July 2002

Texas Open-Enrollment Charter Schools Fifth-Year Evaluation

School of Urban and Public Affairs
University of Texas at Arlington

Center for the Study of Education Reform
University of North Texas

Center for Public Policy
University of Houston

Texas Center For Educational Research
Austin

Year Five Charter School Evaluation

Table of Tables

Chapter II

Chapter III

Chapter IV

Chapter V

Chapter VI

Chapter VII

Chapter VIII

Chapter I: Introduction

During the past five years, Texas charter schools have developed within the context of the growth of the charter school movement throughout the United States. This introduction describes the national picture as a way of better understanding Texas charter schools, describes the charter school movement in Texas, and then provides the organization for the fifth-year report.

The National Picture

Charter schools are nonsectarian publicly funded schools, but they operate more like private schools in a free market. For example, in Texas and other states, charter schools are exempt from many state statutes and rules related to school operations; however, they still must comply with federal and state statutes concerning health, safety, and civil rights.

Charter schools are created for many reasons, with the primary motivation to provide a vision of schooling not available through the traditional neighborhood public school, serve a specific student population, or to gain educational autonomy. Charter schools have the flexibility to use alternative curricula and non-standardized approaches.

Charter school laws have emerged rapidly throughout the United States during the last decade. Since Minnesota enacted the first charter legislation in 1991, 37 states and the District of Columbia have enacted charter school laws, and at least one other state is considering the option. According to the Center for Educational Reform, approximately 2,350 charter schools served almost 580,000 students nationwide during the 2001-02 school year. Five states have more than 175 charter schools in operation as of 2001—Arizona (419), California (358), Texas (214), Michigan (196), and Florida (180).[1] Charter schools are often 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 prekindergarten through grade 12 using a variety of grade configurations. Typically, charter schools are smaller than most traditional public schools, having a median enrollment of 137 students. California enrolls the most charter students of any state, serving more than 134,000 students in 2001-02. The number of students attending charter schools, however, amounts to less than one percent of public school students in the United States.

Although charter schools receive tax monies that would normally go to the attending student's home school, one of the common 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

[1] The fifth-year report presents findings from 2000-01 in which 160 charter schools (200 charter school campuses) operated for the majority of the school year.

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.

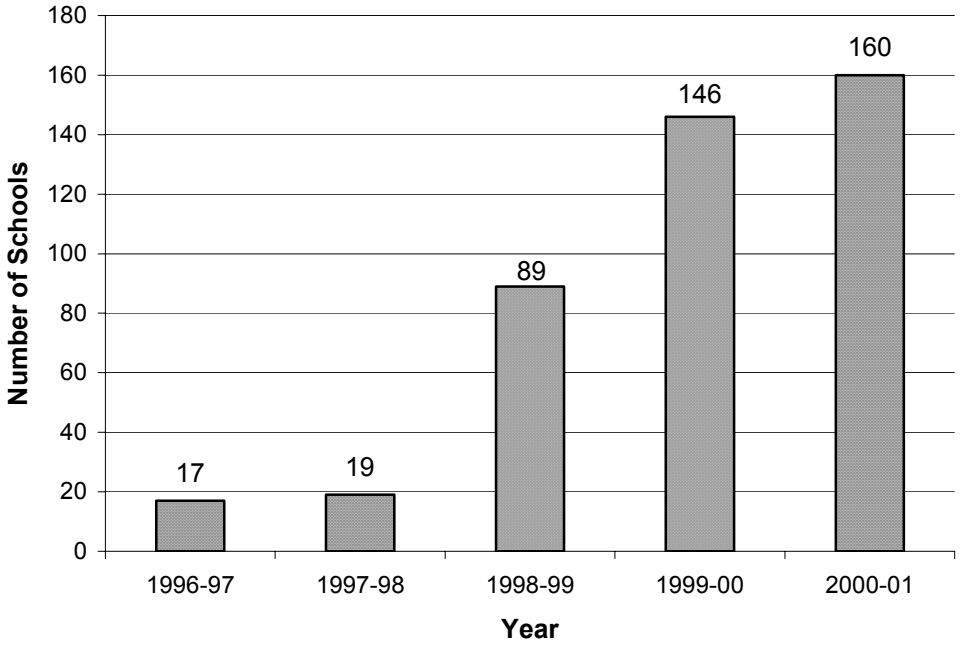
Although charter schools are held accountable in very diverse ways based on the state and/or district in which they are located, they have much more autonomy than traditional public schools. Because state regulatory practices differ greatly across the United States, there are varying degrees of monitoring. According to *The State of Charter Schools 2000* (2000) report, monitoring occurred most frequently in school finance (94 percent), compliance with legislative mandates (88 percent), student achievement (87 percent), and student attendance (81 percent). Other frequently monitored areas were student instructional practices, school governance, student completion, and student behavior. Most charter schools have procedures in place to report on the school's progress to their governing boards, parents, community, funding sources, the chartering agency, and the State Departments of Education.

Most charter schools use standardized test results for accountability purposes. However, other assessment methods are being incorporated, such as performance assessments, parent satisfaction surveys, and student surveys. Many schools also incorporate student portfolios, behavioral indicators, and student surveys or interviews into their student assessment policies.

Texas Charter Schools

In 1995, the Texas Legislature 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 Texas Legislature provided for 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 must include 75 percent or more at-risk students. The Texas Legislature made further revisions to the education code governing charter schools in 2001. These provisions eliminated the 75 Percent Rule designation, capped the number of charter schools the State Board of Education may grant at 215, and allowed for an unlimited number of specialized charter schools sponsored by public senior colleges and universities.

The number of Texas charter schools has increased dramatically, as shown in Figure I.1. During the 1996-97 school year, 17 open-enrollment charter schools operated in Texas. 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.



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 open-enrollment charter schools. The State Board of Education, who was granted this authority with the original charter school legislation in 1995, designated three entities to jointly evaluate open-enrollment charter schools for five years (from 1996-97 to 2000-01). The first entity consists of researchers from the Center of Urban and Public Affairs at the University of Texas at Arlington; the second entity is the Texas Center for Educational Research and researchers from the Center for the Study of Education Reform at the University of North Texas; and the third entity consists of researchers from the Center for Public Policy at the University of Houston. Together, the researchers comprise the charter school evaluation team. The evaluation team is to consider:

- Student scores on assessment instruments
- Student attendance
- Student grades
- Student discipline
- Socioeconomic data on students' families
- Parents' satisfaction with their children's schools
- Students' satisfaction with their schools

Moreover, the evaluation of open-enrollment charter schools is to take into account:

- Effects of open-enrollment charter schools on school districts and on teachers, students, and parents in those districts
- Costs incurred by charter schools for instruction, administration, and transportation

Methodology

For this report, evaluators gathered data from all open-enrollment charter schools reported to be in operation for the majority of the 2000-01 school year. The evaluation encompasses a variety of data sources including:

- Analysis of the Texas Education Agency's Public Education Information Management System (PEIMS) and Academic Excellence Indicator System (AEIS) data for schools and campuses,
- A survey of charter school directors,
- A survey of charter school students,
- A survey of charter school parents,
- Analysis of TAAS scores and other outcome measures for charter school students and a comparison group of traditional public school students, and
- A survey of officials in affected traditional public school districts.

In addition, the fifth-year report draws from results reported in annual open-enrollment evaluation reports for years one through four (www.tcer.org). Some analyses considered charter schools as a group, but in many cases, an aggregate result failed to capture the wide variation among schools. In particular, additional analyses examine data by school type, length of charter school operation, and school origination.

Analysis by charter school type. Charter schools that serve a predominantly at-risk student population are often quite different from those serving less at-risk students. For this reason, the evaluation team grouped charter schools to distinguish between those that serve primarily traditional students and those serving a preponderance of students who are "at-risk" of leaving the public school system. Schools serving a majority of at-risk or non-at-risk students often have different missions, a difference that influences both curriculum and pedagogy. To combine these two types of schools may obscure important distinctions and will likely result in schools being held to standards or being assessed in ways that are not appropriate. Therefore, the 160 charter schools and 200 charter school campuses addressed in this report are frequently divided into two distinct types for purposes of analysis: (a) charter schools serving primarily at-risk students (75 percent or more) and (b) charter schools serving less than 75 percent at-risk students. Evaluators used economically disadvantaged status as a surrogate for at-risk. Although PEIMS includes an at-risk indicator code, there is wide variance in how individual charter schools apply the state-defined criteria. Thus, relying on the percentage economically disadvantaged provides a more consistent indicator across schools. The percentage of economically disadvantaged students used to classify charter schools is drawn from PEIMS data for the relevant school year.

Analysis by years of charter school operation. For this report, "years of operation" refers to the number of school years that a charter school has operated. All comparisons are based on operating years for the original charter school. Thus, all charter campuses associated with a

particular charter will have the same length of operation regardless of when and how individual campuses were created. Analyses related to charter schools' length of operation include four categories: (a) campuses associated with charters that began operation in 1996 or 1997 (in operation four or more years), (b) campuses associated with charters operating three years, (c) campuses associated with charters operating two years, and (d) campuses associated with charters operating one year.

Analysis by charter school origination. A charter school may originate as either a newly formed school (start-up) or a school formed from an existing institution (conversion). Since a start-up school did not previously exist, a school plan was created for the charter school application. In contrast, a conversion school existed as some type of school before becoming a charter school (e.g., private school or public school). Origination is based on the characteristics of the founding charter school. Thus, for this report, all charter campuses associated with a given charter will have the same origination.

Study Limitations

For various reasons, it has not been possible to carry out the entire mandate in the year-five evaluation. First, data about student discipline comes primarily from the survey of charter school directors. In addition, it is logistically difficult to collect grades for charter school students. This situation is further complicated by the fact that grades do not have comparable meanings among charter schools. As in the first four evaluations, no comparison or analysis of grades is included in the fifth-year report. However, the student performance chapter does include data on retention and promotion rates which are tied to students receiving passing grades or credits for courses.

Several factors also complicate the analysis of charter school data. First, the assessment of change over time is challenging because the number of charter schools has increased dramatically each year. Likewise, the numbers of students available for analysis vary widely across years. A second issue is data accuracy. With the exception of the Texas Assessment of Academic Skills (TAAS), 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, the average Person Identification Database (PID) error rate is 11.6 percent for charter schools compared to 1.5 percent statewide. Third, student mobility reduces the number of charter school students included in the state accountability system. Only 56 percent of charter school students are included, compared to 85 percent of students statewide.

Fourth, TEA recognizes charter schools both as campuses and districts, so analyses involve both categories. Some comparisons use campus-level data, while others rely on district-level data—as a result, reported numbers of charter schools vary. Finally, for the majority of comparisons, the school is the unit of analysis; for student performance, however, the student is the analysis unit. For school-level analyses, each school receives equal weight, whereas with the student as the unit, larger schools receive more weight in calculations. In general, the reader must consider study limitations when interpreting the reported information.

Evaluation Report

The fifth-year evaluation is organized as follows:

- Chapter II presents information on the characteristics of open-enrollment charter schools. Dr. Greg Weiher of the Center for Public Policy at the University of Houston, Dr. Kelly Shapley of the Texas Center for Educational Research, and Dr. David Stamman of Academic Information Management, Inc. prepared this section.
- Chapter III examines revenues and expenditures in open-enrollment charter schools. This section was prepared by Dr. Carrie Ausbrooks of the Center for the Study of Education Reform at the University of North Texas.
- Chapter IV presents findings from surveys of the directors of open-enrollment charter schools. Dr. Delbert Taebel and Dr. Theresa Daniel of the School of Urban and Public Affairs at the University of Texas at Arlington prepared this section.
- Chapter V presents findings from satisfaction surveys of students enrolled in open-enrollment charter schools. This section was prepared by Dr. Edith Barrett of the School of Urban and Public Affairs at the University of Texas at Arlington.
- Chapter VI includes findings from satisfaction surveys of parents in charter schools and two traditional public school districts. Dr. Greg Weiher of the Center for Public Policy at the University of Houston prepared this section.
- Chapter VII presents student performance data for charter school students. Dr. Kelly Shapley and Aprile Benner of the Texas Center for Educational Research and Dr. David Stamman of Academic Information Management, Inc. prepared this section.
- Chapter VIII presents a summary of a survey of officials in traditional public school districts in areas where charter schools operate. Aprile Benner from the Texas Center for Educational Research prepared this section.
- Chapter IX presents commentary on the fifth-year evaluation findings. Dr. Kelly Shapley and Aprile Benner of the Texas Center for Educational Research and Dr. Greg Weiher of the Center for Public Policy at the University of Houston 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 2000-01 school year.
- Appendix C includes copies of the survey instruments used to collect information from charter school directors, charter school students, parents of students in charter and traditional public schools, and officials at traditional public schools.

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 a report about Texas open-enrollment charter schools as a group. For this reason, the report provides limited information about individual charter schools.

Chapter II: Characteristics of Texas Open-Enrollment Charter Schools

Greg Weiher, University of Houston; Kelly Shapley, Texas Center for Educational Research; and David Stamman, Academic Information Management, Inc.

In Texas, 160 open-enrollment charter schools and 200 charter school campuses operated for the majority of the 2000-01 school year. A sponsoring entity receives a charter to open a charter school—the rough equivalent of a traditional public school district. Under a single charter, some charter schools have expanded by opening additional campuses—thus, a single charter school may have one or more campuses associated with the approved charter.

In this chapter, characteristics are reported for both charter schools and campuses. Unless otherwise indicated, the data source is TEA's 2000-01 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 75 percent or more at-risk students and those serving less at-risk students), length of charter school operation (one through four or more years), and school origination (i.e., start-up or conversion charter school). In some cases, the unit of analysis is the "charter school," while in other instances, the analysis unit is the "campus."

The chapter presents information on school/campus characteristics, student demographics, as well as staff and teacher characteristics. Information by campus is provided in Appendix D.

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 climbed steadily. As summarized in Table II.1, 17 open-enrollment charter schools operated during the 1996-97 school year. In 1997-98, 19 charter schools were in operation.

Table II.1
Number of Texas Open-Enrollment Charter Schools and Students Served, 1996-2001

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

Source. TEA 2001 Snapshot. Open-enrollment evaluation reports, years one to four.
[a] The 75 Percent Rule charter designation was authorized in 1997 and eliminated in 2001.

By 1998-99, the number of charter schools increased to 89, of which 45 were designated as 75 Percent Rule.[2] In the 1999-00 school year, the charter schools numbered 146, including 46 designated as 75 Percent Rule schools. The number of charter schools in operation reached 160 in 2000-01, with 51 of these holding 75 Percent Rule charters. Legislative modifications eliminated the 75 Percent Rule charter school designation in 2001. Figure 1, displays the increasing number of charter schools and charter school campuses operating in Texas across school years.

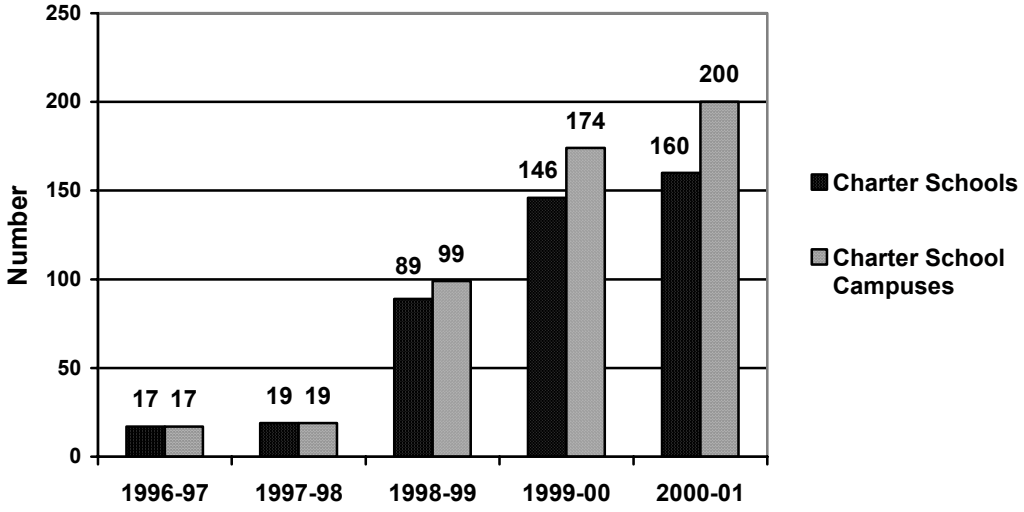


Figure II.1. Number of Texas open-enrollment charter schools and campuses, 1996-2001

The number of students enrolled in charter schools has also increased significantly, from 2,498 in 1996-97 to 37,696 in 2000-01. Yet, the total students enrolled in charter schools represents only a small proportion of the approximately four million public school students in Texas. On average, charter schools are small, with an average 2000-01 campus enrollment of 188, a median enrollment of 134, and 75 percent of charter school campuses enrolling 215 students or less. The 2000-01 campus enrollment ranges from 2 students to 1,289 students. Previous average campus enrollments varied by school year.

To date, five open-enrollment charters have been revoked by the SBOE; four revocations have been for financial irregularities. In addition, 18 schools have returned their charters. Of the 18 first-generation schools submitting renewal applications, all received charter renewals for a 10-year period.

[2] 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.

Classification by School Type, Years of Operation, and Origination

To learn more about charter school characteristics, evaluators examined data by school type, length of charter school operation, and school origination. For this report, "school type" refers to charter schools serving primarily at-risk students (75 percent or more) and charter schools serving less than 75 percent at-risk students. The 75 percent cut point was selected because of its historic meaning (charter schools were designated under the 75 Percent Rule as serving 75 percent or more at-risk students). PEIMS economically disadvantaged status is used as a surrogate for at-risk. While school type can be used to classify both charter schools and campuses, "years of operation" and "origination" are school-level variables (as opposed to campus-level). Both variables are based on data for the original charter school; thus, all charter campuses associated with a given charter school will have the same years of operation and origination data regardless of when and how they were started. (See methodology in Chapter I.)

School Type

Table II.2 shows that of the 200 charter school campuses in 2000-01, 67 (one-third) served 75 percent or more at-risk students, while 133 (two-thirds) served less than 75 percent at-risk students. Average student enrollment for charter school campuses (188 students) varied only slightly by school type (serving primarily at-risk students versus serving less at-risk students) and was less than half of average student enrollment in traditional public schools (549 students).

Table II.2
Number of Charter School Campuses by School Type, 2000-01

	CS ≥ 75% At-Risk	CS < 75% At-Risk	All Charter Campuses	Texas Public Schools[a]
Number of campuses	67	133	200	7,318
Average enrollment	178	193	188	549
Total students	11,908	25,728	37,696	4,021,641

Source. Texas Education Agency and 2001 AEIS reports.
[a] *Source.* TEA 2001 Snapshot.

Years of Charter School Operation

Table II.3 reveals that most charter schools, and consequently charter campuses, have existed for a brief time. Three-fourths of campuses are associated with charters operating two years (95 campuses) or three years (51 campuses). In contrast, only 10 percent of campuses (20) are affiliated with charter schools operating four or more years. Duration of charter school operation varied slightly by the type of students served on campuses.

Table II.3
Charter Campuses by School Type and Years of Charter School Operation, 2000-01

Years of Operation	CS ≥ 75% At-Risk		CS < 75% At-Risk		Total Campuses	
	n	%	*n*	%	*N*	%
Four or more	7	10.4	13	9.8	20	10.0
Three	22	32.8	29	21.8	51	25.5
Two	25	37.3	70	52.6	95	47.5
One	13	19.4	21	15.8	34	17.0
Total[a]	67	33.5	133	66.5	200	100.0

Source. Texas Education Agency and 2001 AEIS reports.
[a] Total percent based on 200 charter school campuses.

School Origination—Start-Up Versus Conversion

Table II.4 presents an analysis of 199 charter school campuses[3] that were affiliated with charter schools originating as either a "start-up" or "conversion" school. A start-up school is one that is newly formed—that is, there was no preexisting school, so a school plan was developed for the charter school application. A start-up school, however, may have an experienced administration and staff even though the school structure itself did not exist prior to receiving the charter. In contrast, a conversion school existed as some type of school before becoming a charter school. For example, a private school may have become a public charter school or a campus charter school may have "converted" to an open-enrollment charter school. Existing staff and administration may or may not remain in place, but there is a degree of stability and continuity in the educational approach.

Table II.4
Charter School Campuses by School Type, Origination, and Duration, 2000-01

Years of Operation	CS ≥ 75% At-Risk		CS < 75% At-Risk		Total Campuses[a]	
	n	%	*n*	%	*N*	%
Start-up Charter Schools						
Four or more	5	8.1	8	7.6	13	7.8
Three	20	32.3	20	19.0	40	20.1
Two	24	38.7	61	58.1	85	42.7
One	13	21.0	16	15.2	26	15.6
Total[b]	62	37.1	105	62.9	167	83.9
Conversion Charter Schools						
Four or more	2	50.0	5	17.9	7	21.9
Three	2	50.0	9	32.1	11	34.4
Two	0	--	9	32.1	9	28.1
One	0	--	5	17.9	5	15.6
Total[c]	4	12.5	28	87.5	32	16.1

Source. Texas Education Agency and 2001 AEIS reports.
[a] School origination data not available for one charter school; total percent based on 199 campuses. [b] Total percent based on 167 campuses. [c] Total percent based on 32 campuses.

[3] School origination data were not available for one charter school at the time of the analysis.

As Table II.4 shows, the majority of charter school campuses (167 or 84 percent) are classified by the Texas Education Agency (TEA) as being affiliated with start-up charter schools. Of the 32 campuses affiliated with conversion charter schools, the vast majority serve less than 75 percent at-risk students. The percentage of campuses associated with start-up or conversion charter schools varies considerably by years of operation.

Student Demographics

Table II.5 summarizes student demographic information for 200 charter schools (derived from individual student-level data). Major differences in student racial/ethnic group categories exist between charter schools and the state average. African American students make up about 40 percent of Texas charter schools' student population, whereas this group constitutes less than 15 percent of students in Texas public schools overall. The percentage of Hispanic students in charter schools is consistent with the state average, but the percentage of White students (20 percent) is about half the state average (42 percent). The percentage of economically disadvantaged students in charter schools (54 percent) is similar to the state average (49 percent). On the other hand, the percentages of students receiving special education services (fewer than eight percent) or classified as limited-English proficient (four percent) are considerably lower in charter schools than percentages of students receiving such services statewide (12 percent and 14 percent, respectively).

Table II.5
Student Demographic Information, 2000-01

Student Group	Charter Schools		State Average	Difference
	N Students	Percent		
African American	15,301	40.7%	14.4%	+26.3%
Hispanic	14,039	37.3%	40.6%	-3.3%
White	7,690	20.4%	42.0%	-21.6%
Other	606	1.6%	3.0%	-1.4%
Economically disadvantaged	20,388	54.2%	49.3%	+4.9%
Special education	2,947	7.8%	11.9%	-4.1%
Limited-English proficient	1,476	3.9%	14.1%	-10.2%

Source. 2001 individual student data from PEIMS.

Student Characteristics by School Type

Table II.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 at-risk students. The predominance of minority students in charter schools persists when charter schools are disaggregated by school type—not surprisingly, charter schools serving 75 percent or more at-risk students had strikingly higher percentages of economically disadvantaged students (92 percent) compared to those serving less disadvantaged students (37 percent). In addition, charter schools enrolling primarily at-risk students enroll fewer White students (7 percent) than those enrolling less at-risk students (27 percent).

Table II.6
Student Demographic Information by School Type, 2000-01

Race/Ethnicity	Traditional Public Schools[a]	All Charter Schools	CS ≥ 75% At-Risk	CS < 75% At-Risk
African American	14.4%	40.7%	40.3%	40.8%
Hispanic	40.6%	37.3%	51.6%	30.7%
White	42.0%	20.4%	7.3%	26.5%
Other	3.0%	1.6%	0.8%	2.0%
Economically disadvantaged	49.3%	54.2%	91.9%	36.7%
Special education	11.9%	7.8%	8.7%	7.4%
Limited-English proficient	14.1%	3.9%	6.3%	2.8%
Number of students	4,021,641	37,636	11,908	25,728

Source. Analysis of 2001 individual student data from PEIMS.
[a] *TEA 2001 Snapshot*.

Student Characteristics by Years of Charter School Operation

Table II.7 contrasts student demographic information by years of charter school operation. Percentages of White students increase slightly as years of operation decrease, whereas the percentages of African American students and Hispanic students differ greatly by years of operation. Well-established charter schools (four or more years) have high percentages of Hispanic students (52 percent), but percentages decline substantially in newer charter schools. In contrast, newer charter schools have increasing percentages of African American students. The percentage of economically disadvantaged students and special education students is consistent across years of charter school operation, but the percentage of limited-English proficient students is considerably larger for established schools (four or more years). The average school size increases for schools with more experience, with new schools (one year) about half the size of established schools (four or more years).

Table II.7
Student Demographic Information by Years of Charter School Operation, 2000-01

Student Group	Number of Years Charter School in Operation			
	Four or more	Three	Two	One
African American	26.0%	47.9%	41.9%	32.5%
Hispanic	52.3%	31.7%	35.7%	41.2%
White	18.3%	18.9%	21.2%	24.8%
Other	3.5%	1.5%	1.1%	1.5%
Economically disadv.	54.1%	57.9%	51.2%	54.9%
Special education	6.2%	7.6%	8.4%	8.6%
Limited-English profic.	11.9%	2.6%	2.5%	3.4%
Average school size	261	239	171	120
Number of students	5,220	12,201	16,244	3,971

Source. Analysis of 2001 individual student data from PEIMS.

Student Characteristics Over Time

Table II.8, which summarizes data from the first- through fifth-year evaluation reports, shows that over time, charter schools have enrolled increasing percentages of African American students and declining percentages of Hispanic students, while percentages of White students have remained stable. Compared to traditional public schools, African American students have been consistently over-represented in charter schools. Hispanic students, which were initially over-represented in charter schools, are slightly under-represented in the fifth-year 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). Finally, the percentages of White students in charter schools are consistently lower than traditional public schools. Furthermore, White students are more heavily concentrated in charter schools primarily serving less at-risk students. In sum, evidence of ethnic and socioeconomic stratification in charter schools shows that White charter school students tend to enroll in schools that serve less at-risk and higher socioeconomic students, and Hispanic charter school students tend to do the opposite.

Table II.8
Student Demographic Information, 1996-2001 (Percent)

	African American		Hispanic		White		Economically Disadvantaged	
	Charter	State	Charter	State	Charter	State	Charter	State
1996-97	27	14	52	37	20	46	51	48
1997-98	29	14	45	38	24	45	36	49
1998-99	34	14	43	38	22	45	53	49
1999-00	39	14	38	40	22	42	52	49
2000-01	41	14	37	41	20	42	54	49

Source. Analysis of 2001 individual student data from PEIMS. Open-enrollment charter schools evaluation reports, years one to four (see references).

Certainly, charter schools continue to evolve. Although there has been considerable growth in the number of campuses (which reached 200 in the 2000-01 school year) and students served (37,636 in 2001), these numbers pale in comparison to the more than 6,000 regular campuses in Texas and the four million-plus students they serve.

Staff Information

Table II.9 shows staff data for charter schools and traditional public schools. For charter schools, 12 percent of staff are administrators, compared to about 3 percent statewide. For this analysis, both central and campus administration are combined to more closely approximate the reality of charter schools (which often function as both district and campus). However, some charter schools are expanding operations so that one district number is now associated with multiple campuses. This situation illustrates the difficulty of making straightforward comparisons not only between charter schools and the state, but also among charter schools themselves. 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.

Table II.9
Charter School Staff Characteristics, 2000-01

	Charter Schools				Texas Public Schools
	N	CS ≥ 75%	CS <75%	All CS	
% School administration[a]	132	10.5%	12.9%	12.1%	3.4%
Average administrator salary	132	$43,124	$44,018	$43,727	$58,081
Average teacher salary	192	$28,027	$28,067	$28,054	$38,361
Average staff FTE	196	12.2	14.3	14.0	--
Average teacher FTE	194	10.3	10.5	10.4	--
% Teachers	194	75.3%	71.4%	72.7%	50.8%
Students per teacher	181	16.1	20.9	19.3	14.8

Source: 2001 TEA AEIS reports.
[a] Includes both central and campus administrators

For both administrators and teachers, average salaries are lower in charter schools than statewide. Part of the difference in teacher salaries may be accounted for by charter school teachers' relative inexperience. As Table II.10 illustrates, the percentage of beginning teachers in charter schools is much higher than the state average (21 percent versus 8 percent). On average, charter school teachers have about half as many years experience as teachers statewide (5 versus 12 years).

Table II.10
Charter School Teacher Characteristics, 2000-01

	Charter Schools				Texas Public Schools
	N	CS ≥ 75%	CS < 75%	All CS	
% Minority teachers	196	74.2%	49.5%	57.7%	26.8%
% African American	196	44.3%	31.1%	35.5%	8.8%
% Hispanic	196	27.4%	15.5%	19.5%	17.1%
% White	196	25.8%	50.5%	42.3%	73.2%
Teacher average years of experience	193	4.7	5.1	5.0	11.9
Teacher tenure in years	193	0.9	0.8	0.9	7.9
% Beginning teachers	196	22.1%	20.4%	21.0%	7.8%
% 1-5 years experience	196	52.5%	47.0%	48.8%	27.4%
% 6-10 years experience	115	20.9%	23.8%	23.0%	18.1%
% 11-20 years experience	196	9.3%	12.5%	11.4%	25.3%
% More than 20 years experience	196	3.9%	4.5%	4.3%	21.4%
% Teachers with no degree	200	8.6%	14.4%	12.5%	1.3%
% Teachers with advanced degrees[a]	158	9.1%	17.5%	14.9%	23.9%
Teacher annual turnover rate[a]	158	48.8%	44.5%	45.8%	16.0%

Source. 2001 TEA AEIS reports.
[a] Measured at the district level.

Charter school teacher tenure, a measure of how much time the teacher has been employed in the district, is necessarily low, given the relative newness of most charter schools. The turnover rate for teachers in charter schools—46 percent—is much higher in 2000-01 than the state average (16 percent) but 3 percent less than charter schools in 1999-00 (49 percent).

Staff Information by Years of Charter School Operation

As Table II.11 shows, some variations in staffing patterns are evident across years of operation. The average administrative staff percentage is much smaller in more established schools, and these schools average more FTE teachers and staff. Average administrator salary is highest for well-established schools (four or more years) and declines as years of operation decrease. The teacher salary pattern is similar, except schools operating only one year had the highest teacher salary.

Table II.11
Charter School Staff Characteristics by Years of Charter School Operation, 2000-01

	Years of Charter School Operation			
	Four or more	**Three**	**Two**	**One**
% School administration	7.9%	8.5%	13.9%	17.9%
Average administrator salary	$47,910	$47,672	$41,262	$39,756
Average teacher salary	$30,253	$28,378	$26,616	$30,353
Average staff FTE	21.0	19.6	11.7	7.9
Total teacher FTE	15.5	14.8	8.6	5.8
% Teachers	73.0%	75.3%	71.5%	70.9%
Students per teacher	18.4	18.0	20.2	20.5

Source. 2001 TEA AEIS reports.
[a] *Includes both central and campus administrators*

Table II.12 presents teacher characteristics by duration of charter school operation. In general, the percentage of minority teachers declines by years of charter school operation. For teacher experience, however, there was little difference in average years experience by years of operation. Understandably, teacher tenure is, almost by definition, higher for established schools. However, with the high turnover rate for charter school teachers, tenure is quite low compared to the state average. The teacher turnover rate is lower in more established schools (four or more years), perhaps reflecting more stable organizational structures and more experience in hiring teachers well matched to the requirements and expectations of charter schools. Still, even for schools in operation four or more years, the turnover rate (44 percent) is almost three times the state average (16 percent). Overall, in terms of organizational efficiencies, data shown in Tables II.11 and II.12 indicate a trend toward charter schools "maturing" over time.

Table II.12
Charter School Teacher Characteristics by Years of Charter School Operation, 2000-01

	Years of Charter School Operation			
	Four or more	**Three**	**Two**	**One**
% Minority teachers	62.1%	59.8%	57.4%	51.5%
% African American	29.5%	37.7%	37.7%	27.2%
% Hispanic	31.7%	21.1%	16.8%	18.0%
% White	37.9%	40.2%	42.6%	48.6%
Teacher average yrs experience	5.2	5.5	4.9	5.9
Teacher tenure in years	1.5	1.3	0.8	n/a
% Beginning teachers	15.8%	23.0%	19.5%	25.5%
% Less than 5 yrs experience	57.9%	45.2%	51.9%	42.2%
% 6-10 yrs experience	17.7%	22.9%	22.9%	27.4%
% 11-20 yrs experience	8.3%	9.7%	12.1%	14.4%
% More than 20 yrs experience	4.0%	5.5%	3.8%	4.1%
% Teachers w/ advanced degree	19.7%	18.6%	12.3%	11.8%
Teacher annual turnover rate	43.8%	53.2%	60.1%	n/a

Source. 2001 TEA AEIS reports.
[a] Measured at the district level.

Summary

Since the first 17 charter schools opened in Texas in the 1996-97 school year, the number of charter schools has climbed steadily. By 2000-01, the number of charter schools in operation reached 160. Concurrently, across the five-year period, student enrollment increased from 2,498 to 37,696. Of the 200 charter school campuses operating in 2000-01, 67 (one-third) served 75 percent or more at risk students, while 133 (two-thirds) served less than 75 percent at-risk students. Most charter schools, and consequently charter campuses, have existed for a brief time. Only 10 percent of campuses (20) are affiliated with charter schools operating four or more years. The majority of campuses (167 or 84 percent) are associated with start-up rather than conversion charter schools.

Texas charter schools serve larger proportions of low-income and minority students than public schools statewide. Within public school districts, less than 15 percent of students are African American, whereas this group comprises over 40 percent of the charter school student population. The percentage of Hispanic students in charter schools (37 percent) is consistent with the state average, and the percentage of White students (20 percent) is about half the state average. Overall, charter schools report about eight percent of students in special education and four percent as limited-English proficient. These percentages are lower than the overall state percentages of students in these groups. Charter schools serving primarily at-risk students have higher percentages of minority and economically disadvantaged students than traditional public schools.

Well-established charter schools (four or more years) have high percentages of Hispanic students, but percentages decline substantially in newer schools. In contrast, newer schools have increasing percentages of African American students. Overall, racial and ethnic distributions

have remained relatively stable across time. 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 less at-risk students, and Hispanic charter school students tend to do the opposite.

About 12 percent of charter school staff are administrators, compared to about 3 percent statewide. For both 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 much higher percentage of beginning teachers (39 percent versus 8 percent) and teachers have about half as many years experience as teachers statewide (5 versus 12 years). The teacher turnover rate in charter schools (46 percent) is considerably higher than the state average (16 percent).

Administrator salary is highest for well-established charter schools (four or more years) and declines as years of operation decrease. The teacher salary pattern is similar, except schools operating only one year had the highest teacher salary. The teacher turnover rate (44 percent) is lower in more established schools. Overall, organizational data indicate a trend toward charter schools "maturing" over time.

Chapter III: Charter School Revenues and Expenditures

Carrie Ausbrooks, University of North Texas

Revenue and expenditures are critical indicators of the success and sustainability of charter schools. One study notes that information on how funds are generated, how resources are defined, and how funds are expended for students is critical in evaluating how funds follow students to charter schools.[4] In recognition of this importance, Texas statute (Texas Education Code (TEC) § 12.118 (c)(1)) requires that the evaluation of open-enrollment charter schools include an evaluation of "the costs of instruction, administration, and transportation incurred by open-enrollment charter schools."

This section describes revenue and expenditures of charter schools based on an analysis of data reported by the Texas Education Agency (TEA). Evaluators obtained data for Texas public schools in the aggregate and for charter schools for the 2000-01 school year from TEA's Public Education Information Management System (PEIMS) actual financial data reports.[5] Statewide data include charter schools, as PEIMS data reports of actual financial data excluding charters were not available at the time of this report. Data for traditional public schools and charter schools for 1999-00 were obtained from the TEA Financial Data Mart Reports of PEIMS actual financial data and standard PEIMS actual financial data reports.[6] TEA's Financial Data Mart Reports were the source of data for the 1998-99 school year.

Differences in some computed totals and other published figures are due to calculations on amounts that have been rounded or averaged. Computations involving actual expenditures by function and object are computed totals and may differ from aggregated state totals due to rounding. In addition, in some instances, data reporting for charter schools presents anomalies and outliers that affect averages and percentages. In order to address this data quality issue, obvious outliers were removed before per-pupil calculations were completed and are not included in the analyses.

This section contains revenue and expenditures for the 153 charter schools with available financial data reports. As with other sections of the report, charter schools are classified into one of two categories: charter schools serving primarily at-risk students and those serving less than 75 percent at-risk students. Of the 153 charter schools discussed in this section, 50 are classified as serving 75 percent or more at-risk students, and 109 serve less at-risk students. Where practical, comparisons are made between the two categories of charter schools, as well as between Texas public schools in the aggregate and charter schools. Longitudinal comparisons will also be made for the past three years of operation (1998-99, 1999-00 and 2000-01).

[4] Nelson, F.H., Muir, E., and Drown, R. (December 2000). Venturesome capital: State charter school finance systems. Washington, DC: U.S. Department of Education.
[5] http://www.tea.state.tx.us/adhocrpt/
[6] http://ritter.tea.state.tx.us and http://www.tea.state.tx.us/adhocrpts/

Revenue Sources

Funding for public education in Texas comes from three primary sources: local, state, and federal. Table III.1 compares sources of revenue for public schools with those of charter schools statewide for 2000-01. Local funding is derived from taxes on district property values. State funding is based on a finance system defined in state statute (TEC Chapter 42, Subchapter E). Charter schools receive tier one and tier two state funding for each student in average daily attendance (ADA) as if they were school districts without tier one local share or local revenue.[7] Tier one funding is based on what the students' funding allotment would have been in the traditional public school district where they live.[8] For tier two, charter schools receive per-pupil funding based on the county average tier-two tax effort. This approach avoids the disparities that would occur because of different property tax rates in individual school districts. Foundation program allotments per pupil are higher if a student is eligible for career and technology education, bilingual education, compensatory education, gifted and talented education, or special education. Like traditional public schools, charter schools must offer free or reduced price lunches if students are served by a compensatory education 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, the majority of which supplement existing programs. Charter schools are also entitled to receive state funding in the form of grants or other discretionary funding unless prohibited by state statute (TEC § 12.106).

Table III.1
Comparison of Revenue Sources for Charter Schools and Public Schools Statewide for 2000-01 (Percent)

Revenue Source	Charter Schools (N=153)	Public Schools Statewide
Local (property tax)	0.0	48.1
Local (other and intermediate)[a]	9.9	4.0
State	87.6	46.6
Federal	2.4	1.4

Source. Texas Education Agency Standard PEIMS Data Reports at http://www.tea.state.tx.us/adhocrpts/.
Note. Statewide data include charter schools. PEIMS data reports of actual financial data excluding charter schools were not available at the time of this report.
[a] Charter school funding from other and intermediate sources comes primarily from grants and donations.

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)). Most of their total funding (88 percent) is derived from state revenue, compared to only 47 percent for public school statewide. The comparison of the per-pupil revenue for charter and traditional public schools in Table III.2 shows the importance of state funding for charter schools. The total per pupil revenue for individual charter schools ranged from no reported revenue to $36,134, with

[7] The funding formula for charter schools was changed with HB 6; however, these changes were not in effect during the 2000-01 school year described in this report. To determine charter school funding prior to HB 6, adjustments and the district enrichment tax rate are based on the average adjustment and average district enrichment tax rate for the state (Texas Education Code § 12.106).
[8] Basic allotment adjustments for cost of education index and enrollment size are based on county averages.

the average being $5,617. The total revenue for all charter schools was $197,554,516. During the 2000-01 school year, charter schools' per-pupil revenue from state funds, federal funding, and other local and intermediate funding was almost twice that for public schools statewide. However, public schools received considerable revenue ($2,835 on average) from local taxes.

Table III.2
Average Per-Pupil Revenue for Charter Schools and Public Schools Statewide for 2000-01

Revenue Source	CS ≥ 75% (*n*=49)	CS < 75% (*n*=104)	All CS (*N*=153)	Public Schools Statewide
Local tax	$0	$0	$0	$2,835
Other (local and intermediate)[a]	$1,056	$156	$558	$235
State	$5,401	$6,108	$4,922	$2,745
Federal	$118	$5	$137	$80
Total revenue (per-pupil)	$6,575	$6,269	$5,617	$5,894

Source. Texas Education Agency Standard PEIMS Data Reports.
Note. Amounts are rounded to the nearest dollar. Statewide data include charter schools. PEIMS data reports of actual financial data excluding charter schools were not available at the time of this report.
[a] Charter school funding from other and intermediate sources comes primarily from grants and donations.

Although the total per-pupil revenue for the two classifications of charter schools is comparable, there are striking differences in the sources of revenue. Charter schools serving primarily at-risk students receive almost seven times more other local and intermediate funds than those serving less at-risk students. These schools also receive significantly more federal funding compared to charter schools serving less than 75 percent at-risk students. In contrast, schools serving less at-risk students receive more state funding.

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 III.3, are for instruction (48 percent), general administration (18 percent), plant maintenance and operation (13 percent), and school leadership (11 percent). These expenditures include all activities that directly relate to the interaction between teachers and students, the amount spent on charter school management/governance, and funds designated for maintaining and operating the charter school facility. Public schools statewide also expend the greatest percentage of their budgets for instruction (60 percent) and plant maintenance and operation (12 percent). The per-pupil total operating expenditures for charter schools was $5,375 compared with $5,617 for public schools statewide. Overall, charter schools spent more per pupil than public schools statewide on school leadership, food service, general administration, and plant maintenance and operation. Most

charter schools are smaller than traditional public schools and school districts, which may account for the greater administrative and plant costs due to the absence of central infrastructure coupled with an inability to take advantage of economies of scale.

Table III.3
Per-Pupil Function Expenditures for Charter Schools and Public Schools Statewide for 2000-01

Expenditure Category	CS ≥ 75% (*n*=49)	CS < 75% (*n*=104)	All CS (*N*=153)	Public Schools Statewide
Instruction (11)	$2,692	$2,505	$2,565	$3,361
Instructional res/media (12)	$16	$23	$21	$105
Curriculum/staff devel (13)	$76	$61	$66	$65
Instructional leadership (21)	$72	$37	$48	$79
School leadership (23)	$488	$654	$601	$351
Guidance counseling svcs (31)	$137	$99	$111	$191
Social work services (32)	$13	$4	$7	$13
Health services (33)	$25	$13	$17	$57
Transportation (34)	$139	$64	$88	$167
Food (35)	$151	$33	$71	$41
Co-curricular (36)	$65	$26	$38	$150
General administration (41)	$848	$982	$939	$230
Plant maint/operation (51)	$725	$703	$710	$673
Security/monitoring (52)	$41	$25	$30	$37
Data processing svcs (53)	$61	$63	$63	$67
Intergovernmental charge (90)	--	--	--	$31
Total average expenditures	$5,550	$5,292	$5,375	$5,617

Source. Texas Education Agency Standard PEIMS Data Reports of actual financial data.
Note. To address data quality issues, obvious outliers were removed. These omissions and rounding result in totals differing from TEA reported statistics. Amounts are rounded to the nearest dollar.

In almost all expenditure categories, charter schools serving primarily at-risk students have higher per-pupil expenditures; however, charter schools serving less at-risk students spend more on general administration, school leadership, data processing, and instructional resources and media. Overall, charter schools serving primarily at-risk students expend more per student ($5,550) compared to charter schools serving less at-risk students ($5,292).

Expenditures by Object

Object expenditures include payroll, professional and contracted services, supplies and materials, other operating expenses, and debt services. Table III.4 presents object expenditure data for 2000-01.

Table III.4
Per-Pupil Object Expenditures for Charter Schools and Public Schools Statewide, 2000-01

Expenditure Object	CS ≥ 75% (*n*=49)	CS < 75% (*n*=104)	All CS (*N*=153)	Public Schools Statewide
Payroll	$3,431	$3,260	$3,315	$4,712
Other operating	$2,139	$2,038	$2,071	$926
Debt service	$75	$38	$50	$44
Capital outlay	$27	$10	$15	$157
Total object expenditures	$5,672	$5,347	$5,451	$5,840

Source. Texas Education Agency Standard PEIMS Data Reports of actual financial data.
Note. To address data quality issues, obvious outliers were removed. These omissions and rounding result in totals differing from TEA reported statistics. Amounts are rounded to the nearest dollar.

Although total per-pupil object expenditures are comparable for charter schools ($5,451) and public schools statewide ($5,840), charter schools spent more than twice on other operating expenditures which include student support services, student transportation, food services, co-curricular/extracurricular activities, and curriculum and staff development. In contrast, public schools statewide expend significantly more for payroll and capital outlay than charter schools. When object expenditures for charter schools are compared by category, charter schools serving primarily at-risk student populations spend almost twice as much on debt service and capital outlay as charter schools serving less at-risk students.

Expenditures by Program

Instructional expenditures are a sub-set of operating expenditures and are categorized by program. Table III.5 presents 2000-01 per-pupil program expenditures for charter school and public schools statewide. Charter schools spend more for regular education ($3,009) than the state's public schools in the aggregate ($2,867). However, in all other program categories, public schools statewide expend significantly more per pupil than charter schools, and overall, public schools statewide have higher total program expenditures per student ($4,354) compared to charter schools ($3,602). Although program expenditures for charter schools serving varying percentages of at-risk students are similar, charter schools serving 75 percent or more at-risk students expend more for accelerated education, career and technology, and bilingual education.

Table III.5
Per-Pupil Program Expenditures for Charter Schools and Public Schools Statewide for 2000-01

Program Expenditure Category	CS ≥ 75% (*n*=49)	CS < 75% (*n*=104)	All CS (*N*=153)	Public Schools Statewide
Regular	$3,069	$2,981	$3,009	$2,867
Gifted and talented	$0	$8	$6	$78
Career and technology	$129	$65	$86	$176
Students with disabilities	$390	$376	$381	$632
Accelerated education	$189	$61	$102	$316
Bilingual	$24	$9	$14	$176
Athletics/related activities	$3	$6	$5	$108
Total expenditures per pupil	$3,805	$3,507	$3,602	$4,354

Source. Texas Education Agency Standard PEIMS Data Reports of actual financial data.
Note. To address data quality issues, obvious outliers were removed. These omissions and rounding result in totals differing from TEA reported statistics. Amounts are rounded to the nearest dollar.

Charter School Expenditures Over Time

This section discusses changes in charter school revenues and expenditures over the past five years. PEIMS and financial data for charter schools were not reported separately from other Texas public schools and districts until the 1998-99 school year. Furthermore, changes in charter school categories across the years, specifically with regard to at-risk designation, render comparisons by charter school category moot. In addition, some data presented in this report may not exactly correspond with that for previous reports, and some data may not be comparable. Therefore, only aggregate charter school actual financial data for the last three years (1998-00, 1999-00 and 2000-01) are included in the longitudinal data comparisons for this section.

Revenue and Revenue Sources

There has not been much change over time in the sources of charter school funding. Table III.6 shows a comparison of charter school revenue for the three-year period.

Table III.6
Comparison of Charter School Revenue for 1998-99, 1999-00, and 2000-01 (Percent)

Revenue Source	1998-99	1999-00	2000-01
Local (property tax)	0.0	0.0	0.0
Local (other and intermediate)	4.9	5.4	9.9
State	92.1	93.8	87.6
Federal	2.7	0.8	2.4

Source. TEA Standard PEIMS Data Reports of actual financial data.
Note. Percentages are rounded to the nearest tenth.

Over the past three years, the state has remained the greatest funding resource for charter schools. Interestingly, while the percentage of state funding increased from 1998-99 to 1999-00, it decreased sharply in 2000-01. The percentage of local (other and intermediate) revenue that charter schools receive has increased over the three-year period. For all three years, charter schools received the least amount of overall revenue from federal sources. Although the percentage of federal revenue decreased in 1999-00, it increased by almost the same amount in 2000-01.

Expenditures by Function

Charter school expenditures for instruction have remained constant for the three-year period, and it remains the function for which the greatest percentage of budget funds are expended. Table III.7 shows a comparison of the charter school per-pupil expenditures by function for the 1998-99, 1999-00 and 2000-01 school years.

Table III. 7
Comparison of Charter School Per-Pupil Expenditures by Function for 1998-99, 1999-00, and 2000-01

Expenditure Category	1998-99 (*N*=58)	1999-00 (*N*=133)	2000-01 (*N*=153)
Instruction (11)	$2,445	$2,657	$2,565
Instructional res media (12)	$41	$22	$21
Curriculum/staff devel (13)	$86	$110	$66
Instructional leadership (21)	$53	$65	$48
School leadership (23)	$381	522	$601
Guidance counseling svcs (31)	$100	$88	$111
Social work services (32)	$13	$9	$7
Health services (33)	$21	$22	$17
Transportation (34)	$28	$44	$88
Food (35)	$78	$73	$71
Co-curricular (36)	$21	$21	$38
General administration (41)	$652	$789	$939
Plant maintenance/operation (51)	$613	$700	$710
Security/monitoring (52)	$26	$39	$30
Data processing svcs (53)	$61	$69	$63
Intergovernmental charge (90)	--	--	$0
Total average expenditures	$4,627	$5,291	$5,375

Source. TEA Standard PEIMS Data Reports of actual financial data; *Snapshot 2000*.
Note. To address data quality issues, obvious outliers were removed. These omissions and rounding result in totals differing from TEA reported statistics. Amounts are rounded to the nearest dollar.

Less was spent in the 1999-00 and 2000-01 school years for instructional resources than in the 1998-99 school year, where expenditures for that function were nearly double that for the subsequent years. Less was spent in the 2000-01 school year for professional development than in either of the two previous years. Expenditures for food service, co-curricular activities, and data processing remained relatively constant over the three-year period. Increasingly greater expenditures were made for general administration since 1998-99. Expenditures for plant

maintenance and operation for 1999-00 and 2000-01 were similar, and both were less than in the previous year. Charter schools are spending more and more student transportation, and the amount expended has nearly doubled every year. Spending has declined in social services and health services. Expenditures for guidance in the 2000-01 are comparable to the 1998-99 school year, both of which are greater than the 1999-00 expenditures for this function. Expenditures for school leadership have continued to increase over the three-year period.

Expenditures by Object

Table III.8. displays a comparison of charter school per-pupil expenditures by object for the last three years.

Table III.8
Comparison of Charter School Per-Pupil Object Expenditures for 1998-99, 1999-00, and 2000-01

Expenditure Object	1998-99 (*N*=58)	1999-00 (*N*=133)	2000-01 (*N*=153)
Payroll	$3,070	$3,231	$3,315
Other operating	$210	$244	$2,071
Debt service	$53	$29	$50
Capital outlay	--	--	$15
Total object expenditures	$4,626	$5,292	$5,451

Source. Texas Education Agency Standard PEIMS Data Reports of actual financial data.
Note. To address data quality issues, obvious outliers were removed. These omissions and rounding result in totals differing from TEA reported statistics. Amounts are rounded to the nearest dollar.

Payroll has consistently remained the greatest object expenditure for charter schools across the three-year period, while debt service has fluctuated during alternate years. The expenditure in this area was approximately the same during the 1998-99 and 2000-01 years, but it dropped significantly in the 1999-00 school year. It is noteworthy that charter school expenditures for other operating expenses in 2000-01 have substantially increased from the levels of the earlier two years. Other operating expenditures include instructional resources and media services (function 12); curriculum and staff development (function 13); and student support services, which comprise guidance, counseling and evaluation services (function 31), social work services (function 32), health services (function 33), student transportation (function 34), food services (function 35), and co-curricular and extra-curricular activities (function 36). A review of charter school function expenditures over the three-year period (Table III.7) reveals that the only area in which there was significant increase in expenditures was in student transportation. Costs for this function have nearly doubled each year since 1998-99. Expenditures also increased for guidance and co-and extra-curricular activities, although not as significantly. Nevertheless, all increases in function expenditures occurred in student support services.

No clear expenditure patterns emerge with regard to the type of charter schools that spend more for other operating expenses, except that in the 1998-99 school year, all charter schools with high expenditures for other operating expenses served primarily at-risk student populations. In 2000-01, however, the majority of schools with high expenditures in this area served student populations comprising less than 75 percent at-risk students. Only two of seven charter schools

with expenditures significantly higher than all other charters served primarily at-risk student populations during this time period, and three with high other operating expenditures served adjudicated youth or similar populations. Only one charter school has maintained high expenditures in this area over the three-year period, while two charters have had high other operating expenditures for two of the three years. Although no clear pattern emerged as to why other operating expenditures increased so dramatically among charter schools in the aggregate, it appears that increases in student enrollment likely increased the need for student services, thus increasing other operating expenditures.

Summary

Texas open-enrollment charter schools continue to receive the overwhelming majority of their funding from the state, although the percentage of charter schools' state revenue receive decreased in 2000-01. Overall, federal and other local and intermediate funds have consistently been the source from which charter schools receive the least amount of funding over the years; however, the revenue in these areas increased during 2000-01. Charter schools serving primarily at-risk students receive slightly more total revenue per pupil than charter schools serving less at-risk student populations, and these schools receive significantly more revenue from federal and other local and intermediate sources. Absent the authority to impose local taxes, all charter schools continue to receive no local tax funding.

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 most striking contrast between charter schools serving primarily at-risk students and those serving less at-risk students is that the former spend more for counseling, social work, health, transportation, and food services, as well as co-curricular activities and security. Charter schools serving less than 75 percent at-risk students spend more for school leadership, instructional resources and general administration. 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 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. However, charter schools serving primarily at-risk students spend much more for debt service and capital outlay than charter schools serving less at-risk students. In 2000-01, per-pupil operating expenditures for other operating expenditures increased dramatically for charter schools. This is likely due to increased student enrollment resulting in a greater need for student support services, particularly in function areas with rising expenditures, such as student transportation, counseling, and co- and extra-curricular activities.

Chapter IV: Charter School Director Survey

Delbert Taebel & Theresa Daniel, University of Texas at Arlington

This section is based on a survey of charter school directors, generally defined as the chief operating officers of the schools. Directors usually perform the combined duties of superintendents and principals by implementing policies developed by governing boards and by exercising direct control over the schools.

The evaluation team developed a questionnaire and mailed a copy to the director of each of the 160 charter schools that were in operation in August or September 2000. The questionnaire appears in Appendix C. In total, 120 directors returned the survey, for a response rate of 75 percent of these, 12 schools began operation in 1996, one in 1997, 40 in 1998, 55 in 1999, and 12 in 2000.

In this chapter, three types of comparisons are provided. First, charter schools are divided into two groups—charter schools serving 75 percent or more at-risk students and those serving less at-risk students. Of the 120 responding schools, 34 (28 percent) served primarily at-risk students The schools were also grouped by start-up date: 108 schools served students before the 2000-01 school year ("experienced" charter schools), and 12 began operation in 2000-01 ("new" charter schools). Comparisons are also made over time, contrasting current results with those of prior years.

The questionnaire and this chapter are divided into the following five sections:

- Reasons for founding charter schools and challenges in opening and operating the schools (completed by only new charter schools);
- Challenges of operating charter schools (completed by only experienced charter schools);
- Governance and support from businesses and the community;
- School personnel, curriculum, and the directors' views on the relationship of the charter schools with traditional public school districts; and
- Parents and students.

Reasons for Founding Schools and Opening Challenges for All First-Year Schools

Twelve charter schools began operation in the 2000-01 school year. Of these, an individual provided the impetus for three, while a group initiated nine. For the past three years, the impetus for founding charter schools has been increasingly more likely to be by groups than by individuals. In 1999-00, the impetus for developing about 40 percent of new schools was by an individual, and 60 percent through the efforts of a group. This is slightly different from the response from 1998-99 which was evenly split and 1997-98 when 53 percent reported schools founding impetus by an individual.

Table IV.1 presents the reasons for founding charter schools for all first-year schools, with higher averages indicating greater importance As in years past and regardless of the type of student population served, the most important reasons for founding charter schools were to realize an educational vision and to serve a special student population. Some differences in

reasons did emerge between schools serving varying percentages of at-risk students. Charter schools serving less at-risk students want to gain autonomy to develop nontraditional community relations, while charter schools serving primarily at-risk students focus on gaining autonomy in educational programming, in fiscal management, from the local school district, and in personnel matters.

Table IV.1
Reasons for Founding Charter Schools (Means)*

Reasons for Founding Charter School	CS ≥ 75% (*n*=4)	CS < 75% (*n*=8)	All CS (*N*= 12)
Realize an educational vision	3.0	2.8	2.8
Serve a special student population	2.7	2.7	2.7
Gain autonomy to develop non-traditional community relationships	2.0	2.6	2.4
Gain autonomy in educational programming	2.5	2.1	2.3
Involve parents	2.3	2.1	2.2
Gain autonomy in fiscal management	2.5	1.9	2.1
Attract more students	2.0	2.1	2.1
Gain autonomy from local school district	2.5	1.7	2.0
Gain autonomy from state laws and regs	2.0	1.9	1.9
Gain autonomy in personnel matters	2.5	1.6	1.9
Seek public funding	1.3	1.9	1.6
Seek grants	1.0	2.0	1.6

Note. Only charter schools that began operation in 2000-01 answered this question.
* 1 = limited or no importance, 2 = secondary importance, 3 = primary importance

The director survey also explored the obstacles in establishing charter schools. Table IV.2 displays directors' responses to questions about the challenges of opening new charter schools. Lack of start up funds remains the primary challenge in opening charter schools, followed by inadequate facilities. Both obstacles were slightly more problematic for schools opening in 2000-01 compared to those that began operation in 1999-00. Overall, most challenges have become less of a barrier over time.

Differences also emerged between schools serving 75 percent ore more at-risk students and those serving less students at-risk. Schools serving primarily at-risk students had more difficulty with adequate startup funds, teacher association resistance and community opposition, while schools serving less at-risk students experienced greater difficulties with almost all other obstacles identified in the survey.

Table IV.2
Challenges of Opening Charter Schools (Means)[a]

Challenges Opening Charter Schools	CS ≥ 75% (*n*=4)	CS < 75% (*n*=8)	CS 2000-01 (*N*=12)	CS 1999-00 (*N*=70)
Lack of startup funds	3.0	2.5	2.7	2.6
Inadequate facilities	2.3	2.6	2.5	1.8
Inadequate operating funds	2.3	2.3	2.3	2.3
Lack of planning time	1.6	2.1	2.0	2.1
Federal education regulations	1.5	2.1	1.9	1.7
Texas Education Agency regulation	1.3	2.0	1.7	1.7
State Board of Ed approval process	1.3	1.9	1.7	1.7
Hiring teaching staff	1.3	1.5	1.4	1.7
State/Fed health & safety regulations	1.3	1.5	1.4	1.6
Local board opposition	1.0	1.4	1.3	1.3
Teacher association resistance	1.3	1.1	1.2	1.2
Internal conflicts	1.0	1.1	1.1	1.2
Community opposition	1.3	1.0	1.1	1.2

Note. Only charter schools that began operation in the respective school years (2000-01 or 1999-00) answered this question.
[a] 1 = not at all difficult, 2 = difficult, 3 = very difficult

Challenges of Operating Charter Schools For Second Year and Older Schools

In total, 108 of the responding charter schools began operation before the 2000-01 school year. Directors of these schools identified the challenges they faced in school operations, comparing the current difficulty with that of previous years. The challenges described in this question were almost identical to those for opening a charter school (completed by directors of new charter schools). Table IV.3 presents directors' responses regarding operating challenges. Directors rated the degree of difficulty on a 4-point scale, with higher scores indicating greater difficulty.

Overall, directors' ratings reveal that the challenges identified in the survey tended to be about the same or easier. They most commonly identify inadequate facilities, lack of planning time, inadequate operating funds, and TEA regulations. While in most areas, charter schools serving differing student populations did not differ, ratings of difficulty in repayment of state aid overpayment was more challenging for charter schools serving less at-risk students. In comparing responses over time, challenges with inadequate operating funds, TEA regulations, and repayment or state aid overpayment were more of an issue for schools in 1998-99 than those in 2000-01. The seven handwritten comments mentioning "other" challenges included the federal ESL system, grant reports, acquiring technology, accountability expectations, parental cooperation, and the charter amendment process.

Table IV.3
Challenges in Operating a Charter School (Means)[a]

Challenges in Operation	CS ≥ 75% (*n*=29)	CS < 75% (*n*=79)	All CS 2000-01 (*N*=108)	All CS 1999-00 (*N*=128)	All CS 1998-99 (*N*=66)
Inadequate facilities	2.3	2.1	2.2	2.2	2.3
Lack of planning time	2.1	2.1	2.1	2.0	2.2
Inadequate operating funds	2.1	2.0	2.1	2.2	2.6
TEA regulations	2.1	2.1	2.1	2.2	2.5
Repayment of state aid overpayment	1.7	2.1	2.0	1.8	2.5
Federal educ regulations	1.9	1.9	1.9	2.1	2.3
Hiring teaching staff	1.7	1.8	1.8	1.9	1.7
Health & safety regs	1.8	1.8	1.8	2.0	1.9
Teacher association resistance	1.6	1.7	1.7	1.6	1.5
Internal conflicts	1.7	1.7	1.7	1.7	1.6
Local board opposition	1.4	1.5	1.5	1.6	1.3
Community opposition	1.5	1.4	1.5	1.5	1.2

Note. Only charter schools in operation before the 2000-01 school year responded to this questions. All CS refers to only charter schools in operation for more than one year.
[a] 1 = Easier, 2 = About the same, 3 = Difficult, 4 = Very difficult

The 108 directors of charter school that began serving students before the 2000-01 school year also compared the difficulty of additional challenges in their first year to subsequent years of operation. Results are shown in Table IV.4. Higher score indicate more difficulty over time.

Table IV.4
Comparison of Challenges from Year-One to Later Years (Means)[a]

Compare Challenges from Year One to Later Years	CS ≥ 75% (*n*=29)	CS < 75% (*n*=79)	All CS (*N*=108)
Securing adequate funding	2.0	1.8	1.8
Involving parents	1.9	1.8	1.8
Attracting & retaining teachers and staff	1.7	1.7	1.7
Realizing the original vision of the school	1.6	1.7	1.7
Attracting students	1.6	1.5	1.6

Note. Only charter schools operating before 2000-01 responded to this question.
[a] 1 = Easier to handle, 2 = About the same, 3 = More difficult

Survey results indicate that experience makes operating charter schools easier, although securing adequate funding and encouraging parental involvement are rated slightly more troublesome than the other items listed.

Governance and Support for All Charter Schools

Governance

Charter schools are required to establish governing boards, They have some discretion in determining the number of members, groups represented (e.g., teachers, parents), method of member selection, and board responsibilities. Table IV.5 summarizes characteristics of charter schools' governing boards.

Table IV.5
Charter School Governing Board Composition (Means)

Board Composition by Number	CS ≥ 75% (*n*=34)	CS < 75% (*n*=86)	All CS 2000-01 (*N*=120)	All CS 1999-00 (*N*=128)	All CS 1998-99 (*N*=66)
Total board members	7.0	6.6	6.7	6.4	8.4
Men	3.8	3.7	3.7	3.4	4.5
Parent members	2.2	2.5	2.4	1.1	1.2
Teachers	1.2	2.8	2.4	0.4	0.4
African Americans	3.3	2.6	2.8	2.0	2.0
Hispanics	2.7	2.3	2.4	1.2	1.7
Asian Americans	1.3	1.3	1.3	0.2	0.1
Board term of office (years)	2.8	2.7	2.7	2.8	2.5

Charter schools, similar to traditional public school districts, average seven board members (range: 3 to 24). Charter school governing boards currently average two parents and two teachers, but the number of parents and teachers serving as board members is increasing. Males comprise approximately half of board membership.

According to charter school directors, governing boards include an average of three African Americans, two Hispanics, and one Asian American. While these data may seem to indicate a high degree of racial and ethnic diversity among governing boards, closer examination shows that many charter schools have one-race or predominantly one-race school boards. In 1999-00, 53 of the 128 responding charter schools (41 percent) had one-race governing boards. Of these, 30 had all White boards, 18 all African American boards, and 5 all Hispanic boards. In 2000-01, charter school governing boards are more diverse, with only 32 one-race school boards (27 percent)—15 all White, 14 all African American, and 3 all Hispanic boards.

The vast majority of charter school boards, as shown in Table IV.6, have adopted by-laws, approved operating policies, and approved the budget. Over time, an increasing percentage of directors reports boards undertaking these tasks.

Table IV.6
Board Responsibilities (Percent)

Board Responsibilities	All CS 2000-01 (*N*=120)	All CS 1999-00 (*N*=128)	All CS 1998-99 (*N*=66)
Adopted by-laws	97.4 %	95.2 %	93.8 %
Approves operating policies	100.0 %	92.7 %	89.2 %
Approves budget	100.0 %	99.2 %	98.5 %

Community Support

Charter schools have received substantial business and community support, as is evident from Table IV.7. Support most commonly occurs through equipment donations. In general, schools serving primarily at-risk students are more likely to receive support than schools serving fewer at-risk students. Between 8 and 16 percent more charter schools serving primarily at-risk students report receiving equipment donations, field trips, mentoring, and tutoring. Support in all categories increased from 1999-00 to 2000-01 with the exception of field trips.

Table IV.7
Charter Schools Receiving Support from Businesses and the Community

Type of Support	CS ≥ 75% (*n*=34)		CS < 75% (*n*=86)		All CS 2000-01 (*N*=120)		All CS 1999-00 (*N*=130)	
	n	%	*n*	%	*N*	%	*N*	%
Equipment donations	23	67.6	51	59.3	74	61.7	67	51.5
Donations of time	15	44.1	40	46.5	55	45.8	55	42.3
Field trips	18	52.9	31	36.0	49	40.8	59	45.4
Mentoring	16	47.1	32	37.2	48	40.0	34	26.2
Monetary donations	13	38.2	35	40.7	48	40.0	50	38.5
Tutoring	11	32.4	19	22.1	30	25.0	30	23.1
Job shadowing	6	17.6	18	20.9	24	20.0	15	11.5

Parental involvement, as shown in Table IV.8, is an important component in many charter schools. Almost 70 percent of directors cite parent involvement through fundraising, and 49 percent report parent participation in community projects. Overall, directors of charter schools serving fewer at-risk students are more likely to report all forms of parent support, particularly in class presentations, mentoring, and community projects. Compared to 1999-00, a greater percentage of directors in 2000-01 report parent involvement in charter school activities, with 10 to 11 percent more directors citing parent support through fundraising, community projects, maintenance, and teaching assistance. Responses to the "other" category included coaching, serving on the school board, substituting, providing office help, and chaperoning on field trips. Directors also described different types of help due to special situations, such as students needing guardians or interactions with probation officers. Three directors stated that parental assistance was expected or required.

Table IV.8
Charter Schools Receiving Support From Parents

Type of Support From Parents	CS ≥ 75% (*n*=34)		CS < 75% (*n*=86)		All CS 2000-01 (*N*=120)		All CS 1999-00 (*N*=130)	
	n	%	*n*	%	*N*	%	*N*	%
Fundraising	20	58.8	61	70.9	81	67.5	73	56.2
Community projects	13	38.2	46	53.5	59	49.2	49	37.7
Tutoring	11	32.4	33	38.4	44	36.7	41	31.5
Teaching assistants	10	29.4	34	39.5	44	36.7	35	26.9
Class Presentations	8	23.5	35	40.7	43	35.8	43	33.1
Maintenance	9	26.5	32	37.2	41	34.2	31	23.9
Mentoring	6	17.6	29	33.7	35	29.2	33	25.4
Other	6	17.6	10	11.6	16	13.3	11	8.5

Organizational Support

Directors identified the types organizations that had provided support for their charter schools. Table IV.9 shows that charter schools are most likely to receive support from regional education service centers (ESCs), TEA, and the Charter School Resource Center of Texas.

Table IV.9
Charter Schools Receiving Support From Educational Organizations

Type of Support	CS ≥ 75% (*n*=34)		CS < 75% (*n*=86)		All CS 2000-01 (*N*=120)		All CS 1999-00 (*N*=128)		All CS 1998-99 (*N*=66)	
	n	%	*n*	%	*N*	%	*N*	%	*N*	%
Regional education service center (ESC)	32	94.1	83	96.5	115	95.8	119	91.5	63	95.5
Texas Education Agency	32	94.1	81	94.2	113	94.2	119	91.5	63	95.5
Charter School Resource Center of Texas	33	97.1	77	89.5	110	91.7	119	91.5	61	92.4
College or university	15	44.1	40	46.5	55	45.8	46	35.4	32	48.5
School district	15	44.1	28	32.6	43	35.8	34	26.2	27	48.5

Overall, charter schools serving primarily at-risk students are more likely to report support from local school districts and the Charter School Resource Center of Texas. No clear pattern emerged in support from educational organizations over time.

Twenty-seven charter school directors identified other educational resources, including local civic clubs, local businesses, non-profit organizations, and foundations. Two mentioned veteran groups, and one director cited another charter school. Charter school directors also offered several complementary remarks for the services received from the Charter School Resource Center of Texas.

School Personnel, Curriculum, and Relationships with Traditional Public School Districts

Directors

Charter school directors were asked several questions concerning their qualifications. Approximately 17 percent reported that their positions required mid-management certification. Only 20 percent (24 directors) regularly teach in their charter schools, and 57 percent (68 directors) considered themselves the CEO of the school. Most charter school directors have prior educational experience either in public or private schools—73 percent taught in public schools before coming to the charter school, and 33 percent taught in private schools. In addition, 73 percent of charter school directors held administrator positions in public schools, and 27 percent held these positions in private schools. Directors in 2000-01 have more prior experience in public school administration than respondents in 1999-00, an increase from 60 percent to almost 74 percent over the two years.

The directors are a highly educated group, even more so than the 1999-00 respondents. As shown in Table IV.10, almost three-quarters hold degrees beyond the baccalaureate—54 percent hold a Masters degree (20 percent in education), 15 percent (19 directors) have doctorates, and 3 percent (3 directors) have law degrees.

Table IV.10
Educational Attainment of Charter School Directors

	CS ≥ 75% (*n*=34)		CS < 75% (*n*=85)		All CS 2000-01 (*N*=119)		All CS 1999-00 (*N*=120)		All CS 1998-99 (*N*=58)	
Educational Attainment	***n***	**%**	***n***	**%**	***N***	**%**	***N***	**%**	***N***	**%**
Less than Bachelor's	1	2.9	4	4.7	5	4.2	1	.8	2	3.4
Bachelor's degree	7	20.6	21	24.7	28	23.5	38	31.7	7	12.1
Master's degree	19	55.9	45	52.9	64	53.8	61	50.8	36	62.1
Doctorate	6	17.6	13	15.3	19	16.0	18	15.0	11	19.0
Law degree	1	2.9	2	2.4	3	2.5	2	1.7	2	3.4

Curriculum

The survey requested that charter school directors describe the curricula and teaching practices employed in their schools. Traditional public schools and charter schools have the same requirements for meeting the state-adopted curriculum (the Texas Essential Knowledge and Skills—TEKS). Not surprisingly, almost all charter schools (94 percent) use the Texas state-adopted curriculum, as seen in Table IV.11. In addition, a large percentage of the schools (82 percent) also augment the TEKS curriculum with other educational programs. Use of alternative curriculum materials has varied by school year.

Table IV.11
Charter School Use of State and Other Curriculum Materials

	CS ≥ 75% (*n*=34)		CS < 75% (*n*=86)		All CS 2000-01 (*N*=120)		All CS 1999-00 (*N*=130)		All CS 1998-99 (*N*=62)	
	n	**%**	***n***	**%**	***N***	**%**	***N***	**%**	***N***	**%**
Use state-adopted Texas curriculum	33	97.1	77	92.8	110	94.0	119	96.0	59	95.2
Use other curriculum materials	28	87.5	60	78.9	88	81.5	94	77.0	52	83.9

Although the additional curriculum materials offered by charter schools may differ from that offered in a particular local public school district, for the most part, the practices employed by charter schools exist in some traditional public schools. For example, eight charter schools use Direct Instruction and/or Scientific Research Associates (SRA) materials. Direct Instruction is widely used in Houston ISD, and SRA is common across the state. Saxon Math, used by three charter schools, has been used in Arlington ISD and other districts for many years. Montessori methods, found in three charter schools, are utilized by districts such as Fort Worth ISD. Other curricula cited are CORE Knowledge (nine charter schools), Plato (nine charter schools), and American Preparatory Institute (API) (six charter schools). Thirteen directors report their schools use materials accumulated by teachers or other types of curricula modified for use in their schools. It may be that charter schools offer curricula choices not available locally, but this curriculum is likely to exist elsewhere in the state.

Charter school directors also identified the instructional practices in their schools, as shown in Table IV.12. Mainstreaming students, using technology for learning, and individualized learning continue to be the most commonly used educational practices employed by all charter schools. Comparing schools serving varying percentages of at-risk students emphasizes that the different student populations may respond better to the differing practices used in their schools. While most educational practices are used less frequently at schools serving primarily at-risk students, these schools more often provide after-school scheduling, have community service requirements, and employ non-traditional schedules. Individualized learning, which would seem to be appropriate in various alternate learning settings, was used at a much lower rate in schools serving primarily at-risk students (68 percent) compared to schools serving less at-risk students (85 percent). From 1999-00 to 2000-01, more charter school directors report using after-school scheduling (11 percent more), project based learning (8 percent), site-based decision making (5 percent), community service requirements (5 percent), and nontraditional yearly scheduling (5 percent). Declines from 1999-00 to 2000-01 emerged in the use of performance-based assessments (14 percent less), multiage grouping (13 percent), and interdisciplinary teaching (7 percent).

Table IV.12
Charter School Use of Educational Practices

Educational Practices	CS ≥ 75% (*n*=34)		CS < 75% (*n*=86)		All CS 2000-01 (*N*=120)		All CS 1999-00 (*N*=130)	
	n	%	*n*	%	*N*	%	*N*	%
Mainstreaming students	26	76.5	73	84.9	99	82.5	113	86.9
Use of technology for learning	24	70.6	73	84.9	97	80.8	107	82.3
Individualized learning	23	67.6	73	84.9	96	80.0	106	81.5
Alternative assessments	17	50.0	50	58.1	67	55.8	72	55.4
Site-based decision making	19	55.9	45	52.3	64	53.3	63	48.5
Project-based learning	16	47.1	46	53.5	62	51.7	57	43.8
Multi-age grouping	15	44.1	47	54.7	62	51.7	84	64.6
Performance-based assessments	17	50.0	44	51.2	61	50.8	84	64.6
Nontraditional daily schedule	10	29.4	45	52.3	55	45.8	62	47.7
Interdisciplinary teaching	10	29.4	39	45.9	49	41.2	63	48.5
After school scheduling	17	50.0	29	33.7	46	38.3	36	27.7
Experiential learning	12	35.3	32	37.2	44	36.7	51	39.2
Graduation/learning standards	8	23.5	28	32.6	36	30.0	43	33.1
Community service requirements	11	32.4	22	25.6	33	27.5	29	22.3
Use of simulations	7	20.7	15	17.4	22	18.3	29	22.3
Nontraditional yearly schedule	7	20.6	14	16.3	21	17.5	16	12.3
Nontraditional weekly schedule	6	17.6	11	12.8	17	14.2	17	13.1

Discipline

Directors also answered a series of questions about student discipline in charter schools. Responses are presented in Tables IV.13 and IV.14.

Table IV.13
Charter Schools and Student Discipline Issues

Discipline Issues	CS ≥ 75% (*n*=34)	CS < 75% (*n*=86)	All CS 2000-01 (*N*=120)	All CS 1999-00 (*N*=130)	All CS 1998-99 (*N*=66)
Administrator time spent on discipline (mean)	15.4	17.2	16.7	15.1	22.2
Teacher time spent on discipline (mean)	14.6	12.0	12.8	12.7	17.5
Not very serious	78.8	78.6	78.6	72.1	60.6
Very serious	3.0	1.2	1.7	2.3	3.0
Disrupt classes a great deal	2.9	2.4	2.5	4.8	10.6
Interfere with educational process regularly	6.1	3.5	4.2	2.3	4.5

Approximately 17 percent of administrator time is spent on student discipline, while 13 percent of teacher's time is spent on this. Administrator time spent on discipline has varied by school year, whereas teachers' time spent on discipline has declined. In describing student discipline in

their schools, the majority of directors (79 percent) report that discipline is "not very serious." Less than two percent characterize student discipline as "very serious." Less than 5 percent of directors report that discipline problems regularly interfere with the educational process, and less than 3 percent note that discipline problems disrupt classes a great deal. No clear differences emerged between schools serving varying percentages of at-risk students. However, from 1998-99 to 2000-01, 18 percent more directors classify student discipline as "not very serious," and 8 percent less report discipline problems disrupting class a great deal.

It should be recognized that the mission of some charter schools is to offer an education to those students having "discipline" problems. One director wrote, "We do accept behavioral problem students, therefore classes are disrupted." Three directors mentioned that they were working in a residential treatment center and that the facility staff handled discipline.

Table IV.14 displays the disciplinary incident ratio by school type for 1998-99, 1999-00, and 2000-01. Ratios are used to control for the varying number of charter schools each year.

Table IV.14
Disciplinary Incident Ratio by School Year

Type of Incident	2000-01		1999-00		1998-99	
	CS ≥ 75% (*n*=34)	CS < 75% (*n*=86)	CS ≥ 75% (*n*=65)	CS < 75% (*n*=63)	CS ≥ 75% (*n*=32)	CS < 75% (*n*=34)
Assault	3.0	0.9	2.0	0.8	7.5	0.7
Drugs	0.7	1.0	1.7	1.0	9.6	1.3
Knives	0.2	0.2	0.3	0.1	0.2	0.2
Alcohol	0.1	0.4	0.3	0.1	0.3	0.1
Guns	0.1	0.1	0.1	-	0.1	-

Note. Disciplinary incident ratio calculated by dividing number of incidents by number of schools in the at-risk category for each school year.

Disciplinary incidents have fluctuated over the past three years, although directors most commonly reported incidents in 1998-99. With few exceptions, incidents more often occurred in schools serving primarily at-risk students. Directors reported disciplinary incidents involving drugs, alcohol, and assaults more often than those involving knives or guns. Drug-related incidents (9.6 per school) and assaults (7.5 incidents per school) were cited most frequently in 1998-99 in charter schools serving primarily at-risk students.

Relationship with Public School District

Directors provided their perspectives regarding the impact of charter schools on local school districts. Approximately 18 percent (22 directors) indicated that they were aware of changes in the districts from which their students had been drawn. This is a decline from the 23 percent aware of changes in 1999-00.

The director's comments offer insight into the impact of charter schools on local school public districts. Most frequently, directors (6) reported that local school districts implemented new programs similar to those in the charter schools, and two districts were planning to add a campus charter school. One new school was built in a district, and another district combined two schools

into a larger high school. Three directors mentioned that districts were increasing marketing because charters schools offered educational options to students. Other comments on the impact of charters on local school districts included concerns about receiving less funding due to students leaving traditional school districts (one response) and "dumping" discipline students or those having problems with the TAAS test (three responses).

In general, as shown in Table IV.15, the majority of directors (62 percent) feel that the relationship between the charter school and the local public school district is cooperative or somewhat cooperative. Only eight percent of charter schools overall characterized the relationship as hostile; however, schools serving primarily at-risk students were more likely to report hostile relationships than those serving less at-risk students.

Table IV.15
Relationship of Charter Schools with Local School Districts

	CS ≥ 75% (*n*=34)		CS < 75% (*n*=86)		All CS 2000-01 (*N*=120)		All CS 1999-00 (*N*=130)		All CS 1998-99 (*N*=66)	
Relationship	***n***	**%**	***n***	**%**	***N***	**%**	***N***	**%**	***N***	**%**
Hostile	4	11.8	5	5.8	9	7.7	5	3.8	7	10.6
Neutral	10	29.4	24	27.9	34	28.3	52	40.0	16	24.2
Somewhat cooperative	9	26.5	22	25.6	31	25.8	32	24.6	17	25.8
Cooperative	10	29.1	33	38.4	43	35.8	39	30.0	26	39.4
No response	1	2.9	2	2.3	3	2.5	2	1.5	0	

Parents and Students

Parents

Charter school directors identified the types of parental participation in their schools. As Table IV.16 indicates, the three areas of greatest participation continue to be parent volunteer opportunities, parent-teacher meetings, and regular parent meetings. In comparing schools serving varying at-risk student populations, directors of charter schools serving less at-risk students more often identify parent participation through volunteer opportunities, committee participation, workshops, and serving as instructors. Directors of schools serving primarily at-risk students are more likely to report written contracts for parent involvement.

Over the past three years, the percentage of directors reporting most parent participation activities has fluctuated. However, from 1998-99 to 2000-01, the following types of participation showed strong increases—regular parent meetings, requirements for parent signatures on homework, and parent workshops. In contrast, fewer directors cited home-school communications from 1998-99 to the current year.

Table IV.16
Parent Participation in Charter Schools

Parent Participation	CS ≥ 75% (*n*=34)		CS < 75% (*n*=86)		All CS 2000-01 (*N*=120)		All CS 1999-00 (*N*=130)		All CS 1998-99 (*N*=66)	
	n	%	*n*	%	*N*	%	*N*	%	*N*	%
Parent volunteer opportunities	26	76.5	72	83.7	98	81.7	93	72.1	55	83.3
Parent-teacher meetings	26	76.5	69	80.2	95	79.2	98	77.2	51	77.3
Regular parent meetings	26	76.5	63	73.3	89	74.2	73	56.6	44	66.7
Referrals to agencies	20	58.8	52	60.5	72	60.0	75	58.6	44	66.7
Home-school communication	18	52.9	48	55.8	66	55.0	87	68.0	45	68.3
Parents on committees	17	50.0	49	57.0	66	55.0	56	44.4	35	53.0
Require parents sign homework	17	50.0	42	48.8	59	49.2	50	39.7	29	43.9
Workshops for parents	13	38.2	38	44.2	51	42.5	47	36.2	24	36.4
Written contract for parent involvement	15	44.1	31	36.0	46	38.3	43	33.9	37	56.1
Parents as instructors	6	17.6	24	27.9	30	25.0	20	16.3	14	21.2
At-home activities to support school objective	9	26.5	20	23.3	29	24.2	28	22.6	17	25.8
Require parents work at school	7	20.6	21	24.4	28	23.3	20	16.0	14	21.2

Students

Directors responded to a number of questions about their charter schools enrollment patterns. As shown in Table IV.17, more than 80 percent of eligible students attending charter schools in 2000-01 will return for the 2001-01 school year. Directors of charter schools serving less at-risk students report, on average, a higher percentage of students returning than directors of charter schools serving primarily at-risk students (82 percent versus 75 percent).

Table IV.17
Charter School Student Enrollment and Retention Patterns

	CS ≥ 75% (*n*=34)	CS < 75% (*n*=86)	All CS 00-01 (*N*=120)	All CS 99-00 (*N*=130)	All CS 98-99 (*N*=66)
Eligible students returning in 2001-02 (avg. percent)	75.2	82.4	80.4	77.3	65.9
Waiting list in 2000-01 (% affirmative)	53.3	58.5	57.1	63.0	50.0
Waiting list in 2001-02 (% affirmative)	51.7	51.8	51.8	54.0	63.5
More students in Fall 2001 than Fall 2002? (% affirmative)	38.2	25.6	29.2	72.0	66.1
Added grade level in 2001-02 (% affirmative)	45.5	32.5	36.2	48.0	36.5
Students retained in grade (avg. percent)	6.2	5.6	5.7	3.8	10.3

Over the past three years, the average percentage of eligible students returning to their charter schools has increased from 66 percent in 1998-99 to 80 percent in 2000-01. Approximately 57 percent of directors reported waiting lists for the 2000-01 school year, and 51 percent of schools have waiting lists for the upcoming school year (2001-02). The percentage of directors reporting waiting lists in the upcoming school year has declined from 1998-99 to 2000-01. More than a third of charter school directors (36 percent) report that one or more additional grades will be added to their schools in the 2001-02 school year. Grade levels are more likely to be added in schools serving primarily at-risk students than those serving less at-risk students (46 percent compared to 33 percent). In examining retention in grade, directors report an average retention rate of less than six percent, with rates slightly higher in schools serving primarily at-risk students. Retention rates have varied greatly over the past three study years.

More than 13,000 students left Texas charter schools during the 2000-01 school year. It should be noted, however, that two schools with criminal justice juvenile programs and one alternative charter school account for 6,244 students (47 percent) of the total leaving. Table IV.18 presents the various reasons students left their schools.

As Table IV.18 shows, students most frequently left charter schools because they completed the program of study and received a diploma or GED certificate *or* they moved. Directors of charter schools serving less at-risk students cited these reasons more often than directors of schools serving primarily at-risk students. This has been consistent over the three years. Transportation problems and getting a job have noticeable dropped this year. Although at-risk schools make up about 28 percent of the schools in this survey they accounted for 51 percent of the total students not returning.

Table IV.18
Number and Percent of Students Leaving Charter Schools by Reason for Leaving

Reason for Leaving Charter Schools	CS ≥ 75% (*n*=34)		CS < 75% (*n*=86)		All CS 2000-01 (*N*=120)		All CS 1999-00 (*N*=130)		All CS 1998-99 (*N*=66)	
	n	%	*n*	%	*N*	%	*N*	%	*N*	%
Student completed diploma or GED	455	6.6	1,834	27.7	2,289	16.9	1,543	14.0	983	11.1
Moved	721	10.5	1,511	22.8	2,232	16.5	1,726	15.6	1,337	15.1
Disciplinary problems	111	1.6	734	11.1	845	6.3	706	6.4	472	5.3
Transportation problems	164	2.4	298	4.5	462	3.4	814	7.4	160	1.8
Academic problems	87	1.3	367	5.5	454	3.4	174	1.6	355	4.0
School did not meet academic expectations	0	0.0	227	3.4	227	1.7	297	2.7	199	2.2
Student got job	34	0.5	191	2.9	225	1.7	439	4.0	453	5.1
Medical reasons	11	0.2	121	1.8	132	1.0	172	1.6	94	1.1
Other	5,317	77.1	1,339	20.2	6,656	49.2	5,184	46.9	4,816	54.3
Total	6,900	100.0	6,622	100.0	13,522	100.0	11,055	100.0	8,869	100.0

Because of the special missions of some charter schools, students completing studies for a diploma or a GED appears very high as well as the "other" category. Two large juvenile justice schools that routinely return the students to their public school after their incarceration period is over overwhelmingly dominate the "other" category. The written "other" responses also indicated that in addition to the listed options, students left to be home schooled, to return to other local schools, were jailed or had died. Reasons for leaving the charter school were also mentioned. Attendance problems was the most frequent answer, but wanting traditional school experiences was mentioned along with the schoolwork was too hard, changes in parent choices, dissatisfaction with the school, and transferring or dropping out.

Student Recruitment

Student recruitment is an integral part of maintaining enrollment in charter schools (with the exception of those schools providing incarceration or residential treatment program services). Charter schools use a variety of recruitment techniques, as displayed in Table IV.19. Directors most commonly cite word-of-mouth as an important recruitment technique. Although less frequently used, more than half of the charter school directors also report recruitment through flyers (62 percent), parent meetings (58 percent), and newspaper ads (55 percent). "Other" recruitment techniques include the use of TV stories or ads, banners or billboards, booths in malls or at fairs, regular visits with potential referral sources (e.g., school counselors), and presentations to youth groups, civic organizations, or churches. Schools serving less at-risk students more often rely on word-of-mouth and radio ads, where as schools serving primarily at-risk students are more likely to recruit students through flyers, parent meetings, newspapers, and posters.

Table IV.19
Charter School Use of Student Recruitment Techniques

Student Recruitment Technique	CS ≥ 75% (*n*=34)		CS < 75% (*n*=86)		All CS 2000-01 (*N*=120)		All CS 1999-00 (*N*=130)		All CS 1998-99 (*N*=66)	
	n	%	*n*	%	*N*	%	*N*	%	*N*	%
Word-of-mouth	29	85.3	80	93.0	109	90.8	115	88.5	57	87.7
Flyers	25	73.5	49	57.0	74	61.7	78	60.0	38	58.5
Parent meetings	21	61.8	48	55.8	69	57.5	71	54.6	36	55.4
Newspaper	21	61.8	45	52.3	66	55.0	56	43.1	32	49.2
Radio	8	23.5	28	32.6	36	30.0	38	29.2	16	24.6
Posters	14	41.2	19	22.1	33	27.5	34	26.5	14	21.5
Other	10	29.4	23	26.7	33	27.5	36	27.7	17	26.2

Summary

Over the past five years, charter school directors have had modest but predictable changes. Vast differences still exist among the schools, and with the large increase in the number of schools, those differences are sometimes striking. Charter schools range from very small, schools for very young students with less than 100 students to criminal justice programs with over 2,000 junior

high and high school students (where all students are wards of the state and will leave after 90 days). A third distinct set are charter schools associated with residential treatment centers where short-term educational opportunities are available between periods in traditional public schools. Charter schools have a variety of target populations, curricula, resources, and goals and objectives.

The primary purpose for founding a charter school has changed slightly over the past three evaluations, shifting from developing their own educational vision and gaining autonomy to solely the development of the school's own educational vision. Serving a special population was a close second, followed by seeking to involve parents. In the 2000-01 survey, the foundations have stayed the same, but as many of the schools gain experience, improvement in facilities, dealing with regulations, and funding options have become more important.

Start-up funding is higher in 2000-01 than in past years, with the most common start-up amount increasing to $40,000 from $30,000 in the two years prior. Funding problems, both startup and operational, continue to lead the list of obstacles to starting charter schools, although other factors are less of a barrier. State and federal funding source amounts have stayed fairly constant, but the percentage of private grants, revenue from the chartering organization, and other sources have increased substantially, when compared with the previous two years. The greatest challenge to more experienced schools is securing adequate funding as well as involving parents. Once open, inadequate facilities remain the greatest challenge for many charter schools. With increases in the number of charter schools in the state, there appears to be a continuing decline in the percentage of charter schools receiving Title I funds. Of the responding schools 51 had limited-English proficient students, but only 21 schools (41 percent) are receiving federal funds to support these students.

Each charter school is required to establish a governing board, with boards continuing to increase in both size and racial/ethnic makeup (which is closely associated with school demographics). Charter schools maintain strong support from the community and business partnerships, with equipment donations leading the list of activities. The regional education resource centers, TEA, and the Charter School Resource Center are sources of support for more than 90 percent of the schools. Forty percent indicated that \ relationships with local school districts are cooperative, which overall, was a shift from a more neutral relationship in 1999-00.

In addition to state-adopted curriculum materials, the vast majority of schools also use other curriculum models, consistent over the five evaluation years. However, educational practices have changed somewhat over this time period. Mainstreaming students, the use of technology, and individualized learning continue to be the three most prevalent educational practices used.

Due to the broad ranges of needs of charter school students, there is considerable variation in student discipline and student attrition. Although the percentage of time the administrators spend on discipline has increased slightly, for teachers, the time has decreased. The seriousness of discipline problems appears to have declined as well. More than 80 percent of eligible charter school students returned for the 2000-01 school year, an increase over the past two years. Although the number of students leaving charter schools remains high, it includes students who have passed the GED or completed other short-term programs. Finishing the program and

moving continued to be the most common reasons for non-juvenile justice system or residential treatment students to not return to charter schools. Overall, the number of students in existing charter schools appears to be stabilizing.

Involvement of parents is a major priority for directors but remains as a challenge for charter schools. Involvement of parents with children enrolled in schools serving primarily at-risk students is lower than parent participation rates in schools serving less at-risk students. Overall, communication between charter schools and parents is common, with high levels of parental volunteering and participation in parent-teacher meetings. In 2000-01, every parent participation practice increased over 1999-00 to varying degrees, although fundraising remains the activity with the greatest parental participation, consistent over the five years of the evaluation.

As the number of charter schools increases, the range of educational configurations covered has escalated. There is not one "ideal" charter school but a multitude of options. Comments from charter school directors indicate strong support for the charter school movement, but a need for funds and better facilities still exists. The maturation of the charter school concept has helped directors become more pragmatic, with one director commenting that "This school has graduated many students who would otherwise not graduate." Whatever form the charter school has taken, the primary goal still seems to be to offer public school educational opportunities to students in differing circumstances.

Chapter V: Student Satisfaction

Edith Barrett, University of Texas at Arlington

An important part of a school's success is the satisfaction students receive from attending the school. Students are more likely to support schools that provide a safe and friendly atmosphere, with teaching and coursework fitting their needs and abilities. To learn how well Texas open-enrollment charter schools are meeting students' needs, evaluators surveyed junior and senior high school charter school students. In November 2001, surveys were mailed to charter schools with grades 7 through 12.[9] Regardless of student population size, no school received more than 100 questionnaires; therefore, larger schools tended to have a smaller proportion of students responding. However, several schools photocopied the survey, so in some schools, more than 100 students completed surveys. Reminder letters were sent in January and March 2002 to schools that had not returned completed surveys. Surveys were self-administered—paper-and-pencil questionnaires were distributed by teachers and completed by students during class time. Altogether, 99 schools returned completed surveys.

Characteristics of Survey Respondents

Surveyed schools were divided into two groups: charter schools serving 75 percent or more at-risk students and charter schools serving less than 75 percent at-risk students. As Table V.1 shows, 31 of the 99 responding charter schools served primarily at-risk students, and 68 served less at-risk students. In total, 7,085 students completed surveys. Because student enrollment in charter schools and percentages of students responding to the survey varied widely by school, weighting was used to ensure proportional representation. Appendix E lists the weights assigned to give each school proportional representation in the sample.

Table V.1
Distribution of Student Survey Responses, by School Type

School Type	Number of Schools	Number Students Enrolled	Original Number of Responses	Percent of Students Responding
CS ≥ 75% at-risk	31	6,770	2,009	29.7
CS < 75% at-risk	68	14,187	5,076	35.8
Total	99	20,957	7,085	33.8

Note. Regardless of school size, no school received more than 100 questionnaires. Weighting was used to ensure proportional representation.

Table V.2 presents the characteristics of student survey respondents. Overall, about 19 percent of survey respondents were 12 or younger, 67 percent were between the ages of 13 and 17, and 14 percent were 18 or older. Students from charter schools serving less than 75 percent at-risk students were somewhat older, with 16 percent of students 18 or older compared to only 9 percent in schools serving more at-risk students. Conversely, charter schools serving primarily at-risk students had a slightly greater number of younger respondents in the sample (21 percent

[9] Elementary school students were excluded from the study because of their limited reading ability and restricted school experience.

12 or younger) than charter schools serving less at-risk students (18 percent). Respondents from charter schools serving primarily at-risk students were equally distributed between middle school (50 percent in grades 6-8) and high school (49 percent in grades 9-12). In contrast, the majority of respondents in charter schools serving less at-risk students were in high school (64 percent in grades 9-12). Regardless of school type, few respondents were enrolled in GED programs (less than one percent overall).

Table V.2
Characteristics of Student Survey Respondents (Weighted Samples)

Characteristic	Percent CS ≥ 75% At-Risk	Percent CS < 75% At-Risk	Percent All CS
Age			
12 and under	21.1	17.7	18.6
13-17 years	69.7	66.3	67.4
18 and over	9.2	16.0	14.0
Grade Level			
Middle (grades 6,7,8)	50.4	35.7	39.8
High (9,10,11,12)	49.1	64.3	60.0
GED	0.5	0.0	0.2
Race/Ethnicity			
Hispanic	48.8	33.0	37.5
African American	34.0	26.4	28.6
White	9.8	28.4	23.1
Other/NA	7.4	12.2	10.8
Gender			
Female	45.2	53.2	50.9
Male	54.8	46.8	49.1

Overall, more than a third of students identified themselves as Hispanic (38 percent), one-quarter as African American (29 percent), and another quarter as White (23 percent). The largest racial/ethnic group in charter schools serving primarily at-risk students was Hispanic (49 percent), compared to only 33 percent of respondents in charter schools serving less at-risk students. There was also a larger proportion of African American respondents in the primarily at-risk school sample (34 percent) than in the less at-risk school sample (26 percent). White respondents were more heavily concentrated in charter schools serving less at-risk students (28 percent) compared to schools serving primarily at-risk students (10 percent). Compared to the racial/ethnic distribution for charter schools overall in 2000-01, African American students are somewhat underrepresented in the sample; these students comprise approximately 40 percent of the Texas charter school population but only 29 percent of the weighted sample for the student survey. The overall weighted sample was 49 percent male, with proportionately more males in charter schools with primarily at-risk students (55 percent) than charter schools with less at-risk students (47 percent).

In sum, there are important demographic differences between student respondents for the two types of charter schools. Thus, when comparing responses, it is important to remember that students differed by age, gender, and racial/ethnic background.

School Choice, Interest, and Future Plans

Students reported information on their school choices, interest in school work, and post-high school plans. One survey question asked, "If you had not come to this school, what school would you probably have attended this year?" The majority of respondents (65 percent) would have attended a traditional public school. However, 8 percent said they would not be in school at all, and another 16 percent did not know what they would have done. Unexpectedly, students in charter schools serving 75 percent or more at-risk students were slightly less likely to say they would have dropped out of school than students attending the charter schools serving less at-risk students (6 percent compared to 8 percent).

Students also rated their interest in school work on a four-point scale ranging from "very interested" to "not at all interested." The majority of students had some interest in schoolwork (90 percent), but less than a third were very interested (31 percent). Students in charter schools serving 75 percent or more at-risk students were slightly more likely than students in charter schools serving less than 75 percent at-risk students to express a strong interest in schoolwork (33 percent compared to 30 percent), but they were also slightly more likely to say they were not at all interested in schoolwork (12 percent compared to 10 percent).

Table V.3 displays charter school student respondents' post-high school plans. The most common after-graduation plan, regardless of charter school type, expressed was the desire to go to a four-year college (43 percent).

Table V.3
Students' Post-High School Plans (Weighted Samples)

Plan	Percent CS ≥ 75% At-Risk	Percent CS < 75% At-Risk	Percent All CS
Go to 4-year college	43.5	42.2	42.6
Get a job	16.0	10.7	12.2
Go to community college	7.6	12.4	11.0
Join the military	9.1	7.2	7.7
Go to technical school	4.2	5.3	5.0
Other	8.2	9.2	8.9
Don't know	11.4	13.0	12.6

Students in charter schools serving less than 75 percent at-risk students were more likely than students in schools serving more at-risk students to say they intended to go to community college (12 percent compared to 8 percent) and less likely to say they planned on getting a job when they graduated (11 percent compared to 16 percent).

Factors Influencing the Choice of the Charter School

When making the decision to attend the charter school, as shown in Table V.4, 31 percent of respondents made the choice on their own. This percentage was similar across the two types of charter schools. Families were somewhat less likely to be involved in the decision for students attending charter schools serving primarily at-risk students compared to students attending

charter schools serving less at-risk students—families were involved in the decision of well over half of the students in schools serving less at-risk students (59 percent) but less than half of the decisions for students in school serving primarily at-risk students (48 percent). The greatest difference, however, is in the percent of students for whom the decision was made by someone outside of the family. The decision was someone else's idea for 22 percent of students in charter schools serving 75 percent or more at-risk students compared to just 10 percent of students in charter schools serving less at-risk students. When residential schools and schools serving adjudicated youth are removed from the sample, 16 percent of respondents in charter schools serving 75 percent or more at-risk students say the decision was made by someone else compared to 10 percent of respondents in charter schools serving less than 75 percent at-risk students, still a notable difference.

Table V.4
Influence to Attend Charter School (Weighted Samples)

Whose idea?	Percent CS ≥ 75% At-Risk	Percent CS < 75% At-Risk	Percent All CS
My idea	29.5 (32.2)	31.1 (27.8)	30.7 (29.1)
My family's idea	24.6 (25.6)	29.7 (29.6)	28.3 (28.5)
My family and I decided together	23.5 (25.8)	29.1 (32.7)	27.5 (30.8)
Someone else's idea	22.4 (16.3)	10.1 (9.8)	13.6 (11.6)

Note. Numbers in parentheses indicate percentage with students attending residential schools and schools with adjudicated youth removed.

A student may choose to attend a charter school for a number of reasons. As Table V.5 shows, the survey offered students eight possible reasons and asked them to rate the importance of each in their decision to attend the charter school. Regardless of school type, the most important reason for choosing charter schools was the belief that the school offered classes that best fit the students' needs. Although the majority of students in all schools believed this to be an important reason, students in charter schools serving less at-risk students were more likely than those in charter schools serving primarily at-risk students to regard this as very important (40 percent as opposed to 34 percent). The attention students received from teachers and the quality of teachers were also important reasons students cited for their choosing the charter school. The importance of teachers did not differ by school type. Parents also influenced the decision to attend, but more so for students in schools serving less at-risk students (61 percent said at least important) than students in schools serving primarily at-risk students (55 percent said at least important). Less important reasons for choosing a charter school cited by students included trouble-makers in their previous school or being in trouble in their previous school. Finally, the presence of friends in the charter school was unimportant to the vast majority of the students, regardless of charter school type.

Table V.5
Reasons Students Chose a Charter School, as Percent of Respondents (Weighted Samples)

School Characteristic	Very Important	Important	Not Very Important	Not Important
Classes fit needs better				
CS ≥ 75%	33.8	39.4	11.8	15.0
CS < 75%	40.2	36.7	14.0	9.1
More attention from teachers				
CS ≥ 75%	35.4	28.8	13.7	22.9
CS < 75%	35.1	29.4	15.6	19.9
Better teachers				
CS ≥ 75%	30.7	30.8	16.9	21.7
CS < 75%	31.2	34.0	16.6	18.2
Parent persuasion				
CS ≥ 75%	28.5	26.0	18.7	26.8
CS < 75%	33.1	27.6	18.8	20.6
Better location				
CS ≥ 75%	23.3	24.1	20.4	32.1
CS < 75%	17.8	27.1	28.8	26.2
Bothered by trouble-makers at previous school				
CS ≥ 75%	23.0	17.5	21.6	38.1
CS < 75%	22.4	17.8	22.3	37.6
Student in trouble at previous school				
CS ≥ 75%	21.9	16.5	15.7	45.9
CS < 75%	20.7	15.0	16.5	47.7
Friends going to charter school				
CS ≥ 75%	8.9	7.5	22.2	61.5
CS < 75%	7.1	10.0	22.8	59.5

Evaluation of the Charter School

Students responded to a number of questions gauging their satisfaction with their charter schools. First, students were asked simply, "How satisfied are you with this school?" The majority of students were either satisfied (53 percent) or very satisfied (31 percent) with their charter school, while only 16 percent were dissatisfied. Students attending charter schools serving less at-risk students were more likely to report being very satisfied (30 percent) than were students attending schools serving primarily at-risk students (24 percent). Equal percentages of students in each school type were dissatisfied (17 percent and 16 percent). Overall, the percentage of students who were at least satisfied, if not very satisfied, was similar across the two types of schools: 84 percent in schools serving less at-risk students and 83 percent in schools serving primarily at-risk students.

Students were also asked to compare their charter school with the school they would have attended had they not been at the charter school. Results are displayed in Table V.6.

Table V.6
Students' Comparison of Charter School with School They Would Otherwise Have Attended, as Percent of Respondents (Weighted Samples)

School Characteristic	Better	Same	Worse	Not Sure
Teachers care about student				
CS ≥ 75%	43.0	39.0	8.5	9.6
CS < 75%	45.3	38.5	8.5	7.6
Good teachers				
CS ≥ 75%	44.0	40.5	9.2	6.3
CS < 75%	45.9	38.9	11.0	4.3
Small class size				
CS ≥ 75%	42.3	33.9	14.3	9.5
CS < 75%	51.1	28.1	13.9	7.0
Personal attention from teachers				
CS ≥ 75%	39.6	37.0	13.7	9.7
CS < 75%	46.8	34.3	11.9	6.9
Principal cares about student				
CS ≥ 75%	45.1	30.1	11.5	13.3
CS < 75%	42.5	32.8	14.3	10.4
Feeling safe				
CS ≥ 75%	36.6	45.8	11.2	6.3
CS < 75%	37.0	48.3	9.8	4.9
Interesting classes				
CS ≥ 75%	39.5	35.0	17.3	8.2
CS < 75%	36.9	40.1	17.0	6.0
Feeling of belonging				
CS ≥ 75%	33.7	41.7	15.6	9.0
CS < 75%	38.1	43.4	11.3	7.3
Choice of classes				
CS ≥ 75%	34.5	33.2	24.0	8.3
CS < 75%	34.5	34.5	23.8	7.2
Order in classroom				
CS ≥ 75%	31.1	43.0	17.3	8.6
CS < 75%	31.9	44.2	16.8	7.1
Close to home				
CS ≥ 75%	33.2	28.7	29.5	8.6
CS < 75%	27.7	31.2	35.2	5.9

For most school characteristics, a higher percentage of students found charter schools to be better than their previous schools. In three areas however—feeling safe, order in the classroom, and a feeling of belonging—a higher percentage of students reported that their charter schools were about the same as the schools they previously attended.

Students in the two types of charter schools occasionally differed in their assessments. Students in schools serving primarily at-risk students were somewhat more likely than other students to see their principal as more caring (45 percent as compared to 43 percent), were more likely to find the classes interesting (40 percent as compared to 37 percent), and believe the charter school

was closer to home (33 percent compared to 28 percent). On the other hand, students in the schools serving less at-risk students were more likely than others to find the class sizes smaller (51 percent as compared to 42 percent), to feel that they get more personal attention from the teachers (47 percent as compared to 40 percent), and they were more likely to feel that they belonged in the school (38 percent as compared to 34 percent).

Charter school students were asked to grade their charter schools on a scale ranging from A to F. Table V.7 provides the grade distribution for students in the two types of schools. When grading their charter schools, a fifth of the respondents (21 percent) gave an A, and a third (36 percent) gave a B. Less than 10 percent of students gave their charter school a failing grade. In comparison, 19 percent gave their previous school an A, 25 percent gave their previous school a B, and 14 percent gave their previous school a failing grade. Although the charter school grades appear low, grades are higher than grades assigned to the previous schools. Charter school grades varied only slightly by school type.

Table V.7
Grades Assigned to Charter Schools, as Percent of Respondents (Weighted Samples)

Grade	Percent CS ≥ 75% At-Risk	Percent CS < 75% At-Risk	Percent All CS
A	23.0	20.4	21.1
B	34.6	36.9	36.3
C	18.4	21.3	20.5
D	6.4	7.0	6.8
F	9.3	7.8	8.2
Don't know	8.3	6.6	7.1

As a final measure of student satisfaction, respondents indicated whether they planned on staying in the charter school the following year (see Table V.8). Between 16 and 18 percent of respondents attending the two types of charter schools were planning on graduating at the end of the academic year. Among those students not graduating, just under half intended to return to their charter schools the next year (44 percent). Respondents attending charter schools serving less at-risk students (49 percent) were more likely to say they will return than respondents in schools serving primarily at-risk students (32 percent). Surprisingly, removing respondents attending residential charter schools and charter schools catering to adjudicated youth had little impact on the percentage of students intending to leave.

Table V.8
Students' Plans for the Upcoming School Year, as Percent of Respondents (Weighted)

Plan for Next Year	Percent CS ≥ 75% At Risk	Percent CS < 75% At Risk	Percent All CS
I will graduate	15.8 (16.7)	18.2 (17.7)	17.5 (17.4)
Among those eligible			
I will return to charter	32.3 (35.2)	48.9 (48.5)	44.1 (44.7)
I will switch schools	35.8 (31.6)	16.8 (17.2)	22.3 (21.3)
I don't know yet	31.9 (33.2)	34.3 (34.3)	33.6 (34.0)

Note. Numbers in parentheses represent percentage with students attending residential schools and schools serving adjudicated youth removed.

Student Satisfaction Across Years

In this section, student satisfaction with charter schools is examined over the past five years. A number of factors complicate comparisons over time. First, the number of charter schools has increased each year. Only first generation schools are represented in the 1996-97 and 1997-98 school years. Additional schools and students were added in 1998-99, 1999-00, and 2000-01. Furthermore, the survey response rates varied across years—thus, findings represent only the schools that voluntarily responded to the survey. Finally, it should be noted that criteria for designating schools as serving at-risk students have varied across years. For findings reported in this section, categorization of charter schools as serving 75 percent or more at-risk students and charter schools serving less than 75 percent at-risk students are based on 2000-01 criteria (i.e., percent economically disadvantaged students). As a result, findings reported in this section may not match results presented in previous evaluation reports.

Characteristics of Survey Respondents

Charter schools serving primarily at-risk students. Across the five-year period, the demographic characteristics of respondents in charter schools serving primarily at-risk students are similar in some respects, but quite different in others. As shown in Table V.9, the percentage of Hispanic students has remained relatively stable, with the exception of this most recent sample (2000-01). While the overwhelming majority were Hispanic in the first four years, in the fifth year, just under half of respondents are Hispanic. In contrast, the fifth-year cohort has a much higher proportion of African American students than in past years. The percentage of Whites has increased over time but remains quite small. The majority of respondents have been male, except in 1999-00. Each year the proportion of younger respondents has increased; in the first two years of the study, more than 50 percent of respondents in charter schools serving primarily at-risk students were 18 years or older and less than 10 percent were 12 or younger. In the last two years, the proportion of older respondents has declined to less than 15 percent, while the proportion of younger respondents has increased to over 20 percent. It is important to remember when examining results across the five years, however, that the number of schools in the early years is quite small. In 1996-97 and in 1997-98, the data come from only 3 schools; 8 schools are represented in 1998-99 data; 17 schools in 1999-00; and 31 schools in 2000-01.

Charter schools serving less at-risk students. The samples of students attending charter schools serving less at-risk students have also differed across years. From 1996-97 to 2000-01, the percentage of Hispanic students has steadily declined, whereas the percentage of White students has generally increased. The percentage of African Americans varied over the five years. With the exception of the 1997-98 sample, the majority of respondents have been female. The percentage of respondents 12 and under has varied from year to year but with no consistent pattern, but the proportion of respondents 18 and older, in general, has declined.

Table V.9
Characteristics of Samples From Charter Schools, as Percentages (Weighted Samples)

	CS ≥ 75% At-Risk					CS < 75% At-Risk				
	96-97	**97-98**	**98-99**	**99-00**	**00-01**	**96-97**	**97-98**	**98-99**	**99-00**	**00-01**
Number of schools	3	3	8	17	31	6	5	17	41	68
Race/Ethnicity										
Hispanic	77.8	78.0	68.0	77.5	48.8	62.2	55.1	40.7	39.8	33.0
African American	11.1	11.0	15.1	8.8	34.0	17.5	32.3	31.0	25.1	26.4
White	6.3	4.2	10.2	8.8	9.2	10.3	8.6	19.2	26.7	28.4
Gender										
Female	46.5	46.2	44.4	59.9	45.2	56.2	47.9	53.5	50.7	53.2
Male	53.5	53.8	55.6	44.1	54.8	43.8	52.1	46.5	49.3	46.8
Age										
12 or under	0.0	6.4	5.7	18.8	21.1	6.4	12.2	8.7	25.3	17.7
18 or over	56.7	51.6	23.0	13.9	9.2	35.0	47.6	24.8	18.8	16.0

Student Satisfaction with Charter Schools

Comparative data displayed in Figure V.1 and Table V.10 show that student satisfaction with charter schools has declined over the five years for both charter schools serving primarily at-risk students and charter schools serving less at-risk students. Student opinions, however, have been relatively stable for the past two school years.

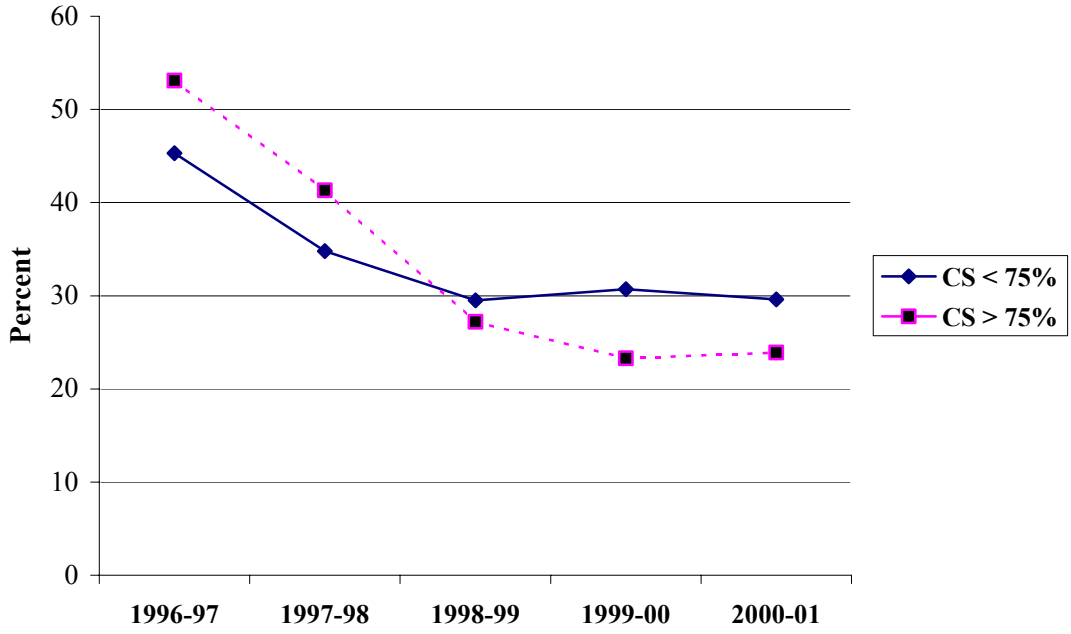


Figure V.1. Percentage of Student Respondents "Very Satisfied" with Charter School over Time (Weighted Samples)

Charter schools serving primarily at-risk students. Table V.10 shows that the percentage of students in schools serving primarily at-risk students who are very satisfied with their charter school has declined from 53 percent in 1996-97 to 23 percent in 1999-00. The most recent survey (2000-01) changed little from the previous year. Not only has the proportion of respondents who are very satisfied decreased, the proportion who are dissatisfied has increased. However, the change occurred primarily between 1997-98 and 1998-99 when the number of schools represented in the sample nearly tripled. The change over the past three years has been minimal. An additional way of measuring student satisfaction with their charter school is to examine the grade they give their school. Again, the trend is toward lower grades. More than 80 percent of the respondents in the first two years gave the school an A or B; yet, in the following three years, that percentage has declined to less than 70 percent. When coupled with the increase in percentage of respondents giving their school a failing grade, this suggests a less satisfied student body. Still, in the last three years when the number of schools sampled has been larger, the differences across years have been small.

A final way to gauge satisfaction is to ask whether students intend to continue at the school the following year. Through last year (1999-00), over half of the non-graduating students expressed an intention to return to the charter school. Only in the most recent year (2000-01) has that percentage declined. The 2000-01 sample included several schools serving adjudicated youth—These students justifiably do not expect to return, and for them, not returning is a positive sign. Therefore, this measure of satisfaction must be interpreted with caution.

Table V.10
Student Satisfaction With Charter Schools, as Percentages (Weighted Samples)

Characteristics	CS ≥ 75% At-Risk					CS < 75% At-Risk				
	96-97	97-98	98-99	99-00	00-01	96-97	97-98	98-99	99-00	00-01
Satisfaction with Charter										
Very satisfied	53.1	41.3	27.2	23.3	23.9	45.3	34.8	29.5	30.7	29.6
Satisfied	42.2	56.2	60.3	66.2	60.5	43.8	55.2	57.3	54.2	53.5
Not satisfied	4.7	2.5	12.4	10.5	15.6	10.9	10.0	13.2	15.1	16.9
Grade for Charter[a]										
A	43.2	45.1	30.1	37.5	25.1	39.0	33.2	29.7	32.7	21.8
B	40.0	41.6	35.5	29.8	37.7	42.2	39.1	35.7	39.3	39.5
C	9.6	8.8	19.5	21.3	20.1	9.8	17.7	16.7	15.0	22.8
D	4.8	2.6	6.9	5.1	7.0	5.0	7.8	8.3	7.7	7.5
F	2.4	1.9	8.0	6.3	10.0	4.0	2.2	9.6	5.3	8.4
Among Eligible to Return[b]										
Return to Charter	56.4	66.2	55.9	50.4	32.3	56.1	52.6	54.6	48.3	48.9
Switch Schools	8.9	7.8	16.2	18.9	35.8	15.8	11.2	16.1	18.2	16.8
Don't know	34.7	26.0	27.9	30.7	31.9	28.1	36.2	29.3	33.5	34.3

[a] Includes only those who gave a grade. The "not sure" responses have been omitted. [b] Includes students enrolled in charter schools serving adjudicated youth.

Charter schools serving less at-risk students. As reported in Table V.10, the change in the proportion of respondents attending charter schools serving less at-risk students who are very satisfied with their school has been less dramatic than among respondents attending charter schools serving primarily at-risk students. With the exception of the first year (1996-97), the percentage of respondents very satisfied with their charter school has remained relatively constant at roughly 30 percent. The percentage of respondents not satisfied with their charter school has increased slightly in the last four years, but the change is not dramatic. The majority of students continued to give their school an A or B grade across the five years; however, the percentage has generally declined over time with the exception of 1999-00. The percentage of non-graduating respondents intending to return to the charter school the following year has declined slightly, from 56 percent to 49 percent, but the percent intending to transfer to another school has changed very little.

Charter School Students' Post-High School Plans

Although not specific to student satisfaction, the post-graduation intentions of students provide useful information. One might expect that students who enjoy learning would want to continue their education beyond high school. Across the five years, between 25 and 40 percent of students have expressed an intention to attend a four-year college. The percentage of respondents intending to enroll in four-year college has increased in the last three years, although the percentage intending to attend community college has declined. To some extent, differences in post-graduate expectations may be accounted for by the younger students included in the samples over time. Students further from graduation may have different expectations than those facing graduation in the near future.

Table V.11
Post-High School Plans of Students, as Percentages (Weighted Samples)

Plans	CS ≥ 75% At-Risk					CS < 75% At-Risk				
	96-97	97-98	98-99	99-00	00-01	96-97	97-98	98-99	99-00	00-01
4-year college	39.2	31.1	23.5	27.3	43.5	37.4	32.6	31.3	40.8	42.2
Get a job	22.3	18.0	19.4	12.5	16.0	19.6	16.9	15.0	11.4	10.7
Community college	12.3	19.7	13.3	10.0	7.6	21.6	21.4	17.8	13.8	12.4
Join the military	10.0	13.1	11.1	6.2	9.1	3.1	10.0	6.5	8.1	7.2
Technical school	9.2	9.0	7.6	19.7	4.2	7.4	7.7	8.4	5.3	5.3
Other	--	--	8.3	7.3	8.2	--	--	10.6	8.7	9.2
Not sure	6.9	9.0	16.8	17.0	11.4	10.9	11.4	10.4	11.8	13.0

Reasons Why Charter School is Better

Table V.12 presents students views about their charter schools over time and includes data for students attending charter schools serving primarily at-risk students as well as those serving less at-risk students.

Table V.12
Percent of Students Who Say Charter is Better Than School They Would Have Attended

School Characteristics	1996-97	1997-98	1998-99	1999-00	2000-01
CS ≥ 75% At-Risk					
Teachers care about students	69.5	74.6	53.9	59.0	43.0
Good teachers	65.6	80.0	54.4	56.0	44.0
Small class size	74.0	71.8	65.4	72.7	42.3
Personal attention from teachers	65.9	81.4	49.7	60.7	39.6
Principal cares about students	58.8	55.7	43.9	43.9	45.1
Feeling safe	46.5	47.1	40.1	48.2	36.6
Interesting classes	56.4	49.3	44.7	48.2	39.5
Feeling of belonging	49.6	52.9	37.8	50.0	33.7
Choice of classes	42.1	38.0	35.5	36.7	34.5
Order in classroom	45.8	37.7	33.6	33.3	31.1
CS < 75% At-Risk					
Teachers care about students	67.2	61.2	47.2	59.7	45.3
Good teachers	67.5	65.7	51.9	58.7	45.9
Small class size	73.1	69.8	56.3	58.6	51.1
Personal attention from teachers	67.5	64.3	48.1	54.6	46.8
Principal cares about students	40.3	30.7	42.0	54.7	42.5
Feeling safe	40.8	34.5	41.2	49.1	37.0
Interesting classes	54.1	43.3	41.5	48.2	36.9
Feeling of belonging	57.3	47.0	39.4	45.7	38.1
Choice of classes	43.1	48.8	40.4	45.0	34.5
Order in classroom	40.3	49.0	39.3	40.5	31.9

Schools serving primarily at-risk students. In early years, respondents held quite positive views about their charter schools when compared to schools they had previously attended. In 1998-99, as illustrated in Table V.12, there was a shift toward less positive assessments, and over the last three years, students' assessments of the quality of the charter schools serving primarily at-risk students have generally become more negative. For example, only 43 percent of respondents in 2000-01 felt that the teachers in their charter school are more likely to care about the students than teachers in other schools compared to 54 percent in 1998-99 and 59 percent in 1999-00. Also notable is the decline in positive views about the quality of the teachers, the small class sizes, the personal attention students receive from teachers, the interesting nature of the classes, and students' feelings of belonging in the school. For each of these characteristics, respondents in 2000-01 were less likely than earlier cohorts to believe the charter school is better than previous schools.

Schools serving less-at-risk students. No clear pattern emerged in respondents' assessment of the quality of their charter school as compared to previous schools. In the first two years, more than 60 percent of respondents viewed their charter schools as having teachers who care about students more, better teachers, smaller class sizes, and more personal attention from teachers, but since 1998-99, those positive views have diminished somewhat. In the most recent year (2000-01), respondents are less likely than in years past to believe the charter schools have better teachers. They are also less likely to feel safer in their charter school than in other schools and are less satisfied with the choice of courses offered and the degree of order in the classroom.

Summary

Charter schools receive reasonably strong support from their students. The vast majority of students are either satisfied or very satisfied with their charter school, and among those eligible, a majority intends to return to their school. Furthermore, unlike in years past, the level of satisfaction does not seem to vary by the type of charter school. Students attending charter schools serving 75 percent or more at-risk students are no less satisfied than those attending charter schools serving less than 75 percent at-risk students, although students in schools with higher concentrations of at-risk students are less likely to say they will return to the charter school.

Students choose to attend charter schools for a number of reasons, most importantly because the school fits their specific academic needs. This is the case regardless of the type of school. Also, students in both types of charter schools expect to receive more personalized attention from their charter school teachers than they had received in previous schools, and they expect those teachers to be better than teachers they have had in the past. For the most part, students do not chose to attend the charter school because of its location, because of problems they had in previous schools, because of trouble-makers in previous schools, or because their friends are attending the charter school. Academic reasons seem to play a far more important role in the decision to transfer to the charter school.

Some students decide on their own to transfer into the charter school, and the percentage is the same for students in charter schools serving 75 percent or more at-risk students and in charter schools serving less at-risk students. For the majority of students, however, family is involved in

the decision (although more so for students in charter schools serving less at-risk students). Nearly a quarter of the students in charter schools serving 75 percent or more at-risk students are there because someone other than a family member told them to attend the school. A number of those attending the charter school because of someone else's recommendation are in residential facilities and schools for adjudicated youth, but even when these schools are omitted from the sample, the difference between the charter schools serving primarily at-risk students and those serving less at-risk students remain significant, albeit less striking.

In general, charter schools seem to be meeting the expectations of the students, and the views of students in charter schools serving 75 percent or more at-risk students do not differ from those of students in charter schools serving less at-risk students. More than 80 percent of students are satisfied or very satisfied with their charter schools, and 57 percent assign a grade of A or B to their schools. Nonetheless, student satisfaction with charter schools has declined over the five years of the study.

Finally, over half of the surveyed students reported that they intend to pursue some higher education after they finish high school. There was no difference in higher education aspirations between students in charter schools serving primarily at-risk students and those serving less at-risk students.

Chapter VI. Parental Participation and Satisfaction

Gregory R. Weiher, University of Houston

To gain a better understanding of why parents choose to send their children to open-enrollment charter schools, the types of parents who send their children to charter schools, and the level of satisfaction with charter schools, the evaluation team developed a telephone survey of charter school parents. The survey was administered to a sample of 1,206 parents of charter school students by the Survey Research Center at the University of Houston in April and May 2002.

A similar survey was administered to a comparison group of 702 parents of children in traditional public schools during the same time period. The comparison group sample was drawn from rosters of schools in two large, urban school districts. Comparison group schools were chosen because they were geographically close to open-enrollment charter schools. Since one of the purposes of interviewing the comparison group was to compare the characteristics of choosing and non-choosing parents, it was important to include parents for whom choosing a charter school was a realistic option. Each household in the comparison group is close to a number of charter schools that serve approximately the same grade levels as the traditional public schools attended by the children in that household. Thus, each parent in the comparison group could have sent his/her child to a charter school as easily as the parents comprising the charter school sample. The comparison group makes it possible to compare the characteristics, preferences, and satisfaction levels of charter school parents with parents whose children remain in traditional public schools, but who could have chosen a charter school as an education alternative.

Table VI.1 presents data on the racial/ethnic backgrounds of charter school parents and parents in the comparison group. Parents are roughly similar in terms of race/ethnicity, with disparities between samples of less than five percentage points. Most survey respondents belong to a minority group—44 percent of charter parents and 39 percent of comparison parents are Hispanic, and between 32 and 36 percent are African American. These percentages are generally consistent with the racial/ethnic distributions of students in Texas charter schools.

Table VI.1
Year Five Parent Samples Race/Ethnicity (Percent)

Race/Ethnicity	Texas Charter Schools	Charter School Sample			Comparison Sample (*N*=702)
		CS ≥ 75% (*n*=480)	CS < 75% (*n*=726)	All CS (*N*=1,206)	
African American	41	34.2	30.4	31.9	35.5
Hispanic	37	53.5	37.7	44.0	39.2
White	20	8.5	25.5	18.7	17.1
Other	2	3.7	6.4	4.3	8.3

As Table VI.2 indicates, there is a slight tendency for charter parents to have higher socioeconomic status (SES) than the comparison group parents. Two-thirds of charter parents (67 percent) have family incomes of $25,000 or more, while the corresponding figure for comparison group parents is five percentage points less (62 percent). In addition, more than half

(51 percent) of charter parents have at least some college experience, while 45 percent of comparison group parents have attended at least some college. These differences are small, however, and should not greatly affect comparisons between the two groups.

Table VI.2
Year Five Parent Samples Educational Achievement and Income Levels (Percent)

	Charter School Sample			Comparison Sample (*N*=670)
	CS ≥ 75% (*n*=469)	CS < 75% (*n*=692)	All CS (*N*=1,161)	
Educational Achievement Level				
8th grade or less	10.7	9.0	9.6	17.6
9 – 11th grade	12.2	8.7	10.2	11.8
GED	4.3	4.5	4.4	5.1
High school	25.6	24.0	24.6	20.7
< 2 years college	11.1	13.0	12.2	12.4
> 2 years college	11.9	12.7	12.4	9.6
College degree	18.8	23.6	21.6	17.2
Graduate degree	5.5	4.6	5.0	5.7
Income Level	**(*n*=344)**	**(*n*=498)**	**(*N*=842)**	**(*N*=438)**
Less than $5,000	5.2	2.8	3.8	3.4
$5,000 – 9,999	4.9	3.4	4.0	4.1
$10,000 – 14,999	6.1	4.2	5.0	5.9
$15,000 – 19,999	7.8	7.4	7.6	10.3
$20,000 – 24,999	10.8	14.7	13.1	14.8
$25,000 – 34,999	23.3	18.7	20.5	20.1
$35,000 – 49,999	18.3	21.9	20.4	17.4
$50,000 – 74,999	15.1	16.9	16.2	15.1
More than $75,000	8.4	10.0	9.4	8.9

Further examination of charter parents and comparison parents indicates that parents who choose charter schools are more likely to speak English in the home and more likely to have been born in the United States. While almost three-quarters of charter parents identify English as the primary language spoken in the home (74 percent), only two-thirds of comparison parents report this. Similarly, 73 percent of charter parents were born in the United States, compared to only 62 percent of comparison parents.

Generalizations based on these data should be qualified by noting that the comparison parent sample and charter parent sample have not been equated by any method normally accepted by social scientists. Thus, there is no reliable way to confirm that the two parent groups are comparable in all important respects. Nevertheless, the relationships between the two groups in terms of language and nativity variables, as displayed in Table VI.3, persist over time—charter parents are consistently more likely to say that they speak English in the home and that they were born in the United States.

Table VI.3
Place of Birth and Primary Language Spoken in Home Over Time (Percent)

	Year 3		Year 4		Year 5	
	Charter	Comp.	Charter	Comp.	Charter	Comp.
Born in U.S.	78.4	61.6	86.9	65.3	73.4	61.7
English in the home	90.2	77.2	84.2	65.4	73.8	65.5

How Did Parents Find Out About Charter Schools?

It is important to determine how parents learned about the charter schools they chose for their children. Is the public in general aware of charter schools? Do different kinds of parents find out about charter schools from different sources? Do the methods of publicizing charter schools lead to enrollments that are racially or socioeconomically distinctive?

Parents were asked how they found out about the charter schools their children attend. Similarly, parents in the comparison group were asked if they knew of charter schools in their vicinity, and if so, how they became aware of them. The results are presented in Table VI.4.

Table VI.4
How Parents Find Out About Charter Schools, Year Five (Percent)

	Charter School Sample			Comparison
Information Source	CS ≥ 75% (*n*=480)	CS < 75% (*n*=726)	All CS (*N*=1,206)	Parents (*N*=280)[a]
Friends or relatives	58.1	63.8	61.5	36.1
Teachers	9.6	5.0	6.8	5.4
Public schools	8.3	5.4	6.6	10.7
Newspapers	2.9	4.1	3.6	11.8
Television or radio	3.1	3.6	3.4	13.6
Community center	4.2	2.8	3.3	3.6
Private schools	1.7	2.3	2.1	1.1
Work	1.9	2.2	2.1	2.9
Church	2.9	1.1	1.8	1.1
Internet	0.0	0.8	0.5	0.4
Other	7.3	9.0	8.3	13.6

[a] The sample size decreases dramatically for comparison group parents because the majority have not heard about charter schools.

The majority of charter parents (62 percent) find out about charter schools from friends and relatives. By contrast, comparison group parents who have heard about charter schools were much less likely to hear about them from friends and relatives (36 percent), although friends and relatives were the most common source of charter school information for comparison parents as well. This result is noteworthy because of the well-established finding in sociology that such informal networks tend to be segregated by race and class. When information about charter schools is transmitted via these channels, one would expect that it would mediate for charter schools that are racially distinctive. Reinforcing this finding is a second one. A higher percentage of comparison parents find out about charter schools from either traditional public schools or

teachers (16 percent), while a smaller percentage of charter parents (13 percent) learn of charter schools from this source. Comparison parents are also more likely to find out about charter schools from media sources—television, radio, or newspapers (25 percent). Additionally, parents of students in charter schools serving primarily at-risk students are more likely to learn about charter schools from the public schools or from teachers (18 percent) than parents of children in charter schools serving less at-risk students (10 percent).

Table VI.5 presents data comparing information sources for the two types of charter schools for the five years of the evaluation period. Parents of children enrolled in charter schools serving primarily at-risk students have consistently been more likely to find out about charter schools from traditional public schools and teachers and less likely to learn about charter schools from friends and relatives than parents of students in schools serving less at-risk students.

Table VI.5
Charter Parents' Sources of Information About Charter Schools Over Time (Percent)

Source of Information	Charter Schools Serving ≥ 75% At-Risk Students					Charter Schools Serving < 75% At-Risk Students				
	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5	Yr. 1	Yr. 2	Yr. 3	Yr. 4	Yr. 5
Newspapers	10.7	4.5	6.8	5.3	2.9	11.7	13.1	10.6	4.3	4.1
Television or radio	4.2	5.5	5.2	5.3	3.1	9.9	7.6	7.9	1.2	3.6
Private schools	0.0	2.3	1.0	2.3	1.7	1.8	1.5	2.4	1.9	2.3
Public schools	13.4	21.3	24.5	10.4	8.3	0.9	3.5	7.3	5.9	5.4
Community center	4.2	1.9	1.0	2.4	4.2	2.2	3.0	1.9	1.9	2.8
Church	1.9	3.2	1.0	1.6	2.9	0.9	2.0	5.2	8.5	1.1
Friends or relatives	53.3	57.4	49.5	50.1	58.1	56.1	65.2	61.5	58.8	63.8
Teachers	5.7	3.9	10.9	--	9.6	5.8	4.0	3.2	--	5.0
Work	--	--	--	1.1	1.9	--	--	--	1.0	2.2
Internet	--	--	--	0.5	0.0	--	--	--	1.2	0.8
Other	6.5	--	--	21.0	7.3	10.8	--	--	15.1	9.0
N	261	310	192	739	480	223	198	630	575	726

Table VI.6 presents comparison data for charter parents and comparison parents for the most recent years of the evaluation (years three though five). These data show that comparison group parents have always been more likely to hear about charter schools through impersonal, general sources such as the public schools and the media than charter parents, who rely most heavily on friends and relatives. Comparison group results are based on 45 percent of comparison group parents in year three and 40 percent in years four and five who indicated that they had heard or knew something about charter schools. In all three years, comparison group samples were drawn from areas where there were abundant charter school options. The fact that a majority of respondents each year indicated that they had not head of charter schools may be significant. It seems the public, in general, is not aware of open-enrollment charter schools even after the schools have been in operation for five years.

Table VI.6
Parents' Sources of Information About Charter Schools Over Time (Percent)

Source of Information	Year 3		Year 4		Year 5	
	Charter	Comp.	Charter	Comp.	Charter	Comp.
Newspapers	8.9	17.5	5.1	21.9	3.6	11.8
Television or radio	6.5	11.0	3.6	10.0	3.4	13.6
Private schools	2.6	1.0	2.3	1.0	2.1	1.1
Public schools[a]	10.7	29.7	8.8	25.8	6.6	10.7
Community center	1.7	1.6	2.1	2.4	3.3	3.6
Church	4.0	1.2	4.6	1.0	1.8	1.1
Friends or relatives	59.9	36.1	53.3	31.9	61.5	36.1
Teachers[a]	4.8	1.8	--	--	6.8	5.4
Work	--	--	1.1	2.9	2.1	2.9
Internet	--	--	0.9	3.3	0.5	0.4
Other	--	--	18.3	12.5	8.3	13.6
N[b]	842	140	1,232	240	1,206	280

[a] In the fourth year survey, teachers and public schools were combined as one possible source of information about charter schools. [b] The sample size decreases dramatically for comparison group parents because the majority have not heard about charter schools.

Factors Affecting the Decision to Enroll in a Charter School

Parents of charter school students answered a series of questions regarding the factors that were important in the decision to enroll their child in a charter school (see Table VI.7). The survey provided parents with a list of six attributes—high standardized test math/reading scores, discipline, location, a student body that was ethnically diverse, the teaching of moral values, and school safety. Parents were asked to pick the one that was most important to them in making their particular school choice. Parents next heard the five remaining attributes and identified the one that was most important. Finally, parents heard the four remaining attributes and identified the most important.

If one concentrates on the first choices of parents – the most important reason for choosing a charter school – parents cite high test scores (30 percent) more than any other factor. Next most important is the teaching of moral values (22 percent), followed by better discipline, school location, safety, and a racially diverse student body. In examining averages, charter school parents most frequently identify high test scores (25 percent) as important in choosing a charter school, followed by discipline, the teaching of moral values, school safety, location, and racial diversity. Only one difference emerges in attribute selection by charter school type—parents of children enrolled in charter schools serving primarily at-risk students more often identified discipline as important rather than the teaching of moral values.

Table VI.7
School Attributes Most Important to Charter and Comparison Parents, Year Five (Percent)

School Attribute	1st Choice	2nd Choice	3rd Choice	Average
Charter School Parents	***N*=1,022**	***N*=953**	***N*=848**	
High math/reading test scores	30.0	23.2	20.8	24.7
Better discipline	21.7	26.7	23.2	23.9
Teaching moral values	22.3	21.0	20.8	21.4
Safety	9.0	14.0	15.3	13.1
Location of charter school	12.8	9.8	13.8	12.1
Racial diversity	4.1	5.5	6.1	5.2
Comparison Parents	***N*=660**	***N*=654**	***N*=645**	
Safety	28.0	21.9	19.1	23.0
High math/reading test scores	20.5	19.4	20.2	20.0
Teaching moral values	16.2	19.0	18.8	17.9
Better discipline	16.2	19.3	15.7	17.1
Location of charter school	13.2	13.6	14.0	13.6
Racial diversity	5.9	6.9	12.4	8.4

Comparison group parents were also asked what attributes they thought were the most important reasons for enrolling their child in a school using the strategy described previously. That is, parents selected the most important of six attributes, then of five attributes, and then from the remaining four attributes. The comparison group parent choices shown in the table above indicate that different attributes are important to parents who keep their children in traditional public schools. The largest percentage of comparison parents cite safety (28 percent) as the most important attribute of a school, followed by high test scores (21 percent). This order of preferences also holds through the choice of a second most important attribute. When asked to choose a third most important attribute, the largest percentage of parents chooses high test scores followed by safety. This differs tremendously from charter school parents for whom safety ranks no higher than fourth-most important. Comparison group parents are relatively unconcerned about the teaching of moral values compared to charter school parents, although in the fifth-year evaluation, the teaching of moral values appears to be important to a larger percentage of comparison parents than it had been in previous years.

The order for charter school parents has changed somewhat over the last three years, as shown in Table VI.8.[10] Over time, high test scores, discipline, and the teaching of moral values have been cited by charter parents as the most important reasons for enrolling their children in charter schools. Charter parents have been less likely to attribute school choices to the racial characteristics of the student body, safety, or the location of schools. Perhaps the greatest surprise in this pattern is the relative lack of concern of charter school parents about safety, a factor that plays a primary role in comparison parents' decision to keep their children in traditional public schools. The teaching of moral values has consistently been an important concern of charter school parents, although it fell behind test scores in the fifth-year study.

[10] In the first two years of the evaluation, parents were also asked what characteristics they found most important in schools, but the choices provided were not strictly comparable to the choices offered in the last three years.

Table VI.8
School Attributes Most Important to Charter Parents Over Time (Percent)

School Attribute	Year 3 (*N*=787)	Year 4 (*N*=855)	Year 5 (*N*=1,022)
High test scores	20.8	23.0	30.0
Teaching moral values	26.7	27.6	22.3
Better discipline	25.7	21.8	21.7
Location of charter school	12.1	10.3	12.8
Safety	13.4	12.6	9.0
Racial diversity	1.2	4.7	4.1

Parent Satisfaction with Previous Schools

Charter parents give the schools their children previously attended lower grades than those given by the comparison group parents to the traditional public schools their children currently attend (see Table VI.9). Overall, 58 percent of charter parents give their children's previous schools an A or B, while 9 percent assign failing grades. More than 71 percent of comparison parents give their child's current traditional public school an A or B. No differences in the grades for previous schools emerged by charter school type (charter schools serving primarily or less at-risk students).

Table VI.9
Grades Assigned by Charter Parents to Children's Previous Schools, Year Five (Percent)

Grade	CS ≥ 75% (*n*=440)	CS < 75% (*n*=631)	All CS (*N*=1,071)	Comparison[a] (*N*=688)
A	22.7	22.5	22.6	28.2
B	34.5	35.8	35.3	43.2
C	24.3	20.1	21.8	18.8
D	9.5	11.9	10.9	6.1
F	8.9	9.7	9.3	3.8

[a] Current ratings are provided for the comparison group because these parents have not removed their children from traditional public schools.

Over three years of the evaluation of open-enrollment charter schools (years one, three, and five), as shown in Table VI.10, the relative satisfaction levels of charter parents have varied somewhat, and charter parents are consistently less approving of their previous school than comparison parents of the traditional public school their children currently attend. Charter school parents have been more likely to assign their children's previous school an A or B over time, with 43 percent providing these grades in year one compared to 58 percent in year five. In contrast, the percentage assigning a C to previous schools has declined over the three years.

Table VI.10
Grades Assigned to Previous Schools by Charter Parents Over Time (Percent)

	Year 1		Year 3		Year 5	
Grade	Charter (*N*=480)	Comp.[a] (*N*=188)	Charter (*N*=1,103)	Comp.[a] (*N*=607)	Charter (*N*=1,071)	Comp.[a] (*N*=688)
A	17.2	26.1	21.8	32.1	22.6	28.2
B	25.5	48.9	24.1	36.7	35.3	43.2
C	31.8	17.0	24.1	23.1	21.8	18.8
D	13.3	6.9	15.1	4.9	10.9	6.1
F	10.4	1.1	14.6	3.1	9.3	3.8

[a] Current ratings are provided for the comparison group.

To further examine satisfaction with previous schools, parents rated school characteristics on a four-point scale ranging from very satisfied to very dissatisfied. Table VI.11 compares charter parent satisfaction with specific aspects of their children's previous schools with comparison parents' satisfaction with aspects of traditional public schools attended by their children. Characteristics included teachers, teaching moral values, the location of the schools, discipline, parent-teacher relations, parent input into the running of the schools, and satisfaction with the background of students. Charter parents were most likely to report being somewhat or very dissatisfied with parent input in running the previous schools (34 percent), discipline (32 percent), and teaching moral values (30 percent). Parents of students enrolled in charter schools serving varying percentages of at-risk students expressed similar satisfaction levels with their children's previous schools. Charter parents were consistently less likely than comparison parents to say they were very satisfied with specific aspects of schools attended by their children.

Table VI.11
Charter Parent Satisfaction With Characteristics of Previous Schools and Comparison Parent Satisfaction With Traditional Public Schools, Year Five (Percent)

Characteristic	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
Charter School Parents				
Location	40.7	43.3	8.8	7.1
Teachers	33.8	39.2	14.3	12.7
Parent-teacher relations	31.9	38.8	15.7	13.6
Teaching moral values	31.6	38.3	15.9	14.1
Background of students	29.6	45.2	14.5	10.7
Discipline	29.2	39.0	17.7	14.1
Parent say in running school	28.0	37.6	18.0	16.4
Comparison Parents				
Location	49.9	36.0	8.3	5.8
Teachers	43.3	40.5	10.2	6.0
Parent-teacher relations	56.7	34.4	6.0	2.9
Teaching moral values	45.3	37.7	9.9	7.1
Background of students	48.6	36.0	8.7	6.7
Discipline	42.2	38.5	10.2	9.1
Parent say in running school	42.0	42.0	10.1	5.8

Parent Satisfaction with Current Schools

Charter school and comparison parents, as displayed in Table VI.12, graded their satisfaction with their children's current schools on a scale from A to F. Charter school parents are more approving of their children's current schools (62 percent assigning an A) than the previous school their children attended (23 percent). Charter parents also express higher satisfaction levels than comparison parents (28 percent assigning an A), although few parents in either group offered failing grades to their current schools. Additionally, parents of children in schools serving primarily at-risk students are more likely to provide A ratings than those with children in schools serving less at-risk students.

Table VI.12
Grades Assigned by Parents to Their Children's Current Schools, Year Five (Percent)

Grade	Charter School Parents						Comp.[a]
	CS ≥ 75%		CS < 75%		All CS		
	Previous	Current	Previous	Current	Previous	Current	Current
A	22.7	68.9	22.5	57.9	22.6	62.3	28.2
B	34.5	23.4	35.8	30.9	35.3	27.9	43.2
C	24.3	5.0	20.1	7.3	21.8	6.4	18.8
D	9.5	0.8	11.9	2.1	10.9	1.6	6.1
F	8.9	1.9	9.7	1.8	9.3	1.8	3.8
N	440	479	631	715	1,071	1,192	688

[a] Only current ratings are provided for the comparison group because these parents have not removed their children from traditional public schools.

The grades parents assigned to charter schools varied over years one, three, and five, as seen in Table VI.13. In year one, 87 percent of parents assigned the charter school an A or B. This declined in year three to 74 percent but then increased to more than 90 percent in year five. Consistent with these results, more parents in year three assigned grades of D or F to charter schools (13 percent) than in year one (4 percent) or year five (3 percent). Across years, parents of children enrolled in charter schools serving primarily at-risk students have been more likely to assign A's than parents of students enrolled in charter schools serving less at-risk students (differences between 11 and 16 percentage points).

Table VI.13
Grades Assigned to Charter Schools by Charter Parents Over Time (Percent)

Grade	Year 1			Year 3			Year 5		
	CS ≥75%	CS<75%	All CS	CS≥75%	CS<75%	All CS	CS≥75%	CS<75%	All CS
A	54.3	38.7	47.3	52.4	40.0	42.5	68.9	57.9	62.3
B	34.1	46.5	39.5	25.3	33.2	31.5	23.4	30.9	27.9
C	8.2	10.6	9.4	12.0	13.2	12.9	5.0	7.3	6.4
D	1.5	1.8	1.7	5.2	8.6	7.8	0.8	2.1	1.6
F	1.9	2.3	2.0	5.2	5.1	5.3	1.9	1.8	1.8
N	267	217	485	233	745	1,001	479	715	1,194

In years three and four, evaluators conducted parent surveys of parents with children attending campus charter schools[11] in Houston Independent School District (HISD) and Spring Branch Independent School District, respectively. Table VI.14 presents the approval ratings that these parents gave to their children's schools compared to results for open-enrollment charter parents (based on averages of data from surveys administered in years three through five). The approval ratings of open-enrollment charter parents are comparable to those of HISD campus charter parents. Parents of children in SBISD campus charter provided the highest approval ratings.

Table VI.14
Open-Enrollment and Campus Charter Parent Satisfaction (Percentages)

	Open-Enrollment Charters[a]			HISD[b] Campus Charter	SBISD[c] Campus Charter
Grade	CS ≥ 75%	CS < 75%	All CS		
A	58.5	45.5	50.7	51.0	69.3
B	27.6	36.9	33.0	34.3	24.6
C	8.4	10.4	9.6	10.3	4.3
D	2.5	4.2	3.7	2.5	1.2
F	3.0	3.1	3.0	2.0	0.6

[a] Percentages are average parent responses for years three through five surveys.
[b] Interviews with Houston ISD (HISD) campus charter parents in year three.
[c] Interviews with Spring Branch ISD (SBISD) campus charter parents in year four.

Evaluators further examined parent satisfaction with current schools in year five. Table VI.15 presents charter and comparison parent satisfaction with specific characteristics of the schools their children currently attend. For every characteristic included in the survey, more charter parents report being very satisfied than comparison parents, with differences exceeding 20 percentage points for all characteristics except location. Differences were greatest for teaching of moral values (27 percentage points) and discipline (26 percentage points).

[11] Campus charter schools are created by independent school districts rather than the State Board of Education.

Table VI.15
Charter and Comparison Parent Satisfaction With Characteristics of Current Schools, Year Five (Percent)

Characteristic	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
Charter School Parents				
Parent-teacher relations	72.2	21.7	3.5	2.7
Discipline	71.6	22.1	4.0	2.4
Teachers	71.2	23.4	2.9	2.4
Teaching moral values	70.3	24.2	3.0	2.5
Parent say in running school	65.9	26.5	4.5	3.2
Background of students	63.7	29.7	3.9	2.7
Location	63.3	28.7	5.3	2.7
Comparison Parents				
Location	56.7	34.4	6.0	2.9
Teachers	49.9	36.0	8.3	5.8
Parent-teacher relations	48.6	36.0	8.7	6.7
Discipline	45.3	37.7	9.9	7.1
Teaching moral values	43.3	40.5	10.2	6.0
Parent say in running school	42.2	38.5	10.2	9.1
Background of students	42.0	42.0	10.1	5.8

Parent Participation in the Schools

Previous studies of school choice have found that parents who actively choose their children's schools (as opposed to sending them to the neighborhood public school) are more likely to participate in educational and school programs.[12] This finding is supported by participation data from the year-five parent survey, particularly if one focuses on charter parents' participation levels at charter schools as opposed to schools their children previously attended. Table VI.16 indicates that charter parents' participation rates in their children's previous schools are sometimes higher and sometimes lower than those of comparison group parents. Comparison parents have higher participation rates for parent-teacher conferences and for PTO meetings, and fund-raising is nearly equal between the two groups. On the other hand, charter parents were more likely than comparison parents to volunteer in their previous school, attend school board meetings, and help to make decisions about programs and curriculum.

Year-five comparisons of charter school and comparison parents' current participation, however, shows that charter parents are more likely to participate in their children's charter schools than comparison parents are in their children's traditional public schools, sometimes by a wide margin. Charter parent participation rates are nearly equal to comparison parent participation rates for parent-teacher meetings and PTO meetings, but they are higher for helping with fund-

[12] Godwin, K.R., Kemerer, F.R., & Martinez, V.J. (1998). Comparing public choice and voucher programs in San Antonio in Peterson and Hassel (Eds.), *Learning from School Choice*, pp. 275-306. Washington DC: Brookings Institution Press; Martinez, V.J., Godwin, K.R., & Kemerer, F.R. (1996). Public school choice in San Antonio: Who chooses and with what effects? in Fuller and Elmore (Eds.), *Who Chooses? Who Loses? Culture, Institutions, and the Unequal Effects of School Choice*, pp. 50-69. New York: Teachers College Press.

raising, volunteering at school, attending school board meetings, and helping make program and curriculum decisions. Also in the fifth-year, charter parent participation rates in charter schools are clearly higher than their participation rates in their children's previous schools in all six activities identified in the survey.

Table VI.16
Charter Parent Participation at Previous School and Charter School and Comparison Parent Current Participation, Year Five (Percent Responding Affirmatively)

	Charter School Parents						Comp. Parents
	CS ≥ 75%		CS < 75%		All CS		
Activity	Prev.	Curr.	Prev.	Curr.	Prev.	Curr.	Curr.
Attend parent-teacher conference	71.6	82.1	70.4	78.6	70.9	80.0	79.7
Attend PTO meeting	62.0	70.7	60.7	68.4	61.2	69.4	68.4
Help with fund-raising	48.6	62.9	48.3	58.4	48.5	60.2	47.4
Volunteer at school	47.9	58.9	46.8	59.5	47.3	59.3	41.8
Attend school board meeting	37.5	39.6	35.4	41.2	36.2	40.5	31.7
Help make program decisions	25.0	22.8	22.2	24.2	23.3	23.6	17.4

In contrast to year-five findings, results for the first four years of the charter school evaluation do not show that charter parents are more likely to participate in their children's education. For example, data for the third-year and fourth-year evaluation (Table VI.17) show no clear differences in overall participation between charter parents in charter schools and comparison parents in traditional public schools. In the third year, participation in parent-teacher conferences is comparable, comparison parents have a small edge in participating in PTO meetings and fund-raising, and charter parents are more likely to participate by attending school board meetings and helping to make program and curriculum decisions. In the fourth year, comparison parents are more likely (by a considerable margin) than charter parents to attend a parent-teacher conference, attend a PTO meeting, and help with fund-raising. Charter parents are more likely to attend school board meetings than comparison parents by a small margin in the fourth year, and volunteering at school and helping to make program and curriculum decisions are comparable.

Data for the first-year and second-year evaluation are not included in Table VI.17 because there were no interviews of comparison group parents in the second year, making it impossible to display comparative data. Charter and comparison parents were asked about their participation levels in the first-year evaluation, but the question format was somewhat different than the format used for years three through five. Nevertheless, the first-year data also indicate that participation rates of charter parents in charter schools and comparison parents in traditional public schools were basically similar. When asked if they were active in their children's schools, less than two percentage points separated charter parents and comparison parents (66.8% versus 67.2% answering affirmatively). Charter parents were more likely to say they attended PTO meetings (64.2% to 57.8%) and that they belonged to the PTO (42.4% to 32.3%). Comparison parents were more likely to say that they belonged to a school booster club (19.3% to 15.5% and that they attended parent-teacher conferences (84.9% to 80.5%).

Over the first four years, the parent interview data indicate that participation levels of charter parents in their charter schools and comparison parents in their traditional public schools are

similar. Neither group emerges as clearly more participatory than the other over time. The fifth-year data do indicate, however, that the charter school parents interviewed during that year participated at higher levels, for the most part, than corresponding comparison group parents.

Table VI.17
Charter Parent Participation in Charter School and Comparison Parent Participation Over Time (Percent Responding Affirmatively)

Activity	Year 3		Year 4		Year 5	
	Charter	Comp.	Charter	Comp.	Charter	Comp.
Attend parent-teacher conference	86.3	85.2	75.4	88.6	80.0	79.7
Attend PTO meeting	79.6	82.9	65.1	78.1	69.4	68.4
Help with fund-raising	63.1	66.2	50.0	60.2	60.2	47.4
Volunteer at school	--	--	45.7	43.8	59.3	41.8
Attend school board meeting	39.9	34.0	27.9	24.9	40.5	31.7
Help make program decisions	35.8	28.3	20.6	19.0	23.6	17.4

Additional Information Provided by Survey

Charter school parents were also asked where their children would have attended school if they had not gone to a charter school. Response patterns are presented in Table VI.18 for the five evaluation years. The majority of parents would have enrolled their children in neighborhood public schools (between 60 and 71 percent). However, between 18 and 28 percent of parents report that their children would not be in the public school system if they were not attending charter schools—they would instead be attending a private religious school, a private non-religious school, be home schooled, or drop out. In addition, between three and seven percent of parents believe their children would have dropped out of school if they had not enrolled in the charter school.

Table VI.18
Where Would Your Child Have Attended School if not for the Charter School? (Percent)

	Year 1 (*N*=475)	Year 2 (*N*=607)	Year 3 (*N*=982)	Year 4 (*N*=1,139)	Year 5 (*N*=1,067)
Neighborhood public school	71.4	69.4	59.8	65.4	65.9
Magnet public school	4.4	4.9	6.8	2.5	8.2
Private religious school	11.8	11.2	16.8	14.4	12.0
Private non-religious school	3.6	3.6	3.8	2.4	5.3
Home school	2.7	4.0	7.5	8.9	6.1
Drop out	6.1	6.9	5.3	6.5	2.5

Summary

Parents of students in Texas open-enrollment charter schools hear about the schools, for the most part, from friends and relatives. They are less likely to hear about such schools from sources such as the traditional public schools or the media. This method of receiving information may affect the racial distinctiveness of charter schools.

Open-enrollment charter school parents choose schools for different reasons than parents of students in traditional public schools. When identifying the most important reason for choosing their charter schools, parents most frequently select high test scores followed by the teaching of moral values. Parents of students in traditional public schools, in contrast, cited safety most commonly, followed by high test scores. Over the last three years, high test scores, teaching moral values, and better discipline remain the most important attributes parents consider when choosing charter schools.

In rating charter schools and the schools their children previously attended, charter parents provide significantly higher ratings to the charter schools. In addition, charter parents provide much higher ratings to the charter schools than comparison parents give to their children's current traditional public schools. Charter school parents also give the specific attributes of their previous schools lower ratings than their children's current charter schools. The approval ratings for charter school characteristics are much higher (20 percentage points or more) than those given by comparison group parents to their current schools. Across years, the most satisfied parents are those whose children attend charter schools enrolling high percentages of at-risk students. The high levels of satisfaction expressed by these parents suggest that charter schools have been effective in addressing the needs of this particular group of education consumers.

In comparing charter parent participation levels in their children' current schools against participation in the charter school, participation rates are higher in charter schools for all activities identified in the fifth-year survey. Fifth-year parental participation comparisons for charter parents in charter schools and comparison parents in traditional public schools yield similar results. Although participation rates are similar for attendance of parent-teacher conferences and PTO meetings, charter parents are more likely to help with fundraising, volunteer at their children's schools, attend school board meetings, and help make educational program decisions. The fifth year is the only one in which it appears that charter parents are more likely to participate in their schools than comparison parents are to participate in traditional public schools, however. In particular, first-year, third-year, and fourth-year comparisons indicate that participation rates between charter parents and comparison parents are similar.

Longitudinal data indicate if their children were not attending charter schools, between 18 and 28 percent of the students each year would be in a private school or be home schooled. Between three and seven percent of parents each year asserted that their children would have dropped out of school if not for the charter school.

Chapter VII: Student Performance

Kelly Shapley and Aprile Benner, Texas Center for Educational Research
David Stamman, Academic Information Management, Inc.

Student achievement in open-enrollment charter schools is a pivotal concern as the movement continues to grow in Texas and nationally. Most states, like Texas, hold charter schools to the same accountability standards (based on student outcome measures) as traditional public schools. Academic outcomes for charter schools, however, have been mixed. In Colorado, student scores on state assessments significantly exceed state averages (Fitzgerald et al., 2001). In contrast, charter schools in Michigan and Texas have lower state assessment test scores and higher dropout rates (Horn & Miron, 1999, Texas Fourth-Year Evaluation, 2001). Based on a national review of existing evidence regarding charter school achievement, Rand researchers (Gill, Timpane, Ross, & Brewer, 2001) found inconclusive evidence, with no studies suggesting that "charter-school achievement outcomes are dramatically better or worse on average than those of conventional public schools" (p. xiv).

This evaluation further explores student performance in Texas charter schools. The chapter describes charter school achievement for the 2000-01 school year and changes in student achievement over time (1997-98 to 2000-01 school years). In particular, the study examines 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), years of charter school operation, and charter school origination (start-up or conversion); and the effects on student performance of staying in or moving between charter and traditional public schools. Appendix F provides the following data for individual campuses: enrollment, grade levels served, annual dropout rates, attendance rates, TAAS reading passing rates, and TAAS mathematics passing rates.

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 200 charter school campuses, with state-level demographic and performance data, operating for the entire 2000-01 school year. The 200 charter schools served 36,696 students, with an average of 188 students per campus and enrollment ranging from 2 to 1,278 students. Additional data are derived from open-enrollment charter school evaluation reports for years one through four (reports listed in References) and longitudinal data for a matched cohort of students with three years of test scores.

Academic Information Management (AIM), under contract with the Texas Center for Educational Research (TCER), conducted the data analyses included in this chapter. AIM developed programs using Microsoft Visual Basic 6.0 that are designed specifically for processing student-level data extracted from PEIMS data sets. Whenever possible, data were cross-validated to ensure accuracy, and bounds checks were used within analyses to detect and eliminate statistically improbable data. Throughout this chapter, data analysis procedures are described in detail along with evaluation results. Data sources and study limitations follow.

Data Sources

Quantitative data were obtained through two Texas Education Agency (TEA) data systems: the Academic Excellence Indicator System (AEIS) and the Public Education Information Management System (PEIMS). Data from these sources include Texas Assessment of Academic Skills (TAAS) results, accountability ratings, and other student performance measures.

TAAS. The TAAS is a series of criterion-referenced tests with three primary subtests: reading, mathematics, and writing. Students in grades 3-8 and 10 currently take TAAS reading and mathematics subtests; writing is administered at grades 4, 8, and 10. TAAS data, drawn from AEIS and PEIMS, were analyzed at both the campus and student level.

Accountability ratings. Districts and campuses receive annual accountability ratings based primarily on standardized test results and dropout rates. Charter school campuses may be rated using the standard system that includes TAAS performance and dropout rate standards for the following ratings: Exemplary, Recognized, Acceptable, and Low-Performing. Schools may also petition to be rated under the Alternative Education (AE) system. This system has lower TAAS and dropout standards, but schools under this rating system must meet one additional performance standard along with attendance standards (attendance is no longer a base indicator in the standard system). AE ratings are Commended, Acceptable, and Needs Peer Review.

Other measures. Quantitative analyses also included the following AEIS data elements: retention/promotion rates, advanced course completions, end-of course examination passing rates, and student attendance and dropout rates.

Study Limitations

Several factors complicate the analysis of charter school data, including the growing number of charter schools, data accuracy issues, student population changes, and confusion regarding units of analysis.

Increasing number of charter schools. The assessment of change over time is complicated because the number of charter schools and campuses has increased dramatically each year, whereas the number of traditional public school districts and campuses has remained relatively stable. Likewise, the numbers of students available for analysis varies widely across years. 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 outcomes for TAAS, 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, one data accuracy issue relates to the Person Identification Database (PID) used to link students across various databases. The average state PID error rate for schools is 1.5 percent. By contrast, the average error rate for all charter schools is 11.6 percent. Average error rates for charter schools range from 10.1 to 17.6 percent across the years of school operation (i.e., one, two, three, four or more), with the highest error rates for charter schools in the first operating year. More than half of charter schools report PID error

rates exceeding 9 percent (about six times the state average). In contrast to PEIMS data, information for TAAS is reported directly to TEA by the testing coordinator and 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 (a) many charter schools have low student enrollments, and (b) rapid student population growth has resulted in vastly different sets of students in schools from year to year. For small schools, the difference in performance for only one or two students may have considerable impact on performance levels. Longitudinal analyses involving matched students are used to help control for student population changes. This approach, however, 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. In this chapter, for example, evaluators use campus numbers to obtain data such as accountability ratings, but district numbers are used in some cases to establish comparison groups. 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 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. When the student is the unit of analysis, larger schools receive more weight in the calculations. Additional discussion of student-level data issues is included in a later section of the chapter.

Campus-Level Performance

Accountability Ratings

Performance standards. Texas districts and campuses receive annual accountability ratings based primarily on TAAS performance and dropout rates. Table VII.1 summarizes the 2000-01 performance standards for the four standard ratings categories. Each performance standard must be met by each of five student groups: all students, African American, Hispanic, White, and economically disadvantaged. TEA's Division of Performance Reporting is responsible for the calculation of ratings and distribution of summary performance reports, including AEIS reports. Some of these standards have increased in rigor for 2002 (Detailed information is available on the TEA web site.)

Table VII.1
2000-01 Standard Accountability Rating Categories

Rating	TAAS Passing Rate	Annual Dropout Rate
Exemplary (campus and district)	90% or more	1% or less
Recognized (campus and district)	80% or more	3% or less
Acceptable (campus) Academically Acceptable (district)	50% or more	5.5% or less
Low-Performing (campus) Academically Unacceptable (district)	Less than 50%	More than 5.5%

Source. TEA 2001 Accountability Manual.

A campus serving primarily at-risk students may apply to be rated under Alternative Education (AE) accountability procedures. AE ratings utilize the categories listed in Table VII.2. A student's TAAS scores are attributed to the alternative campus if a student has been enrolled at least 85 days on the day of testing. In addition to indicators listed in Table VII.2, an alternative campus must select one of eight additional indicators on which to be rated; these indicators include, among others, GED certificate completion, courses passed, and credits earned. Details can be found in the *2001 TEA Alternative Education Accountability Manual*.

Table VII.2
2000-01 Alternative Education Rating Categories

Rating	TAAS Passing Rate	Annual Dropout Rate	Attendance Rate
AE: Commended	30% or more passing[a] 85% increasing TLI scores[b]	6% or less[a]	94%[b]
AE: Acceptable	30% or more passing[b]	10% or less[b]	80%[b]
AE: Needs Peer Review	Less than 30%[b]	Greater than 10%[b]	Not used

Source. TEA 2001 Alternative Education Accountability Manual.
[a] Performance standards met for each student group. [b] Performance standards met for all students only.

Some schools are not rated. These schools may receive a "not rated" label due to the grade levels served (i.e., untested students), status as a new school, or when too few students are reported to calculate a rating.

Charter school inclusion in standard or AE rating system. Table VII.3 shows that, of all campuses in the state, 93 percent received standard ratings in 2001 (e.g., Exemplary), whereas only 61 percent of charter campuses received standard ratings. In 2001, the percentage of charter school campuses rated under the AE system is higher than the figure for traditional public schools (39 percent versus 7 percent). Furthermore, over the past three school years, an increasing percentage of charter school campuses have applied for ratings under the alternative accountability system (29, 34, and 39 percent, respectively).

Table VII.3
Charter and Traditional School Campuses Included in Accountability Systems, 1998-2001

Accountability System	Charter Schools				Traditional Public Schools	
	1998	1999	2000	2001	2000	2001
Standard						
Percent	59%	71%	66%	61%	--	93%
N rated	10	15	63	96	6,363	6,616
Alternative Education						
Percent	41%	29%	34%	39%	--	7%
N rated	7	6	33	62	--	--

Note. "--" indicates data are unavailable.

Standard and AE accountability ratings. Standard and AE accountability ratings for charter school and traditional public school campuses are compared in Table VII.4. Campus-level ratings are presented to allow comparisons with the alternative ratings (districts are not rated using the alternative system). In 2001, 31 charter school campuses were not rated: 12 campuses had insufficient data, 15 were new charter campuses, 3 had data quality issues, and one served only prekindergarten and kindergarten students. Reported percentages exclude campuses that were "not rated." As a result, percentages included for charter school standard ratings do not match those posted on TEA's web site.

Table VII.4
Campus Performance Ratings for Charter and Traditional Public Schools, 1998-2001

Rating	Charter Schools				Traditional Public Schools			
	1998	1999	2000	2001	1998	1999	2000	2001
Standard[a]								
Exemplary	0%	13%	8%	5%	17%	18%	20%	24%
Recognized	10%	20%	11%	9%	27%	30%	32%	36%
Acceptable	70%	47%	49%	42%	55%	51%	46%	38%
Low-Perform	20%	20%	32%	44%	1%	2%	2%	2%
N rated	10	15	63	96	6,138	6,206	6,363	6,616
N not rated[b]	3	45	81	31	118	160	140	149
Alternative Education								
Commended	n/a	n/a	0%	2%	n/a	n/a	2%	5%
Acceptable	29%	83%	27%	38%	--	--	88%	84%
Needs Review	71%	17%	73%	61%	--	--	11%	11%
N rated	7	6	33	62	--	--	--	--

Source. TEA Division of Student Performance Reporting.
Note: The Commended rating was instituted in 2000. "--" indicates unavailable data. Results for AE traditional exclude charter campuses; standard results include charter campuses. [a] Percentages based on four ratings. [b] Includes campuses not rated for data quality, grades PK-K, new charter, insufficient data.

Table VII.4 reveals that a growing number of charter schools are included in state accountability systems. The number of campuses receiving standard accountability ratings increased from 10 to 96 charter campuses between 1998 and 2001. Because the small numbers of charter schools

included in the accountability systems in 1998 and 1999 distort percentages, conclusions to follow are limited to 2000 and 2001 ratings. Notable findings for the past two school years show that, foremost, the percentage of Low-Performing charter schools has increased from 32 percent to 44 percent, whereas the percentage for traditional public schools remained consistently low across years (2 percent). Moreover, while the combined percentage of traditional schools rated as either Exemplary or Recognized increased from 52 percent to 60 percent between 2000 and 2001, the percentage of charter schools in the two high-performance categories declined from 19 percent to 14 percent across the same period.

Concurrently, in 2000 and 2001, increasing numbers of charter school campuses applied for, and received, ratings under the alternative accountability system—charter campuses included in the AE system increased markedly from 33 to 62. Of charter campuses rated under the alternative system in 2001, more than half required a Peer Review (61 percent). While this percentage is lower than the 73 percent needing Peer Review in 2000, it exceeds the 11 percent of traditional campuses needing review. On a positive note, however, the percentages of charter school campuses rated as Commended (2%) and Acceptable (38%) under the alternative system increased in 2001 compared to the previous year.

Accountability ratings by years of charter school operation. An additional analysis revealed that campuses affiliated with charter schools operating four or more years (18 charter campuses) performed better on accountability ratings compared to charter school campuses as a whole. Combining the standard and AE rating systems, 3 campuses (15 percent) were rated as either Exemplary, Recognized, or Commended; 11 campuses (55 percent) were Acceptable, and only 4 campuses (20 percent) had either Low-Performing or Needs Peer Review ratings. Two charter campuses had insufficient data to be rated. Although these charter school campuses outperformed charter schools overall, they still lag behind traditional public schools in accountability ratings.

Texas Assessment of Academic Skills (TAAS)

TAAS, a series of criterion-referenced tests, is used for accountability purposes and to inform individual student-level instructional decisions. “Passing” a TAAS subtest has generally meant scoring correctly on 70 percent of items. However, as TAAS has changed, the Texas Learning Index (TLI) is used to set actual percent correct corresponding to a TLI of 70, defined as passing. TAAS currently includes three primary subtests: reading, mathematics, and writing. To receive a diploma, students must pass all three subtests at the exit level (grade 10 in 2001) in addition to meeting other course work requirements. The reading subtest encompasses 6 objectives; mathematics has 13 objectives; and writing consists of a composition and multiple-choice items covering language usage. Students in grades 3 through 8 and 10 currently take TAAS reading and mathematics subtests, whereas writing is administered at grades 4, 8, and 10.

Considerations for interpreting campus-level TAAS performance. In this section, student TAAS performance in charter schools—and change in performance—is compared with state averages. Additional factors should also be considered in interpreting TAAS results. First, campus-level TAAS comparisons over time involve different sets of students from year to year (i.e., non-matched students). Campus-level analyses are generally reported as the TAAS percent passing

for all grade levels combined. In most cases, the analyses are restricted to all tests taken, reading, writing, and mathematics. Science and social studies subtests are administered at selected grades, but since change over contiguous grade levels cannot be measured, results are not reported.

In addition, student economic disadvantage (i.e, qualifying for the federal free- or reduced-price lunch program) is used as a state-level surrogate to identify and make comparisons for at-risk students in charter and traditional public schools. This allows the most reasonable comparisons between charter school campuses serving primarily at-risk students and state averages. For charter school campuses serving less at-risk students, comparisons involve state scores for all students in the state. This seems appropriate, given the relatively small percentage of economically disadvantaged students attending those charter schools (37 percent).

TAAS participation rates. TAAS participation rates for charter school campuses and the state are compared in Table VII.5. For 2000-01, 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 56 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 and PID error rates may contribute to this variance with the state. In any case, low percentages of charter school students included in the accountability system undoubtedly impact campus performance outcomes.

Table VII.5
2000-01 TAAS Participation

	Tested	Absent	Special Education ARD Exempt	Accountability Subset[a]
Charter	94.9%	2.0%	1.1%	56.1%
State	96.2%	0.6%	1.1%	85.0%

Source. 2001 TEA AEIS reports.
[a] Students included in the fall PEIMS snapshot and tested in the same school.

TAAS performance. Table VII.6 compares TAAS performance for students in charter school campuses with student performance statewide. In all areas, TAAS performance in charter schools is well below state averages—particularly in mathematics (26 percentage points lower) and writing (27 percentage points lower). Moreover, lower TAAS rates are consistent across all student comparison groups. Consistent with state patterns, White students in charter schools outperform minority students; however, the gap between Hispanic and White students in charter schools (9 percentage points) is somewhat less that the state (15 percentage points).

Table VII.6
2001 TAAS Performance for All Charter Schools and State Average

	Charter Schools	State Average	Difference
Percent of Students Passing TAAS			
All tests taken	46.7	82.1	35.4
Reading	70.2	88.9	18.7
Writing	61.0	87.9	26.9
Mathematics	63.8	90.2	26.4
Percent of Students Passing All Tests			
African American	42.8	71.6	28.8
Hispanic	51.2	75.5	24.3
White	60.1	90.3	30.2
Economically disadvantaged	45.8	73.6	27.8

Source. 2001 TEA AEIS reports data tapes.
Note. Includes all students tested in grade levels at which TAAS is administered. Results based on 200 charter campuses with 2001 TAAS data.

TAAS performance across years. Table VII.7 compares TAAS performance over time. Because of the small numbers of charter schools operating in the first two years, TAAS data for 1997 and 1998 are excluded. Also, as explained previously, charter school results include different groups of campuses each year, whereas the base of schools in the state has remained relatively stable. Moreover, because TEA requires at least five students in a category before a school's performance is reported (to protect confidentiality), the actual number of charter campuses included in each TAAS category varies. Considering cited limitations, charter schools, like the state, show improving TAAS passing rates over time. However, charter school averages are considerably below statewide passing rates, and the achievement gap between charter schools and traditional schools has not been substantially narrowed.

Table VII. 7
TAAS Performance for All Charter Schools, 1999 to 2001

TAAS Percent Passing	All Charter Schools			State Average		
	1999	2000	2001	1999	2000	2001
All Tests Taken	51.8	43.1	46.7	78.1	79.9	82.1
Reading	74.5	64.2	70.2	86.3	87.4	88.9
Writing	68.8	58.4	61.0	87.9	88.2	87.9
Mathematics	60.0	52.5	59.3	85.6	87.4	90.2

Source. 2001 and 2000 TEA AEIS reports.
Note. Results based on 61, 141, and 160 charter schools available for analyses in 1999, 2000, and 2001, respectively. Data excluded for 1997 and 1998 due to small numbers of charter schools.

TAAS performance by years of charter school operation. Because the number of charter schools has increased across years, it is difficult to make definitive statements about changes in charter school TAAS performance. However, in an attempt to control for the confounding effect of new schools, Table VII.8 presents TAAS data for 18 campuses affiliated with charter schools in operation four or more years (an additional 2 campuses did not have TAAS data). The 18 campuses have been further categorized by school type (as serving more or less at-risk students).

Table VII.8
TAAS Performance for Charter Schools Operating Four or More Years, 1999-2001

Percent Passing TAAS	Charter School ≥ 75% At-Risk (*n*=6)				Charter School < 75% At-Risk (*n*=12)			
	1999	2000	2001	State[a]	1999	2000	2001	State[a]
All Tests Taken	36.8	43.8	44.6	-37.5	52.1	60.9	59.2	-22.9
Reading	65.7	60.6	68.3	-20.6	61.1	79.2	78.7	-10.2
Writing	59.2	58.2	67.2	-20.7	65.9	73.2	75.9	-12.0
Mathematics	43.0	56.7	56.5	-33.7	61.1	70.7	67.5	-22.7

Source. 2001 and 2000 TEA AEIS reports. [a] Difference between charter school and 2001 state average.

Although the number of schools included in the analysis is small, some important findings emerge. Charter school students in both school types had TAAS performance gains across years. Nonetheless, TAAS performance, even in established charter schools, remains below state averages. As Table VII.8 and Figure VII.1 illustrate, for charter schools serving primarily at-risk students, TAAS passing rates for *all tests taken* (45 percent) are about 38 percentage points below the 2001 state average (82 percent).

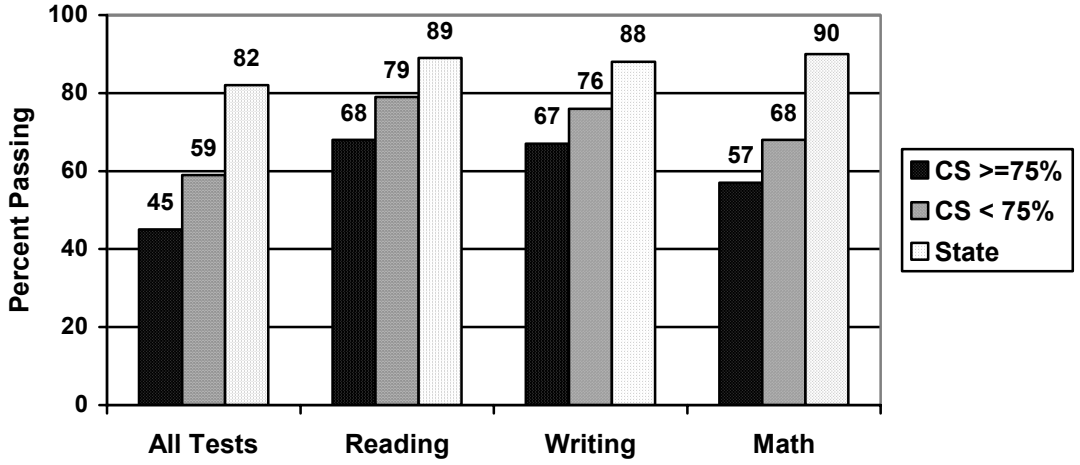


Figure VII.1. 2001 campus-level TAAS passing rate for charter schools (CS) with 75% or more at risk students, CS with less than 75% at-risk students, and state averages.

In contrast, rates for charter schools serving less at-risk students (59 percent) are about 23 points below the state. In general, the TAAS achievement gap between charter schools and state averages remains large across years, although less so for established charter schools serving less at-risk students.

Progress of prior TAAS failers. Examining the progress of prior TAAS failers is another way to analyze student performance. If charter schools provide a remedy for school failures, then the progress of TAAS failers should be an appropriate measure. Interestingly, data in Table VII.9

reveal that students who failed TAAS the previous year fared better in traditional public schools compared to charter schools, regardless of the percentage of at-risk students in the school.

Table VII.9
2000-01 Progress of Prior TAAS Failers

	CS ≥ 75% At-Risk				CS < 75% At-Risk			
	% Pass Prior Fail		TLI Gain		% Pass Prior Fail		TLI Gain	
	Charter	Eco Dis	Charter	Eco Dis	Charter	State	Charter	State
Reading	36.4	48.6	10.1	10.3	41.4	52.2	10.2	10.9
Math	38.5	55.2	9.7	11.0	38.7	57.4	9.5	11.0

Source. TEA 2001 AEIS reports.
Note. Eco Dis refers to either the statewide passing percentage or TLI gains for economically disadvantaged students.

About 36 percent of students in charter schools serving predominantly at-risk students, who failed TAAS reading in 2000, passed reading in 2001. This percentage was 12 points lower than the 49 percent of economically disadvantaged prior failers in traditional public schools who passed TAAS in 2001. For mathematics, the difference is even larger, with almost 17 percent more economically disadvantaged students now passing statewide. Passing rates for prior failers are somewhat higher for students in charter schools with less at-risk students, but the gap between charter schools and state averages are equally large.

The Texas Learning Index (TLI) is a scale score used to measure the growth of prior failers (i.e., the difference between TLI values for matched students with TAAS test scores for 2000 and 2001). Results in Table VII.9 show that TLI gains for prior failers in charter schools are similar to state gains. Overall, considering passing rates and TLI gains, results for prior TAAS failers suggest that charter schools are no more, and perhaps even less, effective than traditional public schools in providing TAAS remediation for students.

Other Performance Measures

End-of-course and advanced course performance. Table VII.10 presents information on the percentage of advanced courses completed and end-of-course (EOC) examination passing rates 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). Students completing Algebra I, Biology, English II, or U.S. History are required to take the EOC examination.

Table VII.10
2000-01 Advanced Course Completions and End-of-Course Passing Rates

Measure	CS ≥ 75% At-Risk		State Eco Dis Students	CS < 75% At-Risk		State All Students
	n	%		*n*	%	
Advanced course completion	30	6.1	13.8	68	10.2	20.1
Passing Biology EOC	12	37.8	66.8	37	45.6	79.9
Passing Algebra EOC	2	38.0	36.0	17	33.7	49.2
Passing English II EOC	7	33.1	65.4	17	31.7	75.1
Passing U.S. History EOC	2	48.5	59.2	20	70.3	74.3

Source. TEA 2001 AEIS reports.
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.

Compared to analogous state comparison group averages, charter schools have lower percentages of advanced course completions (between 8 and 10 percentage points). Similarly, charter school students, regardless of the percentage of at-risk students enrolled, passed the four end-of-course examinations (administered and scored by TEA contractors) at rates generally below statewide averages. However, charter school students in schools serving primarily at-risk students had higher Algebra I EOC passing rates than the state average for economically disadvantaged students (38 percent versus 36 percent). Additionally, charter school students serving less at-risk students had U.S. History EOC passing rates only four percentage points lower than the state as a while (70 percent versus 74 percent). It is important to note, however, that the number of charter schools varies considerably, depending upon the outcome examined, and some comparisons include as few as two charter schools.

School attendance and dropout rates. School attendance may reflect students' perception of their school's value and of how well the school meets their needs. For most students, being present in the classroom is critical to academic success. Although many circumstances affect attendance, it still may serve as a reflection of the appropriateness of instruction. Measures of successful public school completion are also important outcomes. The measure of completion used in this evaluation is the annual dropout rate, defined as the number of students in grades 7 through 12 who dropped out during a school year divided by the number of students in those grades who were in membership at any time during that school year.

As shown in Table VII.11, the charter school attendance rate for campuses serving primarily at-risk students (94 percent) is similar to the state averages for economically disadvantaged students (about 95 percent), but the attendance rate for charter schools serving less at-risk students (91 percent) is lower than the state comparison group. Attendance rates, however, vary widely among charter schools. Charter school dropout rates (4.0 to 5.2 percent) are well above state averages (1.3 percent), and unexpectedly, the dropout rate is higher for charter schools with less at-risk students.

Table VII.11
2000-01 Student Attendance and Dropout Rates

Measure	CS ≥ 75% At Risk	State Eco-Dis Students	CS < 75% At-Risk	State All Students
Attendance	94.2%	95.4%	90.7%	95.6%
Annual dropout rate	4.0%	1.3%	5.2%	1.3%

Source. TEA 2001 AEIS reports.

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 46,000 students who were enrolled in a charter school at some time during the 1997-98 through 2000-01 school years. However, because matching students over time relies on accurate student identification, it is likely that errors have excluded some students.

Limitations of Student-Level Data Analysis

Longitudinal student-level analysis is informative because it allows tracking of student performance across time—nevertheless, several issues complicate data analysis. First, consistent student identification numbers are required to match students over time. As noted previously, the Person Identification Database (PID) error rate for charter schools is much higher than the PID rate for traditional public schools. For this study, problems matching scrambled identification numbers for charter school students across years reduced student numbers in analyses.

Second, survivorship across time also complicates student-level analysis. Student cohort membership declines over time through student attrition. By 2001, approximately 9,000 of 25,321 students who were included in year four analyses (about 36 percent) were no longer in the PEIMS database. 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.

Third, some comparison groups have small numbers of students. Thus, the reader should carefully note the student numbers available for comparisons. In addition, the group of students who can be matched longitudinally is always a smaller subset of the total student population. Students in a particular school who have longitudinal test scores (i.e., showing continuous enrollment) 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.

Students Included in Analyses

Students by school characteristics. Between the 1997-98 and 2000-01 school years, the number of students in charter schools increased steadily: 1,606, 7,150, 25,321, and 37,636. In total, the student-level data analyses included 46,375 students who enrolled in charter schools at some time during the four-year period. As Figure VII.2 illustrates, more than twice as many students in

2000-01 are enrolled in charter schools serving less at-risk students (25,728) than in schools serving primarily at-risk students (11,908). More strikingly, almost three quarters of all students with TAAS scores are enrolled in charter schools serving less at-risk students. However, the proportion of charter school students with TAAS scores is small regardless of school type. This is partially explained by the fact that 48 percent of students in charter schools are in untested grade levels compared to 36 percent statewide.

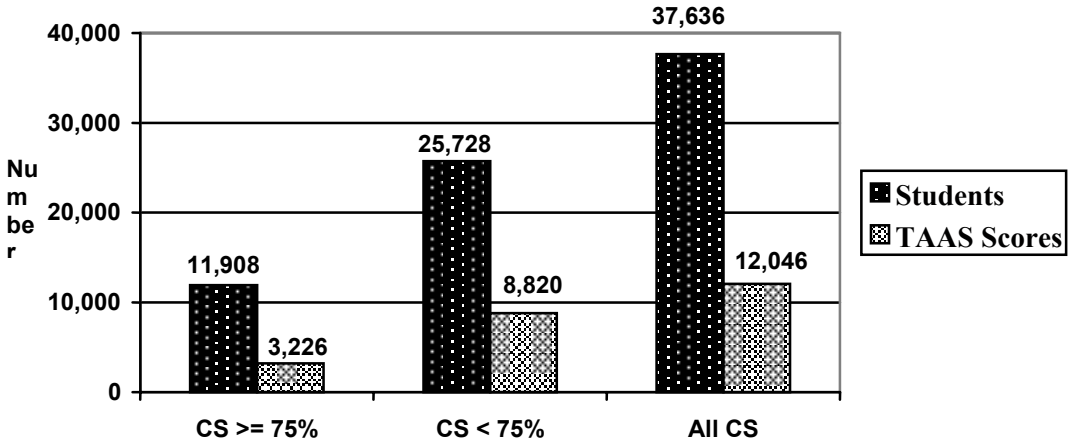


Figure VII.2. Number of students enrolled in charter schools in 2000-01 with TAAS scores. (Students may or may not be included in the accountability subset.)

Table VII.12 provides more in-depth information about the number of students attending charter schools during the 2000-01 school year by school type (enrolling more or less at-risk students) and years of charter operation (one to four or more). In addition, comparisons are made for the percentage of students with TAAS scores.

Table VII.12
2000-01 Student Information by Charter School Type and Years of Operation

Years of Operation	CS ≥ 75% At-Risk				CS < 75% At-Risk			
	Attend 2001		TAAS Scores[a]		Attend 2001		TAAS Scores[a]	
	n	%	*n*	%	*n*	%	*n*	%
Four or more	1,255	24.0	241	12.2	3,965	76.0	1,731	87.8
Three	3,677	30.1	1,164	26.0	8,524	69.9	3,313	74.0
Two	5,400	33.2	1,210	28.0	10,844	66.8	3,111	72.0
One	1,576	39.7	611	47.9	2,395	60.3	665	52.1
Total	11,908	31.6	3,226	26.8	25,728	70.2	8,820	73.2

Source. Analysis of individual student data from PEIMS.
[a] Row percentages based on number of students in subgroup analysis who have TAAS scores.

Comparisons in Table VII.12 show that in 2001 the percentage of students in charter schools serving primarily at-risk students is higher across years of operation. For example, less than one-quarter of students were enrolled in established schools serving primarily at-risk students (operating four or more years), with the proportion increasing to 40 percent of students in newly formed charter schools (operating one year). Although there is a definite shift across years of

operation toward higher percentages of students attending charter schools serving primarily at-risk students, the majority of students (70 percent) still attend schools serving less than 75 percent at-risk students.

In addition, a revealing pattern emerges for the percentages of students within charter school types who have TAAS scores. For established charter schools (four or more years), most TAAS scores come from schools with less at-risk students (88 percent of scores) compared to schools serving primarily at-risk students (12 percent of scores). For new charter schools (one year), near equal percentages of students have TAAS scores (48 percent and 52 percent). This suggests that analyses contrasting TAAS performance by years of charter school operation—at least using student-level data—may not be comparable. On the other hand, comparisons by school type (more or less at-risk students) are more valid because there are balanced proportions of students and students with test scores (e.g., 70 percent of students are in schools with less at-risk students and 73 percent of TAAS scores come from that group).

Students by grade level and retention. Table VII.13 reports student enrollment and retention rates for grades 1 to 12 students in charter schools and traditional public schools. Through grade 8, similar percentages of charter school students are enrolled at each grade level (6 to 8 percent) compared to state averages (about 8 percent). On the other hand, compared to traditional public schools, greater proportions of charter school students are enrolled in high schools (grades 9 to 12). Differences are especially large for ninth grade (17 percent versus 9 percent) and tenth grade (14 percent versus 7 percent).

Table VII.13 also contrasts the percentages of charter school students retained in grade from 1999-00 to 2000-01 with state averages. At the elementary and middle school levels, repeating a grade is called "retention" and is reported in AEIS. Repeating a grade level in high school is labeled "failure to be promoted" (i.e., inadequate credits earned) and is currently not reported in AEIS. However, statistics can be calculated using 2002 PEIMS data. Except for grades 1 and 9, charter school student retention rates are comparable to state averages. Traditional public school first graders, however, are more likely to be retained than their charter school counterparts (5.8 percent versus 1.6 percent). Also, significantly more traditional public school ninth graders fail to earn adequate credits to be promoted to tenth grade (14 percent) compared to ninth graders in charter schools (6 percent).

Table VII.13
2000-01 Student Enrollment and Retention Rates, by Grade Level

Grade Level	Charter Schools				State	
	Number of Students	Percent in Grade	Number Retained	Retained Percent	Percent in Grade	Retained Percent
1	2,497	7.7	40	1.6	7.9	5.8
2	2,303	7.1	56	2.4	7.8	3.1
3	2,045	6.3	34	1.7	7.8	2.2
4	1,899	5.9	25	1.3	7.7	1.3
5	1,812	5.6	32	1.8	7.7	0.8
6	2,244	6.9	27	1.2	7.6	1.6
7	2,114	6.5	66	3.1	7.7	2.8
8	2,106	6.5	51	2.4	7.5	1.9
9	5,632	17.4	343	6.1	8.9	14.2
10	4,505	13.9	258	5.7	7.1	5.9
11	2,900	8.9	111	3.8	6.1	3.8
12	2,357	7.3	93	3.9	5.4	2.9

Source. Analysis of individual student data from PEIMS and 2001 TEA AEIS reports.

TAAS Performance

Data analysis procedures. In this section, student-level TAAS reading and mathematics passing rates gauge student performance over time. As noted previously, numbers of students available in some comparison groups are small. Analyses reported in Tables VII.14 to VII.18 involve longitudinal student-level data spanning three years (1999 to 2001). Data are for grades 3 to 8 students with three years of TAAS scores, and 2001 grade 10 students with two years of data (1999 and 2001).

TAAS passing rates by school type. Student-level data indicates that the type of charter school (serving more or less at-risk students) was not a strong predictor of student success. As Table VII.14 shows, there is little difference in 2000 and 2001 TAAS performance by school type. Students attending charter schools with primarily at-risk students have comparable, if not higher, TAAS passing rates and gains than students in charter schools with more advantaged students. In 2001, about 75 percent of students in each group passed TAAS reading and gained about 11 percentage points. For TAAS mathematics, the 74 percent passing rate for students in charter schools serving primarily at-risk students was 5 percentage points higher than those serving less at-risk students, and students had a slightly larger gain (16 versus 14 percentage points). Furthermore, TAAS reading and mathematics performance for charter school students who attended charter schools in 2000 and 2001 approaches state averages.

Table VII.14
TAAS Percent Passing for Students Attending Charter Schools, by School Type

Percent Passing TAAS	Charter School ≥ 75% At-Risk				Charter School < 75% At-Risk			
	n	2000	2001	Diff.	*n*	2000	2001	Diff.
Reading	1,749	62.8	74.6	11.8	4,296	64.4	75.7	11.3
Mathematics	1,799	57.9	73.7	15.8	4,665	54.5	68.6	14.1

Source. Analysis of individual student data from PEIMS; includes students in grades 3-8 and 10.
Note. Diff=Difference. Students attended charter school in 1999-00 and 2000-01 and had TAAS scores for both years.

TAAS passing rates by grade level. Grade-level comparisons in Table VII.15 reveal that TAAS scores for all comparison groups gradually increase by grade levels, except for grades 6 and 10. Interestingly, grades 3 and 10 had the lowest passing rates overall in both reading and mathematics. Passing rates for particular grade levels are mixed. Overall, charter school students' grade-level trends mirror those for the state showing lower TAAS performance for grades 3 and 6. However, the dramatic grade 10 exit-level TAAS score drop for charter school students differs from state results showing stable or increasing exit-level scores. In general, grade-level passing rates for charter school students are below state passing rates.

Table VII.15
2001 TAAS Percent Passing for Students Attending Charter Schools, by Grade Level

Grade	Charter School ≥ 75% At-Risk		Charter School < 75% At-Risk		All Charter Schools		State Average
	n	% Pass	*n*	% Pass	*N*	% Pass	% Pass
Reading							
3	376	59.3	1,241	66.9	1,617	65.1	86.8
4	436	65.1	1,094	73.9	1,530	71.4	90.8
5	433	68.6	1,038	75.8	1,471	73.7	90.2
6	551	71.0	1,247	71.9	1,798	71.6	85.6
7	524	74.0	1,082	79.0	1,606	77.4	89.4
8	375	84.0	964	80.0	1,339	81.1	91.9
10	289	65.1	1,261	71.2	370	65.9	90.0
Mathematics							
3	376	47.9	1,246	50.6	1,622	50.0	83.1
4	440	61.6	1,102	66.5	1,542	65.1	91.3
5	435	78.9	1,035	76.1	1,470	76.9	94.6
6	560	76.1	1,258	76.6	1,818	76.4	91.4
7	516	72.5	1,080	75.6	1,596	74.6	89.6
8	378	77.0	965	75.5	1,343	75.9	92.4
10	308	54.5	1,329	55.4	1,637	55.3	89.3

Source. Analysis of individual student data from PEIMS.
Note. Students attended charter school in 1999-00 and 2000-01.

TAAS passing rates by years of school operation. Table VII.16 compares TAAS results for students who were enrolled in charter schools in 2000-01 by school type and years of charter school operation. To allow charter schools in operation for only one school year to be included in

analyses, students may have been enrolled in either a traditional or charter school in 1999-00. Although the size of student groups vary, numbers are adequate to provide fair comparisons.

Table VII.16
TAAS Percent Passing for Students Attending Charter Schools in 2001, by Years of Charter School Operation

Years of Operation	CS ≥ 75% At-Risk				CS < 75% At-Risk			
	n	2000	2001	Gain	*n*	2000	2001	Gain
Reading								
Four or more	74	51.4	77.0	25.6	881	68.4	83.0	14.6
Three	742	64.0	78.7	14.7	1,808	64.3	75.1	10.8
Two	546	53.6	59.0	5.4	1,388	61.8	72.1	10.3
One	387	75.7	88.4	12.7	219	66.2	74.4	8.2
Mathematics								
Four or more	87	36.8	65.5	28.7	943	62.6	75.0	12.4
Three	749	58.1	77.6	19.5	1,882	55.0	70.5	15.5
Two	558	44.6	54.8	10.2	1,589	48.6	63.4	14.8
One	405	80.5	94.1	13.6	251	57.8	64.1	6.3

Source. Analysis of individual student data from PEIMS; includes students in grades 3-8 and 10.
Note. Students may have attended either a traditional public school or charter school in 1999-00.

Several important findings emerge. First, charter school students (who may or may not have been in a charter school in 2000) had positive TAAS passing rate gains for both reading and mathematics—although, there are important gain-size differences. Second, in general, student gains are positively related to school duration. Students enrolled in schools serving primarily at-risk students operating four or more years had the strongest TAAS passing rate gains for both reading (26 percentage points) and mathematics (29 percentage points). Gains for students in more established charter schools (operating two or more years) with less at-risk students are generally smaller and more homogeneous (from 10 to 16 percentage points). Charter school groups with the smallest gains were: (a) schools serving primarily at-risk students operating two years who had 5 and 10 percentage point gains for reading and mathematics, respectively, and (b) schools with less at-risk students operating one year who had 8 and 6 percentage point gains for reading and mathematics, respectively.

TAAS passing rates by school origination. Table VII.17 examines student performance by charter school origination (start-up or conversion school). This analysis included students attending charter schools during both 1999-00 and 2000-01. For schools serving less at-risk students, school origination was an insignificant factor in differentiating student TAAS performance. Both start-up and conversion charter schools had similar passing rates for reading and mathematics as well as strong gains (13 to 22 percentage points). In contrast, schools with primarily at-risk students that converted to charter schools had appreciably higher student performance than all other comparison groups (passing rates of 82 percent to 98 percent), and TAAS performance for those students exceeded state averages (i.e., from 87 to 90 percent passing). In contrast, students in start-up schools serving primarily at-risk students had significantly lower student performance, with passing rates between 37 percent and 66 percent.

Table VII.17
TAAS Percent Passing for Students Attending Charter Schools by School Origination

School Origination	CS ≥ 75% At Risk				CS < 75% At Risk			
	n	2000	2001	Gain	*n*	2000	2001	Gain
Reading								
Start-up	606	49.2	65.8	16.6	1,782	62.9	79.9	17.0
Conversion	178	85.4	97.8	12.4	476	61.1	73.9	12.8
Mathematics								
Start-up	613	36.5	61.5	25.0	1,898	51.8	73.5	21.7
Conversion	180	82.2	98.3	16.1	489	52.4	68.5	16.1

Source. Analysis of individual student data from PEIMS; includes students in grades 3-8 and 10.
Note. Students attended charter school in 1999-00 and 2000-01.

To further explore successful student performance in conversion charter schools serving primarily at-risk students, Table VII.18 presents 2001 reading data for the four charter campuses contributing student data for Table VII.16. The four schools include one middle school (grades 5-9), two high schools (grades 9-12), and one alternative school (grades 7-10). By far, the majority of data come from one middle school (matched scores for 246 students). This charter school, which has an almost 100 percent TAAS passing rate, accounts for more than three-fourths of the students tested in the subgroup of interest (i.e., conversion school serving primarily at-risk students).

Table VII.18
2001 TAAS Reading Performance for Individual Charter Schools

School Type/Grades	Total Students	2001 TAAS			Matched Students	
		Tested *n*	Participation Rate	Percent Passing	Tested *n*	Percent Passing
Charter MS (5-9)	316	298	99.7%	99.0%	246	99.6%
Charter HS (9-12)	183	52	86.5%	75.0%	9	44.4%
Charter HS (9-12)	194	18	100.0%	15.4%	*	100.0%
Alternative CS (7-10)	17	12	100.0%	n/a	*	100.0%

Source. 2001 TEA AEIS reports and analysis of individual student data from PEIMS.
Note. TAAS data for 2001 only. Participation rate based on the percentage of students enrolled in fall 2000 and tested in spring 2001. *Numbers suppressed to protect student confidentiality. n/a - data not available.

There are several reasons why some schools contributed few students. First, although substantial numbers of students are enrolled in high schools, few students are tested. Second, an even smaller number of high school students have matched data because only students failing the exit-level TAAS are retested. Third, the alternative charter school enrolled only 17 students in 2001 and less than 5 students had matched data (exact numbers are suppressed to protect student confidentiality).

In conclusion, TAAS outcomes reported throughout this section included primarily students in grades 4 through 8. High schools students are only included if a student has failed and retaken the TAAS (with the exception of Tables 15 and 18 which only report 2001 TAAS results). Many students in alternative schools are excluded from charter school's TAAS outcomes because

students are not enrolled for the fall PEIMS count or not present for spring TAAS testing. All of these factors, among others, confound the interpretation of TAAS performance for charter schools, especially attempts to disaggregate data for particular subgroups. As a result, outcomes for student-level data analyses may be heavily influenced by individual schools; thus, findings may not generalize to charter schools as a whole.

Performance of Continuing and Moving Students

TAAS performance for elementary and middle school students. An additional analysis compares the academic performance of students continuously enrolled in charter schools with student cohorts who moved between the traditional public school system and charter schools. Results reported in Table VII.19 involve charter school students in grade 8 or lower in 2001 with TAAS reading and mathematics scores for 1999, 2000, and 2001. Traditional public school students include those enrolled in charter schools some time between 1997-98 and 2000-01.

Table VII.19
TAAS Percent Passing, by School Category Over Three Years

School Category			Students	Percent Passing			Gain/Loss	
1998-99	1999-00	2000-01	*N*	1999	2000	2001	2000	2001
Reading								
Charter	Charter	Charter	639	73.1	76.7	86.1	3.6	9.4
Public	Charter	Charter	1,182	57.0	56.0	78.3	-1.0	22.3
Public	Public	Charter	1,851	73.3	72.5	76.6	-0.8	4.1
Charter	Charter	Public	260	70.8	72.3	88.5	1.5	16.2
Charter	Public	Public	275	77.1	78.5	89.5	1.4	11.0
Public	Charter	Public	906	55.4	53.2	84.5	-2.2	31.3
Mathematics								
Charter	Charter	Charter	655	60.5	67.9	80.9	7.4	13.0
Public	Charter	Charter	1,243	52.1	50.4	74.0	-1.7	23.6
Public	Public	Charter	1,958	67.9	68.3	73.5	0.4	5.2
Charter	Charter	Public	268	58.6	59.3	87.7	0.7	28.4
Charter	Public	Public	279	64.2	79.2	90.0	15.0	10.8
Public	Charter	Public	918	51.9	52.0	82.9	0.1	30.9

Source. Analysis of individual student data from PEIMS.

A number of factors limit data interpretation. Foremost, new charter schools open each year, so student enrollment has increased dramatically across years. Other limitations include student survivorship, small numbers in comparison groups, the limited number of students with TAAS scores, and uncertainty about students' reasons for moving between charter and traditional schools. Due to limited numbers of students, no attempts are made to compare students by subgroups (i.e., school type, years of operation, origination). Student numbers, however, are sufficient to provide stable information for general comparisons.

Overall, TAAS percent passing results suggest that, with one exception, relatively modest gains or losses in 2000 are followed by fairly large student performance increases in 2001. The performance trend is consistent, except in one case, across charter and public school enrollment

patterns. It is difficult to make other definitive statements, but the following observations are worth mentioning. First, it appears that continuous student enrollment in charter schools has a positive influence on academic performance, with students enrolled in charter schools in 2001 more likely to make strong gains in the second or third year of charter school attendance. As the table shows, these students show overall positive TAAS reading and mathematics gains (between 13 and 22 percentage points)—whereas, first-year charter school students in 2001, who were enrolled in traditional public schools in 1999 and 2000, had the least gains for both reading (3 percentage points) and mathematics (6 percentage points). This was the largest group of students (1,851).

Second, students who moved to traditional public schools from charter schools generally had substantial TAAS gains upon returning for both reading (between 1 and 31 percentage points) and mathematics (between 15 and 31 percentage points). Inexplicably, TAAS gains are the greatest for the most mobile students (i.e., those moving from public to charter to public) upon returning to traditional schools. As stated earlier, the unknown reasons for student mobility between charter and traditional schools makes it impossible to draw definitive conclusions about student achievement trends.

Student attendance. Student attendance—another measure associated with student performance—is reported in Table VII.20 for the same school transition patterns described above. Again, students represented in this table include only those who were enrolled in elementary or middle schools (grades 3 through 8) during the three-year period.

Table VII.20
Student Attendance Patterns, by School Category Over Three Years

School Category			Students	Attendance			Gain/Loss	
1998-99	1999-00	2000-01	*N*	1999	2000	2001	2000	2001
Charter	Charter	Charter	639	85.7	90.3	96.4	4.6	6.1
Public	Charter	Charter	1,182	86.1	82.5	95.3	-3.6	12.8
Public	Public	Charter	1,851	90.0	85.4	94.1	-4.6	8.7
Charter	Charter	Public	260	85.2	87.6	96.2	2.4	8.6
Charter	Public	Public	275	93.8	95.8	95.9	1.2	0.1
Public	Charter	Public	906	79.1	78.2	95.5	-0.9	17.3

Source. Analysis of individual student data from PEIMS.

Attendance patterns generally replicate TAAS performance trends. A notable exception, however, was that charter school students in 2001, who attended traditional public schools the previous two years, had a marked attendance increase (to 94 percent), but as reported above, no corresponding increase in TAAS performance. Again, it is difficult to explain the patterns for student *movers* from public to charter to public schools. Students have low attendance in traditional schools (79 percent), low attendance continues in charter schools (78 percent), and then attendance spikes markedly upon return to traditional schools (96 percent). It is important to note that charter school students included in Table VII.20 are in elementary or middle school grades—thus, some attendance rates, although improved, are lower than state averages (more than 94 percent).

Figure VII.3, which combines data across school types (charter schools serving primarily or less at-risk students), illustrates the strong relationship between student attendance and TAAS passing rates for both reading and mathematics across three years (1999, 2000, and 2001).

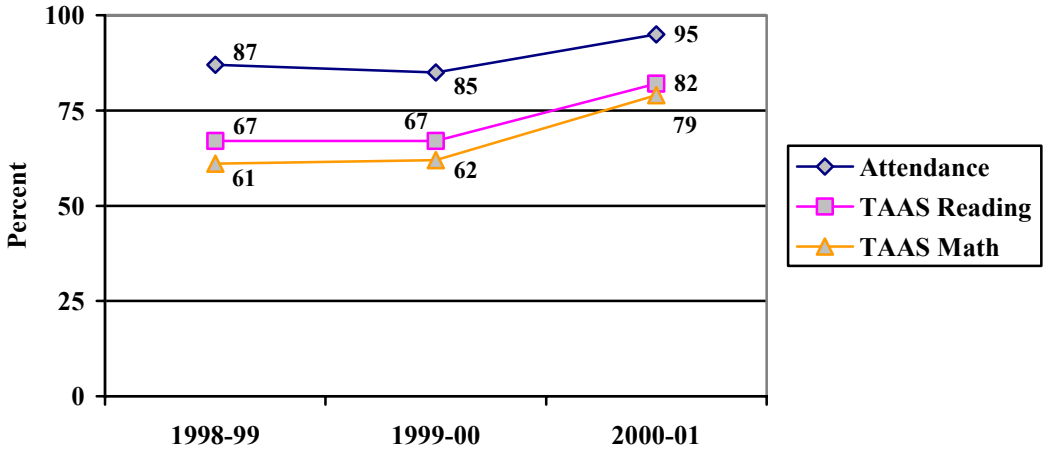


Figure VII.1. Comparison of charter school student attendance rate with TAAS percent passing reading and mathematics.

The association between TAAS performance change and attendance rate replicates findings reported in the year-four evaluation report. Attendance rate has been eliminated as a base indicator for the 2002 standard accountability system, although attendance is considered for Gold Performance Acknowledgement. Attendance remains as a base indicator in the alternative accountability system. Because the majority of charter schools are rated in the standard system, the association between attendance and achievement suggests that student attendance should be a major consideration when reviewing charter school performance.

High school TAAS performance. Assessing TAAS performance change for high school students is complicated by the lack contiguous grade-level scores. Currently, TAAS is administered in grade 8 followed by the grade-10 exit-level TAAS. Thus, inclusion in comparisons requires a student to have a 1999 TAAS score (grade 8) and a 2001 score (grade 10) and to be promoted from ninth to tenth grade in the interim year. Unfortunately, many ninth graders fail to earn adequate credits for promotion, and as previously mentioned, charter schools enroll larger percentages of ninth graders (17 percent) compared to state (9 percent). Because many students are excluded from high school performance comparisons, inferences regarding TAAS outcomes presented in Table VII.21 must be carefully considered. In most cases, the number of students is quite small due to cited data restrictions.

Table VII.21
Grades 8 and 10 TAAS Percent Passing Reading and Mathematics, by School Category

School Type			Students	TAAS Percent Passing		
1998-99	1999-00	2000-01	*N*	1998-99 Grade 8	2000-01 Grade 10	Gain/ Loss
Reading						
Charter	Charter	Charter	65	81.5	83.1	1.6
Public	Charter	Charter	162	42.6	80.2	37.6
Public	Public	Charter	330	74.2	71.5	-2.7
Charter	Charter	Public	22	77.3	95.5	18.2
Charter	Public	Public	57	84.2	96.5	12.3
Public	Charter	Public	109	45.9	83.5	37.6
Mathematics						
Charter	Charter	Charter	66	69.7	81.8	12.1
Public	Charter	Charter	167	41.3	66.5	25.2
Public	Public	Charter	347	70.3	60.8	-9.5
Charter	Charter	Public	23	65.2	91.3	26.1
Charter	Public	Public	57	84.2	89.5	5.3
Public	Charter	Public	112	33.9	75.0	41.1

Source. Analysis of individual student data from PEIMS.

Table VII.21 compares TAAS passing rates for reading and mathematics. Important findings show that, consistent with results for grades 3 to 8, continuous student enrollment in charter schools appears to make a difference. Students who were enrolled in charter schools for three years (between 1999 and 2001) had minor TAAS passing rate gains for reading (2 percentage points) but significant increases for mathematics (12 percentage points). Also, students tested as eighth graders in traditional schools, followed by two contiguous years enrollment in charter schools, showed dramatic achievement gains for reading (38 percentage points) and mathematics (25 percentage points). First-year charter school students in 2001, in contrast, who attended traditional public schools in 1999 and 2000, had TAAS achievement losses for both reading (-3 percentage points) and mathematics (-10 percentage points).

Again, comparable to results for grades 3 to 8, students who return to traditional public schools from charter schools have strong TAAS achievement gains. In most cases, students who moved from charter schools (in either 1998-99 or 1999-00) to traditional public schools in 2000-01 had large TAAS passing rate increases for reading and mathematics.

Retention/promotion for moving students. Student retention and promotion rates provide another indicator of the effectiveness of traditional and charter schools in preparing students to advance to the next grade level. Table VII.22 reports retention rates for students moving from traditional to charter schools and from charter to traditional schools in 2001 by grade level. In some cases, small numbers are not reported to protect student confidentiality, so only percentages are listed. Clearly, most retentions occur when students move from charter to traditional schools. Also, the percentages of retentions from charter to traditional schools generally declines in the upper grade levels (i.e., grades 10, 11, and 12). Although these data do not explain whether the charter school or traditional school retained students, the information on retention raises questions about the adequacy of students' preparation to meet Texas grade-level standards, the accuracy and fairness

of student placement decisions, and the motivation for students moving between charter and traditional schools. Unanswered questions require additional investigation.

TableVII.22
2000-01 Incidence of Retention (Students Repeating the Same Grade Level), by Student Counts and Percent

Grade Level	Traditional to Charter		Charter to Traditional	
	Number Retained	Percent Retained	Number Retained	Percent Retained
1	*	2.5	*	97.5
2	*	8.7	*	91.3
3	*	0.0	*	100.0
4	*	4.2	*	95.8
5	*	10.5	*	89.5
6	*	10.0	*	90.0
7	10	21.7	36	78.3
8	*	8.1	*	91.9
9	30	9.1	300	90.9
10	21	15.8	112	84.2
11	11	24.4	34	75.6
12	12	31.6	26	68.4

Source. Analysis of individual student data from PEIMS
Note. Incidence of retention based on the number of students who repeated the same grade level upon entering a new school (either a charter or traditional).
*Numbers suppressed to protect confidentiality.

Summary

As the charter school movement continues to grow, student achievement is both a national and state concern. For this study, evaluators have examined student performance in a variety of ways in an attempt to fairly and accurately assess the status of student achievement in Texas charter schools. Analyses involved campus accountability ratings, campus performance, and longitudinal data for matched students. Overall, conclusions regarding student performance in Texas charter schools are confounded by the continual evolution of schools and campuses, and consequently, the student population. In-depth examination of student data reveals that at least three distinct student population sectors must be considered in interpreting results: (a) students who are mobile (i.e., in particular, students moving between charter and traditional public schools) (b) students who continue to attend charter schools over time, and (c) students who are excluded from analyses due to untested grade levels or Texas accountability system requirements.

Traditional Texas public schools also have both mobile and stable students and operate under the same accountability system guidelines as charter schools—however, the impact on charter school student performance is heightened because of the limited numbers of schools and students involved. Student population characteristics are critically important when measuring student achievement because of the positive association between student stability and test-score availability. To illustrate the point, for the 2000-01 school year, only 54 percent of charter school

students were enrolled for the fall PEIMS count and participated in TAAS testing in the same charter school compared to 85 percent of students continuing in the same school statewide. Key findings regarding charter school student performance to follow are interpreted relative to students available for analysis.

Comparison of Charter School Campuses with Traditional Public Schools

In contrast to longitudinal analyses that require matched test scores for more than one school year, yearly campus-level results reflect only one testing occasion, so larger numbers of students are included. Campus-level results describe the performance of student groups at certain points in time and allow analyses of performance trends over time. For charter schools, however, rapid student population growth and student mobility results in vastly different sets of students enrolled in schools from year to year. In addition, as stated above, only about half of charter school students are included in campus-level analyses (54 percent) compared to the vast majority of traditional public school students (85 percent). Considering those limitations, the following campus-level findings are offered.

Based on AEIS annual accountability ratings, traditional public schools outperform charter schools on both standard and alternative education rating categories, and an increasing number of charter schools campuses are being rated under the alternative system. In 2000-01, only 61 percent of charter school campuses were rated in the standard accountability system compared to 93 percent of campuses statewide. Under the standard system, the percentage of Low-Performing charter schools has increased from 32 percent to 44 percent, whereas percentages for traditional public schools have remained consistently low (2 percent). At the same time, the combined percentage of charter schools in the high-performing categories (i.e., Exemplary, Recognized) has declined, while state percentages have increased. Over the past three school years, an increasing percentage of charter schools (from 29 to 39 percent) have been rated under the Alternative Education (AE) rating system. In 2000-01, more than half of charter campuses rated under the AE system required a Peer Review (61 percent).

Campus-level TAAS performance for students in charter schools is well below state averages, particularly in mathematics (26 percentage points lower) and writing (27 percentage points lower). Moreover, lower TAAS passing rates are consistent across all student comparison groups. The increasing number of charter schools is a confounding factor, so evaluators controlled for new schools by examining campuses operating four or more years. Although the more-established charter schools had TAAS performance gains, passing rates remain well below state averages. In addition, the TAAS achievement gap between charter schools and state averages remains large regardless of school type (enrolling primarily at-risk or less at-risk students). Analyses for TAAS prior year failers reveal that students who failed TAAS the previous year fared better in traditional public schools compared to charter schools, although Texas Learning Index (TLI) gains are comparable.

Performance of Students Who Remain in Charter Schools

Longitudinal student-level analyses allow the tracking of student performance over time—nevertheless, available students represent a smaller subset of the total charter school student

population. Outcomes for student-level data are heavily influenced by the small number of students with TAAS scores for multiple years (less than one-third of 37,636 students), contiguous grade-level TAAS scores limited to grades 3-8 students, exclusion of most high school students (except those re-tested on exit-level TAAS), and exclusion of highly mobile students (e.g., in alternative education programs).

Longitudinal student-level results reveal, first, that the type of charter school (serving more or less economically disadvantaged students) is not strongly associated with student TAAS success. Students attending charter schools with primarily at-risk students have comparable, if not higher, TAAS passing rate and gains than students in charter schools with less at-risk students. Moreover, TAAS reading and mathematics performance for charter school students (with matched test scores) nears state averages (non-matched students). Grade-level passing rates for charter school students, however, are considerably below state passing rates. Although charter school students in some comparison groups and individual charter schools exhibit high performance levels as measured by TAAS, percentages of students tested and included in these analyses raise questions about the generalizability of results.

Performance of Students Continuing in Charter Schools and Moving Students

Additional student-level analyses involving student transitions from charter to traditional public schools and traditional public to charter reveal that continuous student enrollment in charter schools has a positive influence on academic performance, with students more likely to make strong gains in the second or third year of charter school enrollment. First-year charter school students had the smallest TAAS gains. On the other hand, students who moved to traditional public schools from charter schools also had substantial TAAS gains upon returning for both reading and mathematics. Uncertainty about students reasons for moving between charter and traditional schools, however, makes it impossible to draw definitive conclusions about student achievement trends.

Performance of Secondary Students in Charter Schools

An examination of student enrollment and retention/promotion patterns shows that, compared to traditional public schools, greater proportions of charter school students are enrolled in high schools (grades 9 to 12). Differences are especially large for grade 9 (17 percent versus 9 percent) and grade 10 (14 percent versus 7 percent). Unfortunately, student performance measures for high school students are limited. Based on available evidence, the following are important findings. Compared to analogous state comparison group averages, charter school students in grades 7 through 12, in general, have lower course completion rates, lower performance on end-of-course exams, lower attendance rates, and higher dropout rates. Traditional public school ninth graders are more likely to be retained than their charter school counterparts. In addition, students who transition between schools (charter and traditional) are more likely to repeat the same grade level when they move from charter schools to traditional public schools. Based on 2001 student-level data, grade 10 exit-level TAAS scores (55 to 65 percent passing) are lower than those for charter school students in earlier grade levels, and the charter school exit-level passing rates are below state averages (89 to 90 percent passing).

Taken as a whole, instances of strong student academic performance exist for charter schools, but overall outcomes favor traditional public schools. In general, if students in charter schools maintain their current rates of progress, they will require several years to reach state averages.

Chapter VIII: Effects of Charter Schools on Traditional Public School Districts

Aprile Benner, Texas Center for Educational Research

Each year, the number of charter schools and the number of students attending those schools has increased dramatically. As charter schools become more prevalent in the Texas educational arena, traditional public schools are more likely to be affected. The Texas Education Code (TEC § 12.118 (c)(2)) requires an evaluation of the effects of open-enrollment charter schools on traditional school districts and on teachers, students, and parents in those districts. The evaluation team conducts an annual survey of traditional public school officials to determine these effects.

Survey Development

Each year, the survey of traditional public school officials assesses the effects of charter schools on district enrollment, general operations, finances, educational policies and programs, and personnel. During the first two years of the charter evaluation (1996-97 and 1997-98), team members conducted pencil-and-paper and telephone surveys using only open-ended items. The survey instrument used 1998-99 and 1999-00 included primarily forced-choice options, with items designed to reflect current charter school literature and the themes that emerged in the first two years of the survey. In the current year (2000-01), team members made further survey revisions to gain more in-depth information and further reflect the changing literature and effects of charter schools. A copy of the 2000-01 survey appears in Appendix C.

Survey Procedure

State regulations require charter applicants to identify the geographic area from which they will draw students. Applicants must provide a Statement of Impact form to every school district within this geographic area. Through the Statement of Impact, districts have the opportunity to inform the State Board of Education whether the charter school will *adversely* impact their districts to a *significant* degree. To assess the effects of charters schools on traditional public schools, the evaluation team surveyed 287 superintendents of traditional public school districts located within the geographic boundaries of one or more charter schools. Each survey packet included a cover letter explaining the purpose of the survey, a survey, and a postage-paid return envelope.

Characteristics of Respondents

A total of 181 individuals (superintendents or their designees) responded to the charter school effects survey, for a response rate of 63 percent. Respondents are well distributed across the state. As Table VIII.1 indicates, the proportion of responses from each of the 20 regions corresponds roughly with the location and concentration of charter schools in Texas. Region 4 (35) and Region 7 (31) have the largest number of responding districts.

Table VIII.1
Districts Surveyed and Response Rates by ESC Region

ESC Region	Location	Number of Respondents	Number Surveyed	Percent Responding
Region 1	Edinburg	8	16	50.0
Region 2	Corpus Christi	4	10	40.0
Region 3	Victoria	--	0	--
Region 4	Houston	35	46	76.1
Region 5	Beaumont	3	4	75.0
Region 6	Huntsville	2	5	40.0
Region 7	Kilgore	31	43	72.1
Region 8	Mt. Pleasant	0	1	0.0
Region 9	Wichita Falls	7	11	63.6
Region 10	Richardson	17	26	65.4
Region 11	Ft. Worth	22	39	56.4
Region 12	Waco	7	13	53.8
Region 13	Austin	19	31	61.3
Region 14	Abilene	2	4	50.0
Region 15	San Angelo	0	1	0.0
Region 16	Amarillo	1	1	100.0
Region 17	Lubbock	6	8	75.0
Region 18	Midland	1	1	100.0
Region 19	El Paso	3	9	33.3
Region 20	San Antonio	9	18	50.0
Unidentified		4		
Total		181	287	63.1

As Table VIII.2 shows, however, differences in district size (as measured by student enrollment) emerged between responding and nonresponding districts. Overall, a higher percentage of large and mid-size districts responded to the survey. This was to be expected given that charter schools are primarily located in larger urban areas.

Table VIII.2
Districts Surveyed by Student Enrollment

Student Enrollment	Number of Respondents	Number Surveyed	Percent Responding
Large (10,000 or more)	49	73	67.1
Mid-size (3,000 – 9,999)	62	91	68.1
Small (fewer than 3,000)	66	123	53.7
Total	177	287	

Source. TEA 2000-01 AEIS Report.
Note. Four respondents did not identify their districts; size data for these districts are not included.

On the charter school effects survey, districts identified their student enrollment trends as increasing, stable, or decreasing. The majority of districts (59 percent), as shown in Table VIII.3, are experiencing growing student enrollments, while 24 percent report stable student enrollment, and 17 percent note declines.

Table VIII.3
Responding Districts by Student Enrollment Trends

Enrollment Trend	Responding Districts	
	N	%
Increasing	104	58.8
Stable	43	24.3
Decreasing	30	16.9

Note. Enrollment trend data are self-reported. Data are missing for 4 districts.

Districts have varying numbers of charter schools within or near their geographic boundaries. Table VIII.4 displays the range of charter schools within responding and nonresponding districts. The vast majority of responding and nonresponding districts have fewer than six charter schools in or near their boundaries, but respondents, on average, had more charter schools near their districts. Overall, responding districts average 3.8 charter schools in or near their boundaries (range: 1 to 37). In contrast, nonresponding districts are near 2.7 charter schools on average (range: 1 to 15).

Table VIII.4
Charter Schools Within or Near Surveyed District Boundaries

	Charter Schools within or near District Boundaries					
	1–5		6-10		More than 10	
	n	%	*n*	%	*n*	%
Respondents	144	81.4	16	9.0	17	9.6
Nonrespondents	98	89.1	8	7.3	4	3.6

Source. Charter school applications.
Note. N=181 respondents. Four respondents did not identify their districts; charter school data for these districts are included in nonrespondent distribution.

Further examination of responding districts, as seen in Table VIII.5, reveals that these districts are most likely to be near charter schools serving less at-risk students. While 39 percent of responding districts are in close proximity to charter schools serving 75 percent or more at-risk students, 93 percent are near charter schools serving less than 75 percent at-risk students. This is expected given that there are more than twice as many charter schools serving less at-risk students compared to the number serving primarily at-risk students. No differences emerged in distributions for responding and nonresponding districts.

Table VIII.5
Charter Schools Within or Near Responding District Boundaries, by Percentage of At-Risk Students in the Charter Schools

	Charter Schools within or near District Boundaries							
	None		1–5		6-10		More than 10	
	n	%	*n*	%	*n*	%	*n*	%
CS ≥ 75%	108	61.0	62	35.0	6	3.4	1	0.6
CS < 75%	13	7.3	138	78.0	20	11.3	6	3.4

Note. *N*=177 respondents. Four respondents did not identify their districts; charter school data for these districts are not included in the table.

In summary, traditional public school officials responding to the survey more frequently represent districts in the urban areas where charter schools are concentrated. Consistent with these findings, responding districts are more often mid-size (3,000 to 9,999 students) or large (10,000 or more students), and many are experiencing increased student enrollment.

Methodology

The survey gauged the effects of charter schools on the following aspects of traditional public school districts: general operations, budget and financial operations, and educational approaches and practices. It also requested information on district-charter school interactions, effects on district students, and educator perceptions of charter schools. Finally, the survey provided district officials with the opportunity to provide additional comments about Texas open-enrollment charter schools.

Survey respondents reported whether they were aware of charter schools that have opened in or near their districts. While every district that received a survey has one or more charter schools within or near its boundary, only 117 (65 percent) stated that they were aware of charter schools in their area. This could be due, in part, to the fact that some charter schools may have identified districts so far from the actual charter school location that district officials may not have been aware of their presence. District officials who were aware of charter schools in or near their districts answered all survey questions. Those who were unaware of charter schools in their area were directed to only answer questions related to educator perceptions of charter schools. These officials also had the opportunity to provide general comments about charter schools.

Results for District Officials Aware of Charter Schools Near Their Districts

District-Charter School Interactions

Of the 181 survey respondents, 117 district officials (65 percent) were aware of charter schools in or near their districts and responded to a number of questions regarding interactions between the district and local charter schools. Officials from 30 districts (27 percent of those aware of charter schools in their area) reported contact between district and charter school educators during the 2000-01 school year. This contact, as displayed in Table VIII.6, most frequently involves observations of charter school classrooms (23 percent), interactions during regional or

state meetings or training sessions (20 percent), or interactions at ESC-sponsored events (17 percent). A number of districts describe "other" interactions with charter schools, including discussions of student issues (5), such as student transfers or dropout recovery, general meetings in person or by telephone (4), or technical assistance to charter schools by district staff on special education and health issues (3).

Table VIII.6
Interactions between Districts and Charter Schools

Types of Interaction	Responding Districts	
	N	%
Observed charter school classroom	7	23.3
Interacted during regional/state meetings or training sessions	6	20.0
Interacted at ESC-sponsored events	5	16.7
Held joint organizational/planning meetings	3	10.0
Networked at professional conferences	3	10.0
Partnered on state/federal grant initiatives	2	6.7
Other interactions	14	46.7

Note. Percentages based on 30 respondents reporting contact between the district and local charter schools.

Officials in traditional school districts also reported whether students and teachers had left the district for charter schools as well as whether students had returned to the district from charter schools. In total, 60 district officials (52 percent) report that students had left for charter schools, while 24 (21 percent) cite no students leaving, and 31 (27 percent) are unsure whether district students had transferred to charter schools. Further examination of the data, presented in Table VIII.7, reveals significant differences in responses based on district size. Large districts are most likely to report that their students are leaving for charter schools (62 percent), while small districts are most likely to report that their students are *not* leaving for charter schools (38 percent). However, both large and mid-size districts are more likely to be unsure whether students in their districts have transferred to charter schools.

Table VIII.7
Students Leaving Districts for Charter Schools, by District Size

District Size	Students Left District to Attend Charter Schools					
	Yes		No		Not Sure	
	n	%	*n*	%	*n*	%
Large (10,000 or more)	24	61.5	3	7.7	12	30.8
Mid-size (3,000 – 9,999)	20	47.6	9	21.4	13	31.0
Small (fewer than 3,000)	14	43.8	12	37.5	6	18.8

Note. N=113 respondents aware of charter schools near their districts. Four districts did not identify district size and are not included in the table.

More than half of respondents (61 districts, 55 percent) report that students have returned or transferred to their districts from charter schools. Only 22 respondents (19 percent) note that this has not occurred, while 30 (26 percent) are unsure. Table VIII.8 shows the differences that

emerged in the responses among districts of varying sizes. Overall, large districts (64 percent) most often report students transferring to their districts from charter schools, and mid-size districts (52 percent) note this more often than small districts (44 percent). Large districts are also more likely to report being unsure whether students have transferred to their districts from charter schools.

Table VIII.8
Students Returning to Districts From Charter Schools, by District Size

District Size	Students Transferred to District from Charter Schools					
	Yes		No		Not Sure	
	n	%	*n*	%	*n*	%
Large (10,000 or more)	25	64.1	0	0.0	14	35.9
Mid-size (3,000 – 9,999)	22	52.4	8	19.0	12	28.6
Small (fewer than 3,000)	14	43.8	14	43.8	4	12.5

Note. N=113 respondents aware of charter schools near their districts. Four districts did not identify district size and are not included in the table.

In discussing whether teachers in their districts had left to teach at charter schools, 80 district officials (70 percent) report that this has not occurred. Twenty-four districts (21 percent) are unsure, whereas 11 (10 percent) note that teachers have left their districts for charter schools. Consistent with student results, significant differences arose among districts of varying sizes. Mid-size districts are more likely than small or large districts to report teachers leaving for charter schools. However, 44 percent of officials from large districts are unsure if any of their teachers have left to teach in charter schools.

Table VIII.9
Teachers Leaving Districts for Charter Schools, by District Size

District Size	Teachers Left District for Charter Schools					
	Yes		No		Not Sure	
	n	%	*n*	%	*n*	%
Large (10,000 or more)	2	5.1	20	51.3	17	43.6
Mid-size (3,000 – 9,999)	7	16.7	32	76.2	3	7.1
Small (fewer than 3,000)	1	3.1	28	87.5	3	9.4

Note. N=117 respondents aware of charter schools near their districts. Four districts did not identify district size and are not included in the table.

District officials also had the opportunity to provide additional comments on the effects of students and/or teachers leaving for or returning from charter schools. Several district officials reported that students have left their district for charter schools, with most also stating that these students have returned to district schools. In citing reasons for students leaving for charter schools, two officials stated that students perceive charter schools as less academically rigorous, with students leaving to attend these schools "to get easy credits" and "because they [students] feel it is less demanding." Additionally, two district officials noted that students leave for charter schools for disciplinary reasons, either to avoid discipline placements or due to "disciplinary measures." Other district officials provided insight into the effects of students leaving for charter schools. One noted the financial effects of losing students, while another expressed concern

about losing talented students and involved parents. Finally, when describing the effects of students returning from charter schools, four district officials worried about the students' academic preparation, describing these students as "being behind other students academically," "significantly below our [the district's] students," and "not well prepared." Another noted that students in the district "who are failing or near failing in our schools improve their grades at the charter school and then return to our schools, bringing their higher grades to add to their transcripts."

Fewer districts commented on the effects of teachers leaving for or returning from charter schools. Three officials reported that teachers had left district schools for charters. One noted that the teachers "left to teach fewer students for more money and less accountability." Another stated that a district instructional aide left the district to become a teacher in a local charter school. Five district officials commented on hiring teachers from charter schools. Three have hired teachers from charter schools, and two reported that district teachers returned from charter schools, with one attributing the return to "unhappiness with the instructional quality and poor leadership."

District Operations

District officials who were aware of charter schools in or near their districts were asked whether their districts had recently implemented a variety of changes in district operations. If changes did occur, officials noted whether charter schools served as a primary or contributing reason or did not influence the decision. Table VIII.10 presents district responses.

Table VIII.10
Changes to General District Operations

Changes to District Operations	Change Occurred		Charter as Reason	
	N	%	*N*	%
Increased communication with parents	77	65.8	4	5.2
Promoted parent involvement activities	75	64.1	3	4.0
Improved responsiveness to parent needs and concerns	69	59.0	5	7.3
Increased marketing to inform parents of district programs	53	45.3	12	22.6
Track students leaving for or returning from charter schools	29	24.8	16	55.2
Compare district student achievement with charter schools	23	19.7	18	78.3
Other	1	0.9	1	100.0

Note. Percentages based on the 117 respondents aware of charter schools near their districts.

While a majority of districts have implemented changes in activities targeting parents though increased communication (66 percent), promotion of parent involvement activities (64 percent), and improved responsiveness to parents' needs (59 percent), few district officials report these changes were due to charter schools. In contrast, although fewer districts made changes in marketing for district programs (45 percent), tracking students moving between charter and district schools (25 percent), and comparing charter school and district student achievement (20 percent), these changes, when implemented, are more likely to be influenced by the presence of charter schools.

In exploring these data further, variation occurred by district size and by enrollment trends. Large districts are significantly more likely to report increased marketing to inform parents of district programs than mid-size or small districts, and mid-size districts are more likely to report instituting this change than small districts. Significantly more districts with decreasing enrollments report tracking students leaving for or returning from charter schools in comparison to districts with stable or increasing enrollments. Similarly, districts with declining enrollments more often report improving responsiveness to district parents' needs and concerns.

Budget and Financial Operations

District officials had the opportunity to identify the effects of charter schools on their districts' budget or financial operations. Of the 117 district officials who were aware of charter schools in their area, 47 (40 percent) report that district budget and financial operations are not affected by charter schools, while 70 districts cite financial effects. Table VIII.11 presents information for the 70 districts reporting financial effects due to charter schools.

Table VIII.11
Effects on District Budget and Financial Operations

Effects	Total Districts	
	N	%
The district lost ADA funding	34	48.6
The district lost federal funding	22	31.4
Changing enrollments made budget estimates for personnel difficult	13	18.6
District had to downsize teaching staff	13	18.6
District had to downsize administrative staff	6	8.6
The need to build additional schools was reduced	3	4.3
District had to close school(s)	1	1.4
Other financial effects	5	7.1

Note. Percentages based on the 70 districts reporting effects.

In general, district officials most often report that charter schools affect their districts financially through losses in average daily attendance (ADA) funding (49 percent) and federal funding (31 percent). Approximately 20 percent of districts note that changing enrollments make it difficult to estimate the budget for personnel, and the same percentage note that their districts had to downsize the teaching staff. Fewer report downsizing administrative staff, a lessened need to build new schools, and closing district schools. Other financial effects identified by responding districts include challenges with charter schools in the area closing, students leaving the district for charter schools, and difficulties in getting charter schools to pay for services provided by the district.

Further analysis revealed additional data trends. Not surprisingly, districts with decreasing enrollments are significantly more likely to report losses in ADA and federal funding and downsizing in teaching and administrative staff than districts with stable or increasing enrollments. Consistent with these findings, districts with increasing or stable student

enrollments are significantly more likely to report that budget and financial operations have not been affected by charter schools.

Respondents noting ADA losses (34 districts) or federal funding losses (22 districts) were asked to estimate the amount lost. On average, districts report losing approximately $2.2 million in ADA funding and $132,000 in federal funding due to charter schools. Estimates for lost ADA appear in Table VIII.12. All districts citing lost ADA funding of $1 million or more are large districts enrolling more than 10,000 students, and half have more than 10 charter schools in or near district boundaries. No clear trends emerged in districts reporting less ADA funding losses.

Table VIII.12
Estimates of Lost ADA Funding

Estimates of Lost ADA Funding	Total Districts	
	N	%
Less than $10,000	9	30.0
$100,000 to $750,000	15	50.0
$1 million or more	6	20.0

Note. Percentages based on 30 districts. Four districts reporting losses in ADA funding did not provide estimates.

Educational Approaches and Practices

Respondents who were aware of charter schools in their area identified the changes their districts had recently implemented in educational approaches and practices. For each change, they reported whether charter schools had been a contributing reason. As Table VIII.13 indicates, although district officials report implementing a number of changes in educational approaches and practices, few attribute these changes to charter schools. For example, more than 60 percent of districts have expanded current districts educational programs, developed new educational programs (e.g., after school programs, at-risk students programs), or changed or expanded curricular offerings (e.g., character education, Core Knowledge); however, five percent or less report that charter schools contributed to these changes. Charter schools are more likely to influence the less frequently reported educational changes, including increased class sizes, establishment of campus charters, and adoption of practices similar to area charter schools.

Table VIII.13
Changes to Educational Approaches and Practices

Changes to Educational Approaches	Change Occurred		Charter as Reason	
	N	%	*N*	%
Expanded current district program(s)	81	69.2	2	2.5
Developed new educational program(s)	77	65.8	4	5.2
Changed/expanded curricular offerings	71	60.7	3	4.2
Established an alternative ed. program	33	28.2	2	6.1
Changed school organizational structure	31	26.5	0	0.0
Decreased class sizes	26	22.2	3	11.5
Instituted smaller schools	19	16.2	2	10.5
Increased class sizes	16	13.7	4	25.0
Established campus charter school(s)	6	5.1	2	33.3
Adopted practice(s) similar to charter	2	1.7	1	50.0

Note. Percentages based on the 117 respondents aware of charter schools near their districts.

Additional analyses revealed significant differences among districts of varying sizes. Large districts (5) most often report establishing campus charter schools; no small districts have campus charters. Large (31) and mid-size (31) districts are more likely to develop new educational programs than small districts (14). Mid-size districts (16) most often change the school organizational structure, and large districts (11) implement these changes more commonly than small districts (3).

District officials also had the opportunity to provide additional comments on educational approaches or practices. Two described changes they have implemented because of charter schools—community education through adult education and after-school enrichment, increased vertical alignment, and benchmark testing. Two officials reported competing with charter schools for students, although one official noted "we now must compete with not just charter schools, but home schooling, private schools, etc." Finally, three expressed concerns with charter schools preparing students academically, offering quality programs, and serving the student populations identified in their charters.

Effects on District Students

District officials aware of charter schools in or near district boundaries also reported on effects of charter schools on students currently attending district schools. Results reveal, as seen in Table VIII.14, that only 21 district officials (18 percent of those aware of charter schools near their districts) believe that district students are affected by local charter schools. Most frequently, at-risk students in 12 traditional school districts (57 percent) are informed about alternative learning programs in charter schools. Less often, students are informed about special charter school programs or practices (e.g., Montessori, half-day programs, flexible scheduling) or receive general information about charter school opportunities. In describing other effects on students, districts officials report that dissatisfied students leave to attend charter schools, White students transfer to charter schools, and school counselors inform students dropping out of school of the charter school option.

Table VIII.14
Effects of Charter Schools on District Students

Effects	Total Districts	
	N	%
At-risk students are informed about alternative learning programs in charter schools	12	57.1
Students are informed about special charter school programs or practices	8	38.1
Teachers/administrators inform students about charter school opportunities	6	28.6
Other effects on students	5	23.8

Note. Percentages based on the 21 districts reporting effects on students.

Additionally, district officials could provide written comments on the effects of charter schools on district students. Two reported that counselors in their districts provide information about charter schools to students who are considering dropping out of school. Two officials' comments centered on discipline issues—that students left district schools because they had discipline problems and that charter schools have a reputation for discipline problems, specifically fighting. Another official expressed concern that "some of the students who left for charter schools were our brighter students, impacting several AEIS indicators."

Results for All Responding District Officials

Educator Perceptions of Charter Schools

All 181 respondents described their overall perceptions of charter schools. As Table VIII.15 shows, many public school officials have concerns with charter schools. More than three-quarters of district officials (77 percent) are concerned about the quality of instruction in charter schools, and approximately 60 percent express concerns about charter school grading standards (e.g., standards for assigning grades and course credits). In addition, 56 percent report worries that special-needs students in charter schools may not get an appropriate education. In contrast, 60 percent believe that charter schools have provided alternatives for dissatisfied parents. Few district officials assert that charter schools are a source of good ideas or that these schools provide better opportunities for parent involvement.

Table VIII.15
Educator Perceptions of Charter Schools

Educators…	Total Districts	
	N	%
Are concerned with the quality of instruction in charter schools	140	77.3
Are concerned with charter school grading standards	110	60.8
Believe charter schools have provided alternatives for dissatisfied parents	110	60.8
Worry that special-needs students in charter schools may not get an appropriate education	102	56.4
Regard increased mobility between district and charter schools as disruptive to education process	47	26.0
View charter schools as a challenge/competition	42	23.2
Believe charter schools provide opportunities for students not appropriately served in district schools	34	18.8
View charter schools as providing more personalized instruction for students	11	6.1
View charter schools as sources of good ideas	4	2.2
Believe charter schools provide better parent involvement opportunities	2	1.1
Other perceptions	14	7.7

Note. Percentages based on 181 survey respondents.

Fourteen district officials described other perceptions of charter schools. Five expressed concerns with charter schools' lack of "fiscal responsibility" and "fiscal accountability." Two cited issues with charter school oversight, with one noting the charter school does not follow its charter and the other citing "little oversight from TEA." However, one official described the positive effects of charter schools, stating, "[the] charter school has functioned as a drop-out recovery or alternative." Three officials noted that their districts typically do not focus their attention on charter schools.

General Comments

At the end of the survey, responding districts could provide additional comments about Texas open-enrollment charter schools. District officials comments, as shown in Table VIII.16, most frequently center on educational issues and financial concerns.

Table VIII.16
Additional Comments About Charter Schools

Topic	Total Districts
Educational issues	27
Financial concerns	23
Positive effects	8
No impact on district	8
Staffing	6
Governance and administration	5

Note. Percentages based on 181 survey respondents.

Educational issues. Overall, 27 traditional public school officials expressed concern about the educational quality of charter schools. Several noted that charter schools are not meeting students' needs. One respondent stated, "general consensus among public school educators is that charter schools are failing to meet the needs of students, and the majority are failing in general." Another noted, "although we have a good working relationship with the two local charter schools,… we feel that the students who attend the charter schools are not being prepared adequately." Districts also cited concerns with charter school student test scores, with one respondent stating, "so far, charter schools have enjoyed limited success in preparing students to be successful with the state testing program." District officials also commented on the lack of educational accountability standards for charter schools, inconsistent grading standards, and the quality of instruction.

Financial concerns. Twenty-three districts expressed concerns with the financial accountability of charter schools. Several district officials noted a need for increased financial oversight of charter schools, with one respondent stating, "fiscal oversight has been far too lax for charter schools." Others suggested that the money invested in charter schools should instead be given to traditional public schools. One respondent asks, "why is there a need to spend money on a program that has a track record of not working? Stop opening charter schools and give that money to established institutions that need help." Other officials commented on the effects of charter schools on traditional public school districts and the financial struggles of charter schools, including public money being "mishandled and misspent."

Positive effects. Eight district officials offered positive comments about Texas charter schools. Three cited "good working relationships" with charter schools in their areas, with one explaining, "not having a JJAEP [Juvenile Justice Alternative Education Program], charter schools serve a need by providing educational services to expelled students and those unable to perform in the public school setting." Others supported giving families more educational options as long as students receive appropriate instruction. As one official stated, "if they are providing appropriate educational opportunities to students living in the district, we welcome them to the educational community."

No impact on district. Eight district officials commented that charter schools have not impacted their districts. These respondents reported losing little to no students, with most attributing this to the small size or target student populations of the charter schools in their areas.

Staffing. Six districts expressed concerns with staffing in charter schools. Officials described charter schools as "poorly staffed" with teachers having "little to limited knowledge of TAKS." District officials also commented on high teacher turnover, teacher quality, and "inefficient and often non-existent training of teachers."

Governance and administration. Five districts officials commented on charter school governance and administration. Officials described charter administrators as "poorly trained and paid" and charter schools as "poorly administered" and "lacking the organizational and administrative background to succeed."

Summary

While the number of charter schools and the number of students attending these schools has increased over the five evaluation years, these numbers are relatively small compared to the number of traditional public schools and the students they enroll. Thus, it is not surprising that only 65 percent of district officials responding to the survey are aware of charter schools in their areas, and most respondents do not report effects from charter schools.

Only 30 district officials report interactions with local charter schools, most often through observations of charter school classrooms, interactions during regional or state meetings or training sessions, or interactions at ESC-sponsored events. More than half of the districts aware of charter schools in their area report that students have left district schools to attend charter schools and returned to district schools from charter schools, with large districts reporting these student movements most frequently. Fewer report teachers leaving for or returning from charter schools.

In describing recent changes in general district operations, a majority of responding districts have implemented changes in activities targeting parents; however, few district officials attribute these changes to charter schools. In contrast, although fewer district officials report tracking students moving between district and charter schools or student achievement differences between the district and local charter schools, those who cite these changes more often identify charter schools as a contributing factor. A greater percentage of district officials identified effects of charter schools on their districts' budget and financial operations, particularly through lost ADA or federal funding. On average, districts report losing approximately $2.2 million in ADA funding and $132,000 in federal funding due to charter schools.

Although more than 60 percent of districts have instituted changes in a number of educational approaches and practices, including expanded district educational programs, new educational programs, or changes/expansion in curricular offerings, most do not attribute these changes to charter schools. In addition, most district officials do not believe that charter schools affect district students.

Many public school officials have concerns with charter schools. More than three-quarters cite concerns with the quality of charter school instruction, 60 percent worry about charter school grading standards, and 56 percent express concerns that special-needs students may not be receiving an appropriate education in charter schools. However, 60 percent believe that charter

schools have provided alternatives for dissatisfied parents. General comments further support these trends. Most comments related to concerns with educational (27) or financial issues (23), while eight district officials cited positive effects of charter schools in their areas.

Chapter IX: Commentary and Policy Challenges

Kelly Shapley and Aprile Benner, Texas Center for Educational Research
Gregory Weiher, University of Houston

The State Board of Education (SBOE), pursuant to TEC § 12.118, selected four institutions with experience in evaluating school choice to jointly conduct an annual evaluation of open-enrollment charter schools. Over five school years (1996-97 through 2000-01), researchers from the Texas Center for Educational Research, University of Texas at Arlington, University of Houston, and University of North Texas have documented the evolution of Texas charter schools. Guided by state statute, researchers used a variety of data sources, including student and parent surveys, surveys of charter school directors and traditional public school officials, document analysis, and analysis of school and student performance measures to assess yearly charter school progress and change over time. Across the five evaluation years, the number of Texas charter schools has climbed steadily, from 17 open-enrollment charter schools operating during the 1996-97 school year to 160 charter schools and 200 campuses in 2000-01. Concurrently, the number of students enrolled in charter schools has increased from 2,498 to 37,696.

The evaluation team has attempted to provide accurate and unbiased information on charter schools. However, several factors complicate the evaluations. Foremost, the increasing number of schools and students each year undermines the assessment of change over time. The collection of charter schools in operation has differed substantially each year compared to the relative stability of traditional public schools. Second, some evaluation data have been self-reported through written surveys—thus, reported information represents respondents' perceptions and may or not always reflect reality. Third, charter schools vary widely in terms of size, grade span, student demographics, and educational missions. Categorical comparisons between schools serving more or less at-risk students (i.e., economically disadvantaged students) have attempted to capture some differences but certainly failed to account for others. Finally, new charter schools have struggled to accurately enter school and campus data into the Texas information system (PEIMS). Although, data quality has improved over time, in the fifth evaluation year, charter school error rates remain high. Despite cited limitations, evaluation data for five years reveal much about Texas charter schools.

Charter School Policy Context

Charter schools have emerged as one part of a larger educational reform effort over the past decade. Charters provide a fundamentally different approach to school management that allows increased autonomy in governance in exchange for accountability for results (McGree, 1998). From a policy perspective, it is assumed that charter schools as a form of school choice yield a number of benefits. For one thing, market-driven choice programs, including charter schools, are thought to spark the creation of innovative and more effective forms of schooling that will academically benefit students in those schools. It is also assumed that choice leads to schools that are more likely to accommodate the interests and needs of parents and families—thus, resulting in more discriminating and involved parents. In addition, school choice is based on the premise that market conditions will reward successful schools and eliminate low-performing schools.

Furthermore, competition will cause traditional schools to be more responsive to parents and to educate students more effectively. School choice opponents, in contrast, contend that choice leads to schools that cater to the interests of individual social, ethnic, or cultural groups (i.e., groups with the same beliefs, values, and customs) and results in stratification that reinforces social class inequities (Fuller & Elmore, 1996; McGree, 1998; Gill, Timpane, Ross, & Brewer, 2001)

In Texas and nationally, the charter school movement is simultaneously educational and political. Charter schools serve only a small proportion of the more than four million students in Texas schools, but charters have garnered the attention of parents, educators, policymakers, and, especially, the media. Since the Texas Legislature authorized the creation of 20 open-enrollment charter schools in 1995—public schools substantially released from state education regulations—lawmakers have continuously revised statutes in an attempt to strike a balance between freedom from regulations that allows charter school innovation and accountability that protects public education funds and students. Legislative provisions in 1999, which raised the cap on the number of open-enrollment charters from 20 to 120 and allowed an unlimited number charter schools serving primarily at-risk students (75 Percent Rule), led to a sharp increase in charters awarded by the SBOE. Myriad problems—especially financial irregularities—accompanied rapidly increasing numbers of charter schools. In response to public concern, the Legislature further revised the education code governing charter schools in 2001. Among others, new provisions eliminated the 75 Percent Rule designation, capped the number of charter schools the SBOE may grant at 215, allowed for an unlimited number of specialized schools sponsored by public senior colleges and universities, and gave the Commissioner of Education expanded oversight.

In the sections to follow, evaluation findings are discussed within the context of Texas charter school policies and school choice in general.

Charter School Policy Challenges

Varied Characteristics of Charter Schools

While the number of Texas charter schools in operation has increased steadily, charter schools have also expanded by opening new campuses. Freed from conventional regulations and expectations, charter schools vary widely, with unique grade spans, educational missions, student populations, and experience with schooling.

On average, charter schools are much smaller than traditional public schools. Approximately three-fourths of charter school campuses enrolled 215 students or less in 2000-01, but enrollments varied widely from 2 to 1,289 students. From their inception, many charter schools have been designed to serve at-risk student populations, and the 75 Percent Rule (which has now been revoked) sparked a significant expansion of charters serving primarily at-risk students. By 2000-01, one-third of charter school campuses (67) served 75 percent or more at-risk students (i.e., economically disadvantaged). Enrollment patterns are typically associated with a school's mission to serve either a traditional or special student population (e.g., adjudicated youth, residential treatment, dropout prevention) (Weiher, Shapley, & Stamman, 2002).

In addition to distinctive size and missions, many charter schools depart from conventional elementary, middle, and high school grade spans. Still, by far, the most common organizational structure is the grades 9-12 charter high school. In contrast, only a few charter schools serve primarily elementary or middle school grades. However, a substantial proportion of charter schools (about one-third) target broad grade spans—either elementary through middle school or elementary through high school. An even greater proportion (about half) serves secondary grades, including various grade-level combinations of grades 6 through 12.

Certainly, Texas charter schools continue to evolve, since most have been in operation for three or less years. Moreover, the majority of charter schools are newly formed (start-up) schools. Thus, schools need time to achieve their full potential. A more complete understanding of the characteristics and related effectiveness of existing charter schools, however, could inform the design of new charter schools as well as provide information for TEA and the SBOE to shape the application and award process. Questions that remain unanswered include these. First, while charter schools tend to be small, it is unclear whether or how school size impacts students. Charter schools, although smaller, have higher student-to-teacher ratios than traditional public schools, and ratios tend to vary considerably by campus. Furthermore, considering charter schools' documented difficulties in attracting and retaining experienced teachers, one wonders whether charter schools are adequately equipped to address the instructional and curricular challenges of wide-ranging grade-level configurations and high school programs. An additional issue relates to serving at-risk student populations. Although such a mission is commendable, little evidence exists to show that the more than 60 charter school campuses are uniquely prepared to meet the educational needs of at-risk students.

Charter Schools as a Form of School Choice

Texas charter schools appear to have succeeded in providing educational choice that accommodates the interests and needs of students and families. Evaluation data show that charter schools have given low income and minority parents, whose children are more likely to be at-risk, choices for education previously available only to affluent families. Increasingly, minority parents, particularly African Americans, appear eager for the opportunity to send their children to charter schools. Furthermore, charter schools receive strong support from both students and parents. More than 80 percent of students are either *satisfied* or *very satisfied* with their charter schools, and more than half assign a grade of *A* or *B* to the schools (Barrett, 2002). Likewise, charter school parents express high levels of satisfaction with the charter schools their children currently attend. In 2000-01, charter parents had higher school participation levels than public school comparison parents for helping with fundraising, volunteering at school, attending school board meetings, and helping make program and curricular decisions. On the whole, however, the participation rates of charter school parents and comparison group parents interviewed for the evaluations have been similar. Thus, it is unclear whether school choice has increased parent involvement (Weiher, 2002).

Evidence suggests that the way in which students and parents learn about charter schools impacts their choices. First, most parents interviewed for the evaluations learned about charter schools from friends or relatives. While information sharing is positive, such informal communication networks tend to be homogeneous with respect to race and class, and as will be discussed in

more detail below, contributes to student and parent tendencies to choose charter schools with higher concentrations of their own particular ethnic group (Weiher, 2002). In addition, evidence indicates that the state chartering process promoting schools for at-risk students may have influenced student choices. At-risk traditional public school students are seeking or are being guided by school district personnel to charter schools as an educational alternative.

Regardless of the many factors driving student and parent charter school choices, the most important concern undermining school choice in Texas is the quality of charter schools made available to students and families. For charter schools to be a viable school choice option, charters must consistently deliver high-quality learning experiences and positive student outcomes. Currently, only a limited number of Texas charter schools meet expected performance standards.

Racial and Ethnic Stratification of Charter Schools

Charter critics originally suggested that charter schools would result in a stratified education system, with White students and students of higher socioeconomic status fleeing traditional public schools for charters. In response to concerns, Texas charter school legislation (TEC § 12.111 (6)) prohibits enrollment discrimination. Original predictions have been unfounded as, from the beginning, Texas charter schools have served a predominantly minority population—in 2000-01, charter schools enrolled 80 percent minority students.

School choice advocates, in contrast, have contended that minority students, who are disproportionately concentrated in the weakest traditional public schools, would be the most likely to choose other alternatives if costs were reduced by a voucher system or charter schools. For Texas, this would mean that both African American and Hispanic students should be over-represented in charter schools compared to traditional public schools. Charter schools, indeed, have enrolled disproportionately more African American students than public schools statewide, and the percentages have increased over time. Surprisingly, however, the percentages of Hispanic students, who were originally over-represented in charter schools, have declined. Percentages of White students attending charter schools have remained stable and low.

Overall, race/ethnicity has proven to be the strongest predictor of parents' charter school choices—although interviewed parents indicate that their most preferred school would be one that is racially diverse and offers good academic programs. Racial stratification more likely reflects the way in which information about charter schools is disseminated or the geographic location of charter schools rather than a desire for parents to send their children to racially homogeneous schools (Weiher, unpublished manuscript 2002).

Evaluation results for the past four years show that by far the most common source of parents' information about charter schools is friend-and-relative networks that are typically segregated by race and socioeconomic status. When communication about charter schools occurs primarily through such networks, schools are likely to reproduce the racial and socioeconomic characteristics of these networks. Consequently, the pool of choosers for a particular charter school is often restricted to a narrow racial and socioeconomic group. Other research into school choice indicates that when there is a vigorous attempt to inform parents about alternative

schools, race is not a predictor of the school choices that parents make (Schneider, Teske, and Marschall, 2000). A state policy focused on communicating to the public regarding the existence of open-enrollment charter schools and the different educational philosophies and goals that they pursue may help to change the future demographic characteristics of charter schools.

The relative lack of communication with the public in general about charter schools has additional consequences. First, charter schools are relatively unknown outside of the group of parents who send their children to them. The majority of comparison group parents each year reports they have never heard of charter schools. If one of the purposes of creating open-enrollment charter schools is to provide *all* Texas parents with an additional, affordable school option, then that goal has not been met. Also, parents who choose open-enrollment charter schools are more likely to have been born in the United States and to speak English at home than comparison group parents. As stated earlier, charter school enrollment trends, which are probably a function of communication about charter schools, might be overcome by more comprehensive publicity about charter schools (Weiher, 2002).

Another concern is the geographic location of charter schools. Most charter schools are located in major urban areas of the state (Dallas, Houston, San Antonio) that are more likely to have single racial/ethnic population clusters, further contributing to the potential for the creation of racially distinctive charter schools. Policymakers should be aware that geographic location influences the likelihood of racial stratification in charter schools.

Challenges in Operating Charter Schools

Over the five evaluation years, charter school directors, regardless of the student populations served in their schools, identify the most important reasons for founding the school as realizing an educational vision or serving a special student population. School missions, however, are not easily achieved due to challenges in school operations. Directors of both new and more experienced charter schools most frequently identify inadequate facilities, lack of planning time, and inadequate operating funds as major obstacles (Taebel & Daniel, 2002).

Information on charter school revenues and expenditures illustrate directors' quandary. Charter schools have no taxable property and are funded almost entirely by the state (88 percent in 2000-01). Charter schools have lower per-pupil expenditures in almost all expenditure categories than public schools statewide. While charter schools average $5,375 per pupil in expenditures, public schools statewide expend $5,617 per student on average. Charter school revenue and expenditures have remained relatively constant over time, with instruction remaining the function with the greatest per-pupil expenditures. Payroll has consistently been the category of greatest per-pupil object expenditures (Ausbrooks, 2002). The majority of charter schools have received support from local businesses and the community through equipment donations or donating their time to assist in charter schools. In addition, more than 90 percent of charter school directors received support from regional education service centers (ESCs), TEA, and the Charter School Resource Center (Taebel & Daniel, 2002).

Overall evaluation results suggest that charter schools move to greater organizational maturity and stability over time, with a better understanding of the PEIMS system, budgeting, special

programs, and state and federal funding. Start-up costs continue to be a major obstacle for charter schools. The effects of legislative provisions related to charter school finance enacted in 2001 are yet to be realized. Future evaluations should monitor the impact of access to revenue bonds for open-enrollment charter school facilities and changes in funding generated by the statewide average ADA funding and other adjustments.

Teacher Quality in Charter Schools

One controversial aspect of Texas charter school statute is the exemption from teacher degree and certification requirements. From a policy perspective, it appears that freedom from regulations may negatively influence the qualifications of teachers working in charter schools. Across all evaluation years, Texas charter schools have had less experienced teachers, lower teacher salaries, higher percentages of teachers with no degrees, and higher teacher turnover compared to traditional public schools. Teacher inexperience, with charter school teachers' average experience (5 years) less than half of that for teachers in traditional schools (12 years), may undermine instructional quality. The difference in salaries, which may be partially explained by the relative inexperience and limited credentials of charter school teachers, is another factor. The $10,000 salary gap between charter and traditional school teachers undoubtedly undermines the ability of charter schools to attract high quality teachers. In addition, compared to statewide averages, charter school teachers are more likely not to have earned a college degree (13 percent versus 1 percent), and the percentage of charter school teachers without degrees has increased over time. Teacher turnover, which is two to three times the state average, is an additional concern (Weiher, Shapley, & Stamman, 2002).

Although demographic data seem to impugn the quality of teachers in charter schools, students provide positive commendations. In identifying the most important reasons for choosing charter schools, more than half of students responding to surveys note that charter school teachers provide more attention to students and charter schools have better teachers (Barrett, 2002). It appears that students value positive interpersonal relationships with teachers regardless of their particular educational credentials.

Despite positive student perceptions, teachers are the heart of any educational system, and high teacher turnover and lack of experience must adversely affect student performance. The reason for teacher inexperience and instability in charter schools is unknown, but possible explanations are lower salaries and benefits and charter school exemption from degree and certification requirements. In light of evidence showing that student performance depends substantially on effective teaching by qualified, committed teachers who possess content knowledge and pedagogical skills (Darling-Hammond, Berry, Haselkorn, & Fiedeler, 1999), greater attention to teacher quality in charter schools is warranted.

Innovative Programs and Practices in Charter Schools

Currently, there is little evidence suggesting that charter schools have spurred the creation of innovative and more effective forms of schooling. In fact, little is known about the kinds of instructional programs that are being implemented. Charter school directors provide the only source of information on programs and practices for this study. Almost all directors report using state-adopted curricular materials, and the vast majority augment the Texas Essential Knowledge

and Skills (TEKS) with other educational programs. The most prevalent educational practices reported by 80 percent or more of directors include practices that are typically found in traditional public schools (i.e., mainstreaming students, using technology for learning, and individualizing learning) (Taebel & Daniel, 2002). While many charter schools specialize in serving adjudicated youth, dropouts, or students in residential treatment facilities, hardly anything is known about the programs offered or their effectiveness. Future evaluations should include studies of charter schools that provide valid information on programs and practices that are implemented in charter schools and links between practices and student achievement.

Effects on Traditional Public Schools

Approximately one-third of traditional public school officials responding to the 2000-01 survey are unaware of charter schools in or near their districts' boundaries. This could be due, in part, to the fact that some charter schools have identified districts far from actual charter school locations. Nevertheless, large traditional public school districts and districts with declining enrollment are more likely to be affected by charter schools. Large traditional districts more often report students leaving for and returning from charter schools than mid-size and small districts, and large districts more often cite significant effects on budget and financial operations. Likewise, traditional districts with declining enrollments more frequently track students leaving for and returning from charter schools and often note losses in ADA funding, federal funding losses, and downsizing in both teaching and administrative staff than districts with stable or increasing enrollments.

Officials in traditional public schools report infrequent interaction with charter schools, except perhaps during regional or statewide meetings or training sessions or at ESC-sponsored events. Only small percentages of traditional public school districts (10 percent) report losing teachers to charter schools. This is likely due to the teacher salary advantage of traditional schools. District officials also report that charter schools have had little impact on the educational approaches and practices of traditional public schools. In general, charter schools are more likely to influence class size and the establishment of charter campuses.

Although charter schools have failed to stimulate wide-scale change within the larger system of Texas public education, many traditional public school officials are aware of charter schools and cite concerns. The majority of responding district officials noted apprehensions about the quality of charter school instruction, expressed concerns with charter school grading standards, and report worries that special needs students in charter schools may not be receiving an appropriate education. In their general comments, district officials most often described concerns with the educational quality and financial challenges of charter schools (Benner, 2002).

In contrast, the majority of charter school directors feel that the relationship between the charter school and local public school district is cooperative or somewhat cooperative, with directors more likely to cite effects of charter schools on traditional schools' educational programs or campus additions/reconfigurations. Three directors mentioned traditional districts sending students with discipline problems or difficulty passing TAAS (Taebel & Daniel, 2002). Overall, it appears that charter and traditional schools could benefit from forums to promote

communication and understanding. The inclusion of a charter school representative on each ESC board may provide one means for opening lines of communication.

Student Academic Achievement in Charter Schools

Thus far, charter schools have generally failed to fulfill the expectation to provide a more effective form of schooling that benefits students academically. As a whole, Texas traditional public schools outperform charter schools on student academic performance indicators, even when adjustments are made to create similar comparison groups. Based on Texas accountability ratings, traditional schools outperform charter schools on both standard and alternative education rating categories. Under the standard system, almost half of charter schools (44 percent) were Low-Performing in 2001 compared to only 2 percent of traditional schools, and more than half of charter campuses receiving Alternative Education ratings (61 percent) needed Peer Review compared to only 11 percent statewide. Overall, TAAS passing rates for students in charter schools are well below state averages, particularly in mathematics (26 points) and writing (27 points). Moreover, lower TAAS passing rates are consistent across all student comparison groups. More experienced charter schools (four or more years) and individual charter schools have more positive TAAS performance gains. Likewise, accountability ratings for individual charter schools and more established schools show promise.

Longitudinal, student-level TAAS results, which represent a smaller and more stable subset of the total charter school population, reveal that students staying in charter schools have strong TAAS reading and mathematics gains, with comparable performance regardless of whether students were enrolled in charter schools serving more or less at-risk students. Additional comparisons involving student transitions from charter to traditional public schools and traditional public to charters reveal that continuous student enrollment in charter schools has a positive influence on academic performance. Students are more likely to make strong TAAS gains in the second or third year of charter school enrollment. On the other hand, students who moved to traditional public schools from charter schools also had substantial TAAS gains upon returning. Uncertainty about students' reasons for moving between charter and traditional schools makes it difficult to interpret these findings.

School enrollment trends reveal a marked difference between charter and traditional public schools. Charter schools enroll substantially larger proportions of high school students (grades 9 to 12). Because TAAS is only administered in grade 10, this means that student performance measures are limited for this charter school population. Available evidence, however, shows that secondary students in charter schools have lower course completion rates, lower performance on end-of-course exams, lower attendance rates, and higher dropout rates than students in traditional public schools. Tenth grade exit-level TAAS scores (55 to 65 percent passing) are below state averages (89 to 90 percent passing) (Shapley, Benner, & Stamman, 2002).

In sum, charter school students are more likely than their traditional public school peers to attend low-performing schools. Some charter schools, however, like traditional public schools, are more effective than others. Through the fifth evaluation year, many questions about charter school student performance remain unanswered. Because of the wide variation in charter school demographics, grade spans, and educational missions, it has been difficult to form valid

comparison groups and to make generalizations about charter school performance. The current challenge is to determine what constitutes valid comparison groups for charter schools and to conduct statistically rigorous student achievement analyses based on established groups. In addition, the new Texas assessment system—the Texas Assessment of Knowledge and Skills (TAKS)—presents both challenges and opportunities. Charter school students who are struggling to meet TAAS passing standards may have difficulty meeting higher TAKS performance standards. However, the expansion of student testing to include more grades and subjects will allow more comprehensive documentation of charter school performance.

Market-Based Forces and Charter Schools

School choice models, including charter schools, allow increased autonomy in governance in exchange for accountability for student results. In Texas, however, charter schools have been allowed to operate relatively free of sanctions for poor student performance. Only five open-enrollment charters have been revoked by the SBOE, and four revocations have been for financial irregularities. Of the 18 first-generation schools submitting renewal applications, all received charter renewals for a 10-year period even though 5 of the schools were rated under the alternative education system as Needs Peer Review.

Legislators in 2001 transferred oversight for charter school amendments, renewals, and revocations from the SBOE to the Commissioner of Education in order to ensure greater charter school accountability. The commissioner and TEA are now charged with the responsibility for establishing clear and measurable performance standards to guide charter school expansion, renewals, and revocations. Clearly, if charter schools are to reach their full potential in Texas, freedom to innovate must be accompanied by accountability for results. Ineffective charter schools should not be allowed to overshadow the accomplishments of successful charter schools. Furthermore, if problems with charter schools continue to surface, Legislators may feel compelled to enact additional regulations that undermine the autonomous approach to school management envisioned for charter schools. Most importantly, however, the ability of students and parents to make good charter school choices is directly related to oversight ensuring that high quality charter schools are available.

Evaluation Continuation

This report concludes a five-year study conducted by a team of researchers affiliated with the Texas Center for Educational Research, the School of Urban and Public Affairs at the University of Texas at Arlington, the Center for the Study of Education Reform at the University of North Texas, and the Center for Public Policy at the University of Houston. Subsequent evaluations of charter schools should consider the issues that are discussed in this chapter.

References

Fitzgerald, J., Green, K., Peebles, L., & Kern, D. (2001). *The state of charter schools in Colorado 1999-2000: The characteristics, status and performance record of Colorado charter schools.* Denver, CO: Colorado Department of Education.

Fuller, B. & Elmore, R.F. (1996). *Who Chooses? Who Looses?—Culture, Institutions, and the Unequal Effects of School Choice*. New York, NY: Teachers College Press.

Gill, B.P., Timpane, P.M., Ross, K.E., & Brewer, D.J. (2001). *Rhetoric versus reality: What we know and what we need to know about vouchers and charter schools.* Santa Monica, CA: RAND.

Horn, J. & Miron, G. (1999). *Evaluation of the Michigan public school academy initiative.* Kalmazoo, MI: The Evaluation Center of Western Michigan University.

McGree, K.M. (1998). *Redefining Education Governance: The Charter School Concept*. Austin, TX: Southwest Educational Development Laboratory.

Schneider, M., Teske, P., & Marschall, M. (2000). *Choosing Schools*. Princeton, NJ: Princeton University Press.

Weiher, G. (2002). *Choice and Racially Distinctive Schools*. Unpublished manuscript.

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. Slats. 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 tinder 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. Slats. 1995, 74th Leg. Sess., Ch. 260, effective May 30, 1995; Slats. 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 student`s .to the campus or program for which a chatter is granted under this subchapter must give priority on the basis of geographic and residency considerations. After priority is given an 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 tar the type of program offered.

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

Leg.H. Slats. 1995, 74th Leg. Sess., Ch. 260, effective May 30, 1995; Slats. 1997, 75th Leg. Sass.. 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. Stars. 1995, 74th Leg. Sess., Ch. 260. effective May 30, 1995; Slats. 2001, 77th Leg. Sess., Ch. 1504. effective September 1, 2001.

§ 12.1011. [Repealed.]

Repealed Staffs. 2001, 77th Leg. Sass., Ch. 1504, effective September .l, 2001.

2001 Note: SECTION 36. (b) 4 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. ?001 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 an 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; Stars. 2001, 77th Leg, Sess., Chs. 212, 15,04, 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 opera-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, Govern- .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 understate 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. Slats. 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. Slats. 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. Slats. 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 2002-20,03 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 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 an August 3 I , 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 rule, 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 far 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. Stars. 1995, 74th Leg. Sess., Ch. 260, effective May 30, 1995; Stars. 2001, 77th Leg. Sess., Ch. 1504, effective September I , 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 chatter 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 3 I ; 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 201 I-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 I, 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 *I, 2001.*

Leg.H. Stars. 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. Stars. 1995, 74th Lei. Sess., Ch. 260, effective May 30, 1995; Stars. 2001, 77th Leg. Sess., Ch. 1504, effective September I, 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. Stars. 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 chaser 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. Slats. 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. Slats. 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 exited immediately before the effective date of this Act, and that law is continued in effect for that purpose. Stars. 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 t< 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. Slats. 1995, 74th Leg. Sess., Ch. 260, effective May 30, 1995; Stats. 1999, 76th Leg. Sess., Ch, 1335, effective June 19, 1999; Scats. 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 I, 2000. Scats. 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. Scats. 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 chatter school.

(b) The procedure adopted tinder 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 chatter, the school may not:

(1) continue to operate under this subchapter; or

(2) receive state funds under this subchapter.

(b) An open-enrollment chatter 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 finding and may not resume operating until a determination is made that:

(1) despite initial evidence, the conditions at the school do not present a danger of material harm to the health, safety, or welfare of students; or

(2) the conditions at the school that presented a danger of material harm to the health, safety, or welfare of students have been corrected.

(d) Not later than the third business day after the date the commissioner acts under Subsection (b), the commissioner shall provide the charter holder an opportunity for a hearing.

(e) Immediately after a hearing under Subsection (d), the commissioner must cease the action under Subsection (b) or initiate action under Section 12.116.

(f) The commissioner shall adopt rules implementing this section. Chapter 2001, Government Code, does not apply to a hearing under this section.

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. Stars. 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; Slats. 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. Slats. 1999, 76th Leg. Sess., Ch. 1335, effective June L9, 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, 199), 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 I, 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. 15045 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. Salts. 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 I, 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. Slats. 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. Slats. 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 I, 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. Slats. 2001. 77th Leg. Sess., Ch. 150=1. 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. Scats. 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.. f504, 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. Scats. 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 Actions.

Appendix B

Charter Schools Operating in 1999-00

School Name	Location	Grade Levels	Origination	Generation	Years of Operation	Enrollment	Percent Eco Dis	Report Classification
21st Century Academy	Corpus Christi	9-12	Start-up	3	3	52	0.0%	CS < 75%
A.W. Brown Fellowship	Dallas	PK-3	Start-up	3	2	231	87.0%	CS ≥ 75%
A+ Academy	Lancaster	PK-8	Conversion	4	1	82	8.5%	CS < 75%
Academy of Accelerated Learning	Houston	K-5 9-12	Start-up	2	2	139	46.0%	CS < 75%
Academy of Beaumont	Beaumont	K-6	Start-up	3	2	183	100.0%	CS ≥ 75%
Academy of Bexar County	San Antonio	K-6	Start-up	3	2	115	85.2%	CS ≥ 75%
Academy of Careers and Technologies	San Antonio	9-12	Start-up	3	1	40	77.5%	CS ≥ 75%
Academy of Dallas	Dallas	K-6	Start-up	3	2	249	53.4%	CS < 75%
Academy of Houston	Houston	K-6	Start-up	2	3	589	20.4%	CS < 75%
Academy of Skills and Knowledge	Tyler	3-9	Conversion	2	3	118	5.9%	CS < 75%
Academy of Transitional Studies	Corpus Christi	6-12	Start-up	1	2	107	76.1%	CS ≥ 75%
Alief Montessori	Houston	K-6	Conversion	2	3	99	46.5%	CS < 75%
Alphonso Crutch's	Houston	6-12	Start-up	3	2	855	16.1%	CS < 75%
American Academy of Excellence	Houston	6-12	Start-up	3	1	223	61.9%	CS < 75%
American Youth Works	Austin	9-12	Conversion	1	5	231	48.5%	CS < 75%
Amigos Por Vida	Houston	PK-12	Start-up	3	2	315	94.0%	CS ≥ 75%
Arlington Classics Academy	Arlington	K-8	Start-up	3	2	272	5.5%	CS < 75%
Benji's Special Education Academy	Houston	PK-12	Start-up	3	3	214	100.0%	CS ≥ 75%
Blessed Sacrament Academy	San Antonio	9-12	Conversion	1	5	183	83.1%	CS ≥ 75%
Brazos River	Nemo	8-12	Start-up	4	1	57	54.4%	CS < 75%
Brazos School for Inquiry	Bryan	K-12	Start-up	3	2	86	51.2%	CS < 75%
Bright Ideas	Wichita Falls	K-12	Conversion	3	2	69	50.7%	CS < 75%

School Name	Location	Grade Levels	Origination	Generation	Years of Operation	Enrollment	Percent Eco Dis	Report Classification
Building Alternative	San Antonio	9-12	Start-up	1	5	184	77.7%	CS ≥ 75%
Burnham Wood	El Paso	K-12	Start-up	2	3	169	28.4%	CS < 75%
Calvin Nelms	Houston	9-12	Start-up	3	2	168	1.2%	CS < 75%
Career Plus Learning Academy	San Antonio	6-12		3	2	15	80.0%	CS ≥ 75%
Cedar Ridge	Lometa	7-12	Start-up	2	3	41	95.1%	CS ≥ 75%
Cedars International Academy	Austin	K-6	Start-up	4	1	--	--	--
Children First Academy Dallas	Dallas	K-5	Start-up	3	3	283	23.0%	CS < 75%
Children First Academy Houston	Houston	K-5	Start-up	3	2	339	13.0%	CS < 75%
Coastal Bend Youth City	Driscoll	Ages 10-17	Start-up	2	3	48	100.0%	CS ≥ 75%
Comquest Academy	Tomball	9-12	Start-up	3	2	57	0.0%	CS < 75%
Crossroads Community Educational Center	Houston	9-12	Start-up	3	2	62	82.3%	CS ≥ 75%
Dallas Advantage	Dallas	K-5	Start-up	3	2	613	91.5%	CS ≥ 75%
Dallas Can! Academy	Dallas	PK, 9-12	Conversion	1	5	409	52.4%	CS < 75%
Dallas Community	Dallas	PK-3	Start-up	2	2	103	63.1%	CS < 75%
Dallas County Juvenile Justice	Dallas	5-12	Start-up	3	2	457	100.0%	CS ≥ 75%
Eagle Advantage	Dallas	UG	Start-up	2	3	410	49.3%	CS < 75%
Eagle Project Abilene	Abilene	7-12	Start-up	3	2	116	0.0%	CS < 75%
Eagle Project Beaumont	Beaumont	7-12	Start-up	3	2	145	0.0%	CS < 75%
Eagle Project Brownsville	Brownsville	7-12	Start-up	3	2	114	0.0%	CS < 75%
Eagle Project Bryan	Bryan	7-12	Start-up	3	2	152	2.0%	CS < 75%
Eagle Project Dallas	Dallas	7-12	Start-up	3	2	88	0.0%	CS < 75%
Eagle Project Del Rio	Del Rio	7-12	Start-up	3	2	139	0.0%	CS < 75%
Eagle Project Ft. Worth	Ft. Worth	7-12	Start-up	3	2	142	0.0%	CS < 75%
Eagle Project Laredo	Laredo	7-12	Start-up	3	2	152	0.0%	CS < 75%
Eagle Project Lubbock	Lubbock	7-12	Start-up	3	2	107	0.0%	CS < 75%
Eagle Project Midland	Midland	7-12	Start-up	3	2	144	0.0%	CS < 75%

School Name	Location	Grade Levels	Origination	Generation	Years of Operation	Enrollment	Percent Eco Dis	Report Classification
Eagle Project Pharr	Pharr	7-12	Start-up	3	2	159	1.9%	CS < 75%
Eagle Project San Antonio	San Antonio	7-12	Start-up	3	2	142	0.0%	CS < 75%
Eagle Project Texarkana	Texarkana	7-12	Start-up	3	2	121	0.8%	CS < 75%
Eagle Project Tyler	Tyler	7-12	Start-up	3	2	129	0.0%	CS < 75%
Eagle Project Waco	Waco	7-12	Start-up	3	2	126	0.0%	CS < 75%
East Texas Charter HS	Longview	9-12	Start-up	3	2	144	12.5%	CS < 75%
Ed White School of Educational Enhancement	Seabrook	PK-12	Start-up	2	3	108	14.9%	CS < 75%
Eden Park Academy	Austin	K-5	Start-up	2	3	191	8.4%	CS < 75%
El Paso Academy East	El Paso	9-12	Start-up	4	1	99	100.0%	CS ≥ 75%
El Paso School of Excellence	El Paso	PK-6	Start-up	4	1	185	81.1%	CS ≥ 75%
Encino School	Encino	PK-8	Start-up	2	3	69	92.8%	CS ≥ 75%
Erath Excels! Academy	Stephenville	9-12	Start-up	3	2	84	66.7%	CS < 75%
Faith Family Academy	Dallas	PK-12	Conversion	3	3	745	74.1%	CS < 75%
Focus Learning Academy	Dallas	K-6	Start-up	3	2	195	0.5%	CS < 75%
Fort Worth Can! Academy	Fort Worth	9-12	Start-up	3	1	201	61.2%	CS < 75%
Fruit of Excellence School	Austin	1-12	Start-up	3	2	41	78.0%	CS ≥ 75%
Gabriel Tafolla	Uvalde	5-12	Start-up	2	3	158	88.0%	CS ≥ 75%
Gateway	Laredo	9-12	Start-up	3	2	119	44.5%	CS < 75%
George I. Sanchez	Houston	9-12	Conversion	1	5	221	64.7%	CS < 75%
George I. Sanchez San Antonio	San Antonio	8-12	Start-up	3	1	6	0.0%	CS < 75%
Girls & Boys Prep Academy	Houston	6-12	Start-up	1	5	320	51.6%	CS < 75%
Guardian Angel Performance Academy	San Antonio	6-8	Start-up	3	2	54	74.1%	CS < 75%
Gulf Shores Academy	Houston	7-12	Start-up	3	2	696	99.7%	CS ≥ 75%
Harmony Science--Houston	Houston	6-8	Start-up	4	1	186	33.3%	CS < 75%
Harris County Juvenile Justice	Houston	5-12	Start-up	2	3	111	100.0%	CS ≥ 75%
Heights Academy	Houston	7-12	Start-up	3	2	226	85.4%	CS ≥ 75%
Higgs, Carter, King Gifted and Talented	San Antonio	PK-6	Start-up	2	3	194	90.2%	CS ≥ 75%

School Name	Location	Grade Levels	Origination	Generation	Years of Operation	Enrollment	Percent Eco Dis	Report Classification
Honors Academy	Dallas	PK-12	Start-up	3	2	122	25.7%	CS < 75%
Houston Advantage	Houston	K-5	Start-up	3	2	700	65.7%	CS < 75%
Houston Can! Academy	Houston	9-12	Start-up	2	3	340	46.5%	CS < 75%
Houston Heights Learning Academy	Houston	PK-5	Start-up	3	2	90	81.1%	CS ≥ 75%
I Am That I Am Academy	Dallas	4-10	Start-up	3	2	126	94.4%	CS ≥ 75%
I.D.E.A Academy	Donna	4-8	Start-up	4	1	187	89.8%	CS ≥ 75%
Impact Charter	Houston	PK-4	Start-up	3	3	167	91.0%	CS ≥ 75%
Inspired Vision Academy	Dallas	PK-6	Start-up	4	1	126	7.9%	CS < 75%
Jamie's House	Houston	6-12	Start-up	3	2	44	97.7%	CS ≥ 75%
Jean Massieu Academy	Irving	K-12	Start-up	3	2	108	44.4%	CS < 75%
Jesse Jackson Academy	Houston	9-12	Start-up	3	3	215	72.6%	CS < 75%
John H. Wood	San Antonio	K-12	Start-up	2	3	173	86.1%	CS ≥ 75%
Katherine Anne Porter School	Wimberley	9-12	Start-up	3	2	114	14.0%	CS < 75%
Kenny Dorham School	Austin	6,8	Start-up	3	2	25	12.0%	CS < 75%
Kipp, Inc.	Houston	K, 5-10	Conversion	2	3	316	91.1%	CS ≥ 75%
La Amistad Love & Learning Academy	Houston	PK-K	Start-up	3	2	106	96.2%	CS ≥ 75%
La Escuela de Las Americas	San Antonio	PK-12	Start-up	3	3	63	90.5%	CS ≥ 75%
Life of Oak Cliff	Dallas	K-12	Start-up	2	3	708	47.9%	CS < 75%
Mainland Preparatory Academy	Texas City	PK-6	Start-up	2	3	259	51.4%	CS < 75%
McCullough Academy of Excellence	Austin	K-3	Start-up	3	2	185	34.1%	CS < 75%
Medical Center	Houston	K-5	Start-up	1	5	131	38.5%	CS < 75%
Midland Advantage	Midland	K-7	Start-up	3	2	702	65.1%	CS < 75%
Mid-Valley Academy	Mercedes	9-12	Start-up	3	2	45	64.4%	CS < 75%
Nancy Ney	New Braunfels	4-12	Start-up	2	3	35	48.6%	CS < 75%
New Frontiers	San Antonio	K-8	Start-up	2	3	784	81.9%	CS ≥ 75%
North Hills School	Irving	5-8	Start-up	1	4	753	2.5%	CS < 75%

School Name	Location	Grade Levels	Origination	Generation	Years of Operation	Enrollment	Percent Eco Dis	Report Classification
North Houston HS for Business	Houston	9-12	Start-up	3	2	79	62.0%	CS < 75%
Northwest Mathematics, Science, and Language Academy	Houston	PK-5	Start-up	3	2	132	37.9%	CS < 75%
Nova Southeast	Dallas	PK-5	Start-up	4	1	117	70.9%	CS < 75%
Nova School (West Oak Cliff)	Dallas	PK-6	Start-up	2	3	192	85.4%	CS ≥ 75%
NYOS	Austin	K-7	Start-up	2	3	152	4.6%	CS < 75%
Odyssey Academy	Galveston	6-12	Start-up	3	2	179	53.1%	CS < 75%
One-Stop Multiservice	McAllen	PK, 9-12	Start-up	1	5	172	100.0%	CS ≥ 75%
Panola Charter School	Carthage	8-12	Start-up	4	1	90	71.1%	CS < 75%
Paradigm Accelerated School	Dublin	9-12	Start-up	4	1	50	80.0%	CS ≥ 75%
Paso Del Norte	El Paso	9-12	Start-up	3	2	197	52.8%	CS < 75%
Pegasus	Dallas	7-9	Start-up	1	4	168	50.6%	CS < 75%
Pineywoods Community Academy	Lufkin	K-8	Start-up	3	2	275	4.4%	CS < 75%
Positive Solutions	San Antonio	7-12	Start-up	3	3	204	38.2%	CS < 75%
Prepared Table	Houston	PK-12	Start-up	3	2	876	99.9%	CS ≥ 75%
Radiance Academy of Learning	San Antonio	PK-12	Start-up	3	1	123	83.7%	CS ≥ 75%
Ranch Academy	Canton	6-12	Start-up	3	2	40	0.0%	CS < 75%
Rappoport Academy	Waco	PK-1	Start-up	2	3	121	93.4%	CS ≥ 75%
Raul Yzaguirre	Houston	6-9	Start-up	1	5	621	74.7%	CS < 75%
Richard Milburn Corpus Christi	Corpus Christi	9-12	Start-up	2	2	134	5.2%	CS < 75%
Richard Milburn Killeen	Killeen	9-12	Start-up	2	1	100	38.0%	CS < 75%
Richard Milburn Lubbock	Lubbock	9-12	Start-up	2	2	131	58.0%	CS < 75%
Richard Milburn Midland	Midland	9/12	Start-up	2	2	91	27.5%	CS < 75%
Rise Academy	Lubbock	K-8	Start-up	3	2	85	91.8%	CS ≥ 75%
Rylie Faith Family Academy	Dallas	PK-12	Conversion	3	3	793	74.4%	CS < 75%
San Antonio School for Inquiry	San Antonio	K-12	Start-up	3	1	21	42.9%	CS < 75%

School Name	Location	Grade Levels	Origination	Generation	Years of Operation	Enrollment	Percent Eco Dis	Report Classification
SCAN			Start-up	4	1	2	0.0%	CS < 75%
School of Excellence in Educ	San Antonio	PK-9	Start-up	2	3	275	67.1%	CS < 75%
Seashore Learning Center	Corpus Christi	PK-6	Conversion	1	5	147	29.9%	CS < 75%
Sentry Technology Prep School	Brownsville	9-12	Start-up	3	3	206	100.0%	CS ≥ 75%
Ser-Ninos	Houston	PK-4	Start-up	1	5	330	83.9%	CS ≥ 75%
Shekinah "Radiance" Academy	San Antonio	PK-12	Start-up	3	3	150	74.0%	CS < 75%
South Plains	Lubbock	9-12	Start-up	3	2	142	62.0%	CS < 75%
Southwest High School	Houston	9-12	Start-up	3	2	87	51.1%	CS < 75%
Southwest Preparatory Academy	San Antonio	9-12	Conversion	2	2	231	26.0%	CS < 75%
Star Charter School	Austin	1-10	Conversion	3	3	140	0.0%	CS < 75%
Technology Education	Weslaco	9-12	Start-up	2	3	119	98.3%	CS ≥ 75%
Tekoa Academy	Port Arthur	K-6	Start-up	3	2	117	76.9%	CS ≥ 75%
Texas Academy of Excellence	Austin	PK-2	Start-up	1	5	229	65.1%	CS < 75%
Texas Empowerment Academy	Austin	5-12	Start-up	2	3	75	68.0%	CS < 75%
Texas Language	Duncanville	K-6	Start-up	3	2	64	79.7%	CS ≥ 75%
Texas Serenity Academy	Conroe	6-12, GED	Start-up	3	2	7	14.3%	CS < 75%
Texas Serenity Academy Bayshore	Corpus Christi	6-12, GED	Start-up	3	2	17	23.5%	CS < 75%
The Raven School	New Waverly	9-12	Conversion	2	3	194	100.0%	CS ≥ 75%
Theresa B. Lee Academy	Ft. Worth	9-12	Start-up	3	3	176	60.2%	CS < 75%
TOVAS	Temple	PK-9	Start-up	3	2	89	52.8%	CS < 75%
Transformative Charter Academy	Killeen	9-12	Start-up	2	3	73	0.0%	CS < 75%
Treetops School International	DFW Airport	PK-12	Conversion	2	3	234	1.7%	CS < 75%
Two Dimensions Preparatory Academy	Houston	PK-8	Conversion	3	3	223	71.3%	CS < 75%

School Name	Location	Grade Levels	Origination	Generation	Years of Operation	Enrollment	Percent Eco Dis	Report Classification
University of Houston Tech	Houston	K-12	Start-up	1	5	132	14.4%	CS < 75%
Universal Academy	Dallas	PK-12	Start-up	2	3	768	41.5%	CS < 75%
University Charter School	Austin	9-12	Conversion	2	3	19	0.0%	CS < 75%
Valley High School	Harlingen	PK-12, GED	Start-up	3	1	257	93.0%	CS ≥ 75%
Varnett Charter School	Houston	PK-5	Conversion	2	3	626	11.5%	CS < 75%
Waco Charter School	Waco	K-5	Start-up	1	4	168	91.7%	CS ≥ 75%
Wa-Set Preparatory Academy	Houston	K-3	Start-up	3	2	84	72.6%	CS < 75%
Waxahachie Faith Family Academy	Waxahachie	PK-12	Conversion	3	2	241	53.9%	CS < 75%
West Houston Charter School	Houston	K-12	Start-up	1	5	114	0.0%	CS < 75%
Winfree Academy	Irving	9-12	Conversion	4	1	267	20.5%	CS < 75%
YES College Prep School	Houston	5-12	Start-up	4	1	380	75.8%	CS ≥ 75%

Appendix C
Survey Instruments

Charter School Director Survey, Year 5

Charter School Student Survey
2001-2002

Parents of Texas Charter School Children Survey

Parents of Spring Branch ISD, Dallas ISD, Houston ISD Public School Children

2001 Evaluation of Open-Enrollment Charter Schools
Survey of Public School Districts

CHARTER SCHOOL DIRECTOR SURVEY, YEAR 5

SCHOOL NAME _____ ID __ __ __ __ __ __

FOR CHARTER SCHOOLS THAT OPENED DURING THE 2000 – 2001 SCHOOL YEAR, COMPLETE SECTIONS A & B. ALL OTHERS SKIP TO SECTION C.

SECTION A. REASON FOR FOUNDING CHARTER SCHOOL (for schools opened 2000 - 2001)

1. Charter schools have been founded for many different reasons. Would you say that the following reasons for founding your charter school were of limited or no importance, of secondary importance, or of primary importance? Circle the number of your response.

	LIMITED OR NO IMPORTANCE 1	SECONDARY IMPORTANCE 2	PRIMARY IMPORTANCE 3
a. Realize an educational vision	1	2	3
b. Serve a special student population	1	2	3
c. Seek public funding	1	2	3
d. Seek grants	1	2	3
e. Involve parents	1	2	3
f. Attract more students	1	2	3
g. Gain autonomy:1. from local school district	1	2	3
2. from state law and regs	1	2	3
3. in personnel matters	1	2	3
4. in educational programming	1	2	3
5. in fiscal management	1	2	3
6. to develop non-tradition relationships with community	1	2	3

2. We would like some information on the origin of your charter school.
   a. Did a single individual or a group provide the impetus for founding your charter school?

   ____ Single individual ____ Group

   Please describe _____

CONTINUE ON BACK

ID __ __ __ __ __ __

SECTION B. CHALLENGES INVOLVED IN OPENING YOUR CHARTER SCHOOL
(FOR SCHOOLS OPENED 2000 – 2001)

1. In the process of establishing your charter school, you may have encountered difficulties. Would you say that the following factors were not at all difficult, difficult, or very difficult to overcome in establishing your charter school? Circle the number of your response.

	NOT AT ALL DIFFICULT 1	DIFFICULT 2	VERY DIFFICULT 3
a. Lack of startup funds	1	2	3
b. Lack of planning time	1	2	3
c. Inadequate operating funds	1	2	3
d. Inadequate facilities	1	2	3
e. Hiring teaching staff	1	2	3
f. State Board of Education approval process	1	2	3
g. Local board opposition	1	2	3
h. Community opposition	1	2	3
i. Teacher association resistance	1	2	3
j. Internal conflicts	1	2	3
K. Federal education regulations	1	2	3
l. Texas Education Agency regulations	1	2	3
m. State or federal health & safety regs	1	2	3

2. How much startup funding did you charter school receive (in dollars)? $ _____

What was the source of your startup funding? _____

FOR SCHOOLS OPENED 2000 –2001, SKIP TO SECTION D

ID __ __ __ __ __ __

CHARTER SCHOOL DIRECTOR SURVEY

FOR CHARTER SCHOOLS OPENED BEFORE THE 2000 – 2001 SCHOOL YEAR

SECTION C. CHALLENGES IN OPERATING CHARTER SCHOOLS

1. When did your charter school begin operation? (enter year) _____

2. The second and subsequent years of charter school operation may be somewhat different from the first year for some schools. Would you say the following were easier to handle, about the same difficulty, or somewhat more difficult? Circle the number of your response.

	EASIER TO HANDLE 1	ABOUT THE SAME 2	MORE DIFFICULT 3
a. Realizing the original vision for the school	1	2	3
b. Securing adequate funding	1	2	3
c. Attracting students	1	2	3
d. Involving parents	1	2	3
e. Attracting and retaining teachers/other staff	1	2	3

3.In the second and subsequent years of operation, you may be encountering difficulties with certain aspects of school operation. These may be difficulties continuing from last year, or they may be new difficulties that have arisen. Would you say that the following factors were easier, about the same, difficult, or very difficult to overcome this year in your charter school? Circle the number of your response.

	EASIER 1	ABOUT THE SAME 2	DIFFICULT 3	VERY DIFFICULT 4
a. Lack of planning time	1	2	3	4
b. Inadequate operating funds	1	2	3	4
c. Inadequate facilities	1	2	3	4
d. Hiring teaching staff	1	2	3	4
e. Local board opposition	1	2	3	4
f. Community opposition	1	2	3	4
g. Teacher association resistance	1	2	3	4
h. Internal conflicts	1	2	3	4
i. Federal education regulations	1	2	3	4
j. Texas Education Agency regulations	1	2	3	4
k. Health & safety regulations	1	2	3	4
l. Repayment of state aid overpayment	1	2	3	4
m. Other _____ (please name)	1	2	3	4

CONTINUE ON NEXT PAGE

ID __ __ __ __ __ __

CHARTER SCHOOL DIRECTOR SURVEY

FOR ALL CHARTER SCHOOLS

SECTION D. GOVERNANCE

1. Do you have a sponsoring organization? ____ YES ____ NO

Name: _____

2. Do you have a governing board? ____ YES ____ NO (If no, go to Section E)

a. If so, what is the role of the governing board?

_____

b. How are members of the governing board selected?

_____

c. Please indicate the number of board members in the following categories:

	On Governing Board
Total number?	
How many are men?	
How many are parents of students in your school	
How many are teachers in your school	

d. How many board members are:
African-American? ____ Hispanic? ____ Asian-American? ____

e. What is the board members' term of office? Years _____
f. How often does the governing board meet? _____
g. What are the officer positions of the board? _____
h. How is the chair selected? _____
i. Has the governing board adopted bylaws or rules of procedure?
____ YES ____ NO
j. Has the governing board approved written operating policies for the school?
____ YES ____ NO
k. Does the governing board review and approve the charter school budget?
____ YES ____ NO

SECTION E. FINANCE

1. What percent of your budget comes from the following sources?
   a. Federal government ____ d. Private grants ____
   b. State government ____ e. Chartering organization ____
   c. Parent donations ____ f. Other (list below) ____

Other source and percent: _____

2. Do you receive any in-kind support from your chartering organization? ____ YES ____ NO
If yes, please describe: _____

CONTINUE ON NEXT PAGE

ID __ __ __ __ __ __

3.Are you currently receiving Title I funds? ____ YES ____ NO

If no, is it because of:

a. Not being eligible	____ YES	____ NO
b. Administrative issues	____ YES	____ NO
c. Complexity of federal regulations	____ YES	____ NO
d. Philosophic reasons	____ YES	____ NO
e. Other	____ YES	____ NO

If other, please explain _____

4.Please answer the following questions about students with special needs.

b. How many special education students does your charter school serve? _____
c. Are you currently receiving federal funds for special education?
____ YES ____ NO
d. How many limited English proficient (LEP) students does your school serve? _____
e. Are you currently receiving federal funds for LEP students?
____ YES ____ NO

SECTION F. TEACHERS

1. How many teachers were on your faculty in the 2000 – 2001 school year? _____
   a. How many had a college degree? _____
   b. How many were certified or had vocational licenses? _____
   c. How many were in the following categories of teaching experience?

New to the profession	____
1 – 5 years teaching experience	____
6 – 10 years teaching experience	____
11 – 15 years teaching experience	____
16 – 20 years teaching experience	____
More than 20 years teaching experience	____

2. Of the teachers who started in Fall 2000,
   a. How many will return for the 2001 – 2002 school year? ____
   b. How many will not be returning? ____
      1. How many will leave to teach in other public or private schools ____
      2. How many left voluntarily? ____
      3. How many were terminated? ____

CONTINUE ON NEXT PAGE

ID __ __ __ __ __ __

SECTION G. STUDENTS

1. How many students left your charter school during the last school year? _____

   a. Of the students who left, how many left for the following reasons?
      1. Disciplinary problems _____
      2. Academic problems _____
      3. Moved _____
      4. Transportation problems _____
      5. Student got a job _____
      6. Medical reasons _____
      7. Student completed diploma or GED _____
      8. School didn't meet academic expectations _____
      9. Other _____

      If other, please explain _____

   b. Of the students who left, how many:
      1. Went to public schools _____
      2. Went to private schools _____
      3. Dropped out _____

2. What happens to students who do not meet the academic requirements of your school?

   _____
   _____

3. What percent of eligible students in the 2000 – 2001 school year will return for classes in Fall 2001?

   _____
4. What percent of students were retained in grade? _____
5. Did you have a waiting list for the past school year (2000 – 2001)? ____ YES ____ NO
6. Do you have a waiting list for Fall 2001? ____ YES ____ NO
7. Have you added grade levels for Fall 2001? ____ YES ____ NO
   a. If yes, which grades? _____
   b. If yes, indicate number of students increased? _____
8. Which of the following recruitment techniques did you use for the Fall 2001 classes? Fill in as many as apply)

Newspaper ads	____	Posters	____
Parent meetings	____	Word of mouth	____
Radio	____	Other	____
Flyers	____		

If other, please describe _____

CONTINUE ON NEXT PAGE

ID __ __ __ __ __ __

SECTION H. CURRICULUM AND INSTRUCTION

1. Are you using state-adopted Texas curriculum materials? ____ YES ____ NO
2. Do you use other curricula? ____ YES ____ NO
   a. If yes, please specify _____
   b. Which of the following practices are you employing in your charter school? Fill in as many as apply.

____ Experiential learning	____ Multi-age grouping
____ Individualized learning	____ Mainstreaming students
____ Project-based learning	____ After school scheduling
____ Use of simulations	____ Nontraditional daily schedule
____ Use of technology for learning	____ Nontraditional weekly schedule
____ Alternative assessments	____ Nontraditional yearly schedule
____ Performance-based assessments	____ Community service requirements
____ Graduation/learning standards	____ Interdisciplinary teaching
____ Site-based decision-making	

SECTION I. STUDENT DISCIPLINE

1. What proportion of time is spent on student discipline?
   By administration? _____ By teachers? _____
2. How serious do you think student discipline problems are in your school?
   ____ Not very serious ____ Somewhat serious ____ Very serious
3. How often are classes typically interrupted by discipline problems?
   ____ Almost never ____ Occasionally ____ A great deal
4. To what extent does the need for student discipline interfere with the educational process at your school?
   ____ Not at all ____ Occasionally ____ Pretty regularly ____ A great deal
5. How many incidents have you dealt with this past year involving:

a. Alcohol	____	d. Knives	____
b. Drugs	____	e. Assault	____
c. Guns	____		

CONTINUE ON NEXT PAGE

ID __ __ __ __ __ __

SECTION J. PARENTS

1. What parent participation practices do you have at your charter school? (fill in all that apply)

____ Regularly scheduled parent-teacher meetings
____ Regularly scheduled home-school communications
____ Regularly scheduled parent meetings
____ Offering workshops or support groups for parents
____ Offering referrals to other social or health services agencies
____ Offering opportunities for parents to volunteer at the school
____ Offering parent at-home learning activities to support school objectives
____ Requiring parents to sign homework
____ Requiring parents to work at the school
____ Written plan or contract for parent involvement
____ Serving on school-wide committees
____ Acting as teacher/instructors
____ Other, please describe

_____

2. What percent of parents are involved in the following activities?
   a. Tutoring _____
   b. Community projects _____
   c. Fund raising _____
   d. Mentoring _____
   e. Class presentations _____
   f. Teaching assistants _____
   g. Maintenance of physical plant _____
   h. Other, please describe _____

_____

SECTION K. BUSINESS AND COMMUNITY RELATIONS

1. Do you have community or business partnerships for any of the following activities? (Fill in all that apply)

____ Mentoring
____ Tutoring
____ Job shadowing
____ Field trips
____ Monetary donations
____ Equipment donations
____ Donations of time (volunteer)

CONTINUE ON NEXT PAGE

2. What organizations have assisted your charter school in the past year? (Fill in all that apply)
   ____ The Charter School Resource Center of Texas
   ____ The Texas Education Agency
   ____ A college or university
   ____ A school district
   ____ A regional education service center
   ____ Other, please describe _____

SECTION L. SCHOOL DISTRICT IMPACT

1. Are you aware of any changes that have occurred in the districts from which your students are drawn as a consequence of your charter school? ____ YES ____ NO

If yes, please describe: _____
_____
_____

2. How would you describe your relationship with the school district from which your students are drawn?

____ Hostile ____ Neutral ____ Somewhat cooperative ____ Cooperative

SECTION M. DIRECTOR OR PRINCIPAL

1. Is mid-management certification required for the job you have? ____ YES ____ NO
2. What is your highest educational level? _____
3. How much prior public school experience do you have? (enter years)
   a. Teaching _____ b. Administration _____
4. How much prior private school experience do you have? (enter years)
   a. Teaching _____ b. Administration _____
5. Do you teach regularly scheduled classes at your charter school? ____ YES ____ NO
6. Are you the CEO of your charter school? ____ YES ____ NO
   a. If no, who is the CEO? _____
   b. Do you report directly to him/her? ____ YES ____ NO

CONTINUE ON NEXT PAGE

ID __ __ __ __ __ __

COMMENTS

Is there anything else you would like to add?

_____
_____
_____
_____
_____
_____
_____

If we should have questions, who was primarily responsible for completing this form?

Name _____
Title _____
Address _____
_____
_____
Email _____
Phone _____

THANK YOU VERY MUCH FOR YOUR TIME

If you have questions regarding the survey, please call Dr. Del Taebel at 817-272-3071.

Please return the completed survey to:

Dr. Del Taebel
University of Texas at Arlington
School of Urban and Public Affairs
P.O. Box 19588
Arlington, Texas 76019-0588

OR

Fax the completed survey to:
817-272-5008 ATTN: Dr. Del Taebel

CHARTER SCHOOL STUDENT SURVEY
2001 – 2002

Marketing Instructions: Please fill in circles using a black ink pen. Do not use pencil or blue ink. Fill in the circles completely. If you make a mistake and need to choose another answer, cross out the wrong answer.

1. What grade are you in? ○6th ○ 7th ○ 8th ○ 9th ○ 10th ○ 11th ○ 12th ○ GED

2. Would you like to go to college? ○ Yes ○ No ○ Not Sure

3. Did you attend this school last year? ○ Yes ○ No

4. If you had not come to this school, what school would you probably have attended this year (Select one)
   - ○ I would have gone to a regular public school.
   - ○ I would have gone to a private school.
   - ○ I would have been home schooled.
   - ○ I would not be in school.
   - ○ I don't know.

How important were your reasons for attending this school rather than some other school?

	Very Important	Important	Not Very Important	Not Important
5. This school is a better location than other school (for example, closer to home or easier for my parents to drop me off).	○ 1	○ 2	○ 3	○ 4
6. It offers classes that better fit what I need.	○ 1	○ 2	○ 3	○ 4
7. My parents wanted me to go to this school.	○ 1	○ 2	○ 3	○ 4
8. My friends were switching to this school, and I wanted to stay with them.	○ 1	○ 2	○ 3	○ 4
9. This school has better teachers.	○ 1	○ 2	○ 3	○ 4
10. I was getting into trouble at the other school.	○ 1	○ 2	○ 3	○ 4
11. There are too many troublemakers in the other school.	○ 1	○ 2	○ 3	○ 4
12. I get more attention from teachers here.	○ 1	○ 2	○ 3	○ 4

13. Compared to the other school are students at this school more or less likely to skip classes? (Select one)
   - ○ More likely at other school
   - ○ More likely at this school
   - ○ No difference between other and this school
   - ○ Not sure

14. Compared to the other school, how safe do you feel at this school? (Select one)
   - ○ Safer than other school
   - ○ About the same
   - ○ Less safe than other school

15. Compared to the school you would probably have attended, do you think this school is better, no different, or worse in terms of:

	Better	No Different	Worse	Not Sure
a. Being closer to home	○1	○2	○3	○4
b. Having teachers who care about me	○1	○2	○3	○4
c. Having order in the classroom	○1	○2	○3	○4
d. Having interesting classes	○1	○2	○3	○4
e. Feeling safe at school	○1	○2	○3	○4
f. Having good teachers	○1	○2	○3	○4
g. Having better choice of classes	○1	○2	○3	○4
h. Getting personal attention from teachers	○1	○2	○3	○4
i. Feeling like I belong	○1	○2	○3	○4
j. Having fewer students in each class	○1	○2	○3	○4
k. Having a principal who cares about me	○1	○2	○3	○4

16. Whose idea was it for you to attend this school? (Select one)
○ My idea ○ My family's idea ○ My family and I decided together ○ Someone else's idea

17. How would you grade this school from A to F?
○A ○B ○C ○D ○F ○Don't know

18. How would you rate the school you attended last year from A to F? (Answer if not this school)
○A ○B ○C ○D ○F ○Don't know

19. So far how satisfied are you with this school?
○Very satisfied ○Satisfied ○Not satisfied

20. Does your best friend go to this school? ○Yes ○No

21. Do you plan on staying at this school next year? (Select one)
○Yes ○No I will switch schools ○No I will graduate ○I don't know

22.Do you think this sports and clubs are better at this school or at other schools? (Select one)
○Better at this school ○About the same as other schools ○Better at other schools ○Not sure

23. How interested are you in schoolwork? (Select one)
○Very interested ○Interested ○A little interested ○Not at all interested

24. What do you want to do when you finish high school?
○Get a job ○Go to a community college ○Not Sure
○Go to a technical school ○Join the military
○Go to a four year college ○Other

25. What activities are you involved in? (Mark as many as apply)
○School sports ○Neighborhood sports ○Boy's & Girl's club ○Other
○Drama/theater ○Dance clubs ○Language clubs
○Church group ○Yearbook staff ○Boy or Girl scouts
○Volunteer work ○Band/orchestra/choir ○Ethnic clubs

26. Below are some statements. Please check how well each describes you.

	Yes	Sometimes	No
a. I am smart	○1	○2	○3
b. I am well-behaved in school	○1	○2	○3
c. I have good ideas	○1	○2	○3
d. School is boring	○1	○2	○3
e. Too many adults tell me what to do	○1	○2	○3
f. I am an important member of my class	○1	○2	○3
g. I can give a good report in front of my class	○1	○2	○3
h. I like being the way I am	○1	○2	○3
i. I can succeed if I try hard enough	○1	○2	○3
j. My classmates think I have good ideas	○1	○2	○3
k. I am satisfied with my grades	○1	○2	○3
l. I work hard in school	○1	○2	○3
m. I can be anything I want when I get older	○1	○2	○3
n. I like to try to figure things out on my own	○1	○2	○3
o. I am proud of my ethnic background	○1	○2	○3

27. What do you think the future is going to be like?
○Much better than now ○The same as now ○Much worse than now
○Better than now ○Worse than now

As you think about your future, please tell us how important each of the following goals are to you:

	Very Important	Somewhat Important	Not very Important	Not at all Important
28. Being successful in your work	○1	○2	○3	○4
29. Using your abilities in work	○1	○2	○3	○4
30. Having lots of money	○1	○2	○3	○4
31. Having plenty of time for playing	○1	○2	○3	○4
32. Getting married	○1	○2	○3	○4
33. Having children	○1	○2	○3	○4
34. Having strong friendships	○1	○2	○3	○4
35. Making a contribution to society	○1	○2	○3	○4
36. Being a leader in the community	○1	○2	○3	○4
37. Being active in the community	○1	○2	○3	○4
38. Living close to parents or relatives	○1	○2	○3	○4
39. Owning your own home	○1	○2	○3	○4
40. Working to correct social and economic inequalities	○1	○2	○3	○4

Finally, just a few more questions.

41. Are you male or female? ○Male ○Female

42. Do you think of yourself as: (Select one)

○White or Anglo ○Black or African-American ○Other group
○Hispanic or Mexican-American ○Asian or Asian-American

43. What is your age? (Select one)

○Nine or younger	○Twelve	○Fifteen	○Eighteen
○Ten	○Thirteen	○Sixteen	○Nineteen
○Eleven	○Fourteen	○Seventeen	○Twenty or older

THANKS VERY MUCH FOR YOUR HELP

Parents of Texas Charter School Children
April 19, 2002

_____
ID:

Parent's Name_____

Phone Number: Area Code_____ Number_____

Charter School Name_____

_____

Hello, my name is _____ and I am calling from the University of Houston's Center for Public Policy on behalf of the Texas Education Agency. May I speak to the parent or guardian of (STUDENT'S NAME)?

Hello. My name is _____ and I am calling to request your participation in a research project being conducted by Dr. Gregory Weiher at the University of Houston. The Texas Education Agency is required by state law to evaluate the Charter School program and we would like to ask you some questions to assess your experience with your child's charter school. The Texas Education Agency provided Dr. Weiher with school rosters and your child was selected based on a random sampling procedure. Your participation is voluntary and you may end this interview at any time. The purpose of this survey is to compare the experience and satisfaction levels of charter school parents and parents of children in traditional schools. Our interview will take approximately 20 minutes and is not intended to cause any personal distress. This is not a sales call.

May I continue?

( ) Yes (continue)
( ) No (thank person and terminate call)

As I mentioned, we are conducting a survey of parents or guardians of (charter/public) school children. Your responses are strictly confidential. A summary of the data we gather will be reported to the Texas Education Agency, the State Board of Education, and state legislators. However at no time will individual subjects be identified. If you have any questions regarding this study, please contact Dr. Gregory Weiher, Senior Research Associate of the University of Houston's Center for Public Policy at 713.743.3970. If you have any questions regarding your participation as a subject you can contact the Committee for the Protection of Human Subjects at 713.743.9204. Would you like to participate in this interview?

( ) Yes (continue)
( ) No (thank person and terminate call)

If yes –

For parents of children in Charter Schools, we would like to gather information about your experience with your child's charter school. Please answer the questions regarding the charter school your child attended last year. If you have more than one child in a charter school, the questions will be about your OLDEST child who attended a Charter School last year. Let me remind you that you can refuse to answer any question or terminate this interview at any time.

First, am I correct in saying that at some point in the past you made a decision to send your child to a charter school? **(IF NO, TERMINATE)**

Respondent Gender: Male___1 Female___2

1. We need to start with some background information. First, in what year were you born?

19____

2. Do you own or rent your home? (RECORD)

Own____1 Rent___2 OTHER___3

3. We'd like to start with some questions about the community where you live. How many years have you lived in your community?_____

4. Do you expect to be living in your community five years from now?

Yes___1 UNSURE___2 No___3

5. Which of the following best describes your race or ethnicity? (READ OPTIONS)

White or Anglo___1 Black or African-American___2 Hispanic or Mexican-American___3
Asian or Asian-American___4 Native-American___5 OTHER___6

6. Is the community where you live predominately white, African-American, Hispanic, Asian-or American?

White or Anglo___1 Black or African-American___2 Hispanic or Mexican-American___3
Asian or Asian-American___4 Native-American___5 OTHER___6

7. Overall, how would you rate your community as a place to live–excellent, good, only fair or poor?

Excellent___1 Good___2 UNSURE___3 Only Fair___4 Poor___5

8. What is the gender of your oldest child who attended a Charter School last year? (RECORD)

Male___1 Female___2

9. How many years has that child attended a Charter School?

One year or less___1 Two years___2 Three or more___3 UNSURE___4

10. What is your child's grade or school year this year? (RECORD 1 through 12, if K code 0)
_____

11. When you were considering sending your child to a Charter school, did you feel at the time that you had a lot of information about the Charter school, some information, just a little, or none at all?

A lot___1 Some___2 A little___3 None___4 UNSURE___5

12. When you were considering sending your child a Charter school, did you get any information about the school off the Internet?

Yes___1 UNSURE___2 No___3

13. Did you consult written brochures or written descriptions of the Charter school when you were making this decision?

Yes___1 UNSURE___2 No___3

14. Returning to the Charter School your child currently attends, How did you learn about the Charter School? (RECORD)

Newspapers___1
Television or radio___1
Private Schools___1
Public Schools___1
Community Center___1
Church___1
Friends/Relatives___1
Teachers___1
At work____1
On the Internet___1
Other (write in)

15. Do you know the average number of students in the classes of the Charter school your child attends?

Number_____

16. Do you know what grade levels are offered at the Charter School your child attends–that is grades between Kindergarten and 12th grade?

Grade levels_____

17. Do you know approximately how many students total attend the Charter School your child attends.

Number_____

18. Finally, do you the name of the principle at the Charter School your child attends?

Name_____

19. In order for your child to be admitted the Charter School, did you have you to agree to do volunteer work at the school?

Yes___1 UNSURE___2 No___3

20. **[IF YES]** What volunteer work did you agree to perform (record comments)

21. In order for your child to be admitted to the Charter School, did you have to sign a contract or agreement about your participation in your child's education? For instance, did you have to agree to help your child with homework or participate in sessions with school counselors?

Yes___1 UNSURE___2 No___3

22. What is the name of the school your child attended before he or she went to a Charter School?

_____

23. What is the name of the school district in which that school is located?

_____

24. Have you talked to other parents about courses and activities at the Charter School?

Yes___1 UNSURE___2 NO___3

25**. [IF YES]** Please estimate about how many different parents with which you have discussed charter school activities.

Number of parents_____

26. Different parents have different reasons for sending their children to Charter Schools. I will read you a list of some of the things parents think are important about a school. Which of the following characteristics of the Charter School your child attended last year was the single most important reason for moving your child to that Charter School. The reasons are:

Randomly Rotate Order
High math or reading scores___1
Better Discipline___2
A racially diverse student body___3
The location of the Charter School___4
Teaching moral values in school___5
Safety_____6
*NONE/CAN'T CHOOSE/DON'T KNOW*___7

27. Next I will read you the five remaining characteristics from our initial list. Which of the remaining five was the most important reason for moving your child to a Charter School?

Randomly Rotate Order
High math or reading scores___1
Better discipline___2
A racially diverse student body___3
The location of the Charter School___4
Teaching moral values in school___5
Safety___6
*NONE/CAN'T CHOOSE/DON'T KNOW*___7

28. Finally, I will read you the last four characteristics. Which of the last four was the most important reason for moving your child to a Charter School?

Randomly Rotate Order
High math or reading scores___1
Better discipline code___2
A racially diverse student body___3
The location of the Charter School___4
Teaching moral values in school___5
Safety___6
*NONE/CAN'T CHOOSE/DON'T KNOW*___7

29a. **[IF RACE IS BLACK]** How important is it to you that your child attend a Charter School where a majority of the students are black or African American–very important, somewhat important, or not important?

Very important___1 Somewhat___2 Not important___3 UNSURE___4 RF___0

29b. **[IF Hispanic]** How important is it to you that your child attend a Charter School where a majority of the students are Mexican-American or Hispanic–very important, somewhat important, or not important?

Very important___1 Somewhat___2 Not important___3 UNSURE___4 RF___0

29c. **[IF WHITE]** How important is it to you that your child attend a Charter School where a majority of the students are White–very important, somewhat important, or not important?

Very important___1 Somewhat___2 Not important___3 UNSURE___4 RF___0

29d. **[IF ASIAN]** How important is it to you that your child attend a Charter School where a substantial percentage of the students are Asian?

Very important___1 Somewhat___2 Not important___3 UNSURE___4 RF___0
29e. **[IF OTHER]** How important is it you that your child attend a Charter School where a substantial percentage of the students have the same race or ethnicity as your child.

Very important___1 Somewhat___2 Not important___3 UNSURE___4 RF___0

30. Do you subscribe to a daily newspaper?

Yes__1 UNSURE___2 NO___3

31. Do you have a dictionary in your home?

Yes__1 UNSURE___2 NO___3

32. Do you have an encyclopedia in your home?

Yes__1 UNSURE___2 NO___3

33. Do you have a computer in your home that your child uses for school work?

Yes__1 UNSURE___2 NO___3

34. In the past two years, have you ever done work in any of the following organizations. I mean, been a leader, helped organize a meeting, been an officer, or given time. First Church groups (read rest of list)

Church groups	Yes___1	UNSURE___2	No____3
Sports groups	Yes___1	UNSURE___2	No____3
Youth Groups	Yes___1	UNSURE___2	No____3
Hobby or garden clubs	Yes___1	UNSURE___2	No____3
Political groups	Yes___1	UNSURE___2	No____3
Nationality or ethnic groups	Yes___1	UNSURE___2	No____3
Neighborhood civic clubs	Yes___1	UNSURE___2	No____3
Labor union	Yes___1	UNSURE___2	No____3
Any other type of group	Yes___1	UNSURE___2	No____3

35. At the school your child attended before he or she went to a Charter School, in general were you very satisfied, somewhat satisfied, somewhat dissatisfied or very dissatisfied with . . .
[Randomly Rotate Order]

	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	UNSURE
a. the teachers	4	3	2	1	5
b. teaching moral values	4	3	2	1	5
c. the location	4	3	2	1	5
d. the discipline	4	3	2	1	5
e. parent/teacher relations	4	3	2	1	5
f. parents have adequate say in how the school was run	4	3	2	1	5
g. the background of the students	4	3	2	1	5

36. At the Charter school your child attends, in general are you very satisfied, somewhat satisfied, somewhat dissatisfied or very dissatisfied with . . .

	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	UNSURE
a. the teachers	4	3	2	1	5
b. teaching moral values	4	3	2	1	5
c. the location	4	3	2	1	5
d. the discipline	4	3	2	1	5
e. parent/teacher relations	4	3	2	1	5
f. parents have adequate say in how the school was run	4	3	2	1	5
g. the background of the students	4	3	2	1	5

37. If you were to grade the school your child attended before going to a charter school from A to F, what grade would you give it? (RECORD)

A___1 B____2 C____3 D___4 F___5 UNSURE___6

38 If you were to grade the Charter School your child attends, what grade would you give it?

A___1 B____2 C____3 D___4 F___5 UNSURE___6

39. At the Charter school your child attends, have you or your spouse ever . . .

	Yes	UNSURE	No
a. attend PTO meetings or other special schools meetings	1	2	3
b. do volunteer work or be involved in school activities	1	2	3
c. attend a school board meeting	1	2	3
d. help make program of curriculum decisions	1	2	3
e. help with fund raising	1	2	3
f. attend parent/teacher conferences	1	2	3

40. In your view, was the school your child attended before going to a charter school safe, somewhat unsafe or very unsafe?

Safe___1 Somewhat unsafe___2 Very unsafe___3 UNSURE___4

41 Where would your child have gone to school last year if the Charter School option had not been available? (READ OPTIONS)

Neighborhood public school___1 Magnet public school___2 Private religious school____3
Private non-religious school___4 Home school____5 Would have dropped out___6
DK___7

42. At the school your child attended before going to the Charter School, did you or your spouse ever

	Yes	UNSURE	No
a. attend PTO meetings or other special schools meetings	1	2	3
b. do volunteer work or be involved in school activities	1	2	3
c. attend a school board meeting	1	2	3
d. help make program of curriculum decisions	1	2	3
e. help with fund raising	1	2	3
f. attend parent/teacher conferences	1	2	3

43. In summary, how satisfied are you with the Charter School your child attends – very satisfied, somewhat satisfied, somewhat dissatisfied or very dissatisfied?

Very satisfied___1 Somewhat satisfied____2 Somewhat dissatisfied___3 Very dissatisfied____4 UNSURE 5

44. It is important for us to know if your child falls into the at risk category. Among other things, the state defines a student as being at risk if he or she has failed any section of the most recent TAAS exam, or has failed two or more courses in the previous year. Does your oldest child who attended a Charter School last year fall into this at risk category?

Yes___1 UNSURE___2 No___3 RF___0

Finally, I'd like to finish by asking you a few brief background questions.

45. What is the highest level of education you completed? (RECORD)

8th grade or less___1 9-11th grade___2 GED___3 High School Grad____4
Less than two years college___5 More than two years of college, but no degree___6
College degree___7 Graduate degree___8 RF___0

46. Are you currently employed full time, part time, looking for work, disabled, in school, a homemaker, or retired?

Full time___1 Part time___2 Looking___3 Disabled___4 In school____5
Homemaker___6 Retired___7

47. [IF FULL TIME OR PART TIME] How many hours a week do you work?

_____

48. Are you married and living with your spouse, not married but living in a marriage like relationship, separated or divorced, never married, or widowed?

Married w/spouse____1 Marriage like relationship___2 Separated or divorced____3
Never Married____4 Widowed___5 RF___0

49. [IF MARRIED/LIVING WITH PARTNER] Is your spouse/partner employed full-time, part-time, or not working?

Full time___1 Part time___2 Not working____3

50. How often do you attend religious services–more than once a week, once a week, several times a month, a few times a year, or never?

More than once a week___1 Once a week___2 Several times a month___3 A few times a year___4 Never___5 UNSURE___6

51. Do you, yourself, happen to be involved in any charity or social service activities, such as helping the poor, the sick or the elderly?

Yes___1 UNSURE___2 No___3

52. Other than for your child's school, in the past two years, have you worked with others to get people in your immediate neighborhood to work together to fix or improve something?

Yes___1 No___2

53. Next I have a few questions about your immediate neighbors. These are the 10 or 20 households that live closest to you. About how often do you talk or visit with your immediate neighbors–just about everyday, several times a week, several times a month, once a month, several times a year, once a year or less, or never?

About every day___1 Several times a week___2 Several times a month___3 Once a month__3
Several times a year___4 Once a year or less___5 Never___6 Don't know___7 RF__0

54. Overall, how much impact do you think people like you can have in making your community a better place to live–no impact, a small impact, a moderate impact, or a big impact?

No impact___1 Small impact___2 Moderate impact___3 A big impact___4 Don't know___5

55. Which of the following languages are spoken in your home? (RECORD)
English___1
Spanish___1
Chinese___1
Vietnamese__1
Other___1

56. What is your zip code?

_____

57. Last year, in which category did your total family income fall? (READ OPTIONS)

Less than $5000___1 $5000-$9,999___2 $10,000-$14,999___3 $15,000-$19,999___4
$20,000-$24,999___5 $25,000-$34,999___6 $35,000-$49,999___7 $50,000-$74,999____8
more than $75,000____9 RF___0

58. One final question. Were you born in the United States?

Yes___1 No___2 RF___0

Thank you for your time.

Parents of Spring Branch ISD, Dallas ISD, Houston ISD Public School Children
April 19, 2002

_____
ID: 1-6

Parent's Name_____

Phone Number: Area Code_____ Number_____

Public School Name_____

_____

Hello, my name is _____ and I am calling from the University of Houston's Center for Public Policy on behalf of the Texas Education Agency. May I speak to the parent or guardian of (STUDENT'S NAME)?

Hello. My name is _____ and I am calling to request your participation in a research project being conducted by Dr. Gregory Weiher at the University of Houston. The Texas Education Agency is required by state law to evaluate the Charter School program and we would like to ask you some questions to assess your experience with your child's public school. The Spring Branch, Houston, and Dallas Independent School Districts provided Dr. Weiher with school rosters and your child was selected based on a random sampling procedure. Your participation is voluntary and you may end this interview at any time. If you decide not to participate, there will be no penalties or loss of privileges or benefits for you or your child. You do not have to answer any questions that make you feel uncomfortable. The purpose of this survey is to compare the experience and satisfaction levels of charter school parents and parents of children in traditional public schools. Our interview will take approximately 20 minutes and is not intended to cause any personal distress. This is not a sales call.

May I continue?

( ) Yes (continue)
( ) No (thank person and terminate call)

As I mentioned, we are conducting a survey of parents or guardians of (charter/public) school children. Your responses are strictly confidential. A summary of the data we gather will be reported to the Texas Education Agency, the State Board of Education, and state legislators, and research results may be reported in academic journals. However at no time will individual subjects be identified. If you have any questions regarding this study, please contact Dr. Gregory Weiher, Senior Research Associate of the University of Houston's Center for Public Policy at 713.743.3970. If you have any questions regarding your participation as a subject you can contact the Committee for the Protection of Human Subjects at 713.743.9204. Would you like to participate in this interview?

( ) Yes (continue)
( ) No (thank person and terminate call)

If yes –

For parents of children in Traditional Public Schools, we would like to gather information about your experience with your child's public school. Please answer the questions regarding the public school your child attended last year. If you have more than one child in a public school, the questions will be about your OLDEST child who attended a public school last year. Let me remind you that you can refuse to answer any question or terminate this interview at any time.

Respondent Gender: Male___1 Female___2

1. We need to start with some background information. First, in what year were you born?

19____

2. Do you own or rent your home? (RECORD)

Own____1 Rent___2 OTHER___3

3. Which of the following best describes your race or ethnicity? (READ OPTIONS)

White or Anglo___1 Black or African-American___2 Hispanic or Mexican-American___3
Asian or Asian-American___4 Native-American___5 OTHER___6

5. Next, we'd like to ask some questions about the community where you live. How many years have you lived in your local community?_____

6. Do you expect to be living in this same community five years from now?

Yes___1 No___2 UNSURE___3

7. Is the community where you live predominately Anglo or white, Black or African-American, Hispanic, Asian or Asian-American?

White or Anglo___1 Black or African-American___2 Hispanic or Mexican-American___3
Asian or Asian-American___4 Native-American___5 OTHER___6

8. Overall, how would you rate your community as a place to live–excellent, good, only fair or poor?

Excellent___1 Good___2 Only Fair___3 Poor___4 UNSURE___5

9. What is the gender of your oldest child who attended public school this year? (RECORD)

Male___1 Female___2

10. What was your child's grade or school year this year? (RECORD 1 through 12, if K code 0)

_____

11. Have you heard about the Charter school program in Texas **[IF YES]** Have you heard a lot about it or just something?

Nothing___1 Just something___2 A lot___3 UNSURE___4

12. In the general area where you live, is there a Charter school operating which your child would be eligible to attend?

Yes___1 No___2 UNSURE___3 RF___0

(If yes to question 12) What is the name of that charter school?

_____

Has your child ever attended a charter school?

Yes___1 No___2

Have you ever attempted to enroll your child in a charter school?

Yes___1 No___2

13. How much information do you have about local area Charter Schools–a lot, some, just a little, or none at all?

A lot___1 Some___2 A little___3 None___4 UNSURE___5

14. **[IF A LITTLE, SOME OR A LOT ASK IN Q11 ASK]** How did you learn about the local area Charter Schools? (RECORD)

Newspapers___1
Television or radio___2
Private Schools___3
Public Schools___4
Community Center___5
Church___6
Friends/Relatives___7
Teachers___8
At work____9
On the Internet___10
Other (write in)

15. **[IF A LITTLE, SOME OR A LOT ASK IN Q11 ASK]** Did you get any information about Charter schools off the Internet?

Yes___1 No___2 UNSURE___3

16. **[IF A LITTLE, SOME OR A LOT IN Q 11 ASK]** Have you ever reviewed written brochures or written descriptions of the area Charter schools?

Yes___1 No___2 UNSURE___3

18. Do you know the average number of students in the classes of the school your child attended this year?

Number_____

19. Do you know what grade levels are offered at the school your child attended–that is grades between Kindergarten and 12th grade?

Grade levels_____

20. Do you know approximately how many students total attend the School your child went to this year?

Number_____

21. Finally, do you know the name of the principle at the School your child attended this year?

Name_____

22. Have you talked to other parents about Charter Schools?

Yes___1 NO___2

23**. [IF YES]** Please estimate about how many different parents you have discussed charter schools with

Number of parents_____

24. Next, I will read you a list of characteristics of schools that parents think are important. Which of the following school characteristics is most important to you when it comes to the school your child attends. The characteristics are:

Randomly Rotate Order
High math or reading scores___1
Better Discipline___2
A racially diverse student body___3
The location of the Charter School___4
Teaching moral values in school___5
Safety_____6
*NONE/CAN'T CHOOSE/DON'T KNOW*___7

25. Next, I will read you the five remaining characteristics from our initial list. Which of the remaining five was the most important characteristic when it comes to the school your child attends?

Randomly Rotate Order
High math or reading scores___1
Better discipline___2
A racially diverse student body___3
The location of the Charter School___4
Teaching moral values in school___5
Safety___6
*NONE/CAN'T CHOOSE/DON'T KNOW*___7

26. Finally, I will read you the last four characteristics. Which of the last four was the most important characteristic when it comes to the school your child attends?

Randomly Rotate Order
High math or reading scores___1
Better discipline code___2
A racially diverse student body___3
The location of the Charter School___4
Teaching moral values in school___5
Safety___6
*NONE/CAN'T CHOOSE/DON'T KNOW*___7

28a. **[IF RACE IS BLACK]** How important is it to you that your child attends a school where a majority or close to a majority of the students are black or African American–very important, somewhat important, or not important?

Very important___1 Somewhat important___2 Not important___3 UNSURE___4 RF___0

28b. **[IF HISPANIC]** How important is it to you that your child attends a School where a majority or close to a majority of the students are Mexican-American or Hispanic–very important, somewhat important, or not important?

Very important___1 Somewhat important___2 Not important___3 UNSURE___4 RF___0

28c. **[IF WHITE]** How important is it to you that your child attends a school where a majority or close to a majority of the students are White–very important, somewhat important, or not important?

Very important___1 Somewhat important___2 Not important___3 UNSURE___4 RF___0

28d. **[IF ASIAN]** How important is it to you that your child attends a school where a substantial percentage of the students are Asian?

Very important___1 Somewhat important___2 Not important___3 UNSURE___4 RF___0

28e. **[IF OTHER]** How important is it you that your child attends a school where a substantial percentage of the students have the same race or ethnicity as your child.

Very important___1 Somewhat important___2 Not important___3 UNSURE___4 RF___0

29. Do you subscribe to a daily newspaper?

Yes__1 NO___2

30. Do you have a dictionary in your home?

Yes__1 NO___2

31. Do you have an encyclopedia in your home?

Yes__1 NO___2

32. Do you have a computer in your home that your child uses for school work?

Yes__1 NO___2

33. In the past two years, have you ever done work in any of the following organizations. I mean, been a leader, helped organize a meeting, been an officer, or given time. First Church groups (read rest of list)

Church groups	Yes___1	No____2
Sports groups	Yes___1	No____2
Youth Groups	Yes___1	No____2
Hobby or garden clubs	Yes___1	No____2
Political groups	Yes___1	No____2
Nationality or ethnic groups	Yes___1	No____2
Neighborhood civic clubs	Yes___1	No____2
Labor union	Yes___1	No____2
Any other type of group	Yes___1	No____2

39. At the school your child attended this year, in general were you very satisfied, somewhat satisfied, somewhat dissatisfied or very dissatisfied with . . .

	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	UNSURE
a. the teachers	4	3	2	1	5
b. teaching moral values	4	3	2	1	5
c. the location	4	3	2	1	5
d. the discipline	4	3	2	1	5
e. parent/teacher relations	4	3	2	1	5
f. parents have adequate say in how the school was run	4	3	2	1	5
g. the background of the students	4	3	2	1	5

40. If you were to grade the public school your child attended this year, what grade would you give it?

A___1 B____2 C____3 D___4 F___5 UNSURE___6

41. At the school your child attended this year, did you or your spouse ever . . .

	Yes	No	UNSURE
a. attend PTO meetings or other special schools meetings	1	2	3
b. do volunteer work or be involved in school activities	1	2	3
c. attend a school board meeting	1	2	3
d. help make program or curriculum decisions	1	2	3
e. help with fund raising	1	2	3
f. attend parent/teacher conferences	1	2	3

42. In your view is the school your child attended this year safe, somewhat unsafe or very unsafe?

Safe___1 Somewhat unsafe___2 Very unsafe___3 UNSURE___4

43. It is important for us to know if your child falls into the at risk category. The state defines a student as being at risk if he or she has failed any section of the most recent TAAS exam, or has failed two or more courses in the previous year. Does your child fall into the "at risk" category?

Yes___1 No___2 Unsure___3 RF___0

Finally, I'd like to finish by asking you a few brief background questions.

44. What is the highest level of education you completed? (RECORD)

8th grade or less___1 9-11th grade___2 GED___3 High School Grad____4
Less than two years college___5 More than two years of college, but no degree___6
College degree___7 Graduate degree___8 RF___0

47. Are you currently employed full time, part time, looking for work, disabled, in school, a homemaker, or retired?

Full time___1 Part time___2 Looking___3 Disabled___4 In school____5
Homemaker___6 Retired___7

48. [IF FULL TIME OR PART TIME] How many hours a week do you work?

_____

49. Are you married and living with your spouse, not married but living in a marriage like relationship, separated or divorced, never married, or widowed?

Married w/spouse____1 Marriage like relationship___2 Separated or divorced____3
Never Married____4 Widowed___5 RF___0

50. [IF MARRIED/LIVING WITH PARTNER] Is your spouse/partner employed full-time, part-time, or not working?

Full time___1 Part time___2 Not working____3

53. How often do you attend religious services–more than once a week, once a week, several times a month, a few times a year, or never?

More than once a week___1 Once a week___2 Several times a month___3 A few times a year___4 Never___5 UNSURE___6

55. Do you, yourself, happen to be involved in any charity or social service activities, such as helping the poor, the sick or the elderly?

Yes___1 No___2 UNSURE___3

56. Other than for your child's school, in the past two years, have you worked with others to get people in your immediate neighborhood to work together to fix or improve something?

Yes___1 No___2 UNSURE___3

57. Next I have a few questions about your immediate neighbors. These are the 10 or 20 households that live closest to you. About how often do you talk or visit with your immediate neighbors–just about everyday, several times a week, several times a month, once a month, several times a year, once a year or less, or never?

About every day___1 Several times a week___2 Several times a month___3 Once a month__4 Several times a year___5 Once a year or less___6 Never___7 Don't know___8 RF__0

58. Overall, how much impact do you think people like you can have in making your community a better place to live–no impact, a small impact, a moderate impact, or a big impact?

No impact___1 Small impact___2 Moderate impact___3 A big impact___4 Don't know___5

59. Which of the following languages is the primary language spoken in your home? (RECORD)

English___1
Spanish___2
Chinese___3
Vietnamese__4
Other___5

60. What is your zip code?

_____

61. Last year, in which category did your total family income fall? (READ OPTIONS)

Less than $5000___1 $5000-$9,999___2 $10,000-$14,999___3 $15,000-$19,999___4 $20,000-$24,999___5 $25,000-$34,999___6 $35,000-$49,999___7 $50,000-$74,999____8 more than $75,000____9 RF___0

62. One final question. Were you born in the United States?

Yes___1 No___2 RF___0

Thank you for your time.

2001 Evaluation of Open-Enrollment Charter Schools
Survey of Public School Districts

The Texas Commissioner of Education commissioned this study of charter school effects on public school districts. By providing the information requested, you will contribute to an improved understanding of the effects of open-enrollment charter schools on public schools in Texas.

Please complete this survey (or delegate the task to the appropriate person in your district) and return it in the postage-paid envelope no later than **November 9, 2001**. If you have any questions about the survey, or if you prefer to answer by telephone or fax, please contact Dr. Kelly Shapley at 800-580-8237. Thank you for your assistance.

GENERAL INFORMATION

School district name:_____

Job title:_____

District enrollment trend:

❑ increasing enrollment ❑ stable enrollment ❑ decreasing enrollment

Are you aware of charter schools that have opened in or near your district?

❑ Yes (*continue to question 1*) ❑ No (*skip to question 7*)

DISTRICT OPERATIONS

1. What changes has your district recently implemented in **district operations**? Please note whether or not the change was implemented, and for each change implemented, note whether charter schools served as the primary reason, a contributing reason, or were not a factor.

	Occurred		**If yes, charter school served as**		
Changes to general district operations	Yes	No	Primary Reason	Contributing Reason	Not a Factor
Track students leaving for or returning from charter schools	❑	❑	❑	❑	❑
Compare district student achievement with charter school student achievement	❑	❑	❑	❑	❑
Increased district marketing to inform parents about district programs	❑	❑	❑	❑	❑
Improved responsiveness to district parents' needs and concerns	❑	❑	❑	❑	❑
Increased communication with parents	❑	❑	❑	❑	❑
Promoted parent involvement activities	❑	❑	❑	❑	❑
Other_____	❑	❑	❑	❑	❑

BUDGET AND FINANCIAL OPERATIONS

2. How have charter schools in your area affected your district's **budget or financial operations**? (*select all that apply*)

- ❑ The district lost approximately $_____ in ADA funding.
- ❑ The district lost approximately $_____ in federal funding.
- ❑ Changing enrollments made it difficult to estimate the budget for personnel, materials, and overhead.
- ❑ District had to close school(s).
- ❑ District had to downsize teaching staff.
- ❑ District had to downsize administrative staff.
- ❑ The need to build additional school buildings was reduced.
- ❑ Other _____ _____
- ❑ District budget and financial operations were not affected.

CHANGES TO EDUCATIONAL APPROACHES AND PRACTICES

3. What changes has your district recently implemented in **educational approaches and practices**? Please note whether or not the change was implemented, and for each change implemented, note whether charter school(s) served as the primary reason, a contributing reason, or were not a factor.

Changes to educational approaches and practices	**Occurred**		**If yes, charter school served as**		
	Yes	No	Primary Reason	Contributing Reason	Not a Factor
Developed new educational program(s) (e.g., after-school program, at-risk student program)	❑	❑	❑	❑	❑
Expanded current district educational program(s)	❑	❑	❑	❑	❑
Changed or expanded curricular offerings (e.g., character education, Core Knowledge)	❑	❑	❑	❑	❑
Established campus charter school(s)	❑	❑	❑	❑	❑
Established an alternative education program	❑	❑	❑	❑	❑
Changed school organizational structure (e.g., block scheduling, multiage grouping)	❑	❑	❑	❑	❑
Instituted smaller schools or schools-within-schools	❑	❑	❑	❑	❑
Decreased class sizes	❑	❑	❑	❑	❑
Increased class sizes	❑	❑	❑	❑	❑
Adopted one or more practices similar to area charter schools Describe_____	❑	❑	❑	❑	❑
Other_____	❑	❑	❑	❑	❑

Please provide additional comments on changes to district operations, budget/financial operations, or educational approaches/practices.

_____

_____

DISTRICT–CHARTER SCHOOL INTERACTION

4. Did contact occur between district educators and charter school educators during the 2000-01 school year?

- ❑ No
- ❑ Yes, contact occurred (*select all that apply*)
  - ❑ Partnered with charter school(s) on state/federal grant initiatives
  - ❑ Held organizational/planning meeting(s) with charter school educators
  - ❑ Observed charter school classrooms
  - ❑ Interacted with charter school educators during regional or state-level meetings or training sessions
  - ❑ Networked with charter school educators at professional conferences
  - ❑ Interacted with charter school educators at ESC-sponsored events
  - ❑ Other_____

5. In the 2000-01 school year:

a. Did students leave schools in your district to attend charter schools?

❑ Yes ❑ No ❑ Not sure

b. Did students return or transfer to schools in your district from charter schools?

❑ Yes ❑ No ❑ Not sure

c. Did teachers leave schools in your district to teach at charter schools?

❑ Yes ❑ No ❑ Not sure

d. Please provide additional comment on the effects of students and/or teachers leaving for or returning from charter schools.

_____
_____
_____

EFFECTS ON DISTRICT STUDENTS

6. Have charter schools affected **students** currently attending **district schools**?

- ❑ No
- ❑ Yes (*select all that apply*)
  - ❑ Teachers or administrators in my district inform students about charter school opportunities.
  - ❑ Students are informed about special charter school programs or practices (e.g., Montessori, half-day program, flexible scheduling).
  - ❑ At-risk students are informed about alternative learning programs in charter schools.
  - ❑ Other_____

Please provide additional comments on the effects of charter schools on district students.

_____
_____
_____

EDUCATORS PERCEPTIONS OF CHARTER SCHOOLS

7. Describe your overall perceptions of charter schools. (s*elect all that apply*)

- ❑ Educators view charter schools as a challenge or competition to the district.
- ❑ Educators view charter schools as sources of good ideas and information.
- ❑ Educators believe charter schools provide educational opportunities for students who are not currently being appropriately served in district schools.
- ❑ Educators believe charter schools have provided alternatives for dissatisfied parents.
- ❑ Educators worry that special-needs students in charter schools may not get an appropriate education.
- ❑ Educators regard increased mobility between the district and charter schools as disruptive to the educational process.
- ❑ Educators are concerned about the quality of instruction in charter schools.
- ❑ Educators are concerned about the grading standards (i.e., standards for assigning grades and course credits) used in charter schools.
- ❑ Educators view charter schools as providing more personalized instruction for students.
- ❑ Educators believe charter schools provide better opportunities for parent involvement.
- ❑ Other_____
  _____

GENERAL COMMENTS

8. Please provide any additional comments about Texas open-enrollment charter schools.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Thank you for completing this survey.
Please return the survey by **November 9, 2001**.
Use the enclosed postage-paid envelope or mail the survey to:

TCER
P.O. Box 679002
Austin, TX 78767

Appendix D

Table D1
Characteristics of Charter School Campuses Serving
75 Percent or More At-Risk Students

Table D2
Characteristics of Charter School Campuses Serving
75 Percent or More At-Risk Students

Table D3
Student Demographic Characteristics for Charter School Campuses Serving
75% or More At-Risk Students (Percent)

Table D4
Student Demographic Characteristics for Charter School Campuses Serving
Less Than 75% At-Risk Students (Percent)

Table D1
Characteristics of Charter School Campuses Serving 75 Percent or More At-Risk Students[1]

Campus	Years of Operation	Rating	Enrollment	Grades	Student-Teacher Ratio	Expend. per Student
A. W. Brown Fellowship Charter School (Dallas)	2	Exemplary	231	pk-4	21.8	4379
Academy of Beaumont	2	low perform	183	k-7	11.2	8713
Academy of Careers and Technologies (San Antonio)	1	Not Rated	40	9	6.2	2544
Amigos por Vida (Houston)	2	low perform	315	pk-6	24.2	2514
Benji's Special Education Academy (Houston)	3	Acceptable	214	pk-12	9.4	4035
Bexar County Academy/Academy of San Antonio	2	Acceptable	115	k-7	12.9	4722
Blessed Sacrament Academy (San Antonio)	4	Not Rated	183	9-12	17.5	4003
Building Alternatives (San Antonio)	4	Not Rated	184	9-12	16.9	5406
Career Plus Learning Academy (San Antonio)	2	Acceptable	15	6-7	2.1	36291
Cedar Ridge (Lometa)	3	Not Rated	41	4-12	8.2	16468
Coastal Bend Youth City (Driscoll)	3	Not Rated	48	5-12	4.6	10796
Crossroad Community Education Center (Houston)	2	Not Rated	62	9-12	15.5	3177
Dallas County Juvenile Justice (Dallas)	2	low perform	457	4-12	21.8	6374
Dr. M. L. Garza-Gonzales/Academy of Transitional Studies (Corpus)	4	Acceptable	205	6-12	--	1497
Dr. M. L. Garza-Gonzales/Emergency Shelter (Corpus Christi)	2	Not Rated	8	1-10	8.0	5071
El Paso Academy East	1	Not Rated	99	9-12	33.4	4877
El Paso School of Excellence	1	Not Rated	185	pk-6	20.6	2543
Encino School	3	Recognized	69	pk-8	13.8	5400
Fruit of Excellence School (Austin)	2	low perform	41	1-11	14.0	6215
Gabriel Tafolla (Uvalde)	3	low perform	158	pk-12	13.2	2479
George I. Sanchez – Alternative (Houston)	4	Not Rated	17	7-10	--	--
Gulf Shores Academy (Houston)	2	low perform	696	7-12	28.1	3823
Harris County Juvenile Justice – Detention Center	3	low perform	180	4-11	15.8	4793
Harris County Juvenile Justice – Burnet-Bayland Home	3	low perform	67	6-11	9.6	5421
Harris County Juvenile Justice – Burnet-Bayland Reception Center	3	Recognized	140	5-11	10.8	1639
Harris County Juvenile Justice – Youth Village	3	low perform	101	7-11	9.2	5214

[1] "--" indicates" data not available in AEIS system. There are four primary rating classifications for campuses—Exemplary, Recognized, Acceptable, and Low-Performing.

Campus	Years of Operation	Rating	Enrollment	Grades	Student-Teacher Ratio	Expend. per Student
Harris County Juvenile Justice – Delta 3 Boot Camp	3	Not Rated	49	6-10	13.5	2673
Harris County Juvenile Justice – Katy-Hockley Boot Camp	3	low perform	128	7-12	12.8	3352
Heights Charter School (Houston)	2	Acceptable	226	8-12	16.1	2645
Higgs, Carter, King Gifted-and-Talented Charter Academy (San Ant)	3	Acceptable	194	pk-8	15.3	3945
Honors Academy – Journey High School/Day Top Village (Dallas)	2	Not Rated	18	8-12	16.5	19572
Honors Academy – Metro School/Millwood Academy (Dallas)	1	Not Rated	8	2-11	3.8	48654
Honors Academy – Cedar Crest	2	Acceptable	57	1-12	--	9725
Honors Academy – Meridell Achievement Center	1	Not Rated	14	k-7	--	3950
Honors Academy – East Fort Worth Montessori	1	Not Rated	93	ee-1	23.9	1946
Houston Heights Learning Academy, Inc.	2	low perform	90	pk-3	15.1	2978
I Am That I Am Academy (Dallas)	2	Not Rated	126	4-11	--	429
The Idea Academy (Donna)	1	Acceptable	187	4-7	17.0	3092
Impact (Houston)	3	low perform	167	pk-4	17.3	2904
Jamie's House (Houston)	2	low perform	44	6-10	8.8	10750
John H. Wood (San Antonio)	3	Commend	173	6-12	29.8	6535
Kipp Academy (Houston)	3	Exemplary	316	5-9	19.0	6031
La Amistad Love and Learning Academy (Houston)	2	Not Rated	106	pk-k	--	--
La Escuela de las Americas (San Antonio)	3	Exemplary	63	pk-1	17.2	10124
New Frontiers (San Antonio)	3	Acceptable	784	k-7	21.8	4490
Nova (Dallas)	3	low perform	192	pk-6	19.2	3046
Oak Cliff Academy/Dallas Advantage (Dallas)	2	low perform	613	k-6	16.6	932
One-Stop Multiservice High School (Mission)	4	Acceptable	172	pk-12	28.7	4562
Paradigm Accelerated School (Dublin)	1	Not Rated	50	8-12	39.7	3358
Prepared Table (Houston)	2	low perform	1289	pk-12	23.0	4290
Prepared Table East Campus	1	Not Rated	463	pk-12	--	113
Radiance Academy of Learning (San Antonio)	2	low perform	117	pk-12	7.8	6320
Radiance Academy of Learning – West Lake Campus (San Antonio)	2	low perform	128	pk-9	16.0	4559
Rapoport Academy (Waco)	3	Acceptable	121	pk-3	13.5	4233
Raven School (New Waverly)	3	Not Rated	194	9-11	15.5	6701
Rise Academy (Lubbock)	2	Recognized	85	pk-1	17.7	2797
Sentry Technology Prep School (McAllen)	3	Not Rated	206	9-12	41.2	3192
Ser-Ninos (Houston)	4	Acceptable	330	pk-5	15.9	4217

Campus	Years of Operation	Rating	Enrollment	Grades	Student-Teacher Ratio	Expend. per Student
Southwest High School – Incentives (Katy)	1	Not Rated	37	7-11	9.3	--
Southwest High School – T-care (Houston)	--	Not Rated	1	7	1	--
Southwest High School – Mcduffie Residential Treatment (Houston)	1	Not Rated	32	2-11	8.0	--
Southwest High School – A W A R E (Houston)	1	Not Rated	10	6-11	--	--
Technology Education (Weslaco)	3	Acceptable	119	9-12	17.0	6073
Tekoa Academy (Marshall)	2	low perform	117	k-6	11.4	5464
Texas Language (Dallas)	2	Acceptable	64	k-4	12.9	3567
Valley High (Harlingen)	2	low perform	257	pk-12	19.5	5095
Waco	4	Acceptable	168	k-5	21.0	5534
Yes College Prep (Houston)	1	Not Rated	380	6-12	13.9	5667

Table D2
Characteristics of Charter School Campuses Serving 75 Percent or More At-Risk Students[2]

Campus	Years of Operation	Rating	Enrollment	Grades	Student-Teacher Ratio	Expend. per Student
21st Century Academy of Science and Technology (Corpus Christi)	1	low perform	52	9-11	31.8	1662
A+ Academy (Lancaster)	1	Not Rated	82	pk-6	27.3	3146
Academy of Accelerated Learning High School (Houston)	2	low perform	139	9-12	17.6	3720
Academy of Dallas	2	Acceptable	249	k-7	17.0	3404
Academy of Houston	3	low perform	589	ee-7	17.4	2601
Academy of Skills and Knowledge (Tyler)	3	Acceptable	118	2-8	10.7	3335
Alief Montessori Community School (Houston)	3	Recognized	99	pk-6	18.2	2327
Alphonso Crutch's Life Support Center (Houston)	2	low perform	855	6-12	38.0	3181
American Academy of Excellence (Houston)	2	low perform	223	7-12	32.3	3222
American Youth Works (Austin)	4	Acceptable	231	9-12	16.5	3654
Arlington Classics Academy	2	Acceptable	272	k-9	14.4	3915
Ed White Memorial High School (League City)	3	Not Rated	88	9-12	12.6	1153
Bay Area/Ed White Elementary (Seabrook)	3	Acceptable	127	pk-3	18.1	4016
Brazos River (Nemo)	1	Acceptable	57	8-12	11.7	6333
Brazos School for Inquiry and Creativity (College Station)	2	Not Rated	86	k-12	22.3	3517
Bright Ideas (Wichita Falls)	3	Acceptable	69	k-12	33.0	2158
Burnham Wood (El Paso)	3	Acceptable	169	k-12	14.3	2753
Calvin Nelms (Houston)	2	Acceptable	168	9-12	18.7	3844
Children First Academy of Dallas	3	Acceptable	283	pk-7	20.2	1114
Children First Academy of Houston	2	Acceptable	339	pk-7	23.3	1619
Comquest Academy (Tomball)	2	low perform	57	9-12	25.3	4009
Dallas Can! Academy	4	Acceptable	340	9-12	27.3	2582
Dallas Can! Academy	4	Acceptable	477	9012	21.6	4222
Dallas Community	2	Acceptable	103	pk-1	17.8	4859
Eagle Advantage Charter High School (Dallas)	3	Not Rated	410	k-12	25.2	3812
Eagle Project Abilene	2	Not Rated	116	6-12	--	3308

[2] "--" indicates" data not available in AEIS system. There are four primary rating classifications for campuses—Exemplary, Recognized, Acceptable, and Low-Performing.

Campus	Years of Operation	Rating	Enrollment	Grades	Student-Teacher Ratio	Expend. per Student
21st Century Academy of Science and Technology (Corpus Christi)	1	low perform	52	9-11	31.8	1662
Eagle Project Beaumont	2	Not Rated	145	6-12	29.0	2597
Eagle Project Brownsville	2	Not Rated	114	6-12	38.0	3194
Eagle Project Bryant	2	Not Rated	152	6-12	--	2499
Eagle Project Dallas	3	Not Rated	88	7-12	44.0	3651
Eagle Project Del Rio	2	Not Rated	139	4-12	46.3	2854
Eagle Project Fort Worth	2	Not Rated	142	6-12	47.3	2702
Eagle Project Laredo	2	Not Rated	152	6-12	30.4	2514
Eagle Project Lubbock	2	Not Rated	107	7-12	--	3506
Eagle Project Midland	2	Not Rated	144	6-12	48.0	2599
Eagle Project Pharr-McAllen	2	Not Rated	159	5-12	--	2315
Eagle Project San Antonio	2	Not Rated	142	5-12	47.3	2590
Eagle Project Texarkana	2	Not Rated	121	6-12	40.3	2967
Eagle Project Tyler	2	Not Rated	129	6-12	--	2914
Eagle Project Waco	2	Not Rated	126	5-12	--	2931
East Texas Charter High School (Longview)	2	Acceptable	144	9-12	21.3	3258
Eden Park Academy (Austin)	3	low perform	191	k-7	13.6	4497
Erath Excels Academy (Stephenville)	2	Not Rated	84	9-12	12.0	2620
Focus Learning Academy (Dallas)	2	low perform	195	k-6	14.9	4319
Fort Worth Can Academy	1	Not Rated	201	9-12	25.1	3190
Gateway (Student Alternative Program, Inc.) (Laredo)	2	Not Rated	119	9-12	32.0	3267
George I. Sanchez High School (Houston)	4	low perform	425	pk-12	20.3	3635
George I. Sanchez Charter High School San Antonio Branch	1	Not Rated	6	8-12	12.9	14475
Girls and Boys Preparatory Academy (Houston)	4	Acceptable	320	6-12	11.1	3717
Guardian Angel Performance Academy (San Antonio)	2	Acceptable	54	6-8	16.0	--
Harmony Science Academy (Houston)	1	Not Rated	186	6-8	18.6	3686
Honors Academy – Pinnacle School/Texas Boys Choir (Ft. Worth)	2	Not Rated	57	4-12	8.7	3269
Honors Academy – Winfree	2	Acceptable	437	7-12	40.1	2242
Honors Academy – University School (Irving)	2	Acceptable	334	6-12	29.2	1412
Honors Academy – Y. W. High School (Bedford)	2	Not Rated	165	9-12	42.1	2771
Honors Academy – Excel Academy (Ft. Worth)	1	Not Rated	97	k-12	23.6	3867
Honors Academy – Legacy High School (Kaufman)	1	Not Rated	116	8-12	21.2	3772

Campus	Years of Operation	Rating	Enrollment	Grades	Student-Teacher Ratio	Expend. per Student
21st Century Academy of Science and Technology (Corpus Christi)	1	low perform	52	9-11	31.8	1662
Honors Academy – the Echelon	1	Not Rated	150	6-12	49.9	4940
Honors Academy – Destiny High School (Killeen)	1	Not Rated	165	8-12	34.0	4253
Honors Academy – National Elite Gymnastics	2	Not Rated	2	4	--	--
Houston Can! Academy	3	Acceptable	340	9-12	34.0	3292
Houston Gateway Academy	2	low perform	700	k-6	22.6	3080
Inspired Vision Academy (Dallas)	1	Not Rated	126	pk-6	18.0	1894
Jean Massieu Academy (Irving)	2	Recognized	108	pk-12	9.8	4064
Jesse Jackson Academy (Houston)	3	low perform	215	9-12	48.7	1734
Katherine Anne Porter School (Wimberly)	2	Acceptable	114	9-12	14.8	3179
Kenny Dorham School (Austin)	2	Not Rated	25	4-6	8.3	9930
Life (Dallas)	3	Acceptable	708	k-9	18.2	4089
Mainland Preparatory Academy (Texas City)	3	Recognized	259	pk-9	15.2	4569
McCullough Academy of Excellence (Austin)	1	Not Rated	185	ee-3	11.6	5735
Medical Center Charter Elementary (Houston)	4	Not Rated	39	1-5	19.5	9242
Medical Center Charter School, Southwest (Houston)	2	Acceptable	223	pk-6	14.6	--
Midland Advantage	2	low perform	702	k-6	21.9	3215
Mid-Valley Academy (Mercedes)	2	Not Rated	45	9-12	45.0	3191
Nancy Ney (San Antonio)	3	Acceptable	35	6-12	13.1	5863
North Hills School (Irving)	4	Exemplary	753	1-11	13.4	3509
North Houston High School for Business	2	Not Rated	79	9-12	15.8	3323
Northwest Mathematics, Science, and Language Academy (Houston)	2	low perform	132	pk-5	22.0	1833
Nova Southeast (Dallas)	1	Not Rated	117	pk-4	30.6	2861
NYOS (Austin)	3	Acceptable	152	k-9	13.2	3754
Odyssey Academy Inc. (Galveston)	2	Recognized	179	6-8	13.3	4059
Panola (Carthage)	1	Acceptable	90	8-12	45.0	4362
Paso del Norte (El Paso)	2	Not Rated	197	9-12	--	3604
Pegasus (Dallas)	4	low perform	168	7-11	15.6	4055
Pineywoods Community Academy High School (Lufkin)	2	Not Rated	275	k-9	10.1	3831
Positive Solutions (San Antonio)	3	low perform	204	9-12	29.1	2874
Ranch Academy (Canton)	2	Not Rated	40	7-12	6.9	6599
Raul Yzaguirre School for Success (Houston)	4	Acceptable	621	pk-12	19.5	2395

Campus	Years of Operation	Rating	Enrollment	Grades	Student-Teacher Ratio	Expend. per Student
21st Century Academy of Science and Technology (Corpus Christi)	1	low perform	52	9-11	31.8	1662
Richard Milburn Midland	2	Acceptable	91	9-12	19.1	3368
Richard Milburn Corpus Christi	2	Acceptable	134	9-12	19.1	3499
Richard Milburn Killeen	2	Not Rated	100	9-12	23.9	2904
Richard Milburn Lubbock	2	Acceptable	131	9-12	26.2	2957
Rylie Family Faith Academy (Dallas)	3	low perform	793	pk-12	15.5	1868
San Antonio School for Inquiry and Creativity	1	Not Rated	21	k-11	18.1	8429
Scan	1	Not Rated	2	9-10	3.9	56506
School of Excellence in Education (San Antonio)	3	Acceptable	602	pk-11	13.00	4083
School of Excellence in Education – Nehemiah Institute (San Ant.)	2	low perform	26	6-10	--	4498
School of Excellence in Education – Alpha II (San Antonio)	1	Acceptable	198	k-6	--	4394
Seashore Learning Center (Corpus Christi)	4	Recognized	147	k-6	12.3	2625
Shekinah Radiance Academy (San Antonio)	2	low perform	150	pk-10	13.6	5283
South Plains (Lubbock)	2	Not Rated	142	9-12	13.5	4555
Southwest High School (Houston)	2	Acceptable	407	9-12	20.1	6832
Southwest High School – Tejas Unit Depelchin Children's Center (Houston)	2	Not Rated	35	1-10	11.7	--
Southwest Preparatory School (San Antonio)	3	Acceptable	231	9-12	27.4	4122
Star (Austin)	3	Acceptable	140	1-12	14.1	1630
Texas Academy of Excellence (Austin)	4	Acceptable	229	pk-5	19.3	1806
Texas Empowerment Academy (Austin)	3	Not Rated	75	5-9	10.8	7632
Texas Serenity Academy (Conroe)	2	Acceptable	7	7-9	3.5	37816
Texas Serenity Academy Bayshore (Corpus Christi)	2	Acceptable	17	7-10	8.5	7546
Theresa B. Lee Academy (Ft. Worth)	3	Acceptable	176	9-12	29.3	3872
Tovas Tactile Oral Visual Alternative System (Temple)	2	Acceptable	89	pk-9	--	4446
Transformative Charter Academy (Killeen)	3	low perform	73	9-12	16.2	4757
Treetops School International (Ft. Worth)	3	Acceptable	234	k-12	11.1	3541
Two Dimensions Preparatory Academy (Houston)	3	Acceptable	223	pk-5	11.7	5419
University of Houston Charter School of Technology	4	Acceptable	132	k-5	18.9	5024
Universal Academy (Irving)	3	Acceptable	768	pk-11	15.4	2057
University Charter School – Hill Country (Austin)	2	Not Rated	13	9-12	13.0	--
University Charter School – Marywood (Austin)	2	Not Rated	8	9-12	8.0	--

Campus	Years of Operation	Rating	Enrollment	Grades	Student-Teacher Ratio	Expend. per Student
21st Century Academy of Science and Technology (Corpus Christi)	1	low perform	52	9-11	31.8	1662
University Charter School – Settlement Home (Austin)	2	low perform	10	7-11	--	--
University Charter School – Meridale-Windridge (Cedar Park)	2	Not Rated	31	6-11	10.3	--
University Charter School – Meridale-Westwood (Liberty Hill)	2	Not Rated	28	7-12	5.6	--
University Charter School – National Elite Gymnastics	2	Not Rated	8	6-9	4.0	--
University Charter School – Pathfinder Camp (Driftwoo)	2	Not Rated	21	7-10	45.1	--
University Charter School – Miracle Farm (Brenham)	1	low perform	18	8-11	6.0	--
University Charter School – T-Care	1	Not Rated	32	6-11	10.7	--
Varnett (Houston)	3	Acceptable	626	pk-5	19.6	3571
Wa-Set Preparatory Academy (Houston)	2	Acceptable	84	k-4	17.2	967
Waxahachie Faith Family Academy	2	Acceptable	241	pk-10	14.8	3577
West Houston (Katy)	4	Recognized	98	7-12	15.2	3691
West Houston (Katy)	2	Exemplary	130	k-6	12.8	1522
Winfree Academy Charter School Irving	1	Acceptable	317	9-12	21.0	1416
Winfree Academy Charter School Lewisville	1	Not Rated	216	9-12	17.9	4108

Table D3
Student Demographic Characteristics for Charter School Campuses Serving 75% or More At-Risk Students (Percent)

Campus	African American	Hispanic	White	Economically Disadvantaged
A. W. Brown Fellowship Charter School	94.8	4.3	0.4	87.0
Academy of Beaumont	93.4	2.2	2.7	100.0
Academy of Careers and Technologies	2.5	90.0	7.5	77.5
Amigos por Vida	3.8	94.6	1.0	94.0
Benji's Special Education Academy	98.6	1.4	0.0	100.0
Bexar County Academy/Academy of San Antonio	3.5	89.6	7.0	85.2
Blessed Sacrament Academy	1.6	94.0	3.8	83.1
Building Alternatives	45.1	40.8	12.5	77.7
Career Plus Learning Academy	40.0	46.7	13.3	80.0
Cedar Ridge	7.3	48.8	39.0	95.1
Coastal Bend Youth City	10.4	56.3	33.3	100.0
Crossroad Community Education Center	77.4	11.3	1.6	82.3
Dallas County Juvenile Justice	40.5	36.5	20.1	100.0
Dr. M. L. Garza-Gonzales/Academy of Transitional Studies	1.5	93.2	5.4	75.1
Dr. M. L. Garza-Gonzales/Emergency Shelter	12.	87.5	0.0	100.0
El Paso Academy East	0.0	87.9	12.1	100.0
El Paso School of Excellence	1.1	95.1	2.7	81.1
Encino School	0.0	95.7	4.3	92.8
Fruit of Excellence School	46.3	46.3	7.3	78.0
Gabriel Tafolla	0.0	94.9	5.1	88.0
George I. Sanchez – Alternative	11.8	88.2	0.0	100.0
Gulf Shores Academy	81.8	17.0	0.11	99.7
Harris County Juvenile Justice – Detention Center	33.9	45.0	20.6	100.0
Harris County Juvenile Justice – Burnet-Bayland Home	52.2	29.9	14.9	100.0
Harris County Juvenile Justice – Burnet-Bayland Reception Center	38.6	31.4	28.6	100.0
Harris County Juvenile Justice – Youth Village	50.5	30.7	16.8	100.0
Harris County Juvenile Justice – Delta 3 Boot Camp	34.7	49.0	16.3	100.0
Harris County Juvenile Justice – Katy-Hockley Boot Camp	42.2	43.8	13.3	100.0
Heights Charter School	22.6	65.5	11.9	85.4
Higgs, Carter, King Gifted-and-Talented Charter Academy	16.5	79.4	3.6	90.2

Campus	African American	Hispanic	White	Economically Disadvantaged
Honors Academy – Journey High School/Day Top Village	22.2	16.7	55.6	100.0
Honors Academy – Metro School/Millwood Academy	12.5	12.5	75.0	87.5
Honors Academy – Cedar Crest	21.1	15.8	61.4	94.7
Honors Academy – Meridell Achievement Center	7.1	0.0	85.7	100.0
Honors Academy – East Fort Worth Montessori	71.0	17.2	10.8	97.8
Houston Heights Learning Academy, Inc.	33.3	60.0	6.7	81.1
I Am That I Am Academy	88.9	9.5	1.6	94.4
The Idea Academy	0.0	96.8	2.7	89.8
Impact	96.4	1.2	1.8	91.0
Jamie's House	43.2	22.7	34.1	97.7
John H. Wood	27.2	42.8	28.9	86.1
Kipp Academy	15.8	81.0	2.2	91.1
La Amistad Love and Learning Academy	80.2	19.8	0.0	96.2
La Escuela de las Americas	1.6	98.4	0.0	90.5
New Frontiers	1.5	91.5	6.6	81.9
Nova	46.4	46.9	4.7	85.4
Oak Cliff Academy/Dallas Advantage	25.0	72.8	1.5	91.5
One-Stop Multiservice High School	0.0	96.5	3.5	100.0
Paradigm Accelerated School	0.0	36.0	62.0	80.0
Prepared Table	92.9	5.6	0.8	99.9
Prepared Table East Campus	81.9	14.0	3.5	100.0
Radiance Academy of Learning	6.0	70.9	23.1	79.5
Radiance Academy of Learning – West Lake Campus	18.0	58.6	22.7	87.5
Rapoport Academy	89.3	5.0	5.8	93.4
Raven School	30.9	40.7	26.8	100.0
Rise Academy	65.9	24.7	9.4	91.8
Sentry Technology Prep School	0.0	97.1	2.9	100.0
Ser-Ninos	2.7	97.0	0.0	83.9
Southwest High School – Incentives	32.4	18.9	48.6	100.0
Southwest High School – T-care	0.0	0.0	100.0	100.0
Southwest High School – Mcduffie Residential Treatment	40.6	12.5	37.5	100.0
Southwest High School – A W A R E	50.0	20.0	30.0	100.0
Technology Education	0.0	98.3	0.8	98.3

Campus	African American	Hispanic	White	Economically Disadvantaged
Tekoa Academy	99.1	0.0	0.0	76.9
Texas Language	21.9	70.3	6.3	79.7
Valley High	1.6	91.8	6.6	93.0
Waco	55.4	38.7	6.0	91.7
Yes College Prep	7.9	89.5	1.8	75.8

Table D4
Student Demographic Characteristics for Charter School Campuses Serving Less Than 75% At-Risk Students (Percent)

Campus	African American	Hispanic	White	Economically Disadvantaged
21st Century Academy of Science and Technology	3.8	88.5	7.7	0.0
A+ Academy	36.6	43.9	18.3	8.5
Academy of Accelerated Learning High School	71.2	28.1	0.7	46.0
Academy of Dallas	98.0	1.6	0.4	53.4
Academy of Houston	91.0	6.8	1.5	20.4
Academy of Skills and Knowledge	15.3	5.9	78.8	5.9
Alief Montessori Community School	28.3	28.3	17.2	46.5
Alphonso Crutch's Life Support Center	82.8	14.7	2.0	16.1
American Academy of Excellence	19.3	68.6	12.1	61.9
American Youth Works	19.5	45.0	35.1	48.5
Arlington Classics Academy	18.0	7.4	67.3	5.5
Ed White Memorial High School	3.4	5.7	89.8	0.0
Bay Area/Ed White Elementary	2.4	11.0	81.9	25.2
Brazos River	0.0	12.3	87.7	54.4
Brazos School for Inquiry and Creativity	8.1	73.3	18.6	51.2
Bright Ideas	0.0	13.0	85.5	50.7
Burnham Wood	5.9	46.2	45.6	28.4
Calvin Nelms	6.0	31.5	62.5	1.2
Children First Academy of Dallas	99.6	0.4	0.0	23.0
Children First Academy of Houston	95.6	4.4	0.0	13.0
Comquest Academy	5.3	19.3	75.4	0.0
Dallas Can! Academy	57.1	33.5	7.6	60.0
Dallas Can! Academy	41.5	53.9	4.2	47.0
Dallas Community	17.5	53.4	27.2	63.1
Eagle Advantage Charter High School	64.4	24.6	9.8	49.3
Eagle Project Abilene	4.3	30.2	62.9	0.0
Eagle Project Beaumont	92.4	2.1	5.5	0.0
Eagle Project Brownsville	0.0	91.2	8.8	0.0
Eagle Project Bryant	37.5	35.5	27.0	2.0
Eagle Project Dallas	97.7	2.3	0.0	0.0

Campus	African American	Hispanic	White	Economically Disadvantaged
Eagle Project Del Rio	0.0	81.3	18.0	0.0
Eagle Project Fort Worth	54.9	31.0	12.0	0.0
Eagle Project Laredo	0.0	87.5	12.5	0.0
Eagle Project Lubbock	11.2	43.9	44.9	0.0
Eagle Project Midland	4.2	57.6	38.2	0.0
Eagle Project Pharr-McAllen	0.0	95.6	4.4	1.9
Eagle Project San Antonio	1.4	97.9	0.0	0.0
Eagle Project Texarkana	47.1	3.3	49.6	0.8
Eagle Project Tyler	25.6	8.5	65.9	0.0
Eagle Project Waco	46.8	37.3	15.9	0.0
East Texas Charter High School	23.6	7.6	68.1	12.5
Eden Park Academy	12.0	24.1	61.8	8.4
Erath Excels Academy	1.2	23.8	75.0	66.7
Focus Learning Academy	92.3	6.7	1.0	0.5
Fort Worth Can Academy	70.6	22.4	7.0	61.2
Gateway (Student Alternative Program, Inc.)	0.0	95.0	0.5	44.5
George I. Sanchez High School	2.6	96.0	1.4	63.3
George I. Sanchez Charter High School San Antonio Branch	0.0	100.0	0.0	0.0
Girls and Boys Preparatory Academy	96.6	1.3	0.9	51.6
Guardian Angel Performance Academy	37.0	40.7	22.2	74.1
Harmony Science Academy	58.6	16.7	19.4	33.3
Honors Academy – Pinnacle School/Texas Boys Choir	19.3	8.8	71.9	3.5
Honors Academy – Winfree	70.5	20.8	7.6	26.5
Honors Academy – University School	13.8	19.2	64.7	10.5
Honors Academy – Y. W. High School	1.2	7.9	90.3	15.2
Honors Academy – Excel Academy	10.3	9.3	79.4	7.2
Honors Academy – Legacy High School	11.2	17.2	71.6	23.3
Honors Academy – the Echelon	26.0	52.0	22.0	29.3
Honors Academy – Destiny High School	37.0	23.6	35.8	0.0
Honors Academy – National Elite Gymnastics	0.0	100.0	0.0	0.0
Houston Can! Academy	69.1	29.7	0.9	46.5
Houston Gateway Academy	31.3	62.4	5.9	65.7
Inspired Vision Academy	50.0	38.1	11.9	7.9

Campus	African American	Hispanic	White	Economically Disadvantaged
Jean Massieu Academy	20.4	17.6	56.5	44.4
Jesse Jackson Academy	97.2	2.8	0.0	72.6
Katherine Anne Porter School	0.0	8.8	90.4	14.0
Kenny Dorham School	92.0	0.0	8.0	12.0
Life	58.9	15.3	24.4	47.9
Mainland Preparatory Academy	89.2	4.2	6.6	51.4
McCullough Academy of Excellence	78.4	3.2	16.8	34.1
Medical Center Charter Elementary	76.9	10.3	7.7	33.3
Medical Center Charter School, Southwest	70.4	12.1	8.5	39.5
Midland Advantage	15.1	42.3	42.0	65.1
Mid-Valley Academy	0.0	2.2	0.0	64.4
Nancy Ney	0.0	45.7	51.4	48.6
North Hills School	9.8	7.2	64.8	2.5
North Houston High School for Business	83.5	16.5	0.0	62.0
Northwest Mathematics, Science, and Language Academy	97.0	1.5	1.5	37.9
Nova Southeast	65.0	22.2	12.0	70.9
NYOS	5.3	7.9	84.9	4.6
Odyssey Academy Inc.	8.4	56.4	30.2	53.1
Panola	21.1	1.1	76.7	71.1
Paso del Norte	2.5	87.8	9.6	52.8
Pegasus	24.4	58.9	15.5	50.6
Pineywoods Community Academy High School	4.4	6.5	83.3	4.4
Positive Solutions	5.4	88.2	5.9	38.2
Ranch Academy	5.0	7.5	87.5	0.0
Raul Yzaguirre School for Success	0.3	98.6	1.1	74.7
Richard Milburn Midland	3.3	35.2	61.5	27.5
Richard Milburn Corpus Christi	6.0	70.9	23.1	5.2
Richard Milburn Killeen	35.0	21.0	38.0	38.0
Richard Milburn Lubbock	4.6	58.0	37.4	58.0
Rylie Family Faith Academy	20.2	31.0	46.7	74.4
San Antonio School for Inquiry and Creativity	0.0	66.7	28.6	42.9
Scan	0.0	100.0	0.0	0.0
School of Excellence in Education	10.3	73.9	15.3	65.8

Campus	African American	Hispanic	White	Economically Disadvantaged
School of Excellence in Education – Nehemiah Institute	3.8	80.8	15.4	61.5
School of Excellence in Education – Alpha II	14.1	75.3	10.1	71.7
Seashore Learning Center	0.0	21.1	72.8	29.9
Shekinah Radiance Academy	61.3	25.3	12.0	74.0
South Plains	4.9	60.6	33.8	62.0
Southwest High School	25.6	68.8	3.9	40.0
Southwest High School – Tejas Unit Depelchin Children's Center	42.9	14.3	42.9	68.6
Southwest Preparatory School	18.6	47.6	32.5	26.0
Star	0.7	5.0	90.7	0.0
Texas Academy of Excellence	94.8	3.1	2.2	65.1
Texas Empowerment Academy	70.7	21.3	8.0	68.0
Texas Serenity Academy	57.1	28.6	14.3	14.3
Texas Serenity Academy Bayshore	41.2	35.3	23.5	23.5
Theresa B. Lee Academy	93.8	5.7	0.6	60.2
Tovas Tactile Oral Visual Alternative System	38.2	16.9	43.8	52.8
Transformative Charter Academy	27.4	24.7	45.2	0.0
Treetops School International	2.6	3.8	88.5	1.7
Two Dimensions Preparatory Academy	99.1	0.9	0.0	71.3
University of Houston Charter School of Technology	33.3	21.2	36.4	14.4
Universal Academy	67.1	4.8	22.5	41.5
University Charter School – Hill Country	7.7	0.0	92.3	0.0
University Charter School – Marywood	25.0	50.0	25.0	0.0
University Charter School – Settlement Home	10.0	0.0	90.0	0.0
University Charter School – Meridale-Windridge	3.2	3.2	90.3	0.0
University Charter School – Meridale-Westwood	21.4	3.6	71.4	0.0
University Charter School – National Elite Gymnastics	0.0	12.5	75.0	0.0
University Charter School – Pathfinder Camp	38.1	19.0	38.1	0.0
University Charter School – Miracle Farm	0.0	5.6	94.4	0.0
University Charter School – T-Care	46.9	12.5	37.5	0.0
Varnett	98.1	1.8	0.0	11.5
Wa-Set Preparatory Academy	89.3	7.1	1.2	72.6
Waxahachie Faith Family Academy	7.1	18.7	73.4	53.9
West Houston	7.1	9.2	80.6	0.0

Campus	African American	Hispanic	White	Economically Disadvantaged
West Houston	3.8	7.7	86.2	0.0
Winfree Academy Charter School Irving	11.4	39.7	45.1	30.0
Winfree Academy Charter School Lewisville	9.3	14.4	73.1	6.5

Appendix E

Table E1
Distribution of Responses Across Schools and Weights Used to Balance Responses for Charter Schools Serving 75 Percent or More At-Risk Students (*N*=31)

Table E2
Distribution of Responses Across Schools and Weights Used to Balance Responses for Charter Schools Serving Less Than 75 Percent At-Risk Students (N=68)

Table E1
Distribution of Responses Across Schools and Weights Used to Balance Responses for Charter Schools Serving 75 Percent or More At-Risk Students (*N*=31)

School	Number Students Enrolled	Original Number of Responses	Percent of Students Responding	Weight	Weighted Number of Responses
Academy of Careers and Tech	40	63	157.5	0.19	12
Amigos Por Vida	315	16	5.1	5.84	93
Blessed Sacrament	183	88	48.1	0.62	54
Career Plus Learning Academy	15	13	86.7	0.34	4
Cedar Ridge	41	35	85.4	0.35	12
Dallas County Juvenile Justice	457	50	10.9	2.71	136
Dr M L Garza-Gonzales Charter	205	87	42.4	0.70	61
El Paso Academy East	99	101	102.0	0.29	29
Encino School	69	13	18.8	1.58	20
Gabriel Tafolla Charter	158	57	36.1	0.82	47
Gulf Shores Academy	696	64	9.2	3.23	207
Harris Co – Burnett-Bayland Hme*	67	68	101.5	0.29	20
Harris Co – Burnett-Bayland Rec*	140	132	94.3	0.31	42
Harris Co – Delta 3 Boot Camp*	49	38	77.6	0.38	15
Harris Co Juv Just Detention Cent*	180	142	78.9	0.38	53
Harris Co – Katy-Hockley Boot*	128	126	98.4	0.30	38
Harris Co – Youth Village*	101	80	79.2	0.37	30
Heights Charter School	226	86	38.1	0.78	67
Honors Academy – Cedar Crest*	57	20	35.1	0.85	17
Honors Academy – Metro School	8	5	62.5	0.47	2
I Am That I Am Academy*	126	90	71.4	0.42	37
IDEA Academy	187	80	42.8	0.69	55
John H. Wood*	173	50	28.9	1.03	51
New Frontiers	784	90	11.5	2.59	233
Paradigm Accelerated School	50	37	74.0	0.40	15
Prepared Table	1289	65	5.0	5.88	383
Radiance Academy of Learning	117	43	36.8	0.81	35
Raven School	194	80	41.2	0.72	58
Technology Education Center	119	80	67.2	0.44	35
Tekoa Academy	117	18	15.4	1.93	35
Yes College Prep School	380	92	24.2	1.23	113
Total	**6,770**	**2,009**	**29.7**		**2,009**

Table E2
Distribution of Responses Across Schools and Weights Used to Balance Responses for Charter Schools Serving Less Than 75 Percent At-Risk Students (N=68)

School	Number Students Enrolled	Original Number of Responses	Percent of Students Responding	Weight	Weighted Number of Responses
Academy of Skills & Knowledge	118	70	59.3	0.60	42
American Youth Works*	231	51	22.1	1.62	83
Arlington Classics Academy	272	15	5.5	6.49	97
Brazos River Charter	57	67	117.5	0.30	20
Bright Ideas	69	30	43.5	0.82	25
Burnham Wood	169	7	4.1	8.64	60
Calvin Nelms	168	71	42.3	0.85	60
Comquest Academy	57	54	94.7	0.38	20
Dallas Can!	340	122	35.9	1.00	122
Eagle Project (Abilene)*	116	92	79.3	0.45	42
Eagle Project (Beaumont)*	145	79	54.5	0.66	52
Eagle Project (Brownsville)*	114	77	67.5	0.53	41
Eagle Project (Bryan)*	152	73	48.0	0.74	54
Eagle Project (Del Rio)*	139	79	56.8	0.63	50
Eagle Project (Lubbock)*	107	65	60.7	0.59	38
Eagle Project (Midland)*	144	136	94.4	0.38	52
Eagle Project (Pharr-McAllen)	159	17	10.7	3.35	57
Eagle Project (Texarkana)*	121	42	34.7	1.03	43
Eagle Project (Tyler)*	129	72	55.8	0.64	46
East Texas Charter High Sch	144	96	66.7	0.54	52
Erath Excels! Academy, Inc.*	84	79	94.0	0.38	30
Faith Family Academy of Oak Cliff	745	34	4.6	7.84	267
Fort Worth Can!	201	231	114.9	0.31	72
George I. Sanchez	425	64	15.1	2.38	152
Girls and Boys Prep Academy	320	36	11.3	3.18	114
Guardian Angel Performance*	54	44	81.5	0.44	19
Harmony Science Academy	186	96	51.6	0.69	67
Honors Academy – Destiny High	165	98	59.4	0.60	59
Honors Academy – The Echelon	150	73	48.7	0.74	54
Honors Academy – Excel Acad	97	36	37.1	0.96	35
Honors Academy – Legacy High	116	51	44.0	0.81	42
Honors Academy – Pinnacle Sch	57	88	154.4	0.23	20
Honors Academy – Y W High Sch	165	81	49.1	0.73	59
Houston Can!	340	70	20.6	1.74	122
Inspired Vision Academy	126	56	44.4	0.81	45
Jean Massieu Academy	108	53	49.1	0.73	39
Katherine Ann Porter	114	63	55.3	0.65	41
Life Charter	708	83	11.7	3.05	253
Mid-Valley Academy	45	42	93.3	0.38	16

* Includes adjudicated youth and/or is a residential facility.

Table E2 (Continued)
Distribution of Responses Across Schools and Weights Used to Balance Responses for Charter Schools Serving Less Than 75 Percent At-Risk Students (N=68)

School	Number Students Enrolled	Original Number of Responses	Percent of Students Responding	Weight	Weighted Number of Responses
North Hills	753	88	11.7	3.06	269
North Houston HS for Business	79	87	110.1	0.32	28
Paso Del Norte	197	62	31.5	1.14	70
Pegasus	168	132	78.6	0.46	60
Pineywoods Community Academy	275	37	13.5	2.67	98
Positive Solutions	204	95	46.6	0.77	73
Ranch Academy	40	33	82.5	0.43	14
Raul Yzaguirre School for Success	621	50	8.1	4.44	222
Richard Milburn – Corpus Christi	134	95	70.9	0.50	48
Richard Milburn – Killeen*	100	76	76.0	0.47	36
Richard Milburn – Lubbock*	131	96	73.3	0.49	47
Richard Milburn – Midland*	91	50	54.9	0.65	33
Rylie Academy	793	128	16.1	2.22	284
San Antonio Sch for Inquiry & Cre	21	49	233.3	0.15	8
School of Excellence	602	359	59.6	0.60	215
Shekinah Radiance Academy	150	24	16.0	2.24	54
Southwest Preparatory School	231	90	39.0	0.92	83
Star Charter	140	85	60.7	0.59	50
Theresa B. Lee Academy	176	41	23.3	1.54	63
Texas Empowerment Academy	75	61	81.3	0.44	27
TOVAS	89	61	68.5	0.52	32
Transformative	73	89	121.9	0.29	26
Treetops Sch International	234	85	36.3	0.98	84
Universal Academy	768	72	9.4	3.82	275
University Charter – Hill Country*	13	84	646.2	0.06	5
Waxahatchie Faith Family	241	97	40.2	0.89	86
West Houston Charter	98	45	45.9	0.78	35
Winfree Academy, Irving	317	37	11.7	3.07	113
Winfree Academy, Lewisville	216	75	34.7	1.03	77
Total	**14,187**	**5,076**	**35.8**		**5,076**

* Includes adjudicated youth and/or is a residential facility.

Appendix F

Student Performance Table

Charter Campus Name	Enrollment	Grade Levels	Annual Dropout Rate	Attendance Rate	TAAS Reading % Passing	TAAS Math % Passing
21st Century Academy Of Science And Technology	52	09 - 11	0.0			
A W A R E	10	06 - 11				
A W Brown-Fellowship Charter School	231	PK - 04		96.2	92.1	97.4
A+ Academy	82	PK - 06			66.7	60.0
Academy Of Accelerated Learning High School	139	09 - 12	26.5	76.3	72.7	50.0
Academy Of Beaumont	183	KG - 07		95.5	50.0	50.0
Academy Of Careers And Technologies Charter School	40	09 - 09				
Academy Of Dallas	249	KG - 07		95.3	60.0	57.6
Academy Of Houston	589	EE - 07	0.0	94.3	44.4	36.7
Academy Of Skills & Knowledge	118	02 - 08	0.0	95.7	56.9	45.2
Academy Of Transitional Studies - Emergency Shelter	8	01 - 10	0.0	100.0		
Alief Montessori Community School	99	PK - 06		97.2	100.0	81.8
Alpha Ii	198	KG - 06			75.5	75.0
Alphonso Crutch's-Life Support Center	855	06 - 12	0.2	92.2	44.4	28.6
American Academy Of Excellence Charter School	223	07 - 12	11.5	54.4	71.4	38.1
American Youth Works Charter School	231	09 - 12	23.0	81.7	72.4	45.8
Amigos Por Vida-Friends For Life Charter School	315	PK - 06		97.1	39.0	50.8
Arlington Classics Academy	272	KG - 09	0.0	94.6	82.1	86.0
Bay Area Charter School	127	PK - 03			100.0	71.4
Benji's Special Education Academy Charter School	214	PK - 12	0.0	99.5	67.7	67.7
Bexar County Academy	115	KG - 07		93.5	72.9	60.4
Blessed Sacrament Academy Charter H S	183	09 - 12	19.8	76.5	75.0	53.1
Brazos River Charter School	57	08 - 12			87.5	75.0
Brazos School For Inquiry & Creativity	86	KG - 12	6.7	91.7	92.3	76.0
Bright Ideas Charter	69	KG - 12	0.0	97.4	100.0	100.0
Building Alter Charter	184	09 - 12	27.9	73.3	62.5	37.5
Burnett-Bayland Home	67	06 - 11	0.0	100.0	66.7	60.0

Charter Campus Name	Enrollment	Grade Levels	Annual Dropout Rate	Attendance Rate	TAAS Reading % Passing	TAAS Math % Passing
Burnett-Bayland Reception Center	140	05 - 11	0.0	99.8	100.0	80.0
Burnham Wood Charter School	169	KG - 12	0.0	99.8	78.9	52.6
Calvin Nelms Charter High School	168	09 - 12	5.8	87.8	79.2	71.4
Career Plus Learning Academy	15	06 - 07		92.3	85.7	71.4
Cedar Crest	57	01 - 12	0.0	99.7		
Cedar Ridge Charter School	41	04 - 12	0.0	96.3		
Children First Academy Of Houston	339	PK - 07	0.0	97.9	73.3	77.5
Children First Of Dallas	283	PK - 07	0.0	96.4	71.4	80.7
Coastal Bend Youth City	48	05 - 12	2.9	96.6		
Comquest Academy	57	09 - 12	0.0	98.9	90.0	88.9
Corpus Christi-Richard Milburn Alter H S	134	09 - 12	15.4	84.8	66.7	46.2
Crossroad Community Ed Center Charter School	62	09 - 12	0.0	91.5		
Dallas Can! Academy Charter	340	09 - 12	15.0	74.4	63.8	44.8
Dallas Can! Academy Charter	477	09 - 12	13.6	76.9	75.0	58.9
Dallas Community Charter School	103	PK - 01			92.0	83.8
Dallas County Juvenile Justice	457	04 - 12	0.0	98.3	34.9	39.5
Delta 3 Boot Camp	49	06 - 10	0.0	99.6		
Destiny High School	165	08 - 12			53.3	56.7
Dr M L Garza-Gonzales Charter School	205	06 - 12	9.5	87.3	57.6	31.4
Eagle Advantage Charter H S	410	KG - 12	0.0	93.2	53.4	45.6
Eagle Project (Abilene)	116	06 - 12	1.5	83.7	70.6	76.5
Eagle Project (Beaumont)	145	06 - 12	0.0	92.8		
Eagle Project (Brownsville)	114	06 - 12	12.2	88.0	21.4	13.3
Eagle Project (Bryan)	152	06 - 12	12.2	85.8	47.6	45.0
Eagle Project (Dallas)	88	07 - 12	23.3	62.5	55.6	38.5
Eagle Project (Del Rio)	139	04 - 12	8.3	82.0	79.3	64.5
Eagle Project (Ft Worth)	142	06 - 12	0.6	78.9	71.4	27.3

Charter Campus Name	Enrollment	Grade Levels	Annual Dropout Rate	Attendance Rate	TAAS Reading % Passing	TAAS Math % Passing
Eagle Project (Laredo Ii)	152	06 - 12	2.6	76.3	68.4	45.0
Eagle Project (Lubbock)	107	07 - 12	4.1	81.5	88.9	66.7
Eagle Project (Midland)	144	06 - 12	9.2	90.9	61.5	57.7
Eagle Project (Pharr-McAllen)	159	05 - 12	18.6	90.0	64.9	56.8
Eagle Project (San Antonio)	142	05 - 12	12.5	88.1	55.2	50.0
Eagle Project (Texarkana)	121	06 - 12	30.5	89.7	42.9	50.0
Eagle Project (Tyler)	129	06 - 12	9.9	86.8	69.2	60.0
Eagle Project (Waco)	126	05 - 12	0.0	80.1	50.0	38.9
East Campus	463	PK - 12				
East Fort Worth Montessori	93	EE - 01				
East Texas Charter H S	144	09 - 12	7.5	84.0	78.6	71.4
Ed White Memorial High School	88	09 - 12	3.7	93.2	66.7	56.3
Eden Park Academy	191	KG - 07	0.0	94.8	82.8	67.4
El Paso Academy East	99	09 - 12				
El Paso School Of Excellence	185	PK - 06			41.7	44.4
Encino School	69	PK - 08	0.0	97.7	82.8	89.3
Erath Excels Academy Inc	84	09 - 12	21.5	82.0	73.3	26.7
Escuela De Las Americas	63	PK - 01		95.4	94.5	94.0
Excel Academy	97	KG - 12			66.7	41.7
Faith Family Academy Of Oak Cliff	745	PK - 11	0.6	96.0	55.2	48.7
Focus Learning Academy	195	KG - 06		96.2	24.2	8.3
Fort Worth Can Academy	201	09 - 12			44.4	40.0
Fruit Of Excellence School	41	01 - 11	0.0	92.3	85.7	62.5
Gabriel Tafolla Charter School	158	PK - 12	17.2	91.3	69.6	65.2
Gateway (Student Alternative Program Inc)	119	09 - 12	23.8	73.8		33.3
George I Sanchez - Alternative	17	07 - 10	0.0	99.2		
George I Sanchez Charter H S San Antonio Branch	6	08 - 12				

Charter Campus Name	Enrollment	Grade Levels	Annual Dropout Rate	Attendance Rate	TAAS Reading % Passing	TAAS Math % Passing
George I Sanchez H S	425	PK - 12	5.1	88.4	78.8	61.1
Girls & Boys Prep Academy	320	06 - 12	0.0	97.3	75.3	66.3
Guardian Angel Performance Academy	54	06 - 08	0.0	83.7	69.6	72.7
Gulf Shores Academy	696	07 - 12	0.2	95.4	33.3	44.4
Harmony Science Academy	186	06 - 08			78.1	71.9
Harris County Juvenile Detention Center	180	04 - 11	0.0	99.9		60.0
Harris County Youth Village	101	07 - 11	0.0	100.0	66.7	50.0
Heights Charter School	226	08 - 12	1.4	88.1	77.6	72.0
Higgs, Carter, King Gifted & Talented Charter Academy	194	PK - 08	5.0	93.1	66.0	70.8
Hill Country	13	09 - 12	10.3	97.2		
Honors Academy	437	07 - 12	1.6	85.0	55.8	43.8
Houston Can! Academy Charter School	340	09 - 12	5.9	77.9	57.4	50.0
Houston Gateway Academy	700	KG - 06		93.5	61.7	63.8
Houston Heights Learning Academy Inc	90	PK - 03		95.4	45.5	.0
I Am That I Am Academy	126	04 - 11	0.0	94.7	46.8	29.0
Impact Charter	167	PK - 04		96.5	100.0	100.0
Inspired Vision Academy	126	PK - 06			61.8	54.8
Jamie's House Charter School	44	06 - 10	7.7	97.0	50.0	33.3
Jean Massieu Academy	108	PK - 12	0.0	96.4	85.0	83.3
Jesse Jackson Academy	215	09 - 12	19.9	85.9		
John H Wood Charter School	173	06 - 12	2.0	95.7		
Journey High School	18	08 - 12	0.0	99.5		
Katherine Anne Porter School	114	09 - 12	3.9	88.9	80.0	71.4
Katy-Hockley Boot Camp	128	07 - 12	0.5	98.9	46.2	46.2
Kenny Dorham School For The Performing Arts	25	04 - 06				
Killeen-Richard Milburn Alter H S	100	09 - 12	6.8	77.2	45.5	25.0
Kipp Academy	316	05 - 09	0.6	99.2	99.0	100.0

Charter Campus Name	Enrollment	Grade Levels	Annual Dropout Rate	Attendance Rate	TAAS Reading % Passing	TAAS Math % Passing
La Amistad Love & Learning Academy	106	PK - KG				
Legacy High School	116	08 - 12			88.2	68.8
Life Charter School	708	KG - 09	0.0	96.4	80.1	73.6
Lubbock-Richard Milburn Alter H S	131	09 - 12	9.2	83.7	63.6	53.8
Mainland Preparatory Academy	259	PK - 08	0.0	98.3	91.9	96.7
Marywood	8	09 - 12	5.0	99.5		
Mccullough Academy Of Excellence	185	EE - 03			61.1	50.0
Mcduffie Residential Treatment	32	02 - 11				
Medical Center Charter El	39	01 - 05		97.8		
Medical Center Charter School, Southwest	223	PK - 06		96.9	81.2	75.7
Meridale-Westwood	28	07 - 12	1.4	99.3		
Meridale-Windridge	31	06 - 11	1.8	99.9		
Meridell Achievement Center	14	KG - 07		99.7		
Metro School	8	02 - 11				
Midland Advantage Charter School	702	KG - 06		94.8	63.4	58.3
Midland-Richard Milburn Alter H S	91	09 - 12	8.9	76.6	71.4	14.3
Mid-Valley Academy	45	09 - 12	19.7	64.3	71.4	33.3
Miracle Farm	18	08 - 11	0.0	97.0	100.0	100.0
Nancy Ney Charter School	35	06 - 12	0.0	91.9	80.0	
National Elite Gymnastics	2	04 - 04				
National Elite Gymnastics	8	06 - 09	0.0	97.7		
Nehemiah Institute	26	06 - 10	0.0	88.7	40.0	
New Frontiers Charter School	784	KG - 07		93.4	61.5	63.1
North Hills School	753	01 - 11	0.0	98.3	97.2	97.2
North Houston H S For Business	79	09 - 12	2.2	91.6		
Northwest Mathematics Science & Language Academy	132	PK - 05		100.0	95.0	21.1
Nova Charter School	192	PK - 06		97.7	72.9	62.5

Charter Campus Name	Enrollment	Grade Levels	Annual Dropout Rate	Attendance Rate	TAAS Reading % Passing	TAAS Math % Passing
Nova Charter School-Southeast	117	PK - 04			76.2	66.7
Nyos Charter School	152	KG - 09	0.0	96.8	100.0	96.4
Oak Cliff Academy (Dallas)	613	KG - 06		94.7	53.3	55.1
Odyssey Academy Inc	179	06 - 08	0.0	95.6	88.3	88.7
One Stop Multiservice H S	172	PK - 12	6.7	84.3	61.5	66.7
Panola Charter School	90	08 - 12			92.3	46.2
Paradigm Accelerated School	50	08 - 12			44.4	22.2
Paso Del Norte	197	09 - 12	7.0	88.9	77.8	60.0
Pathfinder Camp	21	07 - 10	0.0	98.7		
Pegasus Charter H S	168	07 - 11	0.0	92.5	72.5	62.0
Pineywoods Community Academy High School	275	KG - 09	0.0	95.3		
Pinnacle School	57	04 - 12	0.0	98.6		
Positive Solutions Charter School	204	09 - 12	28.5	69.9	56.3	35.3
Prepared Table	1289	PK - 12	0.0	96.7	51.5	56.1
Radiance Academy Of Learning	117	PK - 12	2.9	90.7	60.0	28.1
Radiance Academy Of Learning - West Lake Campus	128	PK - 09	1.9	92.6	64.4	37.8
Ranch Academy	40	07 - 12	0.0	99.3		
Rapoport Academy	121	PK - 03		97.6	100.0	44.4
Raul Yzaguirre School For Success	621	PK - 12	0.0	96.6	61.0	69.5
Raven School	194	09 - 11	0.0	100.0	15.4	16.7
Rise Academy	85	PK - 01			84.2	85.2
Rylie Academy	793	PK - 12	3.1	99.4	68.4	63.6
San Antonio School For Inquiry & Creativity	21	KG - 11			100.0	100.0
Scan Charter School	2	09 - 10				
School Of Excellence In Education	602	PK - 11	0.0	95.5	74.0	71.3
Seashore Learning Center	147	KG - 06		96.5	98.4	88.7
Sentry Technology Prep School	206	09 - 12	29.0	83.5		

Charter Campus Name	Enrollment	Grade Levels	Annual Dropout Rate	Attendance Rate	TAAS Reading % Passing	TAAS Math % Passing
Ser-Ninos Charter El	330	PK - 05		96.8	75.6	83.3
Settlement Home	10	07 - 11	4.0	97.0	87.5	100.0
Shekinah Radiance Academy	150	PK - 10	1.7	94.9	63.4	30.0
South Plains	142	09 - 12	0.5	83.4	90.0	28.6
Southwest H S - Incentives	37	07 - 11	0.0	99.2		
Southwest H S - Tejas Unit Depelchin Children Ctr	35	01 - 10	0.0	98.9		
Southwest High School	407	09 - 12	9.7	89.1	60.3	52.5
Southwest Preparatory School	231	09 - 12	12.8	82.6	83.3	54.5
Star Charter School	140	01 - 12	0.0	95.0	90.9	94.8
T-Care	32	06 - 11				
Technology Education Charter H S	119	09 - 12	6.6	76.3	80.0	40.0
Tekoa Academy	117	KG - 06		95.6	25.5	19.1
Texas Acad Of Excellence	229	PK - 05		96.9	75.0	60.0
Texas Empowerment Academy	75	05 - 09	0.0	91.6	77.6	67.3
Texas Language Charter	64	KG - 04		94.4	75.0	62.5
Texas Serenity Academy	7	07 - 09	0.0	98.5		
Texas Serenity Academy (Bayshore)	17	07 - 10	0.0	97.6		
The Echelon	150	06 - 12			50.0	30.0
The Idea Academy	187	04 - 07			82.0	93.3
Theresa B Lee Academy	176	09 - 12	0.0	97.2	53.3	73.3
Tovas-Tactile Oral Visual Alt System	89	PK - 09	0.0	96.7	66.7	51.9
Transformative Charter Academy	73	09 - 12	5.8	87.9		
Treetops School International	234	KG - 12	0.8	95.3	85.2	69.7
Two Dimensions Preparatory Academy	223	PK - 05	0.0	98.7	79.6	66.7
University of Houston Charter School-Tech	132	KG - 05		97.0	79.2	66.7
Universal Academy	768	PK - 11	0.0	97.0	79.7	73.8
University School	334	06 - 12	0.0	97.5	82.6	67.6

Charter Campus Name	Enrollment	Grade Levels	Annual Dropout Rate	Attendance Rate	TAAS Reading % Passing	TAAS Math % Passing
Valley High	257	PK - 12	8.5	69.1	31.3	20.0
Varnett Charter School	626	PK - 05		99.9	80.3	71.4
Waco Charter School	168	KG - 05		96.5	77.8	66.7
Wa-Set Preparatory Academy	84	KG - 04		94.3	55.6	55.0
Waxahachie Faith Family Academy	241	PK - 10	0.0	92.4	77.2	71.4
West Houston Charter	98	07 - 12	.6	94.7	96.2	88.5
West Houston Charter	130	KG - 06		95.9	90.5	95.9
Winfree Academy Charter School Irving	317	09 - 12			77.8	90.0
Winfree Academy Charter School Lewisville	216	09 - 12			36.8	31.8
Y W High School	165	09 - 12	0.0	85.5	80.0	42.9
Yes College Preparatory School	380	06 - 12			99.6	100.0