TEXAS OPEN-ENROLLMENT CHARTER SCHOOLS

2004–05 Evaluation

May 2006

Prepared for Texas Education Agency

Prepared by Texas Center for Educational Research

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CHAPTER 1
INTRODUCTION

For nearly ten years, Texas charter schools have evolved along with the charter school movement nationally. The charter concept varies greatly across states and individual schools, but a charter school is generally defined as a publicly funded, nonsectarian school that operates under a written contract, or *charter*, from an authorizing agency such as a local or state school board. These contracts specify how the school will be held accountable for student achievement in exchange for a waiver of most rules and regulations governing school operations (Nathan, 1996). As a way to better understand the charter school concept, this introduction describes the national evolution of charter schools, examines the charter school movement in Texas, and then presents the organizational framework for the report.

THE NATIONAL PERSPECTIVE

"Reforming the public schools," according to Tyack and Cuban, "has long been a favorite way to improve not just education but society" (1995, p. 1). Although public schools have generally served the nation well, the current round of educational reform was ignited in 1983 with the publication of *A Nation at Risk*. This report by the National Commission on Excellence in Education argued that the mediocre educational performance of American students would put the country at risk of a declining position in the world economy. Quality became an issue at the national level as it became apparent that American students' standardized test scores and other achievement indicators were lagging behind those of students in other nations (Clark, 1997). Many began to question whether the current model of schooling could take us into the knowledge-based society of the twentieth-first century. Consequently, in many states, public attention turned to the identification of reform movements that promised better and quicker educational improvements (Electronic Media Research, 2002). As a form of "school improvement," charter schools and other choice programs were added to the public school equation.

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

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

Since Minnesota enacted the first charter legislation in 1991, 40 states and the District of Columbia have enacted charter school laws. According to the National Alliance for Public Charter Schools, as of January 2006, nearly 3,600 charter schools served close to a million students nationwide. While the number of charter schools has continued to grow nationally, the states with the most charter schools in operation are California (574), Arizona (499), Florida (333), Texas (235), and Michigan (225) (Zierbath, 2006).

Charters are most commonly issued by local school boards, public universities, or state boards of education. They are operated by a broad range of organizations, from community groups to for-profit companies. Charter schools serve students in pre-kindergarten through grade 12 using a diverse array of grade configurations and instructional approaches. Typically, charter schools are smaller than most traditional public schools, having a median enrollment of about 250 students. California enrolls the most charter students of any state, serving 212,000 students in 2004-05. The number of students attending charter schools, however, amounts to less than one percent of public school students in the United States (Zierbath, 2006).

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

To address funding challenges, charter schools also rely on federal start-up funding, other state and federal grants, fundraising efforts, and in-kind donations. In particular, the growth of the charter school movement coincides with the increase in federal support. Since 1994, the U.S. Department of Education has provided grants to support states' charter school efforts, starting with $6 million in fiscal year 1995 and increasing to $214.8 million for fiscal year 2006 (U.S. Department of Education, 2006).

Recently, states' methods of charter school finance have become an issue of interest among education researchers and policymakers, who have expressed concerns about the equity and efficiency of state charter school finance systems. Many charter school operators and advocates argue that their public funding levels are insufficient. National and state-level analyses of charter school funding rates have consistently found that charter schools receive less funding relative to traditional public school districts (Finn, Hassel, & Speakman, 2005; Zimmer et al., 2003; TCER, 2002, 2003, 2004). In August of 2005, the Fordham Institute published a study of charter school finance in 27 urban communities and 17 states. Fordham researchers found that charter schools are "under-funded (versus district-run public schools) by amounts ranging from $1,000 to $5,000 per pupil." The study found that charters actually received more state funding than traditional districts, but the additional state funds did not make up for the lack of a local tax base. In contrast, other studies of charter school finance suggest that traditional school districts receive higher average per-pupil revenue because traditional districts must offer a wider variety of services, such as adult education, programs for disabled students, and vocational education

(Nelson, Muir, & Drown, 2003). A 2003 study by the American Federation of Teachers (AFT) argued that charter operators feel financially strapped because the small size of most charter schools raises per-pupil administrative costs and leads to less per-pupil spending on instruction (Nelson et al., 2003). Charter schools therefore do not benefit from the economies of scale available to the large urban districts from which charters draw the majority of their students.

Although charter schools are held accountable in very diverse ways, based on the state and/or district in which they are located, they have much more autonomy than traditional public schools. Because state regulatory practices differ greatly across the United States, there are varying degrees of monitoring. A study conducted for the U.S. Department of Education describes three phases of the accountability process for charter schools: the application process, the monitoring process, and the implementation of sanctions. According to the study, authorizers reported denying about 33 percent of 2001-02 charter applications because of problems or concerns. Authorizers also reported monitoring nearly all of their schools for compliance with federal or state regulations, student achievement results on statewide assessments, enrollment numbers, financial record keeping and viability, and special education services. Many charter schools also indicated that, in addition to monitoring by authorizers, they have procedures in place to report on the school's progress to their governing board, education management organizations/community-based organizations, and the State Department of Education. As a whole, charter school authorizers are more likely to impose informal rather than formal sanctions. Revocation of a charter seldom occurs. In 2004-05, 15 states reported that no charters were closed during 2004-05. Of those states that did report school closure data, only 65 charters were closed nationally (Rotherman, 2005).

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

As charters grow in popularity, charter advocates have pressured lawmakers in several states to lift state-imposed limits on the size of the charter school system. According to the National Alliance for Public Charter Schools, 25 states and the District of Columbia place caps of some sort on charter enrollment. Currently, 16 states place a cap on the total number of charters in operation, while 7 place limits on the number of new charters opened each year. Four states limit the number of charter students or limit the percentage of total public school enrollment that they may represent (Zierbath, 2006). At the beginning of the 2005-06 school year, eight states (Connecticut, Hawaii, Iowa, Michigan, Massachusetts, North Carolina, Ohio, and Rhode Island) had already reached their charter ceiling, and Illinois and New York were expected to reach their limit by the end of the school year. Charter advocates have argued that caps prevent charter school operators from meeting the growing demand for charter schooling, and do nothing to shut down low-performing charters. However, proponents of caps argue that charters are still a new experiment in education, and states are justified in keeping them in place until there is enough data to determine whether charters are working (*Education Week*, February 1, 2006).

TEXAS CHARTER SCHOOLS

As in other parts of the country, the charter school movement in Texas came about during a time when many saw a need for public school reform aimed at improving student academic performance. After the publication of *A Nation at Risk* in 1983, the Select Committee on Public Education produced a report with 12 recommendations for school improvement, including competency testing, lengthening the school year, and requiring students to pass academic courses in order to participate in extramural sports (Cole & Taebel, 1987). A significant next step in the progression toward the creation of charter schools was the establishment of the "Partnership Schools Initiative" by the Texas Education Agency (TEA) in October 1991. The initiative challenged schools to achieve educational excellence and equity for all students. Nearly 100 campuses received support, freedom from regulation, and empowerment in their efforts to involve all community stakeholders in school restructuring (Stevens, 1999). Despite progress, many would-be reformers were frustrated by what they saw as impediments to change, such as state laws, rules, and regulations; the state bureaucracy (particularly the TEA); school district policies; and district administrators and school boards.

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

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

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

The scrutiny of charter schools continued in the 78th Legislative session in 2003. However, no increase in the charter cap was proposed as the legislature limited itself to fine-tuning charter school regulations. A "wait and see attitude" appeared to prevail for charter schools in the state. In 2004, the TEA went through another review with the Texas Sunset Advisory Commission. The final review called for the TEA to implement a financial accountability rating system for charter school monitoring after finding that "without adequate, periodic assessment, some charter schools have gone bankrupt and may have inappropriately used state funds" (Texas Sunset Advisory Commission, 2004). The Sunset Commission's review also found that the TEA needed to more closely monitor alternative education charter schools (45% of all charter campuses in 2004) that did not receive accountability ratings during the transition to the new accountability system (Texas Sunset Advisory Commission, 2004). Consonant with the master plan for the state's new accountability system, the TEA has now established accountability standards and procedures for the state's alternative education campuses (AECs) and began issuing ratings for AEC-designated campuses in 2005.

The 79th Legislative Session in 2005 brought no substantive changes to state charter school regulations, in large part because legislative disagreements about reforms to the state school finance system prevented most education legislation from passing.

As a result of the enabling legislation, the number of Texas open-enrollment charter schools has increased dramatically, as shown in Figure 1.1. During the 1996-97 school year, only 17 open-enrollment charter schools operated in Texas. By 2000-01, 160 charter schools operated for the majority of the school year. The following four years, the number of new charter schools continued to climb at a steady pace.

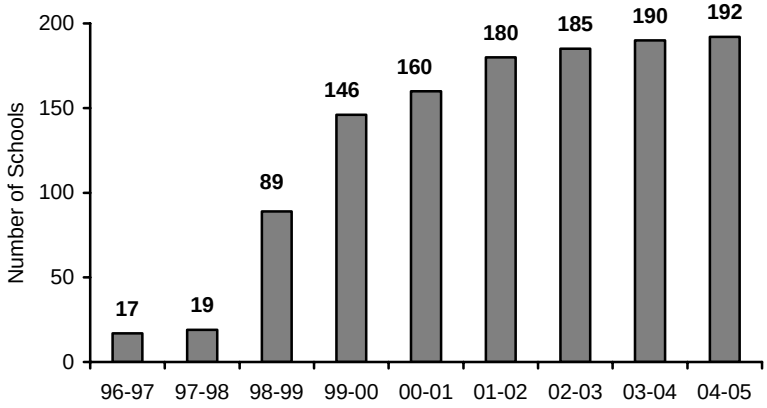

Figure 1.1 Texas Charter Schools 1996-97 through 2004-05.

EVALUATION OF TEXAS CHARTER SCHOOLS

Texas Education Code (TEC) Chapter 12.118 calls for the Commissioner of Education to designate an impartial organization with experience evaluating school choice programs to conduct an annual evaluation of Texas open-enrollment charter schools. The TEA designated the Texas Center for Educational Research (TCER) as the lead organization for the evaluation of charter schools for the 2004-05 school year. Responding to state statutes, the research team has considered:

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

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

METHODOLOGY

Study Approach

This study builds on previous Texas open-enrollment charter school evaluations. For the 2004-05 school year, researchers continued to use a research design that reduces the paperwork burden on charter schools and maximizes available evaluation resources. The design uses data available through the TEA's Public Education Information Management System (PEIMS) and Academic Excellence Indicator System (AEIS) for all of the 192 charter schools in operation the majority of the 2004-05 school year. For statewide surveys of charter school directors, teachers, and students, researchers randomly selected a sample of 63 charter schools (33 percent of 190 charter schools operating in 2003-04) and 96 associated campuses for participation in the study. Charter schools that participated in the 2002-03 and 2003-04 surveys were excluded from the sampling pool. In each chapter of this report, a detailed methodological explanation is provided for data collection events undertaken to address the study's primary research questions:

- What are the characteristics of Texas open-enrollment charter schools and how do they differ from traditional public schools?
- What is the nature of management, governance, teaching, and learning in charter schools?
- What are the experiences of charter school students and their perceptions of the schools they attend?
- What are the performance and achievement outcomes for charter schools and students attending those schools?
- What are the major findings and policy implications?

Data Sources

The evaluation encompasses a variety of data sources including:

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

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

Data Analysis

Analysis by accountability procedures. In previous evaluations, TCER has grouped charter schools into two distinct types for purposes of analysis: (a) charter schools serving primarily at-risk students (70 percent or more) and (b) charter schools serving less than 70 percent at-risk students. However, the evaluation for the 2004-05 school year groups charter schools and campuses by accountability procedure. This approach is advantageous because beginning in 2005, the new Texas accountability rating system is comprised of two sets of procedures. Standard procedures guide the assignment of ratings to standard campuses (including non-registered alternative education campuses), whereas alternative education accountability procedures govern the assignment of ratings to registered alternative education campuses (AECs). The new accountability procedures recognize that alternative education programs often confront different educational challenges than schools that serve proportionately fewer at-risk students.

Moreover, after examining data for previous years, the TCER evaluation team concluded that grouping charter schools by the proportion of at-risk students, using student eligibility for the free- and reduced-price lunch program as a surrogate for at-risk, had become less useful because many charter schools appeared to be inaccurately classified. For example, some charter schools operating as alternative programs reported zero percent or very low percentages of economically disadvantaged students. This may have been due to the fact that some charter schools do not participate in the federal lunch program or parents of students attending those charter schools (particularly high schools) do not complete the required paperwork. In any case, grouping charters by the percentage of economically disadvantaged students made it difficult to draw conclusions about schools due to the varied missions of schools included in comparison groups.

Because significant differences exist between the characteristics of charter schools evaluated under Texas' alternative education accountability procedures and those evaluated under standard procedures, grouping charters by accountability procedure provides a more viable way to examine schools. Thus, this report presents results for charter schools overall as well as by their designated accountability procedure.

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

Study Limitations

Several factors complicate the analysis of charter school data. The first issue is data accuracy. With the exception of the TAKS, the majority of data are self-reported. Thus, information often reflects respondents' perceptions. In past years, the accuracy of charter school PEIMS data was an issue; however, in 2004-05, the Person Identification Database (PID) error rates for charter districts showed a ten-fold improvement over the prior year. The PID error rates for charter operators averaged 0.46 percent, while the state average was 0.16 percent.

Second, student mobility continues to reduce the number of charter school students included in the state accountability system and available for analysis. Only 63 percent of charter school students are included compared to 88 percent of students in traditional public schools.

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

EVALUATION REPORT

The 2004-05 evaluation of charter schools is organized as follows:

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

- Chapter 7 presents student performance data for charter school students. Daniel Sheehan prepared this section.
- Chapter 8 presents commentary on the 2003-04 evaluation findings. Kelly Shapley, Briana Huntsberger, and Catherine Maloney 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 2004-05 school year.
- Appendix C includes copies of the survey instruments used to collect information from charter school directors, teachers, and students.
- Appendix D includes the hierarchical linear modeling (HLM) analyses of the effect of charter schooling on TAKS achievement.
- Appendix E includes accountability ratings for individual campuses.
- Appendix F includes student performance indicators for individual campuses.

CHAPTER 2
CHARACTERISTICS OF TEXAS OPEN-ENROLLMENT CHARTER SCHOOLS

In Texas, 192 open-enrollment charter schools and 296 charter school campuses operated for the majority of the 2004-05 school year. In this state, a sponsoring entity receives a charter to open a charter school, the rough equivalent of a traditional public school district. A single charter school may have one or more campuses associated with the approved charter. Charter operators can petition the Commissioner of Education for permission to add grade levels or open new campuses. Thus, while the growth of charter schools has slowed in the state since 2001-02 (only 12 new charter schools operating), an additional 55 campuses have been added to existing charters.

In this chapter, characteristics are reported for both charter schools and campuses. Unless otherwise indicated, the data source is TEA's 2004-05 Academic Excellence Information System (AEIS). TEA provides aggregate statistics for charter schools through AEIS reports. Evaluators conducted additional analyses to examine data by school type (charters rated with the standard accountability procedures [standard AP] and charters rated under alternative education accountability procedures [alternative education AP]) and length of charter school operation (one or two years through six or more years). In some cases, the unit of analysis is the district or "charter school," while in other cases, the analysis unit is the "campus." Information to follow describes charter characteristics, student demographics, and staff and teacher characteristics. Information for individual campuses is provided in Appendix B.

CHARTER SCHOOLS AND CAMPUSES

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

Table 2.1
Number of Texas Open-Enrollment Charter Schools and Students Served, 1997-2005

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

Sources: TEA 2005 AEIS data files. Open-enrollment evaluation reports, years one to seven (www.tcer.org).
[a]The 75 Percent Rule charter designation was authorized in 1997 and eliminated in 2001.

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

In 2001-02, 180 charter schools and 241 charter campuses were in operation. The numbers increased to 185 charter schools and 260 campuses in 2002-03, to 190 charter schools and 274 campuses in 2003-04, and to 192 charter schools and 296 campuses in 2004-05. (Figure 2.1 displays the increasing number of charter schools and campuses across school years.) In 2004-05, 140 (73 percent) charter schools consisted of a single campus, 33 (17 percent) had 2 campuses, 8 (4 percent) had 3 campuses, 6 (3 percent) had 4 campuses, 1 (1 percent) had 5 campuses, 2 (1 percent) had 6 campuses, 1 (1 percent) had 7 campuses, and 1 charter school was made up of 18 campuses (1 percent).

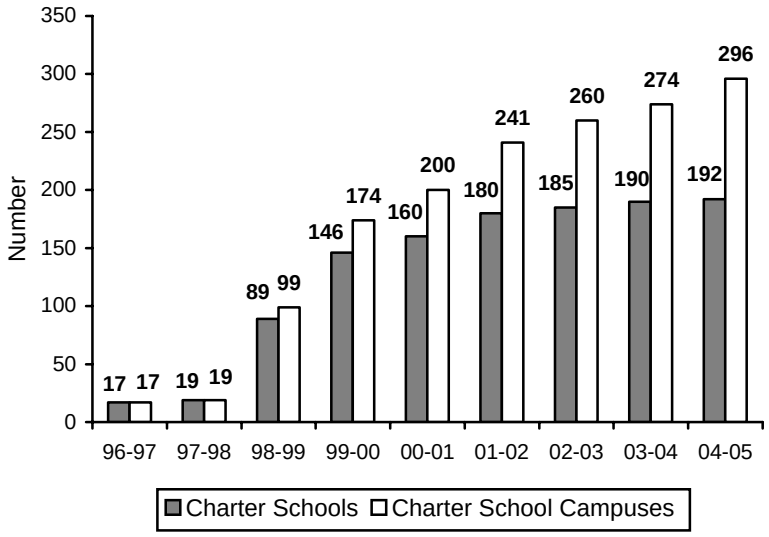

Figure 2.1. Number of Texas open-enrollment charter schools and campuses, 1997-2005.

The number of students enrolled in charter schools has also increased significantly, from 2,498 in 1996-97 to 66,073 in 2004-05. Yet, the total number of students enrolled in charter schools still represents only a small proportion of the nearly 4.4 million public school students in Texas. Charter schools are typically small, with an average 2004-05 campus enrollment of 223, and a median enrollment of 171. Three-fourths of charter school campuses enroll 290 students or less. The 2004-05 campus enrollment ranges from 1 student to 1,113 students**.** Although charter

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

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

Through the 2004-05 school year, 236 state-approved charters were awarded. Eight of these have been revoked, rescinded, or renewal denied. The rates for revoking charters, rescinding charters, and denying renewals are 2.0 percent, 0.4 percent, and 0.8 percent, respectively. Another 28 charters (including a second generation charter that converted to a university charter) either returned their charters (23 charters), let the charter expire (3 charters), or they merged with another charter (2 charters). At the end of the 2004-05 school year, there were 199 active charters. Of these, 7 had been awarded, but they were not operational. As Table 2.1 indicates, there were 192 active and operational charters during the 2004-05 school year (Texas Education Agency, 2006).

CLASSIFICATION BY SCHOOL TYPE AND YEARS OF OPERATION

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

School Type

Table 2.2 shows that of the 296 charter school campuses operating in 2004-05, 138 (47 percent) were standard campuses, while 158 (53 percent) were alternative education campuses. Average student enrollment for charter school campuses (223 students) varied by school type, with standard campuses (259 students) tending to be larger than alternative education campuses (192 students). Average campus enrollment was about 40 percent of the average student enrollment in traditional public schools (554 students).

Table 2.2
Number of Charter School Campuses by School Type, 2004-05

Campuses/ Enrollment	Standard AP	Alternative Education AP	All Charter Campuses	Texas Public Schools
Number of campuses	138	158	296	7,908
Average enrollment	259	192	223	554
Total students	35,724	30,349	66,073	4,383,871

Source: Texas Education Agency and 2005 AEIS data files.
Note. AP means accountability procedures.

Years of Charter School Operation

Table 2.3 reveals that about half (143 or 48 percent) of charter campuses have existed for six or more years. About 9 percent of campuses (26) have been operating five years, 15 percent of campuses (43) have been operating four years, 9 percent (26) have been operating three years, 9 percent (28) have been operating two years, and 10 percent (30) are in their first year of operation. Duration of charter school operation varied only slightly by the type of charter school.

Table 2.3
Charter Campuses by School Type and Years of Charter School Operation, 2004-05

Years of Operation	Standard AP		Alternative Education AP		All Charter Campuses	
	N	%	*N*	%	*N*	%
Six or more	66	22.3	77	26.0	143	48.3
Five	12	4.1	14	4.7	26	8.8
Four	16	5.4	27	9.1	43	14.5
Three	8	2.7	18	6.1	26	8.8
Two	16	5.4	12	4.1	28	9.5
One	20	6.8	10	3.4	30	10.1
Total	138	46.6	158	53.4	296	100.0

Source: 2004-05 Texas Education Agency data.
Note. AP means accountability procedures.

STUDENT DEMOGRAPHICS

Table 2.4 reports the distribution of students across grades for charter schools and traditional public schools statewide. Compared to other public schools, there are proportionately more charter school students at pre-kindergarten and grades 9 through 12. There are proportionately fewer charter school students at kindergarten and grades 1 through 8. Standard charter schools have relatively more students at pre-kindergarten, kindergarten, and at grades 1 through 7. Conversely, the alternative education charters have proportionately more students at grades 8 through 12.

Table 2.4
Grade Level Disaggregation by School Type, 2004-05

Grade Level	Standard AP		Alternative Education AP		All Charters		Public Schools Statewide	
	N	%	*N*	%	*N*	%	*N*	%
EE	0	0.0	0	0.0	0	0.0	14,355	0.3
Pre-K	5,794	16.2	1,358	4.5	7,152	10.8	175,633	4.0
K	3,676	10.3	895	2.9	4,571	6.9	333,530	7.6
1	3,351	9.4	843	2.8	4,194	6.3	345,464	7.9
2	2,888	8.1	765	2.5	3,653	5.5	333,959	7.6
3	2,580	7.2	801	2.6	3,381	5.1	326,753	7.5
4	2,366	6.6	712	2.3	3,078	4.7	324,221	7.4
5	2,515	7.0	717	2.4	3,232	4.9	323,492	7.4
6	2,800	7.8	958	3.2	3,758	5.7	328,582	7.5
7	2,264	6.3	1,364	4.5	3,628	5.5	332,830	7.6
8	1,826	5.1	1,652	5.4	3,478	5.3	329,003	7.5
9	1,839	5.1	7,202	23.7	9,041	13.7	383,353	8.7
10	1,573	4.4	5,587	18.4	7,160	10.8	311,018	7.1
11	1,262	3.5	4,509	14.9	5,771	8.7	274,815	6.3
12	990	2.8	2,986	9.8	3,976	6.0	246,863	5.6
Total	35,724	99.8	30,349	99.9	66,073	99.9	4,383,871	100.0

Source: Charter and other public school data from AEIS 2005 campus data file.
Notes. Shaded cells denote proportionately more charter school students compared to state averages. AP means accountability procedures.

Table 2.5 summarizes student demographic information for 296 charter campuses. Major differences in student racial/ethnic group categories exist between charter schools and the state average. African-American students make up 37 percent of Texas charter schools' student population, whereas this group constitutes approximately 14 percent of students in Texas public schools overall. The percentage of Hispanic students in charter schools (43 percent) is slightly less (about 2 percentage points) than the state average, but the percentage of White students (18 percent) is about half the state average (38 percent). The percentage of economically disadvantaged students in charter schools (68 percent) is greater than the state average (55 percent).

Table 2.5
Student Demographic Information, 2004-05

	Charter Schools		State Average	
Student Group	*N* Students	Percent	Percent	Difference
African-American	24,602	37.2	14.2	+23.0
Hispanic	28,545	43.2	44.7	-1.5
White	11,681	17.7	37.7	-20.0
Other	1,245	1.9	3.3	-1.4
Economically disadvantaged	45,045	68.2	54.6	+13.6
Special education	8,246	12.5	11.6	+0.9
Limited-English proficient	7,313	11.1	15.6	-4.5

Source: AEIS 2005 campus data file.

The percentage of students in charter schools classified as limited-English proficient (11 percent) is lower in charter schools than statewide (16 percent), and the percentage of students receiving special education services (13 percent) is similar to the state average (12 percent).

Student Characteristics by School Type

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

Table 2.6
Student Demographic Information by School Type, 2004-05

Group	Standard AP %	Alternative Education AP %	All Charter Schools %	Texas Public Schools %
African American	44.0	29.3	37.2	14.2
Hispanic	37.0	50.5	43.2	44.7
White	16.3	19.3	17.7	37.7
Other	2.7	0.9	1.9	3.3
Economically disadvantaged	67.2	69.3	68.2	54.6
Special education	8.5	17.2	12.5	11.6
Limited-English proficient	11.3	10.8	11.1	15.6
Number of students	35,724	30,349	66,073	4,383,871

Source: AEIS 2005 campus data file.
Note. AP means accountability procedures.

The predominance of African-American students in charter schools persists when charter schools are examined by school type, although standard campuses have a higher percentage of African Americans (44 percent versus 29 percent). In addition, alternative education campuses have proportionately more Hispanics than standard campuses. Surprisingly, standard and alternative education campuses have approximately equal percentages of economically disadvantaged students (67 percent versus 69 percent).

Student Characteristics by Years of Charter School Operation

Table 2.7 contrasts student demographic information by years of charter campus operation. Percentages of White students are highest in the charter campuses four or five years old. Well-established charter campuses (six or more years) have the highest percentages of African-American students (41 percent). The percentages of Hispanic students are highest in the newest charters (49 percent in charters one, two, or three years old). The percentage of economically disadvantaged students does not vary by years of operation. Special education students represent a higher percentage of students in the newest charter campuses. The percentage of limited-English proficient students is larger for the oldest and newest campuses. The average school size increases for schools with greater longevity, with new campuses (one, two, or three years) about 60 percent the size of more established schools (six or more years).

Table 2.7
Student Demographic Information by Years of Charter Campus Operation, 2004-05

	Number of Years Charter Campus in Operation[a]		
Student Group	Six or More	Four or Five	One, Two, or Three
African American	40.8%	34.6%	30.5%
Hispanic	41.1%	43.1%	49.3%
White	15.9%	20.7%	18.9%
Other	2.2%	1.6%	1.2%
Economically disadv.	68.7%	67.1%	68.0%
Special education	11.6%	11.7%	15.8%
Limited-English profic.	11.9%	8.7%	11.8%
Average school size	256	236	156
Number of students	36,650	16,298	13,125

Source: 2004-05 AEIS data file.
[a] One charter campus did not have start date data.

Student Characteristics Over Time

Table 2.8 summarizes data from evaluation reports for 1996-97 through 2004-05. During the first four school years, charter schools enrolled increasing percentages of African-American students and decreasing percentages of Hispanic students. However, data for 2001-02 through 2004-05 suggest that African American percentages have peaked and are starting to decrease, while Hispanic percentages are increasing. The percentage of White students peaked in 1997-98 and is continuing to decline.

Table 2.8
Student Demographic Information, 1997-2005 (Percent)

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

Sources: AEIS 2005 campus data file. Open-enrollment charter schools evaluation reports, years one to seven (www.tcer.org).

Compared to traditional public schools, African-American students have been consistently over-represented in charter schools. Hispanic students, which were initially over-represented in charter schools, are now slightly under-represented compared to traditional public schools. The percentages of White students in charter schools are consistently lower than traditional public schools. In 2004-05, Hispanic students were more heavily concentrated in alternative education charter schools, and White students were slightly more heavily concentrated in alternative education charter schools. In contrast, African-American students tended to be enrolled in standard charter schools.

STAFF CHARACTERISTICS

Table 2.9 shows staff data for charter schools and traditional public schools. For charter schools, 3 percent of staff is central administration and 9 percent is campus administration. This compares to 2 percent central administration and 4 percent campus administration in other Texas public schools. Because charter schools are generally smaller than most districts, percentages of staff members listed as administrators would be greater than overall public school averages, given economies of scale.

Charter school central and campus administrators earn considerably less than their peers in traditional public schools. Central administrators statewide average about $72,600, while central administrators in charter schools average about $61,300, a difference of about $11,000. Campus administrators statewide average about $61,600, while charter campus administrators average about $46,200, a difference of about $15,000. Likewise, charter school teachers make about $7,000 less than teachers in other Texas public schools (about $32,800 compared to about $40,200). Because charter schools are much smaller than other public schools, the average number of teacher full-time equivalents (FTEs) in charter schools is about 14 compared to about 40 in other Texas public schools. There are similar percentages of teachers in charter schools and traditional public schools, but the student-teacher ratio is higher in charters (16.5 versus 14.1).

Table 2.9 also compares staff characteristics for standard and alternative education charters. Standard charters have a higher percentage of central administration (4 percent versus 2 percent), but a lower percentage of school administration (8 percent versus 10 percent). Standard charters also tend to have more staff (23 staff FTEs versus 18 staff FTEs), more teachers (17 teacher FTEs versus 11 teacher FTEs), and fewer students per teacher (15 versus 18). Central administrator pay is higher in standard charters ($64,256 versus $51,513). Yet campus administrator ($47,061 versus $45,190) and teacher ($33,277 versus $32,302) pay is higher in alternative charters.

Unexpectedly, the percentage of staff who are teachers is smaller in alternative education charter schools (65 percent) compared to standard charters and traditional public schools (74 to 72 percent), and the number of students per teacher is greater (17.5 compared to 15.3 and 14.1).

Table 2.9
Charter School Staff Characteristics, 2004-05

	Charter Schools				
Staff Characteristic	*N*	Standard AP	Alternative Education AP	All Charter Schools	Texas Public Schools
% Central administration[a]	192	3.8%	2.1%	3.3%	1.8%
% School administration	292	8.0%	9.9%	9.0%	4.3%
Average central administrator[a] salary	139	$64,256	$51,513	$61,345	$72,590
Average campus administrator salary	292	$45,190	$47,061	$46,210	$61,615
Average teacher salary	292	$32,302	$33,277	$32,819	$40,209
Average staff FTE	292	23.1	17.8	20.3	53.7
Average teacher FTE	292	16.7	11.4	13.9	39.5
% Teachers	292	74.4%	64.9%	69.4%	72.2%
Students per teacher	263	15.3	17.5	16.5	14.1

Source: 2005 TEA AEIS campus data file.
Notes. Data for Texas Public Schools exclude charters. AP means accountability procedures.
[a] 2005 TEA AEIS district data file.

Figure 2.2 illustrates the change in charter school salaries from 2002 through 2005. Over that period, average charter central administrators' salaries increased from $52,308 to $61,345, or an increase of 17.3 percent. Average charter school campus administrators' salaries increased from $40,577 to $46,210, or an increase of 13.9 percent. Teacher salaries grew at a slower rate over the same period. Teacher salaries increased from $29,343 to $32,819, or an increase of 11.8 percent. As a frame of reference, over the same time period, the salary increases across the state of Texas were 9.3 percent, 14.3 percent, and 10.3 percent for central administrators, campus administrators, and teachers, respectively. While the charter salary increases kept pace with increases statewide, charter salaries still trail state averages by approximately $11,000 for central administrators, $15,000 for campus administrators, and $7,000 for teachers.

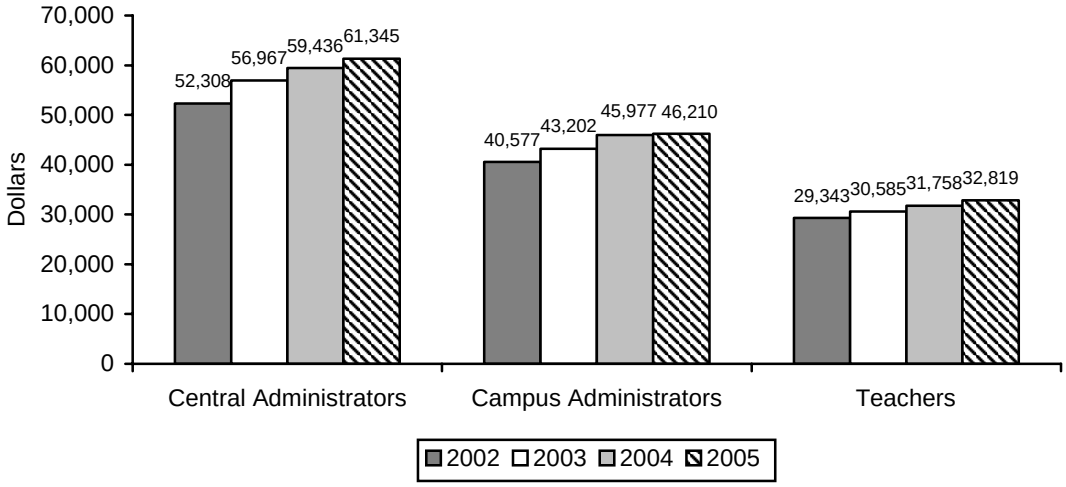

Figure 2.2. Charter school administrator and teacher salaries, 2002 through 2005.

Table 2.10 shows that compared to other Texas public schools, charter schools have higher percentages of African American teachers (33 percent compared to 8 percent) and lower percentages of White teachers (45 percent compared to 72 percent). The lower average salaries for teachers in charter schools may partially be accounted for by charter teachers' relative inexperience. As Table 2.10 illustrates, the percentage of beginning teachers in charter schools is much higher than the state average (24 percent versus 8 percent). On average, charter teachers have less than half as many years experience as teachers statewide (5 versus 12 years), and charter school teachers' experience has remained stable over the past three years. Teacher tenure, a measure of how much time the teacher has been employed in the district, is low in charter schools (1 year versus 8 years in other public schools). This may reflect the relative newness of some charter schools. The 2004-05 turnover rate for teachers in charter schools (43 percent) is much higher than the state average (18 percent).

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

Table 2.10
Charter School Teacher Characteristics, 2004-05

Teacher Characteristic	Charter Schools *N*	Standard AP	Alt. Ed. AP	All Charter Schools	Texas Public Schools
% Minority teachers	292	51.9%	52.9%	52.5%	26.1%
% African-American	292	36.3%	29.5%	32.7%	8.0%
% Hispanic	292	15.7%	23.4%	19.8%	18.1%
% White	292	44.8%	44.2%	44.5%	72.4%
Teacher average years of experience	292	5.5	5.4	5.4	11.6
Teacher tenure in years	292	1.3	1.2	1.2	7.6
% Beginning teachers	292	23.4%	24.4%	23.9%	7.6%
% 1-5 years experience	292	45.1%	45.5%	45.3%	27.5%
% 6-10 years experience	292	15.5%	14.2%	14.8%	19.1%
% 11-20 years experience	292	10.1%	10.5%	10.3%	25.4%
% More than 20 years experience	292	5.9%	5.4%	5.7%	20.1%
% Teachers with no degree[a]	192	8.2%	9.9%	8.9%	0.7%
% Teachers with advanced degrees[a]	192	14.9%	15.4%	15.1%	16.5%
Teacher annual turnover rate[a]	185	41.9%	44.9%	43.3%	18.4%

Source: 2005 TEA AEIS campus data file.
Note. Data for Texas Public Schools exclude charters. AP means accountability procedures.
[a] 2005 TEA AEIS district data file.

SUMMARY

The number of charter schools in Texas has climbed steadily since the first 17 opened in the 1996-97 school year. In 2004-05, the number of charter schools in operation reached 192. Concurrently, across the nine-year period, student enrollment increased from 2,498 to 66,073. Of the 296 charter school campuses operating in 2004-05, a little less than half (138 or 47 percent) were standard charters, while a little more than half (158 or 53 percent) were alternative education charters. Most charter campuses have existed for a brief time. About half (48 percent or 143 campuses) have been operating six or more years.

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

Texas charter schools serve larger proportions of low-income and African-American students than public schools statewide. Within traditional public school districts, 14 percent of students are African-American, whereas this group comprises 37 percent of the charter school student population. The percentage of Hispanic students in charter schools (43 percent) is slightly less than the state average (45 percent), and the percentage of White students (18 percent) is about half the state average (39 percent). Overall, charter schools report about 13 percent of students in special education, which is similar to the state average, and about 11 percent as limited-English proficient, which is less than the state average. Over the past four school years, student ethnic

distributions in charter schools have stabilized, but the proportion of economically disadvantaged students has increased from 58 percent to 68 percent.

Percentages of White students are highest in the intermediate age charter campuses (four or five years). Well-established charter campuses (six or more years) have the highest percentages of African-American students (41 percent). The percentages of Hispanic students are highest (49 percent) in the newest charter schools. African-American students have been consistently over-represented in charter schools compared to traditional public schools. However, since 2001-02 data suggest that African-American percentages have peaked and are starting to decrease, while Hispanic percentages are increasing. The percentage of White students peaked in 1997-98 and is continuing to decline. The average campus size increases for schools with greater longevity, with new campuses about 60 percent the size of established schools.

About 3 percent of charter school staff is central administration, compared to about 2 percent statewide. While 9 percent of charter school staff is campus administration, only 4 percent is campus administration statewide. For both types of administrators and teachers, average salaries are lower in charter schools than in the state. Lower relative experience among charter school educators may partly account for the difference. Charter schools also have a higher percentage of beginning teachers (24 percent versus 8 percent), and teachers have less than half as many years experience as teachers statewide (5 versus 12 years). The teacher turnover rate in charter schools (43 percent) continues to be considerably higher than the state average (18 percent).

Average salaries for administrators in charter schools increased by about 15.6 percent during the past four years. Teacher salaries grew at a slower rate over the same period (11.8 percent). While the salary increases have been smaller statewide, charter salaries still trail state averages by approximately $11,000 for central administrators, $15,000 for campus administrators, and $7,000 for teachers.

CHAPTER 3
CHARTER SCHOOL REVENUE AND EXPENDITURES

In creating Texas charter schools, legislators aimed to grant schools greater fiscal and educational autonomy in exchange for student academic success. However, funding and financial issues both nationally and in Texas have posed the greatest obstacle to the establishment and success of charter schools. National research studies cite a lack of start-up funds, inadequate operating funds, and inadequate facilities as three of the top four barriers faced by charter schools (U.S. Department of Education, 2000, Finn et. al., 2005). Likewise, results for yearly surveys of Texas open-enrollment charter school directors have consistently identified lack of start-up funds, inadequate finances for ongoing operations, and inadequate facilities as challenges directors face in opening new charters and sustaining charter school operations (Taebel & Daniel, 2002; Daniel & Shapley, 2003; Sheehan & Shapley, 2004).

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

Information is provided on revenue and expenditures for 163 charter schools with available financial data reports for 2003-04 (the most recent available) and 143 charter schools for 2002-03. Due to documented inaccuracies in the financial records of some Texas charter schools, the Texas Center for Educational Research's (TCER) evaluation team identified its sample of charter schools by comparing the revenues and expenditures reported by all charter schools for 2002-03 and 2003-04. Charters with a reported absolute difference of greater than 20 percent between revenues and expenditures were omitted from analyses. Charters reporting zero enrollment, zero revenues, or zero expenditures were also eliminated. A more detailed discussion of charter school data quality problems may be found in TCER's recent supplemental report on charter school revenue (TCER, 2006).

As with other sections of the report, charter schools are classified into one of two categories: charter schools evaluated under the standard accountability procedures and charters evaluated under alternative education accountability procedures. Of the 163 charter schools analyzed for 2003-04, 70 are classified as alternative education charters, and 93 are classified as standard charters. Where practical, comparisons are made between the two categories of charter schools, as well as between other Texas public schools and charter schools. Longitudinal comparisons are also made for the last two years of charter school operation (2002-03 through 2003-04).

TEXAS SCHOOL FINANCE

Funding for Texas public school districts comes from three primary sources: local funds, primarily local property tax revenues; state funds from a variety of revenue sources, including the General Revenue Fund, the Available School Fund, and special fees; and federal funds. Charter schools do not have local property wealth to tax for the purposes of generating revenue and participating in the Foundation School Program. Instead, charter schools, historically, have received an amount of funding for each student in ADA that is roughly equal to the amount of funding (state plus local and any applicable federal funds) that the traditional public school district in which the student resides would receive. Charter schools supplement funding with federal funds and fundraising from private and community sources (TCER, 2001).

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

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

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

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

REVENUE SOURCES

Table 3.1 compares sources of revenue for traditional public schools with those of charter schools statewide for 2003-04. As noted previously, charter schools do not have the authority to impose taxes; therefore, all of their local funding is derived from sources other than local property taxes (TEC, §12.102 [4]). About 82 percent of charter school funding is derived from state revenue, compared to only 38 percent for other public schools statewide. In contrast to the state, charter schools also receive proportionally more federal funds (14 percent versus 10 percent).

Table 3.1
Comparison of Revenue Sources for Charter Schools and Traditional Public Schools for 2003-04 (Percent)

Revenue Source	Charter Schools (*N*=163)	Traditional Public Schools[a]
State	82.2	38.3
Federal	14.2	10.3
Local (property tax)	0.0	46.8
Local (other and intermediate)[b]	3.6	4.6
Total	100.0	100.0

Source: Actual financial records provided by PEIMS for 2003-04.
[a] Statewide data do not include charter schools, so figures may differ from other state reports.
[b] Charter school funding from other local sources comes primarily from grants and donations.

The comparison of the per-ADA revenue for charter and traditional public schools in Table 3.2a shows the importance of state funding for charter schools. The total revenue per student in ADA for charter schools was $8,098, or $614 less than the $8,712 for other public schools statewide. During the 2003-04 school year, charter schools' per-ADA revenue from *state* funds, *federal* funds, and *other local* funds ($8,098) was nearly double (1.87 times) that for other public schools ($4,314). However, traditional public schools received considerable revenue ($4,398 or 50% percent) from local taxes, whereas charter schools do not having taxing authority and received *no* funds from local taxes.

Table 3.2a
Average Revenue per-ADA for Charter Schools and Public Schools Statewide for 2003-04

Revenue Source	Standard AP (*N*=93)	Alternative Education AP (*N*=70)	All Charter Schools (*N*=163)	Traditional Public Schools[a]
State	$6,330	$7,054	$6,655	$3,022
Federal	893	1,474	1,154	889
Local tax	0	0	0	4,398
Other local[b]	296	282	290	403
Total revenue	$7,519	$8,810	$8,098	$8,712

Source: Actual financial records provided by PEIMS for 2003-04.
Note. Amounts are rounded to the nearest dollar. AP means accountability procedures.
[a] Statewide data do not include charter schools, so figures may differ from other state reports. State revenue data excludes recapture.
[b] Charter school funding from other local sources comes primarily from grants and donations.

Alternative education charters receive about $1,291 more per pupil ($8,810 versus $7,519) than standard charters. This funding difference is due to more state ($724 per ADA) and federal ($581 per ADA) monies going to the alternative education charters.

Table 3.2b shows per-pupil revenue calculated according to a count of enrolled students rather than students in ADA. Total enrollment is a "snapshot" student count taken at a point in time. ADA represents a year-long average of the number of students who attend class each day. In 2003-04, ADA for traditional districts was 93 percent of total enrollment, while ADA for all charters schools was 86 percent of total enrollment. As a result, both charters and traditional districts have less total revenue per enrolled student than total revenue per ADA, a gap of $1,123 for charter schools and $626 for traditional districts. Alternative education charters have a larger gap between revenue per ADA and revenue per enrolled student than standard charters ($1,173 versus $1,075). The difference is likely due to the fact that alternative education charters serve students who are more likely to have erratic or inconsistent school attendance patterns (See Figure 7.5 in Chapter 7).

Table 3.2b
Revenue per Enrolled Student for Charter Schools and Public Schools Statewide for 2003-04

Revenue Source	Standard AP (*N*=90)	Alternative Education AP (*N*=73)	All Charter Schools (*N*=163)	Traditional Public Schools[a]
State	$5,425	$6,114	$5,732	$2,805
Federal	765	1,277	994	825
Local tax	0	0	0	4,082
Other local[b]	254	245	249	374
Total revenue	$6,444	$7,637	$6,975	$8,086

Source: Actual financial records provided by PEIMS for 2003-04.
Note. Amounts are rounded to the nearest dollar. AP means accountability procedures.
[a] Statewide data do not include charter schools, so figures may differ from other state reports.
[b] Charter school funding from other local sources comes primarily from grants and donations.

Although both ADA and total enrollment counts are used in education research, using ADA as the base when analyzing charter school finance is more appropriate in Texas because state funding is based on ADA, not enrollment.

EXPENDITURES

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

Expenditures by Function

The greatest expenditures by function for charter schools, as presented in Table 3.3, are for instruction (50 percent), plant maintenance and operation (15 percent), general administration

(12 percent), and school leadership (8 percent). These expenditures include dollars for activities that directly relate to the interaction between teachers and students, the amount spent on charter school management and governance, and funds designated for maintaining and operating the charter school facility.

Table 3.3
Per-ADA Function Expenditures for Charter Schools and Traditional Public Schools for 2003-04

Expenditure Category	Standard AP (*N*=90)	Alternative Education AP (*N*=173)	All Charter Schools (*N*=163)	Traditional Districts[a]
Instruction	$3,496	$4,225	$3,823	$4,413
Instructional resources	38	41	39	137
Curriculum/staff develop	89	109	98	137
Instructional leadership	79	98	88	119
School leadership	501	690	586	427
Guidance/counseling service	177	240	205	271
Social work services	8	5	7	21
Health services	39	25	32	75
Student Transportation	109	157	130	205
Food services	241	442	331	398
Co-curricular activities	44	84	62	194
General administration	857	993	918	262
Plant maintenance & operations	1,128	1,162	1,143	789
Security/monitoring	77	49	64	51
Data processing services	151	133	143	102
Community services	13	34	22	50
Total average expenditures	$7,046	$8,485	$7,691	$7,651

Source: Actual financial records provided by PEIMS for 2003-04.
Note. Amounts are rounded to the nearest dollar. AP means accountability procedures.
[a] Statewide data do not include charter schools, so figures may differ from other state reports.

Traditional public schools statewide also expend the greatest percentage of their budgets for instruction (58 percent), but lesser amounts for plant maintenance and operation (10 percent), school leadership (6 percent), and general administration (3 percent). The per-ADA total average operating expenditure for charter schools is $7,691, or $40 more than the $7,651 for traditional public schools statewide.

Overall, charter schools spend more per-ADA than other public schools on school leadership ($586 versus $437), general administration ($918 versus $262), plant maintenance and operation ($1,143 versus $789), security/monitoring ($64 versus $51), and data processing ($143 versus $102). Most charter schools are smaller than traditional public schools and school districts, which may account for the greater administrative and plant maintenance costs due to the absence of a central infrastructure coupled with an inability to take advantage of economies of scale.

In most expenditure categories, alternative education charters have higher per-ADA expenditures. This difference is largest in the area of instruction, with $4,225 per-ADA expended by alternative education charters and $3,496 expended at standard accountability campuses.

Overall, alternative education charter schools expend more per student ($8,485) compared to standard charter schools ($7,046).

Expenditures by Object

Object expenditures include payroll costs, professional and contracted services, supplies and materials, other operating expenses, debt service, and capital outlay. Capital outlay includes land, buildings, and equipment. Table 3.4 presents expenditure data for 2003-04 by object category.

Table 3.4
Per-ADA Object Expenditures for Charter Schools and Traditional Public Schools for 2003-04

Expenditure Category	Standard AP (*N*=90)	Alternative Education AP (*N*=73)	All Charter Schools (*N*=163)	Traditional Public Schools[a]
Payroll	$4,461	$4,739	$4,586	$6,166
Other operating	2,609	3,777	3,133	1,621
Debt service	122	92	109	754
Capital outlay	8	16	12	1,118
Total object expenditures	$7,200	$8,624	$7,840	$9,659

Source: Actual financial records provided by PEIMS for 2003-04.
Note. Amounts are rounded to the nearest dollar. AP means accountability procedures.
[a] Statewide data do not include charter schools, so figures may differ from other state reports.

Total per-ADA object expenditures are less for charter schools ($7,840) than other public schools statewide ($9,659). This difference comes from traditional public schools spending more per-ADA than charters on payroll ($1,580 more), debt service ($645), and capital outlay ($1,106). However, charter schools spend almost twice as much per pupil ($3,133 versus $1,621 or 93 percent more) on other operating expenditures including student support services, student transportation, food services, co-curricular/extracurricular activities, and curriculum and staff development. When object expenditures for charter schools are compared by category, alternative education charters spend $278 more on payroll and $1,168 more on other operating expenditures than standard accountability campuses.

Expenditures by Program

Instructional expenditures are a sub-set of operating expenditures and are categorized by program. Table 3.5 presents 2003-04 per-ADA program expenditures for charter schools and other public schools statewide. Charter schools spend less than the state's traditional public schools in nearly all program categories. For example, for basic educational services, charter schools spend $2,987 compared to $3,372 in public schools statewide. Charters spend more per pupil than traditional districts on accelerated instruction programs ($585 versus $447).

Program expenditures for alternative education charters are different from those of standard campuses. Alternative education charters expend $737 more per-ADA ($5,026 versus $4,289). Much of this difference is due to more spending for special education ($379), and for accelerated instruction ($306).

Table 3.5
Per-ADA Program Expenditures for Charter Schools and Traditional Public Schools for 2003-04

Expenditure Category	Standard AP (*N*=90)	Alternative Education AP (*N*=73)	All Charter Schools (*N*=163)	Traditional Public Schools[a]
Basic educational services	$2,988	$2,986	$2,987	$3,372
Gifted and talented	14	0	8	93
Career and technology	174	119	149	211
Special education	444	823	614	912
Accelerated instruction	448	754	585	447
Bilingual and special language	42	69	54	244
Non-discretionary alt. ed., AEP basic services	2	0	1	26
Non-discretionary alt. ed., AEP sup. services	0	0	0	1
Discretionary alt. ed., DAEP basic services	0	0	0	32
Discretionary alt. ed., DAEP sup. services	0	0	0	7
T1 A schoolwide-state comp. >= 50%	155	251	198	258
Athletics and related activities	22	24	23	134
Total program expenditures	$4,289	$5,026	$4,619	$5,737

Source: Actual financial records provided by PEIMS for 2003-04.
Note. Amounts are rounded to the nearest dollar. Figures do not include operating expenditures that are undistributed to a specific program. These expenditures, such as plant maintenance and food service purchases, are shared across several areas and cannot be allocated to a single program. AP means accountability procedures.
[a] Statewide data do not include charter schools, so figures may differ from other state reports.

CHARTER SCHOOL REVENUE AND EXPENDITURES OVER TIME

This section discusses changes in charter school revenue and expenditures between the 2002-03 and 2003-04 school years. Only two years of financial data are included because changes in the analysis methods make comparisons to previous years confusing and potentially inaccurate.

Revenue Sources

Table 3.6 shows a comparison of charter school revenue sources for the last two years. Each year, the state was the greatest funding resource for charter schools, with 82.4 percent in 2002-03 and 82.2 percent in 2003-04. Federal revenue sources were similar in both years (about 14 percent).

Table 3.6
Comparison of Charter School Revenue for 2002-03 and 2003-04 (Percent)

Revenue Source	2002-03	2003-04	2003-2004 Difference
State	82.4	82.2	-0.2
Federal	14.5	14.2	-0.3
Local (property tax)	0.0	0.0	0.0
Local (other and intermediate)	3.1	3.6	+0.5

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

The percentage of local (other and intermediate) revenue that charter schools generated remained steady at approximately 3 percent in 2002-03 and 2003-04. This suggests that charter schools have not been able to increase the levels of grant funding and other support received from their local community in the form of donations.

Figure 3.1 compares average per-ADA revenue for 2002-03 and 2003-04 for charter schools and traditional public schools. Between 2002-03 and 2003-04, average per-ADA revenue has decreased by $226 for charter schools and increased by $75 for traditional public school districts. The gap in funding between charters and traditional districts grew from $313 to $614 across the two years. The largest factors contributing to this shift appear to be a reduction in federal funds for charters combined with increased local and federal dollars for traditional public schools that more than offset losses in state aid. In 2002-03, Texas charters received a total of $11.6 million in one-time federal School Repair and Renovation grants, or $328 per student in ADA. In 2003-04, these federal grants dropped to $4.2 million, or $88 per student in ADA (TCER, 2006).

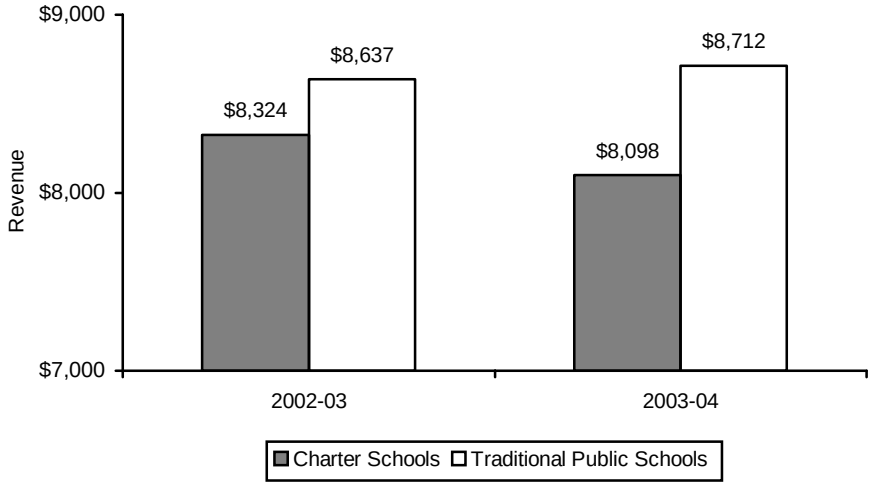

Figure 3.1. Average per-ADA revenue for charter schools for 2002-03 and 2003-04.

Expenditures by Function

Table 3.7 shows a comparison of the charter school per-ADA expenditures by function for the 2002-03 to 2003-04 school years. Over the two years, there was a total average per-ADA expenditure increase of $1,090 (from $6,601 to $7,691). All but three categories recorded increased spending. Charters reported a large increase in per-ADA spending on instruction ($629). Spending increases also came in the areas of plant maintenance and operations ($208), and school leadership ($75). The only reductions were for general administration (decrease of $36), social work services (decrease of $10), and community services (decrease of $3).

Table 3.7
Comparison of Charter School Per-ADA Expenditures by Function for 2002-03 and 2003-04

Expenditure Category	2002-03 (*N*=143)	2003-04 (*N*=163)	2003-2004 Difference
Instruction	$3,194	$3,823	$629
Instructional resources	32	39	7
Curriculum/staff develop.	66	98	32
Instructional leadership	70	88	18
School leadership	511	586	75
Guidance counseling services	172	205	33
Social work services	17	7	(10)
Health services	29	32	3
Transportation	110	130	20
Food	272	331	59
Co-curricular activities	47	62	15
General administration	954	918	(36)
Plant maintenance/operations	935	1,143	208
Security/monitoring	63	64	1
Data processing services	104	143	39
Community services	25	22	(3)
Total average expenditures	$6,601	$7,691	$1,090

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

Expenditures by Object

Table 3.8 displays a comparison of charter school per-ADA expenditures by object for the last two years. Over the two years, average object expenditures per-ADA increased by $1,090, from $6,750 in 2002-03 to $7,840 in 2003-04. Payroll was the largest object expenditure for charter schools each year. Payroll increased by $586 per-ADA, from $4,000 in 2002-03 to $4,586 in 2002-03. Charter school expenditures for other operating expenses increased by $511, from $2,622 in 2002-03 to $3,133 in 2003-04. Debt service increased by $42 per-ADA, from $67 to $109. Capital outlay, which includes land, buildings, and equipment, decreased from $61 per-ADA in 2002-03 to $12 per-ADA in 2003-04.

Table 3.8
Comparison of Charter School Per-ADA Object Expenditures for 2002-03 and 2003-04

Expenditure Category	2002-03 (*N*=143)	2003-04 (*N*=163)	2003-2004 Difference
Payroll	$4,000	$4,586	$586
Other operating	2,622	3,133	511
Debt service	67	109	42
Capital outlay[a]	61	12	(49)
Total object expenditures	$6,750	$7,840	$1,090

Source: Actual financial records provided by PEIMS.
Note. Amounts are rounded to the nearest dollar.

SUMMARY

Texas open-enrollment charter schools continue to receive the overwhelming majority of their funding from the state. In 2003-04, the percentage of state revenue declined very slightly, from 82.4 percent to 82.2 percent. Federal funds also declined slightly, while the percentage of other local and intermediate funding increased from 3.1 to 3.6 percent. In 2003-04, charters received $8,098 in per-ADA revenue. Alternative education charters received more total revenue per pupil ($8,810) than charter schools evaluated under standard procedures ($7,519), and these schools receive more revenue from federal and other local sources. Absent the authority to impose local taxes, all charter schools receive no local tax funding. Over the past two years, the average per-ADA revenue for charter schools has decreased, and the revenue gap between charters and traditional districts has increased by $301, from $313 to $614.

Over time, instruction continues to account for the greatest per-ADA expenditures for charter schools, followed by plant maintenance and operations, general administration, and school leadership. The largest contrast between alternative education charters and standard campuses is that the former spend $729 or 20 percent more per pupil for instruction. In addition, in most expenditure categories, alternative education charter schools have higher per-ADA expenditures than standard charters. This probably reflects the additional expenditures required to educate special student populations, such as special education and compensatory education students, or students in residential care and treatment. As indicated in earlier reports, charter schools' small size, coupled with the absence of central administrative infrastructure and an inability to take advantage of economies of scale, may be contributing factors for their relatively high general administrative costs.

Among object expenditures, all charter schools expend the greatest amount of their total operating budget for payroll and other operating expenditures, and this has persisted over time. In 2003-04, charter schools' per-ADA object expenditures for payroll increased, as did expenditures for all other operating expenses except capital outlay. Overall, total object expenditures in 2003-04 increased by $1,090 per ADA over 2002-03 figures.

CHAPTER 4
SURVEY OF CHARTER SCHOOL DIRECTORS

In contrast to traditional public schools that generally are headed by a district superintendent and campus principal, charter schools have varied administrative roles, titles, and responsibilities, and because Texas charter schools often function as both a district and a campus, a charter administrator may perform the combined roles of superintendent and principal. Although administrative configurations vary, each charter school is headed by a chief operating officer, who may be called the director, superintendent, head of school, chief executive officer, and so forth. Directors, as the chief officers are called hereafter, implement policies developed by governing boards and exercise direct control over the charter school. A survey of directors, therefore, reveals important information about the administrative challenges associated with operating a charter school.

METHODOLOGY

The survey of charter school directors, which appears in Appendix C, addresses charter school organization and operations, instruction and assessment, student discipline and behavior, parent involvement, school governance and management, interactions with other public and charter schools, and policies. Researchers collected the names of charter school directors from the Texas Education Directory (AskTED). In March 2005, surveys were mailed to a random sample of 63 charter school directors (33 percent of 190 charter schools operating in 2004-05). Of the 63 randomly selected directors, 46 returned a completed survey for a response rate of 73 percent.

As discussed in Chapter 1, Texas has established separate accountability procedures for schools serving predominantly at-risk students and registered as alternative education campuses (AECs) because such schools often confront different educational challenges than schools that serve proportionately fewer at-risk students. Recognizing that differences may exist between charters evaluated under Texas' alternative education accountability procedures and those evaluated under standard accountability procedures, this report presents overall results for sample charters as well as results by school type. As shown in Table 4.1, of the 46 charter directors responding to the 2005 survey, 20 worked in schools rated under standard accountability procedures and 26 worked in charters rated under alternative education accountability procedures.

Table 4.1
Distribution of Survey Respondents, by School Type

School Type	Number of Directors	Number of Respondents	Percent of Directors Responding
Standard AP	33	20	60.6
Alternative Education AP	30	26	86.6
Total	**63**	**46**	**73.0**

Note. AP means accountability procedures.

Because directors of alternative education charters responded at a higher rate (84 percent) than their standard accountability counterparts (61 percent), they comprise a larger proportion of the survey sample. Where appropriate, the report includes comparable results from prior evaluations of Texas charter schools.

DIRECTOR CHARACTERISTICS

Charter school directors responded to survey items addressing gender, ethnicity, and educational background. As shown in Table 4.2, directors are more likely to be female (52 percent) than male, and female directors are more likely to work in standard accountability procedure charters (55 percent). Charter directors are more likely to be White (49 percent), and White directors tend to be concentrated in alternative education charters (62 percent). The proportion of Hispanic directors has risen over the past three charter evaluations (Hispanics comprised only 11 percent of the 2003 sample), but the proportion of African-American directors in 2005 marks a 12 percentage point decline from 2004 (20 percent versus 32 percent).

Table 4.2
Characteristics of Director Survey Respondents (Percent)

Characteristic	Standard AP *N*=20	Alternative Education AP *N*=26	All Charter Schools 2005 *N*=46	All Charter Schools 2004 *N*=44
Gender				
Male	45.0	50.0	47.8	54.5
Female	55.0	50.0	52.2	45.5
Race/Ethnicity				
Hispanic	31.6	19.2	24.4	22.7
African American	21.1	19.2	20.0	31.8
White	31.6	61.5	48.9	43.2
Asian or Pacific Islander	5.3	0.0	2.2	2.3
Other Ethnicity	10.5	0.0	4.4	N/A
Highest Education Level				
Fewer than 4 years college	5.0	3.8	4.3	0.0
Bachelors degree	5.0	7.7	6.5	4.7
BA/BS and graduate courses	10.0	7.7	8.7	4.7
Master's degree	70.0	50.0	58.7	55.8
Doctorate	10.0	30.8	21.7	34.9
Texas Mid-Management Certification				
Yes	57.9	46.2	51.1	50.0
No	42.1	53.8	48.9	50.0

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

Charter school directors tend to be well educated. Of this year's sample, 59 percent hold a master's degree and 22 percent hold a doctorate. The proportion of charter school directors holding master's degrees has remained relatively constant across evaluation years, but the proportion of directors holding a doctorate has fluctuated across samples and years. In 2003's evaluation, 16 percent of directors responded that they held a doctorate. In 2004, the proportion

of doctorates rose sharply to 35 percent, and this year, the proportion of doctorates dropped to about 22 percent. Fifty-one percent of directors hold Texas mid-management certification, and in contrast to the 2004 evaluation, which found that 64 percent of certified directors were concentrated in charters that served proportionately fewer at-risk students, this year's data reflect a more even distribution of mid-management certified directors across school types.

Many charter directors have gained considerable experience working as administrators and teachers in a variety of educational settings. As shown in Table 4.3, about 57 percent of directors (25 individuals) have worked an average 11.3 years as administrators in traditional public schools. Another 24 percent (11 individuals) gained administrative experience in private schools, and nearly all (93 percent) have some prior experience directing charters. Overall, charter directors have about 12 years of administrative experience.

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

	Standard AP		Alternative Education AP		All Charter Schools	
Experience	*N*	Mean	*N*	Mean	*N*	Mean
Administrator						
Public schools	11	9.5	14	12.8	25	11.3
Non-religious private	5	10.4	1	12.0	6	10.7
Religious private	2	6.5	3	7.7	5	7.2
Charter school	17	4.8	26	4.1	43	4.3
Total years	20	12.5	26	12.3	46	12.4
Teacher						
Public schools	17	6.9	19	10.7	36	8.9
Non-religious private	3	8.7	1	8.0	4	8.5
Religious private	2	7.0	3	6.0	5	6.4
Charter school	4	5.0	5	2.0	9	3.3
Total years	20	8.9	26	9.2	46	9.1

Note. AP means accountability procedures.

Seventy-eight percent of charter school directors (36 individuals) taught in traditional public schools prior to their work in charters (8.9 years, on average). About 20 percent taught in private schools (9 individuals), and about 20 percent taught in charter schools. On average, sample directors have had about nine years experience teaching.

EDUCATIONAL PROGRAM

A central purpose of Texas's charter school legislation is to encourage more innovative and effective approaches to schooling. Reasoning that greater autonomy will lead to increased innovation in charter programs, Texas exempts charters from many of the regulations that apply to traditional district schools. To probe the extent of innovation in charter schools, the survey asked directors to respond to a list of the organizational strategies frequently used by charters and to indicate the degree to which each strategy was implemented with students. The survey provided space for directors to write in strategies not included on the list and included items

related to methods of assessment and the availability of instructional technology in charter schools.

Organizational Strategies

Table 4.4 presents director responses regarding the strategies used to organize instruction and schedule classes in charter schools. The degree to which each strategy is implemented is measured using a 3-point scale, indicating that *some students* (1), *most students* (2), or *all students* (3) participate in the strategy. Mean scale ratings closer to 3 indicate that greater proportions of students are affected by the strategy. Of the seven survey strategies, multi-age grouping is most widely used (83 percent), followed by student and teacher teams (70 percent) and extended day schedules (60 percent). This response pattern is reflected in the results of previous surveys (2004, 2003). Several directors wrote in strategies not included on the survey list, including single responses for thematic programming; morning, afternoon, and evening classes; and individualized learning.

Table 4.4
Types of Organizational Strategies Used in Charter Schools

	Used Strategy		Implemented with Students		
Organizational Strategy	*N*	*%*	Some	Most	All
Multi-age grouping	34	82.9	22.9	20.0	57.1
Student and teacher teams	28	70.0	29.6	7.4	63.0
Extended-day schedule	25	59.5	48.1	25.9	25.9
Extended-year schedule	22	53.7	54.2	8.3	37.5
Block scheduling	18	42.9	38.9	5.6	55.6
Credit thru flexible courses	14	36.8	43.8	12.5	43.8
Extended-week schedule	14	33.3	50.0	18.8	31.3

Note. Percents are based on the number of directors who responded to each item and not the total number of directors responding to surveys. The number of respondents reporting whether a strategy was used varied between 38 and 42. Some respondents indicated that a strategy was used but did not report the extent of implementation.

Some notable differences emerge when organizational strategies are compared across types of charter schools (see Table 4.5). Alternative education charter schools are more likely to incorporate multi-age grouping as well as student and teacher teams in their instructional programs. Standard accountability charters are more likely implement extended-day and -week schedules.

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

	Standard AP		Alternative Education AP		All Charter Schools	
Organizational Strategy	% Use	Mean[a]	% Use	Mean[a]	% Use	Mean[a]
Multi-age grouping	76.5	1.8	87.5	2.7	82.9	2.3
Extended-day schedule	63.2	2.1	56.5	1.5	59.5	1.8
Student and teacher teams	62.5	2.6	75.0	2.2	70.0	2.3
Block scheduling	44.4	2.3	41.7	2.1	42.9	2.2
Extended-week schedule	44.4	1.8	25.0	1.8	33.3	1.8
Credit thru flexible courses	33.3	1.9	39.1	2.1	36.8	2.0
Extended-year schedule	47.1	1.8	58.3	1.9	53.7	1.8

Note. Percents based on the number of respondents indicating the strategy was used. Some respondents said the strategy was used but did not report the extent of implementation. AP means accountability procedures.
[a] Mean use rating based on a 3-point scale: *some students* (1), *most students* (2), *all students* (3).

Instructional Technology

Computers and Internet access are increasingly important features of schooling, and computer labs, numbers of classroom computers, and classroom Internet access are valuable indicators of the degree to which schools are integrating technology into their instructional programs. The results of previous years' surveys showed a steady increase across technology indicators, but this year's data mark an overall decline in access to technology. This sample of charter directors indicates that proportionately fewer schools have computer labs and that there are fewer computers in these labs than in previous years. Similarly, directors indicate that there are fewer computers in classrooms and proportionately fewer classrooms with Internet access than in previous years. For the most part, these declines are concentrated in alternative education charters (Table 4.6).

Table 4.6
Availability of Instructional Technology in Charter Schools and Classrooms

Technology	Standard AP *N*=20	Alternative Education AP *N*= 26	All Charter Schools 2005 *N*=46	All Charter Schools 2004 *N*=44
Computer lab available in school	90.0%	61.5%	73.9%	82%
Average number of lab computers	15.5	27.6	21.7	26.8
Classrooms with Internet access	76.8%	73.0%	74.6%	76%
Average number of classroom computers	3.0	6.6	4.9	5.2
Average class size (students)	18.7	17.5	18.0	18.4

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

Although this year's data indicate an overall decline in access to technology resources in alternative education charter schools, on average, charters that serve at-risk students continue to have more computers available to students both in their labs (28 versus 16) and their classrooms (7 versus 3) than charters serving proportionately fewer at-risk students. This trend is consistent

with previous year's data and may reflect an emphasis on self-paced computer-assisted instruction popular among many charters that target at-risk students.

As discussed later in this chapter, many charter operators highlight small class sizes as an important benefit of charter schooling. According to this sample of directors, the average class size in charter schools is 18 students. Consistent with previous years' data, alternative education charters have somewhat smaller class sizes, on average, than those serving proportionately fewer at-risk students (18 versus 19).

Assessment Methods

Directors responded to a two-part survey item asking about the methods used to assess students' educational performance in charter schools and the frequency of each methods use (*once a year, once a semester,* or *once a marking period*). The directors' responses indicate that student writing samples and projects as well as textbook and criterion-referenced tests are used by 80 percent or more of schools, although the frequency of use differs by method of assessment. This year's results mark a notable drop in the use of student portfolios. In 2004, ninety percent of directors indicated that portfolios were used to assess student work compared with 68 percent of this year's sample. In contrast, this year's results suggest that charter schools' use of norm-referenced tests is rising. Last year, only 65 percent of directors responded that their schools used norm-referenced tests compared with 78 percent this year.

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

	Used Method		Frequency		
Assessment	*N*	*%*	Once a Year	Once a Semester	Marking Period [a]
Student writing samples	44	97.8	5.4	13.5	81.1
Student projects	38	92.7	3.1	34.4	62.5
Tests from textbooks	37	84.1	3.3	6.7	90.0
Criterion-referenced test	32	80.0	57.1	21.4	21.4
Student performances	35	79.5	6.7	10.0	83.3
Norm-referenced test	32	78.0	40.0	46.7	13.3
Performance-based tests	32	78.0	12.5	31.3	56.3
Student portfolios	30	68.2	11.5	30.8	57.7

Note. The number of respondents reporting whether a method was used varied between 40 and 45. Some respondents said a method was used but did not report the frequency of implementation.
[a]At least once a marking period.

STUDENT DISCIPLINE AND BEHAVIOR

The survey also asked directors to identify the extent to which various student discipline and behavior issues are a problem in their schools. Directors rated the severity of six items on a 4-point scale: *not a problem* (1), *minor problem* (2), *moderate problem* (3), or a *serious problem* (4). Figure 4.1 illustrates that directors consider student absenteeism (88 percent) and tardiness (87 percent) to be the most prevalent discipline problems in charter schools. Forty-four percent of directors considered absenteeism to be a *moderate to severe problem*, and just over a third (37

percent) consider tardiness to be a *moderate to severe problem*. The percentages of directors indicating problems with physical conflicts, vandalism, drug or alcohol abuse, and possession of weapons dropped substantially from last year's survey. This year, half of directors responded that physical conflicts were a problem compared with 66 percent of 2004's directors. Thirty-five percent of this year's sample experienced difficulty with vandalism compared with 62 percent of the 2004 sample. Responses for drug and alcohol abuse dropped from 43 percent in 2004 to 30 percent in 2005, and for possession of weapons, 15 percent of directors indicated a problem in 2004 compared with only two percent of directors this year.

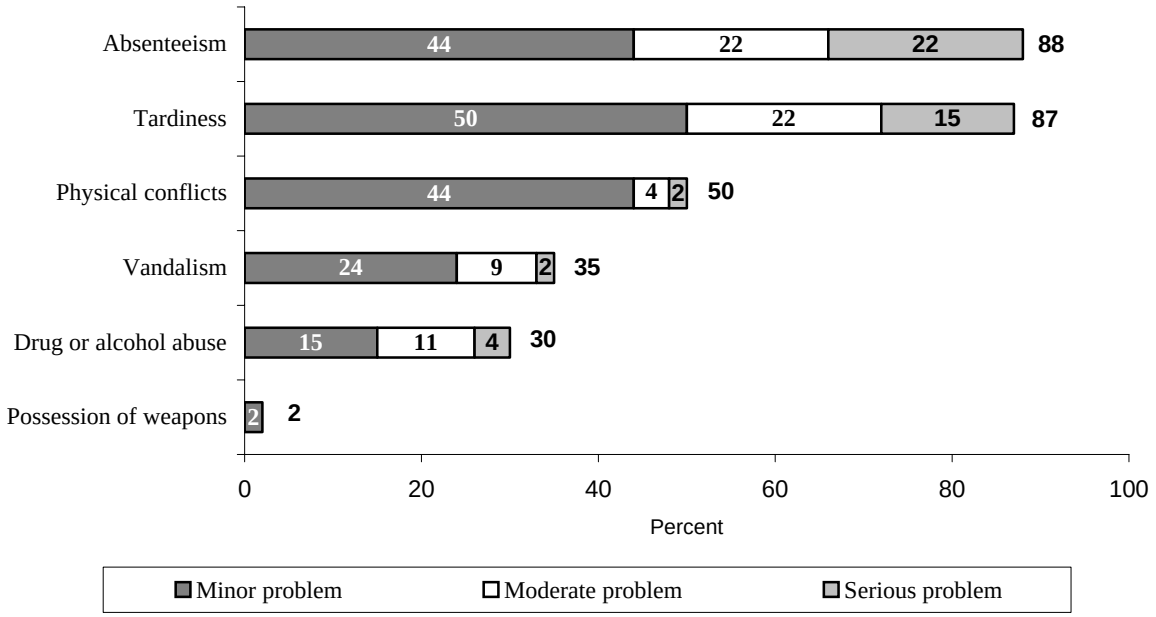

Figure 4.1. Percent of directors reporting student behavior problems (*N*=46).

Table 4.8 compares directors' mean, or average, ratings of student behavior problems across school types using a 4-point scale: *not a problem* (1), *minor problem* (2), *moderate problem* (3), or *serious problem* (4).

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

Problem	Standard AP *N*=20	Alternative Education AP *N*=26	All Charter Schools 2005 *N*=46	All Charter Schools 2004 *N*=45
Student absenteeism	2.2	2.8	2.5	2.5
Student tardiness	2.3	2.5	2.4	2.6
Physical conflicts among students	1.5	1.7	1.6	1.9
Vandalism of school property	1.7	1.3	1.5	1.8
Student drug or alcohol abuse	1.4	1.6	1.5	1.6
Student possession of weapons at school	1.0	1.0	1.0	1.2

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

Mean values were calculated for all respondents and are rank ordered by the column "All Charter Schools, 2005." Mean values closer to 4 indicate that directors perceive these discipline problems to be more serious issues in their schools.

GOVERNANCE AND MANAGEMENT

All charter schools are administered by governing boards, but individual schools may determine, within applicable law, the number of board members, groups represented (e.g., community members, parents, teachers), method of member selection, and board responsibilities. Charter schools also have discretion in defining titles, roles, and responsibilities of school officers and staff. The sections that follow present information on the responsibilities of charter school administrators, teachers, and governing boards; the barriers to charter school operations; and the types of external support sought by charters.

Staff and Governing Board Responsibilities

The survey asked charter school directors to identify the level of involvement of the director, the campus leader or principal, teachers, and the governing board in school operations. For each position, directors rated the extent of involvement on a variety school governance and management topics using a 4-point scale: *not at all* (1), *small extent* (2), *moderate extent* (3), or *large extent* (4). The mean involvement ratings presented in Table 4.9 indicate that, on average, the charter school director and campus leader/principal are heavily involved in all areas of governance and management.

Table 4.9
Mean Involvement in Areas of Charter School Governance and Management, by Position (*N*=46)

Area	Director	Campus Leader/ Principal	Teachers	Governing Board
Maintaining focus on mission	**3.9**	**3.9**	**3.4**	**3.6**
Developing/approving budget	**3.8**	3.1	1.9	**3.9**
Setting school policies/procedures	**3.8**	3.6	2.7	**3.7**
Hiring administrators	**3.6**	2.7	1.8	**2.7**
Determining training priorities	**3.6**	3.7	**3.2**	2.1
Developing educational programs	3.4	3.7	**3.2**	2.0
Hiring teachers	3.4	**3.8**	2.2	1.9
Monitoring student performance	3.3	**3.9**	**3.9**	**2.3**
PEIMS record keeping	3.3	3.4	2.4	1.5
Creating the school schedule	3.2	**3.8**	2.8	1.9
Developing curriculum	3.1	3.6	**3.2**	1.6
Conducting teacher appraisal	3.0	**3.9**	2.0	1.3
Fundraising	2.7	3.0	2.7	**2.3**

Note. Mean extent of involvement based on a 4-point scale: *not at all* (1), *small extent* (2), *moderate extent* (3), or *large extent* (4). Bold text denotes the five highest areas of involvement for that position.

Teachers are less involved in general school management functions and tend to focus on responsibilities that have a direct connection to classroom practices, such as monitoring student performance, maintaining focus on the school mission, and developing curricula. Like teachers, governing board members also tend to have specialized responsibilities, including developing and approving the budget, setting school policies and procedures, hiring administrators, and maintaining focus on the mission of the school.

Barriers to Operating Charter Schools

The survey asked directors to identify the barriers that impede the operation of charter schools. This survey item included a list of operational obstacles and asked directors to rate the degree to which each obstacle encumbered school operations using a 4-point scale: *not a barrier* (1), *small barrier* (2), *moderate barrier* (3), or *great barrier* (4). Figure 4.2 shows that most directors find inadequate finances for ongoing operations (87 percent) and excessive paper work and reporting requirements (87 percent) to be obstacles to school operations. The responses for these items are nearly identical to those of last year's survey, but the proportion of directors indicating that school finances were a *great* burden increased from 25 percent in 2004 to 46 percent this year. Concerns over inadequate facilities increased over the two survey years from 71 percent in 2004 to 83 percent in 2005. A notably smaller proportion of this year's sample (28 percent) experienced problems with internal conflicts, down from 42 percent last year. Responses to budgeting, accountability, teacher employment, special education, public school opposition, and conflicts with governing boards remain relatively unchanged across the two survey years.

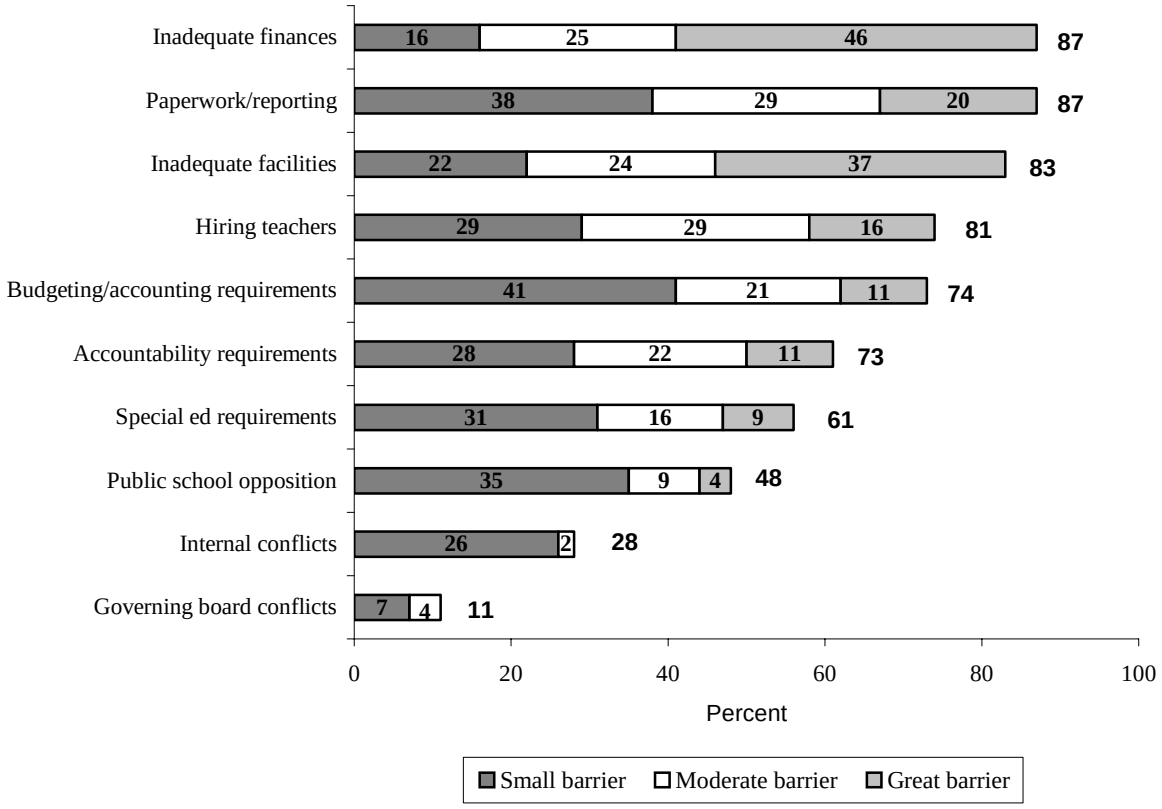

Figure 4.2. Percent of directors reporting issues as small, moderate, or great barriers to charter school operation (*N*=46).

Table 4.10 presents the mean, or average, director response to each "barrier" survey item by charter school type. Item means were calculated by averaging responses across the 4-point rating scale (i.e., 1 (*not a barrier*) to 4 (*great barrier*)). Although the differences in mean responses between alternative education and standard accountability charters are small, they indicate that directors of standard accountability charters perceive these barriers as greater impediments to school operations. "Accountability requirements" is the only item that directors of alternative education charters weight more heavily, and this likely reflects concerns over the academic performance of at-risk students. There are few notable differences between this year's results and those of last year. Concerns over inadequate finances and facilities intensified somewhat, and concerns over paperwork and accountability requirements abated over the two survey years.

Table 4.10
Charter Directors' Mean Responses, by School Type: Barriers to Operating Charter Schools

Barrier	Standard AP *N*=20	Alternative Education AP *N*=26	All Charter Schools 2005 *N*=46	All Charter Schools 2004 *N*=45
Inadequate finances for ongoing operations	3.2	2.9	3.0	2.8
Inadequate facilities	2.8	2.8	2.8	2.5
Too much paperwork/reporting requirements	2.8	2.4	2.6	2.7
Hiring teachers	2.6	2.2	2.3	2.3
Budgeting/accounting requirements	2.2	2.1	2.2	2.2
Accountability requirements	2.0	2.1	2.0	2.2
Special education requirements	2.2	1.7	1.9	2.0
Local public school opposition	1.9	1.5	1.7	1.8
Internal conflicts in the school	1.4	1.2	1.3	1.5
Conflicts with the school's governing board	1.3	1.1	1.2	1.2

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

External Support for School Operations

Directors also reported on the types of assistance that charters receive from external sources, including the Texas Education Agency (TEA), regional education service centers (ESC), charter networks or assistance centers (e.g., Texas Charter School Resource Center), management companies, and business or community groups. The percentage of directors indicating their charter received assistance from each source of external support is reported in Table 4.11.

Consistent with previous years' surveys, 2005's sample of directors indicates that charters depend on ESCs for professional development services (80 percent), technical assistance for PEIMS reporting (77 percent) and curricular and instructional issues (71 percent), and help with business matters (59 percent). Charters are more likely to obtain monetary support (loans, grants, donations) from the TEA (55 percent) and business or community groups (36 percent). In-kind support—donations of materials or resources—are more likely to come from business or community groups (50 percent). In general, most charters seek assistance for PEIMS (87 percent), curricular and instructional issues (87 percent), professional development (85 percent),

and business matters (85 percent), but requests for support were common across all response categories. Compared to last year's results, this year's survey indicates that charters are seeking more help from the TEA across all response categories and are seeking less help from charter networks or support centers for all categories except legal assistance.

Table 4.11
Types and Sources of Assistance Accessed by Charter Schools (Percent)

Type of Assistance	TEA	ESC	Charter Network/ Center	Mgmt Company	Business/ Community Group	At Least One Source
Professional development	34.1	79.5	36.4	11.4	13.6	84.8
PEIMS	43.2	77.3	6.8	9.1	2.3	87.0
Curricular/instructional	56.8	70.5	38.6	11.4	6.8	87.0
Monetary	54.5	18.2	6.8	6.8	36.4	73.9
Business	36.4	59.1	29.5	18.2	18.2	84.8
Legal	43.2	34.1	27.3	13.6	20.5	73.9
In-kind donations	11.4	18.2	20.5	4.5	50.0	63.0

Note. *N=46*. Texas Education Agency (TEA), Education Service Center (ESC), Charter Networks/Assistance Center, Management Company, Business or Community Group.

Table 4.12 breaks out directors' responses to the survey's external support items by type of charter school, revealing a dramatic difference in the proportion of support that alternative education charters receive from external management companies.

Table 4.12
Sources and Types of Assistance Accessed by Charter Schools, by School Type (Percent)

Type of Assistance	TEA	ESC	Charter Network/ Center	Mgt Company	Business/ Comm Group	At Least One Source
Standard AP (*N*=20)						
Professional development	35.0	80.0	35.0	0.0	25.0	90.0
Technical assist/instructional	55.0	65.0	35.0	0.0	10.0	85.0
Technical assist/PEIMS	50.0	70.0	15.0	0.0	5.0	85.0
Technical assist/business	30.0	65.0	25.0	10.0	30.0	85.0
Technical assist/legal	50.0	30.0	30.0	0.0	40.0	85.0
Monetary	55.0	10.0	5.0	0.0	40.0	80.0
In-kind assistance	20.0	20.0	30.0	0.0	50.0	70.0
Alternative Education AP (*N*=26)						
Professional development	33.3	79.2	37.5	20.8	4.2	80.8
Technical assist/instructional	58.3	75.0	41.7	20.8	4.2	88.5
Technical assist/PEIMS	37.5	86.3	0.0	16.7	0.0	88.5
Technical assist/business	41.7	54.2	33.3	25.0	8.3	84.6
Technical assist/legal	37.5	37.5	25.0	25.0	4.2	65.4
Monetary	54.2	25.0	8.3	12.5	33.3	69.2
In-kind assistance	4.2	16.7	12.5	8.3	50.0	57.7

Note. *N=46*. Texas Education Agency (TEA), Education Service Center (ESC), Charter Networks/Assistance Center, Management Company, Business or Community Group. AP means accountability procedures.

INTERACTIONS WITH OTHER SCHOOLS

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

Directors responded to survey items that addressed the amount of contact between educators at their school and educators in other schools over the course of the current and previous school years, and their responses (see Table 4.13) provide an indication of the amount of interaction between charters and traditional district schools and other charter schools in a variety of settings. Not surprisingly, charter school educators had more contact with educators in other charter schools than those in traditional district schools across all categories except meeting to discuss student placement.

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

	Traditional Public Schools			Other Charter Schools		
	2005		2004	2005		2004
Type of Interaction	*N*	%	%	*N*	%	%
Interacted with educators at ESC events	29	69.0	61.0	39	92.9	87.8
Networked at conferences	23	54.8	51.2	37	88.1	90.2
Interacted during regional/state meeting	17	40.5	39.0	32	76.2	87.8
Received information or tech assistance	14	33.3	39.6	21	50.0	58.5
Provided information or tech assistance	13	31.0	34.1	28	66.7	68.3
Met to discuss student placement	12	28.6	41.5	10	23.8	34.1
Observed classrooms at other schools	12	28.6	31.7	23	54.8	61.0
Partnered on grant initiatives	8	19.0	14.6	17	40.5	46.3
Held organizational/planning meeting	7	16.7	17.1	23	54.8	65.9

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

This year's survey indicates that charter educators are interacting with traditional public school educators more frequently than last year. Charter educators are most likely to meet educators from traditional districts at ESC-sponsored events (69 percent), professional conferences (55 percent), and regional/state-level meetings (41 percent). Similar to previous years' results, charter educators' collaborative interactions (i.e., providing information or technical assistance, holding organizational and planning meetings, and partnering on grant initiatives) are more likely to occur with educators from other charter schools.

CHARTER SCHOOL POLICIES

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

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

Their responses are summarized in the sections that follow.

Benefits of Charter Schools to Public Education

Nearly all directors (43 directors; 93 percent) commented on the benefits of charter schools to public education, and many included more than one comment in their response. Table 4.14 summarizes the five general categories of responses.

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

Charter schools…	Number of Directors
Provide school choice for students and parents.	20
Serve students who do not fit the traditional public school model.	13
Serve students who need smaller classes or schools to succeed.	10
Serve at-risk students who are in danger of dropping out.	8
Spur innovative or different approaches through educational flexibility.	7

Directors most frequently wrote that charter schools *provide choices for students and parents*. Directors said that charter schools provide families with choices similar to "private schools" but without the expense of tuition. One director wrote: "The greatest benefit offered [by charter schools] is the 'choice' value of having a say in where your child will be educated whether you have wealth or not."

Directors also said that charter schools benefit public education by *serving students who do not fit the traditional school model*. Directors wrote that charter schools "provide a place for the kids who cannot survive in public schools." And charters provide "quality service to students who are struggling in traditional public schools," and "specialized services that meet the needs of hard to serve students."

Ten directors felt that charter schools benefit public education because they *serve students who need smaller classes and/or schools to succeed*. Directors wrote that charters offer "small classes, closer contact with teachers, courses and teaching methods designed around student needs," more "one-on-one" instruction, and a "much small[er] pupil/teacher ratio."

Directors indicated that charter schools benefit public education by *serving at-risk students who are in danger of dropping out*. Directors said charter schools "help those left behind or at-risk of

dropping out," and "reach students that would otherwise fail." One director wrote that charters act as a "safety net" for traditional district schools by recovering district dropouts.

Directors also think that charter schools' *flexibility spurs innovation or different educational approaches*. Directors said that charters provided "new models of best practices," "unique programs," and "innovative approach[es] to education." One director commented that the opportunity provided by charters for "educators to try innovative methods of teaching" was of "immeasurable" value.

Recommendations to Policymakers

Thirty-nine directors (85 percent) offered recommendations for charter school policy. Their recommendations tended to focus on the four aspects of charter school policy summarized in Table 4.15.

Table 4.15
Recommendations for Charter School Policy

Policy Area	Number of Directors
Charter school funding	12
Need for accountability provisions that recognize charters serve at-risk student populations	11
State accountability system	10
Funding for charter school facilities	8

Charter directors indicated that *charter school funding* is insufficient to adequately support school operations. One director wrote that charter schools should have access to local property tax revenues, stating that the absence of these funds meant that "charter schools don't have the finances for curriculum enhancements…and adequate teacher salaries." Another wrote that charters needed an "equal playing field," arguing that although charters are held to the same accountability requirements as district schools, they lacked the necessary revenue to "hire and retain quality teachers." Eight directors expressed specific concerns related to *funding for charter school facilities,* indicating that there was a "great need" for funding so that charters may "acquire and maintain school buildings comparable to traditional schools."

Charter directors also wrote of *need for accountability provisions that recognize charters serve at-risk student populations.* Directors indicated a need for "accountability requirements specific to the [student] population served," pointing to the high number of "intensely at-risk students" enrolled in charters. One director protested the closing of charters that served recovered dropouts, and another said that accountability standards related to attendance and dropout rates should be relaxed for charter high schools because these schools had become "a dumping ground for dropouts."

Directors also had more general concerns about the *state accountability system.* One director found the emphasis on test scores to be inappropriate and suggested that charter evaluations also should include other dimensions of schooling. Five directors commented that accountability system reporting requirements burdened charters, stating that the requirements are

"overwhelming," as well as "difficult and cumbersome." Another director stated that the increasing regulatory environment for charters encroached on school autonomy and risked "defeat[ing] the very reason for having [charter schools]. And another asked that legislators refrain from passing a new "jerk law" every time "one school does something stupid."

SUMMARY

The results of the 2005 charter director survey indicate that females are somewhat more likely to act as school directors than males and that female directors are more likely to work in standard accountability charters. Although the proportion of Hispanic directors continued to rise, the proportion of African Americans directors dropped notably in this year's survey results. African Americans comprised 34 percent of directors in 2003 and 32 percent in 2004, but only 20 percent of the directors responding to the 2005 survey. Whites continue to hold the largest share of directors' positions and are more likely to work in alternative education charter programs.

Consistent with previous evaluations, this year's directors are well educated and have considerable prior experience working in schools. Nearly 60 percent have earned a master's degree, 22 percent hold a doctorate, and just over half (51 percent) have mid-management certification. On average, directors have had about 12 years of administrative experience and nine years of teaching experience.

Director responses regarding the organizational strategies used in charter schools mirror those of previous years' surveys. Multi-age grouping continues to be the most prevalent strategy (implemented in 83 percent of responding schools), followed by student and teacher teams (70 percent) and extended-day schedules (60 percent). Alternative education charters are more likely to implement multi-age grouping (88 percent) and student and teacher teams (75 percent), and standard accountability charters are more likely to experiment with extended-day schedules (63 percent). In contrast to previous years, this year's survey marks an overall decline in access to technology in charter schools. Relative to 2004's responses, this year's sample of directors indicated that fewer charters have computer labs (74 percent versus 82 percent in 2004) and that, on average, there are fewer computers in labs (22 versus 27). For the most part, declines in access to technology occurred in alternative education charters. In spite of the drop in available instructional technology, 2005's alternative education charters still have more computers available in labs (28 versus 16) and in classrooms (7 versus 3) than standard accountability charters.

Similar to last year's survey, 2005's directors responded that absenteeism (88 percent) and tardiness (87 percent) remain the most prevalent discipline issues in charter schools, although less than half of directors considered attendance issues to be *moderate* or *severe* problems. This year's survey, however, reflects notable declines in problems with physical conflicts (16 percentage point drop), vandalism (27 percentage point drop), drug or alcohol abuse (13 percentage point drop), and weapons (13 percentage point drop).

The 2005 survey also reflects the pattern of previous years with respect to charter school staff and governing board responsibilities. Charter directors remain heavily involved in all aspects of school operations, principals perform administrative tasks related to hiring teachers and setting

school schedules, and teachers continue to manage areas related to classroom instruction. Governing boards generally are focused on overarching management tasks, such as approving budgets and hiring administrators. Maintaining a focus on school mission remains a high priority for charter school board members and staff.

Problems with inadequate finances and burdensome paperwork and reporting requirements continue to be central barriers to charter school operation, but facilities, hiring staff, budgeting, and accountability requirements also pose challenges. Relative to last year, more of 2005's directors indicated problems with inadequate facilities (83 percent in 2005 versus 71 percent in 2004) and fewer experienced difficulties with internal conflicts (28 percent versus 42 percent). Directors responded that they were more likely to rely on education service centers (ESCs) for support related to professional development, PEIMS reporting, and curricular and instructional matters, and on the TEA for monetary and legal support. Alternative education charters were notably more likely to seek assistance from education management companies across all areas of support than standard accountability charters.

This year's survey results mark an increase in the proportion of charter directors that interact with educators from traditional public schools. Charter directors indicate that they meet traditional public school educators at ESC events (69 percent) and professional conferences (55 percent). Charter directors are still more likely to interact with directors of other charter schools across all interaction categories except meeting to discuss student placement.

Charter directors continue to express optimism about the benefits of school choice. They underscore charters' value in providing alternatives for students who do not fit the traditional public school model, need small classes, or are in danger of dropping out. Consistent with surveys in previous years, 2005's directors recommend policy changes related to charter school funding, accountability, and facilities. Directors responded that the current system of funding charter schools provides insufficient revenue to adequately support school operations and facilities. Some directors believe that Texas' public school accountability criteria should be relaxed for charter schools that serve large numbers of at-risk students. Others feel that the accountability system imposes burdensome reporting requirements and is gradually encroaching on charter school autonomy.

CHAPTER 5
SURVEY OF CHARTER SCHOOL TEACHERS

In addition to enrollment options for students, charter schools also provide employment choices for teachers. In fact, a primary purpose of Texas's charter school law is to "create professional opportunities that will attract new teachers to the public school system" (TEC § 12.001(a)(3)). As a means of encouraging charters to be innovative in their hiring practices, Texas has relaxed employment criteria for charter school teachers. The minimum educational requirement for teachers in Texas's open-enrollment charter schools is a high school diploma, and charter teachers are exempted from state certification requirements unless they teach in special education or bilingual programs. However, charter school teachers must meet the criteria which define a "highly qualified" teacher under the federal No Child Left Behind Act of 2001 (NCLB).

As reported in Chapter 2, Texas's charter schools attract proportionately more new teachers but experience substantially higher turnover rates than the state's traditional district schools (see Table 2.10). This suggests that charter schools are able to fulfill their purpose in attracting new teachers but may encounter challenges in retaining them. This chapter focuses on teachers' experiences in charter schools. It discusses teachers' educational backgrounds, their reasons for teaching in charters, the experiences that shape their decisions to remain in charters, their instructional practices and classroom resources, as well as their views of student discipline and school operations.

METHODOLOGY

Survey Procedures

The results presented in this chapter are drawn from a 2005 survey of charter school teachers (included in Appendix C). The survey questioned teachers about their educational and teaching backgrounds and their experiences working in charter schools. In addition to multiple choice response items, the survey included open-ended items in which teachers were able to more fully describe their experiences in charters. In March of 2005, surveys were mailed to 1,316 charter school teachers, working in 63 charter schools and 96 associated campuses. Charters were able to request additional surveys if needed. A total of 531 teachers answered the survey, for a response rate of 40 percent.

Characteristics of Survey Respondents

Texas categorizes its charter and traditional public schools by the accountability procedures under which schools are evaluated. Schools that serve primarily at-risk students and that register as alternative education campuses (AECs) are evaluated under Texas' alternative education accountability procedures. Nearly all other schools are evaluated under the state's standard accountability procedures. Because of potential differences in the two types of schooling this report disaggregates survey results across charters evaluated under each type of accountability procedures.

Table 5.1 shows the distribution of teachers who responded to the survey by charter school type. Alternative education charter teachers had a greater response rate to the 2005 survey than teachers in standard accountability charters (52 percent versus 32 percent) and make up a larger proportion of survey respondents.

Table 5.1
Distribution of Teacher Survey Respondents, by School Type

School Type	Number of Campuses Surveyed	Number of Campuses Responding	Number of Teachers Surveyed	Number of Respondents	Percent of Teachers Responding
Standard AP	45	27	757	239	32
Alternative Education AP	51	35	559	292	52
Total	**96**	**62**	**1,316**	**531**	**40**

Note. AP means accountability procedures.

Table 5.2 presents the characteristics of respondents. About half of survey teachers are 35 years of age or younger, 44 percent are between the ages of 36 and 55, and 9 percent are 56 or older. There is little variation in teacher age across charter school types. Most charter teachers are female (73 percent), and male charter teachers are more likely to work in alternative education charters than in standard accountability programs (31 percent versus 21 percent).

Table 5.2
Characteristics of Teacher Survey Respondents (Percent)

Characteristic	Standard AP *n* =239	Alternative Education AP *n* = 292	All Charter Schools *N* = 531
Age			
25 or younger	8.8	7.2	8.0
26 to 35	40.8	38.6	39.6
36 to 45	23.9	23.1	23.5
46 to 55	19.7	20.7	20.3
56 to 65	5.9	9.3	7.8
66 or older	0.8	1.0	0.9
Gender			
Male	21.4	30.7	26.6
Female	78.6	69.3	73.4
Race/Ethnicity			
Hispanic	19.0	26.4	23.0
African American	32.9	25.3	28.8
White	37.5	43.4	40.8
Other	10.6	4.9	7.4

Note. Number of respondents varies slightly by category due to missing data. AP means accountability procedures.

Fifty-nine percent of survey respondents are members of ethnic minorities (Hispanic, African American, or other race/ethnicity). The survey's minority charter teachers are somewhat more

likely to teach in standard accountability charters than in alternative education programs (63 percent versus 57 percent).

TEACHER CREDENTIALS AND EXPERIENCE

The research on school inputs and student achievement has consistently found that teacher quality is one of the strongest determinants of student achievement. In light of these findings, NCLB has focused considerable attention on the quality and qualifications of America's teachers and has called for all public schools to employ "highly qualified" teachers by the 2005-06 school year. NCLB frames its expectations of teacher quality largely in terms of subject-area knowledge, evidenced through college coursework and degree, and whether teachers have completed requirements for state teacher certification.

Education and Certification

In spite of Texas' relaxed education and certification requirements for charter school teachers, Table 5.3 shows that nearly all of the teachers surveyed for this report hold a college degree (93 percent) and most are either certified to teach in Texas (50 percent) or are working to complete the state's teacher certification requirements (41 percent). This year's results mark a notable increase over the previous year in the number of charter teachers with Texas certification (50 percent versus 37 percent).

Table 5.3
Level of Teacher Education and Certification (Percent)

Teacher Education/Certification	Standard AP *n* =239	Alternative Education AP *n* =292	All Charter Schools 2005 *N* = 531	All Charter Schools 2004 *N* = 567
Highest Education Level				
Completed high school	0.9	0.7	0.8	N/A
Fewer than 4 years of college	6.0	6.9	6.5	9.2
Bachelor's degree	45.7	39.3	42.2	36.6
BA/BS and graduate courses	23.9	30.3	27.5	31.6
Master's or doctorate degree	23.5	22.8	23.1	22.6
Level of Certification				
Certified to teach in Texas	46.0	52.7	49.7	36.5
Certified to teach in another state[a]	5.0	6.8	6.0	5.1
Working on Texas teaching certification	46.9	35.6	40.7	47.1
Not certified and not working to obtain certification	6.3	9.6	8.1	14.3

Note. AP means accountability procedures.
[a] Includes only teachers who are not certified in Texas. Some charter teachers hold dual certificates.

Of this year's certified charter teachers, 45 percent completed certification requirements as part of a college or university undergraduate program, 32 percent participated in an alternative certification program, and 24 percent were certificated through a university's graduate program. As Table 5.4 indicates, teachers in alternative education charters were more likely to obtain

certification through a college or university program than teachers in standard accountability charters (76 percent versus 59 percent).

Table 5.4
Certification Route for Certified Teachers (Percent)

Route	Standard AP *n*=144	Alternative Education AP *n* =182	All Charter Schools 2005 *N*=326	All Charter Schools 2004 *N*=267
College/university undergraduate certification program	37.5	50.5	44.8	45.3
Alternative certification program	41.0	24.2	31.6	36.7
College/university post-bachelor certification program	21.5	25.3	23.6	18.0

Note. AP means accountability procedures.

Teaching Experience

In terms of average years of teaching experience (see Table 5.5), teachers in standard accountability charters have more total years teaching (7.3 years versus 5.5 years) and tend to have more experience working in the private school environment (4.7 years versus 2.8 years) than teachers in alternative education charters. In contrast, teachers in alternative education charters have more experience teaching in traditional public schools (6.6 years versus 5.0 years).

Table 5.5
Average Years of Teaching Experience, by School Type

Type of Teaching Experience	Standard AP		Alternative Education AP		All Charter Schools 2005		All Charter Schools 2004	
	n	Years	*n*	Years	*N*	Years	*N*	Years
Total years	62	7.3	72	5.5	134	6.3	567	7.2
At current charter school	237	2.5	284	2.6	521	2.6	566	2.4
At all charter schools	219	2.7	271	2.8	490	2.8	562	2.6
Public schools	157	5.0	213	6.6	370	5.9	306	5.8
Private schools	87	2.4	95	1.0	182	1.7	75	5.1
Religious private schools	98	2.3	110	1.8	208	2.0	89	5.3

Note. AP means accountability procedures.

TEACHER EMPLOYMENT DECISIONS

Teachers' Reasons for Teaching in Charter Schools

The survey asked teachers to rate the importance of factors that may have affected their decisions to teach in charter schools from a list of 12 possible influences using a 4-point scale: *not important* (1), *somewhat important* (2), *important* (3), and *very important* (4). Figure 5.1 presents teachers responses to the 12 survey items, omitting responses indicating factors were not important.

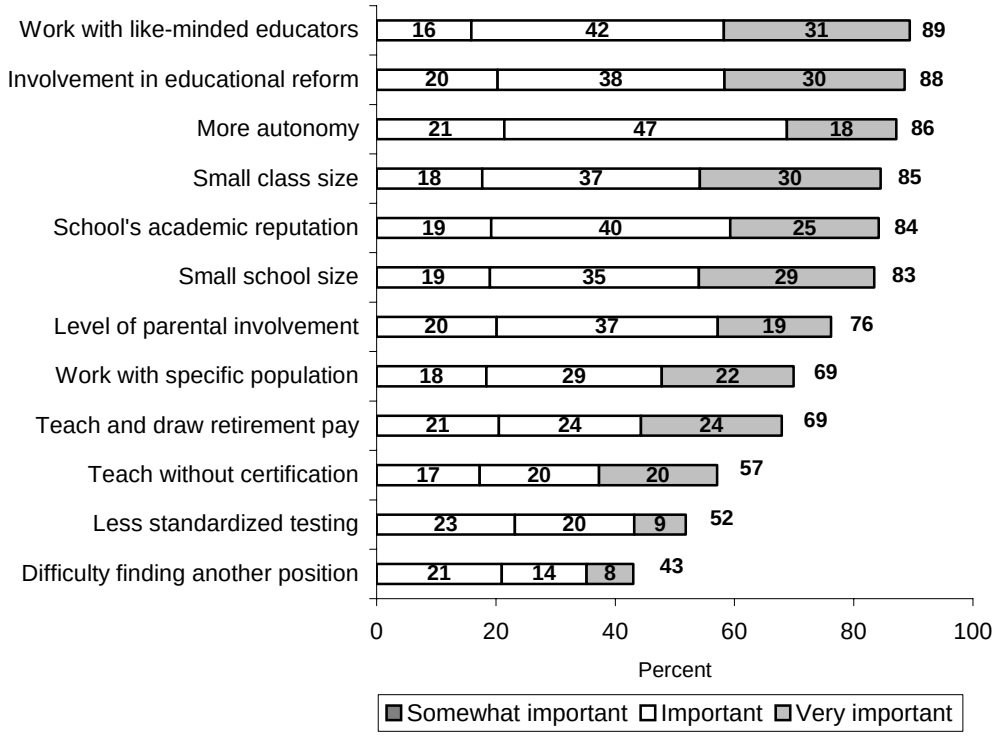

Figure 5.1. Percent of teacher reporting factors as somewhat important, important, or very important in their decision to seek employment at the charter school (*N*=531).

Teachers report that working with like-minded educators (89 percent), being involved in an educational reform effort (88 percent), and having greater autonomy (86 percent) are the most important factors influencing their decisions to teach in charter schools. Teachers also seek work in charters because of small class (85 percent) and school (83 percent) sizes as well as the school's academic reputation (84 percent).

The Benefits and Challenges of Teaching in a Charter School

In response to separate open-ended questions, teachers described the benefits and challenges of teaching in charter schools. Table 5.6 presents teachers top five responses describing the benefits of charter school employment and Table 5.7 presents the top five challenges.

Table 5.6
The Central Benefits of Teaching in a Charter School

Benefits	Number of Responses
Small class/school size	124
Increased autonomy flexibility	67
Opportunity to work with at-risk students	49
Does not require teacher certification	21
Administrative support	20

In terms of the benefits of teaching in charter schools, teachers' responses indicate that charter schools provide more comfortable and cohesive teaching environments. Small school size permits teachers to become more familiar with students and colleagues, resulting in a "more intimate and community-like" school environment. Small class sizes enable teachers to use more one-on-one instruction, to tailor lessons to meet students' individual needs, and to make personal connections with students in need of support.

Sixty-seven teachers said that increased autonomy and flexibility was a central benefit of teaching in a charter school. One teacher explained, "We have the ability to create standards instead of just following them." Teachers appreciated the flexibility to try different instructional approaches and "the opportunity to broaden [their] teaching skills."

Forty-nine teachers said that the challenges of working with at-risk student populations made teaching in a charter school personally rewarding. One teacher said: "Seeing how a student goes from being academically indifferent to academically involved …has been very rewarding." Another appreciated working with students who "really need someone to believe in them."

Twenty-one teachers said that they worked in charters because they did not have state certification, although many were working to complete certification requirements. And 20 said that they were pleased with the level of encouragement and support they received from charter school administrators.

Table 5.7
The Central Challenges of Teaching in a Charter School

Challenges	Number of Responses
Insufficient resources	133
Lack of student motivation	97
Discipline problems	56
Low salary	27
Lack of administrative support	15

While the key benefits of working in charter schools appear to grow out of the environments created within charter schools, the central challenges of charter school teaching emerge from external sources that are frequently beyond schools' and teachers' control. For example, the greatest challenge reported by charter teachers was the lack of resources for school facilities and instructional materials. Teachers indicated that they did not have enough texts, teaching guides, appropriate classroom furnishings, suitable lunch and restroom facilities, and safe school buildings.

Lack of student motivation and student discipline issues were also central concerns for charter teachers. Charter teachers struggled to educate students who came to charters with low levels of motivation and academic skill as well as poor study habits. In addition, students frequently had discipline problems that disrupted instruction and frustrated teachers.

Twenty-seven teachers said their salaries were too low, and 15 teachers felt that their charter did not have adequate administrative support or effective leadership.

Teacher Retention in Charter Schools

The survey included an open-ended item in which teachers responded whether they planned to teach in their charter school during the next school year and the reason for their decision. Of the 394 teachers who responded to the survey item, 311 said they planned to return, 63 said they would not be back, and 20 were unsure of their plans. Teachers who planned to remain in charters indicated a strong sense of commitment to the goals of their school, its students and staff. They said they enjoyed teaching in "unique" and "extra-special" school environments that matched their teaching styles and provided a strong sense of personal fulfillment. However, at least five teachers said that their choice to remain in a charter school was driven by their lack of a teaching credential.

For those teachers who did not plan to return, 17 said that they were frustrated with the lack of administrative support in their school, 14 said their salary was too low, and 13 were planning to relocate. Teachers who were unsure of their plans said they were seeking better paid positions in other schools or were considering teaching in traditional district programs.

EDUCATIONAL ACTIVITIES AND RESOURCES

The survey also asked teachers to respond to items detailing the grade levels and subject areas they teach, their approaches to instruction and assessment, their class sizes, and the availability of technology resources in their charter schools. Each of these topics is discussed in one of the following sections. Note that because teachers frequently teach multiple grades and more than one subject, the percentages presented in Tables 5.9 and 5.10 will not sum to 100.

Teaching Assignments

The teachers responding to the 2005 survey were relatively evenly distributed across grades ranging from pre-K to high school. This differs from 2004's survey results, in which teachers tended to be more concentrated in middle and high schools. When grade level taught is disaggregated by school type, results show that teachers in standard accountability charter schools are more likely to teach elementary grades while teachers in alternative education programs are considerably more likely to teach students in middle or high school (see Table 5.9).

Table 5.8
Instructional Levels Taught, by School Type

	Standard AP *n*=239		Alternative Education AP *n*=292		All Charter Schools 2005 *N*=531		All Charter Schools 2004 *N*=567	
Level	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Primary (PK-2)	126	52.7	79	27.1	205	38.6	132	23.3
Elementary (3-5)	86	36.0	89	30.5	175	33.0	145	25.6
Middle (6-8)	73	30.5	121	41.6	194	36.6	225	39.7
High school (9-12)	46	19.2	148	50.7	194	36.5	335	59.1

Note. Percents will not total to 100 because teachers may have responded to more than one category of school. AP means accountability procedures.

In terms of subject areas taught, this year's sample of charter teachers are fairly evenly distributed across the core subject areas: language arts, social studies, reading, mathematics, and science (see Table 5.9). Last year's survey results reflected a similar pattern of responses. Disaggregating results by school type illustrates that teachers in standard accountability charters tend to be more concentrated in the core subjects than teachers in alternative education charter programs.

Table 5.9
Subject Areas Taught, by School Type

	Standard AP *n*=239		Alternative Education AP *n*=292		All Charter Schools 2005 *N*=531		All Charter Schools 2004 *N*=567	
Subject Area	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Language arts	152	63.6	156	53.4	308	58.0	286	50.4
Social studies	147	61.5	145	49.7	292	55.0	269	47.4
Reading	146	61.3	132	45.5	278	52.7	228	40.2
Mathematics	150	62.8	159	54.5	309	58.2	264	46.6
Science	141	59.0	138	47.6	279	52.7	240	42.3
Other	61	25.8	96	33.4	157	30.0	222	39.2

Note. AP means accountability procedures.

Instructional Methods

One of the central purposes of Texas' charter school law is to "encourage different and innovative learning methods" (TEC §12.001(a)(5)). The charter teachers responding to the 2005 teacher survey indicate that their instructional methods focus on the learning needs of individual students. Nearly all surveyed teachers use one-on-one instruction and individual assignments (99 percent) and about half of teachers implement these practices to a large extent. Teachers also indicate that they use small group and teacher-led whole group instruction, interactive discussions, and hands-on activities to a moderate or large extent in their classrooms.

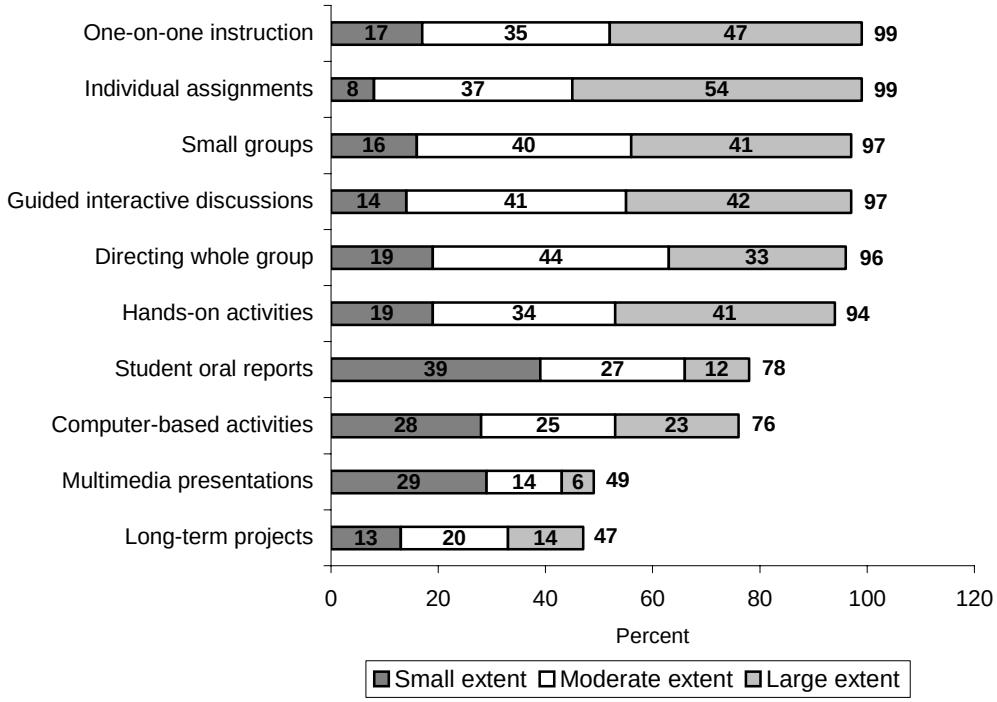

Figure 5.2. Percent of teachers reporting that various instructional methods are emphasized to a small, moderate, or large extent in charter school classrooms (*N*=531*)*.

Table 5.10 presents the mean use of each instructional method averaged across a 4-point scale (1 = *not at all* to 4 = *to a great extent*) by school type; thus, mean values closer to 4 indicate that an instructional method is used to greater extent.

Table 5.10
Instructional Methods Used in Classrooms—Mean Response by School Type

Instructional Method	Standard AP *n*=239	Alternative Education AP *n*=292	All Charter Schools 2005 *N*=531	All Charter Schools 2004 *N*=567
Students complete individual assignments	3.4	3.5	3.4	3.5
One-on-one instruction	3.1	3.4	3.3	3.3
Guide whole-group interactive discussion	3.4	3.0	3.2	3.1
Students work in small groups	3.3	3.1	3.2	3.1
Direct the whole group (lecture, set pace)	3.2	3.0	3.1	3.0
Student work with hands-on activities	3.3	2.9	3.1	2.9
Student use computers	2.5	2.5	2.5	2.6
Students present oral reports	2.4	2.2	2.3	2.4
Long-term projects	2.4	2.2	2.3	2.4
Multimedia presentations	1.8	1.7	1.7	1.8

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

Again, there are few notable differences in the use of instructional methods across school types. Teachers in alternative education charters are somewhat more likely to use one-on-one instruction, and teachers in charters evaluated under standard accountability procedures are somewhat more likely to use teacher-led whole group activities and hands-on instruction.

Assessment Methods

Although 2005's teachers are somewhat less reliant on tests than 2004's respondents (88 percent versus 91 percent), teacher-made tests remain the primary tool for assessing students' academic work in charter schools. As presented in Table 5.11, teachers in alternative education charters are less likely to use all cited assessment methods than teachers in standard accountability charters. Teachers in alternative education charters also are more likely to use "other" methods of assessing student work. In an open-ended response, teachers indicated that "other" assessments include standardized tests, computer-based assessments, and textbook-provided tests.

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

Level	Standard AP *n*=239	Alternative Education AP *n*=292	All Charter Schools 2005 *N*=531	All Charter Schools 2004 *N*=567
Teacher-made tests	92.0	84.2	87.7	90.8
Student writing samples	87.9	84.6	86.1	87.0
Student demonstrations or performances	88.8	81.0	84.5	87.2
Student projects	85.5	79.4	82.2	81.9
Student portfolios	77.3	59.3	67.5	63.2
Other	78.9	81.5	80.4	8.3

Note. Number of teacher respondents varies slightly by category. AP means accountability procedures.

Table 5.12 presents teachers' responses regarding the degree to which they use each of the assessment methods included in Table 5.11. The results indicate that most assessments are used frequently—*at least once a marking period*. Teacher-made tests are used with the greatest frequency, followed by writing samples and student demonstrations or performances.

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

	Strategy Used		Frequency		
Assessment	*n*	%	Once a Year	Once a Semester	Marking[a] Period
Teacher-made tests	441	87.7	1.9	12.9	85.2
Student writing samples	415	86.1	5.2	12.3	82.6
Student demonstrations or performances	404	84.5	5.5	24.1	70.4
Student portfolios	336	67.5	14.7	27.8	57.5
Student projects	397	82.2	7.8	36.4	55.8
Other	37	80.4	4.0	24.0	72.0

[a] At least once a marking period.

Class Size and Technology Resources

As presented in Table 5.13, charter teachers report that their average class size is about 18 students, and that alternative education charters have smaller class sizes, on average, than standard accountability charters. Alternative education charters also have somewhat higher average numbers of classroom computers and rates of classroom Internet access than standard accountability charters. The greater access to technology resources in alternative education charters may reflect an emphasis on self-paced computer-assisted instruction prevalent in many charter programs that target at-risk student groups.

Table 5.13
Class Size and Technology Availability, by School Type

	Standard AP *n*=239	Alternative Education AP *n*=292	All Charter Schools 2005 *N*=531	All Charter Schools 2004 *N*=567
Average class size	18.6	16.9	17.7	17.7
Classrooms with Internet access (% yes)	64.4%	69.9%	67.4%	66.4%
Average number of computers per classroom[a]	1.9	2.4	2.1	2.5
Number of computers per classroom				
0	23.3%	19.6%	21.3%	15.5%
1	32.2%	27.8%	29.8%	34.0%
2-4	33.1%	31.3%	32.1%	24.0%
5-10	5.9%	7.5%	6.8%	14.2%
More than 10	5.5%	13.9%	10.1%	12.2%

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

PROFESSIONAL DEVELOPMENT

Teacher Development Opportunities

Teachers responding to 2005's survey reported about the same average number of days spent in professional development activities as 2004's respondents. Teachers in alternative education charter programs devoted somewhat fewer days to training than teachers in standard accountability charters. Nearly all charter teachers (94 percent) attended training sponsored by their school, and more than 70 percent participated in professional development offered by regional education service centers. Teachers in alternative education charters had lower participation rates across nearly all professional development activities.

Table 5.14
Professional Development Activities Attended This Past Year, as Percent of Respondents

Professional Development Type	Standard AP *n*=239	Alternative Education AP *n*=292	All Charter Schools 2005 *N*=531	All Charter Schools 2004 *N*=567
Average number of days attended	7.6	6.7	7.1	7.6
Session sponsored by charter school	96.2	91.3	93.5	94.1
Session sponsored by an ESC	77.2	69.1	72.7	73.9
Teaming/shared conference periods	72.4	57.5	64.3	62.5
Peer observation and critique	66.7	50.4	57.7	52.3
Professional conference	54.6	50.7	52.5	54.0
Release time for independent training activities	44.3	41.7	42.9	50.2
Release time to work with other school educators	42.1	32.2	36.6	42.7
College or university coursework	36.4	35.0	35.6	37.4
Session sponsored by a traditional school district	28.0	28.6	28.3	27.2

Note. AP means accountability procedures.

Teacher Appraisal

As presented in Table 5.15, survey respondents indicate that most charter schools (84 percent) have a formal system of teacher appraisal, and the majority of these (55 percent) use the state-developed Professional Development Appraisal System (PDAP). Teachers in alternative education charters are less likely to participate in a formal appraisal system and are more likely to be appraised under an alternative system than teachers in standard accountability charters. Teachers indicate that appraisals generally are scheduled per semester or marking period.

Table 5.15
Teacher Appraisal and Observation System in Charter Schools (Percent)

	Standard AP *n*=239	Alternative Education AP *n*=292	All Charter Schools 2005 *N*=531	All Charter Schools 2004 *N*=567
Percent with a formal appraisal process	87.3	80.6	83.5	88.1
Percent using state system	68.9	44.4	55.4	60.8
Percent using another system	18.4	36.2	28.1	27.3
Frequency of administrative observations				
Once a marking period	27.7	22.5	24.8	24.6
Once a semester	28.5	24.9	26.5	31.1
Once a year	17.4	15.8	16.5	14.3
Other[a]	26.4	36.8	32.1	30.0

Note. AP means accountability procedures.
[a]The category "other" includes observation frequencies that do not fit the set categories, such as daily and weekly appraisal schedules.

STUDENT DISCIPLINE AND BEHAVIOR

The survey asked teachers to share their perceptions of student behavior and discipline problems in charter schools by responding to items describing common discipline issues and an open-ended question asking about other problems they may have experienced. Teachers' responses (presented in Figure 5.3) closely mirror those of the charter school directors included in chapter 4 (see Figure 4.1). Both teachers and directors identify attendance issues as the primary discipline problems encountered in charter schools and rank the remaining issues in the same order.

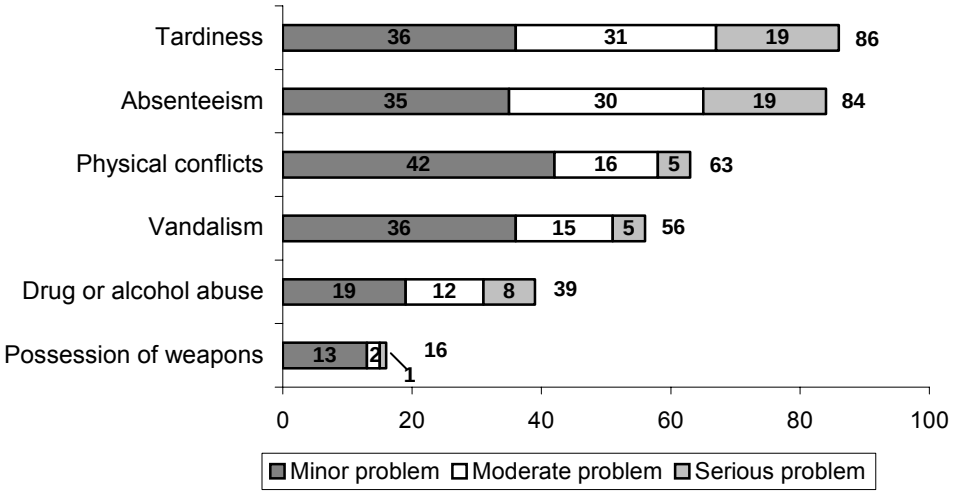

Figure 5.3. Percent of teachers reporting student behavior as a minor, moderate, or serious problem at their charter school (*N*=531).

In response to the open-ended question, 26 teachers said they were concerned with students' lack of respect for teachers and other authority figures, and 12 said that students' lack of motivation and apathy towards the goals of schooling caused problems in charter classrooms.

Because teachers' perceptions of discipline issues are likely to differ across grade levels taught, Figure 5.4 presents the percent of teachers who rated each behavior issue a moderate or severe problem by level of school taught. Figure 5.4 illustrates that with the exception of physical conflicts, teachers' concern with each discipline issue escalates as students' grade level increases. "Physical conflicts" is the only issue that troubles teachers in elementary and middle schools more than high school teachers.

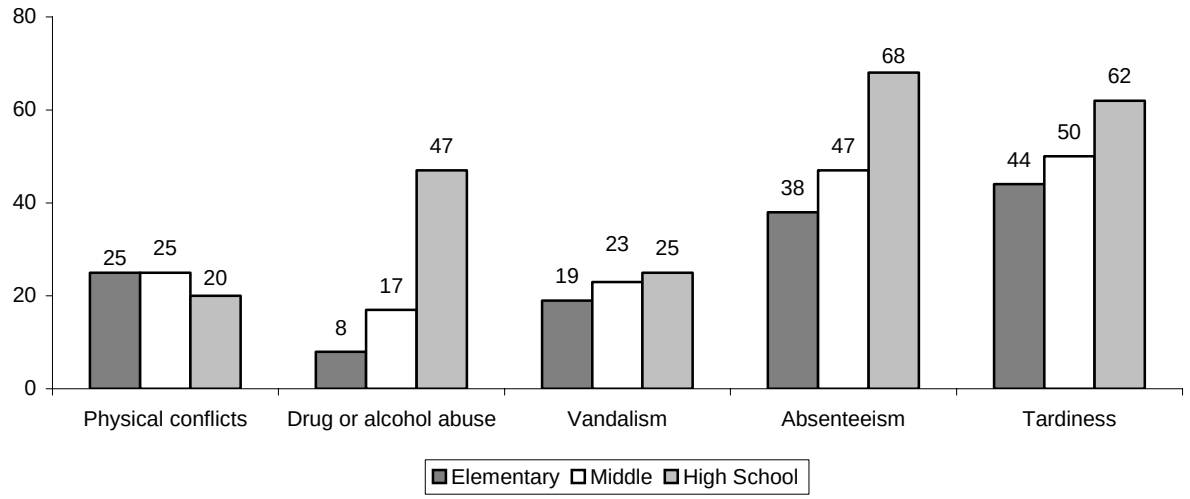

Figure 5.4. Percent of teachers reporting student behavior as a moderate or serious problem, by grade level (*N*=531*).*

Table 5.16 presents teachers' mean response to each discipline issue averaged across a 4-point scale (1 = *not a problem* and 4 = *serious problem)*. The results indicate that teachers in both types of schools have similar perceptions of discipline issues in charter programs, but teachers in alternative education charters generally view discipline issues as greater problems.

Table 5.16
Teachers' Perceptions of Student Behavior Problems, Mean Severity by School Type

Problem	Standard AP *n*=239	Alternative Education AP *n*=292	All Charter Schools 2004 *N*=531	All Charter Schools 2004 *N*=567
Student tardiness	2.5	2.6	2.5	2.5
Student absenteeism	2.4	2.6	2.5	2.5
Physical conflicts among students	1.7	2.1	1.9	1.9
Vandalism of school property	1.5	2.1	1.8	1.8
Student drug or alcohol abuse	1.3	2.0	1.7	1.7
Student possession of weapons at school	1.1	1.2	1.2	1.2

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

CHARTER SCHOOL OPERATIONS

The survey asked teachers to rate the degree to which they agreed that a list of statements about school operations that described their charter school. For example, survey statements included: "I am satisfied with the school's curriculum" and "This school's buildings need to be improved." Teachers rated their agreement with each statement using a 4-point scale: *strongly disagree* (1), *disagree* (2), *agree* (3), or *strongly agree* (4). Figure 5.5 presents the percentage of teachers who *agreed* or *strongly agreed* with each survey statement.

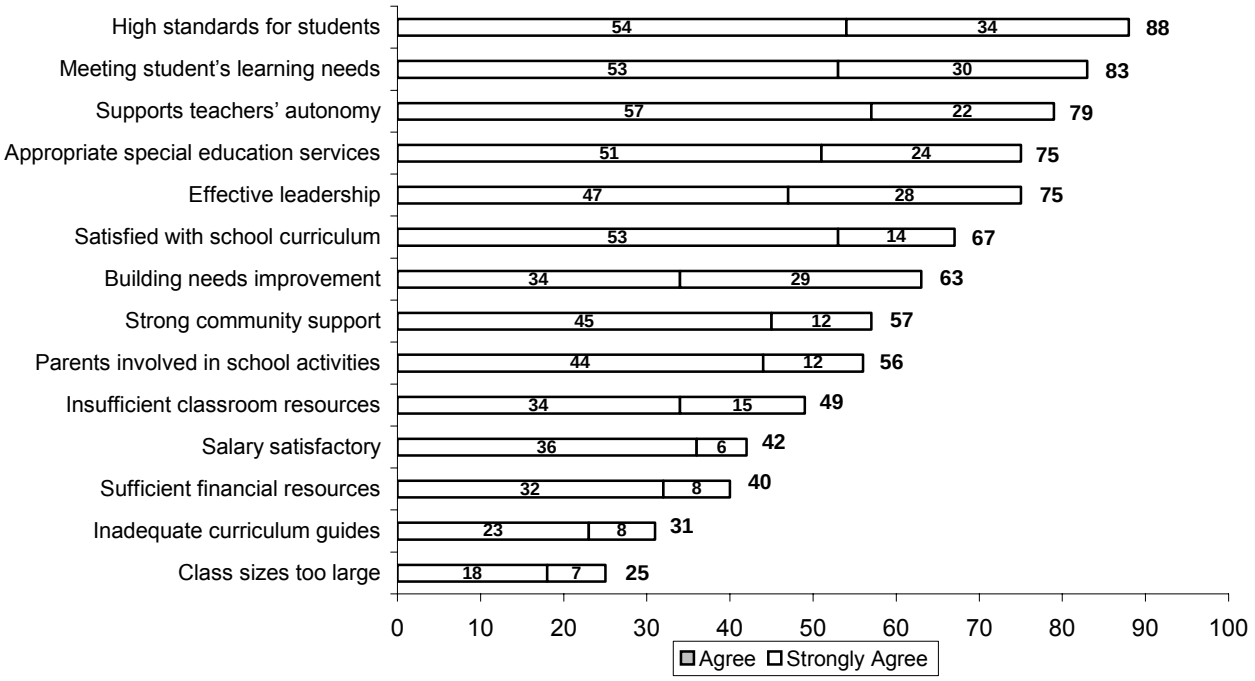

Figure 5.5. Percent of teachers reporting they agree or strongly agree with various aspects of their charter school (*N*=531*).*

Generally speaking, most charter teachers appear satisfied with the operation of their schools. Eighty-eight percent *agree* or *strongly agree* that their school has high expectations for students, and 83 percent believe that their charter is meeting students' learning needs. Most teachers feel that their schools support teacher autonomy (79 percent); provide appropriate special education services (75 percent); and have effective leadership (75 percent), satisfactory curricula (67 percent), strong community support (57 percent), and parent involvement (56 percent). On the less positive side, 63 percent of teachers feel their buildings are in need of improvement, 31 percent say they do not have adequate curriculum guides, and 25 percent believe their class sizes are too large.

Table 5.17 presents teachers' mean responses averaged across the 4-point scale and disaggregates results across school types. There are few differences in the responses of teachers in alternative education charters and those in standard accountability charters or between the results of the 2005 and 2004 surveys. According to this year's results, teachers in standard accountability charters experience greater parental involvement in their schools, but are somewhat less satisfied with their curriculum guides than teachers in alternative education charters.

Table 5.17
General Impressions of Charter School, Mean Responses by School Type

Item	Standard AP *n*=239	Alternative Education AP *n*=292	All Charter Schools 2005 *N*=531	All Charter Schools 2004 *N*=567
School has high standards/expectations for students	3.3	3.1	3.2	3.2
School is meeting students' learning needs	3.1	3.0	3.1	3.1
School has effective leadership	2.9	3.0	3.0	3.1
Schools has appropriate special education services	2.9	2.9	2.9	3.0
School supports teachers' autonomy	3.0	3.0	3.0	3.0
I am satisfied with the school curriculum	2.9	2.6	2.8	2.8
The school's buildings need improvement	2.7	2.9	2.8	2.8
School has strong community support	2.7	2.5	2.6	2.6
I have insufficient classroom resources	2.4	2.6	2.5	2.5
Parents are involved in school activities	2.8	2.3	2.6	2.4
School has sufficient financial resources	2.4	2.2	2.3	2.3
I am satisfied with my salary	2.3	2.3	2.3	2.1
School has inadequate curriculum guides	1.9	2.3	2.1	2.1
Class sizes too large	2.1	2.0	2.0	2.0

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

SUMMARY

This chapter summarized the characteristics of charter school teachers, finding that 79 percent of charter teachers are female and 59 percent are members of ethnic minorities. Nearly all charter teachers have a college degree (93 percent) and most either have Texas teacher certification (50 percent) or are working to complete certification requirements (41 percent).

Survey respondents indicate that they choose to work in charters in order to work with like-minded educators and participate in an educational reform effort. Teachers understand many of the benefits of working in charter schools as functions of small school environments. They describe their enthusiasm for working in schools that permit greater familiarity with students and staff, and they appreciate small class sizes that allow more opportunities to work one-on-one with students. Teachers enjoy the autonomy of charter schooling and feel that they have more opportunities to be creative in their instructional approaches. In spite of these benefits, insufficient school resources, low salaries, and apathetic students are challenges that cause some charter teachers to seek other forms of employment.

In terms of their instructional methods, charter teachers tend to use techniques that focus on individual students. Nearly all teachers reported using one-on-one instruction, individual assignments, and small group work. Charter teachers use teacher-made tests, student writing samples and demonstrations, and a number of other assessment methods to measure student progress.

Similar to the director responses included in chapter 4, charter teachers indicate that absenteeism and tardiness are the primary discipline problems in charter schools. Elementary charter teachers were more likely to indicate problems with physical conflicts between students, but most discipline issues presented greater challenges at the middle and high school levels.

For the most part, charter school teachers are satisfied with the operation of their schools. Most agree that their charters set high expectations for students, meet students' needs, support the autonomy of teachers, provide appropriate special education services, and have effective leadership. Some teachers also feel that charter schools lack adequate resources. More than 60 percent are troubled by the condition of their building, and only 40 percent believe their schools have sufficient financial resources.

CHAPTER 6
SURVEY OF CHARTER SCHOOL STUDENTS

Charter schools in Texas and nationally represent one facet of the growing school choice movement. Based on a free-market economy concept, charter schools provide families with an alternative to the traditional neighborhood public school. As the charter school movement has grown, it has become of greater interest to understand why families choose charter schools for their children and their level of satisfaction with charter schools. While research has addressed the factors that influence parents' choice of a charter school and their satisfaction with charter schools, few large-scale studies have addressed *students'* opinions on these issues. One study found that three-fifths of students say their charter school teachers are better than their previous school teachers (Vanourek, Manno, Finn, & Bierlein, 1997). Results from the Texas Center for Educational Research's evaluations of Texas charter schools show similarly high levels of satisfaction among charter school students. Over 80 percent of Texas charter school students surveyed reported being *satisfied* or *very satisfied* with their school in the 2001-02 school year (Barrett, 2002). Likewise, in 2003-04, approximately 70 percent of Texas charter school students believed that the charter school was a good choice for them, felt safe at school and learned more at their charter school (TCER, 2005).

This study further explores the reasons students and parents seek charter schools, students' perceptions of schools currently attended, and organizational characteristics influencing student satisfaction. Students' views also provide insight into everyday educational experiences and interpersonal relationships in charter schools that may contribute to student satisfaction. Moreover, students' experiences and perspectives might also shed light on factors that influence parents' school choices.

METHODOLOGY

Survey Procedures

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

In March of 2005, researchers distributed surveys to a sample of 10,454 students enrolled in grades 6 through 12. To identify survey recipients, investigators randomly selected a sample of 63 charter schools and 96 associated campuses to participate in the statewide survey. Charter schools that were surveyed for TCER's 2002-03 and 2003-04 evaluation were excluded from the pool of charter districts. The administrator of each randomly selected charter campus received a packet including surveys for all enrolled students, with counts based on campus enrollments reported in AEIS 2003-04. Administrators were asked to distribute the surveys to all teachers in their building who teach students in grades 6 to 12. If more surveys were needed, administrators could copy the survey or request additional surveys. Instructions for each teacher asked that they administer the survey during the first period (or at the beginning of the school day) to ensure that

each student responded to the survey only once. After administering the survey, teachers returned them to the campus office. Administrators then mailed all student surveys in postage-paid envelopes or boxes to the Texas Center for Educational Research. Of the 10,858 student surveys distributed, 3,758 surveys were returned, for an overall response rate of 34.6 percent. The student survey respondents in the sample represent about 6 percent of charter school students statewide.

Characteristics of Survey Respondents

Table 6.1 shows the distribution of student survey respondents. Surveyed schools were divided into two groups for comparisons purposes: charter schools rated under standard accountability procedures and charters rated under alternative education accountability procedures. As discussed in Chapter 1, Texas has established separate accountability procedures for schools serving predominantly at-risk students and registered as alternative education campuses (AECs) because such schools often confront different educational challenges than schools that serve proportionately fewer at-risk students. Recognizing that differences may exist between charters rated according to Texas' alternative education accountability procedures and those rated under standard procedures, this report presents overall results for sample charters as well as results by school type.

The statewide student population in charter schools in grades 6 through 12, which is approximately 66 percent from schools in the alternative education accountability system and 34 percent from schools in the standard system, closely matches the 62.8 percent of surveyed students from alternative education charters and 37.5 percent from standard charters. The overall survey response rate was 34.6 percent; however, students in alternative education charters responded at a higher rate (40 percent) than standard charters (25.3 percent). As a result, 72.5 percent of survey respondents attended alternative education charters and 27.5 attended charters rated under standard procedures. Alternative education charters respondents are therefore somewhat over-represented in responses and standard charter respondents are under-represented.

Table 6.1
Distribution of Student Survey Respondents, by School Type

School Type	Number of Campuses Surveyed	Number of Campuses Responding	Number of Students Surveyed	Number of Respondents	Percent of Students Responding
Standard AP	33	19	4,077	1,032	25.3
Alternative Education AP	47	31	6,821	2,725	40.0
Total	80	50	10,858	3,758	34.6

Note. AP means accountability procedures.

Table 6.2 displays the demographic characteristics of student survey respondents. The majority of students (68 percent) are between 13 and 17 years of age. This is expected considering only students in grades 6 through 12 were surveyed. Overall, survey respondents, similar to charter school students statewide, are concentrated in the upper grade levels, with between 13 and 17 percent of respondents in each of the high school grade levels (9-12). Ninth graders are under-represented, whereas sixth, eighth and twelfth graders are over-represented in the sample.

The grade-level distribution of respondents varies between schools serving different proportions of at-risk students. Alternative education charters have proportionately more respondents in grades 9 through 12 and fewer in grades 6, 7 and 8. Males make up just over 50 percent of survey respondents from alternative education charters, while standard campuses enroll slightly more females than males.

Table 6.2
Characteristics of Student Survey Respondents (Percent)

Characteristic	Survey Sample: Standard Accountability Procedures *N*=1,024	Survey Sample: Alternative Accountability Procedures *N*=2,715	Survey Sample: All Charter Schools *N*=3,739	Charter Schools Statewide, Grades 6-12 *N*=36,812
Age				
12 and under	30.3	9.4	15.1	--
13 to 17	58.0	71.6	67.9	--
18 and over	11.8	19.0	17.0	--
Grade Level				
6	30.1	8.2	14.2	10.2
7	12.5	10.1	10.8	9.9
8	13.1	12.4	12.6	9.5
9	11.1	18.8	16.7	24.6
10	11.5	18.6	16.7	19.4
11	11.4	17.8	16.0	15.7
12	10.3	14.1	13.0	10.8
Gender				
Male	48.8	51.7	50.9	51.5
Female	51.7	48.3	49.1	48.5
Race/Ethnicity				
Hispanic	30.1	51.9	45.9	46.5
African American	44.3	21.1	27.5	30.3
White	19.2	22.7	21.8	21.5
Other	2.5	2.7	2.6	1.7

When looked at in total, the racial/ethnic distribution of the sample respondents closely resembles the statewide distribution of charter school students in grades 6-12. However, racial/ethnic distributions differ by the two types of accountability procedures. Among alternative education charters, Hispanic students make up a larger proportion of respondents (51.9 percent), whereas African American students account for a smaller percentage (21.1 percent). In contrast, at standard accountability campuses, Hispanic (30.1 percent) students make up a smaller percentage of respondents and African American students (44 percent) comprise a larger percentage of respondents. These differences reflect statewide trends, as described in Chapter 2.

Analytic Weights

Weighting of survey data is used to correct imbalances between the population of inference (i.e., Texas charter school students) and actual survey respondents. Analytic weights can be developed

so that, when applied to the survey data, the survey responses are balanced to reflect known population distributions, thus appearing "representative." The use of analytic weights, however, increases the likelihood of sampling errors. Thus, if weighted survey data do not differ substantially from raw survey data, then analytical weights may not be necessary. For this survey, researchers explored the use of analytic weights because the student survey sample respondents differed from the overall student population of Texas charter schools (see Table 6.2). African American students are slightly under-represented in the survey sample respondents. Furthermore, the grade-level distribution of the survey sample shows that ninth graders are under-represented, whereas sixth, eighth and twelfth graders are over-represented.

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

PREVIOUS SCHOOL EXPERIENCE

To understand the previous educational experiences of charter school students, respondents were asked to identify the kinds of schools attended before coming to their current charter school. Table 6.3 shows that the large majority of students (85 percent in 2005) indicated that they previously attended a public school. This is true of students in both types of charter schools. Students in standard accountability charters were more likely to have attended a private school prior to attending their current charter school. Students in both types of charter schools were equally likely to have received other types of schooling. Results for the current student survey mirror those from the previous year.

Table 6.3
School Attended Before the Charter School (Percent)

School Type	Standard Accountability Procedures *N*=1,024	Alternative Accountability Procedures *N*=2,715	All Charter Schools 2005 *N*=3,739	All Charter Schools 2004 *N*=6,449
Public school	83.5	85.9	85.2	83.1
Private school	6.4	4.1	4.7	6.2
Home schooled	2.9	2.6	2.7	2.5
Did not attend school	0.6	2.0	1.6	1.8
Other	6.6	5.5	5.8	6.4

FACTORS INFLUENCING SCHOOL CHOICE

Students also identified reasons why they and their families chose the charter school. Students were asked to rate the importance of several factors on a 4-point scale as *not important* (1), *somewhat important* (2), *important* (3), or *very important* (4) in their choice of a charter school. Figure 6.1 provides a graphic representation of students' responses, with each bar on the chart representing those respondents indicating a factor had at least some level of importance.

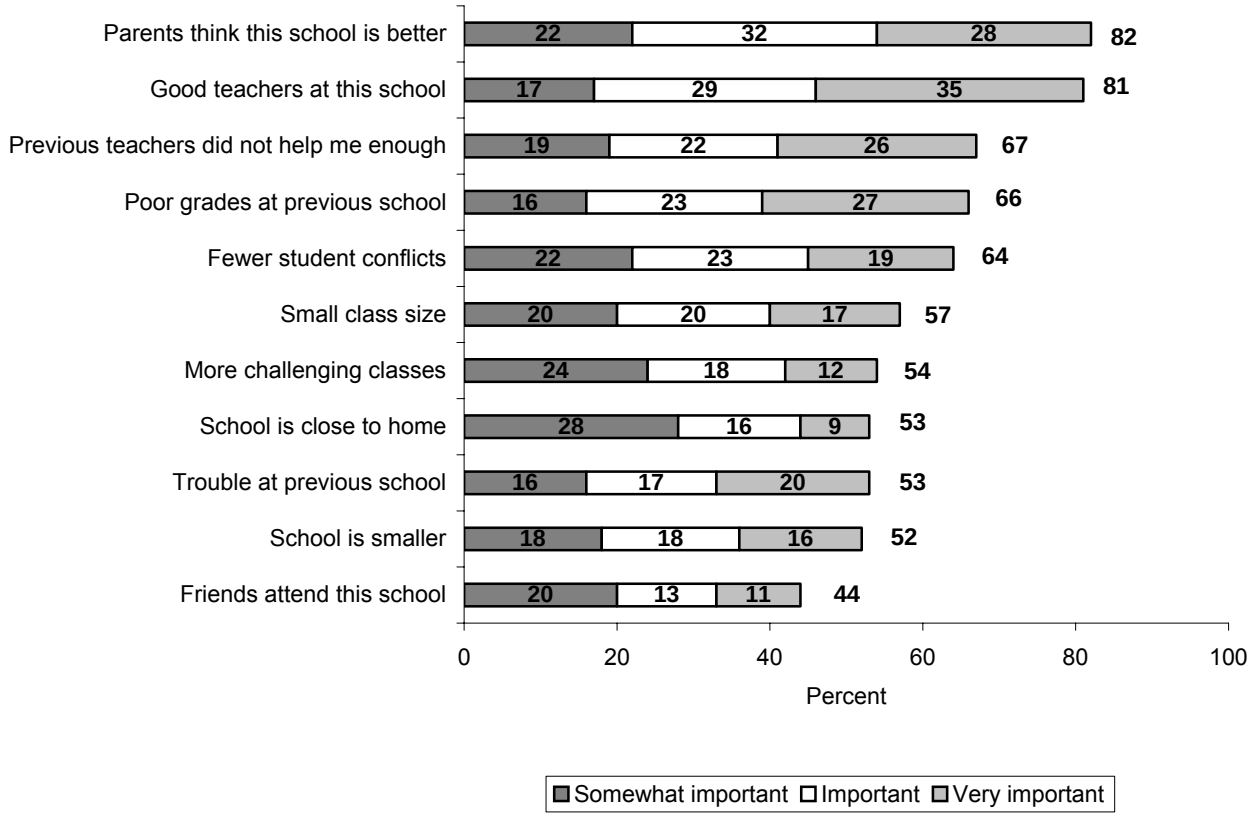

Figure 6.1. Percent of students reporting factors as *somewhat important*, *important*, or *very important* in their decision to attend the charter school.

Overall, students indicate that their parents' opinions of the school (82 percent) and teacher quality (81 percent) are the most important factors influencing their decision to attend the charter school. Other influential factors include previous teachers not helping enough (67 percent), poor grades at a previous school (66 percent), and fewer student conflicts (64 percent). Factors considered less important in students' choice of the charter school include its proximity to their home, trouble at the previous school, the charter school being smaller, and the presence of friends at the school.

Table 6.4 compares students' ratings of decision factors for charter schools evaluated under alternative accountability procedures with students in charters evaluated under standard procedures. Students in both types of schools report the same factors as most important in their decision making (i.e., good teachers at the school and parents think the school is better). Differences between the two types of charter schools were very small. On eight decision factors, the mean importance ratings for students in charters rated under standard procedures were slightly higher (0.1 to 0.3 points higher on a 4.0 point scale) than mean ratings for students in alternative education charters. Students at standard accountability campuses assigned higher mean ratings of importance to the parents' opinion of the school and availability of more challenging classes at the charter than did students at alternative education charters (0.3 points). Two factors, getting into trouble in a previous school and getting poor grades at previous school, received slightly higher mean ratings of importance (0.1 points and 0.2 points, respectively) from

students enrolling in alternative education charters. One factor, previous teachers did not help me enough, was rated equally by students from both types of charter schools.

Comparisons between survey results for 2004 and 2005 were nearly identical. Students' and parents' decisions regarding charter schools are strongly influenced by their perceptions of teachers and school quality.

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

Decision Factor	Standard Accountability Procedures *n*=1,024	Alternative Accountability Procedures *n*=2,715	All Charter Schools 2005 *N*=3,739	All Charter Schools 2004 *N*=6,449
Good teachers at this school	3.0	2.8	2.8	2.7
Parents think this school is better	2.9	2.6	2.7	2.7
Previous teachers did not help me enough	2.4	2.4	2.4	2.4
Poor grades at previous school	2.3	2.5	2.4	2.4
Fewer student conflicts	2.3	2.2	2.2	2.2
Small class size	2.2	2.1	2.1	2.1
Trouble at previous school	2.0	2.1	2.1	2.1
School is smaller	2.1	2.0	2.0	2.0
More challenging classes	2.2	1.9	2.0	2.0
School is close to home	1.9	1.8	1.9	1.9
Friends attend this school	1.9	1.8	1.8	1.8

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

Comparisons by Accountability Ratings

Student survey responses were also compared based on the accountability rating assigned to the student's campus for the 2004-05 academic year. Campuses were organized into three groups—those receiving high-performing ratings of Exemplary or Recognized (standard procedures only), those receiving Acceptable ratings with either the standard or alternative accountability procedures, and those receiving ratings of Academically Unacceptable with either the standard or alternative accountability procedures. Table 6.5 presents students' mean importance ratings for each factor influencing their choice of school. Students in all three categories rated teacher quality and parental opinion factors as the most influential reasons for their choice of school. Students in more highly rated schools, however, assigned higher levels of importance to teacher quality and parental opinion than did students in less highly rated schools. Additionally, students in schools rated Exemplary or Recognized were less likely to report that poor grades or getting into trouble at their previous school were influential factors in their choice of a school, and they cited the desire for more challenging classes and fewer student conflicts as more important factors in their choice.

Table 6.5
Reasons Students and Their Families Chose a Charter School, by 2005 Accountability Rating, as Mean of Respondents

Decision Factor	High-Performing[a] *N*=154	Academically Acceptable[b] *N*=2,516	Academically Unacceptable[c] *N*=1,041	All Charters *N*=3,711
Good teachers at this school	3.4	2.9	2.7	2.8
Parents think school is better	3.5	2.7	2.5	2.7
Previous teachers did not help me enough	2.5	2.4	2.4	2.4
Poor grades at previous school	2.1	2.4	2.4	2.4
Fewer student conflicts	2.9	2.2	2.1	2.2
Smaller class sizes	1.8	2.1	2.1	2.1
Trouble at previous school	1.8	2.1	2.2	2.1
More challenging classes	2.7	1.9	2.0	2.0
School is smaller	1.8	2.0	2.0	2.0
School is close to home	2.0	1.8	1.9	1.9
Friends attending this school	2.0	1.8	1.7	1.8

Note. Mean rating based on 4-point scale: *not important* (1), *somewhat important* (2), *important* (3), *very important* (4).
[a] Campuses rated as Exemplary or Recognized (standard procedures); *N*=21 campuses.
[b] Campuses rated as Academically Acceptable (standard and alternative procedures); *N*=214 campuses.
[c] Campuses rated as Academically Unacceptable (standard and alternative procedures); *N*=47 campuses.

SATISFACTION WITH CHARTER SCHOOLS

Researchers also sought to gauge students' satisfaction with, and beliefs about, their current charter school. Students rated a variety of statements (e.g., "I feel safe at this school") on a 4-point scale as *strongly disagree* (1), *disagree* (2), *agree* (3), or *strongly agree* (4). Figure 2 displays students' responses in order of their level of agreement. The vast majority of students (88 percent) agree or strongly agree that they work hard to earn the grades they get at the charter school. Large percentages of students also indicate that their teachers know them by name (85 percent), help them understand concepts (82 percent), and encourage them to think about their future (80 percent).

Three out of four students feel that the charter school is a good choice for them (76 percent) and feel safe at school (73 percent), and more than two-thirds say that they learn more at this school (69 percent). However, just over half (50.1 percent) of the students believe that other students help them learn and students are interested in learning (53 percent). In addition, only 38 percent agree that the school has enough extracurricular activities, and only 26 percent agree that they have more homework at their current school than at their previous school.

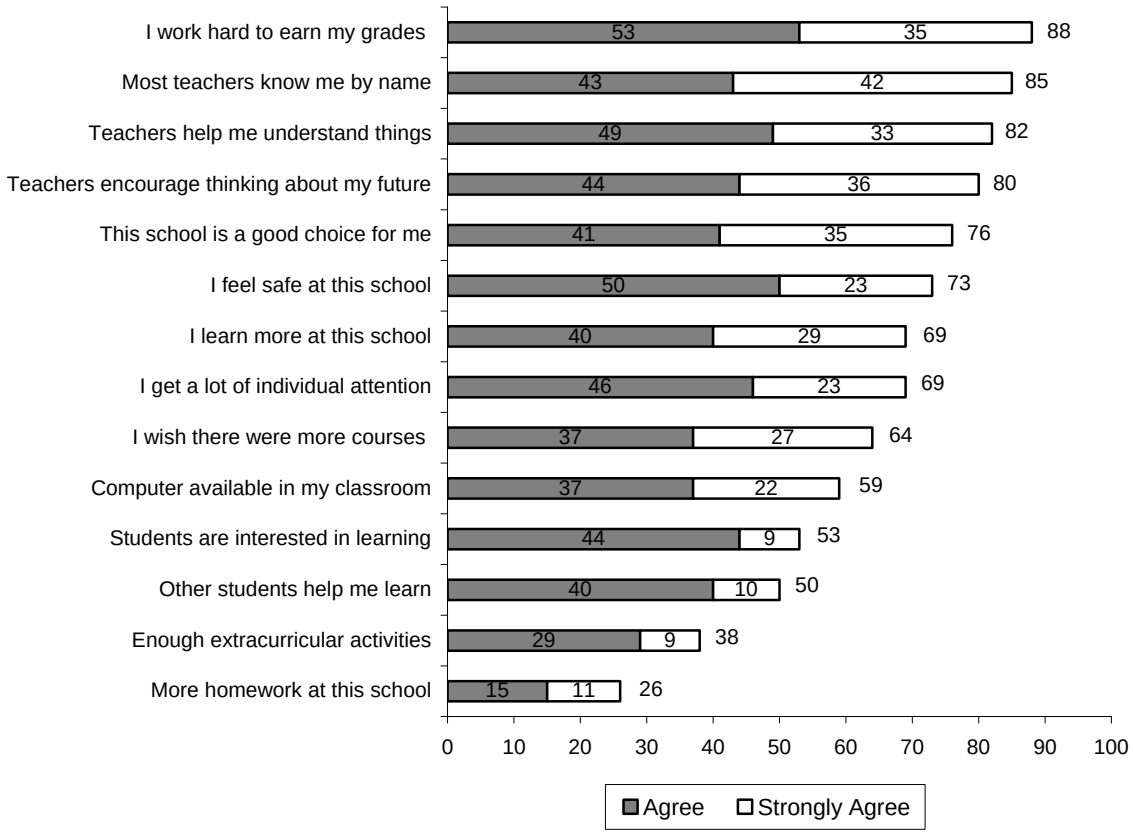

Figure 6.2. Students' opinions about their charter school.

Table 6.6 compares responses of students in alternative education charters with those rated under standard procedures. Overall, the responses are similar for students in both types of charter schools. Five of the factors were given the same ratings by students from both charter school classifications. On another seven factors, the mean ratings for students in alternative education charters were slightly lower (0.1 to 0.2 points lower on a 4.0 point scale) than the mean ratings for students in standard accountability campuses. For example, there is a small difference (0.1 points) in average ratings between the two groups of students for the statement "other students help me learn." The lower mean ratings at alternative education campuses indicate that these students are slightly less satisfied with their schools. There is a larger difference in average rating between the two groups for one item. Students attending standard campuses agree more strongly that they "have more homework at this school," (2.5 versus 1.9). On one factor, "students are interested in learning," the mean rating is slightly higher (0.1 points) for students attending alternative education charters.

Students' satisfaction with their charter school increased slightly across two survey years with higher student satisfaction ratings for 10 of 14 statements in 2005.

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

Student Opinion	Standard Accountability Procedures *N*=1,024	Alternative Accountability Procedures *N*=2,715	All Charter Schools 2005 *N*=3,739	All Charter Schools 2004 *N*=6,449
I work hard to earn my grades	3.2	3.2	3.2	3.2
Most teachers know me by name	3.3	3.2	3.2	3.2
Teachers encourage thinking about my future	3.1	3.1	3.1	3.0
Teachers help me understand things	3.2	3.0	3.1	3.0
This school is a good choice for me	3.0	3.0	3.0	2.9
I learn more at this school	3.0	2.8	2.9	2.8
I feel safe at this school	2.9	2.8	2.8	2.7
I get a lot of individual attention	2.8	2.8	2.8	2.7
I wish there were more courses	2.9	2.7	2.8	2.9
Computer available in my classroom	2.6	2.6	2.6	2.5
Students are interested in learning	2.4	2.5	2.5	2.4
Other students help me learn	2.5	2.4	2.4	2.3
Enough extracurricular activities	2.3	2.1	2.2	2.1
More homework at this school	2.5	1.9	2.0	2.1

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

Comparisons by Accountability Ratings

Table 6.7 presents students' responses regarding their current charter school, organized by 2005 campus accountability ratings. For all 14 of the statements, students attending Exemplary or Recognized schools assign higher levels of agreement to the statements than students in less highly rated schools. In particular, students in higher performing charter schools are more likely to believe they get more homework at school (3.5 compared to 2.0 in Academically Acceptable and Academically Unacceptable charters). Examples of other statements rated slightly higher by students in top-rated charter schools include teachers helping students understand, teachers encouraging thinking about students' futures, a wish for more good courses, a sense that students learn more at the school, feeling safe at school, and having sufficient extracurricular activities.

Table 6.7
Students' Opinions About Their Charter School, by 2005 Accountability Rating, as Mean of Respondents

Student Opinion	High-Performing[a] *N*=154	Academically Acceptable[b] *N*=2,516	Academically Unacceptable[c] *N*=1,041	All Charters *N*=3,711
Most teachers know my name	3. 5	3.3	3.0	3.2
I work hard to earn my grades	3.5	3.2	3.1	3.2
Teachers help me understand	3.5	3.1	2.9	3.1
Teachers encourage thinking about my future	3.5	3.1	2.9	3.1
This school is good choice for me	3.3	2.9	2.9	3.0
I learn more at this school	3.6	2.9	2.7	2.9
I wish there were more courses	3.2	2.8	2.8	2.8
I feel safe at this school	3.3	2.9	2.7	2.8
I get a lot of individual attention	3.0	2.8	2.7	2.8
Computer available in my classroom	2.9	2.6	2.6	2.6
Students are interested in learning	2.9	2.5	2.4	2.5
Other students help me learn	2.8	2.4	2.3	2.4
Enough extracurricular activities	2.7	2.1	2.3	2.2
More homework at this school	3.5	2.0	2.0	2.0

Note. Mean rating based on a 4-point scale: *strongly disagree* (1), *disagree* (2), *agree* (3), *strongly agree* (4).
[a] Campuses rated as Exemplary or Recognized (standard procedures); *N*=21 campuses.
[b] Campuses rated as Academically Acceptable (standard and alternative procedures); *N*=214 campuses.
[c] Campuses rated as Academically Unacceptable (standard and alternative procedures); *N*=47 campuses.

In addition to responding to survey items, students had the opportunity to write responses to the following questions:

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

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

Positive Aspects of Charter Schools

Generally, students' comments regarding the most positive aspects of their school centered on *teachers, school and class size, and self-paced instruction.* When comparing students at alternative education charters with students at standard charters, some differences emerged between the two types of schools.

Most of the alternative education charters surveyed use a self-paced (often computerized) educational program with an abbreviated daily schedule. Students in these schools were more likely to praise the *self-paced instruction* available at the school. These students wrote about working at their own pace and not following a structured program. One student stated, "They have a great plan for students to work at their own pace. Good for students who are slow. Great for those who are ahead of their classes!" Another said, "You can work at your own pace and you're not rushed and feel no pressure." Several students said that they had the chance to

graduate early. Students at alternative education charters also liked the half-day schedules of many schools. Sample responses included, “I am able to get my work done fast and finish school early,” “It’s only 4 hours long and doesn’t start until 12:30,” and “The short hours are a lot easier than the hours at public schools.” Students at many alternative education charters praised their teachers, who were described as *friendly* and *supportive*. Responses included, “The teachers actually care. They listen and help more,” “Teachers are very patient and understanding,” and “Teachers are very dedicated to the students and helping them learn.” Students also pointed out that they received lots of *one-on-one attention* from the teachers at their school. One student said, “The teachers actually care about their students. If I need help on something they’ll stay with me after school.”

Students enrolled in standard charters also praised the quality of the teaching at their schools. Many students described their teachers as *fair, helpful* and *attentive*. Sample responses included “All the teachers understand their students more than most schools” and “Teachers are very nice to you and they help you when you need to be helped they also support you in what ever you do.” Many students at standard charters said that their teachers had *high expectations* for student behavior and academic performance. One student said, “The teachers are strict on you so you will not make the same mistakes over and over again. The teachers want you to be successful in life.” Another said, “I like that this school is challenging. I also like the way that they push me to learn and they always encourage us that we should go to college.” Similarly, students reported that they *learn more* in their school. One student stated, “The education we get is better than at most public schools. Sometimes we know more than the average 6-8 graders at other schools.”

Smaller school and class sizes were also mentioned by students at standard charters. Students liked the smaller classes because it allowed for more personal attention. One student explained, “It is easier to learn than in a big public school. The teachers devote more of their time to you as an individual.” Another said, **“**I like the size of the classes. They are small and you know everybody in your class.” Students in these schools also said they liked the security (e.g., it is “more safe and nicer. There are no gangs, no drugs and no violence.”) and the learning environment (e.g., “This school is well supervised and taken care of”) provided by the smaller school size.

School Problems and Concerns

Students attending standard charters identified many of the same problems as students attending alternative education charters. However, students at standard charters were more likely to mention needing a *wider selection of course offerings* (e.g., physical education, history of math, spelling, automobile technology, and language classes like Spanish and French). The lack of physical education (P.E.) was an especially large source of concern. Several students said that they wanted more frequent and longer P.E. classes.

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

Students at both standard and alternative education campuses disliked *school rules including dress codes or uniform requirements* and *school food*. Students had general complaints about rules like mandatory searches, no cell phones, and punishment being unfair, as well as restrictions enforced by the school regarding clothing (e.g., no piercings, no facial hair) or uniforms. Many students also wrote responses about their dislike of the food provided by the school, lack of or poor selection from vending machines, and rules forbidding students from leaving the campus for lunch. Many students at alternative education charters complained that their school's attendance and tardiness policies were too strict. One student wrote, "Being tardy so many times adds up to an absence, and you don't got a warning bell to get to class."

Commonly mentioned issues related to *school facilities* or *supplies*. Students indicated that their schools were too small, in poor condition (e.g., inadequate heating system, overcrowding, a dirty building), lacked facilities like a gym, cafeteria, or lockers, or they did not have adequate supplies such as books or computers. Similar to results from the survey items, a number of students also noted a *lack of extracurricular activities* at their schools. These included no field trips, sports teams (e.g., tennis, soccer, baseball), and clubs. Several students stated that their school had *financial problems*. One student commented, "I don't like this school because there is hardly anything for us to do. Like there's no library we can't study at home with our own books because we don't have enough. No playground. No gym." Another said, "Funding is limited and the school facility is too small. Not enough extracurricular activities." Concerns about school facilities and financial resources were common across alternative education and standard charters.

STUDENT GRADES

One of the items to be considered in the evaluation of open-enrollment charter schools is student grades [TEC, §12.118 (b)(3)]. On one part of the survey, students were asked to report the kinds of grades received at their previous school and at their current charter school. Students selected from among options relating to traditional grading standards: *Mostly A's*, *A's and B's*, *Mostly B's*, *Mostly B's and C's*, and so forth. Figure 6.3 shows that students' reported grades have improved from their previous school to their current charter school. The percent of students earning *mostly A's* or *mostly A's and B's* increased from 30 percent to 44 percent, while the percent of students making *C's and D's*, *Mostly D's,* or *D's and F's* declined from 23.5 percent to 11 percent.

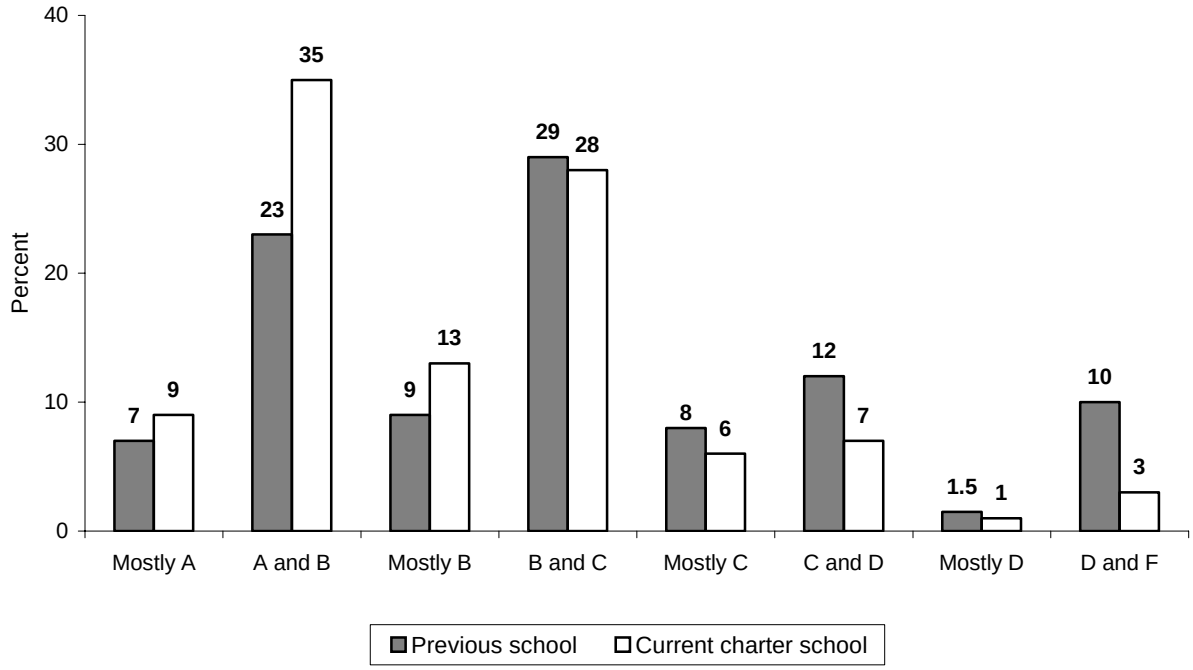

Figure 6.3. Percent of students reporting the kinds of grades received in their previous school and current charter school (N = 3,739).

Table 6.8 compares student grades by school type. Students in both types of schools indicate their grades have improved at their current charter school. Students attending alternative education charters reported larger grade improvements than students at standard campuses. For example, while 49 percent of students in standard charters said they earned *mostly B's* or higher at their previous school, 51 percent said they earned *mostly B's* or higher at their current charter school. Those percentages at alternative education charters are 36 percent who said they earned *mostly B's* or higher at their previous school, and 59 percent who said they earned those grades at their current charter school. Lower percentages of students in both types of schools reported earning *D's and F's* in their current schools as compared to their previous schools.

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

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

	Standard Accountability Procedures *N*=1,024		Alternative Accountability Procedures *N*=2,715		All Charter Schools *N*=3,739	
Grade	Previous School	Current School	Previous School	Current School	Previous School	Current School
Mostly A	12.0	8.7	4.8	9.2	6.8	9.0
A and B	28.0	30.1	21.7	36.8	23.4	34.9
Mostly B	9.4	11.9	9.1	13.4	9.2	13.0
B and C	26.7	29.3	30.4	27.3	29.4	27.9
Mostly C	7.8	7.9	7.8	5.0	7.8	5.8
C and D	9.5	7.8	13.2	5.1	13.2	5.9
Mostly D	1.2	0.8	1.7	0.9	1.5	0.9
D and F	3.3	2.3	7.0	1.2	6.0	1.5
Mostly F	2.2	1.2	4.3	1.2	3.7	1.2

FUTURE PLANS

Table 6.9 presents students' responses about their plans after high school. Overall, just over half of students plan to attend a four-year college (35 percent) or a community college (17 percent). When comparing responses from students in both types of schools, some differences emerge. Students at alternative education charters are more likely to report planning to get a job. A lower percentage of alternative education charter students indicate they plan to attend a four-year college (29 percent) than students attending standard accountability campuses (48 percent). Overall, students' post-high school plans changed little between the 2004 and 2005 surveys.

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

Student Plans	Standard Accountability Procedures *N*=1,024	Alternative Accountability Procedures *N*=2,715	All Charter Schools *N*=3,739
Go to a four-year college	48.4	29.4	34.6
Go to a community college	13.1	18.2	16.8
Get a job	11.2	15.5	14.3
Don't know	7.6	12.1	10.9
Join the military	3.8	5.8	5.2
Other	5.5	4.9	5.1
Go to a technical school	3.1	5.0	4.5

Students' reports of their plans after high school were also analyzed by grade level (see Table 6.10). While the same general pattern of responses is apparent, some noticeable differences between middle school and high school students emerge. A significantly higher percentage of middle school students say they plan to attend a four-year college (51 percent compared to 30 percent). Conversely, more high school students report they plan to attend a community college

(23 percent compared to 11 percent). While this seems counterintuitive, it may be that high school students realize the challenges they face in attending a four-year college and see community college as a more attainable option.

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

Student Plans	Middle School Students *N*=1,341	High School Students *N*=2,066	All Charter Schools *N*=3,407
Go to a four-year college	50.5	29.8	37.9
Go to a community college	11.3	23.1	18.4
Get a job	11.3	18.4	15.6
Don't know	12.4	11.5	11.9
Join the military	5.5	6.0	5.8
Other	6.9	4.6	5.5
Go to a technical school	2.2	6.7	4.9

Lastly, students were asked to indicate whether they would attend their current charter school the following year. As Table 6.11 shows, less than half of students (39 percent) report that they will return to their charter school. Students at alternative education charters, however, were slightly more likely to say that they will attend their charter school the following year than those at standard accountability campuses (41 percent compared to 36 percent).

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

Response	Standard Accountability Procedures *N*=1,024	Alternative Accountability Procedures *N*=2,715	All Charter Schools *N*=3,739
Yes	35.8	40.7	39.4
No	33.4	32.8	33.0
Not sure	30.8	26.5	27.7

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

SUMMARY

Charter school students indicate that the opinions of their parents and teacher quality are the most important factors influencing their decision to attend the charter school. Other influential factors include previous teachers not providing enough help, poor grades at a previous school, and fewer student conflicts. Students at alternative education charters were more likely to enroll at charters because they received poor grades and/or got into trouble at their previous school. Students attending charters rated under standard procedures were more likely to choose charters because they believed that the charter school offered more challenging coursework than their local public school.

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

Students report varying levels of satisfaction with their charter schools. Nearly 90 percent of students believe that they work hard to earn the grades they get at the charter school. Large percentages also indicate that their teachers know them by name, help them understand concepts, and encourage them to think about their future. Approximately 75 percent feel that the charter school is a good choice for them and feel safe at school. Nearly 70 percent feel that they learn more at the charter school. However, just over half of the students believe that other students help them learn and students are interested in learning. In addition, only about 38 percent agree that the school has enough extracurricular activities, and only about 26 percent agree that they have more homework at their current school than at their previous school. Overall, the responses are similar for students in alternative education campuses compared to schools rated under standard procedures. Students in the two types of school reported the same mean level of agreement (3.0 on a 4.0 scale) to the statement *this school is a good choice for me*. However, students at standard accountability charters were more likely to report that they received more homework at their current school, compared with their previous school.

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

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

Approximately half of charter school students plan to attend a four-year college or a community college. Students at alternative education charters are more likely to report planning to get a job, and less likely to indicate they plan to attend a four-year college (29 percent, compared with 48 percent of students at standard campuses). A significantly higher percentage of middle school students plan to attend a four-year college. Conversely, more high school students report they plan to attend a community college. It may be that high school students realize the challenges they face in attending a four-year college and see community college as a more attainable option.

Lastly, less than half of charter school students (39 percent) report that they will return to their charter school next year. Students at alternative education charters were slightly more likely to say that they will attend their charter school the following year than those enrolled at standard accountability campuses.

CHAPTER 7
STUDENT PERFORMANCE

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

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

This chapter describes charter school achievement for the 2004-05 school year. In particular, the study compares how students in charter schools are performing in relation to students in traditional public schools. We also examine student achievement differences for students who attend charter schools rated under standard accountability procedures (standard AP) versus the achievement of students who attend charters rated under alternative education accountability procedures (alternative education AP). In addition, associations among various factors and the effects on academic performance are explored.

METHODOLOGY

The chapter centers on 192 charters, or districts, and 296 charter school campuses associated with those charters operating for the entire 2004-05 school year. The 296 charter campuses served 66,073 students, with an average of 223 students per campus and enrollment ranging from 1 to 1,113 students. Additional data are derived from open-enrollment charter school evaluation reports for years one through seven (www.tcer.org) and longitudinal data for a matched cohort of students with TAKS test scores. Throughout this chapter, data analysis procedures are described in detail along with evaluation results. Data sources and study limitations follow.

Data Sources

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

Texas Assessment of Knowledge and Skills. In 2003, the first statewide administration of the state's more comprehensive and rigorous state assessment, the Texas Assessment of Knowledge and Skills (TAKS), took place. The second and third statewide administrations of the TAKS occurred in spring 2004 and spring 2005. The test measures aspects of the state curriculum—the Texas Essential Knowledge and Skills (TEKS)—that students should know and be able to do at each step of their school careers. TAKS is a criterion-referenced, state-mandated test of student academic achievement in reading/ELA, writing, mathematics, science, and social studies. The TAKS measures the statewide curriculum in reading at grades 3-9; in writing at grades 4 and 7; in English language arts at grades 10 and 11; in mathematics at grades 3-11; in science at grades 5, 10, and 11; and social studies at grades 8, 10, and 11. Satisfactory performance on the TAKS at Grade 11 is prerequisite to a high school diploma.

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

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

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

Study Limitations

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

Data accuracy is another concern. With the exception of TAKS outcomes, the majority of data are self-reported by school districts and charter schools through PEIMS. In past years, the accuracy of charter school PEIMS data was a major issue. However, in 2004-05, the Person Identification Database (PID) error rates for charter districts averaged 0.46 percent compared to the state average of 0.16 percent. This represented a ten-fold improvement over the previous year when the charter district PID error rate was 4.6 percent.

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

TAKS participation rates, which are compared in Table 7.1 for charters and the state, reflect the mobility of charter school students. For 2005, percentages of students tested, absent, and exempted by Admission, Review, Dismissal (ARD) special education committees are comparable for charter schools and the state overall. However, percentages of students included in the accountability subset continue to differ. Only 63 percent of charter school students were included in the accountability rating system compared to 88 percent of students in traditional public schools. The accountability subset includes students who were enrolled for the fall PEIMS *snapshot* and tested in the same school. Charter schools' high student mobility rate (54% for charter schools and 26% for the state in 2004) contributes to this variance with the state.

Table 7.1
2004-05 TAKS Participation

Group	Tested	Absent	Special Education ARD Exempt	Accountability Subset[a]	SDAA II
Charter	96.2%	0.3%	0.5%	63.1%	13.1%
Traditional[b]	97.1%	0.1%	0.9%	88.1%	7.4%

Source: 2005 TEA AEIS reports. ARD=Admission, Review, and Dismissal. SDAA II=State Developed Alternative Assessment II.
[a] Students included in the fall PEIMS snapshot and tested in the same school.
[b] Traditional public school averages exclude charter schools.

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

Organization of the Chapter

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

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

ACCOUNTABILITY RATINGS

As noted previously, Texas has been transitioning to a new accountability system. The ratings issued in 2005 marked the second year of the new system. Significant changes in 2005 include the addition of alternative education accountability procedures, higher student passing standards on TAKS, the use of the new SDAA II assessment results, an increase in rigor in a number of areas, and other procedural changes. Information to follow describes the performance standards for the standard and the alternative education accountability procedures and provides comparisons between accountability ratings for charters and traditional public schools.

Performance Standards

Under the standard accountability procedures for 2005, districts (including charters) and campuses are evaluated on performance on the TAKS, the SDAA II, completion rate, and annual dropout rate. Possible ratings are Exemplary, Recognized, Academically Acceptable, Academically Unacceptable, and Not Rated: Data Integrity Issues. Table 7.2 summarizes the 2004-05 performance standards for the four standard ratings categories. For the TAKS, the completion rate, and the dropout rate, the standard must be met by each of five student groups: African American, Hispanic, White, economically disadvantaged, and all students. For the SDAA II, the standard must be met only by all students.

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

Under both standard and alternative education procedures, districts and campuses can achieve a rating by meeting the absolute standards for the different indicators. However, under certain conditions, a campus or district can achieve a rating by meeting Required Improvement. Required Improvement depends on the comparison of prior year performance to current year performance. Through the Required Improvement feature, campuses or districts initially rated Academically Unacceptable may achieve an Academically Acceptable rating (applied to any of the base indicators, TAKS, SDAA II, completion rate, and annual dropout rate). Additionally, a campus or district whose performance on TAKS or SDAA II is at the high end of Academically Acceptable may be able to achieve a Recognized rating using Required Improvement (2005 Accountability manual, TEA).

Table 7.2
2004-05 Standard and Alternative Education Accountability Rating Categories

Rating (campus or district)	TAKS[a]	SDAA II[b]	Completion Rate Class of 2004[c]	2003-04 Dropout Rate[d]
Standard Accountability System				
Exemplary	At least 90% passing for each subject	At least 90% meet ARD standard	95% or higher	0.2% or less
	At least 70% passing for each subject or meets 65% floor and Required Improvement		85% or higher or meets 80% floor and Required Improvement	0.7% or less or meets 0.9% floor and Required Improvement
Academically Acceptable	At least 50% passing for Reading/ELA, Writing, Social Studies; At least 35% passing for Mathematics; At least 25% passing for Science or meets Required Improvement	At least 50% meet ARD standard	75% or higher or meets Required Improvement	1.0% or less or meets Required Improvement
Academically Unacceptable	Below 50% passing Reading/ELA, Writing, Social Studies; Below 35% passing Mathematics; Below 25% passing Science		Below 75%	Above 1.0%
Alternative Education Accountability System				
Academically Acceptable	At least 40% meet TAKS progress indicator (TAKS + Texas Growth Index + Exit-Level Re-testers)	At least 40% of tests taken meet ARD standard	75% or higher	10.0% or less
Academically Unacceptable	Less than 40% meet TAKS progress indicator	Less than 40% of tests taken meet ARD standard	Less than 75%	Above 10.0%

Source: 2005 Accountability Manual, TEA.
[a]TAKS results (grades 3-11) summed across grades by subject. Reading and ELA results are combined.
[b]State-Developed Alternative Assessment II. A single (grades 3-10) indicator calculated as the number of tests meeting ARD expectations (summed across grades and subjects) divided by the number of SDAA II tests.
[c]Graduates, GED recipients, and continuers expressed as a percentage of total students in the class. Campuses serving any of the grades 9-12 without a completion rate are assigned the district completion rate.
[d]Performance standard met for all students only.

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

eligible for Gold Performance Acknowledgments for the first time (2005 Accountability Manual, TEA).

District Accountability Ratings of Charter and Traditional Public Schools

Table 7.3 shows the 2005 accountability ratings of charter and traditional public school districts. Nearly half (46 percent) of charter districts, but no traditional public school districts, were rated under the alternative accountability procedures. Results for districts receiving ratings under the standard accountability procedures reveal that approximately equal percentages of charter (2 percent) and traditional school districts (1 percent) were rated Exemplary. However, higher percentages of traditional public school districts than charters were rated as Recognized (16 percent versus 10 percent) or Academically Acceptable (82 percent versus 62 percent). In contrast, higher percentages of charter than traditional public school districts were rated Academically Unacceptable (22 percent compared to 1 percent). In addition, 4 percent of charter districts were not rated because of data integrity issues.

Table 7.3
District Accountability Ratings for 2005: Charter and Traditional Public Schools

	Charter Schools		Traditional Public Schools	
Rating Category	Number	Percent	Number	Percent
Standard Accountability Procedures				
Exemplary	2	2	9	1
Recognized	10	10	162	16
Academically Acceptable	64	62	851	82
Academically Unacceptable	23	22	14	1
Not Rated: Data Integrity Issues	4	4	1	< 1
Total	103	100	1,037	100
Alternative Education Accountability Procedures				
Academically Acceptable	74	83	0	0
Academically Unacceptable	15	17	0	0
Not Rated: Other	0	0	0	0
Total	89	100	0	--

Source: 2004-05 AEIS data files.
Note. Percents based on total number of districts, including "not rated" districts.

Figure 7.1 compares the 2005 accountability ratings of charter and traditional public school districts rated under standard accountability procedures. Percents are based on the total number of districts that received ratings (i.e., districts in the "not rated" category are excluded). Most noteworthy, nearly a quarter of charter districts that were rated (23 percent) earned Academically Unacceptable ratings.

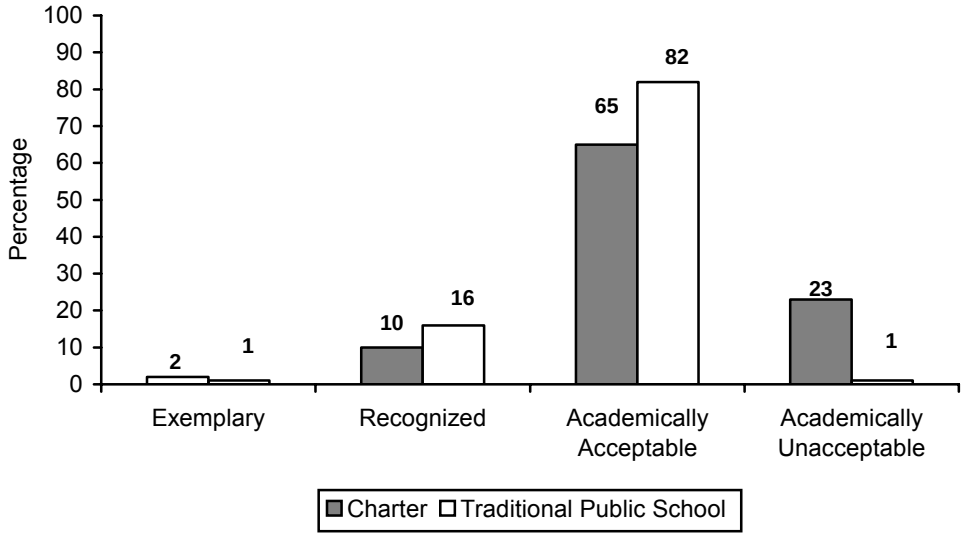

Figure 7.1. Percentage of charter and traditional public school districts, by 2005 standard rating category (excluding "not rated" category).

Campus Accountability Ratings of Charter and Traditional Public Schools

Table 7.4 shows the 2005 accountability ratings of charter and traditional public school campuses. Like charter districts, a larger portion of charters than traditional campuses were rated under the alternative education accountability system in 2005 (53 percent compared to 3 percent of traditional public school campuses).

Table 7.4
Campus Accountability Ratings for 2005: Charter and Traditional Public Schools

	Charter Schools		Schools	
Rating Category	Number	Percent	Number	Percent
Standard Accountability Procedures				
Exemplary	3	2	301	4
Recognized	18	13	1,891	26
Academically Acceptable	74	54	4,282	58
Academically Unacceptable	29	21	204	3
Not Rated: Data Integrity Issues	14	10	668	9
Total	138	100	7,346	100
Alternative Education Accountability Procedures				
Academically Acceptable	140	89	252	95
Academically Unacceptable	18	11	13	5
Not Rated: Other	0	0	1	0
Total	158	100	266	100

Source: 2004-05 AEIS data files.
Note. Percents based on total number of campuses, including "not rated" campuses.

Of all campuses rated under the standard accountability procedures, approximately equal percentages of charter (2 percent) and traditional public school campuses (4 percent) were rated

Exemplary, but a higher percentage of traditional public schools (26 percent) than charter campuses (13 percent) were rated Recognized. About equal percentages of charter (54 percent) and traditional public school campuses (58 percent) were rated Academically Acceptable, whereas more charter than traditional public school campuses were rated Academically Unacceptable (21 percent compared to 3 percent).

Charters rated under the alternative education accountability system fared better. Of the charter campuses rated under the alternative system, 89 percent were rated Academically Acceptable compared to 95 percent for traditional public school campuses. Accordingly, 11 percent of alternative education charter campuses received Academically Unacceptable ratings versus 5 percent of traditional alternative education campuses.

Figure 7.2 illustrates the 2005 accountability ratings for charter and traditional campuses rated under standard procedures. The percents are based on the total numbers of campuses that received ratings (i.e., campuses in the "not rated" category are excluded). Overall results reveal that 83 percent of charter campuses received one of the two lower standard accountability ratings compared to 67 percent of traditional campuses. More importantly, nearly a fourth of charter campuses are rated as Academically Unacceptable. Accountability ratings for individual campuses are provided in Appendix E.

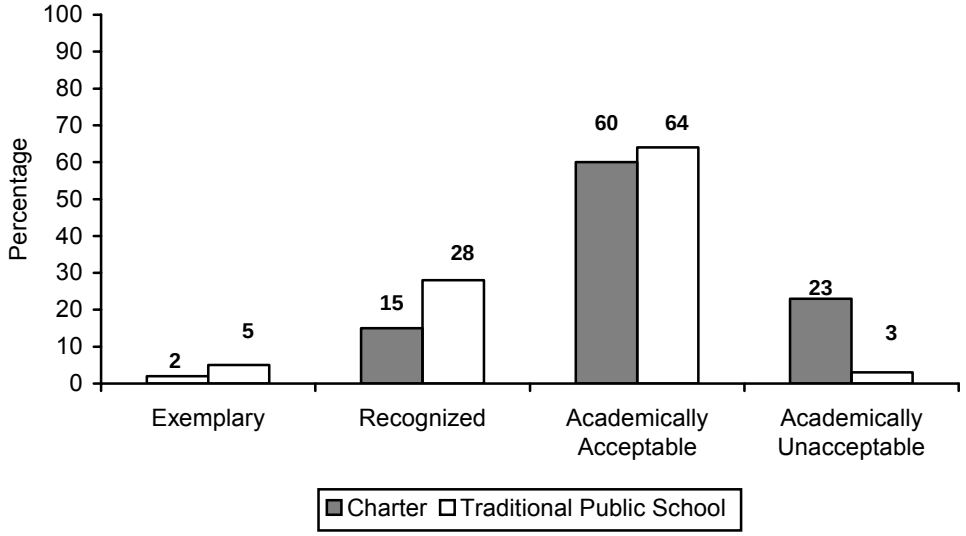

Figure 7.2. Percentage of charter and traditional public school campuses, by 2005 standard rating category (excluding "not rated" categories)

Accountability Ratings Across Time

In Table 7.5, both standard and alternative education accountability ratings for charter and traditional public school campuses are compared across years. Note that the alternative education rating system was under development in 2003-04. Longitudinal data reveal that the number of charter campuses receiving standard accountability ratings increased from 15 to 124 between 1999 and 2005. Notable findings show similar accountability results for standard charter

campuses in 2004 and 2005. The percentage of charter campuses receiving Exemplary or Recognized ratings decreased slightly in 2005, while the percentage receiving Academically Acceptable ratings increased slightly, and the percentage receiving Academically Unacceptable ratings was the same both years. These trends generally mirror those for traditional public schools and reflect the effect of increasingly rigorous accountability standards in the current year.

Table 7.5
Accountability Ratings of Charter and Traditional Public School Campuses, 1999 to 2005

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

Source: TEA Division of Performance Reporting.
Notes. Percentages based on campuses receiving ratings. Not Rated categories were excluded. The Commended rating was instituted in 2000 and dropped in 2003. "--" indicates unavailable data. Alternative Education results for traditional public schools exclude charter campuses; standard results include charter campuses.
[a] Prior to 2004 called Low-Performing.
[b] Includes campuses not rated for data quality, grades PK-K, new charter, and insufficient data. In 2004, includes alternative education campuses and campuses with insufficient data, for new campuses that would otherwise be Academically Unacceptable, or for Juvenile Justice Alternative Education or Disciplinary Alternative Education campuses.
[c] Alternative Education procedures were under development in 2004.

Accountability Ratings by Years of Charter School Operation

An additional analysis revealed that in 2005 campuses affiliated with charter schools operating five or more years (166 charter campuses) performed essentially the same on accountability ratings compared to charter school campuses operating for less than five years (116 charter campuses). Specifically, 75% of the newer campuses received an Academically Acceptable rating (under standard or alternative education procedures) compared to 77% of the campuses operating for five or more years. Eight percent of newer charters and 7% of older charters received Exemplary or Recognized ratings (under standard procedures), and 17% of newer charters and 16% of older charters received Academically Unacceptable ratings (under standard or alternative education procedures). The charter campuses in the Not Rated, Other category were removed from the analysis (11 campuses in operation for less than 5 years and 3 campuses in operation for 5 or more years).

STATEWIDE TAKS PERFORMANCE

Table 7.6 provides student-level TAKS performance comparisons for students enrolled in charter schools and traditional public schools in 2003, 2004, and 2005. In all tested subject areas, and for each of the school years, overall TAKS performance in charter schools is below state averages.

Table 7.6
Average TAKS Performance for Charter and Traditional Public Schools by Year

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

Source: 2003, 2004, and 2005 TEA AEIS reports; sum of all grades tested, panel recommendation.
Note. Data are averages across students. Charter school students are removed from state averages.

Table 7.6 shows, for example, that compared to state averages, 2005 charter school passing rates are 8 percentage points lower in writing, 11 points lower in reading/English language arts, 14 points lower in social studies, 19 points lower in mathematics, 25 points lower in science, and 18 points lower in all tests taken. Likewise, 2005 charter school commended performance rates are 8 points lower in science, 9 points lower in mathematics, 10 points lower in writing and reading/English language arts, 13 points lower in social studies, and 5 points lower in all tests taken. The charter school differences with statewide averages persist across ethnic and economic

comparison groups. Consistent with state patterns, White students in charter schools outperform minority students, although in 2005 they are 20 percentage points below the state average. The achievement gap between charter and traditional public schools is the smallest for African American students (6 percentage points below the state average in 2005). Student performance indicators for individual campuses are listed in Appendix F.

COMPARISONS BETWEEN CHARTER SCHOOLS AND SIMILAR TRADITIONAL PUBLIC SCHOOLS

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

TAKS 2005 performance outcomes are provided for charters evaluated under standard accountability procedures and charters evaluated under alternative education procedures. The comparison groups for charter schools using the standard procedures are traditional campuses also rated under standard procedures. For alternative education charter schools, the comparison group is comprised of traditional public school campuses registered as alternative education campuses.

TAKS Performance

Information in Table 7.7 shows student achievement differences between charter schools and traditional public schools rated under standard and alternative education accountability procedures. TAKS achievement differences favor students in traditional public schools rated under standard procedures (compared to standard charters), whereas TAKS achievement differences favor students in alternative education charter schools rather than traditional alternative education campuses. Although these analyses of student performance allow more equitable comparisons than statewide averages, available data did not allow the use of statistical controls for differences in the characteristics of the student populations (such as prior achievement, varied grade levels, social and economic characteristics). Thus, the findings reflect trends but no definition conclusions can be drawn about the relative effectiveness of charter and traditional public schools.

Table 7.7
2005 TAKS Passing Rates by Comparison Group

	Standard Campuses		Alternative Education Campuses		All Charters	State Average
Passing TAKS	Charters	State	Charters	State		
Reading/English language arts	82	83	59	55	72	83
Mathematics	68	72	30	22	53	72
Science	53	64	24	24	38	63
Social Studies	85	87	63	60	73	87
Writing	87	90	71	79	82	90
All Tests Taken	58	62	26	20	44	62

Source: 2005 TEA AEIS reports; sum of all grades tested, panel recommendation.
Notes. Data are averages across students. Alternative Education refers to the 158 charter campuses and 266 traditional campuses rated under alternative education accountability procedures. Standard refers to the 138 charter campuses and the 7,346 traditional campuses rated under standard accountability procedures. Charter school students are removed from the state average.

Standard campuses. Figure 7.3 illustrates the achievement gap between charter campuses and traditional campuses rated under standard accountability procedures. TAKS achievement differences favoring standard traditional public school campuses range from 1 percentage point in reading/English language arts to 11 percentage points in science.

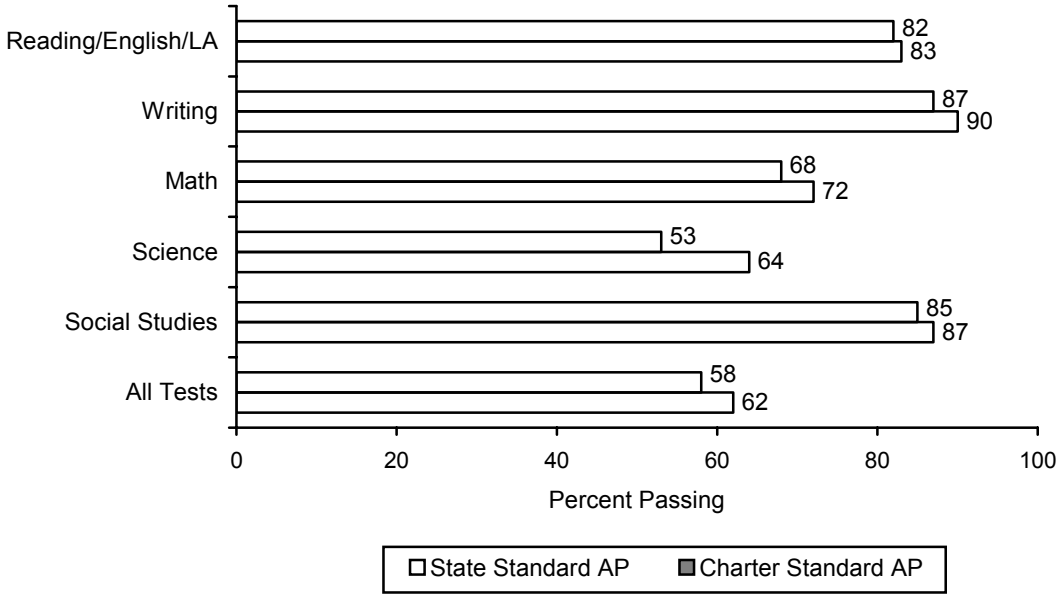

Figure 7.3. Campus-level TAKS passing rates (2005) for charter and traditional campuses rated under standard accountability procedures.

Alternative education campuses. Achievement differences between alternative education charters and traditional public school alternative education campuses are compared in Figure 7.4. In contrast to campuses rated under standard procedures, the majority of TAKS comparisons favor the alternative education charter schools. Differences favoring charters range from 3

percentage points in social studies to 8 percentage points in math. Writing is the content area favoring traditional alternative education campuses (by 8 percentage points).

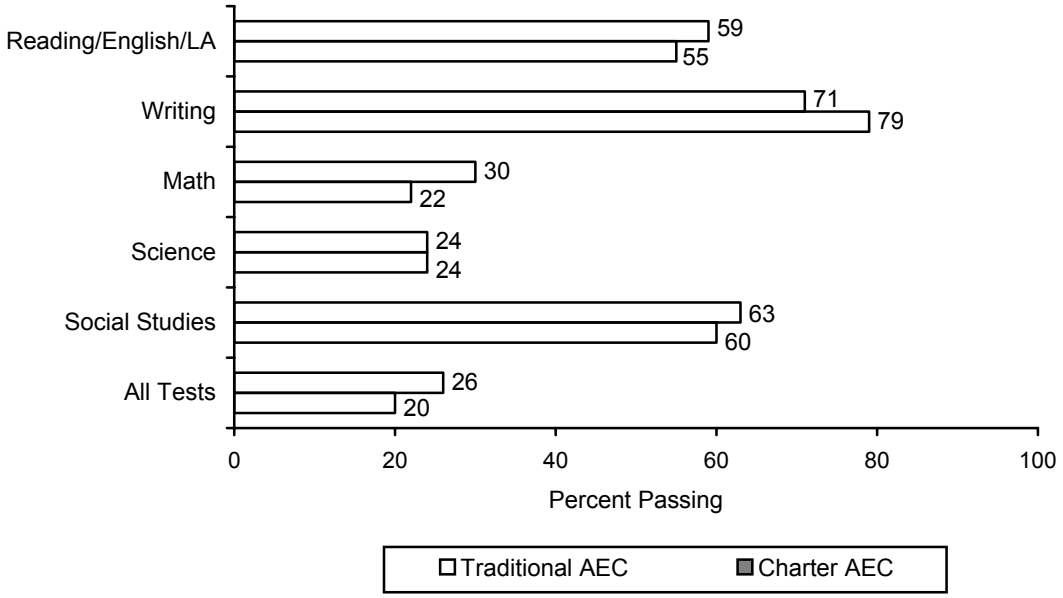

Figure 7.4. Campus-level TAKS passing rates (2005) for alternative education charter schools and alternative education campuses in traditional districts.

Grade-level comparisons. Because charter and traditional public schools have distinctly different grade-level configurations, comparisons by grade provide a more enlightening examination of TAKS performance. In Table 7.8, the 2005 TAKS passing rates for students are compared by content area, grade level, type of charter school, and traditional comparison group. In reading/English language arts and mathematics, younger charter school students tend to perform better than older charter school students (grades 9, 10 and 11). In these two content areas, the passing rate gaps between charter school and state comparison groups tend to be smaller in the lower grades and larger in the higher grades. In addition, the passing rate gaps tend to be larger in mathematics than in reading/English language arts.

Standard charter campuses tend to trail standard traditional campuses and state averages at grades 3 through 5 and grades 9 through 11. However, standard charter campuses tend to perform at or above standard traditional campuses and state averages at grades 6 through 8. As expected, TAKS passing rates are consistently lower for students attending alternative education campuses operated by either charter or traditional public schools. In contrast to schools rated under standard accountability procedures, TAKS passing rates for students at alternative charter campuses compare favorably with traditional alternative education campuses. Students in grades 5, 6, 7, and 8 in alternative education charters tend to perform better on TAKS than students enrolled in traditional alternative education campuses. However, TAKS performance for students in grades 9, 10, and 11 was nearly the same or varied somewhat by subject area and grade. Also noteworthy are the differences between the student populations attending alternative education campuses. At alternative education charter schools, tested students may be in elementary through high school (grades 3 through 11), whereas traditional alternative education campuses tested students in late elementary through high school (grades 5 through 11).

Table 7.8
2005 TAKS Percent Passing for Charter Schools by Content Area and Grade Level

Grade	Standard Campuses		Alternative Education		All Charters	State Average
	Charters	Traditional	Charters	Traditional		
Reading/English Language Arts						
3	85	**89**	68	--	80	**89**
4	73	**80**	56	--	69	**80**
5	67	**76**	**54**	47	65	**76**
6	**88**	86	**67**	73	83	**86**
7	**86**	82	66	68	81	**82**
8	**88**	84	**69**	60	81	**84**
9	80	**83**	**66**	63	70	**83**
10	56	**69**	**40**	36	45	**69**
11	75	**89**	60	**65**	65	**89**
Mathematics						
3	72	**83**	49	--	66	**83**
4	68	**82**	47	--	63	**82**
5	69	**80**	**49**	33	65	**80**
6	73	73	**41**	33	66	**73**
7	**70**	65	**38**	32	61	**65**
8	62	62	**32**	23	51	**62**
9	54	**59**	19	19	30	**59**
10	49	**60**	18	18	28	**60**
11	69	**82**	39	39	51	**82**
Science						
5	52	**65**	33	36	48	**65**
10	45	**56**	**19**	17	27	**55**
11	75	**82**	43	**45**	55	**82**
Social Studies						
8	**87**	86	**67**	60	80	**86**
10	80	**85**	**60**	54	66	**85**
11	91	**95**	77	77	82	**95**
Writing						
4	82	**91**	68	--	79	**91**
7	91	**89**	73	**80**	86	**89**
All Tests Taken						
3	62	**77**	41	--	57	**77**
4	56	**71**	34	--	51	**71**
5	38	**56**	**24**	15	35	**56**
6	70	70	**38**	32	63	**70**
7	**65**	61	**36**	29	57	**61**
8	**59**	58	**27**	21	47	**58**
9	52	**57**	**27**	25	34	**57**
10	31	**41**	**13**	12	18	**41**
11	56	**70**	**33**	29	41	**70**

Source: Data are from 2005 AEIS reports.
Notes. Data are averages across students. Bold text denotes higher passing rates for comparison groups. Alternative Education refers to the 158 charter campuses and 266 traditional campuses rated under alternative education accountability procedures. Standard Campuses refers to the 138 charter campuses and the 7,346 traditional campuses rated under standard accountability procedures. State Average is exclusive of charter schools.

Grade-level comparisons for *all* charter schools and state averages show that students attending charter schools in the middle grades (6, 7, and 8) are performing nearer state averages on TAKS than students in the lower and higher grade levels.

Attendance Rates

Consistent with results for TAKS, student attendance rates in charter schools trail the state average by 4.8 percentage points (Table 7.9). Attendance rates for standard charter campuses trail standard traditional campus rates by 0.8 percentage points. Yet, alternative education charters had higher attendance rates (by 0.9 percentage points) than traditional alternative education campuses. This difference, however, may reflect the greater enrollment of elementary students, who typically attend school at higher rates, in alternative education charter schools.

Table 7.9
Attendance Rates by Comparison Group

Group	Attendance Rate
All Charter Schools	91.0%
State Average	95.8%
Standard AP Charters	95.0%
Standard AP Traditional	95.8%
Alternative Education AP Charters	87.4%
Alternative Education AP Traditional	86.5%

Source: Data are from 2005 AEIS reports. Data are for school year 2003-04.
Notes. State Average is exclusive of charter schools. Data are averages across students. AP means accountability procedures. Standard refers to the 138 charter campuses and the 7,346 traditional campuses rated under standard accountability procedures. Alternative Education refers to the 158 charter campuses and 266 traditional campuses rated under alternative education accountability procedures.

Dropout Rates

The most recently available data (2004) show that charter school dropout rates at grades 7 and 8 and grades 7 through 12 are higher than state averages (Table 7.10). The grades 7 and 8 rate exceeds the state average by 0.4 percentage points, while the rate for grades 7 through 12 exceeds the state average by 2.0 percentage points. Using a more appropriate comparison, the dropout rates at grades 7 and 8 and 7 through 12 for standard charters exceed the traditional standard campus rates by 0.1 and 1.5 percentage points, respectively. The dropout rate at grades 7 and 8 for alternative education charters was 0.3 percentage points lower than the dropout rate for traditional alternative education campuses. However, the dropout rate at grades 7 through 12 for alternative education charters exceeded the rate for traditional alternative education campuses by 0.2 percentage points. As expected, the dropout rates of standard charters were lower than the corresponding rates for alternative education charters.

Table 7.10
2003-04 Dropout Rates

Group	Dropout Rates Grades 7 and 8	Dropout Rates Grades 7 Through 12
All Charter Schools	0.6%	2.7%
State Average	0.2%	0.7%
Standard AP Charters	0.3%	2.2%
Standard AP Traditional	0.2%	0.7%
Alternative Education AP Charters	0.8%	2.9%
Alternative Education AP Traditional	1.1%	2.7%

Source: TEA 2005 AEIS reports. Data are for school year 2003-04.

Notes. Data are averages across students. AP means accountability procedures. Standard refers to the 138 charter campuses and 7,346 traditional campuses rated under standard accountability procedures. Alternative Education refers to the 158 charter campuses and the 266 traditional campuses rated under alternative education accountability procedures.

OTHER PERFORMANCE MEASURES

Advanced Course Performance

Table 7.11 presents information on the percentage of students who completed advanced courses at charter school 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).

Table 7.11
2003-04 Advanced Course Completion Rates

	Standard AP		Alternative Education AP		All	State
Group	Charters	Traditional	Charters	Traditional	Charters	Average
African American	5.4%	13.2%	4.3%	2.6%	4.6%	13.0%
Hispanic	10.1%	15.6%	5.8%	5.4%	6.4%	15.3%
White	16.0%	24.7%	5.8%	4.8%	8.6%	24.4%
Economically Disadvantaged	7.0%	13.6%	6.8%	5.9%	6.8%	13.4%
All Students	11.4%	20.0%	5.4%	4.8%	6.6%	19.7%

Source: TEA 2005 AEIS reports. Data are for school year 2003-04.

Notes. Data are averages across students. AP means accountability procedures. Standard refers to the 138 charter campuses and the 7,346 traditional campuses rated under standard accountability procedures. Alternative Education refers to the 158 charter campuses and the 266 traditional campuses rated under alternative education accountability procedures. Charter students are removed from the state average.

Compared to analogous state averages, charter schools have lower percentages of advanced course completions (about 13 percentage points lower). This is also true of each major ethnic group. Standard charter schools trail standard traditional campus averages by about 9 percentage points. However, the alternative education charter average exceeds the traditional alternative education average by 0.6 percentage points.

Graduation and Recommended High School Program Completion Rates

Other outcome measures like graduation rates and Recommended High School Program (RHSP) completion rates also reflect on student and campus performance. Information on these measures is presented in Table 7.12. Charter high school graduation rates were much lower than the state overall. The 2004 charter school graduation rate was 40 percent, while the state rate was 85 percent. Standard charter campuses had lower 2004 graduation rates (49 percent) than standard traditional campuses (86 percent). Although the gap was smaller, alternative education charters had lower graduation rates than traditional alternative education campuses (36 percent versus 42 percent).

Table 7.12
Graduation Rates and Recommended High School Program Completion Rates

Measure	2001	2002	2003	2004
Graduation Rate				
All Charter Schools	21.9%	27.2%	36.4%	39.6%
State Average	84.1%	83.2%	83.9%	85.1%
Standard AP Charters	--	--	40.0%	48.6%
Standard AP Traditional	--	83.7%	84.3%	85.5%
Alternative Education AP Charters	--	--	34.1%	36.3%
Alternative Education AP Traditional	--	--	45.9%	41.5%
Recommended HS Program Completion Rate				
Charter Schools	10.1%	20.1%	34.6%	34.3%
State Average	51.7%	58.8%	64.4%	69.2%
Standard AP Charters	--	--	37.0%	53.6%
Standard AP Traditional	--	59.7%	65.3%	70.1%
Alternative Education AP Charters	--	-	33.8%	27.7%
Alternative Education AP Traditional	--	--	17.1%	23.4%

Source: TEA AEIS reports.
Note. Data are averages across students. Charter students are removed from the state average. AP means accountability procedures. Standard refers to the 138 charter campuses and 7,346 traditional campuses rated under standard accountability procedures. Alternative Education refers to the 158 charter campuses and the 266 traditional campuses rated under alternative education accountability procedures.

Another measure of academic readiness is the Recommended High School Program completion rate. The RHSP requires 24 credits and more rigorous elective courses (e.g., fine arts, languages other than English) than the 22-credit minimum graduation plan. Compared to the state average, much lower percentages of charter school students completed the RHSP between 2001 and 2004. For example, 34 percent of charter school students completed the RHSP in 2004 compared to 69 percent for the state. Standard charter campuses also had lower 2004 RHSP completion rates (54 percent) than standard traditional campuses (70 percent). For alternative education campuses, 28 percent of students in charters completed the RHSP in 2004 compared to 23 percent for students in traditional alternative education programs.

College Entrance Examinations

College entrance examination scores are reported to the TEA; the agency then reports the percentage of students taking examinations and average examination scores. Data are reported when students are scheduled to be seniors, regardless of when examinations are taken. The percentage of charter students taking college entrance examinations has been in the 6 to 9 percent range between 2001 and 2004. These rates compare to the 63 to 64 percent range for the state as a whole.

From 2001 through 2004, average scores on the SAT and ACT for students in charter schools were lower than state averages (Table 7.13). On the SAT, charter school students trailed students in traditional public schools by approximately 40 to 60 scale score points. On the ACT, charter school students trailed students in traditional public schools by approximately 2.0 scale score points. In 2004, SAT average scores were 924 for students in charter schools and 988 statewide. Likewise, in 2004, ACT average scores were 17.9 for students in charter schools and 20.1 statewide.

Table 7.13
Average Performance on SAT and ACT College Entrance Examinations

Measure	2001	2002	2003	2004
SAT Average				
All Charter Schools	923	943	945	924
State Average	987	986	989	988
Standard AP Charters	--	--	1004	996
Standard AP Traditional		986	990	988
Alternative Education AP Charters	--	--	844	824
Alternative Education AP Traditional	--	--	788	815
ACT Average				
Charter Schools	17.8	18.1	18.1	17.9
State Average	20.2	20.0	19.9	20.1
Standard AP Charters	--	--	20.3	20.2
Standard AP Traditional	--	20.0	20.0	20.1
Alternative Education AP Charters	--	--	15.7	16.2
Alternative Education AP Traditional	--	--	16.2	17.2

Source: TEA AEIS reports.
Note. Data are averages across students. Charter students are removed from the state average. AP means accountability procedures. Standard refers to the 138 charter campuses and 7,346 traditional campuses rated under standard accountability procedures. Alternative Education refers to the 158 charter campuses and the 266 traditional campuses rated under alternative education accountability procedures.

Note, however, that students at charters and traditional campuses evaluated under standard accountability procedures had comparable 2004 ACT average scores (20.2 versus 20.1), and students at standard charters had higher 2004 SAT average scores than students at traditional standard accountability campuses (996 versus 988). Students at alternative education charters, compared to students at traditional alternative education campuses, had higher 2004 SAT average scores (824 versus 815) but somewhat lower ACT scores (16.2 versus 17.2).

Several factors, however, may affect college entrance exam results. First, as noted above, the percentage of students taking college entrance exams is much larger in traditional public schools compared to charters (more than 50 percentage points greater). Second, for alternative education campuses, a much higher percentage of charter campuses are rated under alternative education accountability procedures (53 percent for charters and only 3 percent for traditional public schools). Due to these differences, the characteristics of exam takers may vary substantially across charter and traditional public school comparison groups.

FACTORS ASSOCIATED WITH STUDENT PERFORMANCE

Analyses reported in this section examine relationships among various factors and student performance in charter schools. Data are for individual students enrolled in charter schools (i.e., the student is the unit of analysis). The database includes more than 183,000 students who were enrolled in a charter school at some time during the 1996-97 through 2004-05 school years.

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

TAKS Longitudinal Improvement

While absolute performance on the criterion-referenced TAKS assessment is one important indicator of student mastery of the state's curriculum, it is also important to look at year to year improvement as a way to determine whether students and schools are making progress in raising achievement. To examine change over time, we conducted a student-level analysis for charter school students who had test scores for the 2004 and 2005 administrations of TAKS reading/ELA (approximately 10,400 students) and TAKS mathematics (approximately 10,200 students).

Results show that students enrolled in charter schools for two consecutive years had higher TAKS passing rates than charter school students as a whole. The 2005 passing rates for charters as a whole were 71.5 percent in reading/ELA and 52.3 percent in math. This compares with 76.9 percent in reading/ELA and 60.1 percent in math for the students enrolled in charter schools for two years. Longitudinal passing rates are 5 and 8 percentage points higher, respectively. Likewise, commended performance rates are also higher for the students enrolled in charter schools for two years. In reading/English language arts, the commended performance rates are 3 percent higher (19.6 percent compared to 16.6 percent); while in math, the commended performance rates are 2 percent higher (13.2 percent compared to 11.5 percent).

Table 7.14
TAKS Percent Passing and Percent Commended Performance for Students Attending Charter Schools by School Type

	Standard AP Charters				Alternative Education AP Charters				All Charter Schools			
TAKS Test	*n*	2004[a]	2005	Diff.	*n*	2004[a]	2005	Diff.	*N*	2004[a]	2005	Diff.
Passing TAKS												
Reading/ELA	7,125	80.1	83.7	3.6	3,321	57.3	62.2	4.9	10,446	72.8	76.9	4.1
Mathematics	7,087	65.2	70.0	4.8	3,070	31.4	37.1	5.7	10,157	55.0	60.1	5.1
Commended Performance TAKS[b]												
Reading/ELA	7,129	21.2	25.2	4.0	3,323	6.9	7.7	0.8	10,452	16.6	19.6	3.0
Mathematics	7,092	15.0	17.3	2.3	3,085	3.4	4.0	0.6	10,177	11.5	13.2	1.7

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

Notes. Students attended charter school in 2003-04 and 2004-05 and had TAKS scores for both years. AP means accountability procedures.

[a]For comparison purposes, the 2004 passing status was based on 2005 passing standards.

[b]The commended performance standards did not change across years.

Information in Table 7.14 also shows that student academic performance in both standard and alternative education charters improved between 2004 and 2005 (based on 2005 passing standards). Alternative education charters had slightly larger passing rate gains than standard charters in reading/ELA (4.9 percentage points versus 3.6 points) and mathematics (5.7 percentage points versus 4.8 points). Standard charters, however, had stronger gains in TAKS commended performance.

Although gains are somewhat comparable, as might be expected, students attending alternative education charters performed at much lower academic levels than students attending standard charters in both reading/English language arts and math (2005 passing rates about 22 and 33 percentage points lower; 2005 commended performance rates about 13 and 18 percentage points lower). In fact, in 2005, students enrolled in standard charters for two consecutive years performed at state levels in both reading/English language arts (84 percent passing compared to the state average of 83 percent) and math (70 percent passing compared to the state average of 71 percent). Students enrolled in alternative education charters for two years performed well below state levels (about 20 percentage points lower in reading/English language arts and more than 30 percentage points lower in math). It must be noted, however, that the slightly less than 10,500 students included in analyses represent only about one-quarter of charter students eligible to take the TAKS.

Continuous Enrollment and Achievement

TAKS percent passing. An additional analysis explores whether students who remain in charter schools for several years do better academically. The answer to the question comes from a comparison of the academic performance of students who were continuously enrolled in charter schools for two or more years and had TAKS reading/English language arts and mathematics scores for both 2004 and 2005. Results reported in Table 7.15 show that students who were continuously enrolled in charter schools for four years (2002 through 2005) had the highest TAKS reading/ELA and math passing rates, and they had moderate passing rate gains in 2005 (4 to 5 percentage points). Students continuously enrolled in charter schools for three years (2003

through 2005) had lower TAKS reading/ELA and math passing rates, but they had the greatest passing rate gains (6 to 7 points). Lastly, students continuously enrolled in charter schools for two years (2004 and 2005), had the lowest TAKS reading/ELA and math passing rates, and the lowest passing rate gains (3 to 4 points). From these data it may be tempting to conclude that continuous enrollment in charter schools has a positive influence on academic performance. However, these groups differ on initial levels of achievement, and they may also differ on socio-economic background variables related to achievement. To clarify these issues, we conducted further analyses as described in the following section.

Table 7.15
TAKS Percent Passing, by School Category Over Two Years

School Category				Number of Students	TAKS Percent Passing		
2001-02	2002-03	2003-04	2004-05		2003-04[a]	2004-05	Gain/ Loss
Reading/English Language Arts							
Charter	Charter	Charter	Charter	3,923	77.1	81.2	4.1
Regular	Charter	Charter	Charter	1,576	71.5	77.3	5.8
Regular	Regular	Charter	Charter	3,118	68.6	71.4	2.8
Mathematics							
Charter	Charter	Charter	Charter	3,864	61.9	66.4	4.5
Regular	Charter	Charter	Charter	1,495	50.2	57.1	6.9
Regular	Regular	Charter	Charter	2,852	50.1	54.2	4.1

[a]For comparison purposes, the 2004 passing status was based on 2005 passing standards.
Source: Analysis of individual student data from PEIMS.

HLM analysis controlling for student characteristics. A two-level hierarchical linear model (HLM) was used to estimate the effects of the number of years a student attended a charter school, the type of charter school attended (standard or alternative education charter), and average school-level student attendance on 2005 TAKS *z* scores. The TAKS scale score (a derived score used to maintain similar passing standards across test administrations) was used to generate a standard score that can be used to compare student progress on TAKS across grade levels. The standardized score—or *z* score—was calculated for each student and for every testing occasion and subject by subtracting the statewide mean grade-level scale score from each student's scale score and dividing by the statewide scale score standard deviation.

By controlling for students' social and academic backgrounds, this analysis provides more valid information about the effect of consecutive years in a charter school on student achievement. It also compares the type of charter school (standard charter or alternative education charter) as well as levels of school attendance on student background-adjusted 2005 TAKS reading/ELA and math scores. The specific social and academic variables that were controlled include prior year (2004) achievement score, as well as gender, economic status, minority status, and grade level. A detailed explanation of HLM procedures used in estimating the effects of the number of consecutive years in a charter school (two, three, or four) and school type and school attendance on 2005 TAKS scores and results is given in Appendix D1.

Results show that there is considerable variability between charter campuses in 2005 TAKS reading/ELA and math scores, although there is somewhat more between-school variability in math scores than reading scores (26.8% versus 20.7%). Other major findings are described below.

- After controlling for prior year TAKS scores as well as gender, economic status, ethnicity, and grade level, *the number of consecutive years spent in a charter school* was a positive predictor of 2005 TAKS reading/ELA and math scores.

In both reading/English language arts and math, each additional consecutive year in a charter school was associated with a positive increment in 2005 TAKS scores. For example, consider two students with the same demographic and achievement backgrounds. Suppose the first student spent two consecutive years in charter schools, and the second student spent four consecutive years in charter schools. The model predicts that the second student will gain about 11 scale score points more in both reading/English language arts and math.

- After controlling for students' social and academic backgrounds, as well as charter school type, *campus-level student attendance* (note that 2003-04 attendance was used because it was latest available on AEIS) was an important predictor of charter school achievement in both reading/ELA and math.

A one percent increase in the campus attendance rate was associated with about a 5 scale score point increase in campus TAKS reading/ELA and with about a 4 scale score point increase in campus TAKS math. It is clear that if charter schools improved student attendance, school achievement would also improve. In addition, alternative education charters have much more opportunity for improving attendance.

Figure 7.5 illustrates the differences in attendance rates for standard and alternative education charters. The figure shows the median attendance rates (the bold lines that split the boxes), the range of attendance rates falling in the middle 50% of the distributions (the boxes), the extreme attendance rates (the lines drawn from the boxes), and outliers beyond the bounds of the main distribution (shown by asterisks and circles). The median attendance rate was 95.9% for standard charters (mean of 94.8%), and, excepting outliers, the attendance rates ranged from 99.9% to 89.2%. In contrast, the median attendance rate was only 88.0% for alternative charters (mean of 88.1%), and campus attendance rates varied widely from a low of 68.9% to a high of 100.0%. Moreover, alternative education charters included many more campuses with low attendance rates.

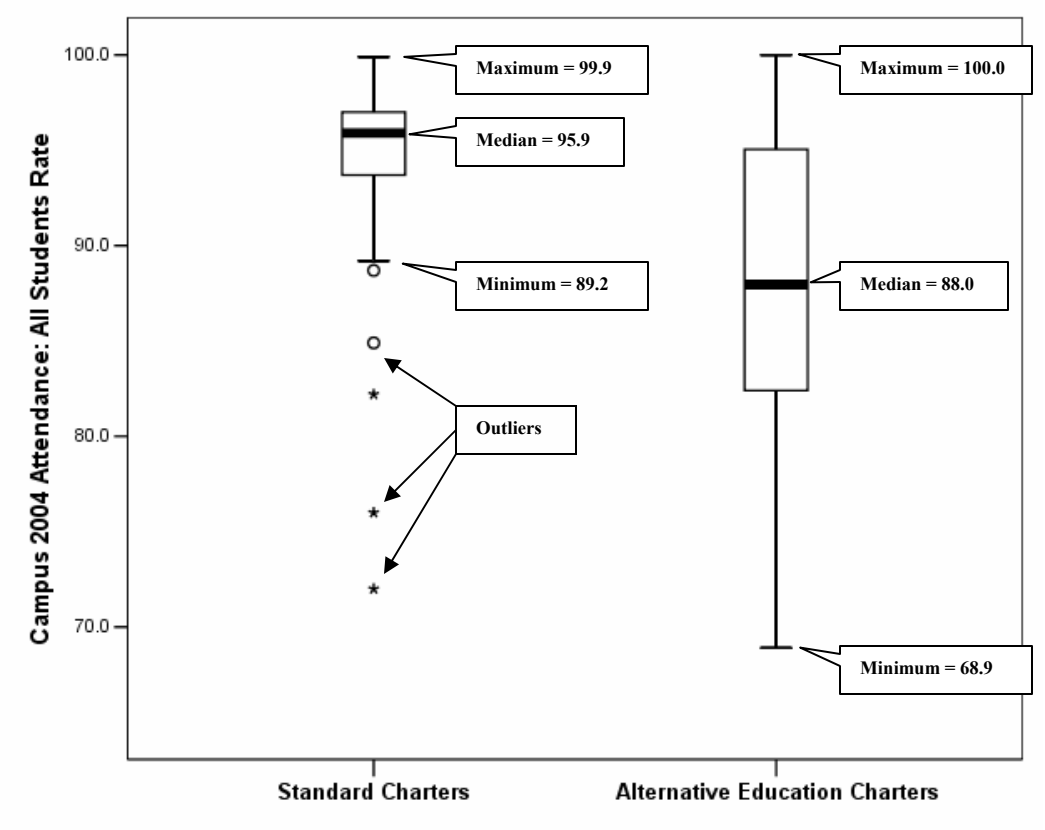

Figure 7.5. Range of 2003-04 attendance rates of standard and alternative education charter schools.

- After controlling for students' prior achievement, gender, economic status, minority status, grade level, and consecutive years in a charter school, as well as charter attendance, *students attending alternative education charter schools* had significantly lower scores on TAKS reading/ELA and lower scores in math than students attending charters evaluated under standard accountability procedures.

The alternative education charter school student achievement deficit was roughly 17 TAKS scale score points in reading/ELA, over and above any school attendance differences and differences in students' academic and social backgrounds. While not statistically significant, a math achievement deficit of similar magnitude approached conventional levels of significance.

These analyses included students who were in charter schools in both 2004 and 2005, and the students had TAKS scores each year. A relevant question is "Are these students representative of the overall charter school population?" Data show that the sample of students included in the analysis has proportionately fewer African American students (31.5% versus 37.2% overall), but more Hispanic students (46.2% versus 43.2% overall), more White students (19.1% versus 17.7% overall), and more students of other ethnic groups (3.2% versus 1.9% overall). In addition, the sample has proportionately fewer economically disadvantaged students (62.2% versus 68.2% overall). While there are differences, the magnitudes of the differences are not large. The charter school students who were included in HLM analyses appear to be fairly representative of charter school students across the state.

TAKS Performance and Time (School and Homework)

Since charter schools have considerable flexibility in structuring their school days and instructional approaches, and many charter schools have adopted less conventional approaches, such as shortened or lengthened school days, it was of interest to investigate the effect of *school and homework time* on student achievement. In spring 2005, charter school students at grades 6 through 12 were surveyed in a random sample of approximately one-third of charter school campuses. Students were asked the average time they spent in school each day in hours and minutes. In addition, students were asked how long they typically spent on homework each night. Possible responses were *less than 30 minutes, 30 to 60 minutes, 1 to 2 hours, and more than 2 hours*. These data were averaged at the school level to study the effect of the length of the school day and time spent on homework on charter school students' TAKS reading/ELA and math scores. Procedures and specific models are detailed in Appendix D2.

The reported length of the school day in the sampled charter campuses ranged from about four hours to about nine hours, with an average of about six and one-half hours. (Note that teachers were also asked the length of the school day, and school average estimates for teachers and students correlated 0.96.) Results show that the length of the school day and time spent on homework were significant positive predictors of charter school students' 2005 TAKS reading/ELA and math scores. Major findings are as follows.

- After controlling for students' initial academic achievement, minority status, economic status, gender, and grade level, *the length of the school day* was a positive predictor of charter school TAKS reading/ELA and math scores.

More specifically, the data indicate that a one hour increase in schooling time would result in a 4.9% increase in mean charter school TAKS reading/ELA scores, after controlling for reported homework time and student-level characteristics including prior reading achievement, gender, economic status, minority status, and grade level. In addition, a one hour increase in schooling time would result in a 4.3% increase in mean charter school TAKS math scores, after controlling for students' academic and social backgrounds.

- After controlling for students' initial academic achievement, minority status, economic status, gender, and grade level, *reported homework time* had a positive effect on average charter school TAKS reading/ELA and math scores.

SUMMARY

Although several factors continue to complicate the analysis of charter school data, the most notable is student mobility. Student movement in and out of charter schools influences reported outcomes. The percentage of charter and traditional public school students who were enrolled for the fall PEIMS snapshot and tested in the same school continues to be very different. In 2005, only 63 percent of charter school students were included in the accountability subset compared to 88 percent of students in traditional public schools. Thus, student mobility reduces available outcome data for charter schools.

Accountability Ratings

Accountability ratings issued in 2005 marked the second year of the new system. A significant change was the addition of alternative education accountability procedures. In 2005, nearly half of charter districts (46 percent), but no traditional public school districts, were rated under the alternative education accountability procedures. Of those charters, 83 percent received Academically Acceptable ratings.

Under standard accountability procedures, approximately equal percentages of charter (2 percent) and traditional public school districts (1 percent) were rated Exemplary. However, lower percentages of charter districts than traditional public school districts were rated Recognized (10 percent versus 16 percent) and Academically Acceptable (62 percent versus 82 percent), and higher percentages of charter than traditional public school districts were rated Academically Unacceptable (22 percent compared to 1 percent) in 2005.

Like charter districts, a large proportion of charter campuses (53 percent) in 2005 were rated under the alternative education accountability system. Of those charter campuses, 89 percent received Academically Acceptable ratings compared to 95 percent of alternative education campuses in traditional districts. For campuses rated under standard accountability procedures, small percentages of charter campuses achieved Exemplary (2 percent) or Recognized (13 percent) status. Traditional public school campuses, in contrast to charters, had higher percentages of Exemplary and Recognized ratings (a combined 30 percent). About equal percentages of charter (54 percent) and traditional public school campuses (58 percent) were rated Academically Acceptable. In contrast, higher percentages of charter campuses earned Academically Unacceptable ratings (21 percent compared to only 3 percent for traditional campuses).

Statewide TAKS Performance

Compared to public schools statewide, charter school TAKS passing rates for 2005 are 8 percentage points lower in writing, 11 points lower in reading/English language arts, 14 points lower in social studies, 19 points lower in mathematics, 25 points lower in science, and 18 points lower in all tests taken. Commended performance rates are also lower for all tested areas. In addition, the charter school differences with statewide averages persist across ethnic and economic comparison groups. The TAKS achievement gap between charter schools and the state average is smallest for African American students (6 percentage points) and largest for White students (20 percentage points).

Comparisons Between Charter Schools and Similar Traditional Schools

Statewide TAKS statistics do not reveal the extent to which charter schools are more or less successful than traditional public schools in educating students because, as a whole, the students who attend charter schools are very different than students in other Texas public schools. Charter students are more ethnically diverse and economically disadvantaged than students in traditional public schools. Thus, for charter schools rated under standard procedures a more equitable comparison group is traditional public schools also rated under standard procedures. Additionally, for alternative education charters, more equitable comparisons can be made with alternative education campuses in traditional districts. TAKS passing rate comparisons for

students at standard charter schools and traditional campuses favor standard traditional campuses. Differences range from 1 percentage point in reading/English language arts to 11 percentage points in science. TAKS comparisons for alternative education charter campuses and traditional alternative education campus are mixed. However, the majority of these passing rate comparisons favor the alternative education charter campuses. Differences favoring charters range from 3 percentage points in social studies to 8 percentage points in math. Writing is the content area favoring traditional alternative education campuses (by 8 percentage points).

Examining TAKS passing rates by content area, grade level, and type of charter school shows that in reading/English language arts and mathematics, younger charter school students tend to perform better than older charter school students (grades 9, 10 and 11). In these two content areas, the passing rate gaps between charter school and state comparison groups tend to be smaller in the lower grades and larger in the higher grades. In addition, the passing rate gaps tend to be larger in mathematics than in reading/English language arts. Also, students' TAKS passing rates were consistently lower for alternative education charter schools.

Other performance measures show similar trends. Student attendance rates in charter schools trail the state average. Yet, while attendance rates for standard charter campuses trail standard traditional campus rates, alternative education charters had slightly higher attendance rates than traditional alternative education campuses. This difference, however, may reflect the greater enrollment of elementary students in alternative education charters. The charter school dropout rates at grades 7 and 8 and grades 7 through 12 are higher than state averages. In addition, the dropout rates at grades 7 and 8 and 7 through 12 for standard charters exceeded traditional standard campuses' dropout rates. The dropout rate at grades 7 and 8 for alternative education charters was lower than the dropout rate for traditional alternative education campuses. However, the dropout rate at grades 7 through 12 for alternative education charters exceeded the rate for traditional alternative education campuses. As expected, the dropout rates of standard charters were lower than the corresponding rates for alternative education charters.

Other Performance Measures

Compared to public schools statewide, charter schools also have lower percentages of advanced course completions (about 13 percentage points lower). Charter high school graduation rates also are much lower than the state (40 percent versus 85 percent). Compared to state averages, much lower percentages of charter school students completed the Recommended High School Program (RHSP) between 2001 and 2004. For example, 34 percent of charter school students completed the RHSP in 2004 compared to 69 percent for the state. Charter schools also trail state averages in the percentage of students taking college entrance examinations. From 2001 through 2004, the percentage of charter students taking college entrance examinations has been in the 6 to 9 percent range, compared to the 63 to 64 percent range for the state as a whole. The 2004 scores on the ACT for students in charter schools (17.9) trail the state (20.1) average. Likewise, the 2004 SAT scores for charter school students (924) trail the state (988) average.

Comparisons for other performance measures between charter and traditional campuses evaluated under standard accountability procedures generally favor traditional public schools. In contrast, several comparisons between alternative education charters and traditional alternative education campuses favor charters. Alternative education charters had lower graduation rates and

ACT scores but higher SAT scores and greater percentages of students completing advanced courses and the RHSP. Differences in outcomes for students enrolled in charter and traditional alternative education programs, however, may be due to differences in the student populations.

Factors Associated with Student Performance

Relationships among various factors and student performance in charter schools were also examined. Student-level data were analyzed for charter school students who had test scores for the 2004 and 2005 administrations of TAKS reading/ELA (approximately 10,400 students) and TAKS mathematics (approximately 10,200 students). These students represent about one-quarter of charter students who potentially could have completed the TAKS in a single year.

Improvement in TAKS passing rates across testing occasions. While absolute performance on the criterion-referenced TAKS assessment is an important indicator of student mastery of the curriculum, year-to-year improvement is also important. Longitudinal results show that student academic performance in both standard and alternative education charters improved between 2004 and 2005. Alternative education charters had slightly larger passing rate gains than standard charters. Moreover, students enrolled in charter schools for two consecutive testing periods had higher TAKS passing rates than charter school students as a whole. In fact, in 2005 students enrolled in standard charters for two years performed near state levels in both reading/English language arts and math. Students enrolled in alternative education charters for two years performed well below state levels (about 20 percentage points lower in reading/English language arts and more than 30 percentage points lower in math).

Continuous enrollment. In 2004-05, academic comparisons of charters and traditional public schools favor traditional public schools. However, continuous enrollment in charter schools has a positive effect on achievement. Statistical analyses, which controlled for students' prior academic and social backgrounds, showed that consecutive years spent in a charter school was a positive predictor of 2005 TAKS reading/English language arts and math scores. Spending four, as opposed to two, consecutive years in charter schools would result in a student gain of about 11 scale score points in both subjects. Comparisons with the overall charter school student population show that the students in these analyses were fairly representative of charter school students across the state.

School attendance. After controlling for students' social and academic backgrounds, as well as charter school type, campus-level student attendance was an important predictor of charter school achievement in both reading/ELA and math. It is clear that if charter schools improved student attendance, school achievement would improve. In addition, alternative education charters have much more room for improvement, having many more campuses with low attendance rates.

Type of school attended. Even after controlling for students' academic and social backgrounds and consecutive years in a charter school, alternative education charters did not perform as well as standard charters. The alternative education charter school deficit was roughly 17 TAKS scale score points in reading/English language arts. This is an appreciable deficit at the school level.

Length of the school day and time on homework. The length of the school day and time spent on homework were significant positive predictors of charter school 2005 TAKS reading/ELA

and math scores, after controlling for students' academic and social backgrounds. A one hour increase in schooling time could result in a 4.9% increase in mean charter school TAKS reading/ELA scores and a 4.3% increase in mean charter school TAKS math scores. In addition, after controlling for students' academic and social backgrounds, homework time had a positive effect on average charter school TAKS reading/ELA and math scores.

CHAPTER 8
COMMENTARY AND POLICY IMPLICATIONS

Texas state statute (TEC § 12.118) calls for the Commissioner of Education to select an impartial organization with experience evaluating school choice programs to conduct an annual evaluation of charter schools. The Texas Education Agency (TEA) contracted with the Texas Center for Educational Research (TCER) to conduct the annual evaluation of charter schools for the 2004-05 school year. Researchers have strived to provide accurate, unbiased, and comprehensive information on charter schools by examining multiple data sources and varied perspectives. For the current report, we have grouped charter schools and campuses for comparison purposes by their designated accountability procedures (standard or alternative education). This departs from previous evaluations, which grouped charters according to the proportion of at-risk students attending the school. Due to the differences in missions between schools evaluated under standard and alternative education accountability procedures, we believe the new approach provides a more viable way to examine charter schools. As a whole, data from the Texas school information system and accountability system, and surveys of charter school directors, teachers, and students reveal much about the status of Texas charter schools after nine years and offer direction for charter policies.

CHARTER SCHOOL POLICY CONTEXT

The National Perspective

Since the first charter legislation was enacted by Minnesota in 1991, 40 states and the District of Columbia have enacted charter school laws. According to the National Alliance for Public Charter Schools, nearly 3,600 charter schools serve close to a million students nationwide, and the number continues to grow. By the beginning of the 2005-06 school year, 296 charter schools were open in Texas. Only California (574), Arizona (499), Florida (333) have more charter schools in operation. (National Alliance for Public Charter Schools, 2006). In some states, caps and other restrictions on the size of the charter school system limit charter school growth, and charter school advocates have urged state lawmakers to loosen or remove the restrictions.

Recently, states' charter school finance policies have become an issue of interest among education researchers and lawmakers, who have expressed concerns about the equity and efficiency of state charter school finance systems. Although school finance systems vary from state to state, all states must cope with some basic financial and policy differences between charters and traditional public school districts. New charter schools often do not have access to a guaranteed stream of public dollars to use for purchasing or constructing facilities or meeting any other start-up costs associated with opening a new school. Unlike traditional public school districts, most charter schools cannot issue tax-exempt bonds independently to pay for facilities. Some states have allocated funding that may be used by charter schools toward the purchase or improvement of existing facilities. Other charter schools rely on federal start-up funding, other state and federal grants, fundraising efforts, and in-kind donations to pay for start-up expenses and facilities.

In addition to start-up and facilities funding, many charter school operators and advocates argue that they receive less state funding per-pupil relative to traditional public school districts. For instance, a recent study by the pro-charter Fordham Institute found that states under-fund charters by amounts ranging from $1,000 to $5,000 per pupil. However, other studies of charter school finance suggest traditional districts face higher costs than charters, because traditional districts must offer a wider variety of services, such as adult education, programs for disabled students, and vocational education (American Federation of Teachers, 2003). Finally, some researchers have questioned whether the small size of most charters simply renders them less financially efficient than traditional school districts, since charters cannot benefit from economies of scale. Charter schools may have higher per-pupil administrative costs than larger traditional districts, leaving less money available to spend on instruction (AFT, 2003).

Texas Charter Schools

Since the Texas state legislature passed the first charter school law in 1996, the Texas charter school system has grown dramatically. While the initial law allowed for only 20 open-enrollment charter schools, the cap was gradually raised by the state legislature, reaching in 2001, its current level of 215 open-enrollment charters. There is no cap on the number of schools sponsored by public senior colleges and universities. While charter advocates have urged lawmakers to raise the charter cap during recent legislative sessions, no changes to the charter law have been made.

Attention has also fallen on the Texas charter school finance system, especially the revenue gap between charter schools and traditional districts. The 2005 Fordham report found that Texas charter schools received 13.7 percent less funding than traditional districts, a gap of $1,155. In contrast, a 2006 study by TCER found that Texas charter schools received roughly 96% as much revenue per ADA as traditional districts in 2003-04, a gap of $614. The revenue gap is largely attributable to differences in facilities funding for charters and traditional districts (TCER, 2006). Charters school advocates have grown more vocal in their calls for greater state funding for charter schools, including facilities funding. However, the charter school finance system is in the midst of a transition from a system linking per-pupil funding to the characteristics of the student's resident district to a system based on statewide averages. It remains to be seen whether the current funding gap between charters and traditional school districts will change once the transition to the new system is completed in 2012.

When Senate President David Dewhurst issued his interim charges to the Senate Finance committee in February 2006, he included a charge to "Evaluate the impact of successful school choice programs on students, parents, and teachers." He also charged the committee to study the state's facility infrastructure needs for public schools and make recommendations about how to "create effective models for state funding as well as efficient methods to ensure responsible use of public tax dollars" (Texas Senate, 2006). It is likely that the Texas legislature will soon debate raising the charter school cap and establishing facilities funding for charter schools, among other issues related to school choice. Lawmakers may consider these issues during the 80th Legislative Session, beginning in January 2007, or in the Special Session on school finance scheduled for the spring of 2006.

MAJOR EVALUATION FINDINGS AND IMPLICATIONS

Characteristics of Texas Charter Schools

The number of charter schools in Texas has climbed steadily since the first 17 opened in the 1996-97 school year. In 2004-05, the number of charter schools in operation reached 192. Concurrently, across the nine-year period, student enrollment increased from 2,498 to 66,073. Of the 296 charter school campuses operating in 2004-05, a little less than half (138 or 47 percent) were evaluated under standard accountability procedures while a little more than half (158 or 53 percent) were evaluated with the alternative education accountability procedures.

Most charter campuses in Texas have existed for a brief time. More than half (58 percent) have been operating five or less years. The average campus enrollment increases for schools with greater longevity, with new campuses enrolling about 40 percent less students than established schools.

Compared to other Texas public schools, charter schools have proportionally more high school and pre-school students. During 2004-05, charter schools enrolled proportionately more students at grades 9 through 12 and at pre-kindergarten than traditional public schools. Charter schools evaluated under standard procedures have relatively more students in the lower grades (at pre-kindergarten, kindergarten, and grades 1 through 7). Conversely, alternative education charters have proportionately more students at grades 9 through 12. In fact, more than three-fourths of charter high school students (78 percent) are enrolled at an alternative education campus.

Texas charter schools serve larger percentages of low-income and African American students than public schools statewide. Within traditional public schools, 14 percent of students are African American, whereas this group comprises more than a third (37 percent) of the charter school student population. The percentage of Hispanic students in charter schools (43 percent) is slightly less than the state average (45 percent), and the percentage of White students (18 percent) is about half the state average (38 percent). Overall, charter schools report enrolling about 13 percent of students in special education, which is similar to the state average. About 11 percent of students are limited-English proficient, which is less than the state average. Over the past four school years, student ethnic distributions in charter schools have stabilized, but the proportion of economically disadvantaged students has increased from 58 percent to 68 percent.

Although charter school growth has slowed in the past four years, charters have expanded by opening new campuses and enrolling more students. During the past four years, the number of charter schools operating in Texas has been relatively stable (increasing from 180 to 192). Over the same time period, however, the number of campuses associated with those charters has increased from 241 to 296 (23 percent increase) and the number of students attending charter schools has risen from 46,304 to 66,073 (43 percent increase). Additionally, although charter schools are generally small, average student enrollment has been trending up over the past four school years (192, 204, 222, and 223 students in each respective school year).

Average salaries for administrators and teachers in charter schools have increased, but charter educators still earn less than their peers in other public schools. Average administrator salaries in charter schools increased by about 15.6 percent during the past four years. Teacher salaries grew at a slower rate over the same period (11.8 percent). While the salary increases have been smaller statewide, charter salaries still trail state averages by approximately $11,000 for central administrators, $15,000 for campus administrators, and $7,000 for teachers. Lower relative experience among charter school educators may account for the difference. Charter schools have a higher percentage of beginning teachers (24 percent versus 8 percent) and charter teachers, on average, have less than half the experience of teachers statewide (5 versus 12 years).

Charter schools continue to struggle with teacher turnover. The annual teacher turnover rate in charter schools (43 percent) remains considerably higher than the state average (18 percent). Lower salaries in charter schools may account for part of the problem. However, charters may also need to provide greater support in order to retain the large numbers of beginning teachers they employ each school year.

Charter School Academic Performance

Texas holds charter schools to the same accountability standards as traditional public schools. Charter schools and campuses along with other Texas public school districts and campuses receive annual accountability ratings based primarily on Texas Assessment of Knowledge and Skills (TAKS) performance, meeting State Developed Alternative Assessment II (SDAA II) expectations, school completion rates, and dropout rates.

Recently, Texas has transitioned to a new accountability system. Accountability ratings for 2004 and 2005 reflect this new system, and beginning in 2005, the accountability system was expanded to include two sets of procedures. Standard accountability procedures guide the assignment of ratings to standard campuses, whereas alternative education accountability procedures govern the assignment of ratings to registered alternative education campuses (AECs). In 2005, charters that operated only registered AECs were evaluated under alternative education procedures, and charters that operated both standard campuses and registered AECs had the option to be evaluated under alternative education procedures if at least 50 percent of the charter's students were enrolled at registered AECs (2005 Accountability manual, TEA).

The following findings explore student performance in Texas open-enrollment charter schools for the 2004-05 school year. Analyses center on 192 charters, or districts, and 296 charter campuses. The charter campuses enrolled 66,073 students, with an average of 223 students per campus and enrollment ranging from 1 to 1,113 students. Although several factors complicate the analysis, the most notable is student mobility. The percentage of charter and traditional public school students who were enrolled for the fall PEIMS snapshot and tested in the same school continues to be very different. In 2005, only 63 percent of charter school students were included in the accountability subset compared to 88 percent of students in traditional public schools. Thus, student mobility reduces available data for charter schools and affects outcomes.

Accountability Ratings

Nearly half of charter districts and campuses are rated under the alternative education accountability system. Accountability ratings issued in 2005 marked the second year of the new Texas system. A significant change was the addition of alternative education accountability procedures. In 2005, nearly half of charter districts (46 percent), but no traditional public school districts, were rated under the alternative education procedures. Like charter districts, a large proportion of charter campuses were rated under the alternative education accountability procedures (53 percent compared to 3 percent for traditional campuses).

As a whole, charter districts and campuses received lower standard accountability system ratings than their traditional public school counterparts. For standard accountability procedures in 2005, approximately equal percentages of charter (2 percent) and traditional public school districts (1 percent) were rated Exemplary. However, lower percentages of charter districts than traditional school districts were rated Recognized (10 percent versus 16 percent) or Academically Acceptable (62 percent versus 82 percent). Higher percentages of charter than traditional public school districts were rated Academically Unacceptable (22 percent compared to 1 percent) in 2005.

For campuses rated under standard procedures, small percentages of charter campuses achieved Exemplary (2 percent) or Recognized (13 percent) status. Traditional public school campuses, in contrast, had higher percentages of Exemplary and Recognized ratings (a combined 30 percent). About equal percentages of charter (54 percent) and traditional public school campuses (58 percent) were rated Academically Acceptable. On the contrary, notably higher percentages of charter campuses earned Academically Unacceptable ratings (21 percent compared to only 3 percent for traditional campuses).

The majority of charter districts and campuses included in the alternative education accountability system received Academically Acceptable ratings. Of the charter districts rated under alternative procedures, 83 percent received Academically Acceptable ratings. Similarly, 89 percent of alternative education charter campuses received Academically Acceptable ratings. By comparison, 95 percent of alternative education campuses in traditional districts received Academically Acceptable ratings.

Statewide TAKS Performance

Compared to statewide averages, students in charter schools have lower TAKS passing rates. Compared to public schools statewide, charter school TAKS passing rates for 2005 are 8 percentage points lower in writing, 11 points lower in reading/English language arts, 14 points lower in social studies, 19 points lower in mathematics, 25 points lower in science, and 18 points lower in all tests taken. Commended performance rates are also lower for all tested areas. The TAKS achievement gap between charter schools and the state average is smallest in writing and largest in science. In addition, the charter school differences with statewide averages persist across ethnic and economic comparison groups. The achievement gap between charters and traditional public schools is smallest for African American students (6 percentage points) and largest for White students (20 points).

Comparisons for Charter Schools and Similar Traditional Schools

Because the students who attend charter schools are more ethnically diverse and economically disadvantaged than students enrolled in other Texas public schools, comparisons with statewide statistics do not show whether charter schools are more or less successful in educating students. Considering these differences, we compared 2005 TAKS performance for charter and traditional campuses with more comparable characteristics. Charters evaluated under standard accountability procedures are compared with traditional campuses rated under standard procedures. For alternative education charters, the comparison group is comprised of alternative education campuses in traditional districts.

Students' TAKS passing rate comparisons for charter and traditional campuses rated under standard accountability procedures favor traditional campuses—in contrast, the majority of comparisons for charter and traditional alternative education campuses favor charters. The 2005 TAKS passing rate differences favoring students at traditional standard accountability campuses compared to standard charter campuses range from 1 percentage point in reading/English language arts (83 percent versus 82 percent) to 11 percentage points in science (64 percent versus 53 percent). TAKS results for comparisons of students at alternative education charters and traditional alternative education campuses are mixed, but the majority of these passing rate comparisons favor charters. Passing rate differences favoring alternative education charters range from 3 percentage points in social studies (63 percent versus 60 percent) to 8 percentage points in math (30 percent versus 22 percent). Writing is the only content area favoring traditional alternative education campuses (by 8 percentage points).

Students at standard charter campuses, compared to traditional standard, perform better on TAKS only in the middle grade, whereas students' TAKS passing rates for alternative education charter campuses compare favorably with traditional alternative education campuses across most grade levels. Students enrolled in standard charter campuses tend to perform at or above students at standard traditional campuses at grades 6 through 8 but trail students at standard traditional campuses at grades 3 through 5 and grades 9 through 11. In contrast, students in grades 5, 6, 7, and 8 in alternative education charters tend to perform better on TAKS than students enrolled in traditional alternative education campuses, and students in grades 9, 10, and 11 at alternative education charters perform nearly the same as students in traditional alternative education programs.

Younger charter school students tend to perform better than older students. Examining TAKS passing rates by content area, grade level, and type of charter school shows that in reading/English language arts and mathematics, younger charter school students tend to perform better than older charter school students (grades 9, 10 and 11). In these two content areas, the passing rate gaps between charter school and state comparison groups tend to be smaller in the lower grades and larger in the higher grades. In addition, the passing rate gaps tend to be larger in mathematics than in reading/English language arts.

Charter schools rated under standard accountability procedures have lower attendance rates and higher dropout rates than traditional campuses, whereas results for alternative education campuses are mixed. Student attendance rates in standard charter schools trail traditional standard campuses by 0.8 percentage points. The 2004 dropout rate at grades 7 and 8 and 7

through 12 for standard charters exceeded the traditional standard campus rates by 0.1 and 1.5 percentage points, respectively. Although alternative education charter schools have a higher attendance rate than traditional alternative education campuses (by 0.9 percentage points), the difference may reflect the enrollment of elementary students in alternative education charters. The dropout rate at grades 7 and 8 for alternative education charters was 0.3 percentage points lower than the dropout rate for traditional alternative education campuses. However, for grades 7 through 12, the dropout rate for alternative education charters exceeded the rate for traditional alternative campuses by 0.2 percentage points.

Other Performance Measures

Compared to traditional public schools, students in charter schools have lower graduation rates but results are mixed for other advanced academic indicators. Charter high school graduation rates are much lower than the state average (40 percent versus 85 percent), traditional standard campuses (49 percent versus 86 percent), and traditional alternative education campuses (36 percent versus 42 percent). Students in charter schools also have lower percentages of advanced course completions (about 13 percentage points lower). Students in standard charters trail students at traditional standard campuses by about 9 percentage points in advanced course completions whereas differences for alternative education campuses are small.

Compared to traditional standard campuses and state averages, much lower percentages of charter school students completed the Recommended High School Program (RHSP) in 2004. For example, 54 percent of standard charter school students completed the RHSP in 2004 compared to 70 percent for traditional standard campuses. On the other hand, for alternative education campuses, 28 percent of students in charters completed the RHSP in 2004 compared to 23 percent for students in traditional alternative programs. Differences between charter and traditional public school students' performance on college entrance examinations (SAT and ACT) are difficult to interpret because of the vastly different percentages of students taking exams. Only 6 to 9 percent of charter students took college entrance exams between 2001 and 2004 compared to 63 to 64 percent for the state as a whole.

Factors Associated with Student Performance

Relationships among various factors and student performance in charter schools were also examined. Student-level data were analyzed for charter school students who had test scores for the 2004 and 2005 administrations of TAKS reading/ELA (approximately 10,400 students) and TAKS mathematics (approximately 10,200 students). These students represent about one-quarter of charter students who potentially could have completed the TAKS in a single year.

Charter school students' TAKS passing rates show year-to-year improvement. While absolute performance on the criterion-referenced TAKS assessment is an important indicator of student mastery of the curriculum, year-to-year improvement is also important. Longitudinal results for charter students with 2004 and 2005 test scores show that student academic performance in both standard and alternative education charters improved across years. Students in alternative education charters had slightly larger passing rate gains (5 to 6 percentage points) than students in standard charters (4 to 5 points). Moreover, students enrolled in charter schools for two consecutive testing periods had higher TAKS passing rates than charter school students as a whole. In fact, in 2005 students enrolled in *standard* charters for two years performed near state

levels in both reading/English language arts (84 percent passing) and math (70 percent passing). Students enrolled in *alternative education* charters for two years performed well below state levels (about 21 percentage points lower in reading/English language arts [62 percent passing] and more than 34 percentage points lower in math [37 percent passing]).

*Continuous enrollment in charter schools has a positive effect on achievemen*t. Statistical analyses show that students' continuous enrollment in charter schools positively influences academic performance. These analyses, which controlled for students' prior academic and social backgrounds, found that consecutive years spent in a charter school was a positive predictor of 2005 TAKS reading/English language arts and math scores. Spending four, as opposed to two, consecutive years in charter schools would result in a student gain of about 11 scale score points in both subjects. Comparisons with the overall charter school student population show that the students in these analyses were fairly representative of charter school students across the state.

The charter school attendance rate is positively associated with achievement in reading/English language arts and mathematics. After controlling for students' social and academic backgrounds, as well as charter school type, campus-level student attendance was an important predictor of charter school achievement in both reading/ELA and math. It is clear that if charter schools improved student attendance, school achievement would improve. In addition, alternative education charters have greater room for improvement because they tend to have more campuses with low attendance rates.

After controlling for important school and student characteristics, students attending charters rated under standard accountability procedures had higher levels of achievement than students in alternative education charters. After controlling for students' academic and social backgrounds and consecutive years in a charter school, students in alternative education charters did not perform as well as students in standard accountability system charters. The alternative education charter school deficit was roughly 17 TAKS scale score points in reading/English language arts. This is an appreciable deficit at the school level. While not statistically significant, a math achievement deficit of similar magnitude approached conventional levels of significance.

The length of the charter school day and time spent on homework are significantly positive predictors of charter school students' reading/ELA and mathematics scores. After controlling for students' academic and social backgrounds, a one hour increase in schooling time in a charter school could result in a 4.9 percent increase in mean TAKS reading/ELA scores and a 4.3 percent increase in mean charter school TAKS math scores. In addition, homework time had a positive effect on average charter school TAKS reading/ELA and math scores.

Charter School Revenue and Expenditures

Texas open-enrollment charter schools continue to receive the overwhelming majority of their funding from state and federal sources. The overall distribution of charter school revenue has changed very little across years. Absent the authority to impose local taxes, charter schools receive no local tax funding. In 2003-04, the percentage of charter school revenue from the state declined very slightly, from 82.4 to 82.2 percent. Federal funds also declined slightly (from 14.5 to 14.2 percent), while the percentage of other local and intermediate funding increased (3.1 to 3.6 percent).

On average, charter schools received $8,098 per student in ADA revenue in 2003-04 compared to $8,712 for traditional public schools. Moreover, between 2002-03 and 2003-04, the average per student revenue for charter schools has decreased, and the revenue gap between charters and traditional districts has increased by $301, from $313 to $614. The largest factors contributing to this shift appear to be a reduction in federal funds for charters combined with increased local and federal dollars for traditional public schools that more than offset losses in state aid.

In 2003-04, alternative education charters received more total revenue per pupil ($8,810) than charter schools evaluated under standard procedures ($7,519). Alternative education charter schools receive more revenue from federal sources. The largest contrast between alternative education charters and standard charters is that the former spend $729 or 17 percent more per pupil for instruction. Alternative education charters schools also have higher per-ADA expenditures than standard charters. This probably reflects the additional expenditures required to educate special student populations, such as special education and compensatory education students, or students in residential care and treatment.

Instruction accounts for the greatest per-student expenditure for charter schools. Instruction ($3,823) is followed by expenditures for plant maintenance and operations ($1,143), general administration ($918), and school leadership ($586).

Charter schools have higher general and school administrative costs than traditional public schools. Charter schools' small size, coupled with the absence of central administrative infrastructure and an inability to take advantage of economies of scale, may be factors that contribute to their relatively high general administrative and school leadership costs.

Surveys of Charter School Directors, Teachers, and Students

The 2005 director, teacher, and student survey results presented in this report mark the final phase in a three year cycle (2003-2005) in which surveys were mailed to approximately one-third of the charter schools operating during the previous school year. In the spring of 2003, surveys were mailed to a randomly selected sample of charter schools comprised of 34 percent of the 180 charter schools that operated the majority of the 2001-02 school year. In 2004, surveys were mailed to a randomly selected sample comprised of 34 percent of the 185 charter school operating during the 2002-03 school year, omitting charters surveyed in 2003. And in 2005, surveys were mailed to a randomly selected sample comprised of 33 percent of the 190 charter schools operating during the 2003-04 school year, omitting charters surveyed in 2003 and 2004. This sampling strategy ensures that survey results are unique from year to year and that most of Texas's charter schools have had an opportunity to participate in the evaluation.

The sections that follow summarize the results of the 2005 charter director, teacher, and student surveys and make connections to the results of previous years' surveys, identifying trends and changes in response patterns that may reflect shifts in the conditions affecting charter schools, their staffs, and students.

Charter School Directors

In contrast to traditional districts that split administrative responsibilities between central office positions, such as superintendents and business managers, and building-level administrators, such as principals, charter school directors are frequently responsible for most, if not all, of the administrative functions related to operating a charter school. Given such a broad range of responsibilities, it is not surprising that most charter school directors have gained considerable prior experience working in a variety of educational settings.

As a whole, charter school directors continue to be relatively experienced while their professional credentials have improved over time. Consistent with previous years' survey results, 2005's sample of directors has had, on average, 12 years experience working as school administrators and about nine years teaching experience.

In terms of educational backgrounds, charter directors appear to have improved their educational attainment across survey years. In each year's survey results, more than half of directors indicate that they hold master's degrees; however, the number of directors holding doctorates has nearly doubled since 2003. In 2003, only 16 percent of directors said they held a doctorate, compared to almost 35 percent of 2005's sample. In addition, the number of charter directors holding mid-management certification has increased dramatically over the three survey years. In 2003, only 18 percent of directors indicated they held mid-management certification, but in 2005, more than half (51 percent) of directors were certified.

With respect to demographic characteristics, the proportions of female and African American directors have declined somewhat over the three survey years. In 2003, females comprised 60 percent and African Americans comprised 34 percent of all surveyed directors. In 2005, however, females comprised 52 percent of charter directors and the proportion of African American directors fell to 20 percent. The proportions of White and Hispanic directors have remained stable across years.

Directors identify student absenteeism and tardiness as the most prevalent behavior problems in charter schools. Directors consistently respond that the most prevalent behavior problems in charter schools are absenteeism and tardiness. 2004's survey results were somewhat unique because the proportion of directors responding that physical conflicts and vandalism were problems was notably larger than either the 2003 or 2005 survey. Sixty-six percent of 2004's directors said that physical conflicts were a problem (compared with 50 percent in 2005 and 18 percent in 2003), and 62 percent said that vandalism was a problem (compared with 35 percent in 2005 and 48 percent in 2003).

Directors continue to report that inadequate finances and facilities, burdensome paperwork and reporting requirements, and difficulty recruiting teachers are barriers to operating charter schools. Director responses indicate that the barriers to operating charter schools have remained about the same across survey years. Directors consistently report that inadequate finances and facilities, burdensome paperwork and reporting requirements, as well as difficulty recruiting qualified teachers are central obstacles to operating charter schools. Directors respond that they are most likely to rely on educational service centers (ESCs) for assistance with charter school operations. Across all survey years, directors indicate that ESCs assist charters with a broad

range of issues, including professional development, PEIMS reporting, curricular and legal matters. Directors turn to TEA for help with monetary concerns and look to business and community groups for help with fundraising and in-kind donations. Notable among 2005's results is the difference in the amount of assistance alternative education charters receive from educational management organizations (EMOs) relative to standard accountability charters. While the percentage of alternative education charters indicating that they seek assistance from EMOs remains under 25 percent for most types of assistance, standard accountability charters almost never seek help from EMOs, and those that do only seek help for business concerns.

Directors consider the provision of choice for parents and students to be a primary benefit of charter schools. In each survey year, directors respond that providing choice to parents and students is the primary benefit of charter schools. Directors also feel charters are valuable because they serve students who are struggling academically or have trouble in fitting into the traditional district model. In addition, directors say that charter schools' flexibility in designing unique programs spurs educational innovation. In terms of policy recommendations, across all survey years, charter directors indicate that charter school funding formulas need to be adjusted to provide increased revenues for charter school operations, emphasizing a particular need for facilities funding. Directors stress that Texas's public school accountability provisions must recognize that charters enroll large proportions of at-risk students and that standardized test scores may be inappropriate measures of charter school effectiveness.

Charter School Teachers

The majority of charter school teachers are female and white. Charter school teachers have remained relatively stable in terms of their demographic characteristics across surveys. Most teachers are female (about 70 percent across years), and the majority of teachers are White (about 40 percent across years). Similar to the results of the director's survey described in the previous section, the proportion of African American charter school teachers participating in surveys has decreased. African American teachers comprised 39 percent of surveyed teachers in 2003 but only 29 percent of the 2005 sample.

Nearly all charter school teachers report holding at least a bachelor's degree, and the proportion of teachers with graduate degrees and either with certification or working toward certification has increased across time. Teachers' responses about their educational backgrounds have also remained relatively constant across the three survey years. Each year, more than 90 percent of teachers indicate that they hold a bachelor's degree. The proportion of teachers holding graduate degrees increased somewhat over the three years. In 2005, 23 percent of teachers said they hold master's or doctorate degrees compared with 18 percent of 2003's teachers. Relative to previous years, more of 2005's teacher sample was either certified to teach in Texas or working to complete certification requirements. Ninety percent of 2005's charter teachers indicate they either have or are working toward Texas teacher certification, compared with 84 percent in 2004 and 79 percent in 2003. Charter teachers' prior experience has remained constant across surveys. Teachers indicate that they have about 7 years teaching experience, on average, and most teachers gained this experience working in traditional district classrooms.

Teachers seek employment at charter schools to be involved in educational reform, work with like-minded colleagues, work in smaller environments, and have greater autonomy. Teachers' responses about their reasons for teaching in charter schools also do not vary much over the three survey years. Teachers consistently say they enjoy being involved in an educational reform effort, appreciate working with like-minded educators, and prefer the autonomy and small school environments offered by charters.

Teachers regard absenteeism and tardiness as the primary student discipline problems in charter schools. Like the charter school directors discussed in the previous section, teachers say that absenteeism and tardiness are the primary student discipline problems encountered by charter schools. More serious issues, such as vandalism or drug and alcohol abuse, tend to be concentrated at the middle and high school levels, and elementary charter teachers express more concern with students' physical conflicts. The results of the 2005 survey indicate that teachers in alternative education charters are more troubled by all categories of discipline problems than their counterparts in standard accountability charters.

Charter teachers have a generally positive perception of their work environments. Across the three survey years, teachers indicate that their charter schools have high expectations for students and meet students' needs, and teachers say they are satisfied with the curriculum, leadership, and level of support for teacher autonomy they experience in charters. On the less positive side, more than 60 percent of teachers responding to each year's survey indicate that they work in buildings in need of improvement.

Charter School Students

The decision to attend a charter school is strongly influenced by the students' and parents' perceptions of teacher and school quality. These results are similar to survey results for previous survey years. Many students also reported that they chose to attend a charter school because their previous teachers did not help them enough, and their grades at their previous schools were poor. Students at standard charters were more likely than students at alternative education charters to choose a charter school because it offered more challenging classes than those available at their previous schools. The overwhelming majority (85 percent) of survey respondents attended a public school before enrolling at their current charter school.

Student satisfaction with charter schools increased slightly in the current survey year. Comparisons between 2004 and 2005 surveys revealed higher ratings for 10 out of 14 statements used to gage student satisfaction. Most charter students agreed that they work hard at their school, and have teachers who know them by name, help them understand concepts, and encourage them to think about their future. Students were less likely to say that other students help them learn, or that students at the school are interested in learning. Less than a third of survey respondents agreed that they had more homework at their current school. Students attending alternative education campuses had slightly lower mean satisfaction ratings than standard charter students.

Students consistently report that their grades improve in charter schools. As in prior survey years, students reported that their grades improved after moving to a charter school. Students at alternative education charters reported larger grade improvements than students at standard campuses.

Asked about their future, students in alternative education charter schools more often plan to get a job, whereas students in standard charters more frequently intend to pursue higher education. When asked about their future plans, just over half of charter students reported that they planned to attend a four-year or community college. Students attending alternative education charters were more likely to report planning to get a job than standard charter students, and less likely to say that they would pursue higher education.

Students in alternative education charters appreciate the charter schools' shorter school days, working at their own pace, and individual attention—students in standard charters praise teachers' helpfulness and high expectations and appreciate small classes and safety. Most of the students from alternative education charters attend charters using a self-paced educational program with an abbreviated daily schedule. Thus, when asked about the most positive aspects of their schools, these students said that they enjoyed working at their own pace and only attending school for half a day. They also appreciated the one-on-one attention they received from teachers. In contrast, students at standard charters praised their attentive and helpful teachers, who many students said had high expectations for student behavior and performance. Standard charter students also appreciated the small class size and sense of safety at their school.

Students in alternative education charters were concerned about disruptive students—students in standard charters wanted a wider selection of course offerings. Students in alternative education charters were concerned about disruptive student behavior at school (e.g. drug use, gang activity, disrespectful attitudes towards teachers). By contrast, students at standard charter schools were more likely to mention needing a wider selection of course offerings (e.g., physical education, history of math, spelling, automobile technology, and language classes). Students at both standard and alternative education campuses complained about school rules, especially dress codes, and the quality of the school food. Students were also unhappy about inadequate school facilities and financial resources, and the lack of extracurricular activities such as sports and cheerleading.

The percentage of students saying they will return to their charter for the next school year has declined across years. About 39 percent of students surveyed in 2005 reported that they would attend their current charter school in the following year. Alternative education charter students were slightly more likely than standard charter students to say that they planned to return (36 percent versus 41 percent). In contrast, the percentage students reporting that they intended to return to their charter school was 55 percent in 2003 and 43 percent in 2004.

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Appendix A

Statutory Provisions Governing
Texas Open-Enrollment Charter Schools

EDUCATION CODE
CHAPTER 12. CHARTERS
SUBCHAPTER A. GENERAL PROVISIONS

SUBCHAPTER D. OPEN-ENROLLMENT CHARTER SCHOOL

Sec. 12.101. AUTHORIZATION. (a) In accordance with this subchapter, the State Board of Education may grant a charter on the application of an eligible entity for an open-enrollment charter school to operate in a facility of a commercial or nonprofit entity, an eligible entity, or a school district, including a home-rule school district. In this subsection, "eligible entity" means:

(1) an institution of higher education as defined under Section 61.003;

(2) a private or independent institution of higher education as defined under Section 61.003;

(3) an organization that is exempt from taxation under Section 501(c)(3), Internal Revenue Code of 1986 (26 U.S.C. Section 501(c)(3)); or

(4) a governmental entity.

(b) The State Board of Education may grant a charter for an open-enrollment charter school only to an applicant that meets any financial, governing, and operational standards adopted by the commissioner under this subchapter. The State Board of Education may not grant a total of more than 215 charters for an open-enrollment charter school.

(c) If the facility to be used for an open-enrollment charter school is a school district facility, the school must be operated in the facility in accordance with the terms established by the board of trustees or other governing body of the district in an agreement governing the relationship between the school and the district.

(d) An educator employed by a school district before the effective date of a charter for an open-enrollment charter school operated at a school district facility may not be transferred to or employed by the open-enrollment charter school over the educator's objection.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 2001, 77th Leg., ch. 1504, Sec. 2, eff. Sept. 1, 2001; Acts 2003, 78th Leg., ch. 193, Sec. 1, eff. June 2, 2003.

Sec. 12.1012. DEFINITIONS. In this subchapter:

(1) "Charter holder" means the entity to which a charter is granted under this subchapter.

(2) "Governing body of a charter holder" means the board of directors, board of trustees, or other governing body of a charter holder.

(3) "Governing body of an open-enrollment charter school" means the board of directors, board of trustees, or other governing body of an open-enrollment charter school. The term includes the governing body of a charter holder if that body acts as the governing body of the open-enrollment charter school.

(4) "Management company" means a person, other than a charter holder, who provides management services for an open-enrollment charter school.

(5) "Management services" means services related to the management or operation of an open-enrollment charter school, including:

(A) planning, operating, supervising, and evaluating the school's educational programs, services, and facilities;

(B) making recommendations to the governing body of the school relating to the selection of school personnel;

(C) managing the school's day-to-day operations as its administrative manager;

(D) preparing and submitting to the governing body of the school a proposed budget;

(E) recommending

policies to be adopted by the governing body of the school, developing appropriate procedures to implement policies adopted by the governing body of the school, and overseeing the implementation of adopted policies; and

(F) providing leadership for the attainment of student performance at the school based on the indicators adopted under Section 39.051 or by the governing body of the school.

(6) "Officer of an open-enrollment charter school" means:

(A) the principal, director, or other chief operating officer of an open-enrollment charter school;

(B) an assistant principal or assistant director of an open-enrollment charter school; or

(C) a person charged with managing the finances of an open-enrollment charter school.

Added by Acts 2001, 77th Leg., ch. 1504, Sec. 3, eff. Sept. 1, 2001.

Sec. 12.102. AUTHORITY UNDER CHARTER. An open-enrollment charter school:

(1) shall provide instruction to students at one or more elementary or secondary grade levels as provided by the charter;

(2) is governed under the governing structure described by the charter;

(3) retains authority to operate under the charter contingent on satisfactory student performance as provided by the charter in accordance with Section 12.111; and

(4) does not have authority to impose taxes.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Sec. 12.103. GENERAL APPLICABILITY OF LAWS, RULES, AND ORDINANCES TO OPEN-ENROLLMENT CHARTER SCHOOL. (a) Except as provided by Subsection (b) or (c), an open-enrollment charter school is subject to federal and state laws and rules governing public schools and to municipal zoning ordinances governing public schools.

(b) An open-enrollment charter school is subject to this code and rules adopted under this code only to the extent the applicability to an open-enrollment charter school of a provision of this code or a rule adopted under this code is specifically provided.

(c) Notwithstanding Subsection (a), a campus of an open-enrollment charter school located in whole or in part in a municipality with a population of 20,000 or less is not subject to a municipal zoning ordinance governing public schools.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 2001, 77th Leg., ch. 1504, Sec. 4, eff. Sept. 1, 2001.

Sec. 12.104. APPLICABILITY OF TITLE. (a) An open-enrollment charter school has the powers granted to schools under this title.

(b) An open-enrollment charter school is subject to:

(1) a provision of this title establishing a criminal offense; and

(2) a prohibition, restriction, or requirement, as applicable, imposed by this title or a rule adopted under this title, relating to:

(A) the Public Education Information Management System (PEIMS) to the extent necessary to monitor compliance with this subchapter as determined by the commissioner;

(B) criminal history records under Subchapter C, Chapter 22;

(C) reading instruments and accelerated reading instruction programs under Section 28.006;

(D) satisfactory performance on assessment instruments and to accelerated instruction under Section 28.0211;

(E) high school graduation under Section 28.025;

(F) special education programs under Subchapter A, Chapter 29;

(G) bilingual education under Subchapter B, Chapter 29;

(H) prekindergarten programs under Subchapter E, Chapter 29;

(I) extracurricular activities under Section 33.081;

(J) discipline management practices or behavior management techniques under Section 37.0021;

(K) health and safety under Chapter 38;

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

(M) the requirement under Section 21.006 to report an educator's misconduct; and

(N) intensive programs of instruction under Section 28.0213.

(c) An open-enrollment charter school is entitled to the same level of services provided to school districts by regional education service centers. The commissioner shall adopt rules that provide for the representation of open-enrollment charter schools on the boards of directors of regional education service centers.

(d) The commissioner may by rule permit an open-enrollment charter school to voluntarily participate in any state program available to school districts, including a purchasing program, if the school complies with all terms of the program.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 1999, 76th Leg., ch. 396, Sec. 2.04, eff. Sept. 1, 1999; Acts 2001, 77th Leg., ch. 212, Sec. 2, eff. Sept. 1, 2001; Acts 2001, 77th Leg., ch. 1504, Sec. 5, eff. Sept. 1, 2001; Acts 2003, 78th Leg., ch. 374, Sec. 1, eff. June 18, 2003; Acts 2003, 78th Leg., ch. 1212, Sec. 3, eff. June 20, 2003; Acts 2005, 79th Leg., ch. 728, Sec. 5.001, eff. Sept. 1, 2005.

Sec. 12.105. STATUS. An open-enrollment charter school is part of the public school system of this state.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 1999, 76th Leg., ch. 1335, Sec. 1, eff. June 19, 1999; Acts 2001, 77th Leg., ch. 1504, Sec. 6, eff. Sept. 1, 2001.

Sec. 12.1051. APPLICABILITY OF OPEN MEETINGS AND PUBLIC INFORMATION LAWS. (a) With respect to the operation of an open-enrollment charter school, the governing body of a charter holder and the governing body of an open-enrollment charter school are considered to be governmental bodies for purposes of Chapters 551 and 552, Government Code.

(b) With respect to the operation of an open-enrollment charter school, any requirement in Chapter 551 or 552, Government Code, that applies to a school district, the board of trustees of a school district, or public school students applies to an open-enrollment charter school, the governing body of a charter holder, the governing body of an open-enrollment charter school, or students attending an open-enrollment charter school.

Amended by Acts 1999, 76th Leg., ch. 1335, Sec. 1, eff. June 19, 1999. Renumbered from Sec. 12.105(b) and amended by Acts 2001, 77th Leg., ch. 1504, Sec. 6, eff. Sept. 1, 2001.

Sec. 12.1052. APPLICABILITY OF LAWS RELATING TO LOCAL GOVERNMENT RECORDS. (a) With respect to the operation of an open-enrollment charter school, an open-enrollment charter school is considered to be a local government for purposes of Subtitle C, Title 6, Local Government Code, and Subchapter J, Chapter 441, Government Code.

(b) Records of an open-enrollment charter school and records of a charter holder that relate to an open-enrollment charter school are government records for all purposes under state law.

(c) Any requirement in Subtitle C, Title 6, Local Government Code, or Subchapter J, Chapter 441, Government Code, that applies to a school district, the board of trustees of a school

district, or an officer or employee of a school district applies to an open-enrollment charter school, the governing body of a charter holder, the governing body of an open-enrollment charter school, or an officer or employee of an open-enrollment charter school except that the records of an open-enrollment charter school that ceases to operate shall be transferred in the manner prescribed by Subsection (d).

(d) The records of an open-enrollment charter school that ceases to operate shall be transferred in the manner specified by the commissioner to a custodian designated by the commissioner. The commissioner may designate any appropriate entity to serve as custodian, including the agency, a regional education service center, or a school district. In designating a custodian, the commissioner shall ensure that the transferred records, including student and personnel records, are transferred to a custodian capable of:

(1) maintaining the records;

(2) making the records readily accessible to students, parents, former school employees, and other persons entitled to access; and

(3) complying with applicable state or federal law restricting access to the records.

(e) If the charter holder of an open-enrollment charter school that ceases to operate or an officer or employee of such a school refuses to transfer school records in the manner specified by the commissioner under Subsection (d), the commissioner may ask the attorney general to petition a court for recovery of the records. If the court grants the petition, the court shall award attorney's fees and court costs to the state.

Added by Acts 2001, 77th Leg., ch. 1504, Sec. 6, eff. Sept. 1, 2001.

Sec. 12.1053. APPLICABILITY OF LAWS RELATING TO PUBLIC PURCHASING AND CONTRACTING. (a) This section applies to an open-enrollment charter school unless the school's charter otherwise describes procedures for purchasing and contracting and the procedures are approved by the State Board of Education.

(b) An open-enrollment charter school is considered to be:

(1) a governmental entity for purposes of:

(A) Subchapter D, Chapter 2252, Government Code; and

(B) Subchapter B, Chapter 271, Local Government Code;

(2) a political subdivision for purposes of Subchapter A, Chapter 2254, Government Code; and

(3) a local government for purposes of Sections 2256.009-2256.016, Government Code.

(c) To the extent consistent with this section, a requirement in a law listed in this section that applies to a school district or the board of trustees of a school district applies to an open-enrollment charter school, the governing body of a charter holder, or the governing body of an open-enrollment charter school.

Added by Acts 2001, 77th Leg., ch. 1504, Sec. 6, eff. Sept. 1, 2001.

Sec. 12.1054. APPLICABILITY OF LAWS RELATING TO CONFLICT OF INTEREST. (a) A member of the governing body of a charter holder, a member of the governing body of an open-enrollment charter school, or an officer of an open-enrollment charter school is considered to be a local public official for purposes of Chapter 171, Local Government Code. For purposes of that chapter:

(1) a member of the governing body of a charter holder or a member of the governing body or officer of an open-enrollment charter school is considered to have a substantial interest in a business entity if a person related to the member or officer in the third degree by consanguinity or affinity, as determined under Chapter 573, Government Code, has a substantial interest in the business entity under Section 171.002, Local Government Code;

(2) notwithstanding any provision of Section 12.1054(1), an employee of an open-enrollment charter school rated as academically acceptable or higher under Chapter 39 for at least two of the preceding three school years may serve as a member of the governing body of the charter holder of the governing body of the school if the employees do not constitute a quorum of the governing body or any committee of the governing body; however, all members shall comply with the requirements of Sections 171.003-171.007, Local Government Code.

(b) To the extent consistent with this section, a requirement in a law listed in this section that applies to a school district or the board of trustees of a school district applies to an open-enrollment charter school, the governing body of a charter holder, or the governing body of an open-enrollment charter school.

Added by Acts 2001, 77th Leg., ch. 1504, Sec. 6, eff. Sept. 1, 2001.

Sec. 12.1055. APPLICABILITY OF NEPOTISM LAWS. (a) An open-enrollment charter school is subject to a prohibition, restriction, or requirement, as applicable, imposed by state law or by a rule adopted under state law, relating to nepotism under Chapter 573, Government Code.

(b) Notwithstanding Subsection (a), if an open-enrollment charter school is rated academically acceptable or higher under Chapter 39 for at least two of the preceding three school years, then Chapter 573, Government Code, does not apply to that school; however, a member of the governing body of a charter holder or a member of the governing body or officer of an open-enrollment charter school shall comply with the requirements of Sections 171.003-171.007, Local Government Code, with respect to a personnel matter concerning a person related to the member or officer within the degree specified by Section 573.002, Government Code, as if the personnel matter were a transaction with a business entity subject to those sections, and persons defined under Sections 573.021-573.025, Government Code, shall not constitute a quorum of the governing body or any committee of the governing body.

Added by Acts 2001, 77th Leg., ch. 1504, Sec. 6, eff. Sept. 1, 2001.

Sec. 12.1056. IMMUNITY FROM LIABILITY. In matters related to operation of an open-enrollment charter school, an open-enrollment charter school is immune from liability to the same extent as a school district, and its employees and volunteers are immune from liability to the same extent as school district employees and volunteers. A member of the governing body of an open-enrollment charter school or of a charter holder is immune from liability to the same extent as a school district trustee.

Amended by Acts 1999, 76th Leg., ch. 1335, Sec. 1, eff. June 19, 1999. Renumbered from Sec. 12.105(c) and amended by Acts 2001, 77th Leg., ch. 1504, Sec. 6, eff. Sept. 1, 2001.

Sec. 12.1057. MEMBERSHIP IN TEACHER RETIREMENT SYSTEM OF TEXAS. (a) An employee of an open-enrollment charter school operating under a charter granted by the State Board of Education who qualifies for membership in the Teacher Retirement System of Texas shall be covered under the system to the same extent a qualified employee of a school district is covered.

(b) For each employee of the school covered under the system, the school is responsible for making any contribution that otherwise would be the legal responsibility of the school district, and the state is responsible for making contributions to the same extent it would be legally responsible if the employee were a school district employee.

Amended by Acts 1999, 76th Leg., ch. 1335, Sec. 1, eff. June 19, 1999. Renumbered from Sec. 12.105(d) and amended by Acts 2001, 77th Leg., ch. 1504, Sec. 6, eff. Sept. 1, 2001. Amended by Acts 2005, 79th Leg., ch. 1359, Sec. 2, eff. Sept. 1, 2005.

Sec. 12.106. STATE FUNDING. (a) A charter holder is entitled to receive for the open-enrollment charter school funding under Chapter 42 as if the school were a school district without a tier one local share for purposes of Section 42.253 and without any local revenue ("LR") for purposes of Section 42.302. In determining funding for an open-enrollment charter school, adjustments under Sections 42.102, 42.103, 42.104, and 42.105 and the district enrichment tax rate ("DTR") under Section 42.302 are based on the average adjustment and average district enrichment tax rate for the state.

(b) An open-enrollment charter school is entitled to funds that are available to school districts from the agency or the commissioner in the form of grants or other discretionary funding unless the statute authorizing the funding explicitly provides that open-enrollment charter schools are not entitled to the funding.

(c) The commissioner may adopt rules to provide and account for state funding of open-enrollment charter schools under this section. A rule adopted under this section may be similar to a provision of this code that is not similar to Section 12.104(b) if the commissioner determines that the rule is related to financing of open-enrollment charter schools and is necessary or prudent to provide or account for state funds.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 2001, 77th Leg., ch. 1504, Sec. 7, eff. Sept. 1, 2001.

Sec. 12.1061. RECOVERY OF CERTAIN FUNDS. The commissioner may not garnish or otherwise recover funds paid to an open-enrollment charter school under Section 12.106 if:

(1) the basis of the garnishment or recovery is that:

(A) the number of students enrolled in the school during a school year exceeded the student enrollment described by the school's charter during that period; and

(B) the school received funding under Section 12.106 based on the school's actual student enrollment;

(2) the school:

(A) submits to the commissioner a timely request to revise the maximum student enrollment described by the school's charter and the commissioner does not notify the school in writing of an objection to the proposed revision before the 90th day after the date on which the commissioner received the request, provided that the number of students enrolled at the school does not exceed the enrollment described by the school's request; or

(B) exceeds the maximum student enrollment described by the school's charter only because a court mandated that a specific child enroll in that school; and

(3) the school used all funds received under Section 12.106 to provide education services to students.

Added by Acts 2003, 78th Leg., ch. 1048, Sec. 1, eff. June 20, 2003.

Sec. 12.107. STATUS AND USE OF FUNDS. (a) Funds received under Section 12.106 after September 1, 2001, by a charter holder:

(1) are considered to be public funds for all purposes under state law;

(2) are held in trust by the charter holder for the benefit of the students of the open-enrollment charter school;

(3) may be used only for a purpose for which a school may use local funds under Section 45.105(c); and

(4) pending their use, must be deposited into a bank, as defined by Section 45.201, with which the charter holder has entered into a depository contract.

(b) A charter holder shall deliver to the agency a copy of the depository contract between the charter holder and any bank into which state funds are deposited.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 2001, 77th Leg., ch. 1504, Sec. 7, eff. Sept. 1, 2001.

Sec. 12.1071. EFFECT OF ACCEPTING STATE FUNDING. (a) A charter holder who accepts state funds under Section 12.106 after the effective date of a provision of this subchapter agrees to be subject to that provision, regardless of the date on which the charter holder's charter was granted.

(b) A charter holder who accepts state funds under Section 12.106 after September 1, 2001, agrees to accept all liability under this subchapter for any funds accepted under that section before September 1, 2001. This subsection does not create liability for charter holder conduct occurring before September 1, 2001.

Added by Acts 2001, 77th Leg., ch. 1504, Sec. 8, eff. Sept. 1, 2001.

Sec. 12.108. TUITION AND FEES RESTRICTED. (a) An open-enrollment charter school may not charge tuition to an eligible student who applies under Section 12.117.

(b) The governing body of an open-enrollment charter school may require a student to pay any fee that the board of trustees of a school district may charge under Section 11.158(a). The governing body may not require a student to pay a fee that the board of trustees of a school district may not charge under Section 11.158(b).

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 2001, 77th Leg., ch. 1504, Sec. 9, eff. Sept. 1, 2001.

Sec. 12.109. TRANSPORTATION. An open-enrollment charter school shall provide transportation to each student attending the school to the same extent a school district is required by law to provide transportation to district students.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Sec. 12.110. APPLICATION. (a) The State Board of Education shall adopt:

(1) an application form and a procedure that must be used to apply for a charter for an open-enrollment charter school; and

(2) criteria to use in selecting a program for which to grant a charter.

(b) The application form must provide for including the information required under Section 12.111 to be contained in a charter.

(c) As part of the application procedure, the board may require a petition supporting a charter for a school signed by a specified number of parents or guardians of school-age children residing in the area in which a school is proposed or may hold a public hearing to determine parental support for the school.

(d) The board may approve or deny an application based on criteria it adopts. The criteria the board adopts must include:

(1) criteria relating to improving student performance and encouraging innovative programs; and

(2) a statement from any school district whose enrollment is likely to be affected by the open-enrollment charter school, including information relating to any financial difficulty that a loss in enrollment may have on the district.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Sec. 12.1101. NOTIFICATION OF CHARTER APPLICATION. The commissioner by rule shall adopt a procedure for providing notice to the following persons on receipt by the State Board of Education of an application for a charter for an open-enrollment charter school under Section 12.110:

(1) the board of trustees of each school district from which the proposed open-enrollment charter school is likely to draw students, as determined by the commissioner; and

(2) each member of the legislature that represents the geographic area to be served by the proposed school, as determined by the commissioner.

Added by Acts 2001, 77th Leg., ch. 1504, Sec. 10, eff. Sept. 1, 2001.

Sec. 12.111. CONTENT. (a) Each charter granted under this subchapter must:

(1) describe the educational program to be offered, which must include the required curriculum as provided by Section 28.002;

(2) specify the period for which the charter or any charter renewal is valid;

(3) provide that continuation or renewal of the charter is contingent on acceptable student performance on assessment instruments adopted under Subchapter B, Chapter 39, and on compliance with any accountability provision specified by the charter, by a deadline or at intervals specified by the charter;

(4) establish the level of student performance that is considered acceptable for purposes of Subdivision (3);

(5) specify any basis, in addition to a basis specified by this subchapter, on which the charter may be placed on probation or revoked or on which renewal of the charter may be denied;

(6) prohibit discrimination in admission policy on the basis of sex, national origin, ethnicity, religion, disability, academic, artistic, or athletic ability, or the district the child would otherwise attend in accordance with this code, although the charter may:

(A) provide for the exclusion of a student who has a documented history of a criminal offense, a juvenile court adjudication, or discipline problems under Subchapter A, Chapter 37; and

(B) provide for an admission policy that requires a student to demonstrate artistic ability if the school specializes in performing arts;

(7) specify the grade levels to be offered;

(8) describe the governing structure of the program, including:

(A) the officer positions designated;

(B) the manner in which officers are selected and removed from office;

(C) the manner in which members of the governing body of the school are selected and removed from office;

(D) the manner in which vacancies on that governing body are filled;

(E) the term for which members of that governing body serve; and

(F) whether the terms are to be staggered;

(9) specify the powers or duties of the governing body of the school that the governing body may delegate to an officer;

(10) specify the manner in which the school will distribute to parents information related to the qualifications of each professional employee of the program, including any professional or educational degree held by each employee, a statement of any certification under Subchapter B, Chapter 21, held by each employee, and any relevant experience of each employee;

(11) describe the process by which the person providing the program will adopt an annual budget;

(12) describe the manner in which an annual audit of the financial and programmatic operations of the program is to be conducted, including the manner in which the person providing the program will provide information necessary for the school district in which the program is located to participate, as required by this code or by State Board of Education rule, in the Public Education Information Management System (PEIMS);

(13) describe the facilities to be used;

(14) describe the geographical area served by the program; and

(15) specify any type of enrollment criteria to be used.

(b) A charter holder of an open-enrollment charter school shall consider including in the school's charter a requirement that the school develop and administer personal graduation plans under Section 28.0212.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 1999, 76th Leg., ch. 1335, Sec. 2, eff. June 19, 1999; Acts 2001, 77th Leg., ch. 1504, Sec. 11, eff. Sept. 1, 2001; Acts 2003, 78th Leg., ch. 1212, Sec. 4, eff. June 20, 2003; Acts 2005, 79th Leg., ch. 1032, Sec. 1, eff. June 18, 2005.

Sec. 12.112. FORM. A charter for an open-enrollment charter school shall be in the form of a written contract signed by the chair of the State Board of Education and the chief operating officer of the school.
Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

Sec. 12.113. CHARTER GRANTED. (a) Each charter the State Board of Education grants for an open-enrollment charter school must:

(1) satisfy this subchapter; and

(2) include the information that is required under Section 12.111 consistent with the information provided in the application and any modification the board requires.

(b) The grant of a charter under this subchapter does not create an entitlement to a renewal of a charter on the same terms as it was originally issued.
Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 2001, 77th Leg., ch. 1504, Sec. 11, eff. Sept. 1, 2001.

Sec. 12.114. REVISION. (a) A revision of a charter of an open- enrollment charter school may be made only with the approval of the commissioner.

(b) Not more than once each year, an open-enrollment charter school may request approval to revise the maximum student enrollment described by the school's charter.
Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 2001, 77th Leg., ch. 1504, Sec. 12, eff. Sept. 1, 2001; Acts 2003, 78th Leg., ch. 1048, Sec. 2, eff. June 20, 2003.

Sec. 12.115. BASIS FOR MODIFICATION, PLACEMENT ON PROBATION, REVOCATION, OR DENIAL OF RENEWAL. (a) The commissioner may modify, place on probation, revoke, or deny renewal of the charter of an open-enrollment charter school if the commissioner determines that the charter holder:

(1) committed a material violation of the charter, including failure to satisfy accountability provisions prescribed by the charter;

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

(3) failed to protect the health, safety, or welfare of the students enrolled at the school; or

(4) failed to comply with this subchapter or another applicable law or rule.

(b) The action the commissioner takes under Subsection (a) shall be based on the best interest of the school's students, the severity of the violation, and any previous violation the school has committed.
Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 2001, 77th Leg., ch. 1504, Sec. 12, eff. Sept. 1, 2001.

Sec. 12.116. PROCEDURE FOR MODIFICATION, PLACEMENT ON PROBATION, REVOCATION, OR DENIAL OF RENEWAL. (a) The commissioner shall adopt a procedure to be used for modifying, placing on probation, revoking, or denying renewal of the charter of an open-enrollment charter school.

(b) The procedure adopted under Subsection (a) must provide an opportunity for a hearing to the charter holder and to parents and guardians of students in the school. A hearing under this subsection must be held at the facility at which the program is operated.

(c) Chapter 2001, Government Code, does not apply to a hearing that is related to a modification, placement on probation, revocation, or denial of renewal under this

subchapter.
Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 2001, 77th Leg., ch. 1504, Sec. 12, eff. Sept. 1, 2001.

Sec. 12.1161. EFFECT OF REVOCATION, DENIAL OF RENEWAL, OR SURRENDER OF CHARTER. (a) Except as provided by Subsection (b), if the commissioner revokes or denies the renewal of a charter of an open-enrollment charter school, or if an open-enrollment charter school surrenders its charter, the school may not:

(1) continue to operate under this subchapter; or

(2) receive state funds under this subchapter.

(b) An open-enrollment charter school may continue to operate and receive state funds under this subchapter for the remainder of a school year if the commissioner denies renewal of the school's charter before the completion of that school year.
Added by Acts 2001, 77th Leg., ch. 1504, Sec. 13, eff. Sept. 1, 2001.

Sec. 12.1162. ADDITIONAL SANCTIONS. (a) The commissioner shall take any of the actions described by Subsection (b) or by Section 39.131(a), to the extent the commissioner determines necessary, if an open-enrollment charter school, as determined by a report issued under Section 39.076(b):

(1) commits a material violation of the school's charter;

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

(3) fails to comply with this subchapter or another applicable rule or law.

(b) The commissioner may temporarily withhold funding, suspend the authority of an open-enrollment charter school to operate, or take any other reasonable action the commissioner determines necessary to protect the health, safety, or welfare of students enrolled at the school based on evidence that conditions at the school present a danger to the health, safety, or welfare of the students.

(c) After the commissioner acts under Subsection (b), the open-enrollment charter school may not receive funding and may not resume operating until a determination is made that:

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

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

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

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

(f) The commissioner shall adopt rules implementing this section. Chapter 2001, Government Code, does not apply to a hearing under this section.
Added by Acts 2001, 77th Leg., ch. 1504, Sec. 13, eff. Sept. 1, 2001.

Sec. 12.1163. AUDIT BY COMMISSIONER. (a) To the extent consistent with this section, the commissioner may audit the records of:

(1) an open-enrollment charter school;

(2) a charter holder; and

(3) a management company.

(b) An audit under Subsection (a) must be limited to matters directly related to the management or operation of an open-enrollment charter school, including any financial and administrative records.

(c) Unless the commissioner has specific cause to conduct an additional audit, the commissioner may not conduct more than one on-site audit under Section 12.1163 during any

fiscal year, including any financial and administrative records. For purposes of this subsection, an audit of a charter holder or management company associated with an open-enrollment charter school is not considered an audit of the school.
Added by Acts 2001, 77th Leg., ch. 1504, Sec. 13, eff. Sept. 1, 2001. Amended by Acts 2003, 78th Leg., ch. 511, Sec. 1, eff. Sept. 1, 2003.

Sec. 12.1164. NOTICE TO TEACHER RETIREMENT SYSTEM OF TEXAS. (a) The commissioner must notify the Teacher Retirement System of Texas in writing of the revocation, denial of renewal, or surrender of a charter under this subchapter not later than the 10th business day after the date of the event.

(b) The commissioner must notify the Teacher Retirement System of Texas in writing that an open-enrollment charter school is no longer receiving state funding not later than the 10th business day after the date on which the funding ceases.

(c) The commissioner must notify the Teacher Retirement System of Texas in writing that an open-enrollment charter school has resumed receiving state funds not later than the 10th business day after the date on which funding resumes.
Added by Acts 2005, 79th Leg., ch. 1359, Sec. 3, eff. Sept. 1, 2005.

Sec. 12.117. ADMISSION. (a) For admission to an open-enrollment charter school, the governing body of the school shall:

(1) require the applicant to complete and submit an application not later than a reasonable deadline the school establishes; and

(2) on receipt of more acceptable applications for admission under this section than available positions in the school:

(A) fill the available positions by lottery; or

(B) subject to Subsection (b), fill the available positions in the order in which applications received before the application deadline were received.

(b) An open-enrollment charter school may fill applications for admission under Subsection (a)(2)(B) only if the school published a notice of the opportunity to apply for admission to the school. A notice published under this subsection must:

(1) state the application deadline; and

(2) be published in a newspaper of general circulation in the community in which the school is located not later than the seventh day before the application deadline.
Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 2001, 77th Leg., ch. 1504, Sec. 14, eff. Sept. 1, 2001.

Sec. 12.1171. ADMISSION TO OPEN-ENROLLMENT CHARTER SCHOOLS SPECIALIZING IN PERFORMING ARTS. Notwithstanding Section 12.117, the governing body of an open-enrollment charter school that specializes in one or more performing arts may require an applicant to audition for admission to the school.
Added by Acts 2005, 79th Leg., ch. 1032, Sec. 2, eff. June 18, 2005.

Sec. 12.118. EVALUATION OF OPEN-ENROLLMENT CHARTER SCHOOLS. (a) The commissioner shall designate an impartial organization with experience in evaluating school choice programs to conduct an annual evaluation of open-enrollment charter schools.

(b) An evaluation under this section must include consideration of the following items before implementing the charter and after implementing the charter:

(1) students' scores on assessment instruments administered under Subchapter B, Chapter 39;

(2) student attendance;

(3) students' grades;

(4) incidents involving student discipline;

(5) socioeconomic data on

students' families;

(6) parents' satisfaction with their children's schools; and

(7) students' satisfaction with their schools.

(c) The evaluation of open-enrollment charter schools must also include an evaluation of:

(1) the costs of instruction, administration, and transportation incurred by open-enrollment charter schools;

(2) the effect of open-enrollment charter schools on school districts and on teachers, students, and parents in those districts; and

(3) other issues, as determined by the commissioner.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995. Amended by Acts 2001, 77th Leg., ch. 1504, Sec. 15, eff. Sept. 1, 2001.

Sec. 12.119. BYLAWS; ANNUAL REPORT. (a) A charter holder shall file with the State Board of Education a copy of its articles of incorporation and bylaws, or comparable documents if the charter holder does not have articles of incorporation or bylaws, within the period and in the manner prescribed by the board.

(b) Each year within the period and in a form prescribed by the State Board of Education, each open-enrollment charter school shall file with the board the following information:

(1) the name, address, and telephone number of each officer and member of the governing body of the open-enrollment charter school; and

(2) the amount of annual compensation the open-enrollment charter school pays to each officer and member of the governing body.

(c) On request, the State Board of Education shall provide the information required by this section and Section 12.111(8) to a member of the public. The board may charge a reasonable fee to cover the board's cost in providing the information.

Added by Acts 1999, 76th Leg., ch. 1335, Sec. 3, eff. June 19, 1999. Amended by Acts 2001, 77th Leg., ch. 1504, Sec. 16, eff. Sept. 1, 2001.

Sec. 12.120. RESTRICTIONS ON SERVING AS MEMBER OF GOVERNING BODY OF CHARTER HOLDER OR OPEN-ENROLLMENT CHARTER SCHOOL OR AS OFFICER OR EMPLOYEE. (a) A person may not serve as a member of the governing body of a charter holder, as a member of the governing body of an open-enrollment charter school, or as an officer or employee of an open-enrollment charter school if the person:

(1) has been convicted of a felony or a misdemeanor involving moral turpitude;

(2) has been convicted of an offense listed in Section 37.007(a);

(3) has been convicted of an offense listed in Article 62.001(5), Code of Criminal Procedure; or

(4) has a substantial interest in a management company.

(b) For purposes of Subsection (a)(4), a person has a substantial interest in a management company if the person:

(1) has a controlling interest in the company;

(2) owns more than 10 percent of the voting interest in the company;

(3) owns more than $25,000 of the fair market value of the company;

(4) has a direct or indirect participating interest by shares, stock, or otherwise, regardless of whether voting rights are included, in more than 10 percent of the profits, proceeds, or capital gains of the company;

(5) is a member of the board of directors or other governing body of the company;

(6) serves as an elected officer of the company; or

(7) is an employee of the company.

Added by Acts 1999, 76th Leg., ch. 1335, Sec. 3, eff. June 19, 1999. Amended by Acts 2001, 77th Leg., ch. 1504, Sec. 17, eff. Sept. 1, 2001; Acts 2005, 79th Leg., ch. 1008, Sec. 2.04, eff. Sept. 1, 2005.

Sec. 12.121. RESPONSIBILITY FOR OPEN-ENROLLMENT CHARTER SCHOOL. The governing body of an open-enrollment charter school is responsible for the management, operation, and accountability of the school, regardless of whether the governing body delegates the governing body's powers and duties to another person.
Added by Acts 2001, 77th Leg., ch. 1504, Sec. 18, eff. Sept. 1, 2001.

Sec. 12.122. LIABILITY OF MEMBERS OF GOVERNING BODY OF OPEN-ENROLLMENT CHARTER SCHOOL. (a) Notwithstanding the Texas Non-Profit Corporation Act (Article 1396-1.01 et seq., Vernon's Texas Civil Statutes) or other law, on request of the commissioner, the attorney general may bring suit against a member of the governing body of an open-enrollment charter school for breach of a fiduciary duty by the member, including misapplication of public funds.

(b) The attorney general may bring suit under Subsection (a) for:

(1) damages;

(2) injunctive relief; or

(3) any other equitable remedy determined to be appropriate by the court.

(c) This section is cumulative of all other remedies.
Added by Acts 2001, 77th Leg., ch. 1504, Sec. 18, eff. Sept. 1, 2001.

Sec. 12.123. TRAINING FOR MEMBERS OF GOVERNING BODY OF SCHOOL AND OFFICERS. (a) The commissioner shall adopt rules prescribing training for:

(1) members of governing bodies of open-enrollment charter schools; and

(2) officers of open-enrollment charter schools.

(b) The rules adopted under Subsection (a) may:

(1) specify the minimum amount and frequency of the training;

(2) require the training to be provided by:

(A) the agency and regional education service centers;

(B) entities other than the agency and service centers, subject to approval by the commissioner; or

(C) both the agency, service centers, and other entities; and

(3) require training to be provided concerning:

(A) basic school law, including school finance;

(B) health and safety issues;

(C) accountability requirements related to the use of public funds; and

(D) other requirements relating to accountability to the public, such as open meetings requirements under Chapter 551, Government Code, and public information requirements under Chapter 552, Government Code.
Added by Acts 2001, 77th Leg., ch. 1504, Sec. 18, eff. Sept. 1, 2001.

Sec. 12.124. LOANS FROM MANAGEMENT COMPANY PROHIBITED. (a) The charter holder or the governing body of an open-enrollment charter school may not accept a loan from a management company that has a contract to provide management services to:

(1) that charter school; or

(2) another charter school that operates under a charter granted to the charter holder.

(b) A charter holder or the governing body of an open-enrollment charter school that accepts a loan from a management company

may not enter into a contract with that management company to provide management services to the school.
Added by Acts 2001, 77th Leg., ch. 1504, Sec. 18, eff. Sept. 1, 2001.

Sec. 12.125. CONTRACT FOR MANAGEMENT SERVICES. Any contract, including a contract renewal, between an open-enrollment charter school and a management company proposing to provide management services to the school must require the management company to maintain all records related to the management services separately from any other records of the management company.
Added by Acts 2001, 77th Leg., ch. 1504, Sec. 18, eff. Sept. 1, 2001.

Sec. 12.126. CERTAIN MANAGEMENT SERVICES CONTRACTS PROHIBITED. The commissioner may prohibit, deny renewal of, suspend, or revoke a contract between an open-enrollment charter school and a management company providing management services to the school if the commissioner determines that the management company has:

(1) failed to provide educational or related services in compliance with the company's contractual or other legal obligation to any open-enrollment charter school in this state or to any other similar school in another state;

(2) failed to protect the health, safety, or welfare of the students enrolled at an open-enrollment charter school served by the company;

(3) violated this subchapter or a rule adopted under this subchapter; or

(4) otherwise failed to comply with any contractual or other legal obligation to provide services to the school.
Added by Acts 2001, 77th Leg., ch. 1504, Sec. 18, eff. Sept. 1, 2001.

Sec. 12.127. LIABILITY OF MANAGEMENT COMPANY. (a) A management company that provides management services to an open-enrollment charter school is liable for damages incurred by the state as a result of the failure of the company to comply with its contractual or other legal obligation to provide services to the school.

(b) On request of the commissioner, the attorney general may bring suit on behalf of the state against a management company liable under Subsection (a) for:

(1) damages, including any state funding received by the company and any consequential damages suffered by the state;

(2) injunctive relief; or

(3) any other equitable remedy determined to be appropriate by the court.

(c) This section is cumulative of all other remedies and does not affect:

(1) the liability of a management company to the charter holder; or

(2) the liability of a charter holder, a member of the governing body of a charter holder, or a member of the governing body of an open-enrollment charter school to the state.
Added by Acts 2001, 77th Leg., ch. 1504, Sec. 18, eff. Sept. 1, 2001.

Sec. 12.128. PROPERTY PURCHASED OR LEASED WITH STATE FUNDS. (a) Property purchased or leased with funds received by a charter holder under Section 12.106 after September 1, 2001:

(1) is considered to be public property for all purposes under state law;

(2) is held in trust by the charter holder for the benefit of the students of the open-enrollment charter school; and

(3) may be used only for a purpose for which a school district may use school district property.

(b) If at least 50 percent of the funds used by a charter holder to purchase real property are funds received under Section 12.106 before September 1, 2001, the property is

Appendix B

Charter School Characteristics and Demographics

Appendix B1
Characteristics of Standard and Alternative Education Charter School Campuses

Campus	Location	Years of Operation	Rating	Enrollment	Grades	Student-Teacher Ratio	Expenditure Per Student
Standard Charter Campuses							
Academy of Accelerated Learning	Houston	6 or more	Acceptable	571	PK - 03	17.5	—
Academy of Beaumont	Beaumont	6 or more	Academically Unacceptable	421	PK - 08	16.9	$5,510
Accelerated Interdisciplinary Academy	Houston	1	Exemplary	292	PK - 05	18.5	—
Accelerated Intermediate Charter School	Houston	4	Recognized	211	02 - 08	17.6	$6,002
Alief Montessori Community School	Houston	6 or more	Recognized	198	PK - 05	19.8	$5,248
Alpha II	San Antonio	5	Acceptable	371	KG - 04	17.1	$5,400
American Academy of Excellence Charter	Houston	6 or more	Academically Unacceptable	150	09 - 12	12.8	$5,846
Amigos Por Vida-Friends for Life Charter School	Houston	6 or more	Acceptable	302	PK - 05	15.9	$5,374
Arlington Classics Academy	Arlington	6 or more	Acceptable	274	KG - 06	13.6	$4,980
AW Brown-Fellowship Charter School	Dallas	6 or more	Recognized	603	KG - 06	19.5	$5,890
AW Brown - Fellowship North Camp	Dallas	1	Not Rated, Other	282	PK - PK	31.3	—
Bay Area Charter MS	League City	1	Acceptable	22	06 - 08	10.7	—
Bay Area Charter School	El Lago	6 or more	Recognized	176	PK - 05	13.9	$4,859
Beatrice Mayes Institute Charter	Houston	4	Acceptable	321	KG - 08	16.7	$5,935
Benji's Special Educational Academy	Houston	6 or more	Academically Unacceptable	496	PK - 12	22.4	$6,480
Bexar County Academy	San Antonio	6 or more	Acceptable	514	PK - 08	19.0	$5,558
Brazos School for Inquiry & Creativity	College Station	6 or more	Acceptable	119	PK - 12	9.2	$6,804
Bright Ideas Charter	Wichita Falls	6 or more	Acceptable	156	KG - 12	12.7	$6,749
Bryan Texas Campus	San Antonio	2	Not Rated, Other	19	07 - 10	19.0	$5,960
Burnham Wood Charter School	El Paso	6 or more	Exemplary	217	KG - 06	16.8	$5,508
Calvin Nelms High School	Katy	6 or more	Acceptable	122	09 - 12	16.5	$5,942
Calvin Nelms Hospital Campus	Katy	1	Not Rated, Other	41	KG - 12	20.5	—
Calvin Nelms Middle School	Katy	3	Acceptable	8	06 - 08	8.0	$4,699
Career Plus Learning Academy	San Antonio	6 or more	Academically Unacceptable	43	06 - 12	10.7	$6,816
Cedars International Academy	Austin	4	Acceptable	154	KG - 07	11.0	$5,165
Children First Academy of Houston	Houston	6 or more	Acceptable	489	PK - 07	24.5	$5,940
Children First of Dallas	Dallas	6 or more	Acceptable	344	PK - 07	21.5	$6,045
Coastal Bend Youth City	Driscoll	6 or more	Not Rated, Other	20	04 - 10	4.4	—
Conti Campus	Houston	1	Not Rated, Other	35	PK - 08	9.4	—

Campus	Location	Years of Operation	Rating	Enrollment	Grades	Student-Teacher Ratio	Expenditure Per Student
Corpus Christi Academy	Corpus Christi	3	Academically Unacceptable	157	09 - 12	13.5	$6,099
Crossroad Community Ed Ctr Charter	Houston	5	Academically Unacceptable	93	09 - 12	13.3	$5,978
Dallas Community Charter School	Dallas	6 or more	Recognized	163	PK - 03	19.8	—
Dan Chadwick Campus	Longview	6 or more	Acceptable	139	09 - 12	18.3	$5,707
Destiny High School	Killeen	5	Acceptable	239	KG - 12	19.4	$6,492
Dr Paul S Saenz JH	San Antonio	1	Acceptable	282	07 - 08	13.0	—
Draw Academy	Houston	1	Academically Unacceptable	244	PK - 08	18.0	—
Eagle Academy of Tyler at Lindale	Lewisville	2	Not Rated, Other	4	09 - 12	8.0	—
East Fort Worth Montessori Academy	Fort Worth	2	Acceptable	218	PK - 03	17.6	—
Ehrhart School	Beaumont	4	Acceptable	226	PK - 08	10.3	$5,562
Encino School	Encino	6 or more	Academically Unacceptable	57	PK - 08	14.3	$5,233
Excel Academy	Ft Worth	5	Academically Unacceptable	325	01 - 12	19.8	$6,525
Fort Worth Academy of Fine Arts	Fort Worth	4	Acceptable	345	03 - 12	13.1	$6,529
Fruit of Excellence School	Elgin	6 or more	Acceptable	37	07 - 12	25.7	$5,939
Gabriel Tafolla Charter School	Uvalde	6 or more	Academically Unacceptable	122	PK - 12	11.2	$7,413
Gateway Charter Academy	Dallas	4	Acceptable	468	PK - 10	13.8	$7,001
Girls & Boys Prep Academy	Houston	6 or more	Acceptable	310	05 - 12	9.9	$6,105
Girls & Boys Prep Academy Elementary	Houston	4	Acceptable	458	PK - 04	13.3	—
Golden Rule Charter School	Dallas	3	Acceptable	293	PK - 06	15.5	$5,410
Guardian Angel Performance Arts Academy	San Antonio	6 or more	Not Rated, Other	13	06 - 08	2.7	—
Harmony Science Academy - Austin	Austin	3	Recognized	208	06 - 10	16.0	$6,920
Harmony Science Academy -Dallas	Houston	1	Recognized	222	06 - 08	16.2	—
Harmony Science Academy	Houston	5	Exemplary	381	06 - 12	15.4	$6,560
Honors Academy	Dallas	6 or more	Academically Unacceptable	501	09 - 12	20	$5,918
Horizon Montessori	Weslaco	1	Recognized	167	PK - 03	13.9	—
Houston Alternative Preparatory Charter	Houston	3	Academically Unacceptable	135	PK - 10	22.5	$6,216
IDEA Academy	Donna	5	Acceptable	659	KG - 10	17.2	$6,646
Impact Charter		6 or more	Academically Unacceptable	286	PK - 06	20.4	$6,011
Jean Massieu Academy	Arlington	6 or more	Acceptable	162	PK - 12	8.9	$6,724
Jesse Jackson Academy	Houston	6 or more	Academically Unacceptable	323	09 - 12	35.9	$5,974
Jubilee Academic Center	San Antonio	4	Acceptable	332	PK - 12	12.1	$7,137
Katherine Anne Porter School	Wimberly	6 or more	Acceptable	115	09 - 12	7.1	$5,794

Campus	Location	Years of Operation	Rating	Enrollment	Grades	Student-Teacher Ratio	Expenditure Per Student
KIPP Academy	Houston	6 or more	Acceptable	506	PK - 09	16.1	$6,119
KIPP Aspire Academy	San Antonio	1	Acceptable	148	05 - 06	15.4	—
KIPP Austin College Prep	Austin	1	Acceptable	147	05 - 07	15.2	—
KIPP Truth Academy	Dallas	1	Acceptable	91	05 - 06	17.5	—
La Amistad Love & Learning Academy	Houston	6 or more	Academically Unacceptable	257	PK - 04	9.9	$5,848
La Escuela De Las Americas	San Antonio	6 or more	Acceptable	121	PK - 05	15.1	$5,149
Landmark School	Palestine	6 or more	Academically Unacceptable	82	07 - 12	13.5	$6,066
Legacy High School	Kaufman	5	Academically Unacceptable	83	09 - 12	10.3	$6,379
Life School Oak Cliff	Dallas	6 or more	Acceptable	1113	KG - 12	19.7	$6,933
Life School Red Oak	Red Oak	2	Acceptable	535	KG - 06	17.7	$5,127
Lighthouse Charter School	Windcrest	2	Academically Unacceptable	176	KG - 06	14.7	$5,642
Mainland Preparatory Academy	Texas City	6 or more	Acceptable	589	PK - 08	14.4	$5,814
McCullough Academy of Excellence	Austin	5	Acceptable	180	KG - 05	14.7	$5,765
Medical Center Charter School/South	Houston	6 or more	Academically Unacceptable	271	PK - 06	24.9	$5,438
Metro Charter Academy	Arlington	4	Acceptable	417	PK - 08	18.1	$5,938
Meyerpark Elementary	Houston	1	Acceptable	81	KG - 05	13.5	—
National Elite Gymnastics	Austin	6 or more	Acceptable	7	06 - 12	3.5	$6,970
NCI Charter School Without Walls	Houston	1	Not Rated, Other	289	PK - KG	35.4	—
North Hills School	Irving	6 or more	Recognized	923	01 - 12	12.5	$7,583
Northwest Campus	Houston	1	Not Rated, Other	110	PK - 05	22.0	—
Northwest Preparatory	Houston	4	Acceptable	291	PK - 08	13.4	$5,956
Nova Charter School	Dallas	1	Acceptable	102	PK - 03	20.4	—
Nova Charter School (Southeast)	Dallas	5	Acceptable	263	PK - 06	13.8	$5,762
NYOS Charter School	Austin	6 or more	Acceptable	330	KG - 12	11.9	$6,663
Odyssey Academy Inc	Galveston	6 or more	Acceptable	244	PK - 08	14.8	$5,452
Omega Academic Center	San Antonio	2	Academically Unacceptable	121	06 - 12	11.3	—
Outreach Word Academy	Victoria	3	Academically Unacceptable	184	PK - 06	13.3	$5,534
Paradigm Accelerated School	Dublin	5	Acceptable	70	07 - 12	12.1	$5,988
Peak Academy	Irving	1	Acceptable	57	04 - 05	15.2	—
Pineywoods Community Academy High School	Lufkin	6 or more	Acceptable	206	KG - 08	10.4	$4,972
Pinnacle School	Fort Worth	6 or more	Acceptable	166	01 - 08	12.3	$4,886
Ranch Academy	Canton	6 or more	Not Rated, Other	45	08 - 12	9.0	—

Campus	Location	Years of Operation	Rating	Enrollment	Grades	Student-Teacher Ratio	Expenditure Per Student
Rapoport Academy	Waco	6 or more	Recognized	162	PK - 04	11.3	$5,744
Rapoport Academy/Quinn Campus	Waco	2	Academically Unacceptable	35	05 - 07	7.1	$5,744
Raul Yzaguirre School For Success	Houston	6 or more	Acceptable	657	PK - 12	14.9	$7,085
Raul Yzaguirre School For Success	Brownsville	3	Academically Unacceptable	238	PK - 06	18.3	$5,741
Rick Hawkins HS	San Antonio	1	Acceptable	294	09 - 12	10.5	—
Ripley House Charter School	Houston	3	Recognized	95	KG - 04	15.8	$5,367
Rise Academy	Lubbock	6 or more	Acceptable	165	PK - 05	12.9	$5,576
San Antonio Preparatory Academy	San Antonio	2	Acceptable	145	KG - 06	12.2	$5,663
San Antonio School for Inquiry & Creativity	San Antonio	5	Academically Unacceptable	193	KG - 12	13.8	$6,879
School of Excellence In Education	San Antonio	6 or more	Acceptable	534	PK - 06	15.5	$5,638
School of Liberal Arts and Science	Dallas	6 or more	Acceptable	473	PK - 09	12.8	$7,140
Seashore Learning Center	Corpus Christi	6 or more	Recognized	193	KG - 06	13.8	$4,844
Ser-Ninos Charter Elementary	Houston	6 or more	Acceptable	537	PK - 06	16.8	$5,558
St Anthony Academy	Dallas	2	Acceptable	205	PK - 08	14.7	$5,932
St Mary's Academy Charter School	Beeville	4	Acceptable	223	KG - 08	14.0	$5,455
Star Charter School	Austin	6 or more	Recognized	207	01 - 12	17.1	$6,507
Tekoa Academy of Accelerated Studies	Port Arthur	6 or more	Acceptable	334	PK - 08	14.7	$5,844
Texas Empowerment Academy	Austin	6 or more	Acceptable	122	05 - 12	15.1	$6,883
Texas Preparatory School	San Marcos	4	Acceptable	88	KG - 08	18.3	$5,362
The Phoenix Charter School	Greenville	4	Acceptable	271	PK - 10	9.5	$7,005
The Varnett School - East	Houston	2	Academically Unacceptable	185	PK - 05	12.3	—
The Varnett School - Northeast	Houston	2	Acceptable	209	PK - 05	17.4	—
Theresa B Lee Academy	Fort Worth	6 or more	Acceptable	277	09 - 12	30.8	$5,933
Treetops School International	Ft Worth	6 or more	Acceptable	272	KG - 12	12.0	$6,594
Trinity Basin Preparatory	Dallas	6 or more	Acceptable	478	PK - 07	15.3	$5,284
Two Dimensions at Corsicana	Houston	2	Not Rated, Other	141	PK - 02	15.7	—.
Two Dimensions Preparatory Academy	Houston	6 or more	Academically Unacceptable	335	PK - 05	18.0	$5,821
Two Dimensions/Vickery	Houston	2	Not Rated, Other	132	PK - 02	16.6	—
Univ of Houston Charter Sch-Tech	Houston	6 or more	Acceptable	127	KG - 05	15.8	$5,122
Universal Academy - Flower Mound	Irving	4	Recognized	423	KG - 09	14.1	$6,644
Universal Academy	Irving	6 or more	Acceptable	653	PK - 09	16.7	$7,027
University of Texas Elementary Charter	Austin	2	Not Rated, Other	150	PK - 02	16.9	—

Campus	Location	Years of Operation	Rating	Enrollment	Grades	Student-Teacher Ratio	Expenditure Per Student
University School	Irving	6 or more	Acceptable	160	08 - 12	12.3	$5,844
Vanguard Academy	Pharr	4	Acceptable	220	PK - 06	14.7	$5,155
Varnett Charter School	Houston	6 or more	Recognized	732	PK - 05	19.8	—
Waco Charter School	Waco	6 or more	Academically Unacceptable	158	KG - 05	14.4	$5,722
Waxahachie Faith Family Academy	Desoto	6 or more	Acceptable	408	PK - 12	13.0	$7,184
West Houston Charter	Katy	6 or more	Acceptable	82	07 - 12	11.8	$5,751
West Houston Charter Elementary	Katy	6 or more	Acceptable	133	KG - 06	14.7	$4,903
Westlake Academy	Westlake	2	Recognized	267	KG - 07	11.8	$4,797
Yes College Preparatory School - Northeast	Houston	2	Recognized	238	06 - 07	18.3	$5,292
Yes College Preparatory School	Houston	5	Recognized	646	06 - 12	12.5	$7,512
Young Learners	Houston	1	Not Rated, Other	754	PK - PK	.	—
Zoe Learning Acad - Ambassador Campus	Houston	1	Academically Unacceptable	199	KG - 06	13.3	—
Zoe Learning Academy	Houston	4	Academically Unacceptable	314	KG - 06	19.6	$6,002
Alternative Education Campuses							
A+ Academy	Dallas	5	AEA, Academically Acceptable	919	PK - 12	17.3	—
Academy of Careers and Technologies	San Antonio	5	AEA, Academically Acceptable	151	09 - 12	17.4	—
Academy of Dallas	Dallas	6 or more	AEA, Academically Unacceptable	508	PK - 09	12.7	—
Accelerated Learning Center	Corpus Christi	6 or more	AEA, Academically Acceptable	14	09 - 12	.	—
Alpha Charter School	Garland	4	AEA, Academically Acceptable	211	KG - 12	11.2	—
Alphonso Crutch's-Life Support Center	Houston	6 or more	AEA, Academically Acceptable	596	06 - 12	26.4	—
American Youthworks Charter School	Austin	6 or more	AEA, Academically Acceptable	121	09 - 12	30.8	—
American Youthworks Charter School	Austin	2	AEA, Academically Unacceptable	312	09 - 12	21.1	—
Annunciation Maternity Home	Austin	4	AEA, Academically Acceptable	11	09 - 12	.	—
Austin Can Academy Charter School	Austin	3	AEA, Academically Acceptable	243	09 - 12	15.2	—
Azleway Charter School	Tyler	4	AEA, Academically Acceptable	91	03 - 12	8.6	—
Bexar Co Day Edu & Treatment Prgm	San Antonio	2	AEA, Academically Acceptable	17	09 - 12	8.5	—
Big Springs Charter School	Leakey	4	AEA, Academically Acceptable	66	06 - 12	8.3	—
Boys and Girls Country	Austin	2	AEA, Academically Acceptable	40	07 - 12	13.3	—
Brazos River Charter School	Nemo	5	AEA, Academically Acceptable	137	08 - 12	22.8	—
Burnett-Bayland Home	Houston	6 or more	AEA, Academically Acceptable	57	06 - 10	11.4	—
Burnett-Bayland Reception Center	Houston	6 or more	AEA, Academically Acceptable	170	05 - 11	17.0	—
Cedar Crest Charter School	Belton	3	AEA, Academically Acceptable	60	KG - 12	12.6	—

Campus	Location	Years of Operation	Rating	Enrollment	Grades	Student-Teacher Ratio	Expenditure Per Student
Cedar Ridge Charter School	Lometa	6 or more	AEA, Academically Acceptable	129	PK - 12	11.2	—
Children of The Sun	Mcallen	3	AEA, Academically Acceptable	77	PK - 12	18.5	—
Children of The Sun	Macallen	3	AEA, Academically Acceptable	63	09 - 12	19.9	—
Comquest Academy	Tomball	6 or more	AEA, Academically Acceptable	85	08 - 12	19.5	—
Cumberland Academy	Tyler	6 or more	AEA, Academically Acceptable	193	KG - 05	12.4	—
Dallas Can! Academy Charter-Oak Cliff	Dallas	6 or more	AEA, Academically Acceptable	478	09 - 12	17.3	—
Dallas Can! Academy Charter	Dallas	6 or more	AEA, Academically Acceptable	330	09 - 12	16.7	—
Dallas County Juvenile Justice	Dallas	6 or more	AEA, Academically Acceptable	553	05 - 12	11.9	—
Depelchin Campus	Austin	3	AEA, Academically Unacceptable	38	03 - 10	9.5	—
Dr M L Garza-Gonzalez Charter School	Corpus Christi	6 or more	AEA, Academically Acceptable	191	KG - 12	29.1	—
Eagle Academy of Abilene	Lewisville	6 or more	AEA, Academically Acceptable	216	06 - 12	27.0	—
Eagle Academy of Beaumont	Lewisville	6 or more	AEA, Academically Acceptable	204	06 - 12	15.7	—
Eagle Academy of Bryan	Lewisville	6 or more	AEA, Academically Unacceptable	114	06 - 12	22.8	—
Eagle Academy of Dallas	Lewisville	6 or more	AEA, Academically Unacceptable	131	06 - 12	21.8	—
Eagle Academy of Del Rio	Del Rio	6 or more	AEA, Academically Acceptable	96	06 - 12	24.0	—
Eagle Academy of Fort Worth	Lewisville	6 or more	AEA, Academically Unacceptable	143	06 - 12	20.4	—
Eagle Academy of Laredo	Lewisville	6 or more	AEA, Academically Acceptable	93	06 - 12	13.7	—
Eagle Academy of Lubbock	Lewisville	6 or more	AEA, Academically Acceptable	105	06 - 12	13.1	—
Eagle Academy of Midland	Lewisville	6 or more	AEA, Academically Acceptable	179	06 - 12	29.8	—
Eagle Academy of Pharr at Mission	Mission	1	AEA, Academically Acceptable	83	07 - 12	16.6	—
Eagle Academy of Pharr/Mc Allen	Lewisville	6 or more	AEA, Academically Acceptable	171	06 - 12	28.5	—
Eagle Academy of San Antonio	Lewisville	6 or more	AEA, Academically Unacceptable	140	06 - 12	14.0	—
Eagle Academy of Tyler	Lewisville	6 or more	AEA, Academically Acceptable	175	06 - 12	21.9	—
Eagle Academy of Waco	Lewisville	6 or more	AEA, Academically Unacceptable	152	06 - 12	27.6	—
Eagle Academy of Waco at Trinity	Lewisville	2	AEA, Academically Unacceptable	93	06 - 12	11.6	—
Eagle Advantage Charter Elementary	Dallas	4	AEA, Academically Acceptable	404	KG - 08	16.1	—
Eagle Charter School - Midland/Austin	Lewisville	3	AEA, Academically Acceptable	217	06 - 12	21.7	—
Eagle Project (Brownsville)	Lewisville	6 or more	AEA, Academically Acceptable	163	06 - 12	19.2	—
Ed White Memorial High School	League City	6 or more	AEA, Academically Acceptable	105	09 - 12	15.7	—
Eden Park Academy	Austin	6 or more	AEA, Academically Acceptable	149	KG - 08	14.9	—
Education Center at Little Elm	Little Elm	4	AEA, Academically Acceptable	122	KG - 12	13.8	—
Education Center at The Colony	Little Elm	4	AEA, Academically Acceptable	153	KG - 12	12.7	—

Campus	Location	Years of Operation	Rating	Enrollment	Grades	Student-Teacher Ratio	Expenditure Per Student
Education Center International Academy	Garland	4	AEA, Academically Acceptable	95	02 - 12	8.3	—
El Paso Academy	El Paso	5	AEA, Academically Acceptable	276	09 - 12	15.0	—
El Paso Academy West	El Paso	1	AEA, Academically Acceptable	225	09 - 12	14.5	—
El Paso School of Excellence	El Paso	5	AEA, Academically Acceptable	327	PK - 05	19.2	—
El Paso School of Excellence Middle School	El Paso	4	AEA, Academically Acceptable	222	06 - 11	13.7	—
Erath Excels Academy Inc	Stephenville	6 or more	AEA, Academically Acceptable	105	09 - 12	7.6	—
Evolution Academy Charter School	Richardson	3	AEA, Academically Unacceptable	337	09 - 12	26.1	—
Faith Family Academy of Oak Cliff	Desoto	6 or more	AEA, Academically Acceptable	1006	PK - 12	12.0	—
Focus Learning Academy	Dallas	6 or more	AEA, Academically Acceptable	430	KG - 08	13.3	—
Fort Worth Can Academy	Fort Worth	5	AEA, Academically Acceptable	383	09 - 12	22.5	—
Gateway Academy (Student Alternative Program)	Laredo	6 or more	AEA, Academically Acceptable	273	09 - 12	22.8	—
George Gervin Charter	San Antonio	6 or more	AEA, Academically Acceptable	375	PK - 12	18.7	—
George I Sanchez Charter HS San Antonio	San Antonio	5	AEA, Academically Acceptable	183	08 - 12	19.7	—
George I Sanchez HS	Houston	6 or more	AEA, Academically Acceptable	560	PK - 12	18.5	—
George M Kometzky School	Austin	4	AEA, Academically Acceptable	13	KG - 07	13.0	—
Gulf Shores Credit Repair Program	Houston	4	AEA, Academically Acceptable	45	09 - 12	9.3	—
Gulf Shores High School	Houston	6 or more	AEA, Academically Unacceptable	850	07 - 12	30.0	—
Gulf Shores Middle School	Houston	4	AEA, Academically Acceptable	113	07 - 08	25.5	—
Gulf Shores Residential Treatment	Houston	4	AEA, Academically Unacceptable	37	09 - 12	12.8	—
Harris County Juvenile Detention Center	Houston	6 or more	AEA, Academically Acceptable	148	05 - 12	12.3	—
Harris County Youth Village	Seabrook	6 or more	AEA, Academically Acceptable	112	07 - 11	16.0	—
Hays County Detention Center	San Antonio	2	AEA, Academically Acceptable	2	09 - 09	.	—
Hays Juvenile Center	San Antonio	3	AEA, Academically Acceptable	79	07 - 11	19.8	—
Higgs Carter King Gifted & Talented	San Antonio	6 or more	AEA, Academically Acceptable	219	PK - 12	17.6	—
Houston Can Academy Hobby	Houston	2	AEA, Academically Acceptable	312	09 - 12	19.5	—
Houston Can! Academy Charter School	Houston	6 or more	AEA, Academically Acceptable	414	09 - 12	27.6	—
Houston Gateway Academy	Houston	6 or more	AEA, Academically Acceptable	726	KG - 10	16.3	—
Houston Heights High School	Houston	6 or more	AEA, Academically Acceptable	195	08 - 12	13.4	—
Houston Heights Learning Academy	Houston	6 or more	AEA, Academically Acceptable	85	PK - 05	23.2	—
Huebner Road	San Antonio	2	AEA, Academically Acceptable	137	06 - 12	19.6	—
I Am That I Am Academy	Dallas	6 or more	AEA, Academically Acceptable	117	04 - 12	11.7	—
Inspired Vision	Dallas	4	AEA, Academically Acceptable	278	PK - 08	14.5	—

Campus	Location	Years of Operation	Rating	Enrollment	Grades	Student-Teacher Ratio	Expenditure Per Student
Inspired Vision Academy	Dallas	5	AEA, Academically Acceptable	293	PK - 06	14.0	—
Jamie's House Charter School	Houston	6 or more	AEA, Academically Acceptable	79	06 - 12	18.1	—
John H Wood Charter School	San Antonio	6 or more	AEA, Academically Acceptable	126	06 - 12	21.0	—
Juan B Galaviz Charter School	Houston	3	AEA, Academically Acceptable	86	09 - 12	10.0	—
Katy-Hockley Boot Camp	Katy	6 or more	AEA, Academically Acceptable	139	06 - 12	13.9	—
Marywood		6 or more	AEA, Academically Acceptable	8	08 - 12	8.0	—
Meridell	Austin	6 or more	AEA, Academically Acceptable	83	01 - 12	9.2	—
Methodist Children's Home	Austin	2	AEA, Academically Acceptable	130	06 - 12	14.4	—
Mid-Valley Academy-Mc Allen	Mcallen	3	AEA, Academically Acceptable	207	09 - 12	34.0	—
Mid-Valley Academy	Mcallen	6 or more	AEA, Academically Acceptable	45	09 - 12	18.8	—
Midland Academy Charter School	Midland	6 or more	AEA, Academically Acceptable	511	KG - 09	17.6	—
Miracle Farm	Austin	5	AEA, Academically Acceptable	15	07 - 12	30.0	—
Nancy Ney Charter School	New Braunfels	6 or more	AEA, Academically Acceptable	112	04 - 12	11.2	—
New Directions	San Antonio	3	AEA, Academically Acceptable	26	09 - 12	20.6	—
New Frontiers Charter School	San Antonio	6 or more	AEA, Academically Acceptable	630	KG - 08	15.4	—
North Houston HS for Business	Houston	6 or more	AEA, Academically Acceptable	189	09 - 12	15.8	—
Northwest Preparatory Campus (Wileyvale)	Houston	4	AEA, Academically Acceptable	21	03 - 08	7.7	—
NYOS Charter School Inc at Gessner	Austin	4	AEA, Academically Acceptable	85	PK - 03	17.3	—
One Stop Multiservice	Mc Allen	4	AEA, Academically Acceptable	166	PK - 12	20.3	—
One Stop Multiservice	Mc Allen	4	AEA, Academically Acceptable	126	PK - 12	13.7	—
One Stop Multiservice HS	Mc Allen	6 or more	AEA, Academically Acceptable	148	PK - 12	18.1	—
Panola Charter School	Carthage	5	AEA, Academically Unacceptable	164	08 - 12	29.8	—
Paso Del Norte Academy	El Paso	6 or more	AEA, Academically Acceptable	201	09 - 12	26.8	—
Pathfinder Camp	Austin	6 or more	AEA, Academically Acceptable	21	06 - 11	10.5	—
Pathways 3H Campus	Austin	3	AEA, Academically Acceptable	26	06 - 11	8.7	—
Pegasus Campus	Austin	3	AEA, Academically Acceptable	119	04 - 12	8.5	—
Pegasus Charter HS	Dallas	6 or more	AEA, Academically Acceptable	266	07 - 12	15.6	—
Por Vida Academy Charter HS	San Antonio	6 or more	AEA, Academically Acceptable	187	09 - 12	16.7	—
Positive Solutions Charter School	San Antonio	6 or more	AEA, Academically Acceptable	290	09 - 12	24.8	—
Radiance Academy of Learning	San Antonio	6 or more	AEA, Academically Acceptable	139	PK - 12	23.2	—
Radiance Academy of Learning (West Lake)	San Antonio	6 or more	AEA, Academically Acceptable	270	PK - 12	19.3	—
Raven School	New Waverly	6 or more	AEA, Academically Unacceptable	168	09 - 12	10.1	—

Campus	Location	Years of Operation	Rating	Enrollment	Grades	Student-Teacher Ratio	Expenditure Per Student
Richard Milburn Academy - Ector County	Odessa	2	AEA, Academically Acceptable	208	09 - 12	24.5	—
Richard Milburn Academy - Fort Worth	Fort Worth	2	AEA, Academically Acceptable	163	09 - 12	21.8	—
Richard Milburn Academy - Suburban Houston	Houston	2	AEA, Academically Unacceptable	178	09 - 12	35.6	—
Richard Milburn Academy (Amarillo)	Amarillo	4	AEA, Academically Unacceptable	125	09 - 12	22.7	—
Richard Milburn Academy (Beaumont)	Beaumont	4	AEA, Academically Acceptable	197	09 - 12	28.2	—
Richard Milburn Academy (Midland)	Midland	6 or more	AEA, Academically Acceptable	192	09 - 12	20.9	—
Richard Milburn Alter HS (Corpus Christi)	Corpus Christi	6 or more	AEA, Academically Acceptable	150	09 - 12	14.4	—
Richard Milburn Alter HS (Killeen)	Killeen	6 or more	AEA, Academically Acceptable	153	09 - 12	19.2	—
Richard Milburn Alter HS (Lubbock)	Lubbock	6 or more	AEA, Academically Acceptable	152	09 - 12	18.6	—
River Oaks	Fort Worth	4	AEA, Academically Acceptable	278	09 - 12	18.5	—
San Antonio Can High School	San Antonio	4	AEA, Academically Acceptable	386	09 - 12	18.5	—
San Antonio Technology Academy	San Antonio	4	AEA, Academically Unacceptable	70	09 - 12	7.8	—
San Marcos Treatment Center	Austin	1	AEA, Academically Unacceptable	142	06 - 12	10.9	—
Sentry Technology Prep School	Mc Allen	6 or more	AEA, Academically Acceptable	170	PK - 12	18.2	—
Settlement Home	Austin	6 or more	AEA, Academically Acceptable	29	02 - 11	9.7	—
Shekinah Hope	San Antonio	5	AEA, Academically Acceptable	45	KG - 06	11.3	—
Shekinah Radiance Academy	San Antonio	6 or more	AEA, Academically Acceptable	70	PK - 06	14.0	—
Shekinah Walzem	San Antonio	4	AEA, Academically Acceptable	285	PK - 12	14.2	—
South Plains Academy	Lubbock	6 or more	AEA, Academically Acceptable	190	09 - 12	17.3	—
Southwest High School	Houston	6 or more	AEA, Academically Acceptable	342	08 - 12	17.5	—
Southwest HS - Incentives	Houston	4	AEA, Academically Acceptable	42	07 - 12	10.5	—
Southwest Preparatory School-North	San Antonio	3	AEA, Academically Acceptable	216	09 - 12	32.7	—
Southwest Preparatory School	San Antonio	6 or more	AEA, Academically Acceptable	353	09 - 12	22.1	—
Southwest Preparatory Southeast Campus	San Antonio	4	AEA, Academically Acceptable	283	09 - 12	22.5	—
St Francis Academy	San Antonio	3	AEA, Academically Acceptable	150	06 - 12	16.7	—
Star Ranch Campus	Austin	3	AEA, Academically Acceptable	33	01 - 12	8.3	—
T-Care	Austin	5	AEA, Academically Acceptable	57	07 - 11	8.1	—
Technology Education Charter HS	Weslaco	6 or more	AEA, Academically Acceptable	96	09 - 12	16.0	—
Temple Education Center	Temple	6 or more	AEA, Academically Acceptable	123	PK - 12	15.6	—
Texans Can Academy at Paul Quinn	Dallas	1	AEA, Academically Acceptable	189	09 - 12	23.6	—
Texans Can at Carrollton-Farmers	Farmers Branch	2	AEA, Academically Acceptable	338	09 - 12	22.1	—
The Education and Training Center	San Antonio	1	AEA, Academically Acceptable	1	10 - 10	1.0	—

Campus	Location	Years of Operation	Rating	Enrollment	Grades	Student-Teacher Ratio	Expenditure Per Student
The Oaks Treatment Center	Austin	1	AEA, Academically Acceptable	75	01 - 12	12.5	—
TNC Campus (Texas Neurorehabilitation Center)	Austin	3	AEA, Academically Acceptable	55	01 - 12	13.7	—
Transformative Charter Academy	Killeen	6 or more	AEA, Academically Acceptable	99	09 - 12	28.3	—
Trinity Charter School	Canyon Lake	1	AEA, Academically Acceptable	59	06 - 11	8.3	—
Trinity Charter School	Denton	1	AEA, Academically Acceptable	58	01 - 10	7.8	—
Trinity Charter School	Austin	1	AEA, Academically Acceptable	55	06 - 12	7.9	—
Trinity Charter School	Katy	1	AEA, Academically Acceptable	54	06 - 11	7.8	—
Westside Command Detention Center	Houston	6 or more	AEA, Academically Acceptable	41	06 - 10	13.7	—
Winfree Academy Charter School (Grapevine)	Irving	3	AEA, Academically Acceptable	265	09 - 12	25.9	—
Winfree Academy Charter School (Irving)	Irving	5	AEA, Academically Acceptable	402	09 - 12	34.0	—
Winfree Academy Charter School (Lewisville)	Irving	5	AEA, Academically Acceptable	394	09 - 12	42.5	—
Winfree Academy Charter School (Richardson)	Irving	4	AEA, Academically Acceptable	362	09 - 12	34.0	—

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

Appendix B2
Student Demographic Characteristics for Standard and Alternative Education Charter School Campuses (Percent)

Campus	African American	Hispanic	White	Economically Disadvantaged
Standard Charter Campuses				
Academy of Accelerated Learning	50.8	47.6	0.5	94.4
Academy of Beaumont	96.4	1.4	1.4	97.4
Accelerated Interdisciplinary Academy	88.7	11.3	0.0	81.2
Accelerated Intermediate Charter School	85.3	14.7	0.0	73.5
Alief Montessori Community School	16.2	34.3	5.6	67.7
Alpha II	35.3	54.4	10.0	84.4
American Academy of Excellence Charter	25.3	61.3	13.3	77.3
Amigos Por Vida-Friends for Life Charter School	0.7	98.7	0.7	98.3
Arlington Classics Academy	17.5	10.6	62.0	22.6
AW Brown-Fellowship Charter School	94.9	4.8	0.3	80.4
AW Brown - Fellowship North Camp	97.9	2.1	0.0	98.6
Bay Area Charter MS	0.0	22.7	77.3	36.4
Bay Area Charter School	7.4	19.3	69.3	34.7
Beatrice Mayes Institute Charter	99.7	0.3	0.0	60.1
Benji's Special Educational Academy	92.9	6.9	0.2	97.6
Bexar County Academy	7.4	89.5	2.9	97.9
Brazos School for Inquiry & Creativity	21.8	43.7	34.5	77.3
Bright Ideas Charter	12.2	8.3	74.4	41.0
Bryan Texas Campus	42.1	42.1	15.8	94.7
Burnham Wood Charter School	7.4	72.8	14.7	39.2
Calvin Nelms High School	4.9	23.0	70.5	24.6
Calvin Nelms Hospital Campus	19.5	9.8	70.7	58.5
Calvin Nelms Middle School	12.5	12.5	75.0	37.5
Career Plus Learning Academy	37.2	55.8	7.0	100.0
Cedars International Academy	34.4	26.6	36.4	50.6
Children First Academy of Houston	96.7	3.1	0.2	96.7
Children First of Dallas	99.4	0.3	0.3	99.4
Coastal Bend Youth City	5.0	70.0	25.0	100.0

Campus	African American	Hispanic	White	Economically Disadvantaged
Conti Campus	74.3	25.7	0.0	97.1
Corpus Christi Academy	3.8	65.0	29.9	29.3
Crossroad Community Ed Ctr Charter	92.5	7.5	0.0	98.9
Dallas Community Charter School	4.9	71.2	23.9	68.1
Dan Chadwick Campus	8.6	10.1	81.3	24.5
Destiny High School	53.1	16.7	27.6	59.8
Dr Paul S Saenz JH	34.4	58.5	7.1	78.4
Draw Academy	15.6	81.6	1.2	100.0
Eagle Academy of Tyler at Lindale	25.0	0.0	75.0	100.0
East Fort Worth Montessori Academy	62.8	24.8	9.6	93.6
Ehrhart School	69.5	3.1	27.0	82.7
Encino School	0.0	91.2	8.8	78.9
Excel Academy	21.2	28.3	46.2	39.7
Fort Worth Academy of Fine Arts	13.9	9.9	75.4	19.1
Fruit of Excellence School	91.9	8.1	0.0	75.7
Gabriel Tafolla Charter School	0.0	96.7	3.3	84.4
Gateway Charter Academy	97.0	2.1	0.9	86.3
Girls & Boys Prep Academy	93.5	3.9	0.6	79.7
Girls & Boys Prep Academy Elementary	93.2	5.9	0.2	85.4
Golden Rule Charter School	2.4	93.5	2.4	95.6
Guardian Angel Performance Arts Academy	53.8	15.4	30.8	76.9
Harmony Science Academy – Austin	18.3	55.3	24.5	57.2
Harmony Science Academy –Dallas	22.5	60.4	13.1	62.2
Harmony Science Academy	46.7	37.0	11.3	57.2
Honors Academy	78.2	20.4	1.0	46.1
Horizon Montessori	0.6	73.7	20.4	42.5
Houston Alternative Preparatory Charter	97.0	2.2	0.7	94.1
IDEA Academy	0.3	93.9	5.5	80.1
Impact Charter	97.9	0.7	1.4	99.3
Jean Massieu Academy	25.9	34.6	35.2	49.4
Jesse Jackson Academy	97.2	2.8	0.0	99.4

Campus	African American	Hispanic	White	Economically Disadvantaged
Jubilee Academic Center	13.0	76.5	10.2	77.4
Katherine Anne Porter School	0.0	16.5	81.7	33.9
KIPP Academy	16.8	80.6	0.8	88.1
KIPP Aspire Academy	2.0	93.9	4.1	79.7
KIPP Austin College Prep	26.5	72.1	1.4	83.7
KIPP Truth Academy	68.1	30.8	1.1	82.4
La Amistad Love & Learning Academy	54.5	45.1	0.4	94.6
La Escuela De Las Americas	1.7	97.5	0.8	92.6
Landmark School	26.8	12.2	61.0	59.8
Legacy High School	8.4	8.4	81.9	51.8
Life School Oak Cliff	65.0	22.4	11.1	54.4
Life School Red Oak	17.0	20.0	61.3	31.0
Lighthouse Charter School	80.1	12.5	7.4	61.9
Mainland Preparatory Academy	85.9	7.1	6.3	65.2
McCullough Academy of Excellence	90.0	6.7	3.3	57.8
Medical Center Charter School/South	70.8	13.7	1.5	74.5
Metro Charter Academy	97.6	1.2	1.0	34.8
Meyerpark Elementary	97.5	2.5	0.0	86.4
National Elite Gymnastics	0.0	42.9	57.1	0.0
NCI Charter School Without Walls	31.8	61.6	1.4	98.6
North Hills School	7.3	10.2	42.5	0.0
Northwest Campus	57.3	41.8	0.9	98.2
Northwest Preparatory	95.9	3.8	0.3	95.9
Nova Charter School	52.0	48.0	0.0	94.1
Nova Charter School (Southeast)	52.1	46.4	1.1	90.1
NYOS Charter School	10.3	13.6	73.3	12.4
Odyssey Academy Inc	19.7	46.3	31.6	74.2
Omega Academic Center	2.5	78.5	19.0	66.9
Outreach Word Academy	25.5	52.7	20.1	72.8
Paradigm Accelerated School	0.0	30.0	70.0	52.9
Peak Academy	3.5	77.2	17.5	1.8

Campus	African American	Hispanic	White	Economically Disadvantaged
Pineywoods Community Academy High School	22.8	4.4	70.4	55.3
Pinnacle School	7.8	15.1	76.5	36.7
Ranch Academy	6.7	4.4	88.9	8.9
Rapoport Academy	92.0	5.6	2.5	90.7
Rapoport Academy/Quinn Campus	85.7	8.6	5.7	88.6
Raul Yzaguirre School For Success	0.0	98.3	1.7	94.5
Raul Yzaguirre School For Success	0.0	98.7	1.3	99.6
Rick Hawkins HS	32.0	58.5	8.5	69.0
Ripley House Charter School	1.1	97.9	0.0	85.3
Rise Academy	63.0	26.7	9.7	95.2
San Antonio Preparatory Academy	6.2	78.6	14.5	65.5
San Antonio School for Inquiry & Creativity	3.1	68.4	28.5	22.3
School of Excellence In Education	31.8	60.1	7.9	81.3
School of Liberal Arts and Science	4.2	93.7	1.7	78.0
Seashore Learning Center	0.5	17.1	79.3	17.6
Ser-Ninos Charter Elementary	0.2	99.3	0.0	92.9
St Anthony Academy	100.0	0.0	0.0	35.6
St Mary’s Academy Charter School	4.5	72.6	20.2	80.3
Star Charter School	3.9	16.4	73.9	0.0
Tekoa Academy of Accelerated Studies	93.1	1.5	4.8	91.3
Texas Empowerment Academy	91.8	6.6	1.6	59.8
Texas Preparatory School	15.9	55.7	28.4	51.1
The Phoenix Charter School	8.1	18.8	72.7	40.6
The Varnett School – East	48.1	50.3	1.6	0.5
The Varnett School – Northeast	60.8	37.8	1.4	35.4
Theresa B Lee Academy	93.5	3.6	2.9	80.5
Treetops School International	8.8	4.8	82.7	6.3
Trinity Basin Preparatory	5.0	93.9	1.0	89.7
Two Dimensions at Corsicana	64.5	34.8	0.7	100.0
Two Dimensions Preparatory Academy	97.6	2.1	0.0	89.0
Two Dimensions/Vickery	92.4	6.8	0.8	97.0

Campus	African American	Hispanic	White	Economically Disadvantaged
Univ of Houston Charter Sch-Tech	39.4	27.6	26	24.4
Universal Academy – Flower Mound	19.1	9.9	50.4	0.0
Universal Academy	77.9	17.0	1.1	72.1
University of Texas Elementary Charter	22.7	72.0	5.3	75.3
University School	21.9	32.5	41.3	35.0
Vanguard Academy	0.0	91.8	7.7	77.3
Varnett Charter School	91.0	8.7	0.1	50.4
Waco Charter School	25.3	73.4	1.3	100.0
Waxahachie Faith Family Academy	17.2	24.8	55.6	61.0
West Houston Charter	8.5	7.3	82.9	0.0
West Houston Charter Elementary	9.0	14.3	76.7	0.0
Westlake Academy	0.0	5.6	90.3	0.0
Yes College Preparatory School – Northeast	14.7	82.8	2.1	33.2
Yes College Preparatory School	5.0	92.3	1.7	71.1
Young Learners	29.4	66.8	2.8	99.5
Zoe Learning Acad – Ambassador Campus	98.5	1.0	0.0	62.8
Zoe Learning Academy	98.1	1.0	1.0	97.1
Alternative Education Campuses				
A+ Academy	11.9	57.2	29.3	84.3
Academy of Careers and Technologies	4.6	90.1	5.3	92.1
Academy of Dallas	88.6	9.8	1.2	68.7
Accelerated Learning Center	7.1	85.7	7.1	50.0
Alpha Charter School	57.8	18.0	22.3	38.9
Alphonso Crutch's-Life Support Center	92.8	6.2	0.8	60.7
American Youthworks Charter School	13.2	32.2	53.7	40.5
American Youthworks Charter School	14.7	57.7	26.0	46.5
Annunciation Maternity Home	9.1	54.5	36.4	100.0
Austin Can Academy Charter School	37.0	57.6	5.3	85.6
Azleway Charter School	38.5	11.0	48.4	100.0
Bexar Co Day Edu & Treatment Prgm	5.9	88.2	5.9	0.0
Big Springs Charter School	4.5	28.8	66.7	72.7

Campus	African American	Hispanic	White	Economically Disadvantaged
Boys and Girls Country	10.0	20.0	65.0	100.0
Brazos River Charter School	0.7	10.2	86.1	51.1
Burnett-Bayland Home	40.4	47.4	12.3	100.0
Burnett-Bayland Reception Center	40.6	39.4	18.2	100.0
Cedar Crest Charter School	11.7	28.3	58.3	100.0
Cedar Ridge Charter School	12.4	26.4	59.7	69.8
Children of The Sun	0.0	100.0	0.0	97.4
Children of The Sun	0.0	100.0	0.0	90.5
Comquest Academy	2.4	25.9	70.6	29.4
Cumberland Academy	20.2	7.3	69.9	50.8
Dallas Can! Academy Charter-Oak Cliff	36.8	61.1	2.1	75.7
Dallas Can! Academy Charter	47.6	47.3	5.2	63.6
Dallas County Juvenile Justice	39.6	42.3	16.3	100.0
Depelchin Campus	34.2	10.5	52.6	100.0
Dr M L Garza-Gonzalez Charter School	3.1	89	7.9	89.0
Eagle Academy of Abilene	4.6	30.1	64.8	30.1
Eagle Academy of Beaumont	82.4	1.0	16.2	74.0
Eagle Academy of Bryan	48.2	34.2	17.5	35.1
Eagle Academy of Dallas	61.1	34.4	4.6	50.4
Eagle Academy of Del Rio	0.0	88.5	11.5	42.7
Eagle Academy of Fort Worth	32.2	37.8	29.4	53.8
Eagle Academy of Laredo	1.1	97.8	1.1	91.4
Eagle Academy of Lubbock	6.7	51.4	41.0	38.1
Eagle Academy of Midland	2.2	68.2	29.1	62.0
Eagle Academy of Pharr at Mission	0.0	89.2	10.8	41.0
Eagle Academy of Pharr/Mc Allen	0.0	100.0	0.0	67.8
Eagle Academy of San Antonio	4.3	83.6	11.4	69.3
Eagle Academy of Tyler	44.0	23.4	31.4	68.0
Eagle Academy of Waco	19.1	52.0	28.9	8.6
Eagle Academy of Waco at Trinity	14.0	5.4	80.6	15.1
Eagle Advantage Charter Elementary	40.6	57.2	1.5	84.4

Campus	African American	Hispanic	White	Economically Disadvantaged
Eagle Charter School – Midland/Austin	6.5	59.4	32.3	49.8
Eagle Project (Brownsville)	0.0	93.9	6.1	71.2
Ed White Memorial High School	3.8	14.3	78.1	27.6
Eden Park Academy	15.4	32.9	51.7	31.5
Education Center at Little Elm	9.8	21.3	67.2	58.2
Education Center at The Colony	7.2	17.6	72.5	10.5
Education Center International Academy	22.1	24.2	48.4	37.9
El Paso Academy	1.4	94.2	4.0	77.9
El Paso Academy West	1.3	83.6	14.2	44.9
El Paso School of Excellence	1.8	91.1	4.9	94.8
El Paso School of Excellence Middle School	4.1	90.5	4.5	90.5
Erath Excels Academy Inc	1.0	21.0	76.2	41.0
Evolution Academy Charter School	51.0	27.0	20.8	38.3
Faith Family Academy of Oak Cliff	84.9	13.5	1.0	91.9
Focus Learning Academy	92.3	6.3	1.4	40.0
Fort Worth Can Academy	68.1	25.6	6.3	93.0
Gateway Academy (Student Alternative Program)	0.7	97.1	1.8	92.3
George Gervin Charter	47.5	42.7	9.1	72.0
George I Sanchez Charter HS San Antonio	0.0	96.2	3.8	73.8
George I Sanchez HS	1.3	98.0	0.7	63.0
George M Kometzky School	7.7	30.8	61.5	100.0
Gulf Shores Credit Repair Program	46.7	40.0	13.3	4.4
Gulf Shores High School	76.0	22.7	1.1	38.2
Gulf Shores Middle School	73.5	25.7	0.0	43.4
Gulf Shores Residential Treatment	35.1	37.8	27.0	0.0
Harris County Juvenile Detention Center	43.2	37.8	18.9	100.0
Harris County Youth Village	33.9	53.6	12.5	100.0
Hays County Detention Center	50.0	0.0	50.0	100.0
Hays Juvenile Center	20.3	50.6	29.1	62.0
Higgs Carter King Gifted & Talented	3.7	89.5	6.8	88.1
Houston Can Academy Hobby	23.4	69.6	7.1	76.0

Campus	African American	Hispanic	White	Economically Disadvantaged
Houston Can! Academy Charter School	73.7	24.9	1.4	92.0
Houston Gateway Academy	13.4	84.7	1.7	73.8
Houston Heights High School	22.1	68.2	9.2	86.2
Houston Heights Learning Academy	30.6	67.1	2.4	85.9
Huebner Road	19.7	36.5	43.1	92.7
I Am That I Am Academy	96.6	3.4	0.0	99.1
Inspired Vision	11.2	85.3	3.6	92.1
Inspired Vision Academy	29.0	65.9	4.4	92.5
Jamie's House Charter School	91.1	3.8	5.1	84.8
John H Wood Charter School	22.2	46.0	31.7	91.3
Juan B Galaviz Charter School	2.3	96.5	1.2	91.9
Katy-Hockley Boot Camp	37.4	52.5	7.2	100.0
Marywood	12.5	50.0	37.5	100.0
Meridell	14.5	1.2	84.3	100.0
Methodist Children's Home	26.9	23.8	48.5	100.0
Mid-Valley Academy-Mc Allen	0.0	96.6	2.9	91.8
Mid-Valley Academy	0.0	93.3	6.7	77.8
Midland Academy Charter School	9.6	58.9	31.5	72.2
Miracle Farm	0.0	13.3	86.7	100.0
Nancy Ney Charter School	3.6	65.2	31.3	75.0
New Directions	19.2	23.1	57.7	26.9
New Frontiers Charter School	2.9	94.1	3.0	81.3
North Houston HS for Business	66.1	33.3	0.5	68.8
Northwest Preparatory Campus (Wileyvale Campus)	61.9	9.5	28.6	100.0
NYOS Charter School Inc at Gessner	37.6	34.1	28.2	74.1
One Stop Multiservice	0.0	95.8	3.6	88.0
One Stop Multiservice	0.0	96.8	3.2	96.8
One Stop Multiservice HS	0.0	98.6	1.4	97.3
Panola Charter School	14.6	8.5	75.6	48.2
Paso Del Norte Academy	1.5	90.5	7.0	74.1
Pathfinder Camp	9.5	28.6	61.9	100.0

Campus	African American	Hispanic	White	Economically Disadvantaged
Pathways 3H Campus	23.1	50.0	26.9	100.0
Pegasus Campus	17.6	38.7	43.7	100.0
Pegasus Charter HS	27.4	68.4	4.1	63.5
Por Vida Academy Charter HS	0.0	94.1	5.9	83.4
Positive Solutions Charter School	2.8	92.4	4.8	78.3
Radiance Academy of Learning	25.9	44.6	28.1	57.6
Radiance Academy of Learning (West Lake Campus)	20.4	65.2	14.4	73.0
Raven School	32.7	32.1	34.5	100.0
Richard Milburn Academy – Ector County	2.9	40.4	56.7	42.3
Richard Milburn Academy – Fort Worth	15.3	29.4	54.0	39.3
Richard Milburn Academy – Suburban Houston	24.7	60.1	14.0	73.0
Richard Milburn Academy (Amarillo)	3.2	27.2	66.4	45.6
Richard Milburn Academy (Beaumont)	92.4	2.0	5.6	71.6
Richard Milburn Academy (Midland)	6.8	45.3	46.9	43.8
Richard Milburn Alter HS (Corpus Christi)	6.0	70.0	23.3	68.7
Richard Milburn Alter HS (Killeen)	32.7	22.2	38.6	51.0
Richard Milburn Alter HS (Lubbock)	7.2	44.7	46.7	62.5
River Oaks	6.1	70.9	22.7	70.5
San Antonio Can High School	2.3	90.9	6.7	59.3
San Antonio Technology Academy	2.9	94.3	2.9	68.6
San Marcos Treatment Center	29.6	7.7	49.3	100.0
Sentry Technology Prep School	0.0	98.8	0.0	97.1
Settlement Home	27.6	27.6	44.8	100.0
Shekinah Hope	37.8	31.1	28.9	75.6
Shekinah Radiance Academy	2.9	95.7	1.4	97.1
Shekinah Walzem	67.4	23.2	9.1	90.9
South Plains Academy	4.2	66.3	28.9	75.8
Southwest High School	29.8	62.3	5.3	70.5
Southwest HS – Incentives	23.8	40.5	35.7	83.3
Southwest Preparatory School-North	4.2	80.6	15.3	29.6
Southwest Preparatory School	18.4	51.0	28.0	34.6

Campus	African American	Hispanic	White	Economically Disadvantaged
Southwest Preparatory Southeast Campus	44.5	45.2	9.9	45.6
St Francis Academy	2.0	91.3	6.0	68.0
Star Ranch Campus	15.2	27.3	57.6	100.0
T-Care	54.4	12.3	33.3	100.0
Technology Education Charter HS	0.0	93.8	6.3	85.4
Temple Education Center	36.6	25.2	38.2	77.2
Texans Can Academy at Paul Quinn	89.4	10.6	0.0	66.7
Texans Can at Carrollton-Farmers	11.2	80.8	7.7	67.5
The Education and Training Center	0.0	0.0	100.0	0.0
The Oaks Treatment Center	26.7	10.7	54.7	100.0
TNC Campus (Texas Neurorehabilitation Center)	9.1	12.7	60.0	100.0
Transformative Charter Academy	47.5	20.2	31.3	52.5
Trinity Charter School	27.1	27.1	45.8	100.0
Trinity Charter School	36.2	19.0	44.8	100.0
Trinity Charter School	29.1	41.8	29.1	100.0
Trinity Charter School	25.9	25.9	48.1	100.0
Westside Command Detention Center	56.1	41.5	2.4	100.0
Winfree Academy Charter School (Grapevine)	4.5	14.0	78.1	24.5
Winfree Academy Charter School (Irving)	17.7	44.3	33.1	57.2
Winfree Academy Charter School (Lewisville)	8.6	17.5	71.3	29.9
Winfree Academy Charter School (Richardson)	38.4	14.6	44.8	42.3

Appendix C

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

2004-05 Evaluation of Open-Enrollment Charter Schools
Survey of Charter School Directors

The Texas Commissioner of Education has authorized a study of charter schools in accordance with the Texas Education Code's requirements for an annual evaluation. Your assistance is requested.

Please complete this survey and return it in the provided postage-page envelope by **March 31, 2005**. If you have any questions about the survey, please contact Dr. Kelly Shapley at 800-580-8237. Thank you in advance for your assistance.

GENERAL INFORMATION

Charter school name:_____

Your job title:_____

What is your gender?

- ❑ Male
- ❑ Female

What is your race/ethnicity?

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

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

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

Do you have TX mid-management certification?

- ❑ Yes
- ❑ No

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

Years as an ADMINISTRATOR							
Public School		Non-Religious Private		Religious Private		Charter School	

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

SCHOOL ORGANIZATION

What types of organizational strategies does your school use? For each strategy implemented, please note the extent it is used with your school's students.

	Used		If used, strategy implemented with (Select only *one*):		
	Yes	No	Some Students	Most Students	All Students
Multi-age grouping	❑	❑	❑	❑	❑
Block scheduling	❑	❑	❑	❑	❑
Student and teacher teams	❑	❑	❑	❑	❑
Extended day scheduling	❑	❑	❑	❑	❑
Extended week scheduling	❑	❑	❑	❑	❑
Extended year scheduling	❑	❑	❑	❑	❑
Credit through flexible entry/exit courses	❑	❑	❑	❑	❑
Other (specify)_____	❑	❑	❑	❑	❑

SCHOOL OPERATIONS

Excluding the state financial allotment and any federal/Title I funds, from what sources have you received support for implementing school operations since your charter school has opened? For each entity, please select all types of support provided.

	Texas Education Agency	Education Service Center	Charter Networks/ Assistance Centers	Management Company	Business or Community Group
Monetary support (loans, grants, donations)	❑	❑	❑	❑	❑
Technical assistance on legal matters	❑	❑	❑	❑	❑
Technical assistance on business operations	❑	❑	❑	❑	❑
Technical assistance on PEIMS	❑	❑	❑	❑	❑
Technical assistance on curricula and instructional issues	❑	❑	❑	❑	❑
In-kind support (donations of material resources)	❑	❑	❑	❑	❑
Staff professional development	❑	❑	❑	❑	❑
Other (specify)_____	❑	❑	❑	❑	❑

INSTRUCTION AND ASSESSMENT

What **percent** of your school's classrooms have Internet access? _____%

On average, how many computers are available in a classroom? _____

Do you have a computer lab? ❑ Yes ❑ No Number of lab computers _____

What is your school's average class size? _____

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

	Used		If yes, how often?		
	Yes	No	Once a year	Once a semester	Once a Marking Period
Standardized norm-referenced test (e.g., ITBS)	❑	❑	❑	❑	❑
Criterion-referenced test (excluding TAKS)	❑	❑	❑	❑	❑
Performance-based tests developed locally	❑	❑	❑	❑	❑
Student portfolios	❑	❑	❑	❑	❑
Student demonstrations or performances	❑	❑	❑	❑	❑
Student projects	❑	❑	❑	❑	❑
Student writing samples	❑	❑	❑	❑	❑
Tests accompanying adopted textbooks	❑	❑	❑	❑	❑
Other (specify)_____	❑	❑	❑	❑	❑

STUDENT DISCIPLINE AND BEHAVIOR

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

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

PARENT INVOLVEMENT

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

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

SCHOOL GOVERNANCE AND MANAGEMENT

To what extent are the following individuals involved in these areas of school governance and management? Use the scale that appears below.

Not at All 1 **Small Extent 2** **Moderate Extent 3** **Large Extent 4**

	Director	Campus Leader or Principal	Teachers	Governing Board
Hiring administrators	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
Hiring teachers	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
Setting school policies/procedures	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
Developing/approving the budget	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
Determining training priorities	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
Maintaining focus on the school's mission	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
Monitoring student performance	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
PEIMS recordkeeping	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
Developing curriculum	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
Creating the school schedule	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
Fundraising	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
Developing educational programs	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④
Conducting teacher appraisal	① ② ③ ④	① ② ③ ④	① ② ③ ④	① ② ③ ④

INTERACTIONS WITH OTHER SCHOOLS

Has contact occurred between educators at your school and educators from surrounding schools during the current or previous school year?

- ❑ No
- ❑ Yes, contact occurred (*Select all that apply*.)

Traditional Public Schools	Other Charter Schools	
❑	❑	Partnered on state/federal grant initiatives
❑	❑	Held organizational/planning meeting(s)
❑	❑	Observed classrooms at other schools
❑	❑	Provided information or technical assistance
❑	❑	Received information or technical assistance
❑	❑	Met to discuss student placement
❑	❑	Interacted during regional/state-level meetings or training sessions
❑	❑	Networked with educators at professional conferences
❑	❑	Interacted with educators at ESC-sponsored events
❑	❑	Other (specify)_____

GENERAL COMMENTS

Indicate to what extent each of the following is a barrier to operating your charter school.

	Not a Barrier	Small Barrier	Moderate Barrier	Great Barrier
Inadequate facilities	❑	❑	❑	❑
Local public school opposition	❑	❑	❑	❑
Hiring teachers	❑	❑	❑	❑
Inadequate finances for ongoing operations	❑	❑	❑	❑
Internal conflicts in the school	❑	❑	❑	❑
Conflicts with the school's governing board	❑	❑	❑	❑
Accountability requirements	❑	❑	❑	❑
Special education requirements	❑	❑	❑	❑
Too much paperwork/reporting requirements	❑	❑	❑	❑
Budgeting/accounting requirements	❑	❑	❑	❑
Other (specify)_____				

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

_____

_____

_____

What recommendations would you offer to policymakers on charter schools?

_____

_____

_____

Thank you for completing this survey. Please return the survey by **March 31, 2005**. Use the enclosed postage-paid envelope or mail the survey to:

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

2004-05 Evaluation of Open-Enrollment Charter Schools
Survey of Charter School Teachers

The Texas Commissioner of Education has authorized a study of charter schools in accordance with the Texas Education Code's requirements for an annual evaluation. Your assistance is requested.

Please complete this survey and return it in the provided postage-paid envelope by **March 31, 2005**. If you have any questions about the survey, please contact Dr. Kelly Shapley at 800-580-8237. Thank you in advance for your assistance.

GENERAL INFORMATION

Charter school name:_____

What is your age?

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

What is your gender?

- ❑ Male
- ❑ Female

What is your race/ethnicity?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

TEACHER EXPERIENCES

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

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

INSTRUCTION AND ASSESSMENT

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

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

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

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

Does your classroom have Internet access? ❑ Yes ❑ No

How many computers do you have in your classroom? _____

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

In this charter school, what is the average amount of time that your students spend at school each day? _____ hours _____ minutes

STUDENT DISCIPLINE AND BEHAVIOR

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

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

PROFESSIONAL DEVELOPMENT

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

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

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

Does your school have a formal teacher appraisal process?

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

How often do school administrators observe in your classroom?

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

SCHOOL OPERATIONS

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

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

GENERAL COMMENTS

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

_____

_____

_____

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

_____

_____

_____

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

Why? _____

_____

_____

Thank you for completing this survey.
Please return the survey by **March 31, 2005**.
Use the enclosed postage-paid envelope or mail the survey to:

TCER
P.O. Box 679002
Austin, TX 78767

2004-05 Evaluation of Open-Enrollment Charter Schools
Survey of Charter School Students

Marking Directions: Please fill in the circles using a number 2 pencil only. Make dark marks that fill the circle completely. Erase cleanly any marks you wish to change. Make no stray marks.

GENERAL INFORMATION

What is the name of your school?_____

What is your gender?
- ○ Male
- ○ Female

Which of the following best describes you?
- ○ Hispanic
- ○ African American
- ○ White
- ○ Asian or Pacific Islander
- ○ Native American
- ○ Other (describe) _____

What grade are you in?
- ○ 6th ○ 10th
- ○ 7th ○ 11th
- ○ 8th ○ 12th
- ○ 9th

How old are you today?
- ○ 9 ○ 13 ○ 17
- ○ 10 ○ 14 ○ 18
- ○ 11 ○ 15 ○ 19
- ○ 12 ○ 16 ○ 20 or older

What kind of school did you attend before coming to this charter school?
- ○ Public school
- ○ Private school
- ○ Home schooled
- ○ Did not attend school
- ○ Other (describe) _____

How satisfied are you with this school?
○ Very satisfied ○ Satisfied ○ Not satisfied

What kinds of grades did you usually get at the school you used to attend?
- ○ Mostly A's ○ B's and C's ○ Mostly D's
- ○ A's and B's ○ Mostly C's ○ D's and F's
- ○ Mostly B's ○ C's and D's ○ Mostly F's

What kinds of grades are you getting at your charter school *this school year*?
- ○ Mostly A's ○ B's and C's ○ Mostly D's
- ○ A's and B's ○ Mostly C's ○ D's and F's
- ○ Mostly B's ○ C's and D's ○ Mostly F's

How much time do you typically spend on school homework at night?
- ○ Less than 30 minutes
- ○ 30-60 minutes
- ○ 1-2 hours
- ○ More than 2 hours

On average, how much time do you spend at school each day? (For example, 6 hours and 30 minutes)

_____hours _____minutes

What do you plan to do when you finish high school?
- ○ Get a job
- ○ Go to technical school
- ○ Go to a community college
- ○ Go to a four-year college/university
- ○ Join the military
- ○ Other (describe) _____
- ○ Don't know

Do you plan on attending this charter school next year?
○ Yes ○ No ○ Not sure

Why or why not?_____

_____

CONTINUED ON BACK

What do you like most about this charter school?

What is the biggest problem or the thing you dislike most at this school?

YOUR CURRENT CHARTER SCHOOL

Think about why you and your family chose this school. For each statement, choose how important it was in choosing this school. Choose only **one** answer for each statement.

	Not Important	Somewhat Important	Important	Very Important
This school is close to my home	1	2	3	4
My parents think this school is better for me	1	2	3	4
I was not getting good grades at my previous school	1	2	3	4
I got into trouble at my previous school	1	2	3	4
This school is smaller	1	2	3	4
Teachers at my previous school did not help me enough	1	2	3	4
There are good teachers at this school	1	2	3	4
This school has fewer conflicts between students	1	2	3	4
I wanted more challenging classes	1	2	3	4
My friends are attending this school	1	2	3	4
This school has small classes	1	2	3	4
Other (specify)_____	1	2	3	4

Think about your current school. For each statement, choose how much you agree or disagree. Choose only **one** answer for each statement.

	Strongly Disagree	Disagree	Agree	Strongly Agree
I work hard to earn the grades I get	1	2	3	4
I have more homework at this school than I had at my previous school	1	2	3	4
I am learning more here than at my previous school	1	2	3	4
Students in this school are interested in learning	1	2	3	4
This school has enough extracurricular activities	1	2	3	4
I wish there were more courses/subjects I could choose from	1	2	3	4
I have a computer available in my classroom when I need one	1	2	3	4
I feel safe at this school	1	2	3	4
My teachers encourage me to think about my future	1	2	3	4
I get a lot of individual attention from my teachers	1	2	3	4
My teachers help me understand things we are learning about in class	1	2	3	4
Other students at this school help me learn	1	2	3	4
Most teachers at this school know me by name	1	2	3	4
This school is a good choice for me	1	2	3	4

Appendix D

Hierarchical Linear Modeling (HLM) Analyses for TAKS Achievement

Appendix D1
Hierarchical Linear Modeling (HLM) Analyses of the Effect of Charter Schooling on TAKS Reading/ELA and Math Scores

This analysis examines the effects of the number of consecutive years that students spend in a charter school, as well as type of charter school attended (standard or alternative education charter) and average school attendance, on TAKS reading/ELA and math scores for 2005. Specifically, effects were estimated for TAKS standardized scores—or *z* scores. *Z* scores were calculated for each student and for every testing occasion and subject by subtracting the statewide mean grade-level scale score from each student's scale score and dividing by the statewide scale score standard deviation. Statewide scale score means and standard deviations were found in TEA documents (2004) or calculated from frequency distributions published in TEA documents (2005). A two-level hierarchical linear model (HLM) was used to estimate the effects of the number of years a student attended a charter school, the type of charter school attended, and average school-level student attendance on 2005 TAKS *z* scores.

Methodology

Student-level model. In the student-level model, spring 2005 *z* scores were regressed on spring 2004 *z* scores, gender (1 if female, 0 if male), economic status (1 if economically disadvantaged, 0 if not), minority status (1 if minority, 0 if not), grade level (0 = grade 4 in 2005 through 7 = grade 11 in 2005), and consecutive years in a charter school (4 consecutive years coded 2 [2002 through 2005]; 3 consecutive years coded 1 [2003 through 2005]; and 2 consecutive years coded 0 [2004 and 2005]). That is,

$$Y_{ij} = \beta_{0j} + \beta_{1j}(\textit{Spring 2004 z score}) + \beta_{2j}(\textit{Gender}) + \beta_{3j}(\textit{Economic status}) + \beta_{4j}(\textit{Minority status}) + \beta_{5j}(\textit{Grade level}) + \beta_{6j}(\textit{Years in charter school}) + r_{ij.}$$

With both reading/ELA and math, significant variation was found across schools. Specifically, 20.7% of reading/ELA variance and 26.8% of math variance was between schools (see Tables D1.2 and D1.3). Thus, the school means (β_{0j}) were specified as randomly varying. The coefficients for the spring 2004 TAKS *z* scores (β_{1j}) were specified as random because the reduction in the deviance statistic (significant chi square) with the more complex model justified a random specification. The coefficients for gender, economic status, minority status, grade level, and consecutive years in a charter school were specified as fixed.

School-level model. After controlling for initial student achievement, minority status, economic status, gender, grade level, and consecutive years spent in a charter school, a school-level model was developed to answer two questions. First, do standard charter schools have higher achievement scores than alternative education charter schools, and, second, do charter schools with higher levels of student attendance (note that 2003-04 attendance was used because it was latest available on AEIS) have higher achievement scores. That is,

$$\beta_{0j} = \gamma_{00} + \gamma_{01}(\textit{Charter type [Std. AS versus Alt. Ed. AS]}) + \gamma_{02}(\textit{Charter 2004 attendance rate}) + \mu_{0j.}$$

Table D1.1
Descriptive Statistics for Charter School Student TAKS Reading/ELA and Math Scores

Variable Name	N	Mean	SD	Minimum	Maximum
Reading/English Language Arts					
Student-Level Descriptive Statistics					
Economic status (1 = disadvantaged)	8,285	0.62	0.49	0.00	1.00
Gender (1 = female)	8,285	0.52	0.50	0.00	1.00
Minority status (1 = minority)	8,285	0.77	0.42	0.00	1.00
Grade level (0 = gr. 4 to 7 = gr. 11)	8,285	3.20	2.18	0.00	7.00
Years in charter (0 = 2, 1 = 3, 2 = 4)	8,285	1.11	0.90	0.00	2.00
TAKS Reading/ELA *z* score (2004)	8,285	-0.03	0.94	-5.85	3.96
TAKS Reading/ELA *z* score (2005)	8,285	-0.02	1.00	-6.38	5.47
School-Level Descriptive Statistics					
Charter school type (Std. Vs Alt. Ed.)	225	0.53	0.50	0.00	1.00
2003-04 attendance rate	225	91.24	7.00	68.90	100.00
Math					
Student-Level Descriptive Statistics					
Economic status (1 = disadvantaged)	8,089	0.62	0.49	0.00	1.00
Gender (1 = female)	8,089	0.52	0.50	0.00	1.00
Minority status (1 = minority)	8,089	0.77	0.42	0.00	1.00
Grade level (0 = 3 to 7 = 11)	8,089	3.11	2.15	0.00	7.00
Years in charter (0 = 1 to 8 = 9)	8,089	1.13	0.89	0.00	8.00
TAKS Math *z* score (2004)	8,089	-0.15	0.99	-5.26	4.26
TAKS Math *z* score (2005)	8,089	-0.14	1.02	-4.99	3.85
School-Level Descriptive Statistics					
Charter school type (Std. Vs Alt. Ed.)	217	0.54	0.50	0.00	1.00
2003-04 attendance rate	217	91.24	7.00	68.90	100.00

Results

Results reported in Tables D1.2 and D1.3 show there is greater variability between schools in 2005 TAKS math scores than reading/ELA scores (26.8% versus 20.7%). Other major findings are described below.

- After controlling for students' prior TAKS scores as well as gender, economic status, ethnicity, and grade level, *the number of consecutive years spent in a charter school* was a positive predictor of 2005 TAKS reading/ELA and math scores.

In reading/ELA, each additional year in a charter school was associated with a 0.029 *z* score increment to 2005 TAKS scores. For example, consider two students with the same demographic and achievement backgrounds. Suppose the first student spent two consecutive years in a charter school, and the second student spent four consecutive years in a charter school. The model predicts that the second student will gain 0.058 TAKS reading/ELA *z* score units more. That is about 6% of a standard deviation, or a scale score increase of about 11 points (average 2005 TAKS reading/ELA scale score standard deviation is 190). Similar reasoning for TAKS math predicts that the second student would also gain about 11 scale score units more (average 2005 TAKS math scale score standard deviation is 229).

- After controlling for students' prior achievement, gender, economic status, minority status, grade level, and consecutive years in a charter school, as well as charter school type, *campus-level student attendance* was an important predictor of campus-level achievement in both reading/ELA and math.

A one percent increase in the campus attendance rate was associated with about a 5 scale score point increase in campus TAKS reading/ELA and with about a 4 scale score point increase in campus TAKS math. It is quite clear that if charter schools improved student attendance, school achievement would improve. In addition, alternative education charters have more opportunities to improve attendance. The boxplots in Figure D.1 show the averages, quartiles, and extreme attendance values for standard and alternative education charter schools. The mean 2003-04 attendance rate was 94.8 for standard charters, but only 88.1 for alternative education charters. In addition, alternative charters included many more campuses with low attendance rates. The variation in attendance rates for alternative charters was almost double that of standard charters (standard deviation of 7.6 versus a standard deviation of 4.0).

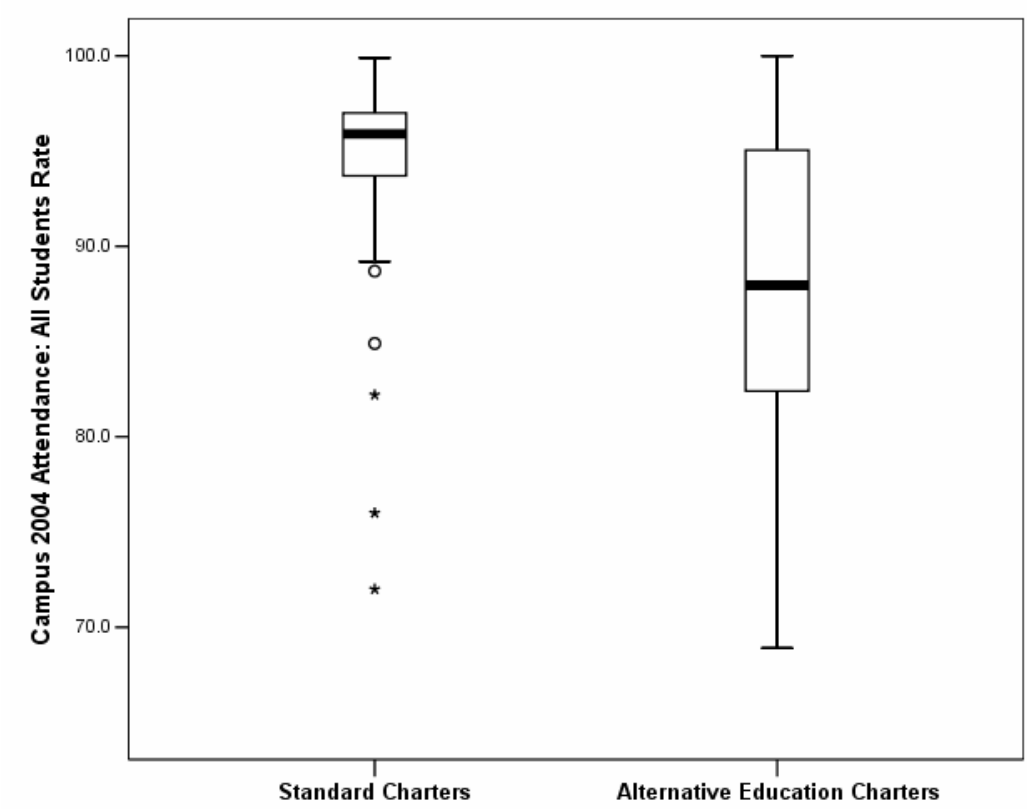

Figure D.1. Range of 2003-04 attendance rates of standard and alternative education charter schools.

- After controlling for students' prior achievement, gender, economic status, minority status, grade level, and consecutive years in a charter school, as well as charter attendance, *students in alternative education charter schools* had significantly lower scores on TAKS reading/ELA and lower math scores.

The alternative education charter school deficit was 0.09 *z* score units in reading/ELA (the math deficit of 0.09 approached conventional levels of significance). That school-level deficit translates into approximately 17 TAKS scale score points in reading/ELA, over and above any school attendance differences and differences in students' academic and social backgrounds.

Table D1.2
Effect of Charter Schooling on TAKS Reading/English Language Arts Achievement

	Null Model	Student-Level Model	Campus-Level Model
Fixed Effects	Gamma Coefficient/(*t*)	Gamma Coefficient/(*t*)	Gamma Coefficient/(*t*)
Base (2005 TAKS Reading/ELA *z* score)	-0.288 (-8.44***)	-0.180 (-4.10***)	-0.165 (-3.59**)
Charter school type (Std. Vs Alt. Ed.)			-0.087 (-1.78#)
2003-04 campus attendance rate			0.025 (6.72***)
Economic status		-0.042 (-2.19*)	-0.045 (-2.38*)
Gender		0.079 (5.18***)	0.080 (5.18***)
Minority status		-0.127 (-4.18***)	-0.130 (-4.37***)
Grade level		0.015 (1.60)	0.024 (2.59*)
Consecutive years in a charter school		0.029 (2.64**)	0.018 (1.63)
Spring 2004 TAKS reading/ELA *z* score		0.582 (40.21***)	0.580 (39.25***)
Variance components	Estimated Variance/(χ^2)	Estimated Variance/(χ^2)	Estimated Variance/(χ^2)
2005 TAKS reading/ELA	0.1964 (3,732.33***)	0.0812 (1,465.50***)	0.0498 (846.08***)
Prior reading/ELA achievement		0.0118 (342.14***)	0.0126 (340.87***)
Within campus	0.7515	0.4908	0.4904
Proportion of variance accounted for		0.347	0.387

Note. The intraclass correlation coefficient was 0.207.
#$p < 0.10$; *$p < .05$; **$p < .01$; ***$p < .001$.

Table D1.3
Effect of Charter Schooling on TAKS Math Achievement

	Null Model	Student-Level Model	Campus-Level Model
Fixed Effects	Gamma Coefficient/(t)	Gamma Coefficient/(t)	Gamma Coefficient/(t)
Base (Spring 2005 TAKS Math *z* score)	-0.475 (-12.25***)	-0.241 (-4.90***)	-0.224 (-4.30**)
Charter school type (Std. Vs Alt. Ed.)			-0.091 (-1.99*)
2003-04 campus attendance rate			0.017 (5.25***)
Economic status		-0.023 (-1.29)	-0.023 (-1.29)
Gender		-0.015 (-0.95)	0.015 (-0.95)
Minority status		-0.089 (-4.21***)	-0.089 (-4.21***)
Grade level		0.005 (0.62)	0.012 (1.47)
Consecutive years in a charter school		0.025 (2.12*)	0.016 (1.33)
Spring 2004 TAKS math *z* score		0.655 (42.98***)	0.653 (42.69***)
Variance components	Estimated Variance/(χ^2)	Estimated Variance/(χ^2)	Estimated Variance/(χ^2)
2005 TAKS math	0.2603 (5,317.63***)	0.0830 (1,623.26***)	0.0638 (1,146.47***)
Prior math achievement		0.0178 (431.67***)	0.0181 (431.43***)
Within campus	0.7097	0.3661	0.3659
Proportion of variance accounted for		0.484	0.231

Note. The intraclass correlation coefficient was 0.268.
*p < .05; **p < .01; ***p < .001.

Appendix D2
Hierarchical Linear Modeling (HLM) Analyses of the Effect of School Time and Homework Time and Charter School Achievement

In the spring of 2005, charter school students at grades 6 through 12 were surveyed in a random sample of approximately one-third of charter school campuses. Data from 43 of those campuses were used to study the effect of the length of the school day and time spent on homework on charter school achievement. In the survey, students were asked the average time they spent in school each day in hours and minutes. Teachers were also asked this in a teacher survey administered at the same time. School average estimates for teachers and students correlated 0.96. In addition, students were also asked how long they typically spent on homework each night. Possible responses were *less than 30 minutes* (1), *30 to 60 minutes* (2), *1 to 2 hour* (3), *and more than 2 hours* (4). These data were also averaged at the school level for the analyses described below.

Methodology

Analyses examined the effects of student-reported time spent in school and homework time on charter school 2005 TAKS reading/ELA and math scores. Specifically, effects were estimated for TAKS standardized scores—or *z* scores. *Z* scores were calculated by subtracting the statewide mean grade-level scale score from each student's scale score and dividing by the statewide scale score standard deviation. Statewide scale score means and standard deviations were found in TEA documents (2004) or calculated from frequency distributions published in TEA documents (2005). The effects of time spent in school and homework time on charter school TAKS *z* scores were then analyzed using a two-level hierarchical linear model (HLM).

Student-level model. In the student-level model, spring 2005 *z* scores were regressed on spring 2004 *z* scores, gender (1 if female, 0 if male), economic status (1 if economically disadvantaged, 0 if not), minority status (1 if minority, 0 if not), and grade level (0 = grade 4 in 2005 through 7 = grade 11 in 2005). That is,

$$Y_{ij} = \beta_{0j} + \beta_{1j}(\textit{Spring 2004 z score}) + \beta_{2j}(\textit{Gender}) + \beta_{3j}(\textit{Economic status}) + \beta_{4j}(\textit{Minority status}) + \beta_{5j}(\textit{Grade level}) + r_{ij.}$$

With both reading/ELA and math, significant variation was found across schools. Specifically, 18.6% of reading/ELA variance and 23.3% of math variance was between schools (see Table D2.2). Thus, the school means (β_{0j}) were specified as randomly varying. The coefficients for the spring 2004 TAKS *z* scores (β_{1j}) were specified as fixed unless the reduction in the deviance statistic (significant chi square) with the more complex model justified a random specification. The coefficients for gender, economic status, minority status, and grade level were specified as fixed.

School-level model. A school-level model was developed to answer the questions of whether charter schools had higher achievement scores if students spent more time in school and did more homework, after controlling for initial achievement, minority status, economic status, gender, and grade level. That is,

$$\beta_{0j} = \gamma_{00} + \gamma_{01}(\textit{School time}) + \gamma_{02}(\textit{Homework time}) + \mu_{0j}.$$

Results

Descriptive statistics and results are reported in Tables D2.1 and D2.2. Major findings are described below.

- After controlling for students' initial achievement, minority status, economic status, gender, and grade level, *the length of the school day* was a positive predictor of charter school TAKS reading/ELA and math scores.

More specifically, the range of plausible (95%) mean charter school TAKS reading/ELA scores is from -1.153 to 0.490, a range of 1.643. Within this range*, a one hour increase in schooling time would result in a 4.9% increase in mean charter school TAKS reading/ELA scores*, after controlling for reported homework time and student-level characteristics including prior reading/ELA achievement, gender, economic status, minority status, and grade level.

The range of plausible (95%) mean charter school TAKS math scores is from -1.389 to 0.397, a range of 1.786. Within this range*, a one hour increase in schooling time would result in a 4.3% increase in mean charter school TAKS math scores*, after controlling for reported homework time and student-level characteristics including prior math achievement, gender, economic status, minority status, and grade level.

- After controlling for students' prior achievement, gender, economic status, minority status, and grade level, *students' reported homework time* had a positive effect on average charter school TAKS reading/ELA and math scores.

Table D2.1 Descriptive Statistics for Charter School Student Achievement

Variable Name	N	Mean	SD	Minimum	Maximum
Reading/English Language Arts					
Student-Level Descriptive Statistics					
Economic status (1 = disadvantaged)	1,396	0.67	0.47	0.00	1.00
Gender (1 = female)	1,396	0.53	0.50	0.00	1.00
Minority status (1 = minority)	1,396	0.77	0.42	0.00	1.00
Grade level (0 = 4 to 7 = 11)	1,396	2.73	2.13	0.00	7.00
TAKS Reading/ELA *z* score (2004)	1,396	-0.20	0.96	-2.94	2.99
TAKS Reading/ELA *z* score (2005)	1,396	-0.17	0.98	-5.89	2.59
School-Level Descriptive Statistics					
School time (school average)	43	6.61	1.56	3.98	9.19
Homework time (school average)	43	1.72	0.39	1.18	3.08
Math					
Student-Level Descriptive Statistics					
Economic status (1 = disadvantaged)	1,349	0.66	0.47	0.00	1.00
Gender (1 = female)	1,349	0.53	0.50	0.00	1.00
Minority status (1 = minority)	1,349	0.77	0.42	0.00	1.00
Grade level (0 = 4 to 7 = 11)	1,349	2.60	2.07	0.00	7.00
TAKS Math *z* score (2004)	1,349	-0.31	0.96	-2.85	3.34
TAKS Math *z* score (2005)	1,349	-0.24	0.95	-2.84	3.80
School-Level Descriptive Statistics					
School time (school average)	41	6.62	1.60	3.98	9.19
Homework time (school average)	41	1.73	0.39	1.18	3.08

Table D2.2 Effect of School and Homework Time on Charter School Achievement

Outcome Measure	School-Level Analysis	Gamma Coefficient	Standard Error	*t*
Spring 2005				
TAKS Reading/ELA	Base	-0.299	0.097	-3.09**
***z* score**	Homework time	0.300	0.087	3.43**
	School time	0.081	0.028	2.90**
	Economic status	-0.036	0.045	-0.80
	Gender	0.052	0.036	1.46
	Minority status	-0.150	0.063	-2.40*
	Grade level	0.028	0.016	1.76
	Spring 2004 TAKS reading/ELA *z* score	0.623	0.022	28.29***
Spring 2005				
TAKS Math *z* score	Base	-0.317	0.136	-2.34*
	Homework time	0.235	0.107	2.19*
	School time	0.077	0.027	2.84**
	Economic status	0.027	0.039	0.70
	Gender	-0.047	0.035	-1.36
	Minority status	-0.126	0.048	-2.64**
	Grade level	0.008	0.029	0.28
	Spring 2004 TAKS math *z* score	0.677	0.032	21.20***

[#] $p = 0.056$; *$p < .05$; **$p < .01$; ***$p < .001$.

For reading/ELA and math, the intraclass correlation coefficients were 0.186 and 0.233; the variance percentages explained by the level-1 model were 36.7% and 46.7%; and the variance percentages explained by the level-2 model were 69.1% and 46.3%.

Appendix E

2004-05 Accountability Ratings of Charter Schools

Appendix E
2004-05 Accountability ratings of Charter Schools

District	Campus	Accountability Rating
A+ Academy	A+ Academy	AEA, Academically Acceptable
Academy of Accelerated Learning Inc	Academy of Accelerated Learning	Acceptable
Academy of Beaumont	Academy of Beaumont	Academically Unacceptable
Academy of Careers and Technologies	Academy of Careers and Technologies	AEA, Academically Acceptable
Academy of Dallas	Academy of Dallas	AEA, Academically Unacceptable
Accelerated Intermediate Academy	Accelerated Intermediate Charter School	Recognized
Accelerated Intermediate Academy	Accelerated Interdisciplinary Academy	Exemplary
Alief Montessori Community School	Alief Montessori Community School	Recognized
Alpha Charter School	Alpha Charter School	AEA, Academically Acceptable
Alphonso Crutch's-Life Support Center	Alphonso Crutch's-Life Support Center	AEA, Academically Acceptable
American Academy of Excellence Charter	American Academy of Excellence Charter	Academically Unacceptable
American Youthworks Charter School	American Youthworks Charter School	AEA, Academically Acceptable
American Youthworks Charter School	American Youthworks Charter School	AEA, Academically Unacceptable
Amigos Por Vida-Friends For Life Charter School	Amigos Por Vida-Friends For Life Charter School	Acceptable
Arlington Classics Academy	Arlington Classics Academy	Acceptable
Austin Can Academy Charter School	Austin Can Academy Charter School	AEA, Academically Acceptable
AW Brown-Fellowship Charter School	AW Brown-Fellowship Charter School	Recognized
AW Brown-Fellowship Charter School	AW Brown - Fellowship North Camp	Not Rated, Other
Azleway Charter School	Azleway Charter School	AEA, Academically Acceptable
Bay Area Charter School	Ed White Memorial High School	AEA, Academically Acceptable
Bay Area Charter School	Bay Area Charter MS	Acceptable
Bay Area Charter School	Bay Area Charter School	Recognized
Beatrice Mayes Institute Charter School	Beatrice Mayes Institute Charter	Acceptable
Benji's Special Educational Academy	Benji's Special Educational Academy	Academically Unacceptable
Bexar County Academy	Bexar County Academy	Acceptable
Big Springs Charter School	Big Springs Charter School	AEA, Academically Acceptable

District	Campus	Accountability Rating
Brazos River Charter School	Brazos River Charter School	AEA, Academically Acceptable
Brazos School For Inquiry & Creativity	Brazos School For Inquiry & Creativity	Acceptable
Brazos School For Inquiry & Creativity	Conti Campus	Not Rated, Other
Brazos School For Inquiry & Creativity	Northwest Campus	Not Rated, Other
Bright Ideas Charter	Bright Ideas Charter	Acceptable
Burnham Wood Charter School	Burnham Wood Charter School	Exemplary
Calvin Nelms Charter Schools	Calvin Nelms High School	Acceptable
Calvin Nelms Charter Schools	Calvin Nelms Middle School	Acceptable
Calvin Nelms Charter Schools	Calvin Nelms Hospital Campus	Not Rated, Other
Career Plus Learning Academy	Career Plus Learning Academy	Academically Unacceptable
Cedar Crest School	Cedar Crest Charter School	AEA, Academically Acceptable
Cedar Ridge Charter School	Cedar Ridge Charter School	AEA, Academically Acceptable
Cedars International Academy	Cedars International Academy	Acceptable
Children First Academy of Dallas	Children First of Dallas	Acceptable
Children First Academy of Houston	Children First Academy of Houston	Acceptable
Coastal Bend Youth City	Coastal Bend Youth City	Not Rated, Other
Comquest Academy	Comquest Academy	AEA, Academically Acceptable
Crossroads Community Ed Ctr Charter	Crossroad Community Ed Ctr Charter	Academically Unacceptable
Cumberland Academy	Cumberland Academy	AEA, Academically Acceptable
Dallas Can Academy Charter	Dallas Can! Academy Charter	AEA, Academically Acceptable
Dallas Can Academy Charter	Dallas Can! Academy Charter-Oak Cliff	AEA, Academically Acceptable
Dallas Can Academy Charter	Texans Can at Carrollton-Farmers	AEA, Academically Acceptable
Dallas Can Academy Charter	Texans Can Academy at Paul Quinn	AEA, Academically Acceptable
Dallas Community Charter School	Dallas Community Charter School	Recognized
Dallas County Juvenile Justice	Dallas County Juvenile Justice	AEA, Academically Acceptable
Dr M L Garza-Gonzalez Charter School	Dr M L Garza-Gonzalez Charter School	AEA, Academically Acceptable
Dr M L Garza-Gonzalez Charter School	Accelerated Learning Center	AEA, Academically Acceptable
Draw Academy	Draw Academy	Academically Unacceptable

District	Campus	Accountability Rating
Eagle Academy of Abilene	Eagle Academy of Abilene	AEA, Academically Acceptable
Eagle Academy of Beaumont	Eagle Academy of Beaumont	AEA, Academically Acceptable
Eagle Academy of Brownsville	Eagle Project (Brownsville)	AEA, Academically Acceptable
Eagle Academy of Bryan	Eagle Academy of Bryan	AEA, Academically Unacceptable
Eagle Academy of Dallas	Eagle Academy of Dallas	AEA, Academically Unacceptable
Eagle Academy of Del Rio	Eagle Academy of Del Rio	AEA, Academically Acceptable
Eagle Academy of Fort Worth	Eagle Academy of Fort Worth	AEA, Academically Unacceptable
Eagle Academy of Laredo	Eagle Academy of Laredo	AEA, Academically Acceptable
Eagle Academy of Lubbock	Eagle Academy of Lubbock	AEA, Academically Acceptable
Eagle Academy of Midland	Eagle Academy of Midland	AEA, Academically Acceptable
Eagle Academy of Midland	Eagle Charter School - Midland/Austin	AEA, Academically Acceptable
Eagle Academy of Pharr/ Mc Allen	Eagle Academy of Pharr/Mc Allen	AEA, Academically Acceptable
Eagle Academy of Pharr/ Mc Allen	Eagle Academy of Pharr at Mission	AEA, Academically Acceptable
Eagle Academy of San Antonio	Eagle Academy of San Antonio	AEA, Academically Unacceptable
Eagle Academy of Tyler	Eagle Academy of Tyler	AEA, Academically Acceptable
Eagle Academy of Tyler	Eagle Academy of Tyler at Lindale	Not Rated, Other
Eagle Academy of Waco	Eagle Academy of Waco	AEA, Academically Unacceptable
Eagle Academy of Waco	Eagle Academy of Waco at Trinity	AEA, Academically Unacceptable
Eagle Advantage Schools	Eagle Advantage Charter Elementary	AEA, Academically Acceptable
East Fort Worth Montessori Academy	East Fort Worth Montessori Academy	Acceptable
East Texas Charter Schools	Dan Chadwick Campus	Acceptable
Eden Park Academy	Eden Park Academy	AEA, Academically Acceptable
Education Center	Education Center at The Colony	AEA, Academically Acceptable
Education Center	Education Center at Little Elm	AEA, Academically Acceptable
Education Center International Academy	Education Center International Academy	AEA, Academically Acceptable
Ehrhart School	Ehrhart School	Acceptable
El Paso Academy	El Paso Academy	AEA, Academically Acceptable
El Paso Academy	El Paso Academy West	AEA, Academically Acceptable

District	Campus	Accountability Rating
El Paso School of Excellence	El Paso School of Excellence	AEA, Academically Acceptable
El Paso School of Excellence	El Paso School of Excellence Middle School	AEA, Academically Acceptable
Encino School	Encino School	Academically Unacceptable
Erath Excels Academy Inc	Erath Excels Academy Inc	AEA, Academically Acceptable
Evolution Academy Charter School	Evolution Academy Charter School	AEA, Academically Unacceptable
Faith Family Academy of Oak Cliff	Faith Family Academy of Oak Cliff	AEA, Academically Acceptable
Focus Learning Academy	Focus Learning Academy	AEA, Academically Acceptable
Fort Worth Academy of Fine Arts	Fort Worth Academy of Fine Arts	Acceptable
Fort Worth Can Academy	Fort Worth Can Academy	AEA, Academically Acceptable
Fort Worth Can Academy	River Oaks	AEA, Academically Acceptable
Fruit of Excellence	Fruit of Excellence School	Acceptable
Gabriel Tafolla Charter School	Gabriel Tafolla Charter School	Academically Unacceptable
Gateway (Student Alternative Program)	Gateway Academy (Student Alternative Program)	AEA, Academically Acceptable
Gateway Charter Academy	Gateway Charter Academy	Acceptable
George Gervin Academy	George Gervin Charter	AEA, Academically Acceptable
George Gervin Academy	The Education and Training Center	AEA, Academically Acceptable
George I Sanchez Charter	George I Sanchez HS	AEA, Academically Acceptable
George I Sanchez Charter HS San Antonio	George I Sanchez Charter HS San Antonio	AEA, Academically Acceptable
Girls & Boys Prep Academy	Girls & Boys Prep Academy	Acceptable
Girls & Boys Prep Academy	Girls & Boys Prep Academy Elementary	Acceptable
Golden Rule Charter School	Golden Rule Charter School	Acceptable
Guardian Angel Performance Arts Academy	Guardian Angel Performance Arts Academy	Not Rated, Other
Gulf Shores Academy	Gulf Shores High School	AEA, Academically Unacceptable
Gulf Shores Academy	Gulf Shores Residential Treatment	AEA, Academically Unacceptable
Gulf Shores Academy	Gulf Shores Credit Repair Program	AEA, Academically Acceptable
Gulf Shores Academy	Gulf Shores Middle School	AEA, Academically Acceptable
Harmony Science Academy	Harmony Science Academy	Exemplary
Harmony Science Academy	Harmony Science Academy -Dallas	Recognized

District	Campus	Accountability Rating
Harmony Science Academy (Austin)	Harmony Science Academy - Austin	Recognized
Harris County Juvenile Justice Charter School	Harris County Juvenile Detention Center	AEA, Academically Acceptable
Harris County Juvenile Justice Charter School	Burnett-Bayland Home	AEA, Academically Acceptable
Harris County Juvenile Justice Charter School	Burnett-Bayland Reception Center	AEA, Academically Acceptable
Harris County Juvenile Justice Charter School	Harris County Youth Village	AEA, Academically Acceptable
Harris County Juvenile Justice Charter School	Westside Command Detention Center	AEA, Academically Acceptable
Harris County Juvenile Justice Charter School	Katy-Hockley Boot Camp	AEA, Academically Acceptable
Higgs Carter King Gifted & Talented	Higgs Carter King Gifted & Talented	AEA, Academically Acceptable
Honors Academy	Pinnacle School	Acceptable
Honors Academy	Landmark School	Academically Unacceptable
Honors Academy	Honors Academy	Academically Unacceptable
Honors Academy	University School	Acceptable
Honors Academy	Excel Academy	Academically Unacceptable
Honors Academy	Legacy High School	Academically Unacceptable
Honors Academy	Destiny High School	Acceptable
Houston Alternative Preparatory Charter	Houston Alternative Preparatory Charter	Academically Unacceptable
Houston Can Academy Charter School	Houston Can! Academy Charter School	AEA, Academically Acceptable
Houston Can Academy Charter School	Houston Can Academy Hobby	AEA, Academically Acceptable
Houston Gateway Academy Inc	Houston Gateway Academy	AEA, Academically Acceptable
Houston Heights High School	Houston Heights High School	AEA, Academically Acceptable
Houston Heights Learning Academy Inc	Houston Heights Learning Academy	AEA, Academically Acceptable
I Am That I Am Academy	I Am That I Am Academy	AEA, Academically Acceptable
IDEA Academy	IDEA Academy	Acceptable
Impact Charter	Impact Charter	Academically Unacceptable
Inspired Vision Academy	Inspired Vision Academy	AEA, Academically Acceptable
Inspired Vision Academy	Inspired Vision	AEA, Academically Acceptable
Jamie's House Charter School	Jamie's House Charter School	AEA, Academically Acceptable
Jean Massieu Academy	Jean Massieu Academy	Acceptable

District	Campus	Accountability Rating
Jesse Jackson Academy	Jesse Jackson Academy	Academically Unacceptable
John H Wood Charter School	John H Wood Charter School	AEA, Academically Acceptable
John H Wood Charter School	St Francis Academy	AEA, Academically Acceptable
John H Wood Charter School	Hays Juvenile Center	AEA, Academically Acceptable
John H Wood Charter School	Hays County Detention Center	AEA, Academically Acceptable
John H Wood Charter School	Huebner Road	AEA, Academically Acceptable
Juan B Galaviz Charter School	Juan B Galaviz Charter School	AEA, Academically Acceptable
Jubilee Academic Center	Jubilee Academic Center	Acceptable
Jubilee Academic Center	Omega Academic Center	Academically Unacceptable
Katherine Anne Porter School	Katherine Anne Porter School	Acceptable
KIPP Aspire Academy	KIPP Aspire Academy	Acceptable
KIPP Austin College Prep Sch Inc	KIPP Austin College Prep	Acceptable
KIPP Inc Charter	KIPP Academy	Acceptable
KIPP Truth Academy	KIPP Truth Academy	Acceptable
La Amistad Love & Learning Academy	La Amistad Love & Learning Academy	Academically Unacceptable
La Escuela De Las Americas	La Escuela De Las Americas	Acceptable
Life School	Life School Oak Cliff	Acceptable
Life School	Life School Red Oak	Acceptable
Lighthouse Charter School	Lighthouse Charter School	Academically Unacceptable
Mainland Preparatory Academy	Mainland Preparatory Academy	Acceptable
McCullough Academy of Excellence	McCullough Academy of Excellence	Acceptable
Medical Center Charter School	Medical Center Charter School/South	Academically Unacceptable
Metro Charter Academy	Metro Charter Academy	Acceptable
Meyerpark Elementary	Meyerpark Elementary	Acceptable
Mid-Valley Academy	Mid-Valley Academy	AEA, Academically Acceptable
Mid-Valley Academy	Mid-Valley Academy-Mc Allen	AEA, Academically Acceptable
Midland Academy Charter School	Midland Academy Charter School	AEA, Academically Acceptable
Nancy Ney Charter School	Nancy Ney Charter School	AEA, Academically Acceptable

District	Campus	Accountability Rating
New Frontiers Charter School	New Frontiers Charter School	AEA, Academically Acceptable
North Hills School	North Hills School	Recognized
North Hills School	Peak Academy	Acceptable
North Houston HS for Business	North Houston HS for Business	AEA, Academically Acceptable
Northwest Preparatory	Northwest Preparatory	Acceptable
Northwest Preparatory	Northwest Preparatory Campus (Wileyvale Campus)	AEA, Academically Acceptable
Nova Charter School	Nova Charter School	Acceptable
Nova Charter School (Southeast)	Nova Charter School (Southeast)	Acceptable
NYOS Charter School	NYOS Charter School	Acceptable
NYOS Charter School	NYOS Charter School Inc at Gessner	AEA, Academically Acceptable
Odyssey Academy Inc	Odyssey Academy Inc	Acceptable
One Stop Multiservice Charter School	One Stop Multiservice HS	AEA, Academically Acceptable
One Stop Multiservice Charter School	One Stop Multiservice	AEA, Academically Acceptable
One Stop Multiservice Charter School	One Stop Multiservice	AEA, Academically Acceptable
One Stop Multiservice Charter School	Sentry Technology Prep School	AEA, Academically Acceptable
One Stop Multiservice Charter School	Children of The Sun	AEA, Academically Acceptable
One Stop Multiservice Charter School	Children of The Sun	AEA, Academically Acceptable
Outreach Word Academy	Outreach Word Academy	Academically Unacceptable
Panola Charter School	Panola Charter School	AEA, Academically Unacceptable
Paradigm Accelerated School	Paradigm Accelerated School	Acceptable
Paso Del Norte	Paso Del Norte Academy	AEA, Academically Acceptable
Pegasus School of Liberal Arts and Sciences	Pegasus Charter HS	AEA, Academically Acceptable
Phoenix Charter School	The Phoenix Charter School	Acceptable
Pineywoods Community Academy	Pineywoods Community Academy High School	Acceptable
Por Vida Academy	Por Vida Academy Charter HS	AEA, Academically Acceptable
Por Vida Academy	Corpus Christi Academy	Academically Unacceptable
Por Vida Academy	Bexar Co Day Edu & Treatment Prgm	AEA, Academically Acceptable
Positive Solutions Charter School	Positive Solutions Charter School	AEA, Academically Acceptable

District	Campus	Accountability Rating
Positive Solutions Charter School	Bryan Texas Campus	Not Rated, Other
Radiance Academy of Learning	Radiance Academy of Learning	AEA, Academically Acceptable
Radiance Academy of Learning	Radiance Academy of Learning (West Lake Campus)	AEA, Academically Acceptable
Ranch Academy	Ranch Academy	Not Rated, Other
Rapoport Charter School	Rapoport Academy	Recognized
Rapoport Charter School	Rapoport Academy/Quinn Campus	Academically Unacceptable
Raul Yzaguirre School For Success	Raul Yzaguirre School For Success	Acceptable
Raul Yzaguirre School For Success	Raul Yzaguirre School For Success	Academically Unacceptable
Raven School	Raven School	AEA, Academically Unacceptable
Richard Milburn Academy (Amarillo)	Richard Milburn Academy (Amarillo)	AEA, Academically Unacceptable
Richard Milburn Academy (Beaumont)	Richard Milburn Academy (Beaumont)	AEA, Academically Acceptable
Richard Milburn Academy (Ector County)	Richard Milburn Academy - Ector County	AEA, Academically Acceptable
Richard Milburn Academy (Fort Worth)	Richard Milburn Academy - Fort Worth	AEA, Academically Acceptable
Richard Milburn Academy (Midland)	Richard Milburn Academy (Midland)	AEA, Academically Acceptable
Richard Milburn Academy (Suburban Houston)	Richard Milburn Academy - Suburban Houston	AEA, Academically Unacceptable
Richard Milburn Alter High School	Richard Milburn Alter HS (Killeen)	AEA, Academically Acceptable
Richard Milburn Alter High School	Richard Milburn Alter HS (Lubbock)	AEA, Academically Acceptable
Richard Milburn Alter High School	Richard Milburn Alter HS (Corpus Christi)	AEA, Academically Acceptable
Ripley House Charter School	Ripley House Charter School	Recognized
Ripley House Charter School	NCI Charter School Without Walls	Not Rated, Other
Rise Academy	Rise Academy	Acceptable
San Antonio Can High School	San Antonio Can High School	AEA, Academically Acceptable
San Antonio Preparatory Academy	San Antonio Preparatory Academy	Acceptable
San Antonio School for Inquiry & Creativity	San Antonio School for Inquiry & Creativity	Academically Unacceptable
San Antonio Technology Academy	San Antonio Technology Academy	AEA, Academically Unacceptable
School of Excellence In Education	Rick Hawkins HS	Acceptable
School of Excellence In Education	Dr Paul S Saenz JH	Acceptable
School of Excellence In Education	School of Excellence In Education	Acceptable

District	Campus	Accountability Rating
School of Excellence In Education	Alpha II	Acceptable
School of Liberal Arts and Science	School of Liberal Arts and Science	Acceptable
Seashore Learning Center Charter School	Seashore Learning Center	Recognized
Ser-Ninos Charter School	Ser-Ninos Charter Elementary	Acceptable
Shekinah Radiance Academy	Shekinah Radiance Academy	AEA, Academically Acceptable
Shekinah Radiance Academy	Shekinah Hope	AEA, Academically Acceptable
Shekinah Radiance Academy	Shekinah Walzem	AEA, Academically Acceptable
South Plains	South Plains Academy	AEA, Academically Acceptable
Southwest Preparatory School	Southwest Preparatory School	AEA, Academically Acceptable
Southwest Preparatory School	Southwest Preparatory Southeast Campus	AEA, Academically Acceptable
Southwest Preparatory School	Southwest Preparatory School-North	AEA, Academically Acceptable
Southwest Preparatory School	New Directions	AEA, Academically Acceptable
Southwest School	Southwest High School	AEA, Academically Acceptable
Southwest School	Southwest HS - Incentives	AEA, Academically Acceptable
Southwest School	Young Learners	Not Rated, Other
St Anthony School	St Anthony Academy	Acceptable
St Mary's Academy Charter School	St Mary's Academy Charter School	Acceptable
Star Charter School	Star Charter School	Recognized
Technology Education Charter High	Technology Education Charter HS	AEA, Academically Acceptable
Technology Education Charter High	Horizon Montessori	Recognized
Tekoa Academy of Accelerated Studies	Tekoa Academy of Accelerated Studies	Acceptable
Temple Education Center	Temple Education Center	AEA, Academically Acceptable
Texas Empowerment Academy	Texas Empowerment Academy	Acceptable
Texas Preparatory School	Texas Preparatory School	Acceptable
Theresa B Lee Academy	Theresa B Lee Academy	Acceptable
Transformative Charter Academy	Transformative Charter Academy	AEA, Academically Acceptable
Treetops School International	Treetops School International	Acceptable
Trinity Basin Preparatory	Trinity Basin Preparatory	Acceptable

District	Campus	Accountability Rating
Trinity Charter School	Trinity Charter School	AEA, Academically Acceptable
Trinity Charter School	Trinity Charter School	AEA, Academically Acceptable
Trinity Charter School	Trinity Charter School	AEA, Academically Acceptable
Trinity Charter School	Trinity Charter School	AEA, Academically Acceptable
Two Dimensions Preparatory Academy	Two Dimensions Preparatory Academy	Academically Unacceptable
Two Dimensions Preparatory Academy	Two Dimensions at Corsicana	Not Rated, Other
Two Dimensions Preparatory Academy	Two Dimensions/Vickery	Not Rated, Other
Universal Academy	Universal Academy	Acceptable
Universal Academy	Universal Academy - Flower Mound	Recognized
University Charter School	Marywood	AEA, Academically Acceptable
University Charter School	Settlement Home	AEA, Academically Acceptable
University Charter School	Meridell	AEA, Academically Acceptable
University Charter School	National Elite Gymnastics	Acceptable
University Charter School	Pathfinder Camp	AEA, Academically Acceptable
University Charter School	Miracle Farm	AEA, Academically Acceptable
University Charter School	T-Care	AEA, Academically Acceptable
University Charter School	George M Kometzky School	AEA, Academically Acceptable
University Charter School	Annunciation Maternity Home	AEA, Academically Acceptable
University Charter School	Pegasus Campus	AEA, Academically Acceptable
University Charter School	Depelchin Campus	AEA, Academically Unacceptable
University Charter School	Star Ranch Campus	AEA, Academically Acceptable
University Charter School	Pathways 3H Campus	AEA, Academically Acceptable
University Charter School	TNC Campus (Texas Neurorehabilitation Center)	AEA, Academically Acceptable
University Charter School	Methodist Children's Home	AEA, Academically Acceptable
University Charter School	Boys and Girls Country	AEA, Academically Acceptable
University Charter School	The Oaks Treatment Center	AEA, Academically Acceptable
University Charter School	San Marcos Treatment Center	AEA, Academically Unacceptable
University of Houston Charter School	Univ of Houston Charter Sch-Tech	Acceptable

District	Campus	Accountability Rating
University of Texas Elementary Charter	University of Texas Elementary Charter	Not Rated, Other
Vanguard Academy	Vanguard Academy	Acceptable
Varnett Charter School	Varnett Charter School	Recognized
Varnett Charter School	The Varnett School - Northeast	Acceptable
Varnett Charter School	The Varnett School - East	Academically Unacceptable
Waco Charter School	Waco Charter School	Academically Unacceptable
Waxahachie Faith Family Academy	Waxahachie Faith Family Academy	Acceptable
West Houston Charter School	West Houston Charter	Acceptable
West Houston Charter School	West Houston Charter Elementary	Acceptable
Westlake Academy Charter School	Westlake Academy	Recognized
Winfree Academy	Winfree Academy Charter School (Irving)	AEA, Academically Acceptable
Winfree Academy	Winfree Academy Charter School (Lewisville)	AEA, Academically Acceptable
Winfree Academy	Winfree Academy Charter School (Richardson)	AEA, Academically Acceptable
Winfree Academy	Winfree Academy Charter School (Grapevine)	AEA, Academically Acceptable
Yes College Preparatory School	Yes College Preparatory School	Recognized
Yes College Preparatory School	Yes College Preparatory School - Northeast	Recognized
Zoe Learning Academy	Zoe Learning Academy	Academically Unacceptable
Zoe Learning Academy	Zoe Learning Acad - Ambassador Campus	Academically Unacceptable

Appendix F

Student Performance for Charter School Campuses

Appendix F
Student Performance for Charter School Campuses

Campus	Enrollment	Grades	Dropout Rate Grades 7-12[a]	Completion rate Grades 9-12[b]	Attendance Rate	TAKS Reading/ELA % Passing[c]	TAKS Math % Passing[c]
A+ Academy	919	PK - 12	0.2	—	96.1	64.0	35.0
Academy of Accelerated Learning	571	PK - 03	—	—	96.2	86.0	43.0
Academy of Beaumont	421	PK - 08	0.0	—	92.0	52.0	24.0
Academy of Careers and Technologies	151	09 - 12	1.4	—	95.8	28.0	Masked
Academy of Dallas	508	PK - 09	0.0	—	96.4	64.0	45.0
Accelerated Interdisciplinary Academy	292	PK - 05	—	—	—	Masked	Masked
Accelerated Intermediate Charter School	211	02 - 08	0.0	—	94.3	83.0	77.0
Accelerated Learning Center	14	09 - 12	0.0	-1.0	-1.0	Masked	Masked
Alief Montessori Community School	198	PK - 05	—	—	97.7	97.0	91.0
Alpha Charter School	211	KG - 12	1.3	100.0	92.4	56.0	25.0
Alpha II	371	KG - 04	—	—	95.7	73.0	68.0
Alphonso Crutch's-Life Support Center	596	06 - 12	1.5	80.0	77.2	24.0	Masked
American Academy of Excellence Charter	150	09 - 12	8.8	57.3	82.2	44.0	17.0
American Youthworks Charter School	121	09 - 12	5.3	80.2	84.0	57.0	31.0
American Youthworks Charter School	312	09 - 12	9.8	—	80.3	40.0	11.0
Amigos Por Vida-Friends For Life Charter School	302	PK - 05	—	—	97.0	79.0	72.0
Annunciation Maternity Home	11	09 - 12	13.3	—	92.2	80.0	Masked
Arlington Classics Academy	274	KG - 06	—	—	96.6	92.0	82.0
Austin Can Academy Charter School	243	09 - 12	4.2	—	76.0	53.0	9.0
AW Brown-Fellowship Charter School	603	KG - 06	0.0	—	97.1	98.0	93.0
AW Brown - Fellowship North Camp	282	PK	—	—	—	—	—
Azleway Charter School	91	03 - 12	0.0	—	96.6	64.0	38.0
Bay Area Charter MS	22	06 - 08	—	—	—	79.0	36.0
Bay Area Charter School	176	PK - 05	—	—	95.7	90.0	85.0
Beatrice Mayes Institute Charter	321	KG - 08	0.0	—	97.7	96.0	81.0
Benji's Special Educational Academy	496	PK - 12	3.0	63.6	96.5	55.0	40.0
Bexar Co Day Edu & Treatment Prgm	17	09 - 12	2.9	—	89.0	Masked	Masked
Bexar County Academy	514	PK - 08	0.0	—	93.4	62.0	48.0
Big Springs Charter School	66	06 - 12	0.0	—	93.6	80.0	45.0

Campus	Enrollment	Grades	Dropout Rate Grades 7-12[a]	Completion rate Grades 9-12[b]	Attendance Rate	TAKS Reading/ELA % Passing[c]	TAKS Math % Passing[c]
Boys and Girls Country	40	07 - 12	0.0	—	98.2	72.0	27.0
Brazos River Charter School	137	08 - 12	0.0	100.0	90.5	74.0	41.0
Brazos School For Inquiry & Creativity	119	PK - 12	0.0	100.0	93.6	56.0	33.0
Bright Ideas Charter	156	KG - 12	0.0	100.0	92.6	88.0	67.0
Bryan Texas Campus	19	07 - 10	0.0	81.6	91.4	Masked	Masked
Burnett-Bayland Home	57	06 - 10	0.0	—	98.7	Masked	Masked
Burnett-Bayland Reception Center	170	05 - 11	0.0	100.0	99.1	77.0	72.0
Burnham Wood Charter School	217	KG - 06	—	—	99.9	98.0	91.0
Calvin Nelms High School	122	09 - 12	0.8	91.5	93.4	73.0	65.0
Calvin Nelms Hospital Campus	41	KG - 12	—	91.5	—	Masked	Masked
Calvin Nelms Middle School	8	06 - 08	0.0	—	-1.0	Masked	Masked
Career Plus Learning Academy	43	06 - 12	0.0	—	95.2	38.0	14.0
Cedar Crest Charter School	60	KG - 12	0.3	—	99.8	Masked	Masked
Cedar Ridge Charter School	129	PK - 12	3.9	86.7	85.3	72.0	23.0
Cedars International Academy	154	KG - 07	0.0	—	95.1	92.0	60.0
Children First Academy of Houston	489	PK - 07	0.0	—	97.0	82.0	84.0
Children First of Dallas	344	PK - 07	0.0	—	96.6	73.0	65.0
Children of The Sun	77	PK - 12	—	—	—	48.0	31.0
Children of The Sun	63	09 - 12	—	—	—	28.0	Masked
Coastal Bend Youth City	20	04 - 10	0.0	-1.0	98.1	Masked	Masked
Comquest Academy	85	08 - 12	0.8	100.0	96.3	77.0	59.0
Conti Campus	35	PK - 08	—	—	—	—	—
Corpus Christi Academy	157	09 - 12	0.0	91.3	93.7	61.0	21.0
Crossroad Community Ed Ctr Charter	93	09 - 12	6.0	92.9	94.9	43.0	48.0
Cumberland Academy	193	KG - 05	—	—	94.4	74.0	49.0
Dallas Can! Academy Charter-Oak Cliff	478	09 - 12	5.2	79.7	76.3	51.0	20.0
Dallas Can! Academy Charter	330	09 - 12	4.3	79.4	78.1	46.0	2.0
Dallas Community Charter School	163	PK - 03	—	—	95.6	Masked	67.0
Dallas County Juvenile Justice	553	05 - 12	0.5	97.2	95.1	52.0	11.0
Dan Chadwick Campus	139	09 - 12	3.3	93.7	88.7	75.0	50.0
Depelchin Campus	38	03 - 10	2.7	—	99.1	33.0	Masked

Campus	Enrollment	Grades	Dropout Rate Grades 7-12[a]	Completion rate Grades 9-12[b]	Attendance Rate	TAKS Reading/ELA % Passing[c]	TAKS Math % Passing[c]
Destiny High School	239	KG - 12	6.4	86.0	84.9	68.0	35.0
Dr M L Garza-Gonzalez Charter School	191	KG - 12	0.3	100.0	95.0	51.0	6.0
Dr Paul S Saenz JH	282	07 - 08	—	—	—	78.0	54.0
Draw Academy	244	PK - 08	—	—	—	51.0	28.0
Eagle Academy of Abilene	216	06 - 12	3.1	87.8	87.7	79.0	44.0
Eagle Academy of Beaumont	204	06 - 12	5.4	88.3	81.2	64.0	11.0
Eagle Academy of Bryan	114	06 - 12	4.0	71.4	84.2	19.0	3.0
Eagle Academy of Dallas	131	06 - 12	1.6	66.7	92.6	39.0	9.0
Eagle Academy of Del Rio	96	06 - 12	4.7	95.0	86.2	50.0	24.0
Eagle Academy of Fort Worth	143	06 - 12	4.3	60.0	81.2	61.0	30.0
Eagle Academy of Laredo	93	06 - 12	2.4	72.4	85.5	58.0	28.0
Eagle Academy of Lubbock	105	06 - 12	0.6	91.3	90.3	69.0	31.0
Eagle Academy of Midland	179	06 - 12	0.3	83.9	89.8	65.0	19.0
Eagle Academy of Pharr at Mission	83	07 - 12	—	—	—	63.0	50.0
Eagle Academy of Pharr/Mc Allen	171	06 - 12	2.5	100.0	89.2	60.0	17.0
Eagle Academy of San Antonio	140	06 - 12	6.0	65.6	81.8	68.0	22.0
Eagle Academy of Tyler	175	06 - 12	5.6	85.9	87.7	65.0	13.0
Eagle Academy of Tyler at Lindale	4	09 - 12	0.0	86.7	96.7	Masked	Masked
Eagle Academy of Waco	152	06 - 12	6.4	58.8	80.5	49.0	14.0
Eagle Academy of Waco at Trinity	93	06 - 12	3.1	—	86.1	60.0	25.0
Eagle Advantage Charter Elementary	404	KG - 08	0.0	—	96.1	68.0	44.0
Eagle Charter School - Midland/Austin	217	06 - 12	4.9	—	79.0	67.0	38.0
Eagle Project (Brownsville)	163	06 - 12	1.6	94.4	83.3	64.0	29.0
East Fort Worth Montessori Academy	218	PK - 03	—	—	97.0	Masked	40.0
Ed White Memorial High School	105	09 - 12	1.9	80.9	84.9	66.0	35.0
Eden Park Academy	149	KG - 08	0.0	—	93.4	88.0	62.0
Education Center at Little Elm	122	KG - 12	0.0	—	93.4	89.0	76.0
Education Center at The Colony	153	KG - 12	0.0	—	97.5	83.0	67.0
Education Center International Academy	95	02 - 12	5.8	—	88.6	68.0	49.0
Ehrhart School	226	PK - 08	0.0	—	95.9	66.0	48.0
El Paso Academy	276	09 - 12	10.3	78.6	89.7	56.0	23.0

Campus	Enrollment	Grades	Dropout Rate Grades 7-12[a]	Completion rate Grades 9-12[b]	Attendance Rate	TAKS Reading/ELA % Passing[c]	TAKS Math % Passing[c]
El Paso Academy West	225	09 - 12	—	—	—	37.0	10.0
El Paso School of Excellence	327	PK - 05	—	—	95.3	76.0	56.0
El Paso School of Excellence Middle School	222	06 - 11	0.0	—	97.3	54.0	22.0
Encino School	57	PK - 08	0.0	—	98.0	93.0	45.0
Erath Excels Academy Inc	105	09 - 12	6.1	88.8	83.4	31.0	7.0
Evolution Academy Charter School	337	09 - 12	17.0	—	79.9	52.0	25.0
Excel Academy	325	01 - 12	4.5	93.7	93.4	46.0	26.0
Faith Family Academy of Oak Cliff	1006	PK - 12	0.0	95.7	95.4	51.0	20.0
Focus Learning Academy	430	KG - 08	1.2	—	95.4	70.0	63.0
Fort Worth Academy of Fine Arts	345	03 - 12	0.0	94.4	96.4	95.0	82.0
Fort Worth Can Academy	383	09 - 12	4.1	90.3	76.8	40.0	7.0
Fruit of Excellence School	37	07 - 12	3.0	66.7	95.1	79.0	47.0
Gabriel Tafolla Charter School	122	PK - 12	1.1	37.5	91.5	63.0	25.0
Gateway Academy (Student Alternative Program)	273	09 - 12	0.0	97.4	92.4	37.0	33.0
Gateway Charter Academy	468	PK - 10	0.0	—	96.1	74.0	53.0
George Gervin Charter	375	PK - 12	5.6	88.5	82.3	54.0	11.0
George I Sanchez Charter HS San Antonio	183	08 - 12	9.3	80.4	72.8	37.0	3.0
George I Sanchez HS	560	PK - 12	2.7	77.7	88.5	62.0	39.0
George M Kometzky School	13	KG - 07	11.1	—	94.7	Masked	Masked
Girls & Boys Prep Academy	310	05 - 12	1.8	80.0	97.3	83.0	57.0
Girls & Boys Prep Academy Elementary	458	PK - 04	—	—	96.6	88.0	51.0
Golden Rule Charter School	293	PK - 06	—	—	96.2	74.0	62.0
Guardian Angel Performance Arts Academy	13	06 - 08	0.0	—	89.7	Masked	Masked
Gulf Shores Credit Repair Program	45	09 - 12	0.0	—	82.3	Masked	Masked
Gulf Shores High School	850	07 - 12	0.2	99.6	70.2	33.0	2.0
Gulf Shores Middle School	113	07 - 08	0.0	—	87.7	Masked	Masked
Gulf Shores Residential Treatment	37	09 - 12	1.6	—	100.0	—	—
Harmony Science Academy - Austin	208	06 - 10	0.0	—	95.2	92.0	89.0
Harmony Science Academy -Dallas	222	06 - 08	—	—	—	96.0	89.0
Harmony Science Academy	381	06 - 12	0.0	—	96.4	94.0	92.0
Harris County Juvenile Detention Center	148	05 - 12	0.0	100.0	76.5	Masked	Masked

Campus	Enrollment	Grades	Dropout Rate Grades 7-12[a]	Completion rate Grades 9-12[b]	Attendance Rate	TAKS Reading/ELA % Passing[c]	TAKS Math % Passing[c]
Harris County Youth Village	112	07 - 11	1.1	94.7	99.5	17.0	Masked
Hays County Detention Center	2	09 - 09	0.0	—	99.9	—	—
Hays Juvenile Center	79	07 - 11	0.0	—	99.8	Masked	Masked
Higgs Carter King Gifted & Talented	219	PK - 12	0.0	—	94.4	75.0	42.0
Honors Academy	501	09 - 12	4.0	90.5	89.2	39.0	8.0
Horizon Montessori	167	PK - 03	—	—	—	94.0	80.0
Houston Alternative Preparatory Charter	135	PK - 10	0.0	—	89.4	Masked	17.0
Houston Can Academy Hobby	312	09 - 12	2.3	—	86.1	50.0	6.0
Houston Can! Academy Charter School	414	09 - 12	2.6	90.0	82.3	39.0	6.0
Houston Gateway Academy	726	KG - 10	1.0	—	95.9	67.0	45.0
Houston Heights High School	195	08 - 12	1.2	94.9	94.3	70.0	28.0
Houston Heights Learning Academy	85	PK - 05	—	—	95.4	78.0	50.0
Huebner Road	137	06 - 12	0.0	—	97.3	Masked	Masked
I Am That I Am Academy	117	04 - 12	2.4	100.0	89.7	52.0	12.0
IDEA Academy	659	KG - 10	0.0	—	97.9	90.0	90.0
Impact Charter	286	PK - 06	—	—	91.0	41.0	9.0
Inspired Vision	278	PK - 08	0.0	—	96.0	59.0	47.0
Inspired Vision Academy	293	PK - 06	—	—	97.3	71.0	53.0
Jamie's House Charter School	79	06 - 12	2.7	40.0	86.3	52.0	Masked
Jean Massieu Academy	162	PK - 12	0.0	-1.0	93.9	61.0	36.0
Jesse Jackson Academy	323	09 - 12	0.4	96.0	95.1	74.0	89.0
John H Wood Charter School	126	06 - 12	0.0	-1.0	96.3	50.0	40.0
Juan B Galaviz Charter School	86	09 - 12	8.5	—	90.6	32.0	13.0
Jubilee Academic Center	332	PK - 12	0.0	—	95.2	75.0	36.0
Katherine Anne Porter School	115	09 - 12	3.9	94.3	91.5	71.0	34.0
Katy-Hockley Boot Camp	139	06 - 12	0.0	100.0	96.2	Masked	Masked
KIPP Academy	506	PK - 09	0.0	—	98.9	96.0	94.0
KIPP Aspire Academy	148	05 - 06	—	—	—	88.0	94.0
KIPP Austin College Prep	147	05 - 07	—	—	—	79.0	80.0
KIPP Truth Academy	91	05 - 06	—	—	—	80.0	76.0
La Amistad Love & Learning Academy	257	PK - 04	—	—	96.6	58.0	33.0

Campus	Enrollment	Grades	Dropout Rate Grades 7-12[a]	Completion rate Grades 9-12[b]	Attendance Rate	TAKS Reading/ELA % Passing[c]	TAKS Math % Passing[c]
La Escuela De Las Americas	121	PK - 05	—	—	98.2	63.0	58.0
Landmark School	82	07 - 12	11.3	78.3	91.2	49.0	22.0
Legacy High School	83	09 - 12	11.4	85.7	76.0	42.0	4.0
Life School Oak Cliff	1113	KG - 12	0.0	—	96.8	85.0	73.0
Life School Red Oak	535	KG - 06	—	—	96.1	97.0	91.0
Lighthouse Charter School	176	KG - 06	0.0	—	96.6	75.0	51.0
Mainland Preparatory Academy	589	PK - 08	0.0	—	97.9	85.0	78.0
Marywood	8	08 - 12	9.1	-1.0	75.1	Masked	Masked
McCullough Academy of Excellence	180	KG - 05	—	—	96.4	76.0	47.0
Medical Center Charter School/South	271	PK - 06	—	—	94.7	81.0	59.0
Meridell	83	01 - 12	0.3	-1.0	99.6	Masked	Masked
Methodist Children's Home	130	06 - 12	0.0	—	98.6	72.0	49.0
Metro Charter Academy	417	PK - 08	0.0	—	97.0	73.0	50.0
Meyerpark Elementary	81	KG - 05	—	—	—	67.0	43.0
Mid-Valley Academy-Mc Allen	207	09 - 12	3.5	—	88.2	57.0	9.0
Mid-Valley Academy	45	09 - 12	5.6	71.4	85.8	71.0	Masked
Midland Academy Charter School	511	KG - 09	0.0	—	94.8	88.0	70.0
Miracle Farm	15	07 - 12	0.0	-1.0	97.5	56.0	22.0
Nancy Ney Charter School	112	04 - 12	2.6	73.7	91.3	48.0	26.0
National Elite Gymnastics	7	06 - 12	0.0	95.0	96.2	83.0	50.0
NCI Charter School Without Walls	289	PK - KG	—	—	—	—	—
New Directions	26	09 - 12	—	—	—	67.0	11.0
New Frontiers Charter School	630	KG - 08	0.0	—	94.6	65.0	52.0
North Hills School	923	01 - 12	0.0	100.0	97.4	98.0	91.0
North Houston HS for Business	189	09 - 12	0.9	88.2	82.2	45.0	4.0
Northwest Campus	110	PK - 05	—	—	—	Masked	Masked
Northwest Preparatory	291	PK - 08	0.0	—	95.2	74.0	53.0
Northwest Preparatory Campus (Wileyvale)	21	03 - 08	0.0	—	96.0	—	—
Nova Charter School	102	PK - 03	—	—	—	Masked	67.0
Nova Charter School (Southeast)	263	PK - 06	—	—	95.9	69.0	58.0
NYOS Charter School	330	KG - 12	0.0	—	96.8	87.0	75.0

Campus	Enrollment	Grades	Dropout Rate Grades 7-12[a]	Completion rate Grades 9-12[b]	Attendance Rate	TAKS Reading/ELA % Passing[c]	TAKS Math % Passing[c]
NYOS Charter School Inc at Gessner	85	PK - 03	—	—	96.2	67.0	58.0
Odyssey Academy Inc	244	PK - 08	1.1	—	93.7	75.0	60.0
Omega Academic Center	121	06 - 12	0.8	—	93.0	53.0	15.0
One Stop Multiservice	166	PK - 12	3.8	—	87.9	60.0	17.0
One Stop Multiservice	126	PK - 12	2.2	—	93.8	69.0	Masked
One Stop Multiservice HS	148	PK - 12	1.0	98.4	89.5	43.0	5.0
Outreach Word Academy	184	PK - 06	—	—	92.9	75.0	47.0
Panola Charter School	164	08 - 12	38.8	41.3	93.8	71.0	31.0
Paradigm Accelerated School	70	07 - 12	4.3	85.2	93.9	57.0	27.0
Paso Del Norte Academy	201	09 - 12	5.8	92.4	86.0	39.0	15.0
Pathfinder Camp	21	06 - 11	0.0	—	99.7	Masked	40.0
Pathways 3H Campus	26	06 - 11	0.0	—	99.2	80.0	Masked
Peak Academy	57	04 - 05	—	—	—	89.0	85.0
Pegasus Campus	119	04 - 12	0.6	—	99.6	74.0	59.0
Pegasus Charter HS	266	07 - 12	0.4	100.0	96.6	85.0	47.0
Pineywoods Community Academy High School	206	KG - 08	0.0	—	96.4	89.0	69.0
Pinnacle School	166	01 - 08	3.6	—	93.6	88.0	68.0
Por Vida Academy Charter HS	187	09 - 12	2.4	90.6	68.9	39.0	2.0
Positive Solutions Charter School	290	09 - 12	4.3	81.6	86.6	56.0	6.0
Radiance Academy of Learning	139	PK - 12	0.8	92.3	91.1	60.0	35.0
Radiance Academy of Learning (West Lake)	270	PK - 12	0.0	.	96.0	70.0	36.0
Ranch Academy	45	08 - 12	2.1	93.6	99.8	Masked	Masked
Rapoport Academy	162	PK - 04	—	—	97.6	86.0	74.0
Rapoport Academy/Quinn Campus	35	05 - 07	—	—	97.7	89.0	79.0
Raul Yzaguirre School For Success	657	PK - 12	1.4	88.9	96.5	67.0	41.0
Raul Yzaguirre School For Success	238	PK - 06	—	—	94.8	85.0	68.0
Raven School	168	09 - 12	0.0	100.0	100.0	44.0	Masked
Richard Milburn Academy - Ector County	208	09 - 12	1.3	—	75.3	47.0	13.0
Richard Milburn Academy - Fort Worth	163	09 - 12	6.2	—	79.1	58.0	20.0
Richard Milburn Academy - Suburban Houston	178	09 - 12	5.9	—	72.2	50.0	Masked
Richard Milburn Academy (Amarillo)	125	09 - 12	6.0	86.2	82.5	44.0	8.0

Campus	Enrollment	Grades	Dropout Rate Grades 7-12[a]	Completion rate Grades 9-12[b]	Attendance Rate	TAKS Reading/ELA % Passing[c]	TAKS Math % Passing[c]
Richard Milburn Academy (Beaumont)	197	09 - 12	2.3	90.0	80.4	58.0	38.0
Richard Milburn Academy (Midland)	192	09 - 12	5.3	94.6	85.5	39.0	8.0
Richard Milburn Alter HS (Corpus Christi)	150	09 - 12	2.8	93.4	86.6	79.0	27.0
Richard Milburn Alter HS (Killeen)	153	09 - 12	2.8	93.0	84.3	62.0	26.0
Richard Milburn Alter HS (Lubbock)	152	09 - 12	1.3	91.8	80.4	60.0	20.0
Rick Hawkins HS	294	09 - 12	—	100.0	—	67.0	40.0
Ripley House Charter School	95	KG - 04	—	—	95.4	72.0	70.0
Rise Academy	165	PK - 05	—	—	97.6	97.0	97.0
River Oaks	278	09 - 12	3.5	—	87.3	55.0	11.0
San Antonio Can High School	386	09 - 12	3.7	—	77.5	56.0	13.0
San Antonio Preparatory Academy	145	KG - 06	—	—	95.4	80.0	40.0
San Antonio School for Inquiry & Creativity	193	KG - 12	0.0	100.0	91.0	49.0	26.0
San Antonio Technology Academy	70	09 - 12	10.5	—	77.9	43.0	15.0
San Marcos Treatment Center	142	06 - 12	—	—	—	22.0	Masked
School of Excellence In Education	534	PK - 06	0.0	—	95.8	81.0	70.0
School of Liberal Arts and Science	473	PK - 09	1.9	—	97.3	72.0	44.0
Seashore Learning Center	193	KG - 06	—	—	97.5	98.0	89.0
Sentry Technology Prep School	170	PK - 12	—	—	—	38.0	6.0
Ser-Ninos Charter Elementary	537	PK - 06	—	—	97.4	76.0	53.0
Settlement Home	29	02 - 11	0.0	—	99.2	Masked	Masked
Shekinah Hope	45	KG - 06	—	—	94.1	79.0	64.0
Shekinah Radiance Academy	70	PK - 06	—	—	95.7	46.0	22.0
Shekinah Walzem	285	PK - 12	1.0	—	94.2	65.0	32.0
South Plains Academy	190	09 - 12	1.7	95.8	83.6	55.0	20.0
Southwest High School	342	08 - 12	0.4	84.9	84.5	66.0	41.0
Southwest HS - Incentives	42	07 - 12	0.0	-1.0	98.3	Masked	Masked
Southwest Preparatory School-North	216	09 - 12	1.7	—	84.6	49.0	43.0
Southwest Preparatory School	353	09 - 12	1.8	88.7	84.4	51.0	32.0
Southwest Preparatory Southeast Campus	283	09 - 12	0.7	—	85.5	46.0	9.0
St Anthony Academy	205	PK - 08	0.0	—	97.5	89.0	55.0
St Francis Academy	150	06 - 12	0.8	—	80.3	47.0	10.0

Campus	Enrollment	Grades	Dropout Rate Grades 7-12[a]	Completion rate Grades 9-12[b]	Attendance Rate	TAKS Reading/ELA % Passing[c]	TAKS Math % Passing[c]
St Mary's Academy Charter School	223	KG - 08	0.0	—	95.8	89.0	76.0
Star Charter School	207	01 - 12	0.7	94.4	94.9	87.0	72.0
Star Ranch Campus	33	01 - 12	0.0	—	100.0	Masked	Masked
T-Care	57	07 - 11	2.6	-1.0	99.8	80.0	Masked
Technology Education Charter HS	96	09 - 12	4.7	88.0	75.3	31.0	25.0
Tekoa Academy of Accelerated Studies	334	PK - 08	0.0	—	91.4	90.0	74.0
Temple Education Center	123	PK - 12	0.0	—	93.2	58.0	41.0
Texans Can Academy at Paul Quinn	189	09 - 12	—	—	—	43.0	12.0
Texans Can at Carrollton-Farmers	338	09 - 12	3.0	—	79.2	55.0	11.0
Texas Empowerment Academy	122	05 - 12	0.0	—	96.6	74.0	77.0
Texas Preparatory School	88	KG - 08	0.0	—	95.2	80.0	44.0
The Education and Training Center	1	10 - 10	—	—	—	—	—
The Oaks Treatment Center	75	01 - 12	—	—	—	57.0	Masked
The Phoenix Charter School	271	PK - 10	0.0	—	96.4	78.0	50.0
The Varnett School - East	185	PK - 05	—	—	96.3	38.0	36.0
The Varnett School - Northeast	209	PK - 05	—	—	96.4	78.0	64.0
Theresa B Lee Academy	277	09 - 12	0.0	100.0	92.3	63.0	78.0
TNC Campus (Texas Neurorehabilitation Center)	55	01 - 12	1.2	—	99.5	Masked	Masked
Transformative Charter Academy	99	09 - 12	1.2	85.1	77.1	56.0	22.0
Treetops School International	272	KG - 12	0.0	100.0	96.3	80.0	59.0
Trinity Basin Preparatory	478	PK - 07	0.0	—	97.5	75.0	62.0
Trinity Charter School	59	06 - 11	—	—	—	42.0	10.0
Trinity Charter School	58	01 - 10	—	—	—	Masked	Masked
Trinity Charter School	55	06 - 12	—	—	—	Masked	Masked
Trinity Charter School	54	06 - 11	—	—	—	Masked	Masked
Two Dimensions at Corsicana	141	PK - 02	—	—	91.3	—	—
Two Dimensions Preparatory Academy	335	PK - 05	—	—	93.0	68.0	51.0
Two Dimensions/Vickery	132	PK - 02	—	—	92.5	—	—
Univ of Houston Charter Sch-Tech	127	KG - 05	—	—	96.4	94.0	90.0
Universal Academy - Flower Mound	423	KG - 09	0.0	—	97.3	95.0	91.0
Universal Academy	653	PK - 09	0.0	—	96.5	84.0	68.0

Campus	Enrollment	Grades	Dropout Rate Grades 7-12[a]	Completion rate Grades 9-12[b]	Attendance Rate	TAKS Reading/ELA % Passing[c]	TAKS Math % Passing[c]
University of Texas Elementary Charter	150	PK - 02	—	—	96.1	—	—
University School	160	08 - 12	7.2	90.5	72.0	57.0	39.0
Vanguard Academy	220	PK - 06	—	—	97.4	78.0	82.0
Varnett Charter School	732	PK - 05	—	—	96.8	97.0	93.0
Waco Charter School	158	KG - 05	—	—	97.4	74.0	69.0
Waxahachie Faith Family Academy	408	PK - 12	0.7	—	94.6	87.0	63.0
West Houston Charter	82	07 - 12	0.0	100.0	93.8	86.0	56.0
West Houston Charter Elementary	133	KG - 06	—	—	95.9	88.0	67.0
Westlake Academy	267	KG - 07	—	—	97.2	98.0	91.0
Westside Command Detention Center	41	06 - 10	0.2	100.0	81.3	Masked	Masked
Winfree Academy Charter School (Grapevine)	265	09 - 12	2.5	—	83.5	87.0	49.0
Winfree Academy Charter School (Irving)	402	09 - 12	0.6	93.9	84.2	76.0	27.0
Winfree Academy Charter School (Lewisville)	394	09 - 12	3.2	92.8	84.1	74.0	22.0
Winfree Academy Charter School (Richardson)	362	09 - 12	6.2	87.0	80.3	77.0	20.0
Yes College Preparatory School - Northeast	238	06 - 07	—	—	98.3	97.0	89.0
Yes College Preparatory School	646	06 - 12	0.0	100.0	97.6	96.0	91.0
Young Learners	754	PK	—	—	—	—	—
Zoe Learning Acad - Ambassador Campus	199	KG - 06	—	—	—	66.0	37.0
Zoe Learning Academy	314	KG - 06	—	—	93.7	58.0	53.0

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

[a]This dropout rate for 2003-04 includes grades 7 through 12.

[b]The completion rate for 2003-04 consists of the percentage of students in the 2000-01 cohort who received their high school diplomas by the end of the 2003-04 school year, those who received GEDs, and those who were still enrolled as high school students for the 2004-05 school year.

[c]Some of these data are masked to maintain the privacy rights of students and to comply with the federal Family Educational Rights and Privacy Act (FERPA). TAKS scores are from AEIS TAKS grades 3-11, panel recommendation data file.