Used in Classrooms—Mean Response by School Type

Instructional Method	CS ≥ 70% At-Risk *n*=239	CS < 70% At-Risk *n*=338	All Charter Schools 2004 *N*=567	All Charter Schools 2003 *N*=426
Students complete individual assignments	3.4	3.5	3.5	3.5
One-on-one instruction	3.3	3.3	3.3	3.3
Guide whole-group interactive discussion	3.2	3.1	3.1	3.1
Students work in small groups	3.0	3.1	3.1	3.1
Direct the whole group (lecture, set pace)	3.0	3.0	3.0	2.9
Student work with hands-on activities	2.9	3.0	2.9	3.1
Student use computers	2.5	2.7	2.6	2.6
Students present oral reports	2.3	2.5	2.4	2.4
Long-term projects	2.3	2.5	2.4	2.5
Multimedia presentations	1.9	1.8	1.8	1.8

Note. Mean ratings based on a 4 point scale: *not at all* (1), *small extent* (2), *moderate extent* (3), *large extent* (4).

Class Size and Technology Resources

According to teachers, classes in charter schools are typically small, with an average class size of 17.7 students. Charter schools with fewer at-risk students have a higher student-to-teacher ratio (18.9 to 1) compared to schools with a greater proportion of students at risk (15.9 to 1). Most charter school teachers have limited access to technology resources in the classroom. About half of classrooms have either no computers (16 percent) or only one computer (34 percent), and only 66 percent of classrooms are connected to the Internet. Some teachers, however, report an abundance of classroom computers—more than one-fourth of teachers have 5 to 10 computers (14 percent) or more than 10 computers (12 percent). On average, classrooms in charter schools have 2.5 computers, with schools serving primarily at-risk students having slightly more computers (2.5) compared to classrooms in charters serving fewer at-risk students (2.4). The average number of classroom computers in charter schools increased slightly between 2003 (2.3) and 2004 (2.5), but Internet access remained stable.

Table 5.10
Class Size and Technology Availability, by School Type

	CS ≥ 70% At-Risk	CS < 70% At-Risk	All Charter Schools 2004	All Charter Schools 2003
Average class size	15.9	18.9	17.7	18.4
Classrooms with Internet access (% yes)	63.4%	68.4%	66.4%	66.2%
Average number of computers per classroom[a]	2.5	2.4	2.5	2.3
Number of computers per classroom				
0	19.3%	13.0%	15.5%	24.3%
1	23.9%	40.9%	34.0%	30.6%
2-4	32.1%	18.6%	24.0%	21.9%
5-10	10.6%	16.7%	14.2%	12.8%
More than 10	14.2%	10.8%	12.2%	10.4%

[a] Teachers in lab-type classrooms (15 or more computers) are excluded from average classroom numbers.

Assessment Methods

As with instructional methods, teachers use a variety of methods to assess student performance. Table 5.11 shows that traditional testing methods are used most often, with 91 percent of teachers reporting the use of teacher-made tests. Other methods, such as student demonstrations, writing samples, and student projects are also commonly used as assessment devices. Teachers in charter schools serving primarily at-risk students more often rely on teacher-made tests, and they use student projects and portfolios to a lesser extent than teachers in charter schools serving fewer at-risk students. There was a declining emphasis on the use of student projects and portfolios as assessment methods from 2003 to 2004.

Table 5.11
Methods Used to Assess Student Performance, by School Type (Percent)

Level	CS ≥ 70% At-Risk *n*=239	CS < 70% At-Risk *n*=338	All Charter Schools 2004 *N*=567	All Charter Schools 2003 *N*=426
Teacher-made tests	95.5	87.5	90.8	89.2
Student demonstrations or performances	86.9	87.4	87.2	87.1
Student writing samples	89.2	85.5	87.0	87.5
Student projects	80.3	83.0	81.9	86.7
Student portfolios	60.8	64.8	63.2	73.8
Other	6.6	9.5	8.3	12.0

Note. Number of teacher respondents varies slightly by category.

Table 5.12 presents the frequency of use for the various types of assessment instruments. As shown, teachers use most assessment methods frequently—*at least once a marking period*. Teacher-made tests are used by more teachers and are used most often. Similar percentages of

teachers use student demonstrations, performances, writing samples, and projects, but teachers are more likely to use them only *once a year* or *once a semester*.

Table 5.12
Methods Used by Teachers to Assess Student Performance in Charter Schools (Percent)

Assessment	Strategy Used		Frequency		
	n	%	Once a Year	Once a Semester	Marking[a] Period
Teacher-made tests	328	87.5	1.9	10.2	87.8
Student demonstrations or performances	326	87.4	4.1	29.4	66.5
Student writing samples	321	85.5	1.4	20.8	77.8
Student projects	324	83.0	4.7	44.2	51.1
Student portfolios	321	64.8	10.0	35.9	54.0
Other	47	8.3	9.8	17.1	73.2

[a] At least once a marking period.

PROFESSIONAL DEVELOPMENT

Teacher Development Opportunities

On average, surveyed teachers attended nearly eight days of professional development in the past year, as Table 5.13 shows. Teachers in charter schools with primarily at-risk students attended about one day more of training than teachers in schools with fewer students at risk. Overall, teachers participated in a variety of professional development activities. Almost all teachers attended a session sponsored by their own charter school (94 percent) and three-fourths attended a session sponsored by a regional education service center (74 percent). Nearly a third of teachers attended sessions sponsored by a neighboring school district (27 percent) or completed college coursework (37 percent).

Table 5.13
Professional Development Activities Attended This Past Year, as Percent of Respondents

Professional Development Type	CS ≥ 70% At-Risk *n*=239	CS < 70% At-Risk *n*=338	All Charter Schools 2004 *N*=567	All Charter Schools 2003 *N*=424
Average number of days attended	8.3	7.2	7.6	6.8
Session sponsored by charter school	95.1	93.3	94.1	94.1
Session sponsored by an ESC	72.4	74.9	73.9	76.5
Teaming/shared conference periods	55.3	67.5	62.5	63.3
Professional conference	50.5	56.5	54.0	56.5
Peer observation and critique	51.9	52.6	52.3	55.9
Release time for independent training activities	49.8	50.5	50.2	50.8
Release time to work with other school educators	43.1	42.5	42.7	42.4
College or university coursework	37.1	37.5	37.4	32.1
Session sponsored by a traditional school district	26.6	27.6	27.2	32.1
Average number of days attended	8.3	7.2	7.6	6.8

Teachers in charter schools serving fewer at-risk students are more likely to participate in teaming or shared conference periods and professional conferences. Teachers in charter schools serving primarily at-risk students are slightly more likely to participate in sessions sponsored by their charter school. The mean number of professional development days increased from 6.8 to 7.6 between survey years, but the nature of activities remained relatively constant.

Teacher Appraisal

According to teachers, almost all charter schools (88 percent) have some type of formal teacher appraisal system (Table 5.14). Of those schools with an appraisal system, 61 percent use the state-developed Professional Development Appraisal System (PDAS) forms, and 27 percent use another appraisal system. Across all charter schools, 25 percent of teachers are observed by school administrators at least once a marking period, and 31 percent are observed at least once a semester. Teachers working in charter schools with proportionally more at-risk students more frequently report semester and yearly observation visits. The proportion of charter schools with a formal teacher appraisal process increased by 10 percentage points between 2003 and 2004.

Table 5.14
Teacher Appraisal and Observation System in Charter Schools (Percent)

	CS ≥ 70% At-Risk	CS < 70% At-Risk	All Charter Schools 2004	All Charter Schools 2003
Percent with a formal appraisal process	86.0	89.5	88.1	78.1
Percent using state system	51.0	67.4	60.8	No Data
Percent using another system	35.0	22.1	27.3	No Data
Frequency of administrative observations				
Once a marking period	25.1	24.3	24.6	19.6
Once a semester	34.7	28.6	31.1	24.7
Once a year	16.0	13.2	14.3	17.9
Other[a]	24.2	33.8	30.0	37.8

[a]The category "other" includes observation frequencies that do not fit the set categories. This includes "daily," "weekly," as well as a wide variety of additional frequencies.

STUDENT DISCIPLINE AND BEHAVIOR

Student discipline problems, as perceived by teachers, are reported in Figure 5.3. Attendance, both in terms of tardiness and absenteeism, is the greatest problem. Drug and alcohol abuse is seen as only about half as serious. The more serious the offense, the less it is seen by teachers as a problem. In fact, only small percentages of teachers reported physical conflicts, vandalism, drug or alcohol abuse, or weapon possession as serious problems or moderate problems at their schools.

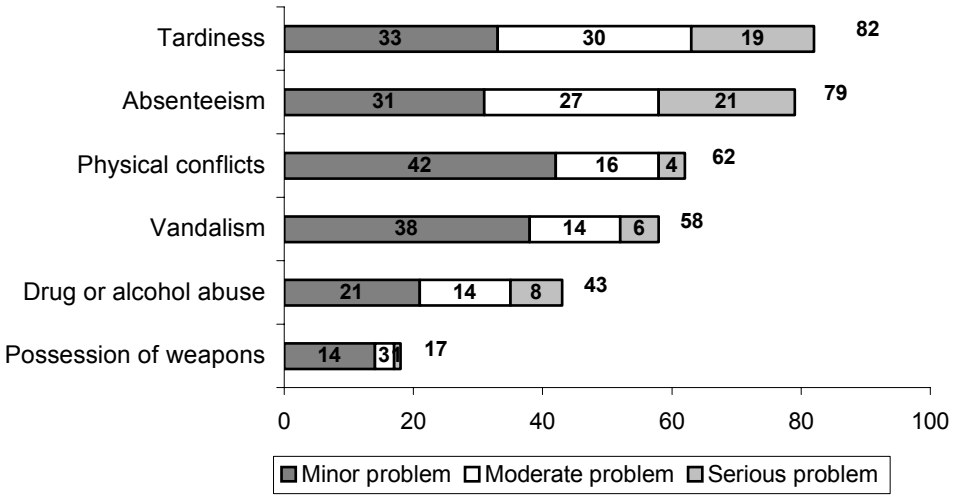

Figure 5.3. Percent of teachers reporting student behavior as a minor, moderate, or serious problem at their charter school (*N*=567).

There is, however, a difference in teacher perception based on the grade level taught. As Figure 5.4 shows, 60 percent of high school teachers think student absenteeism is at least a moderate problem, compared to 33 percent of middle and elementary school teachers. Likewise, 59 percent of high school teachers think tardiness is at least a moderate problem, compared to 36 percent of middle and elementary school teachers. Thirty-six percent of high school teachers think student drug and/or alcohol use is at least a moderate problem, compared to 11 percent of middle school teachers and 8 percent of elementary teachers. These results are to be expected. The only area where high school teachers express less concern than the lower grade teachers is physical conflicts among students. Nineteen percent of high school teachers perceive this as a problem compared to 23 percent of middle school teachers and 29 percent of elementary teachers.

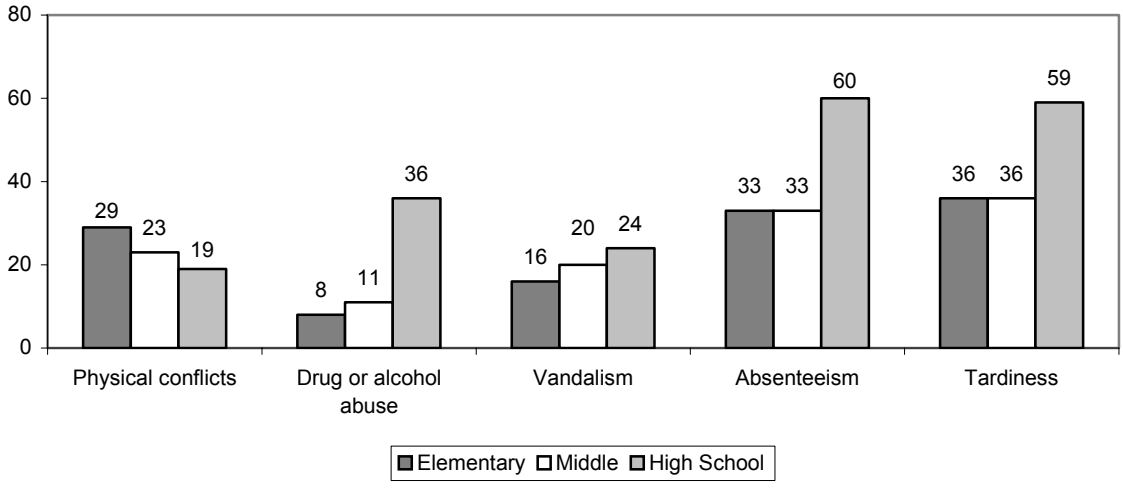

Figure 5.4. Percent of teachers reporting student behavior as a moderate or serious problem, by grade level (*N*=567*).*

Rank ordering of means in Table 5.15 highlights the extent of teachers' concerns. Overall, teachers perceive student tardiness and absenteeism to be about twice as problematic as student weapons possession. Teachers at charter schools serving primarily at-risk students perceive their schools to have slightly more problems in the areas of physical conflicts, vandalism, drug and alcohol abuse, and possession of weapons, and slightly fewer problems with tardiness and absenteeism. Comparisons for the two survey years revealed slight increases in teachers' perceptions of the severity of behavior problems for most categories.

Table 5.15
Teachers' Perceptions of Student Behavior Problems, Mean Severity by School Type

Problem	CS ≥ 70% At-Risk *n*=239	CS < 70% At-Risk *n*=338	All Charter Schools 2004 *N*=567	All Charter Schools 2003 *N*=424
Student tardiness	2.4	2.6	2.5	2.4
Student absenteeism	2.4	2.5	2.5	2.4
Physical conflicts among students	2.0	1.8	1.9	1.8
Vandalism of school property	1.9	1.8	1.8	1.7
Student drug or alcohol abuse	1.8	1.7	1.7	1.7
Student possession of weapons at school	1.3	1.2	1.2	1.2

Note. Mean ratings based on a 4 point scale: *not a problem* (1), *minor problem* (2), *moderate problem* (3), *serious problem* (4).

CHARTER SCHOOL OPERATIONS

To gain an overall impression of charter school operations, teachers were given a list of statements and asked if each statement applied to their school. The list contained both positive and negative statements such as, "This school is meeting students' learning needs," and "I have insufficient classroom resources." Teachers rated items on a 4-point scale as *strongly disagree* (1), *disagree* (2), *agree* (3), or *strongly agree* (4). Figure 5.5 provides a graphic representation of the percentage of teachers who either *agreed* or *strongly agreed* with each statement.

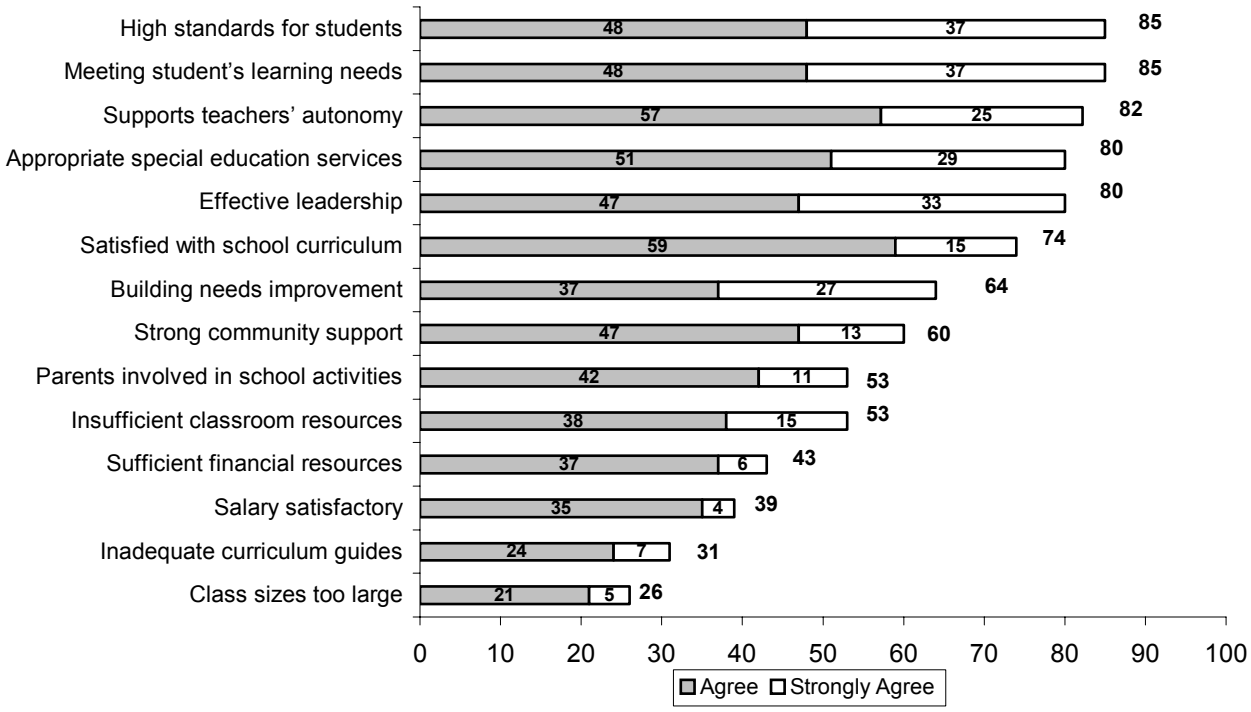

Figure 5.5. Percent of teachers reporting they agree or strongly agree with various aspects of their charter school (*N*=567*).*

Teachers are generally satisfied with the operation of their schools. Eighty-five percent of teachers either *agree* or *strongly agree* that their school has high expectations for students and the school is meeting students' learning needs. Moreover, at least 80 percent believe their school supports the autonomy of teachers, provides appropriate special education services, and has effective leadership. Although teachers have generally favorable impressions of their schools' missions, a number of teachers also believe charter schools lack adequate resources. Approximately half either *agree* or *strongly agree* that they have inadequate classroom resources (53 percent). Only 43 percent feel that their school has sufficient financial resources, and just 39 percent are satisfied with their salary. In addition, 26 percent think classes are too large in their schools.

Teachers' mean responses on the 4-point scale were calculated and rank ordered in Table 5.16. Results are presented for all respondents and also by school type and survey year. Although there are only a few differences in teachers' impressions across the two school groups, teachers in charter schools enrolling primarily at-risk students are less satisfied than teachers from charter schools with fewer at-risk students. These teachers are more satisfied with school standards and expectations, the extent to which the school is meeting students' needs, school leadership and teacher support, and the curriculum (but not with associated curriculum guides). They are also more satisfied with community support and parent involvement in school activities. However, teachers in charter schools enrolling primarily at-risk students are more satisfied with their salaries. Teacher satisfaction with charter schools remained generally stable across survey years.

The most notable differences were an increase in satisfaction with school leadership and decreases in satisfaction with parental involvement and their salaries.

Table 5.16
General Impressions of Charter School, Mean Responses by School Type

Item	CS ≥ 70% At-Risk *n*=239	CS < 70% At-Risk *n*=338	All Charter Schools 2004 *N*=567	All Charter Schools 2003 *N*=420
School has high standards/expectations for students	3.1	3.3	3.2	3.3
School is meeting students' learning needs	3.0	3.2	3.1	3.2
School has effective leadership	3.0	3.1	3.1	2.9
Schools has appropriate special education services	3.0	3.0	3.0	3.0
School supports teachers' autonomy	2.9	3.1	3.0	3.0
I am satisfied with the school curriculum	2.7	2.9	2.8	2.9
The school's buildings need improvement	2.8	2.8	2.8	2.8
School has strong community support	2.5	2.7	2.6	2.7
I have insufficient classroom resources	2.5	2.5	2.5	2.5
Parents are involved in school activities	2.2	2.6	2.4	2.6
School has sufficient financial resources	2.3	2.3	2.3	2.4
I am satisfied with my salary	2.3	2.1	2.1	2.3
School has inadequate curriculum guides	2.2	2.0	2.1	2.1
Class sizes too large	2.0	2.0	2.0	1.9

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

SUMMARY

This chapter outlined important characteristics of charter school teachers and highlighted differences among teachers based on whether they taught in a charter schools serving proportionally more or fewer at-risk students. Based on survey responses, about half of charter school teachers are young (under 35 years old), and most are female. The majority of charter school teachers are either African American (39%) or White (40%), with a smaller percentage of Hispanic teachers (16%)

About 9 percent of charter school teachers report that they have less than four years of college, 68 percent have a bachelors degree, and 23 percent have a masters or doctorate. Less than half of charter school teachers (42 percent) have their teacher certification (either in Texas or another state)—however, about 47 percent of uncertified teachers indicate that they are working on obtaining Texas teaching certification. Of those teachers certified to teach, about one-third (37 percent) participated in an alternative certification program, and two-thirds used undergraduate (45 percent) or post-bachelor certification programs (18 percent).

Teachers sought employment in a charter school for a variety of reasons. The most important reasons were working with like-minded educators, being involved in an educational reform effort, and small class and school sizes. Many teachers are also attracted to charter schools by factors such as an individual school's reputation, greater autonomy, working with specific

populations, and the high level of parental involvement. Other factors, such as difficulty in finding another position, less standardized testing, the ability to teach and draw retirement pay, and the ability to teach without certification are of less importance in teachers' decision making.

Teachers utilized a variety of instructional methods and assessment techniques. Instructional methods included one-on-one and small-group instruction, students completing individual assignments, interactive discussions, directing the whole class, and hands-on activities. Less traditional methods such as multimedia presentations are used less often. Assessment techniques often included the use of teacher-made tests. Other methods, such as student demonstrations, writing samples, and student projects, are also commonly used as assessment devices. Teachers in charter schools serving primarily at-risk students more often rely on teacher-made tests, and they use student projects and portfolios to a lesser extent than teachers in charter schools serving fewer at-risk students.

Teachers greatest area of concern regarding discipline is student attendance, with 49 percent of teachers reporting tardiness and 48 percent reporting absenteeism to be a moderate or serious problem. There were minimal differences in perceptions of student discipline by school type, but a difference was found by grade level. High school teachers perceived more discipline problems in all areas, except for physical conflicts among students. About 60 percent of high school teachers think student absenteeism and tardiness is at least a moderate problem, compared to just over 30 percent of middle and elementary school teachers. Similarly, over 30 percent of high school teachers think student drug and/or alcohol use is at least a moderate problem, compared to about 10 percent of middle and elementary school teachers.

Charter school teachers are generally satisfied with the operation of their schools. At least 80 percent agree that their school has high expectations for students, is meeting students' needs, supports the autonomy of teachers, provides appropriate special education services, and has effective leadership. However, many teachers also believe charter schools lack adequate resources. Approximately half think that they have inadequate classroom resources. Only about 40 percent feel that their school has sufficient financial resources and are satisfied with their salary. Although there are only a few differences in teachers' impressions across the two school types, teachers in charter schools enrolling primarily at-risk students are less satisfied than teachers from charter schools with fewer at-risk students.

CHAPTER 6
SURVEY OF CHARTER SCHOOL STUDENTS

Charter schools in Texas and nationally represent one facet of the growing school choice movement. Based on a free-market economy concept, charter schools provide families with an alternative to the traditional neighborhood public school. As the charter school movement has grown, it has become of greater interest to understand why families choose charter schools for their children and their level of satisfaction with charter schools. While research has addressed the factors that influence parents' choice of a charter school and their satisfaction with charter schools, few large-scale studies have addressed *students'* opinions on these issues. One study found that three-fifths of students say their charter school teachers are better than their previous school teachers (Vanourek, Manno, Finn, & Bierlein, 1997). Results from the five-year evaluation of Texas charter schools show similarly high levels of satisfaction among charter school students. Over 80 percent of Texas charter school students surveyed reported being *satisfied* or *very satisfied* with their school in the 2001-02 school year (Barrett, 2002). Likewise, in 2002-03, approximately three out of four Texas charter school students believed that the charter school was a good choice for them (77 percent), felt safe at school (73 percent), and learned more at their charter school (71 percent) (Pieper, 2004).

This study further explores the reasons students and parents seek charter schools, students' perceptions of schools currently 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. Moreover, students' experiences and perspectives might also shed light on factors that influence parents' school choices.

METHODOLOGY

Survey Procedures

The student survey included objective items addressing student characteristics (gender, ethnicity, grade level, age), schools previously attended, grades earned, future plans, reasons for choosing their charter school, and satisfaction with the school. Two additional opened-ended items allowed students to comment on the most positive school features and any problems or issues students encounter. The *Survey of Charter School Students* appears in Appendix C.

In March 2004, researchers distributed surveys to a sample of 10,773 students enrolled in grades 6 through 12. To identify survey recipients, investigators randomly selected a sample of 61 charter schools and 89 associated campuses to participate in the statewide survey. The administrator of each randomly selected charter campus received a packet including surveys for all enrolled students, with counts based on campus enrollments reported in AEIS 2002-03. Administrators were asked to distribute the surveys to all teachers in their building who teach students in grades 6 to 12. If more surveys were needed, administrators could copy the survey or request additional surveys. Instructions for each teacher asked that they administer the survey during the first period (or at the beginning of the school day) to ensure that each student responded to the survey only once. After administering the survey, teachers returned them to the

campus office. Administrators then mailed all student surveys in postage-paid envelopes or boxes to the Texas Center for Educational Research. Of the 10,773 student surveys distributed, 6,464 surveys were returned, for an overall response rate of 60 percent. The student survey respondents in the sample represent about 12 percent of charter school students statewide.

Characteristics of Survey Respondents

Table 6.1 shows the distribution of student survey respondents. Surveyed schools were divided into two groups for comparisons purposes: charter schools serving 70 percent or more at-risk students and charter schools with less than 70 percent at-risk students. Although the overall response rate was 60 percent, students in schools serving primarily at-risk students responded at a higher rate (65 percent) than those from schools serving fewer at-risk students (57 percent). Even so, the distribution of respondents from schools serving primarily at-risk students (44 percent) and respondents from schools serving fewer at-risk students (56 percent) duplicates the statewide student population in charter schools, which is also 44 percent from schools serving primarily at-risk students and 56 percent from schools serving fewer students at risk.

Table 6.1
Distribution of Student Survey Respondents, by School Type

School Type	Number of Campuses Surveyed	Number of Campuses Responding	Number of Students Surveyed	Number of Respondents	Percent of Students Responding
CS ≥ 70% At-Risk	39	24	4,430	2,858	64.5
CS < 70% At-Risk	50	39	6,343	3,606	56.8
Total	89	63	10,773	6,464	60.0

Table 6.2 displays the demographic characteristics of student survey respondents. The majority of students (70 percent) are between 13 and 17 years of age. This is expected considering only students in grades 6 through 12 were surveyed. Overall, survey respondents, similar to charter school students statewide, are concentrated in the upper grade levels, with between 15 and 19 percent of respondents in each of the high school grade levels (9-12). Ninth graders are under-represented, whereas eleventh and twelfth graders are over-represented in the sample. The grade-level distribution of respondents varies between schools serving different proportions of at-risk students. Charters serving primarily at-risk students have proportionately more respondents in grades 8 through 10 and fewer in grades 6, 7, 11, and 12. Males predominate among survey respondents from schools serving primarily at-risk students, while the proportions of male and female respondents are similar from schools serving fewer at-risk students.

Table 6.2
Characteristics of Student Survey Respondents (Percent)

Characteristic	Survey Sample			Charter Schools Statewide
	CS ≥ 70% At-Risk *N*=2,850	CS < 70% At-Risk *N*=3,599	All Charter Schools *N*=6,449	*N*=53,156
Age				
12 and under	8.8	12.9	11.0	--
13 to 17	71.9	68.4	69.9	--
18 and over	19.3	18.8	19.0	--
Grade Level				
6	6.6	10.1	8.5	9.1
7	10.7	11.5	11.1	9.9
8	12.2	9.8	10.9	10.2
9	22.3	16.2	18.9	26.0
10	20.4	18.1	19.1	19.4
11	15.3	18.0	16.8	15.4
12	12.4	16.2	14.5	10.1
Gender				
Male	59.4	49.0	53.6	52.0
Female	40.6	51.0	46.4	48.0
Race/Ethnicity				
Hispanic	56.4	40.8	47.7	39.6
African American	27.5	32.2	30.1	39.9
White	10.8	19.6	15.7	18.8
Other	5.3	7.3	6.5	1.7

The racial/ethnic distribution of the sample respondents also differs from the statewide distribution, with Hispanic students over-represented and African American and White students under-represented in the sample. Likewise, racial/ethnic distributions differ by the two types of schools. Among schools serving primarily at-risk students, Hispanic students make up a larger proportion of respondents (56 percent), whereas White students account for a smaller percentage (11 percent). In contrast, Hispanic (41 percent), African American (32 percent), and White (20 percent) students are more equally represented among respondents in schools serving less than 70 percent at-risk students.

Analytic Weights

Weighting of survey data is used to correct imbalances between the population of inference (i.e., Texas charter school students) 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." The use of analytic weights, however, increases the likelihood of sampling errors. Thus, if weighted survey data do not differ substantially from raw survey data, then analytical weights may not be necessary. For this survey, researchers explored the use of analytic weights because the student survey sample respondents differed from the overall student population of Texas charter schools (see Table 6.2). African American and White students are under-represented in the survey sample respondents, whereas Hispanic students are over-represented. The grade-level distribution of the

survey sample shows that ninth graders are under-represented, whereas eleventh and twelfth graders are over-represented.

Researchers determined that the race/ethnicity variable was the most salient and, thus, calculated weights based on this variable. Data analyses were completed for both the raw survey data and the weighted survey data. After comparing these analyses, it was determined that the weighted results did not differ substantially from the unweighted results. Therefore, weighted results are not utilized in this report.

PREVIOUS SCHOOL EXPERIENCE

To understand the previous educational experiences of charter school students, respondents were asked to identify the kinds of schools attended before coming to their current charter school. Table 6.3 shows that the large majority of students (83 percent) indicated that they previously attended a public school. This is true of students in both types of charter schools. Students in schools serving fewer at-risk students were more likely to have attended a private school prior to attending their current charter school. Students in both types of charter schools were equally likely to have received other types of schooling. Results for the current student survey mirror those from the previous year.

Table 6.3
School Attended Before the Charter School (Percent)

School Type	CS ≥ 70% At-Risk *N*=2,850	CS < 70% At-Risk *N*=3,599	All Charter Schools 2004 *N*=6,449	All Charter Schools 2003 *N*=5,159
Public school	85.1	81.5	83.1	83.9
Private school	3.5	8.3	6.2	6.0
Home schooled	2.4	2.6	2.5	3.1
Did not attend school	2.6	1.1	1.8	1.3
Other	6.3	6.4	6.4	5.8

FACTORS INFLUENCING SCHOOL CHOICE

Students also identified reasons why they and their families chose the charter school. Students were asked to rate the importance of several 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. Figure 6.1 provides a graphic representation of students' responses, with each bar on the chart representing those respondents indicating a factor had at least some level of importance.

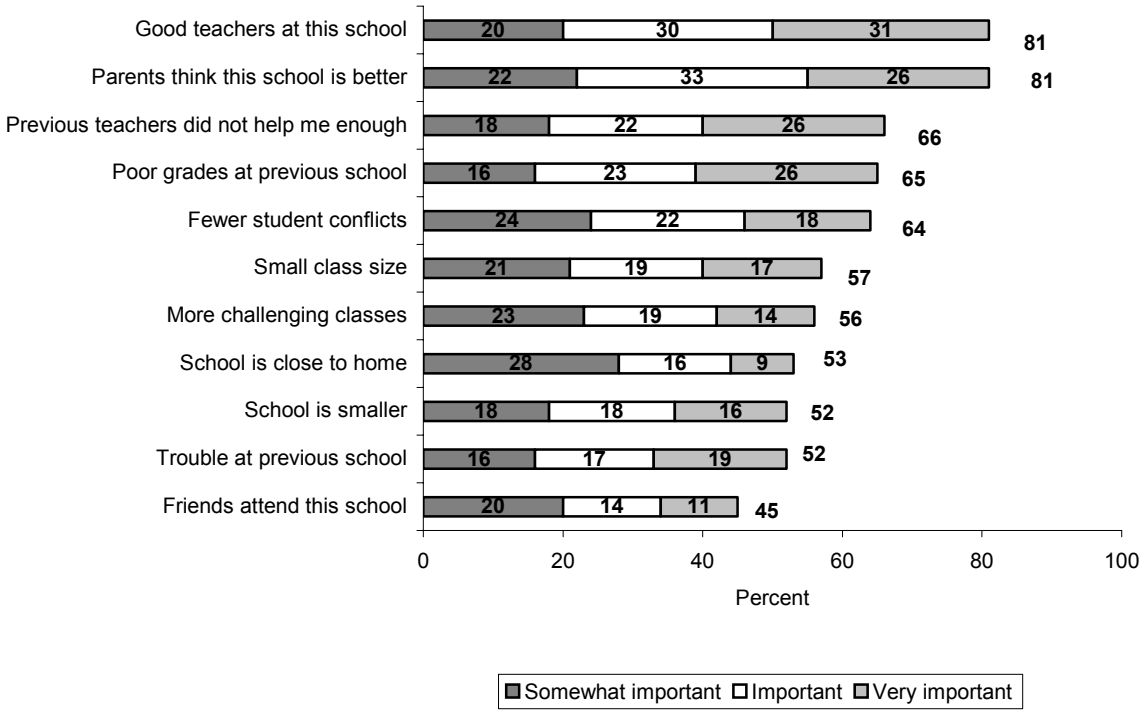

Figure 6.1. Percent of students reporting factors as *somewhat important*, *important*, or *very important* in their decision to attend the charter school.

Overall, students indicate that teacher quality (81 percent) and their parents' opinions of the school (81 percent) are the most important factors influencing their decision to attend the charter school. Other influential factors include previous teachers not helping enough (66 percent), poor grades at a previous school (65 percent), and fewer student conflicts (64 percent). Factors considered less important in students' choice of the charter school include its proximity to their home, the charter school being smaller, trouble at the previous school, and the presence of friends at the school.

Table 6.4 compares students' ratings of decision factors for charter schools serving primarily at-risk students and charters serving fewer at-risk students. Students in both types of schools report the same factors as important in their decision making (i.e., good teachers at the school and parents think the school is better). Differences between the two types of charter schools were very small. On five decision factors, the mean importance 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 mean ratings for students in schools serving fewer at-risk students. One factor, getting into trouble in a previous school, received a slightly higher mean rating of importance (0.01 points higher) from students in schools enrolling more students at risk. Five factors were rated equally by students from both types of charter schools.

Comparisons between survey results for 2003 and 2004 were nearly identical. Students' and parents' decisions regarding charter schools are strongly influenced by their perceptions of teacher and school quality.

Table 6.4
Reasons Students and Their Families Chose a Charter School, as Mean of Respondents

Decision Factor	CS ≥ 70% At-Risk *N*=2,850	CS < 70% At-Risk *N*=3,599	All Charter Schools 2004 *N*=6,449	All Charter Schools 2003 *N*=5,159
Good teachers at this school	2.7	2.8	2.7	2.8
Parents think this school is better	2.6	2.7	2.7	2.7
Previous teachers did not help me enough	2.4	2.4	2.4	2.4
Poor grades at previous school	2.4	2.4	2.4	2.4
Fewer student conflicts	2.2	2.2	2.2	2.3
Small class size	2.1	2.1	2.1	2.1
Trouble at previous school	2.1	2.0	2.1	2.0
School is smaller	2.0	2.0	2.0	2.0
More challenging classes	1.9	2.0	2.0	2.0
School is close to home	1.8	1.9	1.9	1.9
Friends attend this school	1.7	1.9	1.8	1.8

Note. Mean rating based on 4-point scale: *not important* (1), *somewhat important* (2), *important* (3), *very important* (4).

Comparisons by Accountability Ratings

Student survey responses were also compared based on the accountability rating assigned to the student's campus. (Accountability ratings were not assigned to campuses in 2002-03 because of the transition to a new assessment measure. Thus, accountability ratings from 2001-02 were used.) Campuses were organized into three groups—those receiving high-performing ratings of Exemplary or Recognized (standard system) or Commended (alternative education system); those receiving Acceptable ratings in either the standard or alternative education system; and those receiving ratings of Low-Performing (standard system) or Needs Peer Review (alternative education system). Table 6.5 presents students' mean importance ratings for each factor influencing their choice of school. Students in all three categories rated teacher quality and parental opinion factors 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 in schools rated Exemplary, Commended, or Recognized were less likely to report that poor grades or getting into trouble at their previous school were influential factors in their choice of a school, and they cited the desire for more challenging classes as a more important factor in their choice.

Table 6.5
Reasons Students and Their Families Chose a Charter School, by 2001-02 Accountability Rating, as Mean of Respondents

Decision Factor	High-Performing[a] *N*=529	Acceptable[b] *N* = 3,919	Low-Performing[c] *N* = 1,116	All Charters N=5,564
Good teachers at this school	3.0	2.8	2.7	2.8
Parents think school is better	3.1	2.6	2.8	2.7
Previous teachers did not help me enough	2.3	2.4	2.4	2.4
Poor grades at previous school	2.1	2.4	2.5	2.4
Fewer student conflicts	2.3	2.2	2.2	2.2
Smaller class sizes	1.9	2.1	2.1	2.1
More challenging classes	2.5	1.9	1.9	2.0
Trouble at previous school	1.8	2.1	2.1	2.0
School is smaller	1.8	2.0	2.1	2.0
School is close to home	1.8	1.9	1.8	1.9
Friends attending this school	2.0	1.8	2.0	1.9

Note. Mean rating based on 4-point scale: *not important* (1), *somewhat important* (2), *important* (3), *very important* (4).
[a] Campuses rated as Exemplary or Recognized (standard system) or Commended (alternative system); *N*=6.
[b] Campuses rated as Acceptable (standard and alternative systems); *N*=26.
[c] Campuses rated as Low-Performing (standard system) or Needs Peer Review (alternative system); *N*=15.

SATISFACTION WITH CHARTER SCHOOLS

Researchers also sought to gauge students' satisfaction with and beliefs about their current charter school. Students rated a variety of statements (e.g., "I feel safe at this school") on a 4-point scale as *strongly disagree* (1), *disagree* (2), *agree* (3), or *strongly agree* (4). Figure 2 displays students' responses in order of their level of agreement. The vast majority of students (87 percent) agree or strongly agree that they work hard to earn the grades they get at the charter school. Large percentages of students also indicate that their teachers know them by name (82 percent), encourage them to think about their future (80 percent), and help them understand concepts (79 percent). Approximately three out of four students feel that the charter school is a good choice for them (73 percent). About 70 percent feel safe at school (69 percent) and learn more at this school (67 percent). However, less than half (47 percent) of the students believe that other students help them learn and students are interested in learning (49 percent). In addition, only 33 percent agree that the school has enough extracurricular activities, and only 29 percent agree that they have more homework at their current school than at their previous school.

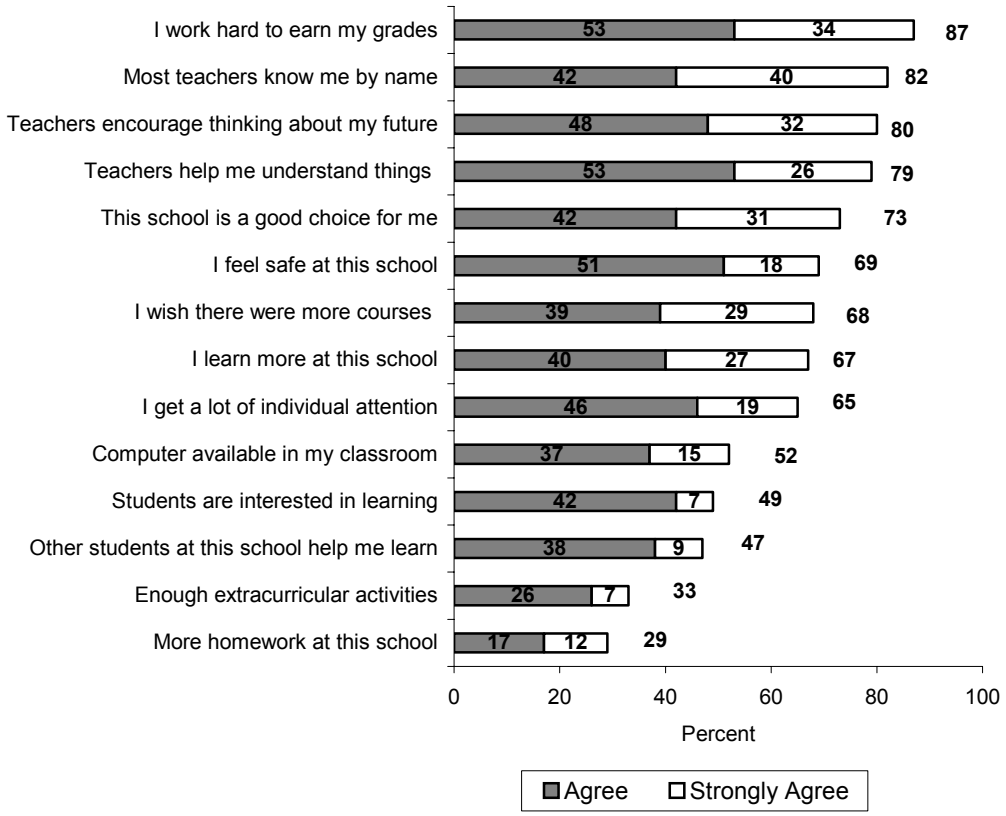

Figure 6.2. Students' opinions about their charter school.

Table 6.6 compares responses of students in schools serving primarily at-risk students to those serving fewer at-risk students. Overall, the responses are similar for students in both types of charter schools. Seven of the factors were given the same ratings by students from both charter school classifications. On another six 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 fewer at-risk students. For example, there is a small difference (0.2 points) in average ratings between the two groups of students for the statement, "This school is a good choice for me." The lower mean rating in schools serving primarily at-risk students indicates that these students are slightly less satisfied with their schools. On one factor, computer availability in the classroom, the mean rating was slightly higher (0.1 points) for students in schools with larger at-risk populations.

Students' satisfaction with their charter school declined slightly across two survey years with lower student satisfaction ratings for 9 of 14 statements.

Table 6.6
Students' Opinions About Their Charter School, as Mean of Respondents

Student Opinion	CS ≥ 70% At-Risk *N*=2,850	CS < 70% At-Risk *N*=3,599	All Charter Schools 2004 *N*=6,449	All Charter Schools 2003 *N*=5,159
I work hard to earn my grades	3.1	3.2	3.2	3.2
Most teachers know me by name	3.1	3.3	3.2	3.2
Teachers encourage thinking about my future	3.0	3.0	3.0	3.1
Teachers help me understand things	3.0	3.0	3.0	3.0
This school is a good choice for me	2.8	3.0	2.9	3.0
I learn more at this school	2.8	2.8	2.8	2.9
I feel safe at this school	2.7	2.8	2.7	2.8
I get a lot of individual attention	2.7	2.7	2.7	2.8
I wish there were more courses	2.8	2.9	2.9	2.8
Computer available in my classroom	2.5	2.4	2.5	2.6
Students are interested in learning	2.4	2.4	2.4	2.5
Other students help me learn	2.3	2.3	2.3	2.5
Enough extracurricular activities	2.1	2.1	2.1	2.2
More homework at this school	2.0	2.2	2.1	2.1

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

Comparisons by Accountability Ratings

Table 6.7 presents students' responses regarding their current charter school, organized by 2001-02 campus accountability ratings. For 13 of the 14 statements, students attending Exemplary, Commended, or Recognized schools assigned higher levels of agreement to the statements than students in less highly rated schools. In particular, students in higher performing charter schools are more likely to believe they get more homework at school (3.2 compared to 2.0 and 2.1). Examples of other statements rated slightly higher by students in top-rated charter schools include teachers helping students understand, teachers encouraging thinking about students' futures, a wish for more good courses, a sense that students learn more at the school, feeling safe at school, and having sufficient extracurricular activities.

Table 6.7
Students' Opinions About Their Charter School, by 2001-02 Accountability Rating, as Mean of Respondents

Student Opinion	High-Performing *N*=529	Acceptable *N*=3,919	Low-Performing *N*=1,116	All Charters *N*=5,564
Most teachers know my name	3.4	3.1	3.3	3.2
I work hard to earn my grades	3.3	3.2	3.2	3.2
Teachers help me understand	3.2	3.0	2.9	3.0
Teachers encourage thinking about my future	3.3	3.0	3.0	3.0
I wish there were more courses	3.1	2.8	2.9	2.9
This school is good choice for me	3.0	2.9	2.8	2.9
I learn more at this school	3.2	2.8	2.7	2.8
I feel safe at this school	2.9	2.7	2.6	2.7
I get a lot of individual attention	2.8	2.7	2.6	2.7
Computer available in my classroom	2.5	2.5	2.4	2.5
Students are interested in learning	2.5	2.4	2.2	2.4
Other students help me learn	2.4	2.3	2.3	2.3
More homework at this school	3.2	2.0	2.1	2.1
Enough extracurricular activities	2.3	2.1	2.0	2.1

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

In addition to responding to survey items, 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 the most at this school?

Students' responses were analyzed to identify particular issues or themes mentioned frequently by students.

Positive Aspects of Charter Schools

Generally, students' comments regarding the most positive aspects of their school centered on *teachers*, *school and class size, self-paced instruction*, and *ease of schooling*. Similar to the results seen in the quantitative survey items, many students felt their teachers were fair, understanding, helpful, attentive, and caring. One student wrote, "The teachers are fair, and you take your time in doing your work." Another stated, "You have more time to do and understand your work. You also work at your own pace." Yet another said, "Teachers have time to explain the work. They have more one-on-one time with students."

Smaller school and class sizes were also mentioned. "Knowing everyone" was mentioned by several students. Students liked the smaller classes because it allowed for more personal attention. One student explained, "When you need help, you get help immediately." A second student stated, "The classes are not as big as public school, so the teachers have more time to help you." Another said, "It's small, and everybody knows almost everyone." (Note that not all

charter schools have small class sizes. Compared to public schools statewide, the student-teacher ratio is actually higher in charter schools.)

A number of schools surveyed utilize a self-paced (often computerized) educational program with an abbreviated daily schedule. Student responses in these types of schools differed from responses offered by students in other schools. Students in these schools were more likely to mention *self-paced instruction*, a *flexible curriculum*, and *ease of schooling*. These students wrote about working at their own pace and not following a structured program. One student stated, "You are able to work at your own pace and attend any class desired during the day." Another said, "It has a slightly laid back environment, and unique assignments." School being easy and not taking up much time was mentioned very often. Sample responses included, "This school is easier to pass," "You can graduate in three years," "It's easier and only half a day," "There is no homework," "We go home after testing," "We get out at 12:00," and "Periods are only 30 minutes." Several students pointed out that the short school day allowed them to retain a job or care for their children.

In contrast to students enrolled in schools utilizing a self-paced program, students in other charter schools reported liking different features of their schools. These students were more likely to say they *learn more* in their school and that the work is *more challenging*. One student stated, "They give us a lot of opportunities to prepare for college." Students in these schools also said they like specific aspects of the *curriculum* (e.g., management class, music class, field trips, the orchestra, etc.), as well as the security (e.g., there is "more order than in public schools") and learning environment (e.g., it is a "quiet place to work") provided by the smaller school size.

School Problems and Concerns

Students' responses regarding things they dislike about their school were less distinctive by school type. Generally, students commented on issues that typically concern them—*school rules including dress codes or uniform requirements* and *school food*. Students had general complaints about rules like mandatory searches, no cell phones, and punishment being unfair, as well as restrictions enforced by the school regarding clothing (e.g., no piercings, no facial hair, wearing blue clothes) or uniforms. Many students also wrote responses about their dislike of the food provided by the school, lack of or poor selection from vending machines, and the length or structure of lunch periods.

Commonly mentioned issues related to *school facilities* or *supplies*. Students indicated that their schools were too small, in poor condition (e.g., inadequate heating system, overcrowding, a dirty building), lacked facilities like a gym, cafeteria, or lockers, 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 activities* at their schools. These included no field trips, sports teams (e.g., tennis, soccer, baseball), and clubs. Several students stated that their school had *financial problems*.

Consistent with students' survey responses, some students mentioned needing a *wider selection of course offerings* (e.g., physical education, history of math, spelling, automobile technology, and language classes like Spanish and French). Additionally, a few students said their *schoolwork was not challenging*, with comments like "I'm not challenged" and "E-Z grades."

Others stated that there were *disruptive classmates*. One student stated, "It's hard for me to learn here, the teachers try to teach, but there are constant disruptions from students, which makes it impossible to receive instructions." The school being *unorganized* was another area of concern for some students. Other students mentioned *not receiving adequate assistance from their teachers*. Some students indicated that the lack of assistance was due to overcrowding, the school schedule (e.g., teachers could not help because they have lunch duty), lack of tutors, and too little class time. Others reported that some of their *teachers were not skilled* in explaining ideas or concepts. One student wrote, "The thing I dislike most is that we don't do much around here, and some teachers don't know how to teach, and we need more attention."

STUDENT GRADES

One of the items to be considered in the evaluation of open-enrollment charter schools is student grades [TEC, §12.118 (b)(3)]. On one part of the survey, students 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*, *Mostly B's and C's*, and so forth. Figure 6.3 shows that students' reported grades have improved from their previous school to their current charter school. The percent of students earning *mostly A's* or *mostly A's and B's* increased from 31 percent to 45 percent, while the percent of students making *C's and D's* or *D's and F's* declined from 23 percent to 9 percent.

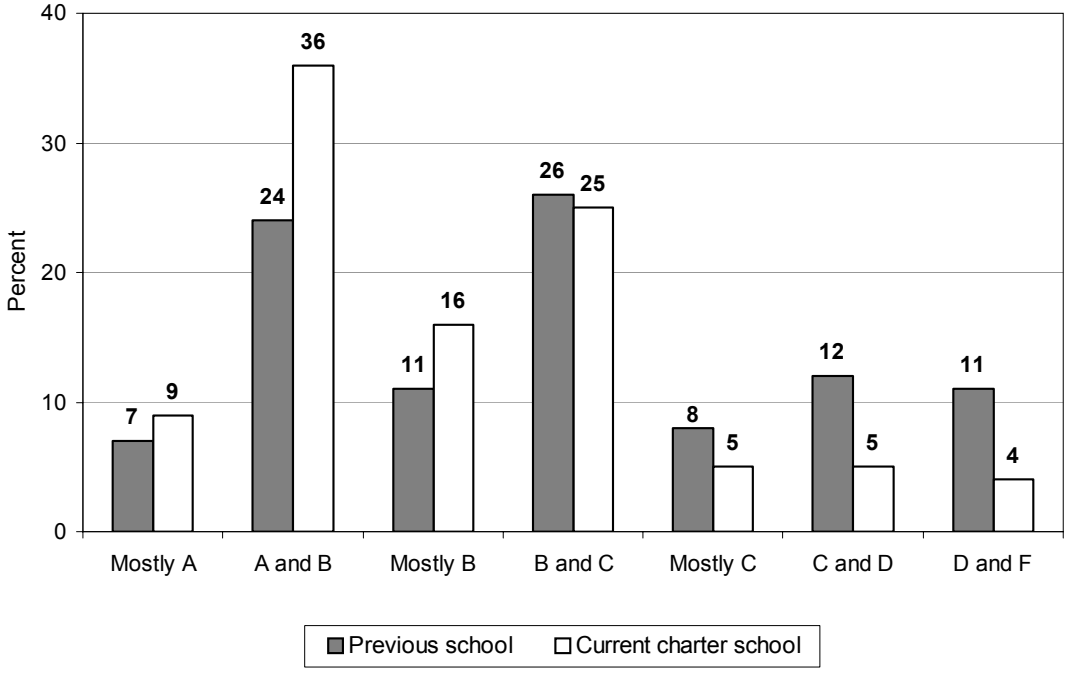

Figure 6.3. Percent of students reporting the kinds of grades received in their previous school and current charter school (N = 6,449).

Table 6.8 compares student grades by school type. Students in both types of schools indicate their grades have improved at their current charter school. There are little differences in school types. For example, while 42 percent of students in schools serving 70 percent or more at-risk students said they earned *mostly B's* or higher at their previous school, 59 percent said they earned *mostly B's* or higher at their current charter school. Those percentages in schools serving 70 percent or less at-risk students are 44 percent who said they earned *mostly B's* or higher at their previous school, and 64 percent who said they earned those grades at their current charter school. Lower percentages of students in both types of schools report earning *D's and F's* in their current schools as compared to their previous schools.

Students' reports of their grades earned in their previous and current charter school varied little by survey year. Like 2004, students in the previous survey year reported improved grades as they moved to the charter school.

Table 6.8
Student Grades Earned at Previous School and Current Charter School (Percent)

	CS ≥ 70% At-Risk *N*=2,850		CS < 70% At-Risk *N*=3,599		All Charter Schools *N*=6,449	
Grade	Previous School	Current School	Previous School	Current School	Previous School	Current School
Mostly A	5.1	8.3	9.2	9.7	7.4	9.1
A and B	24.1	34.1	24.1	37.6	24.1	36.1
Mostly B	12.4	16.3	10.5	16.3	11.3	16.3
B and C	26.7	26.2	25.1	24.2	25.8	25.1
Mostly C	9.5	5.8	7.4	4.4	8.3	5.0
C and D	11.7	5.4	12.0	4.5	11.9	4.9
D and F	10.5	3.9	11.6	3.2	11.2	3.5

FUTURE PLANS

Table 6.9 presents students' responses about their plans after high school. Overall, approximately half of students plan to attend a four-year college (33 percent) or a community college (15 percent). When comparing responses from students in both types of schools, small differences emerge. Students in schools serving primarily at-risk students are more likely to report planning to get a job. A lower percentage of students in schools serving 70 percent or more at-risk students indicate they plan to attend a four-year college (29 percent) than students in schools serving fewer at-risk students (37 percent). Students' post-high school plans changed little between the 2003 and 2004 surveys.

Table 6.9
Students' Post-High School Plans (Percent)

Student Plans	CS ≥ 70% At-Risk *N*=2,850	CS < 70% At-Risk *N*=3,599	All Charter Schools *N*=6,449
Go to a four-year college	28.8	36.5	33.1
Other	15.6	15.1	15.3
Go to a community college	14.9	15.6	15.3
Get a job	16.3	10.4	13.0
Don't know	10.6	10.3	10.4
Join the military	7.0	6.6	6.8
Go to a technical school	6.8	5.4	6.0

Students' reports of their plans after high school were also analyzed by grade level (see Table 6.10). While the same general pattern of responses is apparent, some noticeable differences between middle school and high school students emerge. A significantly higher percentage of middle school students say they plan to attend a four-year college (52 percent compared to 25 percent). Conversely, more high school students report they plan to attend a community college (19 percent compared to 8 percent). While this seems counterintuitive, it may be that high school students realize the challenges they face in attending a four-year college and see community college as a more attainable option.

Table 6.10
Students' Post-High School Plans by Grade Level (Percent)

Student Plans	Middle School Students *N*=1,963	High School Students *N*=4,452	All Charter Schools *N*=6,415
Go to a four-year college	51.6	25.0	33.2
Other	10.8	17.2	15.2
Go to a community college	7.5	18.8	15.4
Get a job	10.6	14.1	13.1
Don't know	10.9	10.2	10.4
Join the military	6.4	7.0	6.8
Go to a technical school	2.3	7.6	6.0

Lastly, students were asked to indicate whether they would attend their current charter school the following year. As Table 6.11 shows, under half (43 percent) report that they will return to their charter school. Students in schools serving fewer at-risk students, however, are more likely to say that they will attend their charter school the following year than those in schools serving primarily at-risk students (47 percent compared to 40 percent). Comparisons with survey results for 2003 reveal that the percentage of students planning to attend the charter school the following year has declined, and the decline was larger in charters serving fewer at-risk students.

Table 6.11
Plans to Attend Charter School Next Year (Percent)

Response	CS ≥ 70% At-Risk	CS < 70% At-Risk	All Charter Schools
2004	***N*=2,850**	***N*=3,599**	***N*=6,449**
Yes	39.6	46.5	43.4
No	39.9	29.7	34.2
Not sure	20.6	23.8	22.4
2003	***N*=1,818**	***N*=3,341**	***N*=5,159**
Yes	40.8	62.5	55.1
No	35.6	14.0	21.2
Not sure	24.2	23.6	23.8

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

CHARTER SCHOOL ORGANIZATIONAL CHARACTERISTICS AND STUDENT SATISFACTION

The relationships between student satisfaction with their charter schools and school characteristics were explored using hierarchical linear modeling (HLM). Data for the analyses came from the 2003-04 student and teacher surveys and charter school organizational characteristics extracted from 2003-04 AEIS data files. (See a detailed explanation of procedures in Appendix D.)

Methodology—Constructing Variables

Researchers first conducted analyses of student and teacher survey items to construct measures of students' *general school satisfaction, teacher satisfaction,* and teachers' perceptions of *student behavioral problems.* In addition, we constructed a measure of *student-reported grades*.

Student satisfaction. The 14 student survey items covering views on and satisfaction with charter schools were analyzed using maximum likelihood factor analysis. One factor, *general school satisfaction*, accounted for 31 percent of the item variance. Items defining this factor include (a) this school is a good choice for me, (b) I get a lot of individual attention, (c) I am learning more at this school, (d) teachers help me understand, (e) I feel safe at this school, (f) teachers encourage me to think about the future, and (g) students at this school are interested in learning. Factor scores were computed for each student, and these school satisfaction scores were used as the dependent variable in the analyses described below.

Teacher perceptions of charter school. The 19 teacher survey items covering views on student discipline and charter school operations were also analyzed using maximum likelihood factor analysis. Two distinct factors emerged. One *teacher satisfaction* factor (e.g., I am satisfied with the curriculum; the school has effective leadership, is meeting student needs not addressed at other schools, supports teacher autonomy, has high standards and expectations, and has strong community support) accounted for 28 percent of the item variance. A second factor, *student behavioral problems* (e.g., student absenteeism and tardiness, drug or alcohol abuse, vandalism of school property, and student possession of weapons) accounted for 11 percent of the item

variance. Factor scores on each factor were computed for each teacher, aggregated at the campus level, and used as independent variables in predicting campus student satisfaction.

Student-reported grades. Student-reported grades also came from the 2003-04 student survey. Students selected the "kinds of grades" they get at their "charter school this school year," with selections ranging from "mostly A's" to "mostly F's."

Methodology—Statistical Analysis

Statistical analyses revealed that charter schools vary in their levels of *general student satisfaction*. Some charter schools have relatively high levels of student satisfaction, others have moderate levels, and still others have low levels of student satisfaction. Our goal was to account for this variation in charter school student satisfaction. However, before we could do this, we had to control for factors that were related to student satisfaction within charter schools. Specifically, we controlled for gender (1 if female, 0 if male), ethnicity (1 if other, 0 if Hispanic or African American), grade level (0 if grade 6 through 6 if grade 12), plans to attend a four-year college (1 if yes, 0 if no), and reported course grades (ranging from 8, mostly A's, to 0, mostly F's).

Once we had controlled the extent to which student satisfaction was shaped by gender, ethnicity, grade level, future plans, and reported grades, we examined a variety of organizational factors that could possibly explain variation in student satisfaction between charter schools. These factors included the student-to-teacher ratio, teacher experience in years, the total per-pupil operating expenditure, average teacher salary, the percentage of non-degreed teachers, student mobility, the percentage of students passing all 2003-04 TAKS tests, the number of students in the school, high minority concentration (1 if the percentage of Hispanic and African-American students exceeded 70 percent, 0 otherwise), and campus averages of the teacher survey *teacher satisfaction* and *student behavioral problems* scales.

Results

Findings for the HLM analysis revealed that, within charter schools, female students tended to be more satisfied than males, and minority students tended to be more satisfied than non-minority students. In addition, student satisfaction was higher when course grades were perceived as being high.

Several organizational characteristics were also associated with levels of charter school students' satisfaction. Levels of student satisfaction were *unexpectedly* higher in charter schools having a higher student-to-teacher ratio. Although this finding is difficult to interpret, it may indicate higher levels of satisfaction in schools with less than 70 percent at risk students, which tend to have higher student-to-teacher ratios compared to schools with more students at risk. On the contrary, a high (greater than 70 percent) concentration of African American and/or Hispanic students was associated with lower charter school student satisfaction. Increased student mobility was also associated with lower charter school student satisfaction.

Teacher satisfaction with their charter school was also important. Levels of charter school student satisfaction were higher when school-level teacher satisfaction scores were higher. That is, when teachers were satisfied with their charter school and felt that the school was meeting student needs and had high standards, effective leadership that supports teacher autonomy,

community and financial support, and appropriate special education services, students were more satisfied with their charter school.

SUMMARY

Charter school students indicate that teacher quality and the opinions of their parents are the most important factors influencing their decision to attend the charter school. Other influential factors include previous teachers not providing enough help, poor grades at a previous school, and fewer student conflicts.

The ratings of the factors influencing school choice were compared for students in high-performing, acceptable, and low-performing charter schools. Students in the high-performing charter schools assigned higher levels of importance to teacher quality and parental opinion than did students in less highly rated schools. These students were also less likely to report that poor grades or getting into trouble at their previous school were influential factors in their choice of school. In addition, they were more likely to cite the desire for more challenging classes as an important factor in school choice.

Students report varying levels of satisfaction with their charter schools. Almost 90 percent of students believe that they work hard to earn the grades they get at the charter school. Large percentages also indicate that their teachers know them by name, encourage them to think about their future, and help them understand concepts. Approximately 70 percent feel that the charter school is a good choice for them, feel safe at school, and learn more at this school. However, only about half of the students believe that other students help them learn and students are interested in learning. In addition, only about 33 percent agree that the school has enough extracurricular activities, and only about 30 percent agree that they have more homework at their current school than at their previous school. Overall, the responses are similar for students in schools serving primarily at-risk students compared to schools serving fewer at-risk students. Students in schools serving 70 percent or more at-risk students are only slightly less likely to feel that *this school is a good choice for me*.

Students in higher performing charter schools are more likely to believe they get more homework at school. They are also more likely to feel they learn more at school, are safe at school, have sufficient extracurricular activities, and teachers help them understand and encourage thinking about their future. These students in higher performing charter schools also wish for more courses.

Charter school students' reported grades have improved from their previous school to their current charter school. The percentage of students earning *mostly A's* or *mostly A's and B's* has increased, while the percentage of students making *C's and D's* or *D's and F's* has decreased.

Approximately half of charter school students plan to attend a four-year college or a community college. Students in schools serving primarily at-risk students are more likely to report planning to get a job, and slightly less likely to indicate they plan to attend a four-year college. A significantly higher percentage of middle school students say they plan to attend a four-year college. Conversely, more high school students report they plan to attend a community college. It

may be that high school students realize the challenges they face in attending a four-year college and see community college as a more attainable option.

Lastly, over 40 percent of charter school students report that they will return to their charter school next year. Students in schools serving fewer at-risk students are more likely to say that they will attend their charter school the following year than those in schools serving primarily at-risk students.

The relationships between organizational characteristics and levels of charter school student satisfaction were explored using AEIS as well as student and teacher survey data. It was found that females, minority students, and students with higher course grades were more satisfied with their charter schools. In addition, several organizational factors were associated with higher school levels of student satisfaction. These included a higher student-to-teacher ratio, a lower concentration of minority students (70 percent or less), and lower student mobility. In addition, levels of charter school student satisfaction were higher when teachers were more satisfied with the charter school. When teachers were satisfied with their school, its services, standards, leadership, resources, and community support, students as a group were more satisfied.

CHAPTER 7
STUDENT PERFORMANCE

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 (PEIMS) and, through 2001-02, the Texas Assessment of Academic Skills (TAAS) to accredit districts and rate schools. Through 2002, Texas districts and campuses have received annual accountability ratings based primarily on TAAS performance and dropout rates. Charter schools in the first year of operation are not rated unless requested; however, newly opened charter campuses administered by operating charter schools receive ratings.

Recently, Texas has been transitioning to a new accountability system that attempts to incorporate state statutory requirements and new federal requirements. In 2002-03, the first statewide administration of a 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. The second statewide administration of the TAKS occurred in spring 2004.

For the 2002-03 school year, each district's (and charter school's) accountability rating was carried forward as the state worked to develop a new accountability system that incorporates the TAKS and other state and federal requirements. Accountability ratings for the 2003-04 year were delayed until September 2004 to allow adequate time for accountability system development.

Nationally and in Texas, policymakers, educators, and the public at large are trying to determine whether students benefit academically from attending charter schools. A six-year longitudinal evaluation of Texas open-enrollment charter schools establishes that, on average, charter schools have lower state assessment scores (based on the TAAS*)*, lower attendance rates, and higher dropout rates compared to traditional public schools in the state (Texas Open-Enrollment Charter Schools Sixth-Year Evaluation, 2003). In contrast, academic outcomes for charter schools nationally have been mixed, with scores in some states significantly exceeding state averages, whereas charter schools in other states have lower scores (Fitzgerald et al., 2001, Horn & Miron, 1999). More recent evidence, however, indicates that charter schools may be lagging behind traditional public schools. A recent national comparison of test scores of fourth-grade children in charter schools and regular public schools shows only 25 percent of the fourth graders attending charter schools were proficient in reading and mathematics, against 30 percent who were proficient in reading, and 32 percent in mathematics, at traditional public schools ("Nation's Charter Schools," 2004).

This evaluation further explores student performance in Texas charter schools. The chapter describes charter school achievement for the 2003-04 school year. In particular, the study compares how students in charter schools are performing in relation to students in traditional public schools, student achievement differences by type of charter school (serving more or less at-risk students), and the effects on student performance of remaining in charter schools over

time. Accountability ratings for individual campuses are provided in Appendix E, and student performance indicators for individual campuses are listed in Appendix F.

METHODOLOGY

Evaluators rely on charter school campus- and student-level data to compare the performance of Texas charter schools with traditional public schools. The chapter centers on the 274 charter school campuses operating for the entire 2003-04 school year. The 274 charter campuses served 60,748 students, with an average of 222 students per campus and enrollment ranging from 4 to 1,026 students. Additional data are derived from open-enrollment charter school evaluation reports for years one through six (www.tcer.org) and longitudinal data for a matched cohort of students with three years of 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. The TAKS was administered for the second time during the 2003-04 school year. Like its predecessor—the Texas Assessment of Academic Skills (TAAS)—TAKS is a criterion-referenced, state-mandated test of student academic achievement in reading, writing, mathematics, science, and social studies. However, in contrast to TAAS items, the TAKS items are of greater complexity and require a higher level of critical thinking. Specifically, 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 5,10, 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 will be one SEM below the committees' recommendations. (With the exception of the passing requirement for the grade 11, Exit-Level TAKS that remains at two SEMs below panel recommendation.) In 2004-05, the committee's passing standards will be fully implemented. TAKS data for this study are drawn from AEIS and PEIMS at both the campus and student levels.

Other measures. Analyses also included the following AEIS data elements: retention/promotion rates, advanced course completions, and student attendance and dropout rates.

Study Limitations

Several factors complicate the analysis of charter school data, including the increasing number of charter schools, data accuracy, student population changes, confusion regarding the unit of analysis, and test-participation rates.

Number of charter schools. The number of charter schools and campuses has increased each year since 1996-97. Likewise, the numbers of students available for analysis varies widely across years. Still, over the past three 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. With the exception of TAKS outcomes, the majority of data are self-reported by school districts and charter schools through PEIMS. In some cases, the accuracy of charter school PEIMS data is an issue. For example, in 2003-04, the Person Identification Database (PID) error rates for charter districts averaged 4.6 percent, while the state average was 0.4 percent. Sixteen, or 52 percent, of 31 school districts with PID error rates exceeding 2.0 percent were charter schools. In contrast to PEIMS data, information for TAKS is generally regarded as accurate.

Student mobility and growth. Student movement in and out of charter schools (i.e., mobility) and population growth impacts outcomes. The impact of student instability on academic performance is especially acute for charter schools because many charter schools 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.

Designating a charter school as a district or campus. TEA uses county-district and county-district-campus numbers to identify public school districts and campuses, respectively. Because TEA recognizes charter schools both as districts and as campuses, and because new charter schools and campuses are constantly being created, some overlap exists in describing and reporting on charter schools. Evaluators may use campus numbers to obtain certain data and district numbers to obtain other data. Use of both data sources—charter *districts* and charter *campuses*—results in differing numbers of charter schools reported in data tables.

Unit of analysis. In this chapter, evaluators use both campus-level data and student-level data to describe charter school performance. Results of performance calculations may vary (usually slightly), depending on whether the campus or student is the unit of analysis. Also, when the campus is the unit of analysis, each campus receives equal weight, regardless of the number of students enrolled (an exception being hierarchical linear modeling). When the student is the unit of analysis, larger schools receive more weight in the calculations.

TAKS participation rates. TAKS participation rates for charter school campuses and the state are compared in Table 7.1.

Table 7.1
2003-04 TAKS Participation

Group	Tested	Absent	Special Education ARD Exempt	Accountability Subset[a]	SDAA
Charter	90.8%	0.4%	3.2%	58.1%	7.3%
State	95.5%	0.2%	1.9%	85.1%	6.5%

Source: 2004 TEA AEIS reports. ARD=Assessment, Review, and Dismissal. SDAA=State Developed Alternative Assessment.
[a] Students included in the fall PEIMS snapshot and tested in the same school.

For 2003-04, percentages of students tested, absent, and exempted by Admissions, Review, Dismissal (ARD) special education committees are comparable for charter schools and the state overall. However, percentages of students included in the accountability subset are very different. Only 58 percent of charter school students were included in the accountability rating system compared to 85 percent of students statewide. The accountability subset includes students who were enrolled for the fall PEIMS *snapshot* and tested in the same school. Charter schools' high student mobility rates may contribute to this variance with the state.

CAMPUS-LEVEL PERFORMANCE

Accountability Ratings

Performance standards. As noted previously, the state accountability system was fundamentally changed for the 2003-04 school year. Table 7.2 highlights the most prominent of these changes. Under the new system, districts and campuses will be assigned the same rating labels: *Exemplary*, *Recognized*, *Academically Acceptable*, and *Academically Unacceptable*. In addition, more indicators are used to determine accountability ratings. In 2002, the TAAS percentage passing and the annual dropout rate in grades 7-12 determined the rating. The 2004 accountability rating, in contrast, is determined by the percentage of students meeting the TAKS standard, the percentage meeting State-Developed Alternative Assessment (SDAA) ARD expectations, the completion rate in grades 9-12, and the annual dropout rate in grades 7-8. The maximum number of performance measures that could be used in determining a campus or district rating increased from 21 to 36.

The new accountability rating system is also an improvement model. For each measure used in the ratings evaluation, campuses and districts can meet the standard for Academically Acceptable or Recognized by meeting either an absolute performance standard or an improvement standard. Thus, higher ratings are possible through Required Improvement, which compares prior year performance to current year performance. While there are similarities between the two systems, TEA cautions that, because of the differences, ratings should not be compared across systems.

Table 7.2
Comparison of 2002 and 2004 Accountability Systems on Selected Components

Component	2002	2004
Standard Rating Labels	Exemplary (district/campus) Recognized (district/campus) Academically Acceptable (district) Academically Unacceptable (district) Acceptable (campus) Low Performing (campus)	Exemplary Recognized Academically Acceptable Academically Unacceptable
Assessment Subjects	All TAAS subtests except Science	All TAKS subjects tested
Student Groups	African American, Hispanic, White, and economically disadvantaged, and all students	African American, Hispanic, White, and economically disadvantaged, and all students
Grades tested	Summed across all grades tested (grades 3-8 & 10)	Summed across all grades tested (grades 3-11)
Base Indicators for Determining Rating	TAAS percent passing Annual dropout rate (grades 7-12)	TAKS percent met standard SDAA percent met ARD expectations Completion rate (grades 9-12) Annual dropout rate (grades 7-8)
Number of Performance Measures Used	Up to 21 (depending on the campus or district)	Up to 36 (depending on the campus or district)
Improvement Feature	No improvement feature	Higher rating possible by using Required Improvement

Source: 2004 Accountability Manual, TEA.

Table 7.3 summarizes the 2003-04 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, the standard must be met only by all students. In addition to the standard rating categories listed in Table 7.3, there are three additional "Not Rated" categories. Not Rated: Alternative Education is used for registered alternative education campuses and charter schools that operate one or more registered alternative education campuses. Not Rated: Other is used for new charter schools that would otherwise be rated Academically Unacceptable. It is also for regular or charter campuses with no students above Kindergarten, new campuses that would otherwise be rated Academically Unacceptable, campuses with insufficient data to rate, or campuses designated as Juvenile Justice Alternative Education Programs or designated as Disciplinary Alternative Education Programs. Lastly, Not Rated: Data Integrity Issues is used where the accuracy and/or integrity of performance results are compromised, and it is not possible to assign a standard rating label (2004 Accountability Manual, TEA).

Table 7.3
2003-04 Standard Accountability Rating Categories

Rating (campus or district)	TAKS[a]	SDAA[b]	Completion Rate Class of 2003[c]	2002-03 Dropout Rate[d]
Exemplary	At least 90% passing for each subject	At least 90% passing (met ARD standard)	95% or higher	0.2% or less
Recognized	At least 70% passing for each subject	At least 70% passing (met ARD standard)	85% or higher	0.7% or less
Academically Acceptable	At least 50% passing for Reading/ELA, Writing, Social Studies; At least 35% passing for Mathematics; At least 25% passing for Science	At least 50% passing (met ARD standard)	75% or higher	2.0% or less
Academically Unacceptable	Below 50% passing Reading/ELA, Writing, Social Studies; Below 35% passing Mathematics; Below 25% passing Science	Below 50% passing (met ARD standard)	Below 75%	Above 2.0%

Source: 2004 Accountability Manual, TEA.
Note. Student groups include African American, Hispanic, White, and economically disadvantaged, all students.
[a]TAKS results (grades 3-11) summed across grades by subject. Reading and ELA results are combined. Student passing standard is 1 standard error of measurement (SEM) for grades 3-10 and 2 SEM for grade 11.
[b]State-Developed Alternative Assessment. A single (grades 3-8) indicator calculated as the number of tests meeting ARD expectations (summed across grades and subjects) divided by the number of SDAA tests.
[c]Graduates, GED recipients, and continuers expressed as a percentage of total students in the class. Campuses serving any of the grades 9-12 without a completion rate are assigned the district completion rate.
[d]Performance standard met for all students only.

Districts and campuses can achieve a rating by meeting the absolute standards for the different indicators (as detailed in Table 7.3). 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, completion rate, and annual dropout rate). Additionally, a campus or district whose performance on TAKS or SDAA is at the high end of Academically Acceptable may be able to achieve a Recognized rating using Required Improvement (2004 Accountability manual, TEA).

The new accountability system also resulted in a number of changes specific to charter schools. Prior to 2003-04, only the campuses operated by charter schools received an accountability rating. Beginning with 2003-04, charter schools (i.e., districts) as well as the campuses they operate will be rated. Thus, charters will be 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). Because they will be rated, charter schools will also be eligible for Gold Performance Acknowledgments for the first time (2004 Accountability Manual, TEA).

In addition, there are some differences between the treatment of charter schools and traditional districts in 2003-04. These are:

- A charter may be labeled Not Rated: Alternative Education. This will occur in cases where the charter operates one or more registered alternative education campuses. A traditional district will never receive this rating.
- A charter may be labeled Not Rated: Other. This will occur in cases where the charter is new and would otherwise be rated Academically Unacceptable.

As with non-charter campuses, a charter campus that is a registered alternative education campus will be rated Not Rated: Alternative Education (2004 Accountability Manual, TEA). Options for evaluating the performance of alternative education campuses will be developed by the state and used for ratings in 2005.

Accountability ratings of charter and traditional public school districts. Table 7.4 and Figure 7.1 show the 2003-04 accountability ratings of charter and traditional public school districts. Nearly half (49 percent) of charter districts, but no traditional public school districts, were not rated. Of the unrated charters, 90 percent were not rated because the charter district operated one or more alternative education campuses.

Table 7.4
Accountability Ratings of Charter and Traditional Public School Districts, 2003-04

	Charter Schools		Traditional Public Schools	
Rating Category	**Number**	**Percent**	**Number**	**Percent**
Rated				
Exemplary	6	6	13	1
Recognized	13	14	365	35
Academically Acceptable	57	59	656	63
Academically Unacceptable	20	21	3	<1
Total	96	100	1,037	99
Not Rated				
Not Rated: Alternative Education	85	90	0	0
Not Rated: Other	9	10	0	0
Total	94	100	0	--

Source: 2003-04 AEIS data files.

Results for districts receiving ratings reveal that a higher percentage of charter (6 percent) than traditional public school districts (1 percent) were rated Exemplary. Conversely, a much higher percentage of traditional public school (35 percent) than charter districts (14 percent) were rated Recognized. Approximately equal percentages of charter (59 percent) and traditional public school districts (63 percent) were rated Academically Acceptable, but significantly more charter than traditional public school districts were rated Academically Unacceptable (21 percent compared to less than 1 percent).

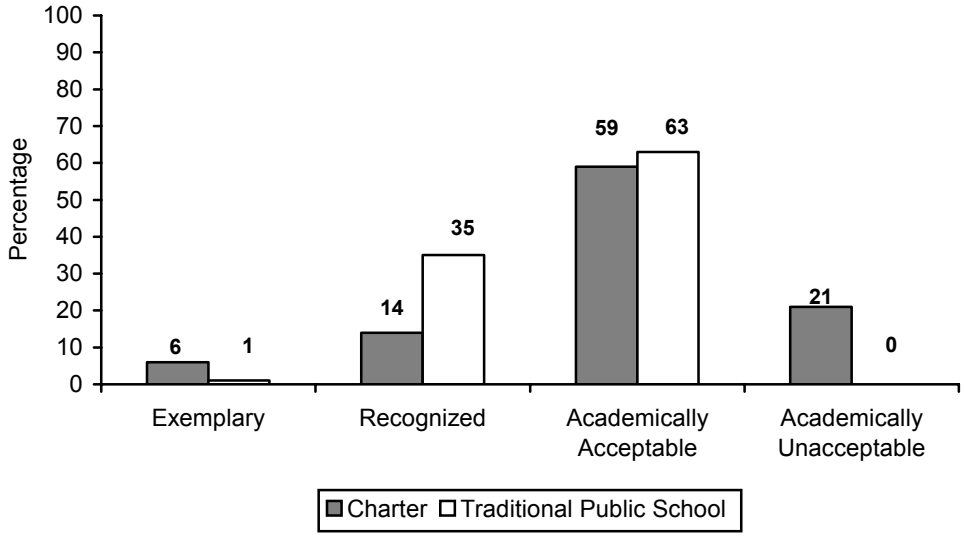

Figure 7.1. Percentage of charter and traditional public school districts in each rating category (excluding not rated categories) in 2003-04.

Accountability ratings of charter and traditional public school campuses. Table 7.5 and Figure 7.2 show the 2003-04 accountability ratings of charter and traditional public school campuses. As with charter districts, a larger proportion of charter campuses (43 percent) were not rated in 2004. This compares with 12 percent of traditional public school campuses that were not rated. Of the unrated charter campuses, 82 percent were not rated because the campus was an alternative education program. Of all rated campuses in 2004, approximately equal percentages of charter (6 percent) and traditional public school campuses (8 percent) were rated Exemplary, but a higher percentage of traditional public schools (38 percent) than charter campuses (17 percent) were rated Recognized. About equal percentages of charter (55 percent) and traditional public school campuses (53 percent) were rated Academically Acceptable, whereas substantially more charter than traditional public school campuses were rated Academically Unacceptable (21 percent compared to 1 percent).

Table 7.5
Accountability Ratings of Charter and Traditional Public School Campuses, 2003-04

	Charter Schools		Traditional Public Schools	
Rating Category	**Number**	**Percent**	**Number**	**Percent**
Rated				
Exemplary	8	6	512	8
Recognized	22	17	2,519	38
Academically Acceptable	71	55	3,508	53
Academically Unacceptable	27	21	65	1
Total	128	99	6,604	100
Not Rated				
Not Rated: Alternative Education	119	82	262	28
Not Rated: Other	27	18	673	72
Total	146	100	935	100

Source: 2003-04 AEIS data files.

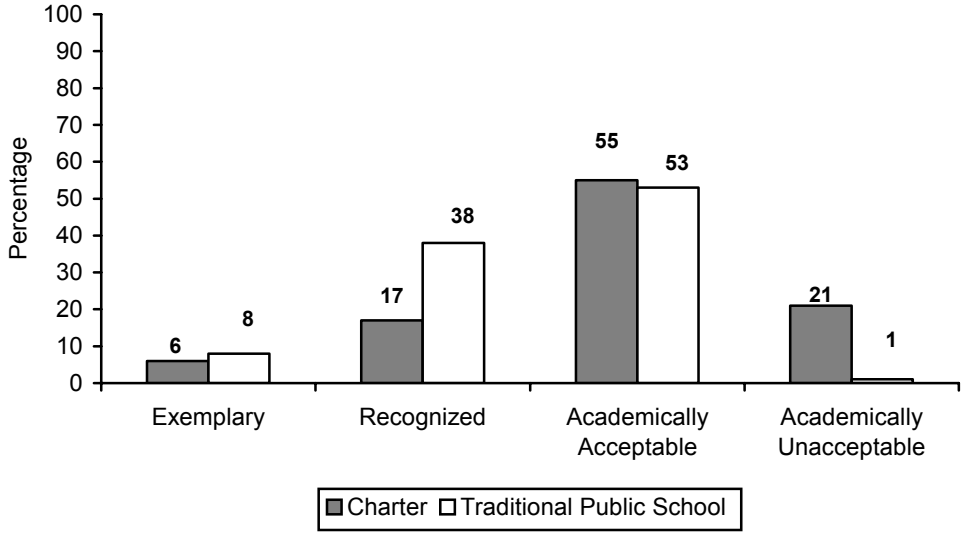

Figure 7.2. Percentage of charter and traditional public school campuses in each rating category (excluding not rated categories) in 2003-04.

Overall results illustrated in Figure 7. 2 reveal that about three-fourths of charter campuses received one of the two lower accountability ratings compared to about half of traditional campuses. More importantly, nearly a fourth of charter campuses are rated as Academically Unacceptable.

In Table 7.6, 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 suspended in 2003-04. Table 7.6 reveals that the number of charter campuses receiving standard accountability ratings increased from 15 to 96 campuses between 1999 and 2001, decreased slightly to 94 campuses in 2002, and increased to 129 in 2004. Notable findings show that in 2004 the percentage of charter campuses receiving Recognized and Academically Acceptable ratings increased, and the percentage receiving Academically Unacceptable ratings decreased even though more campuses are being rated in the standard system.

Table 7.6
Accountability Ratings of Charter and Traditional Public School Campuses, 1999-2002 and 2004

	Charter Schools					Traditional Public Schools				
Rating	**1999**	**2000**	**2001**	**2002**	**2004**	**1999**	**2000**	**2001**	**2002**	**2004**
Standard[a]										
Exemplary	13%	8%	5%	16%	6%	18%	20%	24%	30%	8%
Recognized	20%	11%	9%	10%	16%	30%	32%	36%	37%	38%
Academically Acceptable	47%	49%	42%	34%	55%	51%	46%	38%	32%	53%
Academically Unacceptable[b]	20%	32%	44%	40%	23%	2%	2%	2%	2%	2%
N rated	15	63	96	94	129	6,206	6,363	6,616	6,444	6,735
N not rated[c]	45	81	31	35	145	160	140	149	659	1,078
Alternative Education[d]										
Commended	n/a	0%	2%	3%	--	n/a	2%	5%	17%	--
Acceptable	83%	27%	38%	58%	--	n/a	88%	84%	77%	--
Needs Review	17%	73%	61%	39%	--	n/a	11%	11%	7%	--
N rated	6	33	62	106	--	n/a	859	692	412	--

Source: TEA Division of Student Performance Reporting.
Notes. The Commended rating was instituted in 2000. "--" indicates unavailable data. Results for the Alternative Education system with traditional public schools exclude charter campuses; standard results include charter campuses.
[a] Percentages based on four ratings. Not Rated categories were excluded.
[b] Prior to 2004 called Low-Performing.
[c] 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.
[d] Alternative Education categories were discontinued for 2004.
[e] See chapter entitled Characteristics of Texas Open-Enrollment Charter Schools.
[f] Percentage base is the total number of campuses.

Accountability ratings by years of charter school operation. An additional analysis revealed that in 2003-04 campuses affiliated with charter schools operating four or more years (87 charter campuses that were rated) performed essentially the same on accountability ratings compared to charter school campuses as a whole. Specifically, 19 campuses (22 percent) were rated as either Exemplary or Recognized (compared to 22 percent for all rated charter campuses); 50 campuses (57 percent) were Academically Acceptable (compared to 55 percent for all rated charter campuses), and 18 campuses (21 percent) were Academically Unacceptable (compared to 23 percent for all rated charter campuses).

TAKS Performance

Table 7.7 compares campus-level TAKS performance for students in charter school campuses with student performance statewide in 2003 and 2004. In all areas, and for both school years, TAKS performance in charter schools is well below state averages.

Table 7.7
2003 and 2004 TAKS Performance for All Charter Schools and State Average

Category	2003			2004		
	Charter Schools	State Average	Difference	Charter Schools	State Average	Difference
Percent of Students Passing TAKS						
All tests taken	38.4	68.2	-29.8	33.2	59.8	-26.6
English/Language Arts	45.6	66.7	-21.1	No Data	No Data	No Data
Reading/ELA	No Data	No Data	No Data	61.7	80.5	-18.8
Mathematics	42.9	78.5	-35.6	36.7	69.7	-33.0
Science	42.3	69.4	-27.1	32.1	54.3	-22.2
Social Studies	71.1	88.4	-17.3	64.0	82.2	-18.2
Reading	69.9	84.8	-14.9	No Data	No Data	No Data
Writing	69.1	86.0	-16.9	76.6	87.7	-11.1
Percent of Students Attaining Commended Performance						
All tests taken	1.2	5.0	-3.8	5.6	9.2	-3.6
English/Language Arts	0.9	3.9	-3.0	No Data	No Data	No Data
Reading/ELA	No Data	No Data	No Data	13.5	23.4	-9.9
Mathematics	2.8	12.5	-9.7	10.6	19.1	-8.5
Science	0.6	3.1	-2.5	10.3	13.3	-3.0
Social Studies	4.1	11.1	-7.0	15.7	19.5	-3.8
Reading	6.6	17.6	-11.0	No Data	No Data	No Data
Writing	5.2	12.4	-7.2	15.6	20.8	-5.2
Percent of Students Passing All Tests Taken						
African American	36.4	58.7	-22.3	34.2	47.4	-13.2
Hispanic	36.4	63.5	-27.1	30.5	53.2	-22.7
White	50.0	77.6	-27.6	42.7	70.0	-27.3
Economically disadvantaged	36.5	61.5	-25.0	30.7	51.4	-20.7

Source: 2003 and 2004 TEA AEIS reports.
Note. In 2003, the TEA reported scores for TAKS English/Language Arts (ELA) and Reading separately. In 2004, the agency combined both subject areas into one Reading/ELA score.

Table 7.7 shows, for example, that compared to state averages, 2004 charter school passing rates are 11 percentage points lower in writing, 18 points lower in social studies, 19 points lower in reading/English/language arts, 22 points lower in science, 33 points lower in mathematics, and 27 points lower in all tests taken. Likewise, 2004 charter school commended performance rates are 3 percentage points lower in science, 4 points lower in social studies, 5 points lower in writing, 9 points lower in mathematics, 10 points lower in reading/English/language arts, and 4 points lower in all tests taken. Moreover, the charter school differences with statewide averages are consistent across ethnic and economic comparison groups. Consistent with state patterns, White students in charter schools outperform minority students, although in 2004 they are 27 percentage points below the state average.

It is noteworthy, however, that passing rate gaps between charter schools and state averages have narrowed slightly in 2004. For example, the average passing rate deficit was 23.2 percentage points in 2003 compared to 21.7 percentage points in 2004. The average commended performance deficit was 6.3 percentage points in 2003 compared to 5.7 percentage points in 2004, and the mean ethnic and economic comparison group deficit was 25.5 percentage points in 2003 compared to 21.0 percentage points in 2004.

Figures 7.3 and 7.4 illustrate the achievement gap between charter schools serving more or less students at risk. Differences generally favor schools serving fewer at-risk students range from 0 percentage points in mathematics to 11 percentage points in both science and social studies. TAKS passing rates on all tests taken for charter schools serving primarily at-risk and non-at-risk students are about 28 and 26 percentage points, respectively, below the 2004 state average (60 percent). The TAKS achievement gap between charter schools and the state average is smaller in reading/English language arts, writing, and social studies, larger in science, and largest in mathematics. In general, the TAKS achievement gap between charter schools and state averages is large across content areas and charter school types.

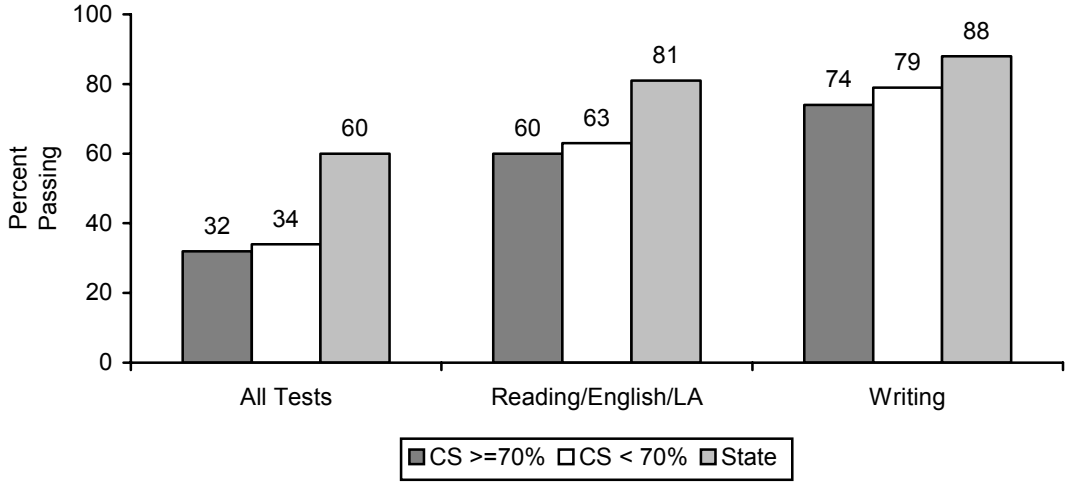

Figure 7.3. 2004 campus-level TAKS all tests, reading/English/language arts, and writing passing rates for charter schools (CS) with 70% or more at-risk students, CS with less than 70% at-risk students, and state averages.

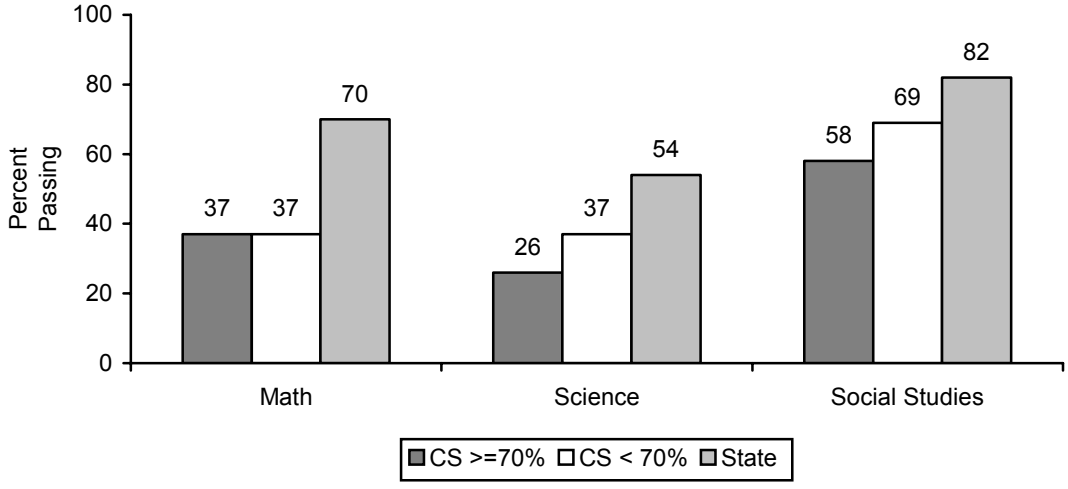

Figure 7.4. 2004 campus-level TAKS mathematics, science, and social studies passing rates for charter schools (CS) with 70% or more at-risk students, CS with less than 70% at-risk students, and state averages.

Charter School and TEA Peer-Group Comparisons

The TEA has created a procedure for examining *comparable improvement* based on using school comparison groups. Comparison groups of campuses are selected on the basis of school and student demographic characteristics. Comparisons are made between student performance in charter schools and TEA-created peer campuses with similar enrollment, grades served, region, and student demographics. Peer groups allow more equitable comparisons of student performance, but to further ensure fairness, comparisons are made for three groups: all charter schools with peers, charter schools serving 70 percent or more at-risk students with peers, and charter schools serving less than 70 percent at-risk students with peers. Findings on the percentage of students passing the TAKS reading/English language arts, mathematics, science, social studies, and writing subtests are presented in Table 7.7.

As Table 7.8 shows, peer groups have been created for nearly 90% of charter school campuses (245 of 274 charter campuses had peer data on at least one TAKS variable in 2004). Thus, reported findings do not represent all charter schools. Still, based on available evidence, peer campuses outperform charter schools across all comparison groups. First, comparisons for *all* charter schools with peers show that TAKS passing rates for charter school students are substantially below peer-group averages, particularly in math (26 percentage points lower) and social studies (19 percentage points lower). Additionally, TAKS passing rates for charter school students are below average rates for peer campuses for all tested areas, regardless of the percentage of economically disadvantaged students enrolled in a charter school.

Charter school 2004 passing rates for TAKS mathematics were much lower than rates for reading/English language arts (i.e., 25 percentage points). For peer campuses, subject-area differences also favored reading/English language arts but were somewhat smaller (i.e., 14 percentage points). Consistent with TAKS results for the previous school year, charter schools as a whole are failing to adequately prepare many students to meet state mathematics standards.

Table 7.8
2004 TAKS Passing Rates by Peer-Group Comparisons

	Charter		TEA Peer
TAKS Test	**N**	**%**	**%**
Passing TAKS Reading/English language Arts			
All Charter Schools	235	61.7	77.3
Charter School ≥ 70% At-Risk	110	60.2	74.2
Charter School < 70% At-Risk	125	63.0	80.2
Passing TAKS Mathematics			
All Charter Schools	224	36.7	63.0
Charter School ≥ 70% At-Risk	101	36.5	61.0
Charter School < 70% At-Risk	123	36.8	64.9
Passing TAKS Science			
All Charter Schools	181	32.1	47.1
Charter School ≥ 70% At-Risk	74	25.7	41.2
Charter School < 70% At-Risk	107	36.5	52.5
Passing TAKS Social Studies			
All charter schools	156	64.0	82.6
Charter School ≥ 70% At-Risk	67	57.7	79.9
Charter School < 70% At-Risk	89	68.7	84.4
Passing TAKS Writing			
All Charter Schools	111	76.6	87.9
Charter School ≥ 70% At-Risk	53	74.1	86.8
Charter School < 70% At-Risk	58	78.8	89.1
Passing TAKS All Tests Taken			
All Charter Schools	235	33.2	52.1
Charter School ≥ 70% At-Risk	110	32.1	49.0
Charter School < 70% At-Risk	125	34.2	54.9

Source: TEA 2004 AEIS reports.
Note. 245 of 274 (89 percent) charter campuses had both campus data and peer-group data on at least *one* TAKS variable.

Table 7.9 reports 2004 TAKS passing rates by content area, grade level, and type of charter school. In reading/English language arts and mathematics, younger charter school students tend to perform better than older charter school students (grades 9, 10 and 11). In these two content areas, the passing rate gaps between charter school and peer and state comparison groups tend to be smaller in the lower grades and larger in the higher grades. In addition, the passing rates at almost all grade levels and in all content areas are lower in charter schools having larger percentages of at-risk students. However, in some instances, student achievement differences are small (1 to 5 percentage points).

Table 7.9
2004 TAKS Percent Passing for Charter Schools by Content Area and Grade Level

Grade	Charter School ≥ 70% At-Risk		Charter School < 70% At-Risk		All Charter Schools		Peer Campus Average	State Average
	N	% Pass	*N*	% Pass	*N*	% Pass	% Pass	% Pass
Reading/English Language Arts								
3	40	74.9	42	80.9	82	78.0	90.2	89.9
4	40	70.4	44	73.0	84	71.8	82.8	84.8
5	41	65.0	49	64.2	90	64.5	77.9	78.5
6	33	74.4	38	80.3	71	77.5	88.6	86.9
7	35	68.5	40	76.1	75	72.5	84.9	83.3
8	33	76.2	35	76.7	68	76.5	91.9	89.2
9	53	66.8	70	70.2	123	68.7	87.3	84.9
10	47	51.1	75	52.6	122	52.0	75.4	75.7
11	25	58.9	49	61.6	74	60.7	88.3	84.7
Mathematics								
3	39	66.0	43	70.0	82	68.1	88.9	88.8
4	38	57.2	44	65.5	82	61.6	82.7	85.0
5	39	59.9	46	59.4	85	59.6	81.8	81.2
6	33	61.7	43	62.2	76	62.0	77.2	78.5
7	34	46.9	43	55.4	77	51.6	71.4	71.9
8	33	45.3	47	55.0	80	51.0	65.6	67.4
9	39	31.8	71	33.1	110	32.6	58.7	60.5
10	36	28.4	67	35.3	103	32.9	61.6	63.7
11	19	43.0	54	50.4	73	48.5	84.3	82.2
Science								
5	40	47.6	50	53.8	90	51.0	66.4	68.9
10	41	30.6	67	45.7	108	40.0	62.4	64.4
11	23	50.9	53	61.7	76	58.4	84.2	82.5
Social Studies								
8	30	65.0	36	72.8	66	69.2	89.3	87.0
10	46	66.9	63	72.5	109	70.1	89.5	86.0
11	13	79.8	34	84.2	47	83.0	97.3	95.2
Writing								
4	36	74.9	44	80.3	80	77.9	90.1	89.2
7	34	76.8	30	81.3	64	78.9	91.8	90.8
All Tests Taken								
3	42	60.0	49	66.7	91	63.6	83.4	84.5
4	42	50.7	47	56.9	89	54.0	69.7	74.7
5	40	38.2	49	45.5	89	42.2	56.2	61.8
6	34	57.3	44	59.9	78	58.8	71.5	75.0
7	37	45.2	46	51.8	83	48.8	65.3	66.7
8	36	41.5	48	51.0	84	46.9	62.1	64.4
9	53	36.5	77	38.5	130	37.7	58.5	59.1
10	40	23.1	72	30.8	112	28.0	43.4	49.0
11	28	38.8	59	43.7	87	42.1	70.1	70.0

Source: Data are from 2004 AEIS campus data files. Numbers represent campuses.
Note. State averages exclude charter schools.

Consistent with results for TAKS, student attendance rates favor peer campuses. Although there are relatively small attendance rate differences (1 to 5 percentage points) between charter and peer campuses, peer-campus rates are consistently higher, and the attendance rate for charter schools has decreased by 3.4 percentage points since 1999-00 (Table 7.10). Unexpectedly, charter schools enrolling smaller percentages of at-risk students had lower attendance rates across years compared to charters serving more students at risk.

Table 7.10
Attendance Rates by Peer-Group Comparisons

	2000			2001			2002			2004		
	Charter		TEA Peer	Charter		TEA Peer	Charter		TEA Peer	Charter		TEA Peer
Group	N	%	%	N	%	%	N	%	%	N	%	%
All Charter Schools	97	94.9	96.0	118	93.6	96.0	228	91.5	96.0	245	91.5	95.9
Charter School ≥ 70% At-Risk	49	95.2	95.8	55	94.1	96.0	102	92.5	96.0	124	92.8	96.1
Charter School < 70% At-Risk	48	94.6	96.2	63	93.1	96.0	126	90.7	96.0	121	90.2	95.8

Source: TEA 2001, 2002, 2003, and 2004 AEIS reports. Data are for school years 2000, 2001, 2002, and 2003.

Dropout rates at grades 7 and 8 and 9 through 12 for charter schools are higher than comparable rates for peer campuses and state averages (Table 7.11). In 2002-03, the grades 7 and 8 dropout rate was 0.6 percent for charter campuses, 0 percent for peer campuses, and 0.2 percent statewide. The grades 9 through 12 dropout rate was 13.5 percent for charter campuses, 1.5 percent for peer campuses, and 4.2 percent statewide. Charters serving lower percentages of at-risk students had somewhat lower dropout rates than charters serving larger percentages of at-risk students.

Table 7.11
2002-03 Dropout Rates

	Charter School ≥ 70% At-Risk		Charter School < 70% At-Risk		All Charter Schools		Peer Campuses	State Average
Group	*N*	%	*N*	%	*N*	%	%	%
Grades 7 and 8	73	0.5	66	0.7	139	0.6	0.0	0.2
Grades 9 Through 12	50	14.6	52	12.5	102	13.5	1.5	4.2

Source: TEA 2004 AEIS data files for non-TAKS performance statistics and for college admission and completion rates. Data are for school year 2002-03.
Note. "N" refers to the number of campuses, "%" refers to the percentage of students. State data are exclusive of charter schools.

Other Performance Measures

Advanced course performance. Table 7.12 presents information on the percentage of advanced courses completed for charter campuses that enrolled students in grades 7 or higher. Advanced course completion is calculated by dividing the number of students who complete at least one advanced academic course by the number of students who completed 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).

Compared to analogous state averages, charter schools have lower percentages of advanced course completions (about 5 percentage points lower). This is also true of charters serving more or less students at risk, and of each ethnic group except Hispanic students in charters serving more students at risk.

Table 7.12
2002-03 Advanced Course Completions

Group	CS ≥ 70% At-Risk		State Eco. Dis. Students	CS < 70% At-Risk		Charters All Students	State All Students
	N	%		N	%		
African American	39	8.1	NA	55	7.2	7.6	10.6
Hispanic	60	11.1	NA	71	6.8	8.8	11.0
White	50	7.8	NA	76	8.7	8.4	18.7
Other	0	--	NA	2	0.0	0.0	58.5
All Students	76	9.7	9.8	83	8.6	9.1	14.5

Source: TEA 2004 AEIS reports. Data are for school year 2002-03.
Note. "N" refers to the number of campuses, "%" refers to the percentage of students. State Eco. Dis. refers to the statewide percentage of economically disadvantaged students either completing or passing. State data are exclusive of charter schools.

Graduation rates and Recommended High School Program completion rates. Other outcome measures like 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 7.13. Charter high school graduation rates were much lower than peer campuses and the state overall. The 2002-03 charter school graduation rate was 39 percent, while peer campus and state rates were 90 and 83 percent, respectively. Another measure of academic readiness is the Recommended High School Program 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 peer campuses and state averages, much lower percentages of charter school students completed the RHSP between 1999 and 2003. For example, 31 percent of charter school students completed the RHSP in 2002-03 compared to 62 percent for peer campuses and 56 percent for the state.

Table 7.13
Graduation Rates and Recommended High School Program Completion Rates (percent)

	Graduation Rate					Recommended HS Program Completion Rate				
Group	1999	2000	2001	2002	2003	1999	2000	2001	2002	2003
Charter Schools	ND	29.3	32.4	34.5	38.5	12.1	11.1	13.7	24.3	30.6
Peer Campuses	81.0	88.5	91.0	89.9	89.6	0.3	22.5	46.2	55.6	62.1
State Average[a]	82.5	80.6	80.1	80.6	82.8	12.1	33.9	45.1	51.5	55.8

Source: TEA AEIS reports.
[a]Exclusive of charter campuses.

College entrance examinations. College entrance examination scores for both the SAT and ACT are reported to TEA; TEA then reports the percentage of students taking the examinations and the average examination scores. Data are reported when students are scheduled to be seniors, regardless of when they took the examinations. The percentage of charter students taking college entrance examinations showed little change between 1999 and 2002. It has been in the 5 percent range for the four years. However, it increased to 10 percent in 2003. These rates compare to the 50 to 60 percent range for peer campuses and the state as a whole.

From 1998 through 2001, average scores on the SAT and ACT for students in charter schools were markedly lower than peer campus and state averages (Table 7.14). Yet in 2001-02, the charter ACT average score exceeded peer campus and state averages (20.5 versus 19.2 and 19.6, respectively). In 2002-03, charter school average ACT scores trailed peer and state averages, but were still much higher than 2000-01 average scores. For example, in 2002-03, ACT average scores were 18.2 in charter schools, 18.6 in peer campuses, and 19.5 statewide. Yet in 2000-01, the charter school average ACT score was only 15.6. The charter school average SAT score increased to peer-campus levels in 2002-03, but still trailed the state average. In 2002-03, SAT average scores were 919 in charter schools, 918 in peer campuses, and 961 statewide.

Table 7.14
Average Performance on ACT and SAT College Entrance Examinations

	ACT Average						SAT Average					
Campus	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**	**1998**	**1999**	**2000**	**2001**	**2002**	**2003**
Charter Schools	15.9	15.7	15.1	15.6	20.5	18.2	779	788	749	882	898	919
Peer Campuses	20.0	19.2	19.1	19.1	19.2	18.6	977	929	928	930	932	918
State Average[a]	19.8	19.8	19.8	19.7	19.6	19.5	964	962	965	962	959	961

Source: TEA AEIS reports.
[a]Exclusive of charter campuses.

STUDENT-LEVEL PERFORMANCE

Analyses reported in this section involve performance data for individual students (i.e., the student is the unit of analysis). Data include more than 98,000 students who were enrolled in a charter school at some time during the 2000-01 through 2003-04 school years.

Limitations of Student-Level Data Analysis

Longitudinal student-level analysis is informative because it allows tracking of students across time, but several issues complicate data analysis. First, matching students across years relies on accurate student identification. As noted previously, the personal identification errors (PID rate) for charter schools is higher than the rate for traditional public schools; therefore, it is possible that errors have excluded some students and reduced the number of students in analyses. Second, survivorship also complicates student-level analysis. Student cohort membership declines over time through student attrition. No analysis has been undertaken to account for missing students; however, it is likely that some students moved out of state, graduated, dropped out, or had inaccurate identification numbers. 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 turnover rates, such as dropout recovery alternative education programs. Many charter schools fit this category.

TAKS Performance

Longitudinal TAKS passing rates. A longitudinal, student-level analysis for charter school students who had test scores for the 2003 and 2004 administration of TAKS reading (7,539 students) and TAKS mathematics (8,643 students) shows that students enrolled in charter schools for two consecutive testing periods had higher TAKS passing rates than charter school students as a whole. TAKS passing rates in 2004 for these students were just below state averages, with 76.3 percent of students passing reading (compared to 80.5 percent statewide) and 60.5 percent passing mathematics (compared to 69.7 percent). Table 7.15 shows that when similar standards are applied from year to year, passing rates increased by about 6 percentage points in 2004, and commended performance rates increased by about 3 percentage points.

Table 7.15
TAKS Percent Passing and Percent Commended Performance for Students Attending Charter Schools by School Type

TAKS Test	Charter School ≥ 70% At-Risk				Charter School < 70% At-Risk				All Charter Schools			
	n	2003[a]	2004	Diff.	*n*	2003[a]	2004	Diff.	*N*	2003[a]	2004	Diff.
Passing TAKS												
Reading	2,999	68.6	74.8	6.2	4,540	70.7	77.3	6.6	7,539	69.9	76.3	6.4
Mathematics	3,322	53.0	56.0	3.0	5,321	55.5	63.3	7.8	8,643	54.5	60.5	6.0
Commended Performance TAKS[b]												
Reading	2,999	7.4	10.3	2.9	4,540	11.8	14.9	3.1	7,539	10.1	13.1	3.0
Mathematics	3,322	6.0	7.6	1.6	5,321	7.1	10.2	3.1	8,643	6.7	9.2	2.5

[a]For comparison purposes, the 2003 passing status was based on 2004 passing standards.
[b]The commended performance standards did not change across years.
Source: Analysis of individual student data from PEIMS; includes students in grades 3-11.
Note. Students attended charter school in 2002-03 and 2003-04 and had TAKS scores for both years.

Student-level TAKS passing rates are also reported by school type. As Table 7.15 shows, there are differences in 2003 and 2004 TAKS performance by school type. Students attending charter schools with primarily at-risk students have slightly lower reading passing rates (75 percent versus 77 percent in 2004) and lower mathematics passing rates (56 percent versus 63 percent in 2004) than students in charter schools with more advantaged students. Similarly, students attending the charters with primarily at-risk students have slightly smaller gains in both reading (6.2 versus 6.6 percentage points) and mathematics (3.0 versus 7.8 percentage points) than students in charters with more advantaged students.

Commended performance data are similar. Students attending charter schools with more at-risk students have lower reading commended performance rates (10 percent versus 15 percent in 2004) and slightly lower mathematics commended performance rates (8 percent versus 10 percent in 2004) than students in charter schools with more advantaged students. Similarly, students attending the charters with more at-risk students have slightly smaller reading gains (2.9

versus 3.1 percentage points) and mathematics gains (1.6 versus 3.1 percentage points) than students in charters with more advantaged students.

TAKS performance for students continuously enrolled. This analysis compares the academic performance of students who were continuously enrolled in charter schools for two or more years. Results reported in Table 7.16 involve charter school students with TAKS reading and mathematics scores for 2003 and 2004.

Although it is difficult to make definitive statements, it appears that continuous enrollment in charter schools may have a positive influence on academic performance, with students enrolled in charter schools in 2001 through 2004 having the highest TAKS reading and mathematics scores in both 2003 and 2004. On the other hand, students who spent fewer years in a charter school had lower passing rates in both 2003 and 2004.

Table 7.16
TAKS Percent Passing, by School Category Over Two Years

School Category				Number of Students	TAKS Percent Passing		
2000-01	2001-02	2002-03	2003-04		2002-03[a]	2003-04	Gain/ Loss
Reading/Language Arts							
Charter	Charter	Charter	Charter	2,559	75.2	79.6	4.4
Regular	Charter	Charter	Charter	1,266	67.3	76.7	9.4
Regular	Regular	Charter	Charter	2,113	64.9	71.5	6.6
Mathematics							
Charter	Charter	Charter	Charter	3,097	62.3	67.3	5.0
Regular	Charter	Charter	Charter	1,404	52.6	59.3	6.7
Regular	Regular	Charter	Charter	2,299	44.7	50.7	6.0

[a]For comparison purposes, the 2003 passing status was based on 2004 passing standards.
Source: Analysis of individual student data from PEIMS.

SUMMARY

The percentages 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. Only 58 percent of charter school students were included in the accountability subset in 2003-04 compared to 85 percent of students statewide. Thus, student mobility reduces available outcome data for charter schools.

Accountability Ratings

The new Texas accountability rating system included changes specific to charter schools. Beginning with 2003-04, charter schools (i.e., districts) as well as the campuses they operate will be rated. For 2004, nearly half (49 percent) of charter districts were not rated. Of the unrated charters, 90 percent were not rated because the charter district operated one or more alternative education campuses. For charter districts receiving ratings, a higher percentage of charter (6 percent) than traditional public school districts (1 percent) received Exemplary ratings. However,

charter districts also were far more likely to be rated Academically Unacceptable (21 percent of charters versus less than 1 percent of traditional districts).

As with charter districts, a large proportion of charter campuses (43 percent) were not rated in 2004, usually because the campus was an alternative education program. Overall, about three-fourths of charter campuses received one of the two lower accountability ratings (55 percent Academically Acceptable and 21 percent Academically Unacceptable). In contrast, small percentages of charter campuses achieved Exemplary (6 percent) or Recognized (17 percent) status. Traditional public school campuses, in contrast to charter campuses, had higher percentages of Exemplary and Recognized ratings in 2004, and lower percentages of Academically Unacceptable ratings.

TAKS Performance

Compared to public schools statewide, charter school 2004 TAKS passing rates are 11 percentage points lower in writing, 18 points lower in social studies, 19 points lower in reading/English/language arts, 22 points lower in science, 33 points lower in mathematics, and 27 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 are consistent across ethnic and economic comparison groups. The TAKS achievement gap between charter schools and the state average is smallest in writing and largest in mathematics. The gap between the charter schools serving more or less students at risk ranges from 0 to 11 percentage points depending upon the test and favors schools with fewer disadvantaged students.

TEA-created peer groups allow more equitable comparisons of student performance. Still, compared to TEA-designated peer comparison campuses, charter school 2004 TAKS passing rates are 11 points lower in writing, 15 points lower in science, 16 percentage points lower in reading/English/language arts, 19 points lower in social studies, and 26 points lower in mathematics. In addition, TAKS passing rates for charter school students are below average rates for peer campuses for all tested areas, regardless of the percentage of economically disadvantaged students enrolled in a charter school.

The reading-mathematics passing rate differential (favoring reading) is larger in charter schools than in peer comparison campuses (25 percentage points versus 14 percentage points). In addition, passing rate gaps in mathematics and reading/English/language arts between charter schools and peer and state comparison groups tend to be smaller in the lower grades and larger in the higher grades. Overall, many students in charter schools are failing to meet state academic standards as measured by the TAKS, especially in mathematics. Moreover, substantial proportions of students in the upper grade levels in charter schools are not meeting standards required for advancement toward graduation.

Other Performance Measures

Other performance measures show similar trends. The 2002-03 dropout rate for grades 7 and 8 was 0.6 percent for charter campuses, 0 percent for peer campuses, and 0.2 percent statewide. The dropout rate for grades 9 through 12 was 13.5 percent for charter campuses, 1.5 percent for peer campuses, and 4.2 percent statewide.

Compared to public schools statewide, charter schools also have lower percentages of advanced course completions (about 5 percentage points lower). Charter high school graduation rates are much lower than peer campuses and the state overall (39 percent versus 90 percent [peer campus] and 83 percent [state]). Compared to peer campuses and state averages, much lower percentages of charter school students completed the Recommended High School Program (RHSP) between 1999 and 2003. For example, 31 percent of charter school students completed the RHSP in 2002-03 compared to 62 percent for peer campuses and 56 percent for the state.

Charter schools also trail peer campuses and state averages in the percentage of students taking college entrance examinations. From 1999 through 2002, the charter percentage has been in the 5 percent range, although it increased to 10 percent in 2002-03. Yet, these rates are much lower than the 50 to 60 percent participation rates for peer campuses and the state as a whole. The 2002-03 scores on the SAT and ACT for students in charter schools still trail state averages (18.2 versus 19.5 on the ACT and 919 versus 961 on the SAT), but have matched peer campuses (18.2 versus 18.6 on the ACT and 919 versus 918 on the SAT).

Longitudinal Comparisons for Charter School Students

A longitudinal, student-level analysis for charter school students who had test scores for the 2003 and 2004 administration of TAKS reading (7,539 students) and TAKS mathematics (8,643 students) shows that students enrolled in charter schools for two consecutive testing periods had higher TAKS passing rates than charter school students as a whole. TAKS passing rates in 2004 for these students were just below state averages, with 76.3 percent of students passing reading (compared to 80.5 percent statewide) and 60.5 percent passing mathematics (compared to 69.7). When similar standards were applied, charter school students' TAKS passing rates increased by about 6 percentage points between the two school years.

An additional analysis involving students who were enrolled in charter schools continuously over four school years (2001 through 2004), showed that these more stable charter school students had higher TAKS reading and mathematics scores in both 2003 and 2004 than comparison groups of students who were enrolled in a combination of traditional public schools and charter schools during the same time period. Although it is difficult to draw definitive conclusions, it appears that continuous enrollment in charter schools over time may positively influence academic performance.

Taken as a whole, instances of improving student academic performance are rare for charter schools in 2003-04. Overall outcomes favor traditional public schools. However, there are a few charter school districts and campuses that are performing well and have achieved Exemplary and Recognized status as measured by the state's new accountability system. Unfortunately, the positive accomplishments of this small group of schools are overshadowed by a substantial proportion of charter schools whose student performance is unacceptable.

CHAPTER 8
COMMENTARY AND POLICY IMPLICATIONS

Texas state statute (TEC § 12.118) calls for the Commissioner of Education to select an impartial organization with experience evaluating school choice programs to conduct an annual evaluation of charter schools. The Texas Education Agency (TEA) contracted with the Texas Center for Educational Research (TCER) to conduct the annual evaluation of charter schools for the 2003-04 school year. Researchers have strived to provide accurate, unbiased, and comprehensive information on charter schools by examining multiple data sources and varied perspectives. The triangulation of data from the Texas school accountability system and surveys of charter school directors, teachers, and students reveals much about the current status of charter schools in the state. Findings also suggest directions for Texas charter school policy.

CHARTER SCHOOL POLICY CONTEXT

The National Perspective

Charter schools have emerged as an increasingly popular approach to overall school improvement. Since Minnesota enacted the first charter school legislation in 1991, 40 states and the District of Columbia have enacted charter school laws. According to the Center for Education Reform, as of January 2005, nearly 3,400 charter schools served close to a million students nationwide. Texas is one of five states with the most charter schools in operation. Charter schools may be authorized by a variety of entities. National statistics (for 2001-02) reveal that charter schools are authorized most commonly by local school districts (45 percent), state departments of education (41 percent), and institutions of higher education (12 percent). An additional 2 percent are authorized by other entities, such as independent charter boards (Finnigan, et al., 2004)

Nationally, concerns about the viability of charter schools appear to have spurred greater oversight. A recent study conducted for the U.S. Department of Education describes progress in relation to the application process, the monitoring process, and the implementation of sanctions. According to this study, authorizers reported denying about 33 percent of charter applications due to problems or concerns. Additionally, authorizers reported monitoring nearly all of their schools for compliance with federal or state regulations, student achievement results on state assessments, enrollment numbers, financial record keeping and viability, and special education services. Individual charter schools may also have procedures in place to report the school's progress to their governing board, management or community organization, or state department. As for sanctions, charter authorizers are more likely to impose informal rather than formal sanctions. Statistics reveal that charters are seldom revoked, with 96 percent of schools participating in the renewal process in 2001-02 having their charters renewed. Sanctions on charter schools are more often related to compliance and school finances rather than student performance, and authorizers have difficulty closing under-performing charter schools (Finnigan et al., 2004).

There also has been movement nationwide toward greater accountability for student achievement in charter schools. Most charter schools now use standardized test results for accountability purposes. In addition, other assessments may be used (performance assessments, portfolios, surveys, behavioral indicators) (U.S. Department of Education, 2000). Findings from the most recent national study suggest that little difference now exists between state reporting requirements for charter schools and those for traditional public schools (Finnigan et al., 2004).

Texas Charter Schools

The charter school movement in Texas, similar to other states, came about during a time when many saw a need for public school reform aimed at improving student academic performance. In response to the publication of *A Nation at Risk* (1984), the Select Committee on Public Education offered recommendations for Texas school improvement (Cole & Taebel, 1987). A significant next step was the creation of the *Partnership Schools Initiative* that challenged schools to achieve educational excellence and equity for all students and offered freedom from regulation in exchange for restructuring to better meet student needs (Stevens, 1999).

Subsequent revisions to the Texas Education Code have expanded choice within the public system through home-rule for school districts and grants allowing public school choice for students attending low-performing schools (Elliot, 1998; Stevens, 1999). The passage of charter school legislation in 1995 further advanced the school choice movement in Texas through the creation of 20 open-enrollment charter schools, which were substantially released from state regulations. Charter schools, according to statutes, would increase choice within the public system, attract new teachers to public education, establish a new form of accountability, encourage different and innovative learning methods, and improve student learning [TEC, §12.001(a)].

Legislative provisions in 1999, predicated on optimistic prospects for charter schools, raised the cap on the number of open-enrollment charters from 20 to 120 and allowed an unlimited number of charter schools serving primarily at-risk students. Consequently, the numbers of charters awarded by the State Board of Education (SBOE) increased sharply. Despite hopeful expectations for charter schools, myriad problems—especially financial irregularities—accompanied rapidly increasing numbers of schools. In response to public concern with the academic and financial performance of charter schools, Texas lawmakers further revised state statutes governing charter schools in 2001. House Bill 6 (HB 6) capped the number of charter schools the SBOE may grant at 215, allowed for an unlimited number of schools sponsored by public senior colleges and universities, gave the Commissioner of Education expanded oversight, and specified other regulatory provisions.

Key provisions in HB 6 defined the applicability of state laws to charter schools in areas such as government records, public purchasing and contracting, conflicts of interest, nepotism, and immunity from liability; clarified the commissioner's authority for modification, probation, revocation, denial of renewal, sanctions, and audits; clarified permissible relationships between a charter holder and a management company; and articulated provisions for property purchased or leased with state funds. Additionally, the state funding system applicable to charters was modified. Charter schools are currently funded under a scheme based on the statewide average funding generated by a student with the same program in which the charter student participates.

Charter schools also receive the cost of education index adjustment, the small and mid-size district adjustment, and the sparcity adjustment, which are included in the statewide average funding formula. Charter schools in operation before September 2001 are being phased into the new scheme. (TEA, Summary of Charter Laws as Amended by HB 6, 2001).

Scrutiny of charter schools continued into the 78th Legislative session in 2003, but no increase in the charter cap was proposed. Through November of 2004, 236 state-approved charters have been awarded in Texas. Thirty-five of these have been revoked, returned, rescinded, expired, or merged; 11 are not yet operational; and 190 are operational. Despite rising concerns about the financial and academic viability of many Texas charter schools, only five open-enrollment charters have been revoked by the SBOE (a revocation rate of about 2 percent). Four revocations have been for financial irregularities. In addition, 23 schools have returned their charters, 3 have expired, 2 have merged with another charter, and 1 has been rescinded. Of the 20 first-generation schools, 18 have submitted renewal applications and have received renewals for a 10-year period (TEA, Division of Charter Schools, 2004).

During a review of the mission and performance of the TEA by the Sunset Advisory Commission in 2004 (as required by the Texas Sunset Act), commission staff pointed to the TEA's failure to "systematically evaluate school districts and charter schools to ensure overall academic and fiscal effectiveness." Recommendations called for the implementation of a comprehensive monitoring system, which the agency had already begun to develop. Additionally, doubts about the agency's ability to "ensure that charter schools effectively educate students or properly use state funds" surfaced as well. Recommendations for changes in statute centered on requirements for the TEA to (a) implement a financial accountability rating system for charter schools and (b) closely monitor charter schools that do not receive accountability ratings. In response, the Commissioner cited the lack of clear statutory authority for the agency to impose sanctions in a timely manner for non-academic problems as well as the agency's limited resources to provide continuous monitoring of each charter school's financial transactions and resource allocations. The agency recommended statutory modifications to appeal processes as a remedy. The 79th Texas Legislature, which convened in January 2005, will act on Sunset Commission recommendations regarding TEA oversight for charter schools (Sunset Commission Decisions, January 2005).

CHARTER SCHOOL POLICY IMPLICATIONS

In the sections to follow, evaluation findings for the 2003-04 school year are discussed in relation to the evolving characteristics of charter schools, the nature of charter schools enrolling mainly at-risk students, administrative leadership and teacher quality in charter schools, charter school financial issues, student satisfaction with charter schools, and the academic performance of charter schools and students.

What are the characteristics of Texas charter schools?

Texas charter school policies have strongly influenced the organizational characteristics of charter schools. The passage of laws in 1997 rewarding the formation of charter schools for economically disadvantaged, and often minority, students redirected the movement's original focus from the creation of innovative forms of schooling to the creation of schools for students at

risk. Although the law allowing an unlimited number of charter schools serving primarily at-risk students (75 Percent Rule) has since been revoked, the cumulative effect remains.

Charter schools in Texas serve disproportionately more low-income and minority students compared to charter schools nationally and other Texas public schools. Charter schools nationwide enroll more students who are economically disadvantaged and from minority groups compared to traditional public schools. National statistics for the 2001-02 school year show that charter schools served fewer White students (46 percent versus 63 percent), more African American students (27 percent versus 17 percent), more Hispanic students (21 percent versus 15 percent), and more students who qualify for free or reduced-price lunch (43 percent versus 38 percent). Student profiles for Texas charter schools reveal even stronger tendencies for charter schools to enroll larger proportions of minority and economically disadvantaged students. In 2003-04, African American students comprised 39 percent of Texas charter school students (compared to 14 percent in other public schools). The proportion of Hispanic students in Texas charter schools (41 percent) is 3 percent less than the state average but almost double the national figure. Less than half of students in charter schools nationally are economically disadvantaged compared to nearly two-thirds of charter school students in Texas (63 percent).

Similar to national longitudinal trends, data for eight school years (1996-97 through 2003-04) show that the percentage of African American students in Texas charter schools has increased sharply, while the proportion of White and Hispanic students decreased. Statistics for the past three school years, however, indicate that African American percentages have stabilized and Hispanic percentages are increasing.

Charter schools are typically small, but average campus enrollments are increasing. Charter schools enroll disproportionately more prekindergarten and grades 9, 10, and 11 students than traditional public schools. Charter schools are relatively small. In 2003-04, the average student enrollment for charter school campuses (222 students) was well less than half of average student enrollment in traditional public schools (552). Small campus size also means smaller faculty to deliver instruction. The average number of teacher full-time equivalents (FTEs) in charter schools is about 14 compared to about 39 in other Texas public schools. While small school size is a positive feature, small faculties may have difficulty meeting the diverse subject and course requirements for the growing number of high school students in charter schools. Secondary teachers, in particular, may have difficulty meeting requirements for being "highly qualified" in their subject areas under the No Child Left Behind Act of 2001 (NCLB), especially if they teach more than one subject area.

The majority of charter campuses have existed for five or more years—thus, school procedures should be stabilized and inferences about performance more valid. Statistics for the 2003-04 school year indicate that approximately 52 percent of charter campuses have been operating either five years (80 campuses) or six or more years (65 campuses). Another 10 percent of campuses (27) have been operating for four years, 17 percent for three years (45), and 10 percent (26) for two years. Only 11 percent of campuses (30) are in their first year of operation. The maturation and stabilization of charter schools has enhanced the quality of available data and allows more valid inferences about school performance.

While the growth of charter schools has slowed in Texas over the past three years, charters have continued to expand by opening new campuses and enrolling more students. The number of charter schools operating in Texas has risen sharply since their inception in 1996-97 (from 17 to 190). The number of charter schools, however, remained relatively stable over the past three school years (increasing from 180 to 190). This stability corresponds with legislative provisions capping the number of charters at 215 and transferring oversight for charter schools from the SBOE to the Commissioner of Education.

Despite restrictions on the number of charters awarded, charter schools continued to expand by opening new campuses. The number of charter campuses has risen each year and the pace of expansion is accelerating (74 additional campuses have been added to existing charter schools over the past three school years). During the 2003-04 school year, 77 percent of charter schools (147) consisted of a single campus, 15 percent (28) had 2 campuses, 4 percent (8) had 3 campuses, 2 percent (3) had 4 campuses, and less than 1 percent of charter schools (4) had 5, 6, 8, and 16 campuses. Correspondingly, the number of students enrolled in charter schools has continued to rise. Over the past three years, student enrollment in charter schools has increased by about 31 percent (from 46,304 students in 2001-02 to 60,748 students in 2003-04). Increasing enrollment is due, at least in part, to school maturation. Average school size increases for campuses with greater longevity, with newer campuses (one, two, or three years) just over half the size of established campuses (six or more years).

What are the characteristics of charter schools serving mainly students at risk?

Charter schools serving 70 percent or more at-risk students differ from those serving fewer students at risk on a number of important features, including student characteristics, revenue and expenditures, teacher and administrator qualifications, educational approach, teacher satisfaction, and the aspirations and academic performance of students.

Half of Texas charter school campuses enroll 70 percent or more at-risk students. Of the 274 open-enrollment charter campuses in 2003-04, half (138) served more than 70 percent at-risk students (economically disadvantaged as defined by eligibility for federal free or reduced-price lunch). These charter schools, in comparison to other charter schools and traditional public schools, serve a disproportionately greater share of Hispanic students (52 percent) and less White students (7 percent). The creation of schools with large proportions of at-risk students is only a problem if such arrangements negatively impact students' opportunities to learn. Regrettably, evidence in 2003-04 continues to indicate that students may be adversely affected by such educational contexts.

Charter schools serving primarily at-risk students receive more total revenue per pupil ($8,233) than charter schools serving fewer students at risk ($7,895). In 2002-03 (the most recent financial data), schools enrolling greater proportions of at-risk students received $338 more per pupil, with more revenue from federal and other local resources. These schools also expended $347, or 11 percent, more per-pupil for instruction and had higher per-pupil expenditures than other charter schools. Differences in expenditures may reflect the additional dollars required to educate special student populations, such as special education students, compensatory education students, or students in residential care and treatment. Even though charter schools serving primarily at-risk students generated more revenue than other charter

schools, their teacher salaries, on average, were lower ($31,136 versus $32,399) and teachers comprised a smaller percentage of staff (70.8 percent versus 75.3 percent). Directors in these schools more often cite inadequate finances for operations and local public school opposition as obstacles to school operations.

In general, teachers and administrators in schools enrolling mainly students at risk are less qualified. Charter schools serving primarily at-risk students have higher percentages of teachers with no degree (11.8 percent), more beginning teachers (19.8 percent), fewer teachers with advanced degrees (13.5 percent), and a higher teacher turnover rate (46 percent) than charter schools serving fewer students at risk. Although teachers in these schools are equally as likely as other charter school teachers to be certified (about 42 percent), their certification route is more often through an alternative certification program (45 percent versus 30 percent) rather than a college/university undergraduate or post-bachelor program. Although directors of these charter schools have more years administrative experience compared to directors in schools with fewer at-risk students (17 versus 11 years), they are far less likely to hold Texas mid-management certification (29 percent versus 64 percent).

Charter schools serving greater proportions of at-risk students more often use extended school time, block scheduling, flexible coursework, and self-paced instruction in computer labs. Evidence suggests that schools serving mainly at-risk students use different approaches to educating children. Directors, similar to the prior year, more often report using extended-day and extended-week schedules, block schedules, and credit through flexible courses. Directors also report a higher average number of computers in labs (37 computers versus 19 in other charter schools), with labs often the setting for the delivery of self-paced, computer-assisted instruction. These charter schools also have lower student-to-teacher ratios (15.7 versus 18.0) than charters with fewer at-risk students.

Teachers in schools serving predominantly at-risk students are less satisfied with their charter school in key areas, such as standards, curriculum, community support, and parent involvement. Teachers in charter schools enrolling greater proportions of at-risk students are less satisfied, on the whole, than teachers from charter schools with fewer students at risk. Teachers are less likely to agree that their charter school "has high standards/expectations for students" and "is meeting students' learning needs." Teachers also express less satisfaction with "teachers' autonomy" and "the school curriculum." Additionally, teachers in these schools are less likely to say that "parents are involved in school activities" or the "school has strong community support."

Students attending schools with more students at risk have less lofty aspirations for the future. Overall, student satisfaction with their charter school is similar for students in schools serving proportionally more or less students at risk. Students in schools with 70 percent or more at-risk students, however, are slightly less likely to feel that "this school is a good choice for me." These students also are less likely to say that they will attend their charter school the following year. Students' aspirations for the future differ substantially according to school composition. Students in schools serving primarily at-risk students are more likely to report that they plan to get a job, join the military, or go to a technical school compared to students in schools serving fewer at-risk students who more often say they plan to attend a community college or four-year college.

Students do not perform as well academically in schools with large proportions of at-risk students. In comparison to other charter school students and students enrolled in TEA-created peer-group campuses with comparable percentages of economically disadvantaged and minority students, students in charter schools with 70 percent or more at-risk students have lower TAKS passing rates. In addition, a group of students in these schools with matched TAKS scores for 2003 and 2004 had lower passing rates and smaller passing rate gains than students in charter schools with fewer students at risk. Grades 9 through 12 students in these schools also have a higher dropout rate (14.6 percent).

In sum, evidence in 2003-04 continues to suggest that concentrating high percentages of at-risk students into a school, whether charter or traditional, may hinder students' opportunities to learn and succeed unless the school sets high academic expectations and provides the necessary supports for students to achieve high standards.

What is the nature of administrative leadership in charter schools?

As a whole, charter school directors are highly educated. The characteristics of charter school directors (the chief operating officers) have evolved as charter schools have increased in numbers and experience. As in previous years, charter school directors are highly educated, with 56 percent having a master's degree and 35 percent a doctorate. Directors, however, increasingly reflect the ethnic diversity of their student populations (more Hispanic and African American), and they now include more males than females. Directors currently are more likely to hold Texas mid-management certification and average experience as an administrator has increased (from 8.5 to 13.7 years between 2003 and 2004).

Responsibilities of leaders, governing board members, and staff in charter schools are much like those for traditional public schools. Directors and governing boards in charter schools deal with policy and overarching activities, such as budgets and school policies and procedures; principals manage the day-to-day operations such as hiring teachers, monitoring student performance, and conducting teacher appraisal. Teachers concentrate on curricular/instructional issues and students. Maintaining a focus on the charter school's mission is a high priority for everyone.

Directors continue to identify inadequate finances as a great barrier to operating charter schools. They seek help for school operations from a variety of sources. The majority of directors (87 percent) report inadequate finances for ongoing school operations as a major obstacle. They are also challenged by too much paperwork and excessive reporting requirements, the hiring of teachers, financial and accountability requirements, and inadequate facilities. To support school operations, directors are seeking assistance from a variety of sources. Directors rely heavily on support from Education Service Centers for professional development and technical assistance on PEIMS. Monetary support more often comes from the TEA and business or community groups. Notably, charter directors are seeking help from the TEA less often this year (except for business support), and they are accessing charter networks or support centers more often for every type of assistance. Overall, directors in schools with lower percentages of at-risk students seek assistance less often than other directors, a reversal from previous years when they tended to seek more assistance.

Directors remain optimistic about the potential of charter schools. Foremost, open-ended comments suggest that directors believe charter schools have benefited public education by providing school choice for students and parents and by creating innovative or different approaches through educational flexibility. Consistent with surveys in previous years, directors recommend policy changes related to charter school funding and facilities, and some directors believe the autonomy envisioned in the original charter school legislation has been diminished over time by excessive rules and regulations. The state accountability system was increasingly important to directors in 2004. Some believe that charter schools should be held accountable, but under an alternate system. Directors believe accountability criteria should be relaxed for charter schools due to high rates of student mobility and the large numbers of at-risk students and non-traditional students in schools.

How qualified are charter school teachers?

Recognizing the strong association between teacher quality and student academic achievement, the No Child Left Behind Act of 2001 (NCLB) requires teachers to be *highly qualified* in their field by the 2005-06 school year. The NCLB requirements related to highly qualified teachers also apply to open-enrollment charter schools. However, charter school teachers in Texas do not have to be certified unless the teacher is assigned to teach special education or bilingual education programs. The minimum qualification under state law for other teachers in an open-enrollment charter school is a high school diploma, although many charter holders set teacher qualifications at a higher standard and many require teachers to have college degrees. Nevertheless, in order for a charter school teacher to be considered *highly qualified* under NCLB, the teacher must meet requirements related to (a) having a bachelor's degree in core academic subject areas and (b) demonstrating competency for elementary or secondary teachers, as appropriate.

On average, charter schools have inexperienced teachers, low salaries, and high teacher turnover. Consistent with past studies, recent statistics show that charter school teachers, on average, are less experienced than teachers in traditional public schools. Teachers in charter schools are also paid considerably less than other public school teachers. In 2003-04, the average teacher salary in charter schools ($31,758) was nearly $8,000 below that for teachers in traditional public schools ($39,750). However, the salary gap between charter and traditional public school teachers has narrowed over the past three years. The lower overall average salary in charter schools to some extent reflects the relative lack of classroom experience of charter school teachers. Charter schools have about half as much experience as teachers statewide (5.4 versus 12.0 years), with a much higher percentage of beginning teachers (18 percent versus 6 percent).

Teacher turnover in charter schools remains a major concern. Although turnover rates in charter schools have improved (by 11 percentage points since 2001-02), the annual teacher turnover rate is still more than double the rate for traditional public schools (44 percent versus 20 percent). Teacher turnover may be partially explained by survey responses. Although teachers are attracted to charter schools by factors such as an individual school's reputation, greater autonomy, working with specific populations, and a high level of parental involvement, many teachers also believe their schools have insufficient financial and classrooms resources and inadequate salaries.

Charter school teachers say they are working to improve their credentials. According to teachers surveyed in 2004, about 42 percent of charter school teachers are certified either in Texas or another state, and almost all non-certified teachers report that they are working to obtain certification. Of those certified teachers, about two-thirds entered teaching through a college or university undergraduate certification program (45 percent) or post-bachelor program (18 percent), while a third (37 percent) participated in an alternative certification program.

Some charter school teachers will have difficulty meeting NCLB requirements for being *highly qualified.* AEIS statistics for 2003-04 show that nearly 10 percent of charter school teachers have no degree compared to about 2 percent in traditional public schools. Charter school teachers are also less likely to have advanced degrees. Additionally, teacher survey data indicate that about half of charter school teachers (44 percent) currently have multiple core-subject area assignments. Approximately 23 percent of teachers taught two core subjects, 4 percent taught three subjects, and 17 percent of teachers taught four subjects. It is highly unlikely that secondary teachers in charter schools will be able to meet NCLB degree and competency standards for multiple core-subject areas.

What is the nature of charter school revenue and expenditures?

Charter school funds come mainly from state and federal sources. Since Texas charter schools do not have taxing authority to generate revenue, the bulk of their funding (82.4 percent) is derived from state revenue, compared to only 39.8 percent for public schools statewide. In contrast to the state, charter schools receive proportionally more federal funds (14.5 percent versus 9.3 percent). A comparison of revenue sources across two years (2001-02 to 2002-03), reveals that the percentage of funds from state sources has increased while the percentage from local sources (such as donations and grants) has decreased.

Per-pupil revenue has increased more rapidly for charter schools and in 2002-03, average per-pupil revenue for charters surpassed traditional public schools. A two year comparison of per-pupil revenue for charter schools and traditional public schools shows that per-pupil revenue has increased for both types of schools. However, per-pupil revenue has increased more rapidly for charter schools. In 2002-03, the average per-pupil revenue for charter schools surpassed the revenue generated by traditional public schools ($8,045 compared to $8, 029).

Similar to previous years, charter schools primarily spend their money on functions such as instruction (48 percent), general administration (14 percent), plant maintenance and operation (14 percent), and school leadership (8 percent). Although traditional public schools spend less for plant maintenance and operation, school leadership, and general administration, these costs appear to reflect diseconomies of scale associated with small charter school size. Traditional public schools spend considerably more per pupil than charter schools in the areas of facilities construction ($1,036 versus $61) and debt services ($676 versus $70).

Despite increasing levels of revenue, funding and financial issues remain the greatest obstacle to the success of charter schools. Results of yearly surveys of Texas open-enrollment charter school directors have consistently identified inadequate finances for ongoing operations and inadequate facilities as challenges in running their schools (Taebel & Daniel, 2002; Daniel & Shapley, 2003). Similarly, more than 70 percent of charter school directors responding to the 2004 survey identify inadequate finances and facilities as major obstacles to charter school operations, with a fourth of directors citing inadequate finances for operation as a great barrier.

In open-ended survey comments, directors indicate that charter schools are hampered by a lack of funds and need more dollars to accomplish their missions. Directors want equalization in funding, with the same formulas and resources afforded to traditional public school districts. Several directors also expressed a need for facilities funding. They believe that charter schools do not receive equitable funding for facilities in comparison to comparably-sized public school districts.

How satisfied are students in charter schools?

Charter school students indicate that the opinions of their parents and high quality teachers are the most important factors influencing their decision to attend the charter school. More than 80 percent of surveyed students in grades 6 through 12 indicate that the most important factors in their decision to attend the charter school are parent opinions ("parents think this school is better") and teacher quality ("good teachers at this school"). Other influential factors reflect untenable conditions at their previous school (most commonly traditional public schools), such as previous teachers not helping enough, poor grades, and conflicts with students. School size and proximity to their home, trouble at their previous school, and friends were less influential factors.

Students are highly satisfied with personal relationships at charter schools but less content with educational conditions and resources. Surveyed charter school students identified aspects of charter schools that characterize their educational experience. Nearly 90 percent of students say they work hard at the charter school to earn the grades they receive, and about 80 percent cite aspects of the teacher-to-student relationship that enhance their overall learning experience. In particular, students say that charter school teachers know them by name, help them understand things, and encourage them to think about their futures. Students, in open-ended comments, describe charter school teachers as fair, understanding, helpful, attentive, and caring. Students also believe the smaller school and class sizes in charter schools allow more personal attention and immediate assistance from the teacher.

On the other hand, students are less approving of other aspects of charter schools. The percentages of students who say that they feel safe at school, learn more at the charter school, and feel that the charter school is a good choice for them declined slightly in 2004. In addition, students continue to be less positive about available coursework, access to computers in the classroom, and the adequacy of extracurricular activities. Despite high levels of satisfaction, less than half of charter school students who are eligible to return to the same charter school (43 percent) report that they will return to the school next year (a decrease from 55 percent in 2003).

Students attending higher performing charter schools express greater satisfaction with academic opportunities. Students in higher performing charter schools (2001-02 accountability rating of Exemplary, Recognized, or Commended) are more likely to feel they learn more at school, are safe at school, have sufficient extracurricular activities, and have teachers who help them understand and encourage thinking about their future. These students also are more likely to believe they get more homework at school. Students in these schools, however, wish for more courses.

Student satisfaction with charter schools varies by student and organizational characteristics. The relationships between student and organizational characteristics and levels of charter school student satisfaction were explored using AEIS as well as student and teacher survey data. It was found that females, minority students, and students with higher self-reported course grades were more satisfied with their charter schools. In addition, several organizational factors were associated with higher levels of student satisfaction. These included a higher student-to-teacher ratio (which characterizes schools with fewer students at risk), a lower concentration of minority students (70 percent or less), and lower student mobility. In addition, levels of charter school student satisfaction were higher when teachers were more satisfied with the charter school. When teachers were satisfied with their school, its services, standards, leadership, resources, and community support, students as a group were more satisfied.

Student attendance also indicates the strength of student engagement and satisfaction in charter schools. Student attendance is regarded as the most severe discipline problem in charter schools. Directors consider student absenteeism (89 percent) and tardiness (87 percent) to be the most severe discipline problems, with about half considering these as *moderate* to *severe* problems. Although discipline and behavior issues are generally considered as only *minor problems*, in 2004, directors more frequently cited problems with student absenteeism, physical conflicts, and vandalism compared to the previous year. Few directors (15 percent) cite student possession of weapons as a problem, but this increased nearly four-fold from the prior year. Surprisingly, directors of schools enrolling proportionally fewer at-risk students continue to consider student attendance issues and drug or alcohol abuse as more serious problems than do directors in schools with a greater proportion of students at risk. AEIS data confirm directors' perceptions of attendance problems. Attendance rates for charter school students trail peer campuses in 2004 (91.5 percent versus 95.9 percent), and rates have declined over time. Moreover, charter schools enrolling fewer at-risk students have lower attendance rates than those serving a greater proportion of students at risk (90.2 percent compared to 92.8 percent).

How is the public school system accommodating charter schools?

Associations between charter and traditional schools decreased in 2003-04. Recent efforts at the state and regional levels focused on connecting charter schools to public education support systems and traditional public schools appear to have lost some momentum in the 2003-04 school year. Although some charter school directors reported networking with traditional public school educators at conferences (51 percent) and interacting at ESC-sponsored events or regional/state-level meetings (39 percent), reported interactions with public school colleagues decreased substantially compared to the prior year. In contrast, interactions with other charter school educators generally increased, and they were more likely to occur in collaborative

situations, such as providing information or technical assistance, holding organizational and planning meetings, or partnering on grant initiatives.

How well are charter schools and students performing?

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. Recently, Texas has been transitioning to a new accountability system that attempts to incorporate state statutory requirements and new federal requirements (NCLB Act of 2001). In 2002-03, the first statewide administration of a 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. The second statewide administration of the TAKS occurred in spring 2004. For the 2002-03 school year, each district's (and charter school's) accountability rating was carried forward as the state developed a new accountability system. Accountability ratings for the 2003-04 year were delayed to allow adequate time for accountability system development.

Nationally and in Texas, policymakers, educators, and the public at large are trying to determine whether students benefit academically from attending charter schools. A six-year longitudinal evaluation of Texas open-enrollment charter schools establishes that, on average, charter schools have lower state assessment scores (based on the Texas Assessment of Academic Skills), lower attendance rates, and higher dropout rates compared to traditional public schools in the state (Texas Open-Enrollment Charter Schools Sixth-Year Evaluation, 2003). Findings discussed below further explore student performance in Texas open-enrollment charter schools by describing charter school achievement for 2003-04. Data are for 274 campuses (associated with 190 charter schools) that operated for the entire school year. The campuses served 60,748 students.

Accountability Ratings

For the 96 charter districts receiving accountability ratings in 2004 (49 percent), performance varied. A higher percentage of charters were rated as *Exemplary* compared to traditional districts, but charter districts also were more likely to be rated *Academically Unacceptable*. Under the new Texas accountability system, districts and campuses may receive one of four standard ratings: *Exemplary, Recognized, Academically Acceptable,* or *Academically Unacceptable*. The new rating system also included changes specific to charter schools. Beginning with 2003-04, charter schools (i.e., districts) as well as the campuses they operate were rated. For 2004, nearly half of 190 charter districts (49 percent) were not rated. Of the non-rated charters, 90 percent were not rated because the charter district operated one or more alternative education campuses. For the 96 charter districts receiving ratings, a higher percentage of charter (6 percent) than traditional public school districts (1 percent) received *Exemplary* ratings. However, charter districts were significantly more likely to be rated *Academically Unacceptable* (21 percent of charters versus less than 1 percent of traditional districts). A much higher percentage of traditional public school (35 percent) than charter districts (14 percent) were rated *Recognized*, whereas approximately equal percentages of charter (59 percent) and traditional public school districts (63 percent) were rated *Academically Acceptable*.

Of the 128 charter campuses receiving accountability ratings in 2004 (43 percent), about three quarters earned one of the two lower accountability ratings (*Academically Acceptable* or *Academically Unacceptable*). As with charter districts, a large proportion of charter campuses (43 percent) were not rated in 2004, usually because the campus was an alternative education program. Overall, about three-fourths of charter campuses received one of the two lower accountability ratings (55 percent *Academically Acceptable* and 21 percent *Academically Unacceptable*). In contrast, small percentages of charter campuses achieved *Exemplary* (6 percent) or *Recognized* (17 percent) status. Traditional public school campuses, in contrast to charter campuses, had higher percentages of *Exemplary* (8 percent) and *Recognized* (38 percent) ratings in 2004, and lower percentages of *Academically Unacceptable* ratings (1 percent). About equal percentages of charter (55 percent) and traditional campuses (53 percent) were rated *Academically Acceptable*.

Campus longevity was not associated with higher accountability ratings. An additional analysis revealed that campuses affiliated with charter schools operating four or more years (87 charter campuses that were rated) performed essentially the same on accountability ratings compared to charter schools as a whole. Thus, there was no strong evidence linking charter school longevity with school performance. This finding differs from a previous analysis showing that campuses affiliated with more mature charter schools performed better on 2002 accountability ratings than charter campuses as a whole.

Texas Assessment of Knowledge and Skills (TAKS)

Students' performance on the TAKS in charter schools is well below state averages, even when comparisons are made with other public school campuses that serve similar students. Compared to public schools statewide, 2004 TAKS passing rates for charter schools are 11 percentage points lower in writing (76.6 percent passing), 18 points lower in social studies (64 percent passing), 19 points lower in reading/English/language arts (61.7 percent passing), 22 points lower in science (32.1 percent passing), 33 points lower in mathematics (36.7 percent passing), and 27 points lower in all tests taken (33.2 percent passing). Commended performance rates are also lower for all tested areas. In addition, the charter school differences with statewide averages are consistent across ethnic and economic comparison groups. The TAKS achievement gap between charter schools and the state average is smallest in writing and largest in mathematics. The gap between the charter schools serving primarily at-risk and fewer at-risk students ranges from 0 to 11 percentage points depending upon the test (favoring schools with proportionally fewer students at risk).

TEA-created peer groups allow more equitable comparisons of student performance. Still, compared to TEA-designated peer comparison campuses, 2004 TAKS passing rates for charter schools are 11 points lower in writing, 15 points lower in science, 16 percentage points lower in reading/English/language arts, 19 points lower in social studies, and 26 points lower in mathematics. In addition, TAKS passing rates for charter school students are below average rates for peer campuses for all tested areas, regardless of the percentage of economically disadvantaged students enrolled in a charter school.

Many charter schools are failing to adequately prepare students to master mathematics standards, especially at the upper grade levels. The reading-mathematics passing rate differential (favoring reading) is larger in charter schools than in peer comparison campuses (25 percentage points versus 14 percentage points). In addition, passing rate gaps in mathematics and reading/English/language arts between charter schools and peer and state comparison groups tend to be smaller in the lower grades and larger in the higher grades. Overall, many students in charter schools are failing to meet state academic standards as measured by the TAKS, especially in mathematics. Moreover, substantial proportions of students in the upper grade levels in charter schools are not meeting standards required for advancement toward graduation.

Other Performance Measures

Students in charter schools have higher dropout rates, lower graduation rates, lower attendance rates, and worse performance on advanced academic indicators than students in traditional public schools. Other performance measures show similar trends favoring traditional public schools. The 2002-03 dropout rate for grades 7 and 8 students was 0.6 percent for charter campuses, 0 percent for peer campuses, and 0.2 percent statewide. The dropout rate for students in grades 9 through 12 was 13.5 percent for charter campuses, 1.5 percent for peer campuses, and 4.2 percent statewide. High school graduation rates for charter schools also are much lower than peer campuses and the state overall (39 percent versus 90 percent [peer campus] and 83 percent [state]). Likewise, student attendance rates favor students in traditional public schools (91.5 percent for charter schools and 95.9 percent for peer campuses).

Students in traditional public schools also are outperforming students in charter schools on a number of advanced academic indicators. Compared to public schools statewide, charter schools have lower percentages of advanced course completions (9.1 percent versus 14.5 percent). In addition, much lower percentages of charter school students completed the Recommended High School Program (RHSP) between 1999 and 2003. For example, 31 percent of charter school students completed the RHSP in 2002-03 compared to 62 percent for peer campuses and 56 percent for the state.

Charter schools also trail peer campuses and state averages in the percentage of students taking college entrance examinations. From 1999 through 2002, the charter percentage has been in the 5 percent range, although it increased to 10 percent in 2002-03. Yet, these rates are much lower than the 50 to 60 percent participation rates for peer campuses and the state as a whole. The 2002-03 scores on the SAT and ACT for students in charter schools still trail state averages (18.2 versus 19.5 on the ACT and 919 versus 961 on the SAT), but have matched peer campuses (18.2 versus 18.6 on the ACT and 919 versus 918 on the SAT). Still, if one compared the scores of only the top 10 percent of students in traditional public schools taking college entrance examinations with charter school students, their scores would far exceed those for charter school students.

Students who are continuously enrolled in charter schools perform better academically. A longitudinal, student-level analysis for charter school students who had test scores for the 2003 and 2004 administration of TAKS reading (7,539 students) and TAKS mathematics (8,643 students) shows that students enrolled in charter schools for the two consecutive testing periods had higher TAKS passing rates than charter school students as a whole. TAKS passing rates in

2004 for these students were just below state averages, with 76.3 percent of students passing reading (compared to 80.5 percent statewide) and 60.5 percent passing mathematics (compared to 69.7). Moreover, charter school students' TAKS passing rates increased between the two school years when equivalent passing standards were applied.

An additional analysis involving charter school students who were enrolled in charter schools continuously over four school years (2001 to 2004), showed that these more stable charter school students had higher TAKS reading and mathematics scores in both 2003 and 2004 than comparison groups of students who were enrolled in a combination of traditional public schools and charter schools during the same time period. Although it is difficult to draw definitive conclusions, it appears that continuous enrollment in charter schools over time may have a positive influence on academic performance. However, charter schools whose students are continuously enrolled over time differ substantially from those that attract highly mobile student populations. Highly mobile students are often excluded from longitudinal analyses because they are not enrolled long enough in one school to have TAKS scores for at least two consecutive school years. Thus, it is difficult to determine whether or not a school has contributed to student academic progress.

Alternative Education Programs

The academic performance of charter schools categorized as alternative education programs remains uncertain. An additional area of concern is the large number of charter schools (i.e., districts) and campuses that are excluded from the standard accountability system. In 2003-04, nearly half of charter districts (85) and charter campuses (119) were designated as alternative education programs, and thus, did not receive accountability ratings. As a result, the relative performance of these campuses remains largely unknown as the state works to develop the alternative accountability system.

To better understand the characteristics of these campuses, we conducted an analysis of 2003-04 AEIS reports for the 119 campuses that were "Not Rated: Alternative Education." Although these charter campuses have a variety of grade-level configurations, the majority serve secondary students (grades 6-12 or grades 9-12). Campuses have been in operation 4.6 years, on average, so they are relatively mature charter schools. The student population is predominantly minority, with 50 percent Hispanic and 25 percent African American students. About 65 percent of students are economically disadvantaged. Student mobility at these campuses is extremely high (68.5 percent) and school attendance is low (88.3 percent).

Teachers who work with these students are relatively inexperienced (5.7 years, on average), with nearly one-fifth being beginning teachers (18.2 percent). In addition, the percentage of teachers in these schools who have no degree is higher than average (13.6 percent). The student-to-teacher ratio also is unexpectedly high for an alternative education setting (19.8 to 1). The average 2004 TAKS passing rate for all students on all tests in these schools was only 29.9 percent.

Since the NCLB Act does not exempt alternative education campuses from accountability ratings, data regarding Adequate Yearly Progress (AYP) provides an additional measure of charter school performance. Of the 119 campuses that were "Not Rated: Alternative Education"

under the Texas accountability system, 42 percent (50 campuses), failed to *Meet AYP*. Each of the 50 campuses missed the student attendance requirement for AYP (90 percent average attendance for grades 1-8).

Taken as a whole, instances of improving student academic performance for charter schools in 2003-04 were rare. Overall outcomes completely favor traditional public schools. However, there are a few charter school districts and campuses that have achieved *Exemplary* and *Recognized* status as measured by the state's new accountability system. Unfortunately, the positive accomplishments of this small group of schools are overshadowed by a substantial proportion of charter schools whose student performance is unacceptable.

Directions for Future Research

Findings from this study provide direction for future evaluations of charter school. Some important questions include the following.

Why are charter schools attracting so many African American students and educators? African American students and teachers are clearly over-represented in Texas charter schools. Thus, it becomes increasingly important to understand why African American students and families are fleeing traditional public schools and seeking charter schools as an alternative. Moreover, more information is needed to know whether or not these students are doing better or worse academically in their new school environments. To find answers, future evaluations should examine student outcomes by ethnicity more extensively in order to better understand the extent to which charter schools are meeting the academic needs of minority children.

What is the impact of student attendance on charter school performance? Evidence from multiple sources points to problems with student attendance in charter schools. AEIS data show that student attendance in charter schools trails traditional public schools (91.5 percent compared to 95.9 percent). Moreover, student attendance in charter schools serving as alternative education programs is even lower (88. 3 percent). Accordingly, directors and teachers who responded to surveys identified student absenteeism and tardiness as the most severe discipline problems in charter schools. Additional research is needed to examine associations between student attendance in charter schools and academic outcomes.

To what extent are charter schools classified as alternative education programs meeting the learning needs of their students? Previous evaluations of charter schools have focused on comparisons by school type (schools serving greater or less than 70 percent at-risk students). While these comparisons have been informative, it appears that future evaluations would be more insightful if charter schools were examined by their designated state accountability system (standard or alternative education). For alternative education programs, additional information is needed to describe student characteristics, administrator and teacher qualifications, educational programs, and multiple student outcomes (e.g., mobility and attendance patterns, dropout rates, longitudinal achievement gains).

Are charter school teachers highly qualified? Beginning in the 2005-06 school year, charter school teachers will be required to meet NCLB requirements to be *highly qualified* in their field. Evidence from this and prior evaluations suggests that many charter school teachers may have

difficulty meeting the more stringent degree and content-area requirements set forth by NCLB, especially secondary teachers. Future evaluations should investigate more thoroughly the professional credentials of charter school teachers and progress toward ensuring that every charter school students is taught by a highly qualified teacher.

Which charter schools "add value" to student achievement? While findings for this study provide much information on the general performance of charter schools in the state, evidence continues to show that students in some charter schools are doing extremely well while others are unprepared to meet state standards. For the future, more rigorous analyses of school and student performance are needed to determine which charter schools, after controlling for school and student characteristics, are performing better than others. Hierarchical linear modeling provides an appropriate statistical tool for such studies.

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Appendix A

Statutory Provisions Governing
Texas Open-Enrollment Charter Schools

(2) failed to satisfy generally accepted accounting standards of fiscal management; or

(3) failed to comply with this subchapter, another law, or a state agency rule.

(b) The action the board takes under Subsection (a) shall be based on the best interest of campus or program students, the severity of the violation, and any previous violation the campus or program has committed.

Leg-H. Stats. 1995, 74th Leg. Sess., Ch. 260, effective May 30, 1995; Stats. 1997, 75th Leg. Sess., Ch. 1335, effective September 1, 1997 (renumbered from Sec.12.062)

§ 12.064. Procedure for Placement on Probation or Revocation.

(a) Each board of trustees that grants a charter under this subchapter shall adopt a procedure to be used for placing on probation or revoking a charter it grants.

(b) The procedure adopted under Subsection (a) must provide an opportunity for a hearing to the campus or program for which a charter is granted under this subchapter and to parents and guardians of students at the campus or in the program. A hearing under this subsection must be held on the campus or on one of the campuses in the case of a cooperative charter program.

Leg.H. Stats. 1995, 74th Leg. Sess., Ch. 260, effective May 30, 1995; Stats. 1.997, 75th Leg. Sess., Ch. 1335. effective. September 1, 1997 (renumbered from Sec. 12.063).

§ 12.06. Admission.

(a) Eligibility criteria for admission of students to the campus or program for which a charter is granted under this subchapter must give priority on the basis of geographic and residency considerations. After priority is given on those bases, secondary consideration may be given to a student's age, grade level, or academic credentials in general or in a specific area, as necessary for the type of program offered.

(b) The campus or program may require an applicant to submit an application not later than a reasonable deadline the campus or program establishes.

Leg.H. Stats. 1995, 74th Leg. Sess., Ch. 260, effective May 30, 1995; Stats. 1997, 75th Leg. Sess., Ch. 1335, effective September 1, 1997 (renumbered from Sec. 12.064).

SUBCHAPTER D. OPEN-ENROLLMENT CHARTER SCHOOL

§ 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 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.S. 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 abjection.

Leg.H. Stats. 1995, 74th Leg. Sess., Ch. 260. effective May 30, 1995; Stats. 2001, 77th Leg. Sess., Ch. 1504. effective September 1, 2001.

§ 12.1011. [Repealed.]

Repealed Stats. 2001, 77th Leg. Sess., Ch. 1504, effective September l, 2001.

2001 Note: SECTION 36. (b) A charter for an open-enrollment charter school granted under the authority of Section 12.1011 Education Code, as that section existed before repeal by this Act, is considered to have been granted under the authority of Section 12.101. Education Code. Stars. 2001 77th Leg. Sess., Ch. 1.504.

§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.

Leg.H. Stats, 2001, 77th Leg. Sess., Ch. 1504, effective September 1, 2001:

§ 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.

Leg.H. Stats. 1995, 74th Leg. Sess., Ch. 260, effective May 30, 1995.

§ 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.

Leg.H. Stats. 1995, 74th Leg. Sess., Ch. 260, effective May 30, 1995; Stats. 2001; 77th Leg. Sess., Ch. 1504, effective September 1, 2001.

§ 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. 3.7.6021;

(K) health and safety under Chapter 38; and

(L) public school accountability under Subchapters B, C, D; and G, Chapter 39.

(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.

Leg.H. Stats. 1995, 74th Leg. Sess., Ch. 260, effective May 30, 1995; Stats. 1999, 76th Leg. Sess., Ch. 396, effective September 1, 1999; Stats. 2001, 77th Leg, Sess., Chs. 212, 1504, effective September 1, 2001.

§ 12:105. Status.

An open-enrollment charter school is part of the public school system of this state.

Leg.H. Stats. 1995, 74th Leg. Sess., Ch. 260, effective May 30, 1995; Stats. 1999, 76th Leg. Sess., Ch. 1335, effective June 19, 1999; Stats. 2001, 77th Leg. Sess., Ch. 1504. effective September 1, 2001.

§ 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.

Leg.H. Stats. 2001, 77th Leg. Sess., Ch. 1504, effective September 1, 2001.

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.

Leg.H. Stats. 2001, 77th Leg. Sess., Ch. 1504, effective September 1, 2001.

§ 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.

Leg.H. Stats. 2001, 77th Leg. Sess., Ch. 1504, effective. September 1, 2001.

§ 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.

Leg.H. Stats. 2001; 77th Leg. Sess., Ch. 1504, effective September 1, 2001.

§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.

Leg.H. Stats. 2001, 77th Leg. Sess., Ch. 1504, effective September 1, 2001:

§ 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.

Leg.H. Stats. 2001, 77th Leg. Sess., Ch. 1504, effective September 1, 2001.

§ 12.1057. Membership in Teacher Retirement System of Texas.

(a) An employee of an open-enrollment charter school 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.

Leg.H. Stats. 2001, 77th Leg. Sess., Ch. 1504, effective September 1, 2001.

§ 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.

Leg.H. Stats. 1995, 74th Leg. Sess., Ch: 260, effective May 30, 1995; Stats. 2001, 77th Leg. Sess., Ch. 1504, effective September 1; 2001.

2001 Note: SECTION 40.

(a) The change in law made by Sections 12.106 and 12.107, Education Code, as amended by this Act, applies beginning with the 2001-2002 school year, except as provided by this section.

(b) An open-enrollment charter school operating on September 1. 2001, is funded as follows:

(I) for the 2001-2002 and 2002-2003 school years, the school receives funding according to the law in effect on August 31, 2001;

(2) for the 2003-2004 school year, the school receives 90 percent of its funding according to the law in effect on August 31, 2001, and 10 percent of its funding according to the change in law made by Sections 12.106 and 12.107, Education Code, as amended by this Act;

(3) for the 2004-2005 school year, the school receives 80 percent of its funding according to the law in effect on August 31, 2001, and 20 percent of its funding according to the change in law made by Sections 12.106 and 12.107, Education Code as amended by this Act;

(4) for the 2005-2006 school year, the school receives 70 percent of its funding according to the law in effect on August 31, 2001, and 30 percent of its funding according to the change in law made by Sections 12.106 and 12.107, Education Code, as amended by this Act;

(5) for the 2006-2007 school year, the school receives 60 percent of its funding according to the law in effect on August 31, 2001, and 40 percent of its funding according to the change in law made by Sections 12.1.06 and 12.107, Education Code, as amended by this Act;

(6) for the 2007-2008 school year, the school receives 50 percent of its funding according to the law in effect on August 31, 2001, and 50 percent of its funding according to the change in law made by Sections 12.106 and 12.107, Education Code, as amended by this Act;

(7) for the 2008-2009 school year, the school receives 40 percent of its funding according to the law in effect on August 31 , 2001, and 60 percent of its funding according to the change in law made by Sections 12.106 and 12.107, Education Code, as amended by this act;

(8) for the 2009-2010 school year, the school receives 30 percent of its funding according to the law in effect on August 31, 2001, and 70 percent of its funding according to the change in law made by Sections 12.106 and 12.107, Education Code, as amended by this act;

(9) for the 2010-2011 school year, the school receives 20 percent of its funding according to the law in effect on August 31, 2001, and 80 percent of its funding according to the change in law made by Sections 12.106 and 12.107, Education Code, as amended by this Act;

(l0) for the 2011-2012 school year, the school receives 10 percent of its funding according to the law in effect on August 31, 2001, and 90 percent of its funding according to the change in law made by Sections, 12.106 and 12.107, Education Code, as amended by this Act; and

(11) for the 2012-2013 school year and subsequent school years, the school receives 100 percent of its funding according to the change in law made by Sections 12.106 and 12.107, Education Code, as amended by this Act.

(c) The commissioner of education may adopt rules as necessary to implement this section. Slats. 2001, 77th Leg. Sess., Ch. 150.1.

§ 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.

Leg.H. Stats. 1995, 74th Leg. Sess., Ch. 260, effective May 30, 1995; Stats. 2001, 77th Leg. Sess., Ch. 1504, effective September 1, 2001.

2001 Note: SECTION 40.

(a) The change in law made by Sections 12.106 and 12.107, Education Code, as amended by this Act, applies beginning with the 2001-2002 school year, except as provided by this section.

(b) An open-enrollment charter school operating on September 1, 2001, is funded as follows:

(1) for the 2001-2002 and 2002-2003 school years, the school receives funding according to the law in effect on August 31, 2001;

(2) for the 2003-2004 school year, the school receives 90 percent of its funding according to the law in effect on August 31, 2001, and 10 percent of its funding according to the change in law made by Sections 12.106 and 12.107, Education Code, as amended by this Act;

(3) for the 2004-2005 school year, the school receives 80 percent of its funding according to the law in effect on August 31, 2001, and 20 percent of its funding according to the change in law made by Sections 12.106 and 12.107, Education Code, as amended by this Act;

(4) for the 2005-2006 school year, the school receives 70 percent of its funding according to the law in effect on August 31, 2001, and 30 percent of its funding according to the change in law made by Sections 12.106 and 12.107, Education Code, as amended by this Act;

(5) for the 2006-2007 school year, the school receives 60 percent of its funding according to the law in effect on August 31, 2001, and 40 percent of its funding according to the change in law made by Sections 12.106 and 12.107, Education Code, as amended. by this Act;

(6) for the 2007-2008 school year, the school receives 50 percent of its funding according to the law in effect on August 31, 2001, and 50 percent of its funding according to the change in law made by Sections 12.106 and 12.107, Education Code, as amended by this Act;

(7) for the 2008-2009 school year, the school receives 40 percent of its funding according to the law in effect on August 31, 2001, and 60 percent of its funding according to the change in law made by Sections 12.106 and 12.107, Education Code, as amended by this Act:

(8) for the 2009-2010 school year, the school receives 30 percent of its funding according to the law in effect on August 31, 2001, and 70 percent of its funding according to the change in law made by Sections 12.106 and 12.107, Education Code, as amended by this Act;

(9) for the 2010-2011 school year, the school receives 20 percent of its funding according to the law in effect on August 31, 2001, and 80 percent of its funding according to the change in law made by Sections 12.106 and 12.107, Education Code, as amended by this Act;

(10) for the 2011-2012 school year, the school receives 10 percent of its funding according to the law in effect on August 31, 2001, and 90 percent of its funding according to the change in law made by Sections 12.106 and 12.107, Education Code, as amended by this Act; and

(11) for the 2012-2013 school year and subsequent school years, the school receives 100 percent of its funding according to the change in law made by Sections 12.106 and 12.107, Education Code, as amended by this Act.

(c) The commissioner of education may adopt rules as necessary to implement this section. Stats. 2001, 77th Leg. Sess., Ch. 1504.

§ 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.

Leg.H. Stats. 2001, 77th Leg. Sess., Ch. 1504, effective September 1, 2001.

§ 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.

(h) 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).

Leg.H. Stats. 1995, 74th Leg. Sess., Ch. 260, effective May 30, 1995; Stats. 2001, 77th Leg. Sess., Ch. 1504, effective September 1, 2001.

§ 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.

Leg.H. Stats. 1995, 74th Leg. Sess., Ch. 260, effective May 30, 1995.

§ 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.

Leg.H. Stats. 1995, 74th Leg. Sess., Ch. 260, effective May 30, 1995.

§ 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.

Leg.H. Stats. 2001, 77th Leg. Sess., Ch. 1504. effective September 1, 2001.

2001 Note: SECTION 42. Section 12.1101, Education Code, as added by this Act, applies only to an application for a charter for an open-enrollment charter school received by the State Board of Education on or after the effective date of this Act. An application received before the effective date of this Act is governed by the law as it existed immediately before the effective date of this Act, and that law is continued in effect for that purpose. Stats. 2001, 77th Leg. Sess., Ch. 1504.

§ 12.111. Content.

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 he 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 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;

(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 were 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. Leg.H. Stats. 1995, 74th Leg. Sess., Ch. 260, effective May 30, 1995; Stats. 1999, 76th Leg. Sess., Ch, 1335, effective June 19, 1999; Stats. 2001, 77th Leg. Sess., Ch. 1504, effective September 1, 2001.

1999 Note: SECTION 10.

(a) Each open-enrollment charter school for which a charter is granted before September 1, 1999, shall revise its charter as necessary to comply with Section 12.111, Education Code, as amended by this Act, not later than January 1, 2000.

(b) The entity to which a charter for an open-enrollment charter school is granted before September 1, 1999, shall file a copy of its bylaws or other document as required by Section 11119(a), Education Code, as added by this Act, not later than January 1, 2000. Stats. 1999, 76th Leg. Sess., Ch. 1335.

§ 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.

Leg.H. Stats. 1995; 74th Leg. Sess., Ch. 260, effective May 30, 1995.

§ 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.

Leg.H. Stats. 1995, 74th Leg. Sess.,Ch. 260, effective May 30, 1995; Stats. 2001. 77th Leg. Sess., Ch. 1504. effective September 1, 2001.

§ 12.114. Revision.

A revision of a charter of an open-enrollment charter school may be made only with the approval of the commissioner.

Leg.H. Stats. 1995, 74th Leg. Sess., Ch. 260, effective May 30, 1995; Stats. 2001, 77th Leg. Sess., Ch. 1504, effective September 1, 2001.

2001 Note: SECTION 41.

(a) The change in law made by Section 12.114, Education Code, as amended by this Act, applies to a revision proposed by an open-enrollment charter school that has not been approved by the State Board of Education before September 1, 2001, regardless of the date on which the school proposed the revision.

(b) The change in law made by Section 12.127, Education Code, as added by this Act, applies only to a cause of action that accrues on or after September 1, 2001. A cause of action that accrued before September 1, 2001, is governed by the law in effect at the time the cause of action accrued, and that law is continued in effect for that purpose. Stats. 2001, 77th Leg. Sess., Ch. 1504.

§ 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.

Leg.H. Stats. 1995, 74th Leg. Sess., Ch. 260, effective May 30, 1995: Stats. 2001, 77th Leg. Sess., Ch. 150-1, effective September 1.

§ 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.

Leg.H. Stats. 1995, 74th Leg. Sess., Ch. 260, effective May 30, 1995; Stats. 2001, 77th Leg. Sess., Ch. 1504, effective September 1, 2001.

§ 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.

Leg.H. Stats. 2001, 77th Leg. Sess., Ch. 1504, effective September 1, 2001.

§ 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 or 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.

Leg.H. Stats. 2001, 77th Leg. Sess., Ch. 1504, effective September 1, 2001.

§ 12.1163. Audit by Commissioner.

(a) To the extent consistent with Subsection (b), 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.

Leg.H. Stats. 2001, 77th Leg. Sess., Ch. 1504, effective September 1, 2001.

§ 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.

Leg.H. Stats. 1995, 74th Leg. Sess., Ch. 260, effective May 30, 1995; Stats. 2001, 77th Leg. Sess., Ch. 1504, effective September 1, 2001.

§ 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) All evaluation under this section trust 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.

Leg.H. Stats. 1995. 74th Leg. Sess., Ch. 260. effective May 30, 1995; Stats. 2001, 77th Leg. Sess., Ch. 1504, effective September 1, 2001.

§ 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.

Leg.H. Stats. 1999, 76th Leg. Sess., Ch. 1335, effective June 19, 1999; Stats. 2001, 77th Leg. Sess., Ch. 1504, effective September 1, 2001.

1999 Note: SECTION 10.

(a) Each open-enrollment. charter school for which a charter is granted before September 1, 1999, shall revise its charter as necessary, to comply with Section 12.111, Education Code, as amended by this Act, not later than January 1, 2000.

(b) The entity to which a charter for an open-enrollment charter school is granted before September 1, 1999, shall file a copy of its bylaws or other document as required by Section 12.119(a), Education Code, as added by this Act, not later than January 1, 2000. Stats. 1999, 76th Leg. Sess., Ch. 1335.

§ 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 62.01(5), Criminal Procedure Code; 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.

Leg.H. Stats. 1999, 76th Leg. Sess., Ch. 1335, effective June 19, 1999; Stats. 2001, 77th Leg. Sess., Ch. 1504, effective September 1, 2001.

§ 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.

Leg.H. Stats. 2001; 77th Leg: Sess., Ch. 1504, effective September 1, 2001.

§ 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.

Leg.H. Stats. 2001, 77th Leg. Sess., Ch. 1504, effective September 1, 2001.

§ 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.

Leg.H. Stats. 2001, 77th Leg. Sess., Ch. 1504, effective September 1, 2001.

2001 Note: SECTION 37. Not later than January 1, 2002, the commissioner of education shall adopt rules relating to training for the members of governing bodies and officers of open-enrollment charter schools, as required by Section 12.123, Education Code, as added by this Act. Stats. 2001, 77th Leg. Sess., Ch.. 1504.

§ 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.

Leg.H. Stats. 2001, 77th Leg. Sess:, Ch. 1504, effective September 1, 2001.

§ 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.

Leg.H. Stats. 2001, 77th Leg. Sess., Ch. 1504; effective September 1, 2001.

§ 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.

Leg.H. Stats. 2001, 77th Leg. Sess., Ch. 1504, effective September 1, 2001.

§ 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.

Leg.H. Stats. 2001, 77th Leg. Sess., Ch. 1504, effective September 1, 2001.

2001 Note: SECTION 41.

(a) The change in law made by Section 12.114, Education Code, as amended by this Act, applies to a revision proposed by an open-enrollment charter school that has not been approved by the State Board of Education before September 1, 2001, regardless of the date on which the school proposed the revision.

(b) The change in law made by Section 12.127, Education Code, as added by this Act, applies only to a cause of action that accrues on or after September 1, 2001. A cause of action that accrued before September 1, 2001, is governed by the law in effect at the time the cause of action accrued, and that law is continued in effect for that purpose. Stats. 2001, 77th Leg. Sess., Ch. 1504.

§ 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 considered to be public property to the extent it was purchased with those funds.

(c) The commissioner shall:

(1) take possession and assume control of the property described by Subsection (a) of an open-enrollment charter school that ceases to operate; and

(2) supervise the disposition of the property in accordance with law.

(d) The commissioner may adopt rules necessary to administer this section.

(e) This section does not affect a security interest in or lien on property established by a creditor in compliance with law if the security interest or lien arose in connection with the sale or lease of the property to the charter holder.

Leg.H. Stats. 2001. 77th Leg. Sess., Ch. 1501. effective September 1, 2001.

§ 12.129. Minimum Teacher Qualifications.

A person employed as a teacher by an open-enrollment charter school must hold a high school diploma.

Leg.H. Stats. 2001, 77th Leg. Sess., Ch. 1504, effective September 1, 2001.

§ 12.130. Notice of Teacher Qualifications.

Each open-enrollment charter school shall provide to the parent or guardian of each student enrolled in the school written notice of the qualifications of each teacher employed by the school.

Leg.H. Stats. 2001, 77th Leg. Sess., Ch. 1504, effective September 1, 2001.

SUBCHAPTER E. COLLEGE OR UNIVERSITY CHARTER SCHOOL

§ 12.151. Definition.

In this subchapter, "public senior college or university" has the meaning assigned by Section 61.003.

Leg.H. Stats. 2001, 77th Leg. Sess., Ch. 1504, effective September 1, 2001.

§ 12.152. Authorization:

(a) In accordance with this subchapter and Subchapter D, the State Board of Education may grant a charter on the application of a public senior college or university for an open-enrollment charter school to operate on the campus of the public senior college or university or in the same county in which the campus of the public senior college or university is located.

Leg.H. Stats. 2001, 77th Leg. Sess., Ch. 1504, effective September 1, 2001.

§ 12.153. Rules.

The commissioner may adopt rules to implement this subchapter.

Leg.H. Stats. 2001, 77th Leg. Sess., Ch. 1504, effective September 1, 2001.

§ 12.154. Content.

Notwithstanding Section 12.11.0(d), the State Board of Education may grant a charter under this subchapter only if the following criteria are satisfied in the public senior college's or university's application, as determined by the State Board of Education:

(1) the college or university charter school's educational program must include innovative teaching methods;

(2) the college or university charter school's educational program must be implemented under the direct supervision of a member of the teaching or research faculty of the public senior college or university;

(3) the faculty member supervising the college or university charter school's educational program must have substantial experience and expertise in education research, teacher education, classroom instruction, or educational administration;

(4) the college or university charter school's educational program must be designed to meet specific goals described in the charter, including improving student performance, and each aspect of the program must be directed toward the attainment of the goals;

(5) the attainment of the college or university charter school's educational program goals must be measured using specific, objective standards set forth in the charter, including assessment methods and a time frame; and

(6) the financial operations of the college or university charter school must be supervised by the business office of the public senior college or university.

Leg.H. Stats. 2001, 77th Leg. Sess., Ch.. 1504, effective September 1, 2001.

§ 12.155. School Name.

The name of a college or university charter school must include the name of the public senior college or university operating the school.

Leg.H. Stats. 2001, 77th Leg. Sess., Ch. 1504, effective September 1, 2001.

§ 12.156. Applicability of Certain Provisions.

(a) Except as otherwise provided by this subchapter, Subchapter D applies to a college or university charter school as though the college or university charter school were granted a charter under that subchapter.

(b) A charter granted under this subchapter is not considered for purposes of the limit on the number of open-enrollment charter schools imposed by Section 12.101(b).

Leg.H. Stats. 2001, 77th Leg. Sess,. Ch. 1504. effective September 1, 2001.

CHAPTER 13. CREATION, CONSOLIDATION, AND ABOLITION OF A DISTRICT

SUBCHAPTER :A. GENERAL PROVISIONS

Section
13.001: Definition.
13.002:Permitted Frequency of Proposed Action

Appendix B

Charter School Characteristics and Demographics

Appendix B1
Characteristics of At-Risk and Not At-Risk Charter School Campuses

Campus	Location	Years of Operation	Rating	Enrollment	Grades	Student-Teacher Ratio	Expenditure Per Student
Charter Schools >=70% At-Risk							
A W Brown-Fellowship Charter School	Dallas	5 or more	Academically Acceptable	782	PK - 07	17.4	$5,079
Academy of Beaumont	Beaumont	5 or more	Not Rated: Other	351	PK - 08	18.5	$9,338
Academy of Careers and Technologies	San Antonio	4	Not Rated: Alternative Education	135	09 - 12	15	$4,676
Academy of Dallas	Dallas	5 or more	Academically Unacceptable	598	PK - 08	15.7	$7,371
Accelerated Intermediate Academy	Houston	3	Academically Unacceptable	453	PK - 08	18.1	$4,974
Added Incentives	—	3	Not Rated: Alternative Education	13	05 - 10	13	$16,731
Alpha II	San Antonio	4	Recognized	390	PK - 05	19.5	$4,070
American Academy of Excellence Charter	Houston	5 or more	Academically Unacceptable	167	09 - 12	8.9	$4,362
Amigos Por Vida-Friends for Life	Houston	5 or more	Academically Acceptable	317	PK - 05	16.7	$5,199
Annunciation Maternity Home	Austin	3	Not Rated: Other	4	09 - 12	4	$4,673
Autumn Circle	—	1	Not Rated: Other	43	PK - 05	10.8	—
Azleway Charter School	Tyler	3	Academically Unacceptable	88	01 - 12	9.7	$11,422
Benji's Special Educational Academy	Houston	5 or more	Academically Acceptable	402	PK - 12	16.1	$1,591
Big Springs Charter School	Leakey	3	Academically Unacceptable	28	06 - 11	6	$27,115
Boys and Girls Country	Austin	1	Not Rated: Other	36	01 - 12	12.5	—
Brazos County Academy	San Antonio	1	Not Rated: Other	15	07 - 10	—	—
Brazos School for Inquiry & Creativity	College Station	5 or more	Academically Acceptable	88	06 - 12	16.8	$4,452
Burnett-Bayland Home	Houston	5 or more	Not Rated: Alternative Education	70	06 - 10	10.1	$10,920
Burnett-Bayland Reception Center	Houston	5 or more	Not Rated: Alternative Education	144	04 - 12	12.1	$6,453
Camp Comanche	Austin	2	Academically Acceptable	121	06 - 12	13.4	$5,896
Career Plus Learning Academy	San Antonio	5 or more	Academically Unacceptable	46	06 - 12	9.6	$5,772
Cedar Crest Charter School	Belton	2	Not Rated: Alternative Education	58	KG - 11	12.9	$13,262
Cedar Ridge Charter School	Lometa	5 or more	Not Rated: Alternative Education	70	PK - 12	13.5	$14,556
Children First Academy of Houston	Houston	5 or more	Recognized	361	PK - 07	21.2	$2,181

Note. "—" indicates data not available in AEIS.

Campus	Location	Years of Operation	Rating	Enrollment	Grades	Student-Teacher Ratio	Expenditure Per Student
Children First of Dallas	Dallas	5 or more	Academically Acceptable	371	PK - 07	17.7	$2,132
Children of the Sun Charter School	McAllen	2	Not Rated: Alternative Education	86	09 - 12	43.1	—
Children of the Sun Charter School	McAllen	2	Not Rated: Alternative Education	74	09 - 12	37	—
Coastal Bend Youth City	Driscoll	5 or more	Not Rated: Other	53	05 - 12	7.2	—
Crossroad Community Ed Center Charter	Houston	4	Academically Unacceptable	107	09 - 12	17.2	—
Dallas County Juvenile Justice	Dallas	5 or more	Not Rated: Alternative Education	539	04 - 12	10.6	$5,056
Depelchin Campus	Austin	2	Academically Acceptable	41	02 - 12	10.3	$9,325
Dr M L Garza-Gonzalez Charter School	Corpus Christi	5 or more	Not Rated: Alternative Education	257	06 - 12	40.8	$4,398
Eagle Academy of Brownsville	Brownsville	5 or more	Not Rated: Alternative Education	180	06 - 12	45	$3,697
Eagle Academy of Bryan	Bryan	5 or more	Not Rated: Alternative Education	72	06 - 11	18	$5,610
Eagle Academy of Dallas	Bldg D	5 or more	Not Rated: Alternative Education	138	06 - 12	19.7	$4,884
Eagle Academy of Laredo	Lewisville	5 or more	Not Rated: Alternative Education	132	05 - 12	12.5	$3,597
Eagle Academy of Pharr/McAllen	Pharr/McAllen	5 or more	Not Rated: Alternative Education	112	06 - 12	28	$4,275
Eagle Academy of San Antonio	San Antonio	5 or more	Not Rated: Alternative Education	308	05 - 12	20.5	$8,125
Eagle Academy of Tyler at Lindale	Lindale	1	Not Rated: Other	5	10 - 12	5	—
Eagle Advantage Charter Elementary	Dallas	3	Not Rated: Alternative Education	395	KG - 08	17.1	—
East Fort Worth Montessori Academy	Fort Worth	1	Not Rated: Other	200	PK - 02	13.8	—
Ehrhart School	Beaumont	3	Academically Acceptable	161	PK - 08	8.9	$2,467
El Paso School of Excellence Middle Schl	El Paso	3	Not Rated: Alternative Education	185	06 - 10	12.3	$6,313
Encino School	Encino	5 or more	Academically Acceptable	52	PK - 08	13	$6,943
EOAC Waco Charter School	Waco	5 or more	Academically Acceptable	143	KG - 05	13.1	$6,741
Escuela De Las Americas	San Antonio	5 or more	Academically Acceptable	98	PK - 04	9.4	$5,067
Faith Family Academy of Oak Cliff	Desoto	5 or more	Not Rated: Alternative Education	1006	PK - 12	13	$5,989
Fort Worth Can Academy	Fort Worth	4	Not Rated: Alternative Education	438	09 - 12	28.3	$4,283
Fruit of Excellence School	Elgin	5 or more	Academically Acceptable	70	02 - 12	22.3	$7,243
Gabriel Tafolla Charter School	Uvalde	5 or more	Academically Acceptable	138	PK - 11	13.5	$4,717
Gateway Academy (Student Alternative)	Laredo	5 or more	Not Rated: Alternative Education	313	09 - 12	24.1	$6,722

Note. "—" indicates data not available in AEIS.

Campus	Location	Years of Operation	Rating	Enrollment	Grades	Student-Teacher Ratio	Expenditure Per Student
Gateway Charter Academy	Dallas	3	Academically Acceptable	329	KG - 08	16.5	$6,159
George Gervin Charter	San Antonio	5 or more	Not Rated: Alternative Education	312	PK – 12	34.7	$8,971
Girls & Boys Prep Academy Meyer Park	Houston	3	Recognized	687	PK – 05	18.4	$16,996
Golden Rule Charter School	Dallas	2	Academically Unacceptable	427	PK – 06	22	—
Gulf Shores at Southwest Key	Houston	3	Not Rated: Alternative Education	118	06 – 08	—	$1,418
Harris County Juvenile Detention	Houston	5 or more	Not Rated: Alternative Education	113	04 – 11	5.4	$6,993
Harris County Youth Village	Seabrook	5 or more	Not Rated: Alternative Education	108	07 – 11	7.8	$8,491
Hays Juvenile Center	San Antonio	2	Not Rated: Alternative Education	65	07 – 12	13.3	$886
Heights Charter School	Houston	5 or more	Academically Unacceptable	225	08 – 12	14.7	$5,033
Higgs/Carter/King Gifted & Talented	San Antonio	5 or more	Not Rated: Alternative Education	213	PK – 11	11.8	$5,795
Houston Alternative Preparatory Charter	Houston	2	Academically Unacceptable	163	PK – 08	14.8	$440
Houston Can! Academy Charter School	Houston	5 or more	Not Rated: Alternative Education	376	09 – 12	29.1	$5,631
Houston Heights Learning Academy	Houston	5 or more	Not Rated: Alternative Education	94	PK – 05	15.8	—
I Am That I Am Academy	Dallas	5 or more	Not Rated: Alternative Education	120	04 – 12	10.9	$5,718
Idea Academy	Donna	4	Academically Acceptable	499	KG – 09	20	$5,610
Impact Charter	Houston	5 or more	Academically Unacceptable	266	PK – 06	19	$3,090
Inspired Vision	Dallas	3	Not Rated: Alternative Education	196	PK – 09	13.2	$3,338
Inspired Vision Academy	Dallas	4	Not Rated: Alternative Education	298	PK – 06	14.2	$4,869
Jamie's House Charter School	Houston	5 or more	Academically Unacceptable	65	06 – 12	11.7	$12,019
Jesse Jackson Academy	Houston	5 or more	Academically Acceptable	299	09 – 12	—	$4,809
John H Wood Charter School	San Antonio	5 or more	Not Rated: Alternative Education	143	06 – 12	21	$22,952
Juan B Galaviz Charter School	Houston	2	Academically Unacceptable	92	09 – 12	14.2	—
Jubilee Academic Center	San Antonio	3	Academically Unacceptable	296	PK – 12	11.7	$5,251
Katy-Hockley Boot Camp	Katy	5 or more	Not Rated: Alternative Education	122	07 – 12	12.3	$7,195
Kipp Academy	Houston	5 or more	Recognized	343	05 – 08	15.9	$9,475
Kipp Aspire Academy	Houston	1	Academically Acceptable	84	05 – 05	14.3	—
Kipp Truth Academy	Houston	1	Academically Acceptable	57	05 – 05	14.4	—

Note. "—" indicates data not available in AEIS.

Campus	Location	Years of Operation	Rating	Enrollment	Grades	Student-Teacher Ratio	Expenditure Per Student
La Amistad Love & Learning Academy	Houston	5 or more	Exemplary	255	PK – 03	19.6	$3,868
Marywood	Austin	5 or more	Not Rated: Other	10	08 – 12	6.8	$6,601
Methodist Children's Home	Austin	1	Academically Acceptable	105	06 – 12	18.2	—
Mid-Valley Academy-McAllen	McAllen	2	Academically Unacceptable	202	09 – 12	—	$2,260
Midland Academy Charter School	Midland	5 or more	Not Rated: Alternative Education	392	KG – 08	13.8	$4,081
New Frontiers Charter School	San Antonio	5 or more	Not Rated: Alternative Education	622	KG – 08	14.5	$3,994
Nikki Children's Home		1	Not Rated: Other	18	05 – 11	10.8	—
Northwest Mathematics Science & LA	Houston	5 or more	Academically Acceptable	170	PK – 05	11.5	$4,520
Northwest Preparatory	Houston	3	Academically Acceptable	263	PK – 08	16.4	$5,949
Northwest Preparatory (Wileyvale)	Houston	3	Not Rated: Alternative Education	21	02 – 08	7	$10,060
Nova Charter School (Southeast)	Dallas	4	Academically Acceptable	306	PK – 06	15.3	$4,831
NYOS Charter School Inc at Gessner	Austin	3	Academically Unacceptable	83	PK – 03	14.8	$5,272
Omega Academic Center	San Antonio	1	Academically Acceptable	119	06 – 12	9.1	—
One Stop Multiservice	McAllen	3	Not Rated: Alternative Education	269	PK – 12	33.6	$3,101
One Stop Multiservice	McAllen	3	Not Rated: Alternative Education	221	PK – 12	31.6	$4,743
One Stop Multiservice H S	McAllen	5 or more	Not Rated: Alternative Education	165	PK – 12	27.5	$4,244
Pathfinder Camp	Austin	5 or more	Academically Acceptable	23	05 – 11	11.7	$9,685
Pathways 3H Campus	Austin	2	Academically Acceptable	16	06 – 11	5.5	$6,988
Pegasus Charter School	Dallas	5 or more	Not Rated: Alternative Education	212	07 – 12	14.2	$12,084
Por Vida Academy Charter H S	San Antonio	5 or more	Not Rated: Alternative Education	195	09 – 12	17.2	$4,554
Positive Solutions Charter School	San Antonio	5 or more	Not Rated: Alternative Education	262	09 – 12	29.1	$3,748
Radiance Acad of Learning – West Lake	San Antonio	5 or more	Not Rated: Alternative Education	192	PK – 08	12.8	$5,325
Rapoport Academy	Waco	5 or more	Not Rated: Alternative Education	158	PK – 04	11.4	$7,348
Rapoport Academy/Quinn Campus	Waco	1	Academically Acceptable	23	05 – 06	11.5	—
Raul Yzaguirre School For Success	Houston	5 or more	Academically Acceptable	663	PK – 12	15.4	$4,106
Raul Yzaguirre School For Success	Brownsville	2	Academically Acceptable	206	PK – 05	18.7	—
Raven School	New Waverly	5 or more	Not Rated: Alternative Education	180	09 – 12	10.8	$7,478

Note. "—" indicates data not available in AEIS.

Campus	Location	Years of Operation	Rating	Enrollment	Grades	Student-Teacher Ratio	Expenditure Per Student
Richard Milburn Academy - Lubbock	Lubbock	5 or more	Not Rated: Alternative Education	112	09 - 12	13.2	$4,543
Ripley House Charter School	Houston	2	recognized	71	KG - 03	14.3	—
Rise Academy	Lubbock	5 or more	Exemplary	143	PK - 04	15	$3,877
River Oaks	Fort Worth	3	Not Rated: Alternative Education	274	09 - 12	21.9	$5,577
Safeplace	Austin	3	Not Rated: Other	19	KG - 09	9.5	$7,990
San Antonio Can High School	San Antonio	3	Not Rated: Alternative Education	387	09 - 12	23.1	$7,213
San Antonio Technology Academy	San Antonio	3	Not Rated: Alternative Education	149	09 - 12	10.6	$4,728
School of Excellence In Education	San Antonio	5 or more	Academically Acceptable	624	PK - 12	14.5	$6,283
School of Liberal Arts and Science	Dallas	5 or more	Academically Acceptable	333	PK - 08	16.8	$5,443
Sentry Technology Prep School	McAllen	5 or more	Not Rated: Alternative Education	163	PK - 12	27.2	$6,346
Ser-Ninos Charter Elementary	Houston	5 or more	Academically Acceptable	392	PK - 05	12.4	$5,049
Settlement Home	Austin	5 or more	Not Rated: Other	24	03 - 11	12.2	$7,067
Shekinah Hope	San Antonio	4	Not Rated: Alternative Education	60	PK - 05	12	$4,553
Shekinah Radiance Academy	San Antonio	5 or more	Not Rated: Alternative Education	18	KG - 05	9	$7,006
Shekinah Walzem	San Antonio	3	Not Rated: Alternative Education	338	PK - 12	15.4	$3,614
Southwest H S - Incentives	Houston	3	Not Rated: Alternative Education	20	07 - 12	6	$7,365
St Francis Academy	San Antonio	2	Academically Unacceptable	173	06 - 12	22.2	$1,508
St Mary's Academy Charter School	Beeville	3	Recognized	196	KG - 08	14.2	$5,924
Star Ranch Campus	Austin	2	Not Rated: Other	33	02 - 12	9.6	$9,814
T-Care	Austin	4	Not Rated: Other	54	05 - 12	9.1	$7,494
Technology Education Charter H S	Weslaco	5 or more	Not Rated: Alternative Education	134	09 - 12	24.4	$4,955
Temple Education Center	Temple	5 or more	Not Rated: Alternative Education	144	PK - 12	18.3	$6,825
Texans Can at Carrollton-Farmers	Dallas	1	Not Rated: Alternative Education	247	09 - 12	17.6	—
The Zoe Learning Academy	Houston	3	Recognized	303	KG - 06	18.9	$4,676
TNC Campus (Texas Neurorehabilitation)	Austin	2	Not Rated: Other	53	03 - 12	9	$8,773
Trinity Basin Preparatory	Dallas	5 or more	Academically Acceptable	406	KG - 07	13.9	$4,013

Note. "—" indicates data not available in AEIS.

Campus	Location	Years of Operation	Rating	Enrollment	Grades	Student-Teacher Ratio	Expenditure Per Student
Two Dimensions at Corsicana	Houston	1	Not Rated: Other	66	PK - 02	8.3	—
Two Dimensions Preparatory Academy	Houston	5 or more	Academically Acceptable	355	PK - 05	16.1	$2,883
Two Dimensions/Vickery	Houston	1	Not Rated: Other	121	PK - 03	10.1	—
Vanguard Academy	Pharr	3	Academically Acceptable	167	PK - 05	12.1	$5,032
Westside Command Detention Center	Houston	5 or more	Not Rated: Alternative Education	23	07 - 11	7.7	$6,008
Yes College	Houston	1	Exemplary	84	06 - 06	12	—
Yes College Preparatory School	Houston	4	Exemplary	584	06 - 12	13	$6,836

Note. "—" indicates data not available in AEIS.

Campus	Location	Years of Operation	Rating	Enrollment	Grades	Student-Teacher Ratio	Expenditure Per Student
Charter Schools <70% At-Risk							
A+ Academy	Dallas	4	Not Rated: Alternative Education	865	PK – 12	14.7	$5,322
Academy of Accelerated Learning	Houston	5 or more	Recognized	595	PK – 03	21.5	—
Alief Montessori Community School	Houston	5 or more	Recognized	162	PK – 05	16.2	$3,556
Alpha Charter School	Garland	3	Not Rated: Alternative Education	200	KG – 12	13.5	$6,696
Alphonso Crutch's-Life Support Center	Houston	5 or more	Not Rated: Alternative Education	933	06 – 12	23.6	$2,859
American Youth Works Charter School	Austin	5 or more	Not Rated: Alternative Education	82	09 – 12	16.5	$3,660
American Youth Works Charter School	Austin	1	Not Rated: Alternative Education	346	09 – 12	20.7	—
Arlington Classics Academy	Arlington	5 or more	Recognized	249	KG – 06	13.1	$3,399
Austin Can Academy Charter School	Austin	2	Academically Unacceptable	179	09 – 12	16.3	—
Austin College Preparatory	Austin	2	Academically Acceptable	105	05 – 06	13.2	$9,941
Bay Area Charter Elementary	El Lago	5 or more	Academically Unacceptable	172	PK – 11	16.2	$4,482
Beatrice Mayes Institute Charter	Houston	3	Recognized	286	KG – 08	14.9	$5,660
Bexar Co Day Ed & Treatment Program	San Antonio	1	Not Rated: Other	17	09 – 11	17	—
Bexar County Academy	San Antonio	5 or more	Academically Unacceptable	424	PK – 08	17.7	$8,935
Brazos River Charter School	Nemo	4	Not Rated: Alternative Education	125	08 – 12	21.5	$4,664
Bright Ideas Charter	Wichita Falls	5 or more	Academically Acceptable	173	KG – 12	16.4	$3,903
Burnham Wood Charter School	El Paso	5 or more	Exemplary	220	KG – 05	16.5	$3,877
Calvin Nelms High School	Katy	5 or more	Not Rated: Alternative Education	140	09 – 12	19.2	$5,356
Calvin Nelms Middle School	Katy	2	Not Rated: Other	5	08 – 08	31.8	$12,380
Cedars International Academy	Austin	3	Academically Acceptable	130	KG – 07	9.8	$7,065
Comquest Academy	Tomball	5 or more	Not Rated: Alternative Education	83	06 – 12	15.8	$4,000
Corpus Christi Academy	Corpus Christi	2	Academically Acceptable	153	09 – 12	17.6	$8,848
Cumberland Academy	Tyler	5 or more	Not Rated: Alternative Education	222	KG – 05	14.4	$5,342
Dallas Can! Academy Charter	Dallas	5 or more	Not Rated: Alternative Education	397	09 – 12	20.9	$5,012
Dallas Can! Academy Charter	Dallas	5 or more	Not Rated: Alternative Education	603	09 – 12	20.9	$4,816

Note. "—" indicates data not available in AEIS.

Campus	Location	Years of Operation	Rating	Enrollment	Grades	Student-Teacher Ratio	Expenditure Per Student
Dallas Community Charter School	Dallas	5 or more	Academically Acceptable	156	PK - 03	19.2	$4,485
Dan Chadwick Campus	Longview	5 or more	Not Rated: Alternative Education	140	09 - 12	21.1	$3,471
Destiny High School	Killeen	4	Academically Unacceptable	277	KG - 12	—	$1,447
Eagle Academy of Beaumont	Lewisville	5 or more	Not Rated: Alternative Education	253	06 - 12	16.9	$3,855
Eagle Academy of Abilene	Lewisville	5 or more	Not Rated: Alternative Education	193	06 - 12	32.2	$3,786
Eagle Academy of Del Rio	Del Rio	5 or more	Not Rated: Alternative Education	106	06 - 12	17.7	$4,295
Eagle Academy of Fort Worth	Fort Worth	5 or more	Not Rated: Alternative Education	116	06 - 12	14.7	$4,417
Eagle Academy of Lubbock	Lewisville	5 or more	Not Rated: Alternative Education	102	06 - 12	14.6	$5,577
Eagle Academy of Midland	Lewisville	5 or more	Not Rated: Alternative Education	170	06 - 12	20	$4,697
Eagle Academy of Tyler	Tyler	5 or more	Not Rated: Alternative Education	217	06 - 12	24.1	$4,145
Eagle Academy of Waco	Waco	5 or more	Not Rated: Alternative Education	103	06 - 12	34.3	$7,612
Eagle Academy of Waco at Trinity	Waco	1	Not Rated: Alternative Education	78	05 - 12	12	—
Eagle Charter School - Midland/Austin	Lewisville	2	Not Rated: Alternative Education	187	06 - 12	26.7	$4,539
Ed White Memorial High School	League City	5 or more	Academically Unacceptable	105	09 - 12	20.7	$5,533
Eden Park Academy	Austin	5 or more	Not Rated: Alternative Education	131	KG - 08	14.9	$3,801
Education Center at Little Elm	Little Elm	3	Not Rated: Alternative Education	91	06 - 12	13	$3,780
Education Center at The Colony	Little Elm	3	Not Rated: Alternative Education	142	06 - 12	17.8	$3,515
Education Center International Academy	Garland	3	Not Rated: Alternative Education	99	02 - 12	10.1	$5,463
El Paso Academy East	El Paso	4	Academically Acceptable	559	09 - 12	17	$4,228
El Paso School of Excellence	Ste 501	4	Not Rated: Alternative Education	312	PK - 05	17.3	$3,921
Erath Excels Academy Inc	Stephenville	5 or more	Not Rated: Alternative Education	124	09 - 12	8.3	$4,792
Evolution Academy Charter School	Richardson	2	Academically Unacceptable	274	09 - 12	22.8	—
Excel Academy	Ft Worth	4	Academically Acceptable	280	KG - 12	40	$2,495
Focus Learning Academy	Dallas	5 or more	Not Rated: Alternative Education	500	KG - 08	12.6	$6,748
Fort Worth Academy of Fine Arts	Fort Worth	3	Recognized	321	03 - 12	12.3	$4,293
George I Sanchez Chrtr H S San Antonio	San Antonio	4	Not Rated: Alternative Education	120	08 - 12	12.6	$8,339
George I Sanchez H S	Houston	5 or more	Not Rated: Alternative Education	565	PK - 12	17.5	$6,893

Note. "—" indicates data not available in AEIS.

Campus	Location	Years of Operation	Rating	Enrollment	Grades	Student-Teacher Ratio	Expenditure Per Student
Girls & Boys Prep Academy	Houston	5 or more	Academically Acceptable	312	06 – 12	11.6	$1,030
Guardian Angel Performance Academy	San Antonio	5 or more	Academically Acceptable	44	06 – 08	7.6	$18,522
Gulf Shores Academy	Houston	5 or more	Not Rated: Alternative Education	767	09 – 12	31.8	$6,202
Gulf Shores at The Center for Success	Houston	3	Not Rated: Alternative Education	237	09 – 12	—	$114
Gulf Shores at Covenant House	Houston	3	Not Rated: Alternative Education	123	10 – 12	—	$54,630
Gulf Shores at Sanctus Helping Hand	Houston	3	Not Rated: Alternative Education	79	07 – 12	—	$3,180
Harmony Science Academy – Austin	Austin	2	Recognized	154	06 – 09	14.9	—
Harmony Science Academy	Houston	4	Exemplary	371	06 – 11	14.5	$4,154
Honors Academy	Dallas	5 or more	Academically Unacceptable	642	07 – 12	42.8	$2,534
Houston Can Academy Hobby	Houston	1	Not Rated: Alternative Education	188	09 – 12	21	—
Houston Gateway Academy	Houston	5 or more	Academically Acceptable	798	KG – 09	16.3	$4,812
Jean Massieu Academy	Arlington	5 or more	Academically Unacceptable	149	PK – 12	7.8	$6,368
Katherine Anne Porter School	Wimberley	5 or more	Academically Acceptable	125	09 – 12	11.6	$6,530
Killeen-Richard Milburn Academy	Killeen	5 or more	Not Rated: Alternative Education	161	09 – 12	20.1	$3,871
Landmark School	Palestine	5 or more	Academically Acceptable	81	07 – 12	16.2	$4,107
Legacy High School	Kaufman	4	Academically Unacceptable	132	08 – 12	—	$3,254
Life School Oak Cliff	Dallas	5 or more	Academically Acceptable	1026	KG – 12	19	$6,340
Life School Red Oak	Red Oak	1	Recognized	224	KG – 04	17.2	—
Lighthouse Charter School	Windcrest	1	Not Rated: Other	168	KG – 07	11.9	—
Mainland Preparatory Academy	Texas City	5 or more	Academically Acceptable	609	PK – 08	14.9	$5,002
McCullough Academy of Excellence	Austin	4	Academically Acceptable	186	KG – 05	23.6	$5,439
Medical Center Charter School/Southwest	Houston	5 or more	Academically Acceptable	188	PK – 06	20.2	$4,235
Merridell	Austin	5 or more	Not Rated: Other	80	KG – 12	10	$8,045
Metro Charter Academy	Arlington	3	Academically Acceptable	356	PK – 08	17	—
Mid-Valley Academy	McAllen	5 or more	Not Rated: Alternative Education	51	09 – 12	46.1	$6,148
Miracle Farm	Austin	4	Academically Acceptable	13	08 – 12	13	$5,395
Nancy Ney Charter School	New Braunfels	5 or more	Not Rated: Alternative Education	88	05 – 12	8.8	$6,151

Note. "—" indicates data not available in AEIS.

Campus	Location	Years of Operation	Rating	Enrollment	Grades	Student-Teacher Ratio	Expenditure Per Student
National Elite Gymnastics	Austin	5 or more	Recognized	16	04 - 09	8	$4,883
New Quest Academy	Hurst	4	Academically Acceptable	90	09 - 12	18	$4,842
North Hills School	Irving	5 or more	Recognized	885	01 - 12	12.1	$5,943
North Houston H S for Business	Houston	5 or more	Not Rated: Alternative Education	189	09 - 12	21.1	$3,084
NYOS Charter School	Austin	5 or more	Academically Acceptable	328	KG - 12	11.8	$5,453
Odyssey Academy Inc	Galveston	5 or more	Academically Acceptable	185	PK - 08	14.2	$4,053
Outreach Word Academy	Victoria	2	Academically Acceptable	145	KG - 06	13.6	—
Panola Charter School	Carthage	4	Not Rated: Alternative Education	98	08 - 12	24.5	$3,649
Paradigm Accelerated School	Dublin	4	Academically Acceptable	66	09 - 12	11.2	$6,928
Paso Del Norte Academy	El Paso	5 or more	Not Rated: Alternative Education	211	09 - 12	35.6	$4,469
Pineywoods Community Academy	Lufkin	5 or more	Recognized	197	KG - 08	10.6	$4,766
Pinnacle School	Fort Worth	5 or more	Academically Acceptable	191	KG - 12	14.4	$6,978
Radiance Academy of Learning	San Antonio	5 or more	Not Rated: Alternative Education	187	PK - 12	11	$7,969
Ranch Academy	Canton	5 or more	Academically Unacceptable	55	07 - 12	9.4	$9,431
Richard Milburn Academy-Amarillo	Amarillo	3	Not Rated: Alternative Education	126	09 - 12	22.9	$5,137
Richard Milburn Academy-Beaumont	Beaumont	3	Not Rated: Alternative Education	151	09 - 12	28.1	$5,686
Richard Milburn Academy-Corpus Christi	Corpus Christi	5 or more	Not Rated: Alternative Education	146	09 - 12	20.1	$4,311
Richard Milburn Academy-Ector County	Odessa	1	Not Rated: Alternative Education	137	09 - 12	24.5	—
Richard Milburn Academy-Fort Worth	Fort Worth	1	Not Rated: Other	53	09 - 12	15.1	—
Richard Milburn Academy-Suburban	Houston	1	Not Rated: Other	7	09 - 11	4.3	—
Richard Milburn Academy-Midland	Midland	5 or more	Not Rated: Alternative Education	176	09 - 12	28	$4,768
San Antonio Preparatory Academy	San Antonio	1	Not Rated: Other	88	KG - 06	11.8	—
San Antonio Schl for Inquiry & Creativity	San Antonio	4	Academically Unacceptable	143	KG - 12	9.6	$2,761
Seashore Learning Center	Corpus Christi	5 or more	Exemplary	173	KG - 06	13.3	$4,843
South Plains Academy	Lubbock	5 or more	Not Rated: Alternative Education	201	09 - 12	22.3	$4,891
Southwest High School	Houston	5 or more	Not Rated: Alternative Education	442	09 - 12	21	$5,048
Southwest Preparatory School-Northwest	San Antonio	2	Not Rated: Alternative Education	162	09 - 12	25.9	$6,453

Note. "—" indicates data not available in AEIS.

Campus	Location	Years of Operation	Rating	Enrollment	Grades	Student-Teacher Ratio	Expenditure Per Student
Southwest Preparatory School	San Antonio	5 or more	Not Rated: Alternative Education	248	09 – 12	16.6	$5,028
Southwest Preparatory Southeast Campus	San Antonio	3	Not Rated: Alternative Education	284	09 – 12	34.9	$8,061
St Anthony School	Dallas	1	Academically Acceptable	202	PK – 08	14	—
Star Charter School	Austin	5 or more	Recognized	191	01 – 12	11.3	$4,489
Tekoa Academy of Accelerated Studies	Port Arthur	5 or more	Academically Acceptable	222	PK – 08	12	$6,704
Texas Academy of Excellence	Austin	5 or more	Academically Acceptable	377	EE – 06	14.9	$3,976
Texas Empowerment Academy	Austin	5 or more	Academically Acceptable	125	05 – 11	12.8	$6,766
Texas Preparatory School	San Marcos	3	Academically Acceptable	124	KG – 07	11.7	—
Texas Serenity Academy	Houston	5 or more	Not Rated: Alternative Education	6	09 – 10	6.1	$24,030
The Basic Center	San Antonio	—	Not Rated: Alternative Education	16	09 – 11	—	—
The Phoenix Charter School	Greenville	3	Recognized	255	PK – 09	10	$5,518
The Varnett School – East	Houston	1	Academically Acceptable	154	PK – 05	11.8	—
The Varnett School – Northeast	Houston	1	Not Rated: Other	181	PK – 05	12.1	—
Theresa B Lee Academy	Fort Worth	5 or more	Academically Acceptable	238	09 – 12	29.8	—
Transformative Charter Academy	Killeen	5 or more	Not Rated: Alternative Education	134	09 – 12	—	$3,699
Treetops School International	Ft Worth	5 or more	Academically Acceptable	301	KG – 12	12.5	$3,329
Univ of Houston Charter School-Tech	Houston	5 or more	Recognized	135	KG – 05	16.9	$6,951
Universal Academy – Flower Mound	Irving	3	Recognized	591	KG – 11	12.8	$722
Universal Academy	Irving	5 or more	Academically Acceptable	642	PK – 12	14.4	$757
University of Texas Elementary Charter	Austin	1	Not Rated: Other	113	PK – 01	16.5	—
University School	Irving	5 or more	Academically Unacceptable	203	08 – 12	22.6	$3,664
Varnett Charter School	Houston	5 or more	Academically Acceptable	775	PK – 06	19.4	—
Waxahachie Faith Family Academy	Desoto	5 or more	Academically Acceptable	319	PK – 12	11.5	$5,466
West Houston Charter	Katy	5 or more	Academically Acceptable	108	07 – 12	18.1	$4,759
West Houston Charter Elementary	Katy	5 or more	Academically Acceptable	137	KG – 06	14.5	$1,889
Westlake Academy	Westlake	1	Exemplary	197	01 – 06	12.8	—

Note. "—" indicates data not available in AEIS.

Campus	Location	Years of Operation	Rating	Enrollment	Grades	Student-Teacher Ratio	Expenditure Per Student
Winfree Academy Irving	Irving	4	Not Rated: Alternative Education	473	09 - 12	43	$4,395
Winfree Academy Lewisville	Irving	4	Not Rated: Alternative Education	372	09 - 12	35.3	$4,393
Winfree Academy Richardson	Irving	3	Not Rated: Alternative Education	363	09 - 12	38.2	$3,302
Winfree Academy Grapevine	Irving	2	Not Rated: Alternative Education	290	09 - 12	25.3	$8,296

Note. "—" indicates data not available in AEIS.

Appendix B2
Student Demographic Characteristics For At-Risk and Not At-Risk Charter School Campuses (Percent)

Campus	African American	Hispanic	White	Economically Disadvantaged
Charter Schools >= 70% At-Risk				
A W Brown-Fellowship Charter School	95.5	4.3	0.1	83.5
Academy of Beaumont	96.3	0.9	1.7	96.9
Academy of Careers and Technologies	1.5	88.9	9.6	92.6
Academy of Dallas	95.5	4.0	0.2	86.0
Accelerated Intermediate Academy	84.8	15.2	0.0	91.8
Added Incentives	30.8	7.7	61.5	84.6
Alpha II	23.3	68.2	8.2	87.7
American Academy of Excellence Charter	17.4	70.7	12.0	88.6
Amigos Por Vida-Friends for Life	2.8	96.8	0.0	96.8
Annunciation Maternity Home	0.0	75.0	25.0	100.0
Autumn Circle	18.6	48.8	30.2	88.4
Azleway Charter School	27.3	10.2	62.5	100.0
Benji's Special Educational Academy	91.5	8.5	0.0	99.8
Big Springs Charter School	3.6	28.6	64.3	82.1
Boys and Girls Country	5.6	22.2	69.4	100.0
Brazos County Academy	60.0	26.7	13.3	93.3
Brazos School For Inquiry & Creativity	23.9	44.3	31.8	77.3
Burnett-Bayland Home	45.7	38.6	15.7	100.0
Burnett-Bayland Reception Center	28.5	48.6	22.2	100.0
Camp Comanche	24.0	26.4	49.6	99.2
Career Plus Learning Academy	21.7	71.7	6.5	100.0
Cedar Crest Charter School	20.7	25.9	53.4	100.0
Cedar Ridge Charter School	15.7	21.4	62.9	91.4
Children First Academy of Houston	94.7	5.0	0.3	97.5
Children First of Dallas	99.5	0.5	0.0	98.4
Children of the Sun Charter School	1.2	98.8	0.0	100.0

Campus	African American	Hispanic	White	Economically Disadvantaged
Children of the Sun Charter School	0.0	100.0	0.0	95.9
Coastal Bend Youth City	18.9	64.2	15.1	100.0
Crossroad Community Ed Ctr Charter	80.4	19.6	0.0	72.0
Dallas County Juvenile Justice	39.5	44.0	15.6	100.0
Depelchin Campus	46.3	19.5	34.1	100.0
Dr M L Garza-Gonzalez Charter School	3.5	90.7	5.4	77.0
Eagle Academy of Brownsville	1.1	93.3	4.4	70.6
Eagle Academy of Bryan	31.9	45.8	22.2	88.9
Eagle Academy of Dallas	60.9	37.0	2.2	78.3
Eagle Academy of Laredo	0.8	97.0	2.3	92.4
Eagle Academy of Pharr/McAllen	0.9	97.3	1.8	77.7
Eagle Academy of San Antonio	6.5	80.5	12.7	70.1
Eagle Academy of Tyler at Lindale	40.0	20.0	40.0	100.0
Eagle Advantage Charter Elementary	47.6	48.1	3.0	79.0
East Fort Worth Montessori Academy	64.5	25.0	8.5	91.0
Ehrhart School	60.2	3.1	36.0	79.5
El Paso School of Excellence Middle School	3.8	88.1	8.1	76.8
Encino School	0.0	100.0	0.0	84.6
EOAC Waco Charter School	32.2	62.2	4.2	100.0
Escuela De Las Americas	2.0	95.9	2.0	89.8
Faith Family Academy of Oak Cliff	88.8	9.5	1.0	85.6
Fort Worth Can Academy	62.8	29.5	7.8	77.9
Fruit of Excellence School	71.4	15.7	12.9	75.7
Gabriel Tafolla Charter School	0.0	92.0	8.0	79.7
Gateway Academy (Student Alternative)	0.0	97.4	2.2	78.6
Gateway Charter Academy	97.0	1.5	1.2	72.6
George Gervin Charter	51.6	40.1	7.7	76.6
Girls & Boys Prep Academy Meyer Park Campus	94.3	5.1	0.3	78.0
Golden Rule Charter School	3.0	91.1	2.8	92.5
Gulf Shores at Southwest Key	70.3	28.8	0.8	75.4

Campus	African American	Hispanic	White	Economically Disadvantaged
Harris County Juvenile Detention	46.9	36.3	15.9	100.0
Harris County Youth Village	41.7	43.5	14.8	100.0
Hays Juvenile Center	16.9	53.8	27.7	100.0
Heights Charter School	21.8	68.4	9.3	82.2
Higgs/Carter/King Gifted & Talented	7.0	86.9	6.1	98.1
Houston Alternative Preparatory Charter	96.3	1.8	1.8	89.6
Houston Can! Academy Charter School	70.7	25.8	3.2	72.6
Houston Heights Learning Academy	24.5	71.3	4.3	96.8
I Am That I Am Academy	96.7	3.3	0.0	96.7
Idea Academy	0.0	94.0	5.8	82.2
Impact Charter	97.4	1.9	0.8	98.9
Inspired Vision	20.9	70.9	8.2	94.4
Inspired Vision Academy	34.9	59.1	4.7	90.6
Jamie's House Charter School	84.6	9.2	6.2	72.3
Jesse Jackson Academy	97.3	2.7	0.0	97.7
John H Wood Charter School	19.6	33.6	46.9	90.9
Juan B Galaviz Charter School	3.3	92.4	3.3	82.6
Jubilee Academic Center	13.9	76.7	9.5	76.4
Katy-Hockley Boot Camp	37.7	53.3	8.2	100.0
Kipp Academy	21.3	76.1	0.9	85.4
Kipp Aspire Academy	2.4	90.5	7.1	94.0
Kipp Truth Academy	80.7	17.5	1.8	91.2
La Amistad Love & Learning Academy	63.1	35.3	1.2	96.5
Marywood	30.0	50.0	20.0	90.0
Methodist Children's Home	29.5	21.9	47.6	100.0
Mid-Valley Academy-McAllen	0.5	92.1	6.9	96.0
Midland Academy Charter School	10.5	54.1	35.2	82.1
New Frontiers Charter School	2.9	92.1	5.0	80.1
Nikki Children’s Home	50.0	27.8	22.2	100.0
Northwest Mathematics Science & LA	41.2	55.3	3.5	97.6

Campus	African American	Hispanic	White	Economically Disadvantaged
Northwest Preparatory	94.7	4.2	1.1	91.3
Northwest Preparatory Campus (Wileyvale Campus)	52.4	19.0	28.6	90.5
Nova Charter School (Southeast)	59.5	38.6	1.6	89.5
NYOS Charter School Inc at Gessner	37.3	38.6	22.9	73.5
Omega Academic Center	5.0	82.4	12.6	72.3
One Stop Multiservice	0.4	95.5	4.1	84.4
One Stop Multiservice	0.0	97.3	2.7	100.0
One Stop Multiservice H S	0.0	99.4	0.6	97.0
Pathfinder Camp	13.0	43.5	43.5	100.0
Pathways 3H Campus	25.0	25.0	50.0	100.0
Pegasus Charter School	32.1	62.3	5.2	75.9
Por Vida Academy Charter H S	0.0	97.4	2.6	87.2
Positive Solutions Charter School	1.1	94.3	4.2	81.7
Radiance Academy of Learning - West Lake Campus	27.1	58.3	14.6	78.1
Rapoport Academy	94.3	3.2	2.5	91.1
Rapoport Academy/Quinn Campus	82.6	8.7	8.7	87.0
Raul Yzaguirre School For Success	0.2	98.3	1.5	92.0
Raul Yzaguirre School For Success	0.0	98.5	1.5	91.7
Raven School	25.6	44.4	28.9	100.0
Richard Milburn Academy - Lubbock	15.2	39.3	45.5	71.4
Ripley House Charter School	2.8	97.2	0.0	77.5
Rise Academy	67.1	28.7	4.2	95.8
River Oaks	2.6	79.9	17.2	72.3
Safeplace	5.3	73.7	21.1	100.0
San Antonio Can High School	1.8	92.2	5.7	73.4
San Antonio Technology Academy	2.0	96.0	1.3	89.9
School of Excellence in Education	22.8	67.8	9.0	82.7
School of Liberal Arts and Science	6.6	89.2	3.0	79.0
Sentry Technology Prep School	0.0	98.2	1.8	91.4
Ser-Ninos Charter Elementary	0.5	99.2	0.0	94.1

Campus	African American	Hispanic	White	Economically Disadvantaged
Settlement Home	29.2	25.0	45.8	95.8
Shekinah Hope	50.0	25.0	23.3	71.7
Shekinah Radiance Academy	0.0	100.0	0.0	100.0
Shekinah Walzem	70.7	21.0	7.7	84.6
Southwest H S - Incentives	40.0	20.0	40.0	90.0
St Francis Academy	1.2	93.1	5.2	84.4
St Mary's Academy Charter School	3.6	66.8	26.0	77.0
Star Ranch Campus	12.1	24.2	63.6	100.0
T-Care	55.6	24.1	20.4	88.9
Technology Education Charter H S	0.0	97.0	3.0	85.8
Temple Education Center	41.0	25.7	32.6	70.1
Texans Can at Carrollton-Farmers	11.3	80.6	7.3	78.1
The Zoe Learning Academy	98.0	1.3	0.7	92.1
TNC Campus (Texas Neurorehabilitation)	9.4	13.2	71.7	100.0
Trinity Basin Preparatory	5.9	93.3	0.7	91.9
Two Dimensions at Corsicana	68.2	31.8	0.0	98.5
Two Dimensions Preparatory Academy	97.2	2.0	0.6	85.1
Two Dimensions/Vickery	92.6	6.6	0.8	96.7
Vanguard Academy	0.0	93.4	6.6	87.4
Westside Command Detention Center	39.1	43.5	13.0	100.0
Yes College	11.9	85.7	1.2	75.0
Yes College Preparatory School	4.8	90.6	3.3	72.1

Campus	African American	Hispanic	White	Economically Disadvantaged
Charter Schools > 70% At-Risk				
A+ Academy	14.2	49.5	34.2	36.4
Academy of Accelerated Learning	60.5	38.3	0.3	41.2
Alief Montessori Community School	15.4	37.0	8.6	61.7
Alpha Charter School	48.5	19.0	27.0	38.0
Alphonso Crutch's-Life Support Center	88.7	10.2	0.5	50.8
American Youth Works Charter School	15.9	30.5	53.7	40.2
American Youth Works Charter School	20.5	57.2	22.0	46.2
Arlington Classics Academy	17.3	9.2	65.5	18.9
Austin Can Academy Charter School	36.3	55.3	8.4	67.0
Austin College Preparatory	35.2	62.9	1.9	54.3
Bay Area Charter Elementary	4.1	15.7	76.2	30.8
Beatrice Mayes Institute Charter	99.7	0.3	0.0	62.9
Bexar Co Day Ed & Treatment Program	23.5	76.5	0.0	0.0
Bexar County Academy	9.4	85.8	4.5	59.9
Brazos River Charter School	0.8	13.6	84.8	48.8
Bright Ideas Charter	5.8	7.5	83.8	50.3
Burnham Wood Charter School	5.5	75.5	16.4	42.7
Calvin Nelms High School	4.3	29.3	64.3	25.7
Calvin Nelms Middle School	0.0	40.0	60.0	20.0
Cedars International Academy	23.8	34.6	40.0	50.0
Comquest Academy	4.8	28.9	63.9	42.2
Corpus Christi Academy	9.2	64.1	26.1	26.8
Cumberland Academy	23.4	8.6	66.2	47.3
Dallas Can! Academy Charter	53.9	40.6	4.8	58.9
Dallas Can! Academy Charter	39.3	56.4	3.6	63.3
Dallas Community Charter School	9.0	66.0	23.1	64.7
Dan Chadwick Campus	7.1	8.6	83.6	20.7

Campus	African American	Hispanic	White	Economically Disadvantaged
Destiny High School	52.3	11.9	33.9	51.3
Eagle Academy of Beaumont	84.2	2.0	13.8	61.3
Eagle Academy of Abilene	7.3	27.5	64.8	36.8
Eagle Academy of Del Rio	0.0	84.0	16.0	68.9
Eagle Academy of Fort Worth	49.1	27.6	22.4	44.8
Eagle Academy of Lubbock	2.0	42.2	54.9	42.2
Eagle Academy of Midland	1.8	60.6	36.5	64.1
Eagle Academy of Tyler	40.6	26.3	32.3	56.2
Eagle Academy of Waco	25.2	46.6	28.2	35.9
Eagle Academy of Waco at Trinity	5.1	9.0	85.9	30.8
Eagle Charter School - Midland/Austin	8.6	56.7	34.2	65.8
Ed White Memorial High School	1.0	8.6	88.6	25.7
Eden Park Academy	19.1	20.6	58.8	34.4
Education Center at Little Elm	4.4	19.8	73.6	29.7
Education Center at the Colony	7.0	15.5	76.8	21.8
Education Center International Academy	14.1	17.2	61.6	3.0
El Paso Academy East	1.3	88.4	9.8	68.5
El Paso School of Excellence	3.5	90.4	5.4	43.3
Erath Excels Academy Inc	0.8	20.2	77.4	61.3
Evolution Academy Charter School	53.3	19.3	26.6	26.3
Excel Academy	20.0	27.5	50.7	37.5
Focus Learning Academy	94.6	3.6	1.8	32.4
Fort Worth Academy of Fine Arts	11.8	10.9	76.0	19.6
George I Sanchez Charter H S San Antonio	0.8	94.2	5.0	41.7
George I Sanchez H S	1.9	97.2	0.9	58.2
Girls & Boys Prep Academy	95.5	3.2	0.6	55.4
Guardian Angel Performance Academy	47.7	38.6	13.6	27.3
Gulf Shores Academy	81.7	17.1	0.9	44.5
Gulf Shores Charter at the Center for Success	53.2	45.1	0.8	27.4
Gulf Shores Charter School at Covenant House	73.2	23.6	3.3	37.4

Campus	African American	Hispanic	White	Economically Disadvantaged
Gulf Shores Charter School at Sanctus Helping Hand	34.2	30.4	35.4	0.0
Harmony Science Academy - Austin	26.6	38.3	31.8	45.5
Harmony Science Academy	44.7	37.5	11.9	58.2
Honors Academy	85.2	10.7	3.9	62.8
Houston Can Academy Hobby	21.3	69.7	9.0	64.4
Houston Gateway Academy	17.0	81.2	1.6	67.2
Jean Massieu Academy	28.9	28.2	38.3	67.1
Katherine Anne Porter School	1.6	8.0	90.4	39.2
Killeen-Richard Milburn Academy	35.4	21.7	36.0	14.9
Landmark School	21.0	11.1	67.9	33.3
Legacy High School	3.8	9.8	84.8	0.0
Life School Oak Cliff	64.4	19.0	15.1	55.1
Life School Red Oak	18.3	22.3	59.4	18.8
Lighthouse Charter School	79.8	13.7	6.5	64.9
Mainland Preparatory Academy	85.2	7.9	6.1	53.7
McCullough Academy of Excellence	87.6	7.0	5.4	60.2
Medical Center Charter School/Southwest	73.4	14.9	4.3	54.8
Merridell	7.5	8.8	82.5	30.0
Metro Charter Academy	94.9	3.1	1.1	37.9
Mid-Valley Academy	0.0	100.0	0.0	37.3
Miracle Farm	15.4	0.0	84.6	38.5
Nancy Ney Charter School	9.1	56.8	34.1	68.2
National Elite Gymnastics	0.0	25.0	75.0	25.0
New Quest Academy	6.7	14.4	76.7	27.8
North Hills School	7.7	9.6	47.9	0.8
North Houston H S for Business	72.0	27.0	1.1	45.5
NYOS Charter School	8.8	13.7	74.1	11.9
Odyssey Academy Inc	13.5	42.2	37.8	64.3
Outreach Word Academy	33.1	42.8	22.8	57.9
Panola Charter School	8.2	5.1	85.7	50.0

Campus	African American	Hispanic	White	Economically Disadvantaged
Paradigm Accelerated School	0.0	36.4	60.6	54.5
Paso Del Norte Academy	0.9	89.1	9.0	43.6
Pineywoods Community Academy	19.8	5.1	71.6	54.3
Pinnacle School	7.3	11.0	81.2	19.4
Radiance Academy of Learning	16.6	52.4	29.9	49.2
Ranch Academy	1.8	5.5	90.9	18.2
Richard Milburn Academy - Amarillo	1.6	26.2	71.4	57.9
Richard Milburn Academy - Beaumont	94.7	0.0	4.6	64.2
Richard Milburn Academy - Corpus Christi	5.5	71.9	21.9	55.5
Richard Milburn Academy - Ector County	3.6	46.0	50.4	48.2
Richard Milburn Academy - Fort Worth	15.1	13.2	67.9	47.2
Richard Milburn Academy - Suburban	14.3	57.1	28.6	57.1
Richard Milburn Academy - Midland	3.4	48.3	47.7	29.5
San Antonio Preparatory Academy	12.5	80.7	6.8	64.8
San Antonio School for Inquiry & Creativity	1.4	62.2	36.4	28.0
Seashore Learning Center	1.7	17.3	79.2	8.7
South Plains Academy	5.5	64.7	28.4	57.7
Southwest High School	26.7	68.8	3.2	63.3
Southwest Preparatory School-Northwest	19.4	51.2	26.6	53.2
Southwest Preparatory School-Northwest	5.6	76.5	17.3	51.2
Southwest Preparatory Southeast Campus	38.7	50.4	10.9	52.5
St Anthony School	100.0	0.0	0.0	35.1
Star Charter School	4.7	13.6	72.3	0.0
Tekoa Academy of Accelerated Studies	97.3	0.9	1.8	61.7
Texas Academy of Excellence	91.0	7.2	1.9	61.5
Texas Empowerment Academy	88.8	8.0	3.2	35.2
Texas Preparatory School	15.3	36.3	47.6	53.2
Texas Serenity Academy	0.0	66.7	33.3	50.0
The Basic Center	31.3	56.3	12.5	68.8
The Phoenix Charter School	10.6	13.7	74.5	45.1

Campus	African American	Hispanic	White	Economically Disadvantaged
The Varnett School - East	82.5	17.5	0.0	0.0
The Varnett School - Northeast	58.0	41.4	0.6	0.0
Theresa B Lee Academy	94.5	4.6	0.8	60.5
Transformative Charter Academy	47.0	23.9	27.6	57.5
Treetops School International	7.6	5.6	83.7	1.7
Univ of Houston Charter School-Tech	41.5	33.3	23.0	28.1
Universal Academy - Flower Mound	15.2	6.6	62.8	0.0
Universal Academy	81.0	14.6	0.8	64.5
University of Texas Elementary Charter	26.5	65.5	7.1	69.9
University School	18.7	40.9	35.5	10.8
Varnett Charter School	95.2	4.8	0.0	31.1
Waxahachie Faith Family Academy	16.6	27.9	54.2	66.1
West Houston Charter	8.3	7.4	84.3	0.0
West Houston Charter Elementary	11.7	11.7	76.6	0.0
Westlake Academy	0.0	5.1	92.4	0.0
Winfree Academy Charter School Irving	15.2	41.0	39.1	45.0
Winfree Academy Charter School Lewisville	6.2	23.1	69.4	23.1
Winfree Academy Charter School Richardson	33.6	23.1	38.8	23.4
Winfree Academy Grapevine	3.1	13.1	79.3	15.9

Appendix C

Instruments
Survey of Charter School Directors
Survey of Charter School Teachers
Survey of Charter School Students

2003-04 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 **March 31, 2004**. If you have any questions about the survey, please contact Dr. Kelly Shapley 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

What is your race/ethnicity?

- ❑ Hispanic
- ❑ African American
- ❑ White
- ❑ Asian or Pacific Islander
- ❑ Native American
- ❑ Other (specify)_____

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

Do you have TX mid-management certification?

- ❑ Yes
- ❑ No

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	

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**
Multi-age grouping	❑	❑	❑	❑	❑
Block scheduling	❑	❑	❑	❑	❑
Student and teacher teams	❑	❑	❑	❑	❑
Extended day scheduling	❑	❑	❑	❑	❑
Extended week scheduling	❑	❑	❑	❑	❑
Extended year scheduling	❑	❑	❑	❑	❑
Credit through flexible entry/exit courses	❑	❑	❑	❑	❑
Other (specify)_____	❑	❑	❑	❑	❑

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)	❑	❑	❑	❑	❑
Technical assistance on legal matters	❑	❑	❑	❑	❑
Technical assistance on business operations	❑	❑	❑	❑	❑
Technical assistance on PEIMS	❑	❑	❑	❑	❑
Technical assistance on curricula and instructional issues	❑	❑	❑	❑	❑
In-kind support (donations of material resources)	❑	❑	❑	❑	❑
Staff professional development	❑	❑	❑	❑	❑
Other (specify)_____	❑	❑	❑	❑	❑

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)	❑	❑	❑	❑	❑
Criterion-referenced test (excluding TAKS)	❑	❑	❑	❑	❑
Performance-based tests developed locally	❑	❑	❑	❑	❑
Student portfolios	❑	❑	❑	❑	❑
Student demonstrations or performances	❑	❑	❑	❑	❑
Student projects	❑	❑	❑	❑	❑
Student writing samples	❑	❑	❑	❑	❑
Tests accompanying adopted textbooks	❑	❑	❑	❑	❑
Other (specify)_____	❑	❑	❑	❑	❑

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	❑	❑	❑	❑
Student absenteeism	❑	❑	❑	❑
Physical conflicts among students	❑	❑	❑	❑
Vandalism of school property	❑	❑	❑	❑
Student drug or alcohol abuse	❑	❑	❑	❑
Student possession of weapons on school property	❑	❑	❑	❑
Other problem (specify) _____	❑	❑	❑	❑

PARENT INVOLVEMENT

Approximately what percentage of the parents in your school have participated in the following activities on a *volunteer* basis during the 2002-03 school year?

Fundraising	_____ %
Instructional support	_____ %
Extracurricular activities	_____ %
Presentations at career days or other events	_____ %
Custodial services or building maintenance	_____ %
Professional services (e.g., legal, accounting)	_____ %
Workshops or support groups	_____ %
Student tutoring	_____ %
Student mentoring	_____ %
Other (specify)_____	_____ %

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**

	Director	Campus Leader or Principal	Teachers	Governing Board
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	
❑	❑	Partnered on state/federal grant initiatives
❑	❑	Held organizational/planning meeting(s)
❑	❑	Observed classrooms at other schools
❑	❑	Provided information or technical assistance
❑	❑	Received information or technical assistance
❑	❑	Met to discuss student placement
❑	❑	Interacted during regional/state-level meetings or training sessions
❑	❑	Networked with educators at professional conferences
❑	❑	Interacted with educators at ESC-sponsored events
❑	❑	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	❑	❑	❑	❑
Local public school opposition	❑	❑	❑	❑
Hiring teachers	❑	❑	❑	❑
Inadequate finances for ongoing operations	❑	❑	❑	❑
Internal conflicts in the school	❑	❑	❑	❑
Conflicts with the school's governing board	❑	❑	❑	❑
Accountability requirements	❑	❑	❑	❑
Special education requirements	❑	❑	❑	❑
Too much paperwork/reporting requirements	❑	❑	❑	❑
Budgeting/accounting requirements	❑	❑	❑	❑
Other (specify)_____				

What are the primary benefits of charter schools to Texas public education?

_____

_____

_____

What recommendations would you offer to policymakers on charter schools?

_____

_____

_____

Thank you for completing this survey. Please return the survey by **March 31, 2004**. Use the enclosed postage-paid envelope or mail the survey to:

TCER
P.O. Box 679002, Austin, TX 78767

2003-04 Evaluation of Open-Enrollment Charter Schools
Survey of Charter School Teachers

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Please complete this survey and return it in the provided postage-paid envelope by **March 31, 2004**. If you have any questions about the survey, please contact Dr. Kelly Shapley at 800-580-8237. Thank you in advance for your assistance.

GENERAL INFORMATION

Charter school name:_____

What is your age?

- ❑ 25 or younger
- ❑ 26 – 35
- ❑ 36 – 45
- ❑ 46 – 55
- ❑ 56 – 65
- ❑ 66 or older

What is your gender?

- ❑ Male
- ❑ Female

What is your race/ethnicity?

- ❑ Hispanic
- ❑ African American
- ❑ White
- ❑ Asian or Pacific Islander
- ❑ Native American
- ❑ Other (specify)_____

What is your highest education level? (Select only **one**.)

- ❑ Completed high school
- ❑ Fewer than 4 years of college
- ❑ Bachelor's degree (BA/BS)
- ❑ BA/BS and graduate courses
- ❑ Master's degree
- ❑ Doctorate

What is your current teaching certification? (Select **all** that apply.)

- ❑ I am currently certified to teach in Texas
- ❑ I am currently certified to teach in another state
- ❑ I am working to obtain Texas teaching certification
- ❑ I am not certified and not working to obtain certification

If you are certified to teach in Texas, what was your certification route?

- ❑ College/university undergraduate certification program
- ❑ Alternative certification program (ACP)
- ❑ College/university post-bachelor certification program

What instructional levels do you teach? (Select **all** that apply.)

- ❑ Primary (PK-2)
- ❑ Elementary (3-5)
- ❑ Middle (6-8)
- ❑ High school (9-12)

What subject area(s) do you teach? (Select **all** that apply.)

- ❑ Language arts
- ❑ Social studies
- ❑ Reading
- ❑ Mathematics
- ❑ Science
- ❑ Other _____

Including this school year, how many years have you worked in your **current** charter school? _____

How many years of experience (including the current school year) have you had in each of these types of schools as a teacher?

Years as a TEACHER in a…							
Public School		Non-Religious Private		Religious Private		Charter School	

TEACHER EXPERIENCES

How important were the following factors in your decision to seek employment at this school?

	Not Important	Somewhat Important	Important	Very Important
Interested in being involved in an educational reform effort	❑	❑	❑	❑
Small school size	❑	❑	❑	❑
Able to teach without certification	❑	❑	❑	❑
Less standardized testing pressure	❑	❑	❑	❑
Academic reputation/high standards of this school	❑	❑	❑	❑
The high level of parent involvement	❑	❑	❑	❑
More autonomy at this school	❑	❑	❑	❑
Difficulty finding another position	❑	❑	❑	❑
Opportunity to work with like-minded educators	❑	❑	❑	❑
Small class sizes at this school	❑	❑	❑	❑
Opportunity to work with a specific student population	❑	❑	❑	❑
Opportunity to teach and draw retirement pay	❑	❑	❑	❑
Other (specify) _____	❑	❑	❑	❑

INSTRUCTION AND ASSESSMENT

To what extent are the following instructional methods used in your classroom?

	Not at All	Small Extent	Moderate Extent	Large Extent
I direct the whole group (lecture, control pace)	❑	❑	❑	❑
I guide interactive discussion with the whole group	❑	❑	❑	❑
I make multimedia or PowerPoint presentations	❑	❑	❑	❑
I provide one-on-one instruction	❑	❑	❑	❑
Students work in small groups	❑	❑	❑	❑
Students complete individual assignments	❑	❑	❑	❑
Students present oral reports	❑	❑	❑	❑
Students use computers or the Internet	❑	❑	❑	❑
Students work with hands-on activities or manipulatives	❑	❑	❑	❑
Students complete long-term projects	❑	❑	❑	❑
Other (specify)_____	❑	❑	❑	❑

What methods are you using to assess students' performance in your classroom? For each assessment method used, note whether it is typically used once a year, each semester, or each marking period.

	Used		If yes, how often?		
	Yes	No	Once a Year	Once a Semester	Once a Marking Period
Teacher-made tests	❑	❑	❑	❑	❑
Student portfolios	❑	❑	❑	❑	❑
Student demonstrations or performances	❑	❑	❑	❑	❑
Student projects	❑	❑	❑	❑	❑
Student writing samples	❑	❑	❑	❑	❑
Other (specify)_____	❑	❑	❑	❑	❑

Does your classroom have Internet access? ❑ Yes ❑ No

How many computers do you have in your classroom? _____

What is the average number of students in your class/classes? _____

STUDENT DISCIPLINE AND BEHAVIOR

To what extent is each of the following matters currently a problem at your school?

	Not a Problem	Minor Problem	Moderate Problem	Serious Problem
Student tardiness	❑	❑	❑	❑
Student absenteeism	❑	❑	❑	❑
Physical conflicts among students	❑	❑	❑	❑
Vandalism of school property	❑	❑	❑	❑
Student drug or alcohol abuse	❑	❑	❑	❑
Student weapon possession on school property	❑	❑	❑	❑
Other problem (specify) _____	❑	❑	❑	❑

PROFESSIONAL DEVELOPMENT

What professional development activities have you attended during the 2003-04 school year?

	Yes	No
Session sponsored by your school	❑	❑
Session sponsored by an education service center	❑	❑
Session sponsored by a traditional school district	❑	❑
Professional conference	❑	❑
Peer observation and critique	❑	❑
Release time to work with other school educators	❑	❑
Release time for independent training activities	❑	❑
Teaming or shared conference periods	❑	❑
College or university coursework	❑	❑
Other (specify) _____	❑	❑

How many days of professional development have you attended this school year? _____

Does your school have a formal teacher appraisal process?

❑ Yes, we use the state system (Professional Development and Appraisal System or PDAS).
❑ Yes, we use another system. (please describe) _____
_____
❑ No

How often do school administrators observe in your classroom?

❑ Once a year
❑ Once a semester
❑ Once a marking period
❑ Other _____

SCHOOL OPERATIONS

To what extent do you agree or disagree with the following statements about your school?

	Strongly Disagree	Disagree	Agree	Strongly Agree
This school is meeting students' learning needs that were not addressed at other schools	①	②	③	④
Class sizes are too large	①	②	③	④
I am satisfied with my salary	①	②	③	④
The school provides appropriate special education services for students who require it	①	②	③	④
This school does not have adequate curriculum guides for the subject(s) I teach	①	②	③	④
The school has sufficient financial resources	①	②	③	④
This school has strong community support	①	②	③	④
I am satisfied with the school's curriculum	①	②	③	④
I have insufficient classroom resources	①	②	③	④
This school has effective leadership	①	②	③	④
This school supports teachers' autonomy	①	②	③	④
This school's buildings need to be improved	①	②	③	④
This school has high standards and expectations for students	①	②	③	④
Parents are involved in school activities	①	②	③	④
Other (specify) _____	①	②	③	④

GENERAL COMMENTS

What have been the primary benefits of teaching at a charter school?

_____

_____

_____

What have been the primary challenges of teaching at a charter school?

_____

_____

_____

Are you planning on teaching at this charter school next year? ❑ Yes ❑ No

Why? _____

_____

_____

Thank you for completing this survey.
Please return the survey by **March 31, 2004**.
Use the enclosed postage-paid envelope or mail the survey to:

TCER
P.O. Box 679002
Austin, TX 78767

2003-04 Evaluation of Open-Enrollment Charter Schools
Survey of Charter School Students

Marking Instructions: Fill in the check boxes completely using a pencil or pen. If you make a mistake and need to choose another answer, erase or cross out the wrong answer.

GENERAL INFORMATION

What is your gender?

- ❑ Male
- ❑ Female

Which of the following best describes you?

- ❑ Hispanic
- ❑ African American
- ❑ White
- ❑ Asian or Pacific Islander
- ❑ Native American
- ❑ Other (describe)_____

What grade are you in?

- ❑ 6th
- ❑ 7th
- ❑ 8th
- ❑ 9th
- ❑ 10th
- ❑ 11th
- ❑ 12th

How old are you today?

- ❑ 9
- ❑ 10
- ❑ 11
- ❑ 12
- ❑ 13
- ❑ 14
- ❑ 15
- ❑ 16
- ❑ 17
- ❑ 18
- ❑ 19
- ❑ 20 or older

What kind of school did you attend before coming to this charter school?

- ❑ Public school
- ❑ Private school
- ❑ Home schooled
- ❑ Did not attend school
- ❑ Other (describe)_____

How satisfied are you with this school?

❑ Very satisfied ❑ Satisfied ❑ Not satisfied

What kinds of grades did you usually get at the school you used to attend?

- ❑ Mostly A's
- ❑ A's and B's
- ❑ Mostly B's
- ❑ B's and C's
- ❑ Mostly C's
- ❑ C's and D's
- ❑ Mostly D's
- ❑ D's and F's
- ❑ Mostly F's

What kinds of grades are you getting at your charter school *this school year*?

- ❑ Mostly A's
- ❑ A's and B's
- ❑ Mostly B's
- ❑ B's and C's
- ❑ Mostly C's
- ❑ C's and D's
- ❑ Mostly D's
- ❑ D's and F's
- ❑ Mostly F's

What do you plan to do when you finish high school?

- ❑ Get a job
- ❑ Go to technical school
- ❑ Go to a community college
- ❑ Go to a four-year college/university
- ❑ Join the military
- ❑ Other (describe)_____
- ❑ Don't know

Do you plan on attending this charter school next year?

- ❑ Yes
- ❑ No
- ❑ Not sure

Why or why not?_____
_____

What do you like most about this charter school?

_____
_____
_____

OVER

What is the biggest problem or the thing you dislike most at this school?

_____

_____

_____

_____

YOUR CURRENT CHARTER SCHOOL

Think about why you and your family chose this school. For each statement, choose how important it was in choosing this school. Choose only **one** answer for each statement.

	Not Important	Somewhat Important	Important	Very Important
This school is close to my home	①	②	③	④
My parents think this school is better for me	①	②	③	④
I was not getting good grades at my previous school	①	②	③	④
I got into trouble at my previous school	①	②	③	④
This school is smaller	①	②	③	④
Teachers at my previous school did not help me enough	①	②	③	④
There are good teachers at this school	①	②	③	④
This school has fewer conflicts between students	①	②	③	④
I wanted more challenging classes	①	②	③	④
My friends are attending this school	①	②	③	④
This school has small classes	①	②	③	④
Other (specify) _____	①	②	③	④

Think about your current school. For each statement, choose how much you agree or disagree. Choose only **one** answer for each statement.

	Strongly Disagree	Disagree	Agree	Strongly Agree
I work hard to earn the grades I get	①	②	③	④
I have more homework at this school than I had at my previous school	①	②	③	④
I am learning more here than at my previous school	①	②	③	④
Students in this school are interested in learning	①	②	③	④
This school has enough extracurricular activities	①	②	③	④
I wish there were more courses/subjects I could choose from	①	②	③	④
I have a computer available in my classroom when I need one	①	②	③	④
I feel safe at this school	①	②	③	④
My teachers encourage me to think about my future	①	②	③	④
I get a lot of individual attention from my teachers	①	②	③	④
My teachers help me understand things we are learning about in class	①	②	③	④
Other students at this school help me learn	①	②	③	④
Most teachers at this school know me by name	①	②	③	④
This school is a good choice for me	①	②	③	④

Appendix D

Hierarchical Linear Modeling (HLM) Analyses for Student Satisfaction

Appendix D
Hierarchical Linear Modeling (HLM) Analyses for Student Satisfaction

CHARACTERISTICS OF CHARTER SCHOOL ORGANIZATION AND STUDENT SATISFACTION

The relationships between student satisfaction with their charter schools and school characteristics were explored using hierarchical linear modeling (HLM). HLM was used because students within schools are more similar to each other than are students from different schools. This is due to selection processes (e.g., schools attract students with similar interests) and shared common backgrounds. Consequently, measures within schools are not independent. Rather, the correlation between measures of students from the same school will tend to be higher than the correlation between measures of students from different schools. Not only does hierarchical linear modeling make no assumption about independence, it estimates the degree of dependence of measures and uses this estimate in the calculation of the precision with which treatment effects are estimated.

Methodology

Data for these analyses came from the 2003-04 student and teacher surveys. Characteristics of charter schools were extracted from 2003-04 AEIS data files.

Student satisfaction. The 14 student survey items covering views on and satisfaction with charter schools were analyzed using maximum likelihood factor analysis with a Varimax rotation. One factor, *general school satisfaction*, remained in the sharp descent area of the scree plot before the eigenvalues started to level off. This factor accounted for 31 percent of the item variance. Items defining the factor include (a) this school is a good choice for me, (b) I get a lot of individual attention, (c) I am learning more at this school, (d) teachers help me understand, (e) I feel safe at this school, (f) teacher encourage me to think about the future, and (g) students at this school are interested in learning. Factor scores were computed for each student, and these school satisfaction scores were used as the dependent variable in the analyses described below.

Teacher perceptions of charter school. The 19 teacher survey items covering views on student discipline and charter school operations were also analyzed using maximum likelihood factor analysis with a Varimax rotation. Two factors appeared in the sharp descent area of the scree plot. One of these, *teacher satisfaction* (e.g., I am satisfied with the curriculum, the school has effective leadership, is meeting student needs not addressed at other schools, supports teacher autonomy, has high standards and expectations, and has strong community support) accounted for 28 percent of the item variance. A second factor, *antisocial student behavior* (e.g., student absenteeism and tardiness, drug or alcohol abuse, vandalism of school property, and student possession of weapons) accounted for 11 percent of the item variance. Factor scores on each factor were computed for each teacher, aggregated at the campus level, and used as independent variables in predicting campus student satisfaction.

Student-reported grades. In the 2003-04 student survey, students selected the "kinds of grades" they get at their "charter school this school year." Selection ranged from "mostly A's" (coded 1) to "mostly F's" (coded 9). The selections were re-coded from 1 through 9 to 0 (mostly F's) through 8 (mostly A's).

Student- and campus-level variables. The specific student- and campus-level variables along with their descriptive statistics are reported in Table 6.12. The student-level variables included gender (1 if female, 0 if male), ethnicity (1 if other, 0 if Hispanic or African American), grade level (0 if grade 6 through 6 if grade 12), plans to attend a four-year college (1 if yes, 0 if no), and reported course grades (ranging from 8, mostly A's, to 0, mostly F's). The specific campus characteristics used in the analyses included the student-to-teacher ratio, average teacher experience in years, the total per-pupil operating expenditure, average teacher salary, the percentage of non-degreed teachers, student mobility, the percentage of students passing all 2003-04 TAKS tests, the number of students in the school, and high minority concentration (1 if the percentage of Hispanic and African-American students exceeded 70 percent, 0 otherwise). The campus averages of the teacher survey factor scores for *teacher satisfaction* and *antisocial student behavior* were also used to predict campus average *general student satisfaction* scores.

Results

Table 6.13 shows that there was significant variation in student satisfaction among charter schools ($\chi^2 = 693$ $p < 0.001$). Within charter schools, predictors associated with students' *general school satisfaction* include gender (coefficient = 0.089, $t = 3.57$) and ethnicity (coefficient = -0.091, $t = -2.75$). Female students tended to be more satisfied than males, and minority students tended to be more satisfied than non-minority students. In addition, student satisfaction was higher when course grades were perceived as being high (coefficient = 0.094, $t = 8.52$). Note that plans to attend a four-year college was deleted from the reported model because of non-significant random and fixed effects.

Also shown in Table 6.13 are the organizational characteristics associated with charter school students' satisfaction. School levels of student satisfaction tended to be higher in charters having proportionately fewer teachers. A higher teacher-to-student ratio was associated with higher charter school student satisfaction scores (coefficient = 0.015, $t = 2.51$). A high (greater than 70 percent) concentration of African American and/or Hispanic students was associated with lower charter school student satisfaction (coefficient = -0.192, $t = -2.06$). (This is opposite to the effect of ethnicity at the student level.) Increased student mobility was also associated with lower charter school student satisfaction (coefficient = -0.004, $t = -2.27$).In addition, levels of charter school student satisfaction were higher when school-level teacher satisfaction scores were higher (coefficient = 0.241, $t = 3.92$). That is, when teachers were satisfied with the charter school and felt that the school was meeting student needs and had high standards, effective leadership that supports teacher autonomy, community and financial support, and appropriate special education services, students were more satisfied with their charter school.

Table 6.13 shows that approximately 12 percent of the variance in school satisfaction scores is between campuses, and 88 percent is within campuses. The models account for small portions of this variation. The student-level model accounts for only 5 percent of the within campus variation, while the campus-level model accounts for 6 percent of the between-campus variation. Important predictors of student satisfaction are not included in these models.

Table 6.12.
Descriptive Statistics for Student Satisfaction Data

Variable Name	N	Mean	SD	Minimum	Maximum
Student-Level Descriptive Statistics					
Student Satisfaction score	4,737	0.03	0.91	-2.85	5.97
Gender (1 = female, 0 = male)	4,737	0.46	0.50	0.00	1.00
Ethnicity (1 = other, 0 = minority)	4,737	0.22	0.41	0.00	1.00
Grade (0 = grade 6 to 6 = grade 12)	4,737	3.40	1.84	0.00	6.00
Plans 4-year college (1 = yes, 0 = no)	4,737	0.34	0.47	0.00	1.00
Reported grades (0 = F's to 8 = A's)	4,737	5.91	1.57	0.00	8.00
Campus-Level Descriptive Statistics					
School size	50	251.50	200.63	13.00	1026.00
High minority concentration	50	0.62	0.49	0.00	1.00
Student-teacher ratio	50	17.03	5.94	5.50	35.60
Student mobility	50	51.55	25.46	5.90	97.30
Teacher experience	50	5.85	3.67	0.60	22.50
Per-pupil expenditure	50	$31,678	$7,471	$22,217	$70,000
Teacher salary	50	$5,379	$1,703	$2,389	$12,084
Percentage non-degreed teachers	50	9.22	15.18	0.00	55.60
Percentage passing all TAKS tests	50	43.62	24.17	6.00	91.00
Teacher satisfaction average score	50	0.05	0.72	-2.20	1.91
Antisocial behavior average score	50	0.06	0.66	-1.19	1.13

Table 6.13.
Effects of Charter School Characteristics on Student Satisfaction

	Gamma Coefficient/(*t*)		
Fixed Effect	**Unconditional Model**	**Student-Level Model**	**Campus-Level Model**
Intercept (student satisfaction)	0.036 (-0.75)	-0.471 (-4.72***)	-0.437 (-4.23***)
Campus-Level variables School size			-0.00006 (-0.36)
Student mobility			-0.004 (-2.27*)
Teacher salary			0.00001 (1.56)
Teacher experience			0.002 (0.20)
Student-teacher ratio			0.015 (2.51*)
Per-pupil expenditure			0.00001 (0.26)
Percentage teachers with no degree			-0.002 (-0.98)
Percentage passing all TAKS tests			-0.003 (-1.46)
High minority concentration			-0.192 (-2.06*)
Teacher satisfaction average score			0.241 (3.92***)
Antisocial behavior average score			0.068 (1.02)
Student-Level Variables Gender		0.089 (3.57**)	0.090 (3.66***)
Ethnicity		-0.091 (-2.75**)	-0.100 (-2.94**)
Grade level		0.007 (0.44)	0.002 (0.12)
Reported course grades		0.094 (8.52***)	0.093 (8.45***)
Variance Components	**Estimated Variance/ (χ^2)**	**Estimated Variance/ (χ^2)**	**Estimated Variance/ (χ^2)**
Student satisfaction	0.098 (693.34***)	0.223 (116.54***)	0.210 (111.59***)
Grade level		0.007 (115.39***)	0.006 (116.05***)
Reported grades		0.002 (77.25**)	0.002 (77.21**)
Within campus	0.733	0.698	0.698
Proportion of variance accounted for		0.048	0.058

Notes. The intraclass correlation coefficient was 0.12. In the student-level model, the intercept, grade level, and reported grades were specified as random. The percentage of variance explained by the level-1 model was 4.8%. The percentage of variance explained by the level-2 model was 5.8%.
*$p < .05$; **$p < .01$; ***$p < .001$.

Appendix E

2003-04 Accountability Ratings of Charter Schools

Appendix E
2003-04 Accountability Ratings of Charter Schools

District	Campus	Accountability Rating
A W Brown-Fellowship Charter School	A W Brown-Fellowship Charter School	Recognized
A+ Academy	A+ Academy	Not Rated: Alternative Education
Academy of Accelerated Learning I	Academy of Accelerated Learning	Recognized
Academy of Beaumont	Academy of Beaumont	Not Rated: Other
Academy of Careers and Technologies	Academy of Careers and Technologies	Not Rated: Alternative Education
Academy of Dallas	Academy of Dallas	Academically Unacceptable
Accelerated Intermediate Academy	Accelerated Intermediate Academy	Academically Unacceptable
Alief Montessori Community School	Alief Montessori Community School	Recognized
Alpha Charter School	Alpha Charter School	Not Rated: Alternative Education
Alphonso Crutch's-Life Support Center	Alphonso Crutch's-Life Support Center	Not Rated: Alternative Education
American Academy of Excellence Charter	American Academy of Excellence Charter	Academically Unacceptable
American Youth Works Charter School	American Youth Works Charter School	Not Rated: Alternative Education
	American Youth Works Charter School	Not Rated: Alternative Education
Amigos Por Vida-Friends for Life Charter	Amigos Por Vida-Friends for Life	Academically Acceptable
Arlington Classics Academy	Arlington Classics Academy	Recognized
Austin Can Academy Charter School	Austin Can Academy Charter School	Academically Unacceptable
Azleway Charter School	Azleway Charter School	Academically Unacceptable
Bay Area Charter School	Bay Area Charter Elementary	Academically Acceptable
	Ed White Memorial High School	Academically Unacceptable
Beatrice Mayes Institute Charter School	Beatrice Mayes Institute Charter	Recognized
Benji's Special Educational Academy	Benji's Special Educational Academy	Academically Acceptable
Bexar County Academy	Bexar County Academy	Academically Unacceptable
Big Springs Charter School	Big Springs Charter School	Academically Unacceptable
Brazos River Charter School	Brazos River Charter School	Not Rated: Alternative Education
Brazos School for Inquiry & Creativity	Autumn Circle	Not Rated: Other
	Brazos School for Inquiry & Creativity	Academically Acceptable
Bright Ideas Charter	Bright Ideas Charter	Academically Acceptable
Burnham Wood Charter School	Burnham Wood Charter School	Exemplary

Calvin Nelms Charter Schools	Calvin Nelms High School	Not Rated: Alternative Education
	Calvin Nelms Middle School	Not Rated: Other
Career Plus Learning Academy	Career Plus Learning Academy	Academically Unacceptable
Cedar Crest Charter School	Cedar Crest Charter School	Not Rated: Alternative Education
Cedar Ridge Charter School	Cedar Ridge Charter School	Not Rated: Alternative Education
Cedars International Academy	Cedars International Academy	Academically Acceptable
Children First Academy of Dallas	Children First of Dallas	Academically Acceptable
Children First Academy of Houston	Children First Academy of Houston	Recognized
Children of the Sun Charter School	Children of the Sun Charter School	Not Rated: Alternative Education
	Children of the Sun Charter School	Not Rated: Alternative Education
Coastal Bend Youth City	Coastal Bend Youth City	Not Rated: Other
Comquest Academy	Comquest Academy	Not Rated: Alternative Education
Crossroads Community Ed Center Charter	Crossroad Community Ed Center Charter	Academically Unacceptable
Cumberland Academy	Cumberland Academy	Not Rated: Alternative Education
Dallas Can Academy Charter	Dallas Can! Academy Charter	Not Rated: Alternative Education
	Dallas Can! Academy Charter	Not Rated: Alternative Education
	Texans Can at Carrollton-Farmers Branch	Not Rated: Alternative Education
Dallas Community Charter School	Dallas Community Charter School	Academically Acceptable
Dallas County Juvenile Justice	Dallas County Juvenile Justice	Not Rated: Alternative Education
Dr M L Garza-Gonzalez Charter School	Dr M L Garza-Gonzalez Charter School	Not Rated: Alternative Education
Eagle Academy of Abilene	Eagle Academy of Abilene	Not Rated: Alternative Education
Eagle Academy of Beaumont	Eagle Academy of Beaumont	Not Rated: Alternative Education
Eagle Academy of Brownsville	Eagle Academy of Brownsville	Not Rated: Alternative Education
Eagle Academy of Bryan	Eagle Academy of Bryan	Not Rated: Alternative Education
Eagle Academy of Dallas	Eagle Academy of Dallas	Not Rated: Alternative Education
Eagle Academy of Del Rio	Eagle Academy of Del Rio	Not Rated: Alternative Education
Eagle Academy of Fort Worth	Eagle Academy of Fort Worth	Not Rated: Alternative Education
Eagle Academy of Laredo	Eagle Academy of Laredo	Not Rated: Alternative Education
Eagle Academy of Lubbock	Eagle Academy of Lubbock	Not Rated: Alternative Education
Eagle Academy of Midland	Eagle Academy of Midland	Not Rated: Alternative Education
	Eagle Charter School - Midland/Austin	Not Rated: Alternative Education
Eagle Academy of Pharr/McAllen	Eagle Academy of Pharr/McAllen	Not Rated: Alternative Education

Eagle Academy of San Antonio	Eagle Academy of San Antonio	Not Rated: Alternative Education
Eagle Academy of Tyler	Eagle Academy of Tyler	Not Rated: Alternative Education
	Eagle Academy of Tyler at Lindale	Not Rated: Other
Eagle Academy of Waco	Eagle Academy of Waco	Not Rated: Alternative Education
	Eagle Academy of Waco at Trinity	Not Rated: Alternative Education
Eagle Advantage School	Eagle Advantage Charter Elementary	Not Rated: Alternative Education
East Fort Worth Montessori Academy	East Fort Worth Montessori Academy	Not Rated: Other
East Texas Charter Schools	Dan Chadwick Campus	Not Rated: Alternative Education
Eden Park Academy	Eden Park Academy	Not Rated: Alternative Education
Education Center	Education Center at Little Elm	Not Rated: Alternative Education
	Education Center at The Colony	Not Rated: Alternative Education
Education Center International Academy	Education Center International Academy	Not Rated: Alternative Education
Ehrhart School	Ehrhart School	Academically Acceptable
El Paso Academy	El Paso Academy East	Academically Acceptable
El Paso School of Excellence	El Paso School of Excellence	Not Rated: Alternative Education
	El Paso School of Excellence Middle School	Not Rated: Alternative Education
Encino School	Encino School	Academically Acceptable
Erath Excels Academy Inc	Erath Excels Academy Inc	Not Rated: Alternative Education
Evolution Academy Charter School	Evolution Academy Charter School	Academically Unacceptable
Faith Family Academy of Oak Cliff	Faith Family Academy of Oak Cliff	Not Rated: Alternative Education
Focus Learning Academy	Focus Learning Academy	Not Rated: Alternative Education
Fort Worth Academy of Fine Arts	Fort Worth Academy of Fine Arts	Recognized
Fort Worth Can Academy	Fort Worth Can Academy	Not Rated: Alternative Education
	River Oaks	Not Rated: Alternative Education
Fruit of Excellence	Fruit of Excellence School	Academically Acceptable
Gabriel Tafolla Charter School	Gabriel Tafolla Charter School	Academically Acceptable
Gateway Academy	Gateway Academy (Student Alternative)	Not Rated: Alternative Education
Gateway Charter Academy	Gateway Charter Academy	Academically Acceptable
George Gervin Academy	George Gervin Charter	Not Rated: Alternative Education
	The Basic Center	Not Rated: Alternative Education
George I Sanchez	George I Sanchez H S	Not Rated: Alternative Education
George I Sanchez Charter HS San Antonio	George I Sanchez Charter H S San Antonio	Not Rated: Alternative Education

Girls & Boys Prep Academy	Girls & Boys Prep Academy	Academically Acceptable
	Girls & Boys Prep Academy Meyer Park Campus	Recognized
Golden Rule Charter School	Golden Rule Charter School	Academically Unacceptable
Guardian Angel Performance Academy	Guardian Angel Performance Academy	Academically Acceptable
Gulf Shores Academy	Gulf Shores at Southwest Key	Not Rated: Alternative Education
	Gulf Shores Academy	Not Rated: Alternative Education
	Gulf Shores Charter at the Center for Success	Not Rated: Alternative Education
	Gulf Shores Charter School at Covenant House	Not Rated: Alternative Education
	Gulf Shores Charter Schl at Sanctus Helping Hand	Not Rated: Alternative Education
Harmony Science Academy - Austin	Harmony Science Academy - Austin	Recognized
Harmony Science Academy	Harmony Science Academy	Exemplary
Harris County Juvenile Justice Charter	Burnett-Bayland Home	Not Rated: Alternative Education
	Burnett-Bayland Reception Center	Not Rated: Alternative Education
	Harris County Juvenile Detention	Not Rated: Alternative Education
	Harris County Youth Village	Not Rated: Alternative Education
	Katy-Hockley Boot Camp	Not Rated: Alternative Education
	Westside Command Detention Center	Not Rated: Alternative Education
Heights Charter School	Heights Charter School	Academically Unacceptable
Higgs/Carter/King Gifted & Talented	Higgs/Carter/King Gifted & Talented	Not Rated: Alternative Education
Honors Academy	Destiny High School	Academically Unacceptable
	Excel Academy	Academically Acceptable
	Honors Academy	Academically Unacceptable
	Landmark School	Academically Acceptable
	Legacy High School	Academically Unacceptable
	New Quest Academy	Academically Acceptable
	Pinnacle School	Academically Acceptable
	University School	Academically Unacceptable
Houston Alternative Preparatory Charter	Houston Alternative Preparatory Charter	Academically Unacceptable
Houston Can Academy Charter School	Houston Can Academy Hobby	Not Rated: Alternative Education
	Houston Can! Academy Charter School	Not Rated: Alternative Education
Houston Gateway Academy	Houston Gateway Academy	Academically Acceptable
Houston Heights Learning Academy I	Houston Heights Learning Academy	Not Rated: Alternative Education

I Am That I Am Academy	I Am That I Am Academy	Not Rated: Alternative Education
I D E A Academy	Idea Academy	Academically Acceptable
Impact Charter	Impact Charter	Academically Unacceptable
Inspired Vision Academy	Inspired Vision	Not Rated: Alternative Education
	Inspired Vision Academy	Not Rated: Alternative Education
Jamie's House Charter School	Jamie's House Charter School	Academically Unacceptable
Jean Massieu Academy	Jean Massieu Academy	Academically Unacceptable
Jesse Jackson Academy	Jesse Jackson Academy	Academically Acceptable
John H Wood Charter School	Hays Juvenile Center	Not Rated: Alternative Education
	John H Wood Charter School	Not Rated: Alternative Education
	St Francis Academy	Academically Unacceptable
Juan B Galaviz Charter School	Juan B Galaviz Charter School	Academically Unacceptable
Jubilee Academic Center	Jubilee Academic Center	Academically Unacceptable
	Omega Academic Center	Academically Acceptable
Katherine Anne Porter School	Katherine Anne Porter School	Academically Acceptable
Kipp Inc Charter	Austin College Preparatory	Academically Acceptable
	Kipp Academy	Recognized
	Kipp Aspire Academy	Academically Acceptable
	Kipp Truth Academy	Academically Acceptable
La Amistad Love & Learning Academy	La Amistad Love & Learning Academy	Exemplary
La Escuela De Las Americas	Escuela De Las Americas	Academically Acceptable
Life School	Life School Oak Cliff	Academically Acceptable
	Life School Red Oak	Recognized
Lighthouse Charter School	Lighthouse Charter School	Not Rated: Other
Mainland Preparatory Academy	Mainland Preparatory Academy	Academically Acceptable
McCullough Academy of Excellence	McCullough Academy of Excellence	Academically Acceptable
Medical Center Charter School	Medical Center Charter School/Southwest	Academically Acceptable
Metro Charter Academy	Metro Charter Academy	Academically Acceptable
Mid-Valley Academy	Mid-Valley Academy-McAllen	Academically Unacceptable
	Mid-Valley Academy	Not Rated: Alternative Education
Midland Academy Charter School	Midland Academy Charter School	Not Rated: Alternative Education
Nancy Ney Charter School	Nancy Ney Charter School	Not Rated: Alternative Education

New Frontiers Charter School	New Frontiers Charter School	Not Rated: Alternative Education
North Hills School	North Hills School	Recognized
North Houston H S For Business	North Houston H S For Business	Not Rated: Alternative Education
Northwest Mathematics Science & LA	Northwest Mathematics Science & LA	Academically Acceptable
Northwest Preparatory	Northwest Preparatory	Academically Acceptable
	Northwest Preparatory Campus (Wileyvale Campus)	Not Rated: Alternative Education
Nova Charter School (Southeast)	Nova Charter School (Southeast)	Academically Acceptable
NYOS Charter School	NYOS Charter School	Academically Acceptable
	NYOS Charter School Inc at Gessner	Academically Unacceptable
Odyssey Academy Inc	Odyssey Academy Inc	Academically Acceptable
One Stop Multiservice Charter School	One Stop Multiservice	Not Rated: Alternative Education
	One Stop Multiservice	Not Rated: Alternative Education
	One Stop Multiservice H S	Not Rated: Alternative Education
Outreach Word Academy	Outreach Word Academy	Academically Acceptable
Panola Charter School	Panola Charter School	Not Rated: Alternative Education
Paradigm Accelerated School	Paradigm Accelerated School	Academically Acceptable
Paso Del Norte Academy	Paso Del Norte Academy	Not Rated: Alternative Education
Pegasus Charter School	Pegasus Charter School	Not Rated: Alternative Education
Phoenix Charter School	The Phoenix Charter School	Recognized
Pineywoods Community Academy	Pineywoods Community Academy	Recognized
Por Vida Academy Charter H S	Bexar Co Day Edu & Treatment Program	Not Rated: Other
	Corpus Christi Academy	Academically Acceptable
	Por Vida Academy Charter H S	Not Rated: Alternative Education
Positive Solutions Charter School	Brazos County Academy	Not Rated: Other
	Positive Solutions Charter School	Not Rated: Alternative Education
Radiance Academy of Learning	Radiance Academy of Learning - West Lake	Not Rated: Alternative Education
	Radiance Academy of Learning	Not Rated: Alternative Education
Ranch Academy	Ranch Academy	Not Rated: Other
Rapoport Charter School	Rapoport Academy	Not Rated: Alternative Education
	Rapoport Academy/Quinn Campus	Academically Acceptable
Raul Yzaguirre School For Success	Raul Yzaguirre School For Success	Academically Acceptable
	Raul Yzaguirre School For Success	Academically Acceptable

Raven School	Raven School	Not Rated: Alternative Education
Richard Milburn Academy-Killeen	Killeen-Richard Milburn Academy	Not Rated: Alternative Education
Richard Milburn Academy - Amarillo	Richard Milburn Academy - Amarillo	Not Rated: Alternative Education
Richard Milburn Academy - Beaumont	Richard Milburn Academy - Beaumont	Not Rated: Alternative Education
Richard Milburn Academy - Corpus Christi	Richard Milburn Academy - Corpus Christi	Not Rated: Alternative Education
Richard Milburn Academy - Ector County	Richard Milburn Academy - Ector County	Not Rated: Alternative Education
Richard Milburn Academy - Fort Worth	Richard Milburn Academy - Fort Worth	Not Rated: Other
Richard Milburn Academy - Lubbock	Richard Milburn Academy - Lubbock	Not Rated: Alternative Education
Richard Milburn Academy - Midland	Richard Milburn Academy - Midland	Not Rated: Alternative Education
Richard Milburn Academy - Suburban	Richard Milburn Academy - Suburban	Not Rated: Other
Ripley House Charter School	Ripley House Charter School	Recognized
Rise Academy	Rise Academy	Exemplary
San Antonio Can High School	San Antonio Can High School	Not Rated: Alternative Education
San Antonio Preparatory Academy	San Antonio Preparatory Academy	Not Rated: Other
San Antonio School for Inquiry & Creativity	San Antonio School for Inquiry & Creativity	Academically Unacceptable
San Antonio Technology Academy	San Antonio Technology Academy	Not Rated: Alternative Education
School of Excellence in Education	Alpha II	Recognized
	School of Excellence in Education	Academically Acceptable
School of Liberal Arts and Science	School of Liberal Arts and Science	Academically Acceptable
Seashore Learning Center Charter	Seashore Learning Center	Exemplary
Sentry Technology Prep School	Sentry Technology Prep School	Not Rated: Alternative Education
Ser-Ninos Charter School	Ser-Ninos Charter Elementary	Academically Acceptable
Shekinah Radiance Academy	Shekinah Hope	Not Rated: Alternative Education
	Shekinah Radiance Academy	Not Rated: Alternative Education
	Shekinah Walzem	Not Rated: Alternative Education
South Plains Academy	South Plains Academy	Not Rated: Alternative Education
Southwest High School	Added Incentives	Not Rated: Alternative Education
	Nikki Children’s Home	Not Rated: Other
	Southwest H S - Incentives	Not Rated: Alternative Education
	Southwest High School	Not Rated: Alternative Education
Southwest Preparatory School	Southwest Preparatory School-Northwest	Not Rated: Alternative Education
	Southwest Preparatory School-Northwest	Not Rated: Alternative Education

	Southwest Preparatory Southeast Campus	Not Rated: Alternative Education
St Anthony School	St Anthony School	Academically Acceptable
St Mary's Academy Charter School	St Mary's Academy Charter School	Recognized
Star Charter School	Star Charter School	Recognized
Technology Education Charter High	Technology Education Charter H S	Not Rated: Alternative Education
Tekoa Academy of Accelerated Studies	Tekoa Academy of Accelerated Studies	Academically Acceptable
Temple Education Center	Temple Education Center	Not Rated: Alternative Education
Texas Academy of Excellence	Texas Academy of Excellence	Academically Acceptable
Texas Empowerment Academy	Texas Empowerment Academy	Academically Acceptable
Texas Preparatory School	Texas Preparatory School	Academically Acceptable
Texas Serenity Academy	Texas Serenity Academy	Not Rated: Alternative Education
The Zoe Learning Academy	The Zoe Learning Academy	Recognized
Theresa B Lee Academy	Theresa B Lee Academy	Academically Acceptable
Transformative Charter Academy	Transformative Charter Academy	Not Rated: Alternative Education
Treetops School International	Treetops School International	Academically Acceptable
Trinity Basin Preparatory	Trinity Basin Preparatory	Academically Acceptable
Two Dimensions Preparatory Academy	Two Dimensions at Corsicana	Not Rated: Other
	Two Dimensions Preparatory Academy	Academically Acceptable
	Two Dimensions/Vickery	Not Rated: Other
Universal Academy	Universal Academy - Flower Mound	Recognized
	Universal Academy	Academically Acceptable
University Charter School	Annunciation Maternity Home	Not Rated: Other
	Boys and Girls Country	Not Rated: Other
	Camp Comanche	Academically Acceptable
	Depelchin Campus	Academically Acceptable
	Marywood	Not Rated: Other
	Merridell	Not Rated: Other
	Methodist Children's Home	Academically Acceptable
	Miracle Farm	Academically Acceptable
	National Elite Gymnastics	Recognized
	Pathfinder Camp	Academically Acceptable
	Pathways 3H Campus	Academically Acceptable

	Safeplace	Not Rated: Other
	Settlement Home	Not Rated: Other
	Star Ranch Campus	Not Rated: Other
	T-Care	Not Rated: Other
	TNC Campus (Texas Neurorehabilitation)	Not Rated: Other
University of Houston Charter School	Univ of Houston Charter Sch-Tech	Recognized
University of Texas Elementary Charter	University of Texas Elementary Charter	Not Rated: Other
Vanguard Academy	Vanguard Academy	Academically Acceptable
Varnett Charter School	The Varnett School - East	Academically Acceptable
	The Varnett School - Northeast	Not Rated: Other
	Varnett Charter School	Academically Acceptable
Waco Charter School (EOAC)	EOAC Waco Charter School	Academically Acceptable
Waxahachie Faith Family Academy	Waxahachie Faith Family Academy	Academically Acceptable
West Houston Charter School	West Houston Charter	Academically Acceptable
	West Houston Charter Elementary	Academically Acceptable
Westlake Academy	Westlake Academy	Exemplary
Winfree Academy	Winfree Academy Charter School Irving	Not Rated: Alternative Education
	Winfree Academy Charter School Lewisville	Not Rated: Alternative Education
	Winfree Academy Charter School Richardson	Not Rated: Alternative Education
	Winfree Academy Grapevine	Not Rated: Alternative Education
Yes College Preparatory School	Yes College	Exemplary
	Yes College Preparatory School	Exemplary

Appendix F

Student Performance for Charter School Campuses

Appendix F
Student Performance for Charter School Campuses

Campus	Enrollment	Grades	Dropout Rate Grades 7-8[a]	Completion Rate Grades 9-12[b]	Attendance Rate	TAKS Reading/ELA % Passing	TAKS Math % Passing
A W Brown-Fellowship Charter School	782	PK - 07	—	—	97.4	81.0	95.0
Academy of Beaumont	351	PK - 08	0.0	—	92.8	—	—
Academy of Careers and Technologies	135	09 - 12	—	—	89.7	6.0	34.0
Academy of Dallas	598	PK - 08	0.0	—	95.9	30.0	47.0
Accelerated Intermediate Academy	453	PK - 08	7.0	—	92.0	33.0	70.0
Added Incentives	13	05 - 10	0.0	—	97.4	—	—
Alpha II	390	PK - 05	—	—	95.7	57.0	78.0
American Academy of Excellence Charter	167	09 - 12	—	49.3	77.4	17.0	59.0
Amigos Por Vida-Friends for Life	317	PK - 05	—	—	97.3	62.0	69.0
Annunciation Maternity Home	4	09 - 12	—	85.3	97.4	—	—
Autumn Circle	43	PK - 05	—	—	94.3	—	—
Azleway Charter School	88	01 - 12	0.0	—	97.5	15.0	38.0
Benji's Special Educational Academy	402	PK - 12	2.7	—	97.9	39.0	46.0
Big Springs Charter School	28	06 - 11	0.0	—	95.3	10.0	73.0
Boys and Girls Country	36	01 - 12	—	85.3	—	31.0	71.0
Brazos County Academy	15	07 - 10	—	78.7	—	—	—
Brazos School for Inquiry & Creativity	88	06 - 12	0.0	100.0	91.1	31.0	61.0
Burnett-Bayland Home	70	06 - 10	0.9	—	99.4	—	60.0
Burnett-Bayland Reception Center	144	04 - 12	0.0	—	99.2	36.0	77.0
Camp Comanche	121	06 - 12	0.0	85.3	99.6	52.0	91.0
Career Plus Learning Academy	46	06 - 12	0.0	—	95.5	—	18.0

Note. "—" indicates data not available in AEIS.

[a]The annual dropout rate for 2002-03 includes only grades 7 and 8. This is the rate that is used in the new accountability system. It is the count of official dropouts summed across grades 7 and 8 divided by the number of students summed across grades 7 and 8.

[b]The completion rate for 2002-03 consists of the percent of students in the 1999-2000 cohort who received their high school diplomas by the end of the 2002-03 school year, those who received GEDs, and those who were still enrolled as high school students for the 2003-04 school year. One hundred percent minus the completion rate represents the percentage of students in the 1999-2000 cohort who dropped out and did not return by the fall of the 2003-04 school year.

Campus	Enrollment	Grades	Dropout Rate Grades 7-8[a]	Completion Rate Grades 9-12[b]	Attendance Rate	TAKS Reading/ELA % Passing	TAKS Math % Passing
Cedar Crest Charter School	58	KG - 11	0.0	—	99.3	—	—
Cedar Ridge Charter School	70	PK - 12	0.0	80.0	85.1	14.0	60.0
Children First Academy of Houston	361	PK - 07	0.0	—	95.8	83.0	89.0
Children First of Dallas	371	PK - 07	0.0	—	96.2	76.0	80.0
Children of the Sun Charter School	86	09 - 12	—	—	92.8	14.0	67.0
Children of the Sun Charter School	74	09 - 12	—	—	98.1	—	64.0
Coastal Bend Youth City	53	05 - 12	0.0	—	97.7	—	—
Crossroad Community Ed Ctr Charter	107	09 - 12	—	92.5	93.5	56.0	62.0
Dallas County Juvenile Justice	539	04 - 12	0.1	100.0	93.5	8.0	58.0
Depelchin Campus	41	02 - 12	0.0	85.3	99.6	—	—
Dr M L Garza-Gonzalez Charter School	257	06 - 12	1.8	93.2	94.8	8.0	42.0
Eagle Academy of Brownsville	180	06 - 12	0.0	83.3	75.9	32.0	62.0
Eagle Academy of Bryan	72	06 - 11	3.4	64.3	79.3	17.0	48.0
Eagle Academy of Dallas	138	06 - 12	0.0	80.0	92.7	5.0	37.0
Eagle Academy of Laredo	132	05 - 12	3.2	65.7	79.1	5.0	40.0
Eagle Academy of Pharr/McAllen	112	06 - 12	0.0	75.0	78.6	28.0	73.0
Eagle Academy of San Antonio	308	05 - 12	0.0	61.5	75.2	18.0	48.0
Eagle Academy of Tyler at Lindale	5	10 - 12	—	81.0	—	—	—
Eagle Advantage Charter Elementary	395	KG - 08	0.0	—	95.4	39.0	64.0
East Fort Worth Montessori Academy	200	PK - 02	—	—	—	—	—
Ehrhart School	161	PK - 08	0.0	—	92.4	41.0	60.0
El Paso School of Excellence Middle School	185	06 - 10	0.0	—	97.1	19.0	48.0

Note. "—" indicates data not available in AEIS.

[a]The annual dropout rate for 2002-03 includes only grades 7 and 8. This is the rate that is used in the new accountability system. It is the count of official dropouts summed across grades 7 and 8 divided by the number of students summed across grades 7 and 8.

[b]The completion rate for 2002-03 consists of the percent of students in the 1999-2000 cohort who received their high school diplomas by the end of the 2002-03 school year, those who received GEDs, and those who were still enrolled as high school students for the 2003-04 school year. One hundred percent minus the completion rate represents the percentage of students in the 1999-2000 cohort who dropped out and did not return by the fall of the 2003-04 school year.

Campus	Enrollment	Grades	Dropout Rate Grades 7-8[a]	Completion Rate Grades 9-12[b]	Attendance Rate	TAKS Reading/ELA % Passing	TAKS Math % Passing
Encino School	52	PK - 08	0.0	—	97.0	38.0	76.0
EOAC Waco Charter School	143	KG - 05	—	—	96.5	69.0	68.0
Escuela De Las Americas	98	PK - 04	—	—	95.7	45.0	50.0
Faith Family Academy of Oak Cliff	1006	PK - 12	0.7	—	95.2	16.0	45.0
Fort Worth Can Academy	438	09 - 12	—	—	79.7	3.0	21.0
Fruit of Excellence School	70	02 - 12	0.0	85.7	89.5	28.0	73.0
Gabriel Tafolla Charter School	138	PK - 11	6.7	92.9	88.2	26.0	45.0
Gateway Academy (Student Alternative	313	09 - 12	—	92.0	91.6	6.0	22.0
Gateway Charter Academy	329	KG - 08	0.0	—	95.7	62.0	76.0
George Gervin Charter	312	PK - 12	—	94.8	79.9	7.0	53.0
Girls & Boys Prep Academy Meyer Park Campus	687	PK - 05	—	—	100.0	77.0	88.0
Golden Rule Charter School	427	PK - 06	—	—	96.7	37.0	65.0
Gulf Shores at Southwest Key	118	06 - 08	0.0	—	83.4	—	—
Harris County Juvenile Detention	113	04 - 11	0.0	100.0	81.8	—	—
Harris County Youth Village	108	07 - 11	3.4	100.0	92.9	—	71.0
Hays Juvenile Center	65	07 - 12	0.0	—	99.9	—	—
Heights Charter School	225	08 - 12	0.0	91.3	93.1	17.0	68.0
Higgs/Carter/King Gifted & Talented	213	PK - 11	0.0	—	91.5	60.0	75.0
Houston Alternative Preparatory Charter	163	PK - 08	0.0	—	90.8	6.0	19.0
Houston Can! Academy Charter School	376	09 - 12	—	81.5	80.6	3.0	45.0
Houston Heights Learning Academy	94	PK - 05	—	—	96.5	30.0	63.0
I Am That I Am Academy	120	04 - 12	0.0	—	94.2	13.0	46.0
Idea Academy	499	KG - 09	0.0	—	97.9	73.0	85.0

Note. "—" indicates data not available in AEIS.

[a]The annual dropout rate for 2002-03 includes only grades 7 and 8. This is the rate that is used in the new accountability system. It is the count of official dropouts summed across grades 7 and 8 divided by the number of students summed across grades 7 and 8.

[b]The completion rate for 2002-03 consists of the percent of students in the 1999-2000 cohort who received their high school diplomas by the end of the 2002-03 school year, those who received GEDs, and those who were still enrolled as high school students for the 2003-04 school year. One hundred percent minus the completion rate represents the percentage of students in the 1999-2000 cohort who dropped out and did not return by the fall of the 2003-04 school year.

Campus	Enrollment	Grades	Dropout Rate Grades 7-8[a]	Completion Rate Grades 9-12[b]	Attendance Rate	TAKS Reading/ELA % Passing	TAKS Math % Passing
Impact Charter	266	PK - 06	—	—	93.5	23.0	60.0
Inspired Vision	196	PK - 09	0.0	—	96.0	28.0	46.0
Inspired Vision Academy	298	PK - 06	—	—	96.2	42.0	48.0
Jamie's House Charter School	65	06 - 12	3.1	45.5	94.2	—	32.0
Jesse Jackson Academy	299	09 - 12	—	82.4	92.1	88.0	81.0
John H Wood Charter School	143	06 - 12	0.0	83.3	98.7	20.0	61.0
Juan B Galaviz Charter School	92	09 - 12	—	—	84.7	30.0	43.0
Jubilee Academic Center	296	PK - 12	0.0	—	94.4	18.0	69.0
Katy-Hockley Boot Camp	122	07 - 12	0.0	—	93.9	.	85.0
Kipp Academy	343	05 - 08	0.0	—	99.2	82.0	89.0
Kipp Aspire Academy	84	05 - 05	—	—	—	72.0	56.0
Kipp Truth Academy	57	05 - 05	—	—	—	53.0	53.0
La Amistad Love & Learning Academy	255	PK - 03	—	—	—	—	—
Marywood	10	08 - 12	—	—	90.4	—	—
Methodist Children's Home	105	06 - 12	—	85.3	—	24.0	75.0
Mid-Valley Academy-McAllen	202	09 - 12	—	88.7	88.6	18.0	88.0
Midland Academy Charter School	392	KG - 08	0.0	—	95.3	67.0	80.0
New Frontiers Charter School	622	KG - 08	0.0	—	94.3	34.0	55.0
Nikki Children's Home	18	05 - 11	0.0	84.0	100.0	—	—
Northwest Mathematics Science & LA	170	PK - 05	—	—	94.8	57.0	57.0
Northwest Preparatory	263	PK - 08	—	—	95.6	51.0	73.0
Northwest Preparatory Campus (Wileyvale Campus)	21	02 - 08	0.0	—	93.4	—	—
Nova Charter School (Southeast)	306	PK - 06	—	—	95.3	42.0	62.0

Note. "—" indicates data not available in AEIS.

[a]The annual dropout rate for 2002-03 includes only grades 7 and 8. This is the rate that is used in the new accountability system. It is the count of official dropouts summed across grades 7 and 8 divided by the number of students summed across grades 7 and 8.

[b]The completion rate for 2002-03 consists of the percent of students in the 1999-2000 cohort who received their high school diplomas by the end of the 2002-03 school year, those who received GEDs, and those who were still enrolled as high school students for the 2003-04 school year. One hundred percent minus the completion rate represents the percentage of students in the 1999-2000 cohort who dropped out and did not return by the fall of the 2003-04 school year.

Campus	Enrollment	Grades	Dropout Rate Grades 7-8[a]	Completion Rate Grades 9-12[b]	Attendance Rate	TAKS Reading/ELA % Passing	TAKS Math % Passing
NYOS Charter School Inc at Gessner	83	PK - 03	—	—	94.5	20.0	47.0
Omega Academic Center	119	06 - 12	—	—	—	29.0	75.0
One Stop Multiservice	269	PK - 12	—	—	89.4	2.0	40.0
One Stop Multiservice	221	PK - 12	—	—	97.2	—	34.0
One Stop Multiservice H S	165	PK - 12	—	90.7	91.1	—	26.0
Pathfinder Camp	23	05 - 11	0.0	85.3	99.6	—	—
Pathways 3H Campus	16	06 - 11	0.0	85.3	99.2	20.0	—
Pegasus Charter School	212	07 - 12	0.0	.	94.8	44.0	68.0
Por Vida Academy Charter H S	195	09 - 12	—	84.1	74.3	2.0	42.0
Positive Solutions Charter School	262	09 - 12	—	88.3	84.6	8.0	42.0
Radiance Academy of Learning - West Lake Campus	192	PK - 08	0.0	—	95.1	42.0	68.0
Rapoport Academy	158	PK - 04	—	—	97.8	62.0	86.0
Rapoport Academy/Quinn Campus	23	05 - 06	—	—	—	65.0	87.0
Raul Yzaguirre School for Success	663	PK - 12	0.6	88.5	96.3	26.0	59.0
Raul Yzaguirre School for Success	206	PK - 05	—	—	94.6	59.0	59.0
Raven School	180	09 - 12	—	100.0	100.0	10.0	52.0
Richard Milburn Academy - Lubbock	112	09 - 12	—	84.6	80.9	5.0	47.0
Ripley House Charter School	71	KG - 03	—	—	95.0	78.0	89.0
Rise Academy	143	PK - 04	—	—	96.8	91.0	95.0
River Oaks	274	09 - 12	—	—	87.9	7.0	55.0
Safeplace	19	KG - 09	0.0	85.3	94.1	—	—
San Antonio Can High School	387	09 - 12	—	—	72.6	8.0	58.0
San Antonio Technology Academy	149	09 - 12	—	—	72.9	3.0	35.0

Note. "—" indicates data not available in AEIS.

[a]The annual dropout rate for 2002-03 includes only grades 7 and 8. This is the rate that is used in the new accountability system. It is the count of official dropouts summed across grades 7 and 8 divided by the number of students summed across grades 7 and 8.

[b]The completion rate for 2002-03 consists of the percent of students in the 1999-2000 cohort who received their high school diplomas by the end of the 2002-03 school year, those who received GEDs, and those who were still enrolled as high school students for the 2003-04 school year. One hundred percent minus the completion rate represents the percentage of students in the 1999-2000 cohort who dropped out and did not return by the fall of the 2003-04 school year.

Campus	Enrollment	Grades	Dropout Rate Grades 7-8[a]	Completion Rate Grades 9-12[b]	Attendance Rate	TAKS Reading/ELA % Passing	TAKS Math % Passing
School of Excellence in Education	624	PK - 12	0.0	—	95.2	48.0	71.0
School of Liberal Arts and Science	333	PK - 08	0.0	—	97.2	43.0	66.0
Sentry Technology Prep School	163	PK - 12	—	98.7	94.1	—	27.0
Ser-Ninos Charter Elementary	392	PK - 05	—	—	97.1	63.0	70.0
Settlement Home	24	03 - 11	0.0	85.3	99.2	—	—
Shekinah Hope	60	PK - 05	—	—	95.4	38.0	50.0
Shekinah Radiance Academy	18	KG - 05	0.0	—	94.1	30.0	40.0
Shekinah Walzem	338	PK - 12	—	—	93.6	29.0	66.0
Southwest H S - Incentives	20	07 - 12	0.0	100.0	99.3	—	—
St Francis Academy	173	06 - 12	0.0	96.3	87.0	—	38.0
St Mary's Academy Charter School	196	KG - 08	0.0	—	95.0	61.0	79.0
Star Ranch Campus	33	02 - 12	0.0	85.3	99.9	—	—
T-Care	54	05 - 12	0.0	85.3	99.9	—	—
Technology Education Charter H S	134	09 - 12	—	89.7	75.2	28.0	21.0
Temple Education Center	144	PK - 12	0.0	—	94.8	19.0	50.0
Texans Can at Carrollton-Farmers	247	09 - 12	—	—	—	2.0	54.0
The Zoe Learning Academy	303	KG - 06	—	—	93.7	83.0	85.0
TNC Campus (Texas Neurorehabilitation)	53	03 - 12	0.0	85.3	98.9	—	—
Trinity Basin Preparatory	406	KG - 07	0.0	—	96.6	44.0	61.0
Two Dimensions at Corsicana	66	PK - 02	—	—	—	—	—
Two Dimensions Preparatory Academy	355	PK - 05	—	—	96.4	46.0	65.0
Two Dimensions/Vickery	121	PK - 03	—	—	—	—	—
Vanguard Academy	167	PK - 05	—	—	97.2	60.0	75.0

Note. "—" indicates data not available in AEIS.

[a]The annual dropout rate for 2002-03 includes only grades 7 and 8. This is the rate that is used in the new accountability system. It is the count of official dropouts summed across grades 7 and 8 divided by the number of students summed across grades 7 and 8.

[b]The completion rate for 2002-03 consists of the percent of students in the 1999-2000 cohort who received their high school diplomas by the end of the 2002-03 school year, those who received GEDs, and those who were still enrolled as high school students for the 2003-04 school year. One hundred percent minus the completion rate represents the percentage of students in the 1999-2000 cohort who dropped out and did not return by the fall of the 2003-04 school year.

Campus	Enrollment	Grades	Dropout Rate Grades 7-8[a]	Completion Rate Grades 9-12[b]	Attendance Rate	TAKS Reading/ELA % Passing	TAKS Math % Passing
Westside Command Detention Center	23	07 - 11	0.0	100.0	83.6	—	—
Yes College	84	06 - 06	—	—	—	92.0	93.0
Yes College Preparatory School	584	06 - 12	0.0	—	97.7	87.0	93.0
A+ Academy	865	PK - 12	0.0	—	97.2	34.0	59.0
Academy of Accelerated Learning	595	PK - 03	—	—	95.4	78.0	71.0
Alief Montessori Community School	162	PK - 05	—	—	97.3	87.0	90.0
Alpha Charter School	200	KG - 12	0.0	—	92.8	35.0	56.0
Alphonso Crutch's-Life Support Center	933	06 - 12	0.0	76.3	80.8	—	13.0
American Youth Works Charter School	82	09 - 12	—	79.6	80.6	7.0	38.0
American Youth Works Charter School	346	09 - 12	—	—	—	6.0	26.0
Arlington Classics Academy	249	KG - 06	—	—	96.9	77.0	90.0
Austin Can Academy Charter School	179	09 - 12	—	—	74.2	3.0	43.0
Austin College Preparatory	105	05 - 06	—	—	96.1	62.0	60.0
Bay Area Charter Elementary	172	PK - 11	—	73.3	96.2	79.0	68.0
Beatrice Mayes Institute Charter	286	KG - 08	0.0	—	97.0	81.0	92.0
Bexar Co Day Ed & Treatment Program	17	09 - 11	—	85.7	—	—	—
Bexar County Academy	424	PK - 08	0.0	—	95.9	35.0	62.0
Brazos River Charter School	125	08 - 12	0.0	—	89.9	33.0	60.0
Bright Ideas Charter	173	KG - 12	0.0	100.0	91.2	47.0	71.0
Burnham Wood Charter School	220	KG - 05	—	—	99.9	94.0	96.0
Calvin Nelms High School	140	09 - 12	—	93.5	93.3	62.0	73.0
Calvin Nelms Middle School	5	08 - 08	0.0	—	98.1	—	—
Cedars International Academy	130	KG - 07	—	—	95.3	54.0	71.0

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[b]The completion rate for 2002-03 consists of the percent of students in the 1999-2000 cohort who received their high school diplomas by the end of the 2002-03 school year, those who received GEDs, and those who were still enrolled as high school students for the 2003-04 school year. One hundred percent minus the completion rate represents the percentage of students in the 1999-2000 cohort who dropped out and did not return by the fall of the 2003-04 school year.

Campus	Enrollment	Grades	Dropout Rate Grades 7-8[a]	Completion Rate Grades 9-12[b]	Attendance Rate	TAKS Reading/ELA % Passing	TAKS Math % Passing
Comquest Academy	83	06 - 12	0.0	100.0	95.4	19.0	57.0
Corpus Christi Academy	153	09 - 12	—	85.7	92.9	19.0	63.0
Cumberland Academy	222	KG - 05	—	—	94.1	28.0	54.0
Dallas Can! Academy Charter	397	09 - 12	—	81.8	77.6	3.0	37.0
Dallas Can! Academy Charter	603	09 - 12	—	84.1	78.7	3.0	39.0
Dallas Community Charter School	156	PK - 03	—	—	94.2	41.0	94.0
Dan Chadwick Campus	140	09 - 12	—	92.0	87.4	35.0	62.0
Destiny High School	277	KG - 12	0.0	91.3	89.1	20.0	47.0
Eagle Academy of Beaumont	253	06 - 12	0.0	81.8	80.7	7.0	41.0
Eagle Academy of Abilene	193	06 - 12	5.3	77.0	85.5	23.0	70.0
Eagle Academy of Del Rio	106	06 - 12	1.6	82.9	84.6	14.0	38.0
Eagle Academy of Fort Worth	116	06 - 12	2.6	66.7	81.3	7.0	49.0
Eagle Academy of Lubbock	102	06 - 12	0.0	84.0	84.0	33.0	60.0
Eagle Academy of Midland	170	06 - 12	0.0	90.5	88.6	10.0	51.0
Eagle Academy of Tyler	217	06 - 12	0.0	82.5	87.4	10.0	46.0
Eagle Academy of Waco	103	06 - 12	2.2	66.7	88.6	8.0	38.0
Eagle Academy of Waco at Trinity	78	05 - 12	—	—	—	23.0	53.0
Eagle Charter School - Midland/Austin	187	06 - 12	4.1	—	72.0	20.0	54.0
Ed White Memorial High School	105	09 - 12	—	74.4	83.0	33.0	76.0
Eden Park Academy	131	KG - 08	0.0	—	93.6	48.0	76.0
Education Center at Little Elm	91	06 - 12	0.0	—	92.8	57.0	87.0
Education Center at the Colony	142	06 - 12	0.0	—	94.3	65.0	87.0
Education Center International Academy	99	02 - 12	0.0	—	91.8	30.0	47.0

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Campus	Enrollment	Grades	Dropout Rate Grades 7-8[a]	Completion Rate Grades 9-12[b]	Attendance Rate	TAKS Reading/ELA % Passing	TAKS Math % Passing
El Paso Academy East	559	09 - 12	—	—	89.7	17.0	55.0
El Paso School of Excellence	312	PK - 05	—	—	95.0	39.0	52.0
Erath Excels Academy Inc	124	09 - 12	—	81.3	80.6	3.0	38.0
Evolution Academy Charter School	274	09 - 12	—	—	76.1	11.0	39.0
Excel Academy	280	KG - 12	0.5	91.3	94.1	36.0	71.0
Focus Learning Academy	500	KG - 08	0.0	—	95.2	22.0	50.0
Fort Worth Academy of Fine Arts	321	03 - 12	0.0	—	96.0	77.0	91.0
George I Sanchez Charter H S San Antonio	120	08 - 12	5.1	—	73.7	4.0	17.0
George I Sanchez H S	565	PK - 12	18.0	86.3	85.8	15.0	50.0
Girls & Boys Prep Academy	312	06 - 12	0.7	73.3	95.7	27.0	63.0
Guardian Angel Performance Academy	44	06 - 08	0.0	—	87.8	36.0	78.0
Gulf Shores Academy	767	09 - 12	—	99.6	82.6	4.0	45.0
Gulf Shores Charter at the Center for Success	237	09 - 12	—	—	88.4	—	—
Gulf Shores Charter School at Covenant House	123	10 - 12	—	—	96.3	—	—
Gulf Shores Charter School at Sanctus Helping Hand	79	07 - 12	0.0	—	100.0	—	—
Harmony Science Academy - Austin	154	06 - 09	0.0	—	95.2	78.0	87.0
Harmony Science Academy	371	06 - 11	0.0	—	96.2	82.0	93.0
Honors Academy	642	07 - 12	6.1	90.8	92.3	6.0	40.0
Houston Can Academy Hobby	188	09 - 12	—	—	—	2.0	44.0
Houston Gateway Academy	798	KG - 09	0.0	—	94.4	51.0	65.0
Jean Massieu Academy	149	PK - 12	0.0	100.0	94.7	27.0	42.0
Katherine Anne Porter School	125	09 - 12	—	90.9	91.3	42.0	51.0
Killeen-Richard Milburn Academy	161	09 - 12	—	87.1	82.9	17.0	46.0

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Campus	Enrollment	Grades	Dropout Rate Grades 7-8[a]	Completion Rate Grades 9-12[b]	Attendance Rate	TAKS Reading/ELA % Passing	TAKS Math % Passing
Landmark School	81	07 - 12	0.0	75.0	88.0	25.0	59.0
Legacy High School	132	08 - 12	0.0	91.3	87.3	11.0	36.0
Life School Oak Cliff	1026	KG - 12	0.0	—	96.6	65.0	80.0
Life School Red Oak	224	KG - 04	—	—	—	94.0	91.0
Lighthouse Charter School	168	KG - 07	—	—	—	27.0	66.0
Mainland Preparatory Academy	609	PK - 08	0.0	—	97.8	60.0	83.0
McCullough Academy of Excellence	186	KG - 05	—	—	96.4	52.0	68.0
Medical Center Charter School/Southwest	188	PK - 06	—	—	94.7	64.0	79.0
Merridell	80	KG - 12	0.0	100.0	99.6	—	—
Metro Charter Academy	356	PK - 08	0.0	—	96.4	50.0	69.0
Mid-Valley Academy	51	09 - 12	—	92.0	79.3	15.0	42.0
Miracle Farm	13	08 - 12	0.0	—	98.8	20.0	67.0
Nancy Ney Charter School	88	05 - 12	0.0	90.0	87.1	20.0	55.0
National Elite Gymnastics	16	04 - 09	0.0	85.3	95.7	—	83.0
New Quest Academy	90	09 - 12	—	86.7	77.2	29.0	44.0
North Hills School	885	01 - 12	0.0	—	97.2	84.0	95.0
North Houston H S For Business	189	09 - 12	—	81.0	68.8	10.0	48.0
NYOS Charter School	328	KG - 12	0.0	—	96.1	67.0	89.0
Odyssey Academy Inc	185	PK - 08	0.0	—	93.9	43.0	68.0
Outreach Word Academy	145	KG - 06	—	—	94.5	38.0	65.0
Panola Charter School	98	08 - 12	0.0	—	87.6	42.0	55.0
Paradigm Accelerated School	66	09 - 12	—	—	91.6	26.0	52.0
Paso Del Norte Academy	211	09 - 12	—	92.2	84.8	8.0	33.0

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Campus	Enrollment	Grades	Dropout Rate Grades 7-8[a]	Completion Rate Grades 9-12[b]	Attendance Rate	TAKS Reading/ELA % Passing	TAKS Math % Passing
Pineywoods Community Academy	197	KG - 08	0.0	—	95.1	71.0	80.0
Pinnacle School	191	KG - 12	0.0	—	93.3	57.0	83.0
Radiance Academy of Learning	187	PK - 12	0.0	85.7	93.0	41.0	60.0
Ranch Academy	55	07 - 12	0.0	93.0	99.9	—	—
Richard Milburn Academy - Amarillo	126	09 - 12	—	—	84.3	9.0	35.0
Richard Milburn Academy - Beaumont	151	09 - 12	—	—	81.0	5.0	55.0
Richard Milburn Academy - Corpus Christi	146	09 - 12	—	98.1	86.2	12.0	69.0
Richard Milburn Academy - Ector County	137	09 - 12	—	—	—	22.0	56.0
Richard Milburn Academy - Fort Worth	53	09 - 12	—	—	—	6.0	56.0
Richard Milburn Academy - Suburban	7	09 - 11	—	—	—	—	—
Richard Milburn Academy - Midland	176	09 - 12	—	82.9	82.6	12.0	47.0
San Antonio Preparatory Academy	88	KG - 06	—	—	—	40.0	66.0
San Antonio School for Inquiry & Creativity	143	KG - 12	0.0	—	89.4	34.0	61.0
Seashore Learning Center	173	KG - 06	—	—	96.1	85.0	99.0
South Plains Academy	201	09 - 12	—	96.6	85.9	8.0	35.0
Southwest High School	442	09 - 12	—	83.4	84.8	18.0	63.0
Southwest Preparatory School-Northwest	248	09 - 12	—	84.8	83.9	24.0	57.0
Southwest Preparatory School-Northwest	162	09 - 12	1.9	—	86.6	8.0	47.0
Southwest Preparatory Southeast Campus	284	09 - 12	—	—	91.3	3.0	44.0
St Anthony School	202	PK - 08	—	—	—	56.0	89.0
Star Charter School	191	01 - 12	0.0	100.0	94.1	68.0	81.0
Tekoa Academy of Accelerated Studies	222	PK - 08	0.0	.	92.9	81.0	88.0
Texas Academy of Excellence	377	EE - 06	—	—	97.2	34.0	58.0

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Campus	Enrollment	Grades	Dropout Rate Grades 7-8[a]	Completion Rate Grades 9-12[b]	Attendance Rate	TAKS Reading/ELA % Passing	TAKS Math % Passing
Texas Empowerment Academy	125	05 - 11	0.0	—	95.7	64.0	78.0
Texas Preparatory School	124	KG - 07	—	—	95.2	29.0	52.0
Texas Serenity Academy	6	09 - 10	0.0	—	100.0	—	—
The Basic Center	16	09 - 11	—	—	93.0	—	—
The Phoenix Charter School	255	PK - 09	0.0	—	95.4	54.0	78.0
The Varnett School - East	154	PK - 05	—	—	—	50.0	59.0
The Varnett School - Northeast	181	PK - 05	—	—	—	30.0	41.0
Theresa B Lee Academy	238	09 - 12	—	100.0	87.3	24.0	47.0
Transformative Charter Academy	134	09 - 12	—	81.5	74.0	5.0	46.0
Treetops School International	301	KG - 12	0.0	100.0	94.9	46.0	71.0
Univ of Houston Charter School-Tech	135	KG - 05	—	—	96.5	85.0	88.0
Universal Academy - Flower Mound	591	KG - 11	0.0	—	96.9	85.0	95.0
Universal Academy	642	PK - 12	0.0	—	96.2	59.0	79.0
University of Texas Elementary Charter	113	PK - 01	—	—	—	—	—
University School	203	08 - 12	0.0	100.0	88.4	21.0	65.0
Varnett Charter School	775	PK - 06	—	—	96.3	43.0	72.0
Waxahachie Faith Family Academy	319	PK - 12	0.0	—	93.9	38.0	68.0
West Houston Charter	108	07 - 12	0.0	100.0	92.8	53.0	96.0
West Houston Charter Elementary	137	KG - 06	—	—	95.0	60.0	88.0
Westlake Academy	197	01 - 06	—	—	—	94.0	97.0
Winfree Academy Charter School Irving	473	09 - 12	—	—	85.2	22.0	78.0
Winfree Academy Charter School Lewisville	372	09 - 12	—	—	84.4	27.0	79.0
Winfree Academy Charter School Richardson	363	09 - 12	—	—	77.8	32.0	74.0
Winfree Academy Grapevine	290	09 - 12	—	—	83.3	39.0	89.0

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